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Documentation of the Work of the United Nations Educational,  
Scientific, and Cultural Organization (UNESCO)



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Conference A

# United Nations Educational, Scientific and Cultural Organization (UNESCO)

## Committee Staff

<b>Director</b>	Ariane Larouche
<b>Assistant Director</b>	Tomás Ocampo
<b>Chair</b>	Alen Thomas
<b>Rapporteur</b>	Tara Kwan

## Agenda

- I. Empowering Vulnerable Groups through Access to Information and Communications Technology
- II. Safeguarding World Heritage
- III. Sports for Peace and Development

## Resolutions adopted by the Committee

Code	Topic	Vote
UNESCO/1/1	Empowering Vulnerable Groups through Access to Information and Communications Technology	42 votes in favor, 3 votes against, 1 abstention
UNESCO/1/2	Empowering Vulnerable Groups through Access to Information and Communications Technology	Adopted without a vote
UNESCO/1/3	Empowering Vulnerable Groups through Access to Information and Communications Technology	43 votes in favor, 1 vote against, 2 abstentions
UNESCO/1/4	Empowering Vulnerable Groups through Access to Information and Communications Technology	38 votes in favor, 2 votes against, 6 abstentions
UNESCO/1/5	Empowering Vulnerable Groups through Access to Information and Communications Technology	37 votes in favor, 3 votes against, 6 abstentions
UNESCO/1/6	Empowering Vulnerable Groups through Access to Information and Communications Technology	34 votes in favor, 5 votes against, 7 abstentions
UNESCO/1/7	Empowering Vulnerable Groups through Access to Information and Communications Technology	39 votes in favor, 0 votes against, 7 abstentions
UNESCO/1/8	Empowering Vulnerable Groups through Access to Information and Communications Technology	43 votes in favor, 1 vote against, 2 abstentions
UNESCO/2/1	Safeguarding World Heritage	29 votes in favor, 12 votes against, 5 abstentions

## Summary Report

The United Nations Educational, Scientific and Cultural Organization held its annual session to consider the following agenda items:

- I. Empowering Vulnerable Groups through Access to Information and Communications Technology
- II. Sports for Peace and Development
- III. Safeguarding World Heritage

The session was attended by representatives of 45 Member States on Sunday, and the committee quickly moved to adopt the agenda of I, III, II, beginning discussion on the topic of “Empowering Vulnerable Groups through Access to Information and Communications Technology.”

On Monday, seven working groups formed and discussed the use of information and communications technology to better the lives of vulnerable peoples, such as the disabled, elderly, migrants, minorities, refugees, women, and youth. Providing access to online education, vocational training, teacher training, and improving broadband access were core components of the working papers.

By Tuesday, the Dais received a total of eight proposals covering a wide range of sub-topics such as addressing HIV/AIDS, closing the gender gap, building infrastructure, mitigating the effects of disasters, and making education more accessible. The committee was deeply engaged with the topic on Monday and Tuesday. Member States were attentive and eager to cooperate with one another to address the issue at hand.

On Wednesday, eight draft resolutions had been approved by the Dais, two of which had friendly amendments. The committee adopted all the draft resolutions following voting procedure and promptly began work on the second topic, “Safeguarding World Heritage.” By the end of session, the committee adopted a draft resolution on protecting cultural heritage and utilizing GIS technology to protect World Heritage Sites.



**Code:** UNESCO/1/1

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Empowering Vulnerable Groups through Access to Information and Communications Technology

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1 *The United Nations Educational, Scientific and Cultural Organization,*

2  
3 *Having considered* the definition of vulnerable groups defined in the *United Nations Report Module 8* under which  
4 it is stated that the elderly, people living with HIV/AIDS, and ethnic minorities are considered as vulnerable groups,

5  
6 *Deeply concerned* by the still current inequality between men and women in the access to Information and  
7 Communications Technology (ICT),

8  
9 *Recognizing* the importance of the United Nations Entity for Gender Equality and the Empowerment of Women  
10 (UN-Women) and the UN Joint Programme on HIV/AIDS (UNAIDS) that draws attention to the pressing issue as  
11 supported by the *Consolidated Guidelines on Rights for Women living with HIV*,

12  
13 *Highly alarmed* by the rapid spread of HIV as stipulated under the Comprehensive Web Portal for Gender Equality  
14 Dimensions of the HIV-Epidemic under UN-Women,

15  
16 *Taking note* of the importance of the Fund for Gender Equality and the Global Fund to fight AIDS, Tuberculosis and  
17 Malaria to provide financial aid for projects concerned with these topics,

18  
19 *Approving* the use of already existing resources such as the AIDS Information System in Africa that is partly  
20 computer-based, the International AIDS Society and UNAIDS,

21  
22 *Recalling* the HIV-related goals and commitments contained in the *UN Millennium Declaration*, in the 2005 World  
23 Summit Outcome, the *Sustainable Development Goals* (SDG), with special regard to SDG 3 and 5, and General  
24 Assembly resolutions 70/266 of 2016 and 65/276 of 2011,

25  
26 *Taking into account* the particular vulnerability to HIV-infections that especially concern women employed in the  
27 sex industry, given the number of 20 million women who have suffered from the disease in the last year alone, and  
28 further drawing attention to the challenge of gender inequality concerning the access to ICT,

29  
30 *Reemphasizing* the crucial role of the Equals Global Partnership for Gender Equality in the Digital Age between  
31 UN-Women and the International Telecommunication Union (ITU) in the representation of women in the fields of  
32 Sciences, Technology, Engineering and Mathematics,

33  
34 1. *Suggests* that Members States support the establishment and national-level implementation of a newly-created  
35 Information System, inaugurated by the United Nations Educational, Scientific and Cultural Organization  
36 (UNESCO), UNAIDS, UN-Women and United Nations Information and Communications Technology Task  
37 Force, supervised by the World Health Organization (WHO) called Women and AIDS Information System  
38 (WAIS) through Information and Communications Technology (ICT), with the objective to promote and  
39 encourage the treatment of HIV, providing:

40  
41 a. Information about places to seek medical aid in particular affected regions, which shall be sought out  
42 in collaboration with WHO and UN-Women;

43  
44 b. Means of empowerment for women and girls through education, which shall be conducted under the  
45 guidance of the United Nations Children's Fund (UNICEF) and UN-Women;

46  
47 c. Psychological aid for infected persons, which should be provided by:

48 i. Experts within WHO; and

- 49                   ii. Local professionals in order to guarantee that the mother tongue and the culture of affected  
50                   people are regarded;  
51
- 52           d. Active interaction through ICT (for instance but not limited to internet platforms or smartphone  
53           applications where available) in order to further aid and empower women through anonymous advice  
54           and responses relating to:  
55           i. Preventive measures;  
56           ii. Post-diagnosis measures to take to tackle immediate repercussions after the potential infection  
57           with the disease;  
58           iii. Organization of daily life even after the infection with HIV/AIDS and similar sexually  
59           transmitted diseases;  
60
- 61 2. *Encourages* the use of WAIS as an agent of promotion, based on the guideline of UNESCO’s Program of  
62   Promotion of ICT and Media as a tool of capacity-building in peace and non-violence guideline to put forward:  
63
- 64           a. Successful women appearing in the fields of politics, finance, arts and sports;  
65
- 66           b. HIV-infected persons who managed to adapt their lives to the disease for instance, in order to inspire  
67           youth and create role models;  
68
- 69 3. *Recommends* that WAIS be funded by the UNESCO Administrative Fund and suggests other reliant UN bodies  
70   to take part according to their mandate;  
71
- 72 4. *Invites* Member States to organize and supervise free and public trainings in ICT, organized by IT specialists in  
73   order to ensure equal socioeconomic opportunities for women with regard to SDG 5:  
74
- 75           a. The trainings shall be given by the people designated under the mandate of each member state within  
76           national legislation;  
77
- 78           b. The trainings shall teach topics such as:  
79           i. Prevention of attaining HIV/AIDS;  
80           ii. Treatment for those who are already infected with the disease;  
81
- 82 5. *Intends* to create a digital platform via the use of ICT aiming to gather all advances on the issue of HIV already  
83   made by international programs to be accessible for scientists around the world in order to enhance cooperation  
84   and accelerate information streams directed at specialist in research concerning HIV order to come to common  
85   solutions;  
86
- 87 6. *Appeals* to Member States to promote Women’s leadership in the technical sector by organizing a campaign  
88   dedicated to women studying and working in Science, Technology, Engineering and Mathematics (STEM);  
89
- 90 7. *Strongly supports* all the State-based initiatives dedicated to increase the engagement of girls in STEM subjects  
91   in formal and informal environments, such efforts to retaining the STEM workforce.



**Code:** UNESCO/1/2

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Empowering Vulnerable Groups through Access to Information and Communications Technology

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1 *The United Nations Educational, Scientific, and Cultural Organization,*

2  
3 *Acknowledging* the lack of specifications in the definition of vulnerable groups as outlined by the United Nations  
4 Educational, Scientific and Cultural Organization (UNESCO), which includes women and youth with low or no  
5 literacy, indigenous communities, prisoners, and refugees,

6  
7 *Highlighting* the general principles of the *Universal Declaration of Human Rights* (UDHR) that affirms the  
8 importance of equal access to information and communications technology (ICT) to all social groups,

9  
10 *Recognizing* the educational benefits of ICT in the matters of achieving Sustainable Development Goal (SDG) 4:  
11 Ensure quality education for all,

12  
13 *Guided by the Education 2030 Incheon Declaration and Framework for Action* (2015) that promotes inclusive and  
14 equitable quality education and lifelong learning for all,

15  
16 *Recalling* the *Vienna Declaration* (1993) and the *Convention for Rights of Persons with Disabilities* (2006)  
17 concerning the issues regarding and persons with disabilities, since it defines the importance of empowering  
18 vulnerable groups,

19  
20 *Welcoming* the help and the experience of the UNESCO Teaching and Learning for a Sustainable Future  
21 Programme, and the United States of America's TeachHer Programme,

22  
23 *Reaffirming* the need to create an international standard of broadband speed and coverage and the success of the  
24 European Union's 2020 Broadband Targets in its attempt to provide equal access to quality internet, specifically  
25 providing gigabit connectivity for all public and private sector institutions, a minimum of 5G coverage for public  
26 goods, including public transportation, and access to Internet speeds of at least 100 Mbps to all private households,

27  
28 *Acknowledging* the Women, Peace, and Security National Focal Point Network to provide a cross regional online  
29 forum for vulnerable groups, which gives educational access to vulnerable groups across Member States,

30  
31 *Seriously concerned* about the United Nations Children's Fund's (UNICEF) report on *Disaster Risk Reduction*,  
32 stating that 50-60% of the world population affected by the natural disasters are children,

33  
34 *Deeply conscious* about the educational and technological gap between developed and developing States, as the  
35 current globalized trend requires such adjustment in developing States, in order to connect to higher education and  
36 opportunities, and hence compete in the workforce globally through ICT,

37  
38 *Noting with satisfaction* the example of Japan which supported the development of Uganda's Department for  
39 Business, Technical, and Vocational Education (BTEVT) institutions through ICT's, that improves the quality and  
40 capability of peacekeeping operations by developing the ICT skills of female personnel, by supporting a UN e-  
41 learning program that has finalized its educational materials, which are meant to be used by every Member State's  
42 peacekeepers,

43  
44 1. *Calls upon* all Member States to cooperate with stakeholders, the private sector, civil society organizations,  
45 development agencies, non-governmental organizations (NGOs), and local governments to assist Member  
46 States through funding and sharing of expertise to integrate connectivity as part of a national plan, by:

- 47  
48 a. Providing the necessary equipment, such as computers, mobile devices, and internet access, for  
49 vulnerable groups to have an equitable access to ICT;

- 50
- 51 b. Ensuring strong training and education for vulnerable groups, through a stable connection to electricity
- 52 and internet provided;
- 53
- 54 c. Proposing the implementation of a Recycling Computer Program in partnership with private
- 55 companies and ICT devices will be sent to school and refugees camps by exchanging old and new
- 56 computers between the private companies and costumers that will receive a price reduction by buying
- 57 new devices and giving the old one back;
- 58
- 59 d. Encouraging companies to donate devices to in-need countries and vulnerable groups, especially
- 60 persons with disabilities and elderly people during natural disasters since they are the first victims of
- 61 such tragedies;
- 62
- 63 e. Suggesting that all Member States to implement assistive technology centers, following the example of
- 64 Qatar Better Connections, supporting migrant workers and improving their skills and abilities in the
- 65 workcamp, through ICTs;
- 66
- 67 2. *Encourages* Member States to develop national guidelines for improving broadband speed and coverage for all
- 68 persons, taking special consideration into the capabilities of each State, by participating in regional and
- 69 international partnerships, such as North-South alliances between developed and developing States, to be
- 70 measured through the Network Readiness Index to ensure an international standard of broadband speed and
- 71 coverage to create equal access to the Internet, regardless of membership to a vulnerable group;
- 72
- 73 3. *Welcomes* all Member States to collaborate on developing computer programs teaching fundamental schooling
- 74 content such as, but not limited to, language skills, mathematics, and sciences, to ensure comparable levels of
- 75 knowledge for all social groups, with:
- 76
- 77 a. The current expertise and experience from developed countries with a high level of technology,
- 78 incorporating the existing programs of the United Nations Industrial Organization to ensure
- 79 comparable levels of knowledge and products for all vulnerable population groups;
- 80
- 81 b. Similar to the partnership between United States Agency for International Development's Office for
- 82 the Senior Coordinator for Gender Equality and Women's Empowerment, many international
- 83 organizations (IOs) and United Nations Entity for Gender Equality and the Empowerment of Women
- 84 (UN-Women) in Kenya, regarding internet and school gender-gap;
- 85
- 86 4. *Declares* that the dialogue shall be founded on the One Million Safe Schools and Hospitals Campaign and
- 87 managed by the United Nations International Strategy for Disaster Reduction (UNISDR) and UNESCO, with
- 88 the objective to further share viable preparation strategies relating to natural disasters, by using ICT to:
- 89
- 90 a. Prepare schools in the event of a natural disaster, using local network systems to secure children's
- 91 safety in school and ensuring a quick resumption of schooling after a natural disaster;
- 92
- 93 b. Establish an online training system to educate teachers on how to react in the event of an emergency;
- 94
- 95 5. *Promoting* educational policies, venues and facilities for teacher training, as well as creating conditions
- 96 favorable for a quality education environment, such as:
- 97
- 98 a. Gender-sensitive trainings for populations in rural and remote areas;
- 99
- 100 b. Safe and inclusive online educational social networks for all vulnerable groups;
- 101
- 102 c. Government and United Nations Industrial Development Organization assistance towards information
- 103 technology (IT) equipment purchase in order to provide the necessary material to schools and
- 104 educational centers in developing countries;

- 105 6. *Invites* Member States to collaborate on women’s empowerment by implementing and promoting ICT training  
106 programs and seminars, such as:  
107
- 108 a. Following the example of the UN Signals Academy and Training Center to increase women’s access  
109 and skills in ICTs in order to give the necessary tools in their professional lives;  
110
  - 111 b. Financing the projects through multiple possible instruments, such as, but not limited to, the United  
112 Nations Development Program and Japan’s Women in Development Fund, the Nippon Foundation,  
113 relevant multi-stakeholders, civil society organizations (CSOs), and NGOs;  
114
  - 115 c. Encouraging the international community’s collaboration on the progress initiated by the Women,  
116 Peace, and Security Focal Point Network to unite our efforts through application, such as:  
117
    - 118 i. An online educational platform for access among all member states as established through  
119 prior dialogue to create the basic principles for the online forum;
    - 120 ii. Transparent and safe sharing of best practices and detailed documentation to gain greater  
121 expertise for all vulnerable groups and developing nations;  
122
- 123 7. *Further invites* Member States to provide ICT equipment, staff training and website development for network  
124 exchange of locally produced media-related content, through the UNESCO International Program for the  
125 Development of Communication;  
126
- 127 8. *Raises awareness* in the necessity of a schooling system based on a State-level, with the purpose of achieving a  
128 certified education provided by the State regardless of the geographical location of the students;  
129
- 130 9. *Trusts* that all Member States adapt the UNESCO definition of vulnerable groups, with respect to their own  
131 realities and national legislation, with the purpose of using a similar framework to provide additional protection  
132 for those people inside national borders.





**Code:** UNESCO/1/3

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Empowering Vulnerable Groups through Access to Information and Communications Technologies

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1 *The United Nations Educational, Scientific and Cultural Organization,*

2  
3 *Noting* the fundamental rights stated in the *Universal Declaration of Human Rights* (UDHR) (1948) that should  
4 apply to everyone, including all vulnerable groups, with a focus on refugees and indigenous populations,

5  
6 *Bearing in mind* the ambiguity of the current definition for vulnerable groups,

7  
8 *Affirming* the *Sustainable Development Goals* (SDG) 4, 8, 9, 10 and the role access to information and  
9 communication technologies (ICTs) play in achieving these goals, specifically for refugees and indigenous  
10 populations,

11  
12 *Acknowledging* with deep gratitude the *Geneva Declaration of Principles and Plan of Action* (2003), with its “global  
13 dedication and plan to extend the benefits of ICT to all Member States,”

14  
15 *Recognizing* the *Addis Ababa Action Agenda* (2015) that states the development, social inclusion, and capacity  
16 building that can be achieved through technology for vulnerable groups,

17  
18 *Further recognizing* General Assembly resolution 71/178 of 2016 on the considerations to all indigenous people in  
19 fulfilling the SDG and in national strategic frameworks,

20  
21 *Reminding* all Member States of the importance of maintaining human rights in exceptional humanitarian situations  
22 such as, but not limited to, armed conflicts and environmental disasters,

23  
24 *Further acknowledging* the need for vulnerable individuals to have access to the internet and information in periods  
25 of displacement, paired with the need for greater information collection on migrant movement to assist in  
26 humanitarian efforts,

27  
28 *Bearing in mind* the need for Geographic Information Systems (GIS) software in regards to environmental issues  
29 affecting vulnerable groups, using programs that collaborate with the United Nations Educational, Scientific and  
30 Cultural Organization’s (UNESCO) *Report on Climate Change and World Heritage Survey* and the European  
31 Union’s *Helsinki Action Plan Monitoring Survey* in efforts to track climate change issues as well as proposed  
32 solutions,

33  
34 *Recalling* General Assembly resolution 13(I) of 1946 with the introduction of United Nations Radio, within the  
35 mandate of the Department of Public Information and its ability to share relevant information to diverse groups of  
36 people,

37  
38 *Acknowledging* the Office of the United Nations High Commissioner for Refugees (UNHCR), its funds and its  
39 special refugee media section to specifically positively influence the refugee’s situation,

40  
41 *Recalling* the Global Cooperation on Assistive Technology (GATE) under the World Health Organization (WHO) in  
42 cooperation with UNESCO that contributes assistive technologies to indigenous populations in rural areas through  
43 the Priority Assistive Product List,

44  
45 *Recognizing* the success of the UNESCO program ICT in Education that contributes to universal access to education  
46 and equity in education,

47  
48 *Appreciating* the work of UNESCO’s initiative in Brazil that helped Member States create inclusive societies  
49 motivate young people to engage with government, and support the SDGs by creating a platform for information

50 and transparency in establishment of national educational e-strategies that provide indigenous peoples with digital  
51 access to a knowledge society,  
52

53 *Noting* the UNESCO Literacy and Life Skills Training Program implemented in Syria which provided opportunities  
54 for refugee youth to read, write and provide vocational training; to include ICTs provided through the United  
55 Nations Development Programme's (UNDP) Technological Development Fund,  
56

57 1. *Endorses* partnering with non-governmental organizations (NGO) to expand UNESCO's 2014 Literacy and Life  
58 Skills training program to other Member States by:

- 59
- 60 a. Advancing the training program above to incorporate modern technology such as, but not limited to,  
61 computers, tablets, and skills for utilizing the world wide web;
  - 62
  - 63 b. Modeling initiatives for refugees off the Italian Cl@ssi 2.0 platform for including ICT training in  
64 educational systems;
  - 65
  - 66 c. Expanding upon Italy's National Plan for Digital Education for the promotion of technology in school  
67 environments;
  - 68

69 2. *Recommends* Member States coordinate with UNESCO for initiatives such as Criança Esperança Programme  
70 under the ICTs in Education implemented in Brazil;

71

72 3. *Encourages* Member States to provide developing countries, least developed countries and Small island  
73 developing states (SIDs) with Assistive Technologies for indigenous people financed by GATE under WHO,  
74 UN Population Fund, UNDP, and bilateral agreements between Member States;

75

76 4. *Encourages* Member States to further implement universal access to information that promotes development by  
77 stressing coordination between NGOs, universities, Member State governments, and the private sector to  
78 produce databases which inclusively collect and preserve intangible knowledge, varying from modern bio  
79 medicine to indigenous cultural knowledge, to prevent their disappearance overtime by:

- 80
- 81 a. Creating indigenous medicine courses, specific to country, in universities to teach medical students  
82 both modern and traditional medicinal practices;
  - 83
  - 84 b. Sending said students to individual homes to teach mothers medicinal practices for common ailments,  
85 thereby enabling women to gain education and respect within their communities;
  - 86
  - 87 c. Preserving the knowledge of over 350 million indigenous peoples worldwide who each have cultural  
88 practices as well as retained knowledge that offers values to the global scale such as non-traditional  
89 medicinal practices, near dead languages, farming and irrigation methods as well as other unique  
90 cultural aesthetic values of identity;
  - 91

92 5. *Encourages* national governments to assist in the expansion of "#Unite4Heritage" by establishing:

- 93
- 94 a. Closer bonds with indigenous communities through an online platform to sell their goods and access  
95 the global market in order to enhance their traditional products and culture;
  - 96
  - 97 b. Interactive centers where the refugees and indigenous populations could gather through the use of GIS;
  - 98

99 6. *Recommends* implementation of a new program called "UN Refugee" Radio Program within UN Radio,  
100 focusing on host countries with a high influx of refugees and the home countries of the refugees, providing  
101 them with the necessary information, researched and written by UNESCO and UNHCR Experts;

102

103 7. *Recommends* ECOSOC acknowledge the potential of the "UN Refugee" Radio Program to cooperate with  
104 UNHCR and the possibility of the program as an expansion of UN Radio under the public information mandate  
105 by advocating for financing of the initiative;

- 106  
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128
8. *Urges* Member States to use GIS programs as a preventative measure for the protection of culture that is essential to the identity and empowerment of vulnerable groups negatively affected by climate change or natural disasters such as hurricanes, earthquakes, tsunamis, and events of conflict including, but not limited, to acts of terrorism and aggression affecting vulnerable people:
    - a. Creating software modeled off of “Heritage@Risk” and the World Heritage Interactive Map to prevent destruction of cultural rights and to rebuild affected regions;
    - b. Storing data geographically, both on a national and international scale, those areas that stand in need of the most help, thereby enabling a prioritization of goals;
  9. *Calls upon* all Member States to work on providing ICTs in cases of conflict and environmental disasters to Vulnerable Groups, using the recommendations outlined in the last sessions of UNESCO as well as UN documents such as but not limited to, *The Sendai Framework for Disaster Risk Reduction (2015)*, to counter the detrimental effects that these circumstances have on the positions of vulnerable groups;
  10. *Recommends* that all Member States identify specific vulnerable groups within national borders through a national policy framework in order to advocate for and better tackle their needs;
  11. *Encourages* Member States to willingly support, either with funds or recognition among other things, other States with all forms of vulnerable groups even if they themselves do not presently have these specific groups residing in their State.



**Code:** UNESCO/1/4

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Empowering Vulnerable Groups through Access to Information and Communications Technology

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1 *The United Nations Educational, Scientific and Cultural Organization,*

2  
3 *Recognizing* the need to improve access to Information and Communication Technology (ICT) for vulnerable  
4 groups across the globe, specifically the 60,500,000 indigenous peoples within the Americas alone, as identified by  
5 variety of reports and institutions such as the United Nations Education, Scientific and Cultural Organization  
6 (UNESCO) regional analysis of “ICT in Education in Latin America and the Caribbean” and the Mexico Freedom of  
7 Information Program,

8  
9 *Recalling* Sustainable Development Goal 4 regarding the assurance of inclusive and equitable quality education and  
10 the promotion of lifelong learning opportunities for all,

11  
12 *Approving* the guidelines and principles set by the World Summit on the Information Society (WSIS), such as the  
13 “Shaping Information Societies for Human Needs” and the “Tunis Agenda for the Information Society,” in the  
14 Geneva and Tunis summits of 2003 and 2005 respectively,

15  
16 *Guided by* the statistical improvement in Gross Domestic Product (GDP) of Member States that improved access to  
17 broadband, with an increase of 10% accompanying an increase in GDP of 3.2% along with a 2% increase in  
18 productivity, as identified in the 2010 IGF V (Internet Governance Forum),

19  
20 *Reaffirming* the belief of the general theme of IGF V in developing and adopting a worldwide culture of ‘developing  
21 the future together’, while proactively discussing the importance of increasing access and diversity and developing  
22 solutions to do so,

23  
24 *Guided by* the analysis and subsequent established principles of the IGF VII conference in Baku, in which  
25 dignitaries highlighted the need to improve ICT infrastructure and analyzed the economic impact of ICT in  
26 improving general infrastructure and GDP,

27  
28 *Taking into consideration* the room for improvement in national governance and state institutions across the globe  
29 and noting the potential role of ICT in improving these functions,

30  
31 *Realizing* the difficulty in providing broadband internet access in rural areas, villages and refugee camps,  
32 particularly in developing countries,

33  
34 *Appreciating* the efforts of Member States and non-governmental organizations (NGOs) in playing an important role  
35 in the improvement of key communications services, including postal, telephone and radio and television services,  
36 as well as improving access to these services for vulnerable communities on a regional and local level,

37  
38 *Emphasizing* the wide diversity between ICT technologies, and realizing the potential administrative value of less  
39 referred-to technologies in serving as a platform, such as postal services, radio programs and media coverage,

40  
41 *Concerned by* the relative lack of political participation of vulnerable and indigenous groups, touched upon by a  
42 report from the Office of the Permanent Observer of the Inter-Parliamentary Union to the United Nations,

43  
44 *Highlighting*, the avenue for ICT to mitigate the plight of refugees through the use of mobile phones and thus assist  
45 NGOs in their humanitarian response and assistance for refugees,

46  
47 *Highlighting* the importance of ICT related programmes that successfully empowered vulnerable groups, such as the  
48 UNHCR partnership with Vodafone,

49

50 *Recognising* the value of the *Italian Declaration of Internet Rights* and its use in empowering vulnerable groups  
51 through access to ICT,  
52

53 *Acknowledging* the importance of conserving cultural and medicinal practices of vulnerable and indigenous groups  
54 and documenting industrialized biomedicine, while recognising the potential of ICT in facilitating and improving  
55 public knowledge of HIV/AIDS as well as cultural and medicinal practices,  
56

57 1. *Calls upon* all Member States to maintain their commitment to previous international treaties and conferences  
58 on the issue of expanding access to ICT, particularly reiterating the IGFs and WSIS summits, and subsequently  
59 act with these established principles in mind:  
60

61 a. Invites Member States to consider the findings of previous UN action and reports regarding the topic  
62 of ICT access for vulnerable groups and indigenous peoples;  
63

64 b. Reiterates the findings of the Office of the Permanent Observer of the Inter-Parliamentary Union to the  
65 United Nations - and how ICT can play a role in empowering them;  
66

67 2. *Strongly encourages* the investment in operations and maintenance (O&M) of existing ICT-related  
68 infrastructure in Member States, particularly developing states, modelling previous instances of ICT  
69 infrastructure development such as the World Bank's Information and Communications Infrastructure  
70 Development Project in Mongolia;  
71

72 3. *Calls for* Member States to engage in infrastructure development, particularly for vulnerable groups, taking note  
73 of the findings of the IGF V which indicate that a rise in ICT infrastructure accompanies improvements in  
74 national economies, GDP and productivity;  
75

76 a. Requests the designation of vulnerable groups as actors of importance and suggests increasing internet  
77 accessibility for these groups;  
78

79 b. Suggests the particular improvement of ICT Infrastructure, through investment in broadband and  
80 connectivity services, in Small Island Developing States (SIDS) as well as regions with large  
81 vulnerable populations, including but not limited to Latin America and the Caribbean;  
82

83 4. *Proposes* a biannual forum for Member States to discuss improving the usage of mobile phones by vulnerable  
84 groups, particularly refugees, by:  
85

86 a. Facilitating the distribution (and training in use) of mobile phones to those populations particularly  
87 vulnerable to events that prompt displacement;  
88

89 b. Developing relevant applications, linked to and managed by this unified platform, to utilize key  
90 information, such as migrant tracking data, to facilitate humanitarian efforts;  
91

92 c. Suggests collaboration with and support from United Nations Development Programme (UNDP) for  
93 Member States in the process of developing ICT infrastructure, particularly infrastructure which  
94 pertains to mobile phone usage and internet access;  
95

96 5. *Recommends* the protection of cultural and medicinal knowledge in databases of vulnerable, particularly  
97 indigenous, groups:  
98

99 a. Highlights the need to further document the cultural values of existing vulnerable groups;  
100

101 b. Proposes the use of databases as the following step after giving internet access to vulnerable and  
102 indigenous groups, modeling efforts on the World Health Organization's (WHO) African Index  
103 Medicus;  
104

- 105 6. *Suggests* collective action related to ICT modelling the efforts and achievements of non-governmental  
106 organizations (NGOs) as well as state institutions in improving the livelihoods of vulnerable and indigenous  
107 groups, as part of a larger effort to empower vulnerable groups:  
108
- 109 a. Proposes collaborative actions between NGOs and Member States in improving internet infrastructure  
110 and other ICT related platforms such as postal services;  
111
  - 112 b. Commends the endeavors of NGOs in improving not only the educational levels of general populations  
113 around the world, but particularly building upon the education of vulnerable and indigenous groups  
114 through the use of computers and technology, with the work of the Africa Educational Trust serving as  
115 a great example;  
116
  - 117 c. Praises the use of ICT platforms such as media coverage to promote sport based initiatives modeled off  
118 of Italy's Youth Voices Against Racism program that promote community health as well as advocating  
119 for peace, equality and inclusivity;  
120
  - 121 d. Recommends to expand government programs such as the "Mozambique's eGovernment and  
122 Communications Infrastructure Project" (MEGCIP), which promotes transparency while expanding  
123 broadband networks farther;  
124
- 125 7. *Expresses* support for solutions that incorporating ICT in state institutions, such as public schooling systems and  
126 law enforcement, to the benefit of vulnerable groups:  
127
- 128 a. Draws attention to a lack of communication and informative action between law enforcement and  
129 citizens and residents, particularly vulnerable groups, leading to instances of police brutality between  
130 law enforcement and general citizens;  
131
  - 132 b. Recommends an improvement in informative action from law enforcement to the general populace of  
133 nations, using Information and Communications Technology such as radio stations and news outlets;  
134
- 135 8. *Proposes* a model based on the 'one laptop per child' initiative or the UNHCR Partnership with Vodafone  
136 which supplied secondary education students with ICT tools to improve and enhance their learning;  
137
- 138 9. *Highlights* the suggestions and findings of the Joint United Nations Programme on HIV/AIDS (UNAIDS) 2016  
139 Meeting Report regarding ICT and suggests Member States act upon this:  
140
- 141 a. Recommends the use of ICT platforms such as social media, radio stations and news outlets to increase  
142 public knowledge of HIV/AIDS in Member States, as well as public knowledge of other community  
143 health issues;  
144
  - 145 b. Suggests that Member States undertake a task of removing the social stigma experienced by vulnerable  
146 groups affected by HIV/AIDS through the use of informative social media campaigns;  
147
- 148 10. *Commends* existing and previous regional policies and efforts of Member States in improving ICT access and  
149 using existing ICT frameworks to assist and empower vulnerable groups in the problems they face,  
150 acknowledging that internet rights are human rights, with Article 2 of the Italian Declaration of Internet Rights  
151 held up as an example:  
152
- 153 a. Praises previous efforts of Member States in empowering vulnerable groups and proclaims solemn  
154 support for all efforts to expand upon these efforts;  
155
  - 156 b. Expressing hope that building upon existing frameworks can and will achieve a viable solution that  
157 will not only empower vulnerable groups, but also achieve peace and harmony in nations that embrace  
158 the potential of ICT;  
159

- 160 11. *Regards with deep concern* the plight of migrant workers and identifies ICT as a viable solution to empower  
161 and aid migrant workers and other vulnerable groups:  
162
- 163 a. Recommends the formation of migrant help centers that aid them in connecting online with not only  
164 other migrants, but with their friends and families in their home nations too;
  - 165
  - 166 b. Suggests Member States teach migrant workers how to use ICT options to report instances of hate  
167 crime and work exploitation;
  - 168
- 169 12. *Recommends* the technical support of government and private sector partnerships with technology companies  
170 and telecommunication providers through:  
171
- 172 a. The use of satellite dishes in partnership with Eutelsat and Mark Zuckerberg’s internet.org initiative;
  - 173
  - 174 b. Encouraging member states to follow the model of Google’s Project Loon, which used high-altitude  
175 balloons to provide internet access to rural areas;
  - 176
  - 177 c. Partnering with Facebook in their Drone Internet Access plan, which aims to extend internet access to  
178 rural areas and refugees through the use of friendly drones, bearing in mind the right to privacy as  
179 acknowledged by Article 12 of *Universal Declaration of Human Rights* (UDHR);
  - 180
- 181 13. *Designates* migrant workers as being a ‘vulnerable group’ and encourages Member States to act accordingly.



**Code:** UNESCO/1/5

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Empowering Vulnerable Groups through Access to Information and Communication Technology

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1 *The United Nations Educational, Scientific and Cultural Organization,*

2  
3 *Emphasizing* the importance of incorporating vulnerable groups into society through Information and  
4 Communication Technology (ICTs), in order to integrate vulnerable individuals and provide economic  
5 opportunities,

6  
7 *Concerned by* the difficulties that vulnerable groups are facing, particularly people with disabilities, minority  
8 groups, the elderly and the youth out of school or with low literacy skills, and migrant workers to name a few,

9  
10 *Bearing in mind* Sustainable Development Goal (SDG) target 4.a that encourages to build and upgrade education  
11 facilities to vulnerable groups as child, disability and gender sensitive by providing safe, non-violent, inclusive and  
12 effective learning environments for all,

13  
14 *Recalling* article 26(2) of the *Universal Declaration of Human Rights* (1948), which enunciates that education must  
15 promote understanding, tolerance and friendship amongst all other Member States,

16  
17 *Acknowledging* General Assembly resolution 70/184 of 2015, which emphasizes the role of public-private  
18 partnerships in achieving access to ICTs as well as creating a sustainable opportunity to utilize ICTs for  
19 development, also noting the digital divide between developed and developing nations and ICTs place in facilitating  
20 efforts for national change,

21  
22 *Concerned by* the difficulties that vulnerable groups are facing, particularly people with disabilities, minority  
23 groups, the elderly and the youth out of school or with low literacy skills, and migrant workers to name a few,

24  
25 *Recognizing* the important role of the youth in the current development process of the international community,  
26 especially regarding the continuous progress of technology,

27  
28 *Seeking* the most effective inclusion of elderly into our high tech-society in order with the objective of increasing  
29 their quality of life,

30  
31 *Fully aware* of the conditions of vulnerable groups within Member States regarding the accessibility and  
32 affordability of ICTs and their participation in the development process,

- 33  
34 1. *Invites* all Member States to collaborate with international partners, non-governmental organizations (NGOs),  
35 and the private sector alongside Member State governments, in accordance with each state's national  
36 legislation, to adopt a system of financing to subsidize potential accessible ICTs projects, with the objective of  
37 ensuring measures that are economically feasible to lower income Member States;
- 38  
39 2. *Recommends* establishing a grant program called Information and Communication Technology for Most  
40 Vulnerable People (ICT 4 MVP), which would be organized by UNESCO and administered by an international  
41 consortium composed of five rotating member delegations from different regions of the world that ensures the  
42 most effective management of the funds and selects the most relevant projects in order to improve the quality of  
43 vulnerable people's lives;
- 44  
45 3. *Encourages* investment from the private and public sector in the expansion of broadband networks and  
46 technological devices to improve access to ICTs for vulnerable groups, namely the disabled, youth, elderly, and  
47 migrant workers through education and employment opportunities;
- 48



- 49 4. *Reiterates* the goals set out in the *Tunis Agenda (2005)* which states the ways in which financial resources can  
50 be mobilized to ensure ICT for development, including improving ICT infrastructure, regional cooperation,  
51 financing facilities for promoting ICT development through the Digital Solidarity Fund;  
52
- 53 5. *Recommends* Member States to participate in forums such as, but not limited to, the UNESCO High Level  
54 Policy Forum on ICTs, Education for All and the World Summit on Information Society (WSIS) and the  
55 Humanitarian ICT Forum, that foster cooperation and further success of ICT implementation, which will be  
56 established by an international network that will be dealing with the different solutions proposed by the  
57 different Member States, NGOs, or the private sector, including:  
58
- 59 a. An annual seminar where successful technological progress regarding ICT initiatives can be discussed,  
60 shared, and implemented by States to find efficient solutions to common issues plaguing vulnerable  
61 groups;  
62
- 63 b. The posting of this collaborative information is going to be available in an online database to ensure  
64 continuing efforts and success;  
65
- 66 6. *Invites* all Members States to participate in the UNESCO ICT Competency Framework for Teachers, which  
67 consists of the development of ICT pedagogy with the objective of improving the implementation of ICTs in the  
68 education system to achieve a high-quality education;  
69
- 70 7. *Encourages* Member States to use funding from the ICT 4 MVP grant to implement the ICT Connection  
71 Programme, which is focused in the training of migrant workers to help integrate them into the national labour  
72 force, working in cooperation with the International Organization for Migration, through:  
73
- 74 a. Providing job training programs regarding the use of ICT;  
75
- 76 b. Implementing language training to help integrate into their new country;  
77
- 78 c. Promoting the knowledge regarding the rights of migrant workers in the national legislation;  
79
- 80 d. Connecting the migrant workers to learning opportunities where lessons taught via ICTs so that may be  
81 done in varying maternal languages;  
82
- 83 8. *Calls upon* Member States to model a program inspired by the Intergenerational ICT Training Program from  
84 Qatar, funded by the previously mentioned ICT 4 MVP grant, incorporating the aforementioned community  
85 centers, this program would assist in the development of training provided by young people to older persons  
86 with the objective of integrating the use of the ICT in their daily routine, in order to:  
87
- 88 a. Engage the participation of young people in order to develop workshops regarding the use of ICTs to  
89 integrate to the community through social media and its implementation to administrative tasks in  
90 order to enhance their integral quality of life;  
91
- 92 b. Promote community development and social inclusion by aiding the elderly in gaining marketable  
93 skills;  
94
- 95 9. *Further recommends* utilizing various methods through ICTs to noticeably raise awareness for protecting  
96 vulnerable groups through state-specific methods and also against practices such as honor-killings, acid-  
97 throwing, stonings, sex trafficking, human trafficking, child marriage, and all forms of culturally-appropriated  
98 violence, in addition to any other instances determined to be abusive towards vulnerable groups dictated by  
99 individual states; preventative measures may include but are not limited to awareness campaigns broadcasted  
100 via:  
101
- 102 a. Large televised events (specifically sporting events and tournaments, involving our partners and leader  
103 States Members), including partnering with the Olympic Games and the Fédération Internationale de  
104 Football Association (FIFA) World Cup;

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- b. Social media campaigns in order to ensure the most exposure possible;
- c. Advertisements in public places (airports, transit systems, billboards, newspapers, libraries, community centers, government buildings, social service offices);

*Proposes* all Member States adopt programs such as the World Programme of Action Concerning Disabled Persons from the UN Division for Social Policy and Development Disability that are focused on increasing accessibility to resources such as educational institutions, skill training and economic opportunities to disabled people.



**Code:** UNESCO/1/6

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Empowering Vulnerable Groups through access to Information and Communication Technology

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1 *The United Nations Educational, Scientific and Cultural Organization,*

2  
3 *Stressing* the need to aid the populations living in hazard-prone areas, specifically in countries such as Haiti, India,  
4 Japan, China, and Bangladesh,

5  
6 *Deeply alarmed* by the effects natural disasters have on the practice of educational and cultural activities in hazard-  
7 prone areas,

8  
9 *Taking into account* article 71 of the *Charter of the United Nations* (1945),

10  
11 *Further noting* the United Nations Educational, Scientific and Cultural Organization's (UNESCO) mandate and the  
12 constituent institutions within the organization, such as the UNESCO Institution for Educational Planning and the  
13 UNESCO Institute for Technologies in Education,

14  
15 *Deeply regretting* the lack of timely international support in establishing a functioning educational system in  
16 prevention and risk reduction in Haiti after the earthquake in 2010,

17  
18 *Seriously concerned* by the fact that there have been over 600,000 deaths from the earthquake in Haiti, which has  
19 caused trillions of dollars in damages in the last two decades,

- 20  
21 1. *Proposes* the creation of an Information and Communication Technology (ICT) Network for Education  
22 regarding natural disasters with the aim to:  
23  
24 a. Broadcast support and promote comprehensive action regarding the pertinent information needed by  
25 all Member States to prevent deaths and injuries in the context of natural disasters, specifically in  
26 schools;  
27  
28 b. Provide advice pertaining to the action that should be sought out in emergencies, in addition to  
29 enhancing education through ICT platforms directly related to schools and their management within  
30 crisis;  
31  
32 2. *Declares* that the ICT Network shall create an international framework regarding the proper strategies to be  
33 sought out in schools relating to both pre-crisis and post-crisis stages, under which each shall:  
34  
35 a. Be adapted according to each Member State's national legislation and already-existing action plans;  
36  
37 b. Focus on behavioral and psychological aspects of crisis situations in school and safety action plans  
38 within educational institutions;  
39  
40 3. *Affirms* that the framework will be drafted by the UNESCO Institute for Educational Planning and the  
41 UNESCO Institute for Technologies in Education;  
42  
43 4. *Confirms* that the Network will also create a localized network for each Member State in order to further  
44 improve communication between schools within each Member State in case of a natural disaster, shall be  
45 applied according to each Member State's respective school districts, and shall be used in order to enhance  
46 communication between educational public services within communities;  
47  
48 5. *Proclaims* that the ICT Network will provide a capacity building mechanism under which teachers will be given  
49 the adequate training regarding strategies and plan of action in order to further prevent deaths and injuries

- 50 within schools, caused by natural disasters, and shall be constructed under the guidance of the UNESCO  
51 Institute of Educational Planning and the UNESCO Institute for Information Technologies in Education;  
52
- 53 6. *Affirms* the creation of an online educational awareness campaign under which children will be presented with  
54 action plans pertaining to safety and first aid, organized under the UNESCO Institution for Educational  
55 Planning and the UNESCO Institute for Information Technologies in Education, and with the involvement of  
56 non-governmental organizations, civil society, social media platforms and regional organizations;  
57
- 58 7. *Recommends* all funding of the ICT Network for Education to come directly from the UNESCO Administrative  
59 Budget;  
60
- 61 8. *Encourages* the involvement and support of the International Basic Sciences Program (IBSP), the United  
62 Nations Children’s Fund (UNICEF) and the World Meteorological Organization in the ICT Network for  
63 Education;  
64
- 65 9. *Invites* all Members States to take part in the initiative.



**Code:** UNESCO/1/7

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Empowering Vulnerable Groups through Access to Information and Communications Technology

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1 *The United Nations Educational, Scientific and Cultural Organization,*  
2  
3 *Reaffirming* the Sustainable Development Goals (SDG), especially goal 4 which stands for ensuring inclusive and  
4 equitable quality education and promoting lifelong learning opportunities for all as well as goal 10 aimed to reduce  
5 inequality within and among countries,  
6  
7 *Acknowledging* the difficult situation of migrant workers and recognizing the *Universal Declaration of Human*  
8 *Rights* (1948),  
9  
10 *Regretting* the United Nations Educational, Scientific and Cultural Organization's (UNESCO) definition of  
11 vulnerable groups only includes women with little or no literacy skills, uneducated youth, indigenous peoples,  
12 prisoners, and refugees, which is not inclusive to all vulnerable groups but is important in order to provide a  
13 common understanding of the target groups of this resolution,  
14  
15 *Bearing in mind* the *Convention on the Elimination of All Forms of Discrimination against Women* (1979) which  
16 defines what constitutes discrimination against women and set up an agenda for national action to end such  
17 discrimination,  
18  
19 *Deeply concerned* about the importance of high rates of illiteracy rates of the world, according to UNESCO statistics  
20 that shows 17% of the world's adult population is still not literate,  
21  
22 *Being deeply concerned* with the fact that according to the estimation of International Telecommunication Union  
23 (ITU), more than four billion people do not have access to the internet, and that 90% of those people are from the  
24 Global South, where rural populations experience a greater gap in internet coverage,  
25  
26 *Keeping in mind* the goals of *UNESCO Medium-Term Strategy of 2014-2021*, which emphasize the fact that ICTs  
27 may empower all citizens, and the access to information and knowledge should be promoted,  
28  
29 *Emphasizing* the significance of UNESCO's ICT Competency Framework for Teachers, established in 2008 and  
30 updated in 2011, looking forward the development of the education system,  
31  
32 *Recalling* the provisions of the *Tunis Commitment* and *Tunis Agenda on Information Society* (2005) regarding  
33 providing inclusive access to Information and Communication Technology (ICT) for all via enhancing international  
34 cooperation as well as strengthening financial and advisory assistance,  
35  
36 *Noting* that the Internet provides women a platform for expressing ideas and striving for gender equality, while  
37 recognizing gender discrimination on the internet and online violence against women still exists,  
38  
39 *Alarmed by* the rate of discrimination against persons with disabilities, detailed within the United Nations report  
40 *From Exclusion to Equality: Realizing the Rights of Persons with Disabilities* (2007),  
41  
42 *Fully aware* that there exists an important lack of women leaderships roles, because of the inequalities on salaries,  
43 labor conditions and discrimination,  
44  
45 *Emphasizing* the importance of women's participation in ICT, though women only hold about 20% of Science,  
46 Technology, Engineering, Math (STEM) jobs, giving them help new technology in order to improve their abilities in  
47 this field, that has direct positive impact of economic development in countries,  
48

49 *Noting with satisfaction* the Women in Renewable Energy Sector (WiRES) project in Eastern European countries  
50 that improves female employment aggregates and benefits the workplace in ways that directly affect women,  
51 including creating family-friendly and accepting work conditions and job opportunities for women worldwide; it  
52 tackles both the social dialogue and actual elements of the workplace and skills of women by creating more jobs  
53 through the improvement of their workplace, but more importantly their skill-sets, so they are prepared and  
54 equipped to enter the workforce and market as successful businesswomen and entrepreneurs,  
55

56 *Bearing in mind* the importance protecting vulnerable groups online, considering the threat of human trafficking and  
57 other related crimes stated within the 2013 European Union Serious and Organized Crime Threat Assessment,  
58

59 *Looking forward* to the integration of vulnerable groups into the society in order to make them able to contribute by  
60 their work to the growth economy, respecting their sovereignty of the countries,  
61

- 62 1. *Suggests* Member States adopt a common definition of vulnerable groups, namely those people who suffer  
63 societal, economic, and political inequality, including, but not limited to, women, youth, older persons, persons  
64 with disabilities, refugees, indigenous populations, victims of conflict, and victims of human trafficking, to be  
65 more inclusive to other vulnerable groups;  
66
- 67 2. *Calls upon* Member States to collaborate with the private sector through foreign direct investment (FDI) and  
68 encourage them to establish fiber optic network connections in rural areas to increase access to stable and  
69 secure ICT;  
70
- 71 3. *Requests* the UNESCO Executive Director to analyze and publish a report on UNESCO's ICT Competency  
72 Framework for Teachers covering the period 2011-2016, especially in the following approaches:  
73
  - 74 a. Transmit technology literacy aimed at raising awareness among educators about the value and proper  
75 usage of ICT in the sphere of teaching;  
76
  - 77 b. Increase the knowledge determined by the role of ICT in conducting research, elaborating education  
78 programs and knowledge transition among relevant stakeholders;  
79
  - 80 c. Knowledge creation regarding the value of ICT in the introduction of innovations along with  
81 technological refurbishment;  
82
- 83 4. *Further recommends* Member States to conduct a revision of the UNESCO's ICT Competency Framework for  
84 Teachers with the purpose of incorporating new practical tools and advance a multi-level approach to education  
85 through ICT covering such spheres as, but not limited to, understanding ICT in education, enhancement of ICT  
86 infrastructure in educational institutions, improving knowledge-sharing and training in the field of education,  
87 culture, and science to make teachers central figures in the communities where they work;  
88
- 89 5. *Urges* all Member States to recognize the significance of granting lifelong learning opportunities and adult  
90 education which enables adults to exercise political, economic, and social rights by the following means:  
91
  - 92 a. Encouraging Member States to enhance the governance of adult education, seeking help through  
93 organizations such as Council for Adult Experiential Learning (CAEL);  
94
  - 95 b. Appealing Member States to allocate sufficient financial resources to support lifelong learning and  
96 adult education in coordination with the Lithuanian Association of Adult Education (LAAE) for the  
97 purpose of promoting an approach of lifelong learning within the society and the development of  
98 opportunities for continuing education;  
99
  - 100 c. Urging Member open an e-platform in the context of non-traditional education where dialogue and  
101 cooperation among Member States is facilitated and furtherly implemented, allowing non-  
102 governmental organizations (NGOs) as the United Nations International Children's Emergency Fund  
103 (UNICEF), organizations such as National Association for the Education of Young Children among  
104 others to fill the non-traditional education;

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6. *Further recommends* Member States implement awareness campaigns, focused on the promotion of girls in STEM fields, in collaboration with non-governmental organizations to disseminate information on the need for women in STEM fields as a priority policy for reaching the targets of *Goal 5 of the Sustainable Development Agenda* as a means to achieving gender parity;
  7. *Encourages* Member States to collaborate with International Labor Organization (ILO) to increase access to ICT in all labor sectors to provide opportunities to participate in the economies sectors and issue a law that requires the private sector to have at least a third of their employees to be members of vulnerable groups and guarantee women with equal access to ICT to acquire skills at their work places and homes in collaboration with initiatives such as *UN-Women Watch*, which is an online database that aims to provide women with news, information and educational resources;
  8. *Requests* Member States to strengthen and support national agencies and institutions dedicated to increasing the access to ICT for women in multiple forms such as internet, radio, telecommunication and mobile access;
  9. *Encourages* Member States to implement practices related to preventing cyber violence against women by organizing government-offered seminars for businesses and private citizens and enacting reporting systems, through continued collaboration with social media outlets, UN-Agencies NGOs including, but not limited to, United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) and GetNetWise;
  10. *Recommends* Member States in collaboration with NGOs and educational institutions implement awareness campaigns focused on the promotion of girls and women in STEM fields;
  11. *Suggests* to Member States that in order to increase the feasibility of female success in the market place, they should:
    - a. Upload marketing and successful business tactics on an online, universally accessible database so prospective female entrepreneurs have constant access to information;
    - b. Help women entrepreneurs market their businesses through the use of ICTs through access to social media to encourage their building of an online presence;
    - c. Organize regular meetings to encourage networking among fellow local entrepreneurs, and use ICT to broadcast seminars with acclaimed businessmen to generate knowledge of experience and spark creativity that would constitute better entrepreneurs, and better build a platform for finding employees and those who can contribute to their businesses;
  12. *Encourages* the universal ratification of the *United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)* and its Optional Protocol in order to promote the social inclusion of persons with disabilities, utilizing multifaceted frameworks, which incorporates ICT to improve their standard of living conditions, providing them with the necessary ICT to live and work independently and with dignity;
  13. *Recommends* Member States coordinate with regional cyber security institutions, such as the European Union Network and Information Security Agency, to:
    - a. Disseminate information on the importance and culture of cybersecurity to citizens, instructors, and decision-makers; through promotional activities including advertisements and campaigns in order to educate them to use this tool carefully;
    - b. Raise awareness on the threats of cybercrimes and human trafficking through the internet, in order to strengthen cybersecurity;
    - c. Provide all government sectors with the ability to have access to pertinent cybersecurity training and educational materials to protect all persons from the effects of cybercrime, noting that experts, teachers, and professionals would be the leaders of these type of measures;

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14. *Supports* all Members States to provide innovation centers, which are designed to facilitate private sector initiatives, entrepreneurship and promotion of international best practices within the field of assistive technology (AT); and consequently, help migrant workers to be integrated into the society, with respect to their cultures, religions and traditions;
15. *Urges* Member States to develop and enhance media as television, radio, internet, social medias and among other communication tools aiming at educating and empowering vulnerable groups to raise awareness about current events as well as their local cultures.





**Code:** UNESCO/1/8

**Committee:** United Nations Educational, Scientific and Cultural Organization

**Topic:** Empowering Vulnerable Groups through Access to Information and Communications Technology

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1 *The United Nations Educational, Scientific and Cultural Organization,*

2  
3 *Guided by the purposes and principles enshrined in the Charter of the United Nations (UN) under article 1(3)*  
4 *namely the achievement of international cooperation in solving international problems of an economic, social,*  
5 *cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental*  
6 *freedoms for all without distinction as to race, sex, language, or religion,*

7  
8 *Emphasizing the values of the Sustainable Development Goals (SDG) as declared during the 70<sup>th</sup> session of the*  
9 *General Assembly which started in September 2015,*

10  
11 *Understanding the importance of Geneva Declaration of Principles, which sets the basis for the action of Member*  
12 *States to improve access to information and communications technologies (ICT), the Tunis Commitment and Tunis*  
13 *Agenda for Information Society, which call for the closing of the digital divide, improvement of accessibility of ICT*  
14 *for the world's poor and protection of vulnerable groups,*

15  
16 *Recalling the work noted in the Tunis Agenda for Information Society, the International Telecommunication Union*  
17 *and the Vienna Declaration and Program of Action reaffirming the same rights for women, children, indigenous*  
18 *people, disabled persons, and refugees, as well as migrant workers through its clause on vulnerable groups,*

19  
20 *Encouraging all relevant UN bodies to keep in mind the importance of General Assembly resolution 70/184 of 2015*  
21 *on ICT for the development for the empowerment of vulnerable groups,*

22  
23 *Bearing in mind the need of infrastructure improvement in rural and post-conflict areas with respect to ICTs,*

24  
25 *Recognizing that the funding process is a prerequisite for empowerment of vulnerable groups and should include*  
26 *pertinent stakeholders, such as the private sector, civil society organizations, development agencies, as well as non*  
27 *governmental organizations (NGOs) and local governments,*

28  
29 *Fully aware that vulnerable groups can be empowered by the improvement of ICT access and availability as ICT*  
30 *gives them opportunities to acquire lifelong skills that enable them to become agents of change,*

31  
32 *Acknowledging the fact that most ICT-related materials are written in English and that this creates another barrier to*  
33 *access ICT for developing countries, thus impeding furthermore the access of the most vulnerable parts of the*  
34 *population,*

35  
36 *Acknowledging the importance of the information and communication technologies ICTs and the need to increase*  
37 *technology infrastructure for sustainable development and the promotion of equal opportunity,*

38  
39 *Endorsing multilateral and bilateral agreements between Member States and private sector to further economic*  
40 *development within developed and still developing countries as mentioned in SDG 8 to strengthen the decent work*  
41 *and economic growth of countries,*

42  
43 *Profoundly concerned with the lack of access to information communication technology to the developing world and*  
44 *the role that this shortage has in terms of preventing the mitigation of damage inflicted upon the cultural aspects of*  
45 *various ethnic groups,*

46  
47 *Expressing its utmost concern about the increasing threats to cultural heritage, and the impacts on local communities*  
48 *derived from regional conflicts, and instability which are leading to the destruction of conditions for cultural and*

49 ethnic groups and the inability of such groups to further promote their culture and the work directed locally to better  
50 structure their communities,  
51

- 52 1. *Recommend* all willing Member States to raise capital to establish a World Technology Bank through sources  
53 such as but not limited to:
  - 54 a. All Member States in accordance to their Gross Domestic Product;
  - 55 b. Private Sector;
  - 56 c. Civil society organizations;
  - 57 d. Development agencies;
  - 58 e. Local governments;
- 59 2. *Recommends* that Member States invest in fiber optic technology and telecom infrastructure for the creation of  
60 technological hubs, which aim at internet connection, in order to improve internet connection and growth of  
61 data;
- 62 3. *Welcomes* partnerships of Member States with trade organization such as the World Trade Organization in order  
63 to effectively address the need to organize multi and bilateral cooperation in the field of commercial-  
64 technological affairs;
- 65 4. *Strongly encourages* Member States to convene and discuss possible cooperation among Member States to  
66 ensure effective information services specifically through accurate, reliable and high quality data;
- 67 5. *Fully supports* cooperation between Member States as a way to address the need for legal reforms to protect  
68 vulnerable groups such as women exposed to harassment and other violations of their human rights while using  
69 Internet and thus make internet communication appealing and safer to them;
- 70 6. *Calls upon* investment, innovation, and ICT infrastructure development through introduction of legal  
71 frameworks combating anti-competitive practices on the telecommunications market, which would bring lower  
72 consumer costs and accessibility to vulnerable groups by allowing market access to multiple companies;
- 73 7. *Establishes* the ICT 4 all program that Member States can implement regionally and nationally and which  
74 promotes a comprehensive and inclusive approach to the participation of vulnerable within the ICT fields by:
  - 75 a. Appointing an international ICT 4 All board of directors composed of Member States, NGOs and  
76 partners from the ICT private sectors;
  - 77 b. Allocating a budget to the international ICT 4 All board to be redistributed locally in order to respond  
78 to the needs of each member states;
  - 79 c. Providing low-cost ICT training to vulnerable groups that will enable them to get skills valuable on the  
80 job market through:
    - 81 i. A comprehensive curriculum elaborated by the local ICT 4 All board of directors in  
82 collaboration with academic experts, representatives of the ICT work market and local  
83 communities which will ensure the relevance and quality of the teaching;
    - 84 ii. Scholarships and Exchange programs financed by regional organizations, Member States  
85 contributions, NGOs, civil society organization (CSO), and partnerships with the private  
86 sector;
  - 87 d. Providing ICT trained vulnerable groups with opportunities that will increase their value in the labor  
88 market thus making them more valuable via:
    - 89 i. Internship programs and the most cutting-edge firms either on the national or regional level;

- 105                   ii.     Yearly workshops to update their ICT knowledge either by introducing new materials or  
106                   deepening their skills on a particular subject;  
107
- 108 8.   *Expresses the need* to establish frameworks that provide glossary of Internet governance terms in as much  
109       language as it is necessary to support non-native English speaking communities’ efforts to find their place in the  
110       internet ecosystem, these glossaries will be created by UNESCO, the Internet Corporation for Assigned Names  
111       and Numbers (ICANN), and the Internet Society (ISOC) in cooperation with the private sector, CSOs and local  
112       communities, as it has been done for the Glossary on the Internet Governance for Arabic speakers;  
113
- 114 9.   *Encourages* all Member States of the United Nations to participate in an effort to implement a guideline to  
115       improve the inclusion of foreign businesses into developing economies;  
116
- 117 10. *Fully supports* Member States in efforts to halt money laundering and all its detrimental effects on developing  
118       countries, namely through total compliance with already existing programs such as but not limited to the  
119       Financial Action Task Force (FATF);  
120
- 121 11. *Reiterates* the use of auditing programs, implications of respective government inspections and UN Panel of  
122       External Auditors, explicit training of auditing officials via UN-generated anti-fraud strategy to better detect  
123       illicit financial flows, specifically laundering, illegal trade, and mis-invoicing;  
124
- 125 12. *Calls attention upon* the already existing resources and programs provided by the UNESCO to enhance the  
126       usage of information technology in business and administration;  
127
- 128 13. *Highlights* the initiative “One Laptop Per Child” (OLPC), which provides low cost and child friendly learning  
129       computer to children. And the Center for Digital Inclusion (CDI) which uses technology in order to fight  
130       poverty and stimulate entrepreneurship, the valuable work of Engineers without Borders (EWB) and the work  
131       of the Global Infrastructure Facility (GIF) that facilitated investment into infrastructure;  
132
- 133 14. *Recommends* that the UN strengthens, renews and further globalize the Challenge to the Silicon Valley, called  
134       upon by former UN Secretary-General Kofi Annan in which up-to-date computers and communication systems  
135       would enable villages to afford access to ICTs, such actions are further stressed within the SDG 17;  
136
- 137 15. *Encourages* the international community in upholding and implementing the initiatives that have been  
138       established in the *Tunis Agenda* and the *Vienna Declaration and Program of Action* which would further ensure  
139       the protection of vulnerable groups and the multifaceted hindrances that they face; and by the utilization of such  
140       frameworks and initiatives continue to allocate the proper attention to the developing world and ensure that the  
141       culture and ethnic groups of individuals are preserved and maintained.