Committee: School Administration
Topic: No Cell-Phone Policy
Sponsor: Student Council

School Administration,

Having studied that 43% of students in a school where electronic devices were banned, continued to use the devices to help with learning and managing class work,

Keeping in mind that on average, students spend 20% of their in-class time texting, emailing, and checking social media daily,

Aware that research shows that technology provides new learning opportunities and the ability for students to develop skills they will need for their careers,

1. Calls upon school officials to “decriminalize” cell-phone use in order to further success in the classroom;

2. Recommends that the school administration require that teachers incorporate digital tools and apps into their daily lessons;

3. Further requests the school board to make Technology Skills a class that is required for graduation.

Statistics provided by:
Oxford Learning (2017)
https://www.oxfordlearning.com/should-cell-phones-be-allowed-classrooms/
Handout #2
Sustainable Development Goals

1. No Poverty
2. Zero Hunger
3. Good Health and Well-Being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace and Justice, Strong Institutions
17. Partnerships for the Goals

The Global Goals
For Sustainable Development

2020 Student Diplomat Program / Jr. Model United Nations Resolution Writing Workshop
Thursday, March 5 and Friday, March 6, 2020
HANDBOOK # 3
SAMPLE RESOLUTION TEMPLATE

Students’ Names:
Students’ School:
U.N. Committee (either 1 or 2):
Topic:
Sponsor (country delegation):

The General Assembly,

[Preambulatory Clauses]

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

[Operative Clauses]

1.) ___________________________________________;
   ___________________________________________
   ___________________________________________
   ___________________________________________

2.) __________________________________________;
   __________________________________________
   __________________________________________
   __________________________________________

3.) __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2020 Student Diplomat Program / Jr. Model United Nations Resolution Writing Workshop
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Preambulatory Clause – Vocabulary

Affirming
Alarmed by
Approving
Aware of
Believing
Bearing in mind
Confident
Conscious of
Contemplating
Convinced
Declaring
Deeply concerned
Deeply convinced
Deeply disturbed
Deeply regretting
Desiring

Having received
Keeping in mind
Noting with regret
Noting with satisfaction
Noting with deep concern
Noting further
Noting with approval
Observing
Realizing
Reaffirming
Recalling
Recognizing
Seeking
Taking into account
Taking note
Welcoming

Emphasizing
Expecting
Expressing its appreciation
Expressing its satisfaction
Fulfilling
Fully Aware
Further deploiring
Further recalling
Guided by
Having adopted
Having considered
Having considered further
Having devoted attention
Having examined
Having studied
Having heard

Operative Clause – Vocabulary

Accepts
Affirms
Approves
Authorizes
Calls
Calls upon
Condemns
Congratulates
Confirms
Considers
Declares
Deplores
Draws attention

Emphasizes
Encourages
Endorses
Expresses its appreciation
Expresses its hope
Further invites
Further proclaims
Further recommends
Further reminds
Further requests
Further resolves
Have resolved
Notes

Reaffirms
Recommends
Reminds
Regrets
Requests
Resolves
Solemnly affirms
Strongly condemns
Supports
Trusts
Takes note of
Urges
Designates
SDG 4: Quality Education – TARGETS

• SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
• By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education.
• By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
• By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
• Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
• By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries
• By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

QUICK FACTS

• 262 million children and adolescents remain out of school. 617 million lack proficiency in reading and mathematics.
• Every additional year of primary school increases girls' eventual wages by 10-20 percent. It also encourages them to marry later and have fewer children and leaves them less vulnerable to violence. (Source: UN)
• There would be 171 million fewer people living in poverty if all students in low income countries learned basic reading skills. (Source: UN)
• An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas. (Source: UN)
• Children from the poorest households are four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high. (Source: UN)
• If all girls had secondary education attainment in sub-Saharan Africa and South/West Asia, child marriage would fall 64%, while early births would fall 59%.
• Primary education = Elementary + Middle school; Secondary education = High School; Tertiary Education (or post-secondary education) = college or beyond.
CHALLENGES

• More than half of the schools in sub-Saharan Africa do not have access to basic drinking water, handwashing facilities, the Internet, or computers. (Source: UN)
• Teacher training and ensuring that teachers have access to teaching resources is also of critical importance in improving the quality of learning (Source: UN)
• Higher education (college and beyond) can be very expensive, meaning that only some people in society can get a college-level education. Tertiary education is least affordable in Sub-Saharan Africa where it exceeds 60% of average national income in most countries. (Source: UNESCO)
• In Central Asia, 27% more girls than boys of primary school age are not attending school. (Source: UN)
• It is difficult to monitor and track movement toward reaching SDG 4. Many of the countries who struggle with primary and secondary education are not able to report accurate data on the issue. (Source: UN)
• Natural disasters such as floods and droughts can lead to children dropping out of school for an extended period of time.

PAST AND RECENT ACTIONS

• At the global level, the participation rate in early childhood and primary education was 70 per cent in 2016, up from 63 per cent in 2010. (Source: UN)
• An additional year of school led to a 10% increase in income across 139 countries. (Source: UN)
• In 2018 a conference held by the UN committed to including migrants and refugees in education systems; providing quality gender-responsive education; and strengthening education for global citizenship and sustainable development. (Source: UN)
• Globally, there has been little progress in the percentage of primary school teachers who are trained: it has been stagnating (not moving) at about 85 per cent since 2015. The proportion is lowest in sub-Saharan Africa (64%). (Source: UN)

MOVING FORWARD

• For quality education to be provided to the children of impoverished families, investment is needed in educational scholarships, teacher training workshops, school building and improvement of water and electricity access to schools.
• In 72 countries with recent data, approximately 7 in 10 children aged 3 and 4 were developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning. (Source UN)
• At the global level, the participation rate in early childhood and primary education was 70% in 2016, up from 63% in 2010. The lowest rates are found in sub-Saharan Africa (41 per cent) and Northern Africa and Western Asia (52 per cent). (Source: UN)
The General Assembly,

Deeply concerned that there would be 171 million fewer people living in poverty if all students in low income countries learned basic reading skills,

Fully aware that teacher training and ensuring that teachers have access to teaching resources is also of critical importance to improving the quality of learning,

Keeping in mind that Botswana is located in sub-Saharan Africa where more than half of the schools do not have access to basic drinking water, handwashing facilities, the Internet, or computers,

1. Suggests that wealthy countries in the United Nations give money to reduce poverty;

2. Suggests that the United Nations help the citizens of Botswana by building more schools;

3. Suggests improving access to resources for teachers and educators.

Amendments