

3-7 April 2022

Documentation of the Work of the General Assembly Third Committee (GA3) NMUN Simulation*



Conference A

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General Assembly Third Committee (GA3)

Committee Staff

Director
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Chair

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Agenda

- I. Ensuring Equitable and Inclusive Access to Education
- II. The Right to Privacy in the Digital Age

Resolutions adopted by the Committee

CODE	TOPIC	VOTE (FOR-AGAINST-ABSTAIN)
1/1	Ensuring Equitable and Inclusive Access to Education	66-19-13
1/2	Ensuring Equitable and Inclusive Access to Education	74-12-12
1/3	Ensuring Equitable and Inclusive Access to Education	61-25-12
1/4	Ensuring Equitable and Inclusive Access to Education	77-14-7
1/5	Ensuring Equitable and Inclusive Access to Education	60-27-11
1/6	Ensuring Equitable and Inclusive Access to Education	78-12-8

Summary Report

The General Assembly Third Committee held its annual session to consider the following agenda items:

- I. Ensuring Equitable and Inclusive Access to Education
- II. The Right to Privacy in a Digital Age

The session was attended by representatives of 101 Member States and 1 Observer State;

On Sunday, the Committee adopted the agenda of I and II, beginning the deliberation on the topic of “Ensuring Equitable and Inclusive Access to Education.” By the end of the Monday’s session, the Dais received a total of 9 substantive proposals which covered a variety of sub-topics, including the adoption of information and communication technologies for digital learning, inclusion of marginalized people into education systems, and enhanced training for teachers of refugees and vulnerable populations. Delegates engaged passionately and cooperatively in discussions to develop innovative ideas on the topic. Delegates worked hard to build consensus in and across the working groups, undergoing efforts to merge several working papers with complementary ideas.

On Wednesday, six draft resolutions had been approved by the Dais, two of which had amendments. The Committee adopted all six resolutions with recorded votes. The body showed their creativity by proposing unique and innovative policy solutions to ensure international equitable and accessible education. The Committee began brief discussion on the second topic of “The Right to Privacy in a Digital Age” before the adjournment of the meeting.



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Code: 1/1

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Mindful that access to education was established as a human right under Article 26 of the *Universal Declaration of Human Rights* (UDHR) (1948), and states that everyone has the right to education, to robust human personality development, and the right to have their fundamental freedoms respected,

Recalling General Assembly resolution 76/209 (2021) on “Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development” and the framework of the *2030 Agenda for the Sustainable Development*, which emphasizes cooperation between Member States to implement the renewed 2030 Education Agenda at the ministerial segment of the Global Education Meeting (2021),

Emphasizing that inclusive systems provide a better quality education for all children and are instrumental in implementing actionable change towards discriminatory attitudes, and are vital to achieving Sustainable Development Goal (SDG) 4,

Expressing that education is not only a fundamental human right, but one that directly impacts all others, and that a quality inclusive education is also a critical component of assisting individuals and Member States in developing areas and creating productivity for future generations,

Reaffirming Human Rights Council resolution 47/6 (2021) on “The right to education”, which encourages all Member States to measure the progress made in their improvement of education,

Acknowledges the *Education 2030: Incheon Declaration and Framework for Action Towards inclusive and equitable quality education and lifelong learning for all* (2015), adopted at the World Education Forum, which reiterates the goal to ensure basic education for all by the year 2030,

Bringing attention to the importance of inclusiveness in education, putting an emphasis on the education of women and girls, refugees, indigenous people, individuals with disabilities, and all Sexual Orientations and Gender Identities (SOGI) as included in General Assembly resolution 66/137 (2011) on “United Nations Declaration on Human Rights Education and Training”,

Expressing that education is not only a fundamental human right but one that directly impacts all others, and that a quality inclusive education is also a critical component of assisting individuals and Member States in developing areas and creating productivity for future generations,

Alarmed by the fact that 7.9 million children lack access to education with the growing concern for refugee education and the need for equitable and inclusive access to education of all kinds of refugee status individuals,

Underlining the assistance of the UN Refugee Agency, which currently aids around 20.7 million refugees worldwide,

Noting the *New York Declaration for Refugees and Migrants Comprehensive Refugee Response Framework* (2016), which calls to ease the pressures on host countries and communities and enhance refugee self-reliance,

Drawing recognition to the United Nations Declaration on the Rights of Indigenous Peoples (A/61/L.67), acknowledging that sharing and respecting Indigenous knowledge, traditions, and practices can contribute to the inclusion, respect and conservation of indigenous heritage,

Keeping in mind General Assembly resolution 76/168 (2021) on “Effective promotion of the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities”, in which the human rights bodies mandate and regulate the education issues of all minorities, including Indigenous people, to a quality schooling and to the respect of their Indigenous culture,

Cognizant of Sustainable Development Goals (SDGs) 4, 5, and 10, as well as Articles 2, 7, and 26 (Clauses I, II, and III) of the UDHR for all children including those with disabilities,

Recognizing that the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institution for Statistics (UIS) provides reliable insights in education to achieve all SDGs, specifically SDG 4, which helps enable Member States to meet their national commitments to the 2030 Agenda,

Deeply concerned with the exacerbation of inequality in education for Indigenous communities and the lack of resources to develop educational infrastructure, the UN International Day of the World's Indigenous Peoples, recognizes graduation rates are only 40 percent of all school-aged Indigenous children,

Asserting based on information from the Department on Economic and Social Affairs that Indigenous children are more likely to arrive at school hungry, ill and tired, are often bullied, and are subject to the use of corporal punishment,

Further believing in the effectiveness of frameworks established in collaboration with UNICEF, such as the United Nations Children's Fund and the World Education Report,

Considering the Convention Against Discrimination in Education (1960) as a complement to the 2030 Agenda for Sustainable Development as it reinforces the universality of the right to education and the need to eliminate discrimination to render education more inclusive,

Noting with satisfaction the monetary and humanitarian capacity contributions from civil society actors such as the Educational International (EI), Education Trust, Oxfam International, Save the Children, World Vision, Children on the Move, and the Cooperative for Assistance and Relief Everywhere, with emphasis on non-governmental organizations (NGOs),

Regarding General Assembly resolution 74/275 on “International Day to Protect Education from Attack” and acknowledging the need to take feasible steps for the prevention of inequalities caused by armed conflicts that impede on equal access to educational systems,

Expressing grave concern that 82.4 million people are forcibly displaced each year as a result of persecution, conflict, generalized violence, or human rights violations, and thus are in need of refugee aid and care,

Taking into consideration the language, culture, and other barriers that may exist between refugee students and educators and the importance of non-discriminatory teaching methods that are important in being inclusive to all refugee cultures and languages,

Taking into account the Global Campaign for Education (GCE) as a civil society movement to advocate for accessible and diversified educational conferences to support innovative educational frameworks such

as the International Education Framework to providing access to curriculum plans, the SeeBeyondBorders Program which has helped more than 3,600 children in Cambodia, and that center on inclusivity and equity,

Deeply alarmed that 129 million girls remain out of school according to UNICEF's Girls Education (2019) because of sagging economic growth, low resources, and other societal pressures,

Expressing its appreciation to the organization One Girl that increases women's access to education through the Girls in School Initiative,

Bearing in mind the importance of the United National Human Rights Council (UNHRC) resolution 32/2 (2016) on "Protection against violence and discrimination based on sexual orientation and gender identity" and the Report of the United Nations High Commissioner for Human Rights (41/18) in the struggle for the protection of equal rights for every individual which established the mandate of the Independent Expert on protection against violence and discrimination based on SOGI (IE SOGI),

Reiterating its appreciation to the UNE and UNESCO for their report Out in the Open: Education sector responses to violence based on SOGI (2016) for the important groundwork in achieving better educational environments for students of all Sexual Orientations and Gender Identities (SOGI), as well as the International Technical Guidance on Sexual Education (ITGSE) as part of the Education 2030 Agenda,

Deeply conscious of the work done by international inclusivity groups, such as regional groups involving United Nations Member States as well as applying universally the term SOGI, will ensure more inclusivity of all sexual orientations and gender identities within schools,

Distressed that over 85% of SOGI students have experienced verbal harassment based on their personal characteristics, and nearly 66 percent experienced SOGI-related discrimination at school,

Congratulating UNICEF on their position paper *Eliminating discrimination against children and parents based on Sexual Orientation and/or Gender Identity* (2014) for highlighting the issues children face based on sexual orientation or gender identity,

Stressing the dramatic effects of the COVID-19 pandemic on the access to education worldwide, subjugating about 90% of students to school closures, according to UNESCO, with an inaccessibility rate of 33%,

Aware of the current demands for the review of educational frameworks that contributed to the decline of institutions to provide quality education during the COVID-19 pandemic, as stated by the Organization for Economic Co-operation and Development (OECD) in the Supporting the Continuation of Teaching and Learning During the COVID-19 Pandemic (2020),

Acknowledging with gratitude the Equity and Inclusion in Education in World Bank Projects, promoting an intercultural bilingual education approach that enables indigenous peoples to learn about their own culture,

1. *Calls upon* Member States to adopt the Security, Accessibility, Funding and Education for Refugee children (SAFER) plan, by enhancing access to their domestic educational systems and voluntary funding for resources to individual refugees in need when displaced from their homes, for which funding would be distributed to the UNHCR that will enhance meal plans, school materials, transportation, medical assistance, and tuition expenses for refugees;

2. *Suggests* each Member State review their national education frameworks to ensure that they consider quality, inclusive education that helps students prepare for life and that mechanisms are in place to provide support to the most vulnerable populations by:
 - a. Focusing on a child-centered and competency-based curriculum, which will also prove to be innovative and interactive;
 - b. Using multidimensional learning methods to boost efficiency and increase student motivation and engagement, while encouraging the practice of teamwork, leadership, and critical thinking for entrepreneurship projects;
 - c. Integrating digital inclusion into classrooms;
 - d. Adopting a learner-centered pedagogy acknowledges that everyone has unique needs that serve future generations;
3. *Underlines* SDG 17, emphasizing the necessity of partnerships in accomplishing goals, and recommends bringing back the World Conference on Education for All in order to:
 - a. Display commitment for nations around the world and their commitment to establishing a basis for equitable and inclusive access to education and generating new opportunities;
 - b. Suggest a yearly renew of the Education for All Programme that was launched at the international level in 1990 with contributions from the five intergovernmental agencies promoting the Programme: UNESCO, UNICEF, United Nations Population Fund (UNFPA), United Nations Development Programme (UNDP), and the World Bank;
 - c. Request that previous organizations maintain their commitment to the World Conference on Education for All, which will focus on creating and generating new ideas and frameworks for education to help Member States strengthen their education systems and to combat contemporary global challenges through education;
4. *Recommends* the conference be held in developing Member States that are usually overlooked in educational conversations on a rotating basis, and suggests that the conference be accessible digitally for Member States that are unable to participate in-person that can be accessed at a later time and will allow for low-tech solutions to be decided on as needed and establish what is most effective;
5. *Requests* the inclusion of a specific committee in the conference, reporting to the General Assembly, focused on funding and marginalized groups such as developing nations previously unconsidered by the General Assembly Third Committee and therefore can be:
 - a. Guided by the United Nations Girls Education Initiative and suggest funding from their Good Practice Fund;
 - b. Run by UNHCR who can leverage funding and humanitarian efforts guided by the goals of the global impact on refugees and displaced persons with an emphasis on providing additional and predictive humanitarian funding and development support;
 - c. Connected to United Nations Permanent Forum of Indigenous Issues (UNPFII) to ensure that all traditional knowledge, customs, and values along with the methods of their educational systems are included;

6. *Invites* all Member States to work collaboratively to support groups that have been adversely affected by armed conflict and other crises around the world through partnership with UN Groups and Programs such as the UNRWA, UNHCR, UNESCO, the World Bank, UNPFII, and UN Women to provide financial and educational material donations and other support such as but not limited to:
 - a. Increased funding for established educational grants such as the IPCC Scholarship Programme, the UNESCO Fellowships Programmes, and the Organization for Women for Science for Developing World (OWSD);
 - b. Enhanced and research-supported inclusive tools and resources to help guide educators for integration of children with learning and reading disabilities;
 - c. The rights of Indigenous communities in voicing their own educational priorities on current violence and abuse in schools and implement measures to report progress to the HRC;
 - d. Access barriers such as remote locations, unsafe distances from school (such as mobile schools and distance learning);
 - e. Usage of current programmes implemented by the United Nations like the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), UNHCR, and UNESCO such as the Habesha Americas project, Task Force on Teacher's for Education 2030 and Learning for Empathy project;
7. *Recommends* that UNESCO and the UNHCR co-develop a self-sustainable study package (Triple SP) as a last resort for refugees that are unable to access education which would entail self-study material tailored for refugees at a high standardization globally for a low cost, creating the packages in different languages to reach various students;
8. *Encourages* Member States to support training for multilingual teachers, to grant further access to a quality education for refugees to:
 - a. Instruct teachers to get additional special training to be able to properly educate the students;
 - b. Provide language courses to reach the language level necessary for higher education access;
 - c. Supply special courses to help refugee students on the methodology aspect of education and future professional life (writing of CVs, cover letters, essays etc.);
 - d. Prompt teachers to be considerate towards the needs of students of all SOGI;
9. *Encourages* collaboration between UNESCO and the World Bank for further development of Equity and Inclusion in Education in World Bank Projects by suggesting further development of the project that uses an intercultural bilingual education approach that enables Indigenous peoples to learn about their own culture to both comprehend and understand historical actions involved in Indigenous populations, people with disabilities, and SOGI minorities to spread awareness of their history;

10. *Encourages* Member States to use the following framework to close the gender gap by considering the ideas of initiatives in which there are goals to:
 - a. Guarantee every girl receives free quality education for a minimum of twelve years;
 - b. Provide a gender-sensitive curriculum, support through mentoring, and menstrual hygiene facilities;
 - c. Strengthening teacher training by supporting UNESCO's five main focuses in educator development;
 - d. Ensure every girl is safe from violence on her way to school, at school, and home from school;
 - e. Provide adequate nutrition, address access barriers such as remote locations, unsafe distances from school (such as mobile schools, distance learning) hydration, sanitation, and hygiene facilities;

11. *Invites* IE SOGI to establish and host the yearly digital Access Conference on Education for all Sexual Orientations and Gender Identities (ACCESOGI), starting in 2023 at Mocha Celis Travesti-Trans Non-Binary School in Buenos Aires, Argentina, and encourages all member states as well as UNESCO and UNICEF to voluntarily participate in the conference to:
 - a. Facilitate the exchange of knowledge and legislative actions such as gender identity laws that further the inclusive and equitable access to education for people of all SOGIs;
 - b. Discuss best practices to protect individuals against SOGI-based discrimination in education systems by creating inclusive curricula and maintaining a respectful and inclusive dialog within school programs;
 - c. Exchange holistic strategies and specific campaigns that address primary, secondary, and tertiary education;

12. *Encourages* Member States to work with programs established by UNESCO, including Global Education Coalition and Teachers Task Force, in an effort to promote the expansion of learning to marginalized groups, including refugees, indigenous populations, SOGI individuals, women, children, and disabled persons through:
 - a. Developing and implement educational plans for primary and secondary levels of education;
 - b. Emphasizing age adequate comprehensive sexual education including the diversity of SOGI in line with the ITGSE and cultural inclusion and diversity about indigenous history;

13. *Invites* Member States to invest in the education of teachers, specifically regarding their understanding of different cultures, languages, sexual orientations and gender identities with:
 - a. Suggestion of Diversity Training amongst educators to ensure a safe, hostility-free, and tolerant learning experience for all students;
 - b. Promotion of teaching educators multiple languages to provide a more inclusive and integrated education for students;

- c. Continued cultural education for teachers to help include minority students on all levels, in the classroom and ensure their representation with their peers;
- 14. *Encourages* Member States to take into account the educational needs and demands of Indigenous peoples around the world and to work towards:
 - a. Partnership with Indigenous representative organizations by giving First Nations more control over the education of Indigenous children;
 - b. The recognition of the financial implications of such measures by funding the transportation of students to more than one local school, ensuring that funding for Indigenous schools remains predictable from year to year, promoting scholarships for Indigenous students and funding computer equipment to ensure better access to new educational technologies;
 - c. The recognition and celebration of Indigenous cultures by asking Member States to work towards developing culturally appropriate curricula and protecting the right to use Indigenous languages of their Indigenous populations, including by working towards guaranteeing classes in Indigenous languages;
- 15. *Endorses* the active involvement of educators in the creation of policies that directly affect education on a national scale in areas affecting the curriculum and the safeguarding of children to:
 - a. Promote the possibility of additional training provided to teachers to allow for extra support to their students - ranging from mental health to socio-cultural concerns;
 - b. Shape the curriculum to be more representative of its students, not restricting to borders, nationalities or ethnicities, promoting inclusiveness amongst peers;
- 16. *Supports* local communities partnering internationally to sustainably improve teacher standards by training and sending teachers across borders, ensuring children are going to school in a safe environment, and developing better learning environments, as well as doing research on the successes and utilizing networks to better understand learning, and to support the work done in local communities across Member States who do not have the resources to provide in their own nation;
- 17. *Recommends* all Member States provide specialized professional training to educators at the school and university by:
 - a. Promoting UNESCO's Program Learning for Empathy, which takes action to foster teacher exchange under the framework of teaching assistantships in elementary, secondary, and higher education in sharing their culture and language in foreign communities with minorities and refugees in classroom environments;
 - b. Hiring "Allied Educators" or "Inclusion Coordinators" in classrooms who would identify and support students with special needs from the early stages and develop inclusive action plans for their classroom integration;
 - c. Providing standardized professional special needs training programs to educators at all levels;

18. *Promotes* the concept of “Lifelong Learning”, where everyone is provided access to education through:
 - a. Encouraging Member States to promote admission for all into educational institutions at all levels regardless of age;
 - b. Further recommending the creation of digital vocational and skill development courses which would be accessible to all;
19. *Encourages* all Member States to collaborate with UNESCO’s ICT Competency Framework for Teachers, which aids in educational policy making and ICT instruction to foster better training for teachers and create an online infrastructure that enables easier access to education;
20. *Recommends* the establishment of a collaboration between the private and public sectors to establish partnerships that promote youth empowerment and expand on their learning enhancement with scholarships, funds, recruitment opportunities, extracurricular activities, etc.;
21. *Draws attention* to the importance of strengthening national policies and the legal frameworks to protect and ensure access to quality education for all persons with disabilities by building the capacity of policymakers as other decision-makers at the community and national levels to enhance their knowledge on disability inclusion in education through short trainings, campaigns to attend international educational conferences, and creating a diversified workforce.



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Code: 1/2

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Reaffirming Article 26 of the *Universal Declaration of Human Rights*, which declares education to be a human right “equally accessible to all” and “directed to the full development of the human personality”,

Recognizing the *2030 Agenda for Sustainable Development*, especially Sustainable Development Goal (SDG) 4, which pledges to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” and SDG 10 which pledges to “reduce inequality within and among countries”,

Recalling the necessity of a continued relationship with United Nations Educational, Scientific and Cultural Organization (UNESCO) in order to fully implement the Five P’s upon which the 17 Sustainable Development Goals are structured, namely People, Planet, Prosperity, Peace, and Partnership,

Praising the financial and experiential resources which UNESCO has allocated to vulnerable populations around the world through their notable scholarship programs,

Concerned by the barriers which prevent vulnerable populations from utilizing these aforementioned resources such as lack of awareness of resources available, difficulty in finding relevant resources, and difficulty in completing the application process for scholarships,

Acknowledging the *Convention on the Rights of the Child* (1989) which protects and recognizes every child’s inalienable and equally important rights while highlighting the government’s responsibilities,

Considering the *World Declaration on Education for All* (1990), which supports education designed to meet basic learning needs,

Keeping in mind the need for financial support to expand vulnerable groups’ inclusion in educational programs to ensure that real and deliberate action is taken to realize their progress,

Guided by the Global Campaign for Education’s work around the “Leave No-One Behind” principle which promotes attentive and inclusive education for youth,

Lamenting the lack of accurate systems to track the progress of efforts addressing vulnerable populations access to equal and inclusive education,

Drawing attention to the systemic risks which vulnerable populations face when pursuing equitable education, bearing in mind that “vulnerable” pertains to any population which traditionally has less-than-standard representation in educational systems, including but not limited to categories which are demographic, racial, or geographic in nature,

Recognizing that dual education systems allow students to gain practical experience by working at companies that are related to their fields of academic specialization while pursuing their studies, which enables young people and also adults to combine working at apprenticeships with experience in schools,

1. *Calls upon* Member States to consider the implementation of a dual education system to achieve results such as preventing early dropouts, providing students with the proper initiatives and tools

to join the workforce, creating new income opportunities to increase economic security, and ensuring disadvantaged students have a healthy work-life balance through:

- a. The integration of job training programs provided by Member States to ease the transition into vocational school and eventually a dual school system;
 - b. Growth of several employment sectors, such as health sector, social work, construction, transport, communication, and agriculture;
 - c. Collaboration between Member States, educational institutions, and local communities through:
 - i. Communication among Member States through a conference under the auspices of UNESCO which will come to a consensus and explore how a dual-education system can be effectively included within each Member States' educational plan;
 - ii. Inclusion of vulnerable communities in discussions to ensure that challenges they face are addressed;
 - d. Development of dual education systems tailored to each Member State, bearing in mind each Member States' local infrastructure capacities and the inclusion of local businesses, and implementation through:
 - i. An education guide drafted by UNESCO to outline successful variants and best practices of the dual education system;
 - ii. Research initiatives, which take social and economic status of communities into account when providing recommendations for the relevant stakeholders;
2. *Promotes* economic and social inclusion of the most vulnerable groups by:
- a. Increasing vulnerable groups' awareness of opportunities to obtain financial assistance in their education through:
 - i. The consolidation of UNESCO's many educational scholarships into a single, navigable resource accessible online which provides intuitive ways for users to identify personally relevant scholarships;
 - ii. An awareness campaign conducted by UNESCO to inform vulnerable groups about the scholarship resources made available through UNESCO and where to find them;
 - iii. A partnership with NGOs on both a local and global scale, such as Plan International, the Education Trust, the Global Partnership for Education to assist vulnerable groups navigate the application process for the various scholarships offered by UNESCO;
 - b. Providing training about alternative teaching methods to provide teachers with tools to better meet the varying needs of all learners of different backgrounds, cultures, and difficulties through:
 - i. Expanding teachers' awareness of various learning challenges faced by vulnerable groups in communities in order to provide quality education for all;
 - ii. Emphasizing the importance of additional monitoring and tutoring for students, while accounting for regional differences;

- iii. Realizing the need for incorporation of education and training programs based on UNESCO's teacher training workshops for those pursuing a teaching degree to ensure that they are better equipped to manage the diverse challenges faced by vulnerable groups;
- c. Implementing anti-discrimination legislation as well as policies that promote further inclusion of vulnerable groups such as:
 - i. Early education initiatives tailored towards those who are under the age of eighteen from all communities to reduce educational segregation and provide additional support to students from marginalized groups when needed;
 - ii. Inclusion of youth in discussions about their education, and promoting a student-led awareness campaigns to allow students from all communities to engage in dialogue with UN bodies as well as the head of their Member States to highlight problems in education most important to them;
 - iii. Alignment with the 2015 World Assembly of the Global Campaign for Education and similar organizations to further represent and include youth-led movements.



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Code: 1/3

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Reiterating Article 26 of the *Universal Declaration of Human Rights* (UDHR) (1948), which highlights that access to education is a fundamental human right and serves as an essential tool for every individual, ranging from early education to technical, professional and higher education,

Reaffirming the value of education as a key to upholding human rights as highlighted in the UDHR, creating a community filled with understanding and tolerance among all Member States, racial or religious groups for the greater good and upholding peace,

Recalling the *Convention on the Rights of the Child* (1989), which emphasizes every child's right to education,

Noting with appreciation the work already done by all Member States have done in regard to defending the rights of children, and to help them fulfill their potential, from early childhood through adolescence,

Welcoming the cooperation among Member States, the United Nations and specialized agencies, funds and programs to improve inclusive and equitable access to education to achieve the Sustainable Development Goals outlined within the *2030 Agenda for Sustainable Development*,

Acknowledging the importance of the *2030 Agenda for Sustainable Development*, especially Sustainable Development (SDG) Goal 4, which focuses on ensuring inclusive and equitable quality education and promotes lifelong learning opportunities for all, and more specifically target 4.1 aiming to ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, and target 4.5 which discusses the elimination of gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations,

Recalling SDG 10, which calls for reducing inequalities and ensuring no one is left behind,

Noting with approval the previous work of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF) as well as other international agencies to promote equal access to education worldwide,

Acknowledging further the importance of education in the context of UNESCO's *Strategy for Youth and Adult Literacy 2020-2025* and *2020 Global Alliance for Literacy* (GAL) and UNICEF's *Education Strategy 2019-2030*,

Recognizing the necessity to expand pre-existing efforts, such as the goals introduced by the United Nations Economic and Social Committee in Asia and the Pacific (UNESCAP), which addresses international funding and development of resilient infrastructure, with the understanding of the education crisis being an international issue affecting all global citizens,

Recognizing the United Nations Department of Economic and Social Affairs' (UNDESA) toolkit for Disability Inclusion for Africa,

Recalling the Committee on Economic, Social and Cultural Rights (CESCR) General Comment No. 13: The Right to Education (Article 13) Framework which ensures access to education for all,

Supporting the principles outlined in the *Salamanca Statement* (1994), which puts together a framework for improving the access and quality of special needs education,

Reconfirming the *Incheon Declaration* of 2015 adopted at the World Educational Forum (WEF) which continues to guide the work of the international community on equal access to education,

Recalling the statement of International Telecommunication Union (ITU) stating that television and radio plays a crucial role in remote and rural area where access to new information and communications technologies (ICT) is limited,

Supporting fully UNESCO's *Strategy for gender equality in and through education* (2019-2025) working on achieving gender equality in education,

Fully aware of the importance of education to consolidate sustainable societies, along with SDG 4 that proposes to ensure inclusive and equitable education for all, and the 28 million that cannot access equitable and inclusive education, because of security issues as reported by UNESCO,

Emphasizing the work of the 2030 SDG High Level Steering Committee, which collaborates with Member States to ensure alignment of educational approaches for relevant targets, and providing continued revisions of the processes concerned to achieve the 2030 Agenda,

Highly alarmed that illiteracy rates amongst displaced populations and minorities, including over 500 million women, are high in developing nations, according to the 2013/2014 UNESCO *Education for All Global Monitoring Report*,

Drawing attention to General Assembly resolution 74/223 (2020), titled "Education for Sustainable Development," which calls upon the international community to provide inclusive and equitable education at all levels, leaving no one behind,

Recalling General Assembly resolution 73/145 (2018) on "Literacy for life: shaping future agendas" which encourages Member States to scale up literacy programs for children, youth, and adults through cooperative and multilateral means,

Keeping in mind General Assembly resolution 66/137 (2016) which calls for educational sustainability as a human right to marginalized populations such as women and children, individuals with disabilities, and refugees as well as General Assembly resolution 76/209 (2021) titled "Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development", and other previous resolutions on education for sustainable development and minority groups,

Reaffirming Article 13 of the *Charter of the United Nations* (1945), pledging that the General Assembly promote international cooperation in the economic, social, cultural, educational and health sphere, while assisting in the realization of human rights and fundamental freedoms for all without restrictions to race, sex, language, religion, disability, ethnicity or indigeneity, gender, gender identity, socio-economic status, trade union affiliation or geographical location, among others,

Acknowledging the *Convention on the Elimination of All Forms of Discrimination against Women (1979)*, which specifies that every woman has a right to education in order to empower all women to develop to their fullest potential,

Keeping in mind the *Convention on the Rights of Persons with Disabilities* adopted on 13 December 2006, that aims to ensure equal access for individuals with disabilities in the general education system,

Highlighting the action of the Global Education Coalition, launched by UNESCO, which supports Member States mitigate the impact of school closures under the COVID-19, utilizing distance learning platform a solution during education system upheavals,

Acknowledging vulnerable groups including but not limited to refugees, impoverished individuals, persons with disabilities, special needs or health concerns, women and children, and rural communities, whose education was halted due to mounting hardships, humanitarian crises, restrictions due to the COVID-19 pandemic and the limitations of general access to education in many Member States,

Recalling differences in digital capacities among Member States whereby only 10% of low-income Member States have infrastructure to support distance learning, as stated in *the Impact of COVID-19 on Children (2020)*,

Recognizing successful programs such as, but not limited to, the United Nations Children's Fund Gigabyte program (UNICEF GIGA), which provides schools with digital tools in order to facilitate digital learning,

Bearing in mind the African Union's *Continental Education Strategy for Africa 2016-2025 (2016)*, which is guided by a set of principles that emphasizes the importance of inclusivity and equitable access to education, and recognizes that educational systems are at the heart of sustainable and regional development,

Recalling the World Summit on the Information Society (WSIS) in 2003, that discusses the digital divide in relation to cultural diversity,

Appreciating efforts towards inclusive access to education made by the international non-profit organization Save the Children,

Emphasizing the efforts of the International Rescue Committee which responds to the worst humanitarian disasters with relief and assistance,

Recognizing the Belt and Road Initiative, Islamic Relief Worldwide, Jesuit Refugee Service (JRS), and other humanitarian relief programs that focus on economic development, which serves communities of all beliefs and affiliations,

Appreciating the commitments of the organization, Teachers for Teachers, a joint initiative of Teachers College, and non-governmental organization (NGO) Finn Church Aid, with sponsorship from United Nations High Commissioner for Refugees (UNHCR) and Lutheran World Federation,

Taking note of the STEM (science, technology, engineering and math) education program, which is an interdisciplinary program that focuses on hands-on problem-based learning,

Recognizing the historical success of bilateral programs, such as the Individualized Educational Programs (IEP) launched by the United States of America in collaboration with South Africa to support

children with disabilities and autism, and the potential application of similar programs on an international level,

Reminding the *Dakar Framework for Action* adopted in 2000 establishing multiple goals such as ensuring quality, free primary education for all children, with a focus on girls, children living in difficult circumstances and those belonging to ethnic minorities,

Firmly convinced that remote learning can be part of the solution regarding accessibility of education for displaced people, women and students in rural areas,

Stressing that equitable and inclusive access to education is an ongoing challenge, garnering the need for the long-term continuation combatting this inequality through adaptation to the ever changing terms of the crisis,

Fully alarmed by vulnerable groups' lack of access to lifelong learning programs as less than 5 percent of adults reported by the World Bank, who participate in educational and learning programs are in one-third of Member States,

Encouraging campaigns to be launched in order to emphasize the importance of education at a primary level,

Noting further that the education of displaced persons and refugees is an international responsibility and that Member States who host a large number of refugees would benefit from the support of the international community to provide inclusive access to education for all,

Recognizing the importance of international cooperation in addressing inadequate access to education and its consequent impact on the gender, racial, and ethnic divides within national education systems,

Acknowledging the lack of accessibility, equity, and quality amongst educational systems and the necessity for more individuals to be able to engage in education without any bases of race, religion, culture, sex, gender, gender identity, or any other factor determining,

Requesting the furthering of connections surrounding organizations that increase multilateral collaborations to increase the improvement for displaced persons and refugees in having readily access to quality education and its facilities,

Stressing the fact that millions of displaced and refugee children are out of school and do not have access to the necessary resources and support in their host Member State to continue their education,

Considering the importance of the Out-Of-School Children Initiative (OOSCI) in regard to allocation of resources such as pre-k, primary, and secondary students, especially in the developing states,

Acknowledging the importance of the *2030 Agenda for Sustainable Development*, especially to SDG 4, which focuses on ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all,

Encouraging all Member States to consider education as a global public good where various investments in education will provide sustainable access to education with cooperation of all Member States,

Recognizing that ensuring equitable access to education is necessary to provide a net of transport to connect rural areas to schools in order to ensure a safe trip for girls,

Appreciating the Education Outcomes Fund (EOF), which was established under UNICEF to improve learning outcomes,

Acknowledging that improved women's education enables to build stronger communities and contribute to overall economic stability, as reflected by a World Bank study from 2018 estimates that the "limited educational opportunities for girls, and barriers to completing 12 years of education, cost Member States between US\$15 trillion and \$30 trillion in lost lifetime productivity and earnings",

Aware of Global Partnership for Education (GPE) less than 25% of financial support for education is allocated for least developed Member States,

Reaffirming the provision of education for marginalized populations, including refugee and indigenous populations, in order to allow inclusive access to education, to build stronger communities, learn more about themselves, and to protect against consequences of inequalities,

Noting gratefully institutions that are committed in guaranteeing a comfortable environment for all to study,

Recognizing the lack of internet access and communication technologies, referring to SDG 9, as well as their importance in relation to education and furthering equity within education,

1. *Encourages* Member States to create conducive, equitable learning environments for all students regardless of sex, age, race, ethnicity, disability, or nationality at all levels of education and understand that some populations and individuals may require greater accommodations than others, as emphasized by SDG 4 and former resolutions;
2. *Calls upon* Member States with higher education rates to aid those with lower education rates while acknowledging and respecting the culture and traditions of these other Member States;
3. *Directs attention to* long-term and efficient sustainable methodologies and tools to construct educational buildings by:
 - a. Creating and supporting a stimulating environment to unlock potential opportunities of digital learning for all students;
 - b. Reinforcing the parents, families and community role in the acknowledgment of children;
 - c. Increasing the national availability of incentive packages used for education;
4. *Calls upon* UNDESA, to expand upon their Disability Inclusion Toolkits for Africa to include specialized tool kits for different regions worldwide;
5. *Encourages* the expansion of the goals of the UNESCAP as put forth before United Nations Economic and Social Affairs (UNESA) to include other world regions in need of assistance in the development of resilient infrastructure for the purpose of supporting access to education and targeted towards the least developed and developing Member States worldwide, as outlined in the 2030 United Nations Agenda for Sustainable Development by:

- a. Utilizing international banks for global expansion such as the International Development Bank (IDB) for financial assistance for those nations without the capabilities to fund their own infrastructural growth;
 - b. Specifically inviting the inclusion of developing Member States to prioritize areas in need of infrastructural development and coordination the means of implementation;
6. *Requests* the Teacher Task Force (TTF) to be expanded to:
 - a. Ensure that intercultural relations are being formed between teachers and students in vulnerable groups including but not limited to refugees, the impoverished and minorities;
 - b. Focus on mobile mentoring as previously done by Teachers for Teachers, sponsored by the UNHCR, as a method to improve student-teacher relationships to reduce stigmatization and increase representation of vulnerable students;
 - c. Provide accurate educational resources about students' cultures or backgrounds to reduce ignorance and ensure students receive proper learning environments;
7. *Recommends* the establishment of the Working Group on Technological Innovation and Education for Refugees (WGTIER) by the ITU and UNESCO to produce annual studies that link digital learning advancements with the need of education for refugees;
8. *Calls upon* UNICEF and UNESCO to fund and provide multilateral cooperation opportunities to enhance and optimize Member States' educational systems, specifically through digital information sharing and student and teacher exchange;
9. *Encourages* the expansion of the UNESCO Institute for Lifelong Learning (UIL) to create a supplemental Uniform Educational Certificate Program focusing on educating people outside of the educational system with a focus on literacy, financial literacy, personal well-being, professional, and entrepreneurial skills;
10. *Strongly recommends* UNESCO to create a working group called *Solutions for Education*, which works in close cooperation with UNICEF, using previously conducted studies like the *UNICEF Education Strategy 2019-2030*, in order to recommend policies and programs for each Member State:
 - a. By highlighting the cost-effectiveness and sustainability of this procedure by making use of already existing programs for example the GIGA program;
 - b. Consisting of experts in different areas of education, such as the education of refugees and children with disabilities, provided mainly by the UNESCO staff;
 - c. Asking UNESCO to host the working group in its Paris headquarters in order to maintain and coordinate it, using the EOF to finance this project;
 - d. Inviting all Member States to participate in the working group by sending representatives;
11. Proposes to UNICEF and UNESCO to establish and fund the Conference of Inclusive Access and Future Education (CIAFE), focusing on equitable and inclusive access to education and lifelong learning;

- a. Drawing special attention to women, children with special educational needs and children with disabilities in order to keep redefining and further developing the idea of how education should be valued in the future and how important it will be to keep education accessible, equitable, and inclusive, highlighting its important role for individual development and keeping up peace and a tolerant society in the years to come, as Article 26 of the UDHR states that “education shall be directed to full development of the human personality and to the strengthening of respect of human rights and fundamental freedoms”;
- b. Keeping in mind SDG 4, aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
- c. Working hand in hand with the existing conferences established by the UNESCO, for example the *World Higher Education Conference* and *World Conference on Education for Sustainable Development*;
- d. Inviting representatives of Member States, national ministers of education, researchers, teachers, students, NGOs, technology companies, international organizations and citizens to foster dialogue between multiple parties to create innovative and long-lasting solutions regarding the provision of equitable and inclusive access to education;
- e. Creating an international stage to discuss the challenges by exchanging ideas in achieving equal and inclusive access to education, such as a pandemic, the high costs of making changes in educational systems and the complicated position of developing Member States, by acknowledging that there is no one-size-fits-all approach possible for global educational problems, putting educational needs into practical strategies;
- f. Urging to successfully use learning practices multilaterally by sharing inclusive tools, resources, and practices across borders to ensure the most effective teaching methods are adopted, and drawing attention to the need to have appropriate and research-led standardized accommodations in place for all students with special educational needs;
- g. Recommending voluntary contributions by Member States and relevant stakeholders to fund the CIAFE, and inviting developed Member States to increase their voluntary contributions in order to finance digital infrastructures, such as ICTs and educational resources in developing countries to promote remote learning;
- h. Suggesting to hold CIAFE biennial, evaluating the progress Member States made regarding inclusive and equitable education since the previous conference, with the first one being held from October 2022 in Kigali, Rwanda;
- i. Holding annual meetings with the ministers of education of Member States in the years following the conference in order to assess the progress and challenges of the implementation of the results of CIAFE and to share best practises regarding policies in the different areas of education;
- j. Creating policy recommendations based on the main concerns of the conference with the help of the working group *Solutions for Education* created above, always with the goal of providing equitable and inclusive access to education for all;

12. *Recommends* the creation and further implementation of the E-Educational Accessibility Program (EEAP) in order to design a system of infrastructure capable of providing digital connectivity to marginalized communities and develop, design and implement applications, based on offering pedagogical education programs accessible from digital devices to help mitigate the effects of COVID-19 in collaboration with the ITU Accessibility Fund and the ICT Development Fund Project and UNICEF GIGA by:

- a. Incorporating Network Mapping into the United Nations Statistic Division (UNSD) Demographic Yearbook and in order to analyze global connectivity and infrastructural problems regarding internet connection in marginalized communities;
- b. Developing a programmatic roadmap in order to establish connection hotspots in areas with educational institutes, as well as technical solutions with the help of the ITU to improve existing digital infrastructure and support future development needs;
- c. Promoting the usage of resources such as the Educational Policy Toolbox developed by UNESCO International Institute for Educational Planning (IIEP), open-source software and remote education tools, in order to train educators on how to improve the learning environment and the quality of education;

13. *Further requests* Member States to employ the Settle into Education Programme (SIE) lead by UNESCO, which consists of a Regional Platform of International Cooperation of Educational Institutions of primary, secondary, and university education, to promote access to a quality educational system through the suppression of specific admission requirements to increase the levels of accessibility for refugees and displaced persons from their country of origin and improve the opportunities available to them where they are, which will be developed with the help of UNESCO alongside the United Nations Development Programme (UNDP) by:

- a. Providing free educational programs tailored to each refugee and displaced person's needs to help them adapt to the new hosting country and become accustomed to local life that shall, in turn, provide for;
- b. Hosting Countries Languages Training Courses and Work Module for new Foreigners Arrival;
- c. Entrepreneurship module and Family Module to guarantee the correct development of his daily life;
- d. Guaranteeing to refugee students the opportunity to start or continue their education program by granting scholarships in different educational institutions, also carrying out surveys and organizing professional training and publishing information material to organize and participate in several different direct marketing activities;
- e. Developing Individualized Educational Programs (IEP) in order to provide special needs children and students with disabilities access and privileges such as speech therapy, occupational or physical therapy counseling, medical services like nursing or vision and hearing therapy and special education in order to create a more accessible and inclusive environment that can support their situation;
- f. Allowing each Member State to finance this program independently according to its own economic capabilities and in the event that support is necessary a request may be made

to UNICEF to evaluate the situation and take the necessary actions to achieve the objectives and invite each Member State to adopt this program in accordance with its social and economic capacities;

14. *Further recommends* the creation of supplemental training programs within the Open Learning Platform of UNESCO for teachers and educators in order to streamline the education process both within developed and developing states by providing significantly more qualified educators and more spaces for learning as well that are open for all individuals to partake in;
15. *Recommends* all Member-States to provide specialized professional training to educators at the primary, secondary and postsecondary levels by:
 - a. Further recommending the creation of “Allied Educators” or “Inclusion Coordinators” in classrooms who would identify and support students with special needs from the early stages and develop inclusive action plans for their classroom integration;
 - b. Promoting the need to provide standardized professional special needs training programs to be provided to educators at all levels through supplemental training programs provided by UNICEF for teachers and educators in order to streamline the education process both within developed and developing states by providing significantly more qualified educators and more spaces for learning as well that are open for all individuals to partake in;
 - c. Supporting programs that work directly with teachers within rural areas to promote inclusivity and the universal benefits it brings to all regardless of gender, disabilities or differences;
 - d. Recommending educating teachers on methods to work with students who have disabilities or other difficulties with education and how to remove gender biases within the classroom;
16. *Calls upon* Member States to adopt specific resources in early education to decrease the high student-teacher ratio in the classroom by:
 - a. A non-mandatory minimum of economic investments and financial resources on a consistent basis achieved by developed and developing Member States;
 - b. Suggesting a maintenance of this framework through enhancement of school initiatives such as specialized staff and expansion of the educational sphere;
17. *Recommends* the creation of an international standardized multidisciplinary test that would evaluate the level of qualifications and technical capacities of international students and workers, with the ability to grant merit-based and equitable scholarships, in order to facilitate student and worker exchanges through:
 - a. The evaluation of soft skills of individuals by a written and oral interview, based on the subject studied, which would be drafted and prepared with the cooperation of the UNESCO World Education Conference and the International Bureau of Education in order to encourage perspectives and information from every country;

- b. The evaluation of hard skills of individuals in order to have a good overview of one's work potential, those evaluations would take the form of cognitive games that would analyze and evaluate the cooperation skills, the ingenuity and the reflective thinking;
 - c. The quality of expression in many languages such as Arabic, Chinese, English, French, Russian and Spanish;
 - d. Equal, free, and inclusive access to the aforementioned test, stressing on the importance to implement this initiative in less developed Member States;
 - e. The allocation of funds, that would benefit those who are in a complicated geographical, social, and or economical disposition, suffering difficulties to access the already mentioned test;
18. *Emphasizes* the use of the previous test in order to harmonize the standards of education and ensure more inclusive teaching by:
- a. Establishing hand in hand with the UNESCO, UNICEF and World Bank, an internationally approved and accessible database to affirm and collect factual information from a variety of perspectives while inviting others to work alongside Member States to create this open database;
 - b. Improving the training of teachers to promote effective collaborative teaching style for every learner and worker to be able to successfully pass the test;
 - c. Suggesting to establish a global, standardized STEM education program, which enables easier access to exchange programs for students, teachers and workers, this STEM would also be the platform for the test determining the most efficient way to guarantee access to the many;
 - d. Emphasizing the importance of the freedom to express individual Member State's culture and values through their education while still receiving information from the database without any penalty for ideological differences among citizens and states;
19. *Recommends* the development of emergency education contingency plans in the case of crises, built upon the availability, accessibility, acceptability and adaptability framework to ensure the access of education to all, with a special emphasis on vulnerable groups;
20. *Recommends* Member States to actively use media, such as television and radio for distance learning such as by joining programs to be held by:
- a. The Global Education Coalition launched by UNESCO in order to share information and knowledge among Member States, and conduct studies of the present situation;
 - b. TTF with the focus on providing training for educational stakeholders and teachers;
21. *Promotes* the concept of "Lifelong Learning" where everyone is provided access to education through encouraging Member States to promote admission for all into educational institutions at all levels regardless of age;

22. *Requests* the SDG-Education 2030 High Level Steering Committee in cooperation with UNESCO, to present a report named *Distance Learning with a Focus on Radio Stations (DLFRS)* to be presented at the side-panel of the High-Level-Political Forum (HLPF):
 - a. Containing information regarding the situation of learning via radio stations and the best practices of implementing this teaching method;
 - b. Addressing challenges that arose when hosting school via radio stations that need to be addressed;
 - c. Providing possible solutions to overcome challenges the report mentioned, to provide a learning environment made for the individual needs of the students and improve learning opportunities for those who must learn via radio;
23. *Strongly advises* Member States to provide additional funding for Member States receiving a large number of refugees in order to enable local governments to create schools and therefore ensure the equitable access to education for vulnerable groups;
24. *Recommends* UNHCR to establish a system that has a census of the displaced and further noting and recording those individuals who are illiterate and if they have completed any form of education;
25. *Encourages* Member States whose difficult social, political, and economic situations impact the educational sector to foster international cooperation by collaborating with:
 - a. The UNESCO Program for Education in Emergencies and Reconstruction (UNESCO-PEER), to provide technical support for schools and online education platforms;
 - b. The JRS, or other similar relief organizations such as Save the Children, International Rescue, Islamic Relief, Belt and Road Initiative to facilitate access to relevant educational curricula, refugees, and Internally Displaced Persons (IDPs);
 - c. The Inter-Agency Network for Education in Emergencies (INEE) and the European Union (EU) Children of Peace initiative and specializing in critical age groups, following the Five Dimensions of Exclusion (5DE), in order to analyze and determine the hardest hit age groups, allocate surplus infrastructural and technological resources for pre-primary, primary, and secondary students by:
 - i. Engaging with UNESCO missions with Multiple Indicator Cluster Surveys (MICS) in developing Member States to choose which groups of the 5DE should be provided the largest sums of funds and resources (material and low-tech) in order to;
 - ii. Conduct general Demographic and Health Surveys (DHS) to frame further analyses on the relations between welfare and education;
 - iii. Cooperate with local education boards and governmental agencies to ensure transparent and free environments for Out-Of-School Student Studies (OOSSS) under UNESCO Institute of Statistics (UIS) supervision;
 - d. Providing Technical and Vocational Education and Training (TVET) to primary and secondary school instructors under the supervision of UNDP;

- e. Gathering a technical team of domestic UNICEF staff and UIS regional staff, and local independent consultants to act as an interconnected administrative body to further proper (inclusive and non-abusive) treatment of primary and secondary students in schools;
26. *Recommends* the expansion of the UNHCR Resettlement Program to relocate IDPs inhabiting schools to other secure areas in order to resume the original purpose of these educational institutions by:
- a. Updating the list of willing host states to be updated annually;
 - b. Creating a dashboard with the location of IDPs in their host Member States so that families can trace one another in conflict zones;
 - c. Encouraging collaboration with non-governmental organizations, such as *Save the Children*, which helps with emergency situations, in providing certain elements that achieve a healthy and valuable educational experience;
27. *Recognizes* the importance of inclusive education as a basis of encouraging the participation of women in traditionally male-dominated professions and purposes that can be reached by:
- a. Suggesting the implementation of standardized curriculums that would allow the study of STEM subjects, allowing the discretion of each state in choosing to employ or template these programs;
 - b. Training staff for supporting students with mental or physical disabilities at schools;
 - c. Providing assistance to pregnant students and parent scholars;
28. *Suggests* building a global online system for children with disabilities for primary and secondary education within the UNESCO Open Learning Platform, including natural science (math, chemistry, biology) and social science (international history, geography), including a test to provide a certificate which can be recognized globally for those students who want to apply to a university's online bachelor program;
29. *Recommends* the expansion of current awareness programs to train teachers, professors and staff members in all learning environments on how to communicate and provide care for refugees and impoverished communities, in an effort to reduce stigma and provide safe learning environments for all vulnerable group as stated by SDG 4 and SDG 10 through:
- a. Expanding the UNESCO International TTF in areas with high refugee population and high inequitable educational reach for refugees;
 - b. Spreading the joint initiatives of Teachers for Teachers sponsored by NGOs in partnership with UNHCR that focuses on training teachers through mobile mentoring so they can obtain advice and share experiences to enhance teachers' knowledge on working with refugee children;
 - c. Ensuring that current awareness programs sponsored by UNESCO and UNHCR are sufficient in accomplishing the initiatives by doing studies that focus on the experiences of refugees working with teachers and their learning environments;

- d. Encouraging organizations specializing with impoverished children such as *Save the Children*, UNICEF and UNHCR to spread awareness to teachers and help to facilitate positive relations between impoverished students and teachers, in all levels of schools;
30. *Strongly recommends* UNESCO to organize and chair a side panel at the next annual meeting of the HLPF in July 2022 titled Distance learning and COVID-19 inviting all interested UN Member States, civil society, NGOs and relevant UN entities such as UNICEF;
 31. *Considers* for the next meeting of the WSIS in 2025 that the inclusion of advancing digitized learning methods would be discussed within the summit for accessibility and facilitation;
 32. *Suggests* that Member States call upon the Special Rapporteur on the Right to Education to submit a report detailing the impact of COVID-19 on the access to education of vulnerable groups.



National Model United Nations • NY

Code: 1/4

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Guided by Article 2.1 of the Charter of the United Nations, and respecting the sovereignty each Member State possesses,

Affirming Article 26 of the Universal Declaration of Human Rights (1948), as stated in General Assembly resolution 217(III), which proclaims education as a human right,

Believing that the definition of equitable and inclusive access to education is multifaceted and extends to other societal areas such as peace-building, reviving impoverished areas, and global health,

Noting that education comes in a plurality of forms, and need not be restricted by physical form, curriculum, or teaching methods,

Acknowledging education's vital role as a tool for peace-building within conflict zones as emphasized by Security Council resolution 2601 (2021),

Reaffirming the General Assembly's commitment to achieving the Sustainable Development Goals (SDGs) targets 4.1, 4.3, 4.4, and 4.5 towards equitable and inclusive access to education by 2030 for all learners around the world,

Further reaffirming the need to empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status as stated in SDG target 10.2,

Recalling the Convention on the Rights of the Child (1989) and the duties of states that are party to the that Convention, specifically Article 22 ensuring the protection of child refugees and Article 29 affirming the requisites of education for children,

Recognizing the priorities set forth by the report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression (A/HRC/17/27), and conscious of the role of Information and Communications Technology (ICTs) as a gateway to enable education and global participation,

Emphasizing that, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO), 56 million students worldwide have no access to stable mobile networks for distance learning programs,

Noting with appreciation the work of United Nations International Children's Fund's (UNICEF) Giga programme that has helped connect 1 million students to the internet during the COVID-19 pandemic to increase access to education,

Grateful for the implementation of the EduTrac system, a product of the UN's Office of Innovation, that has allowed Member States to increase education equitability by implementing policy changes that paired students with teachers and the Water, Sanitation and Hygiene (WASH) stations,

Commending the work and collaboration of UN-Habitat with Member States on projects to alleviate discrimination and inadequate access of marginalized groups to educational facilities such as their Her City Toolbox project and their Global Network on Safe Cities,

Having considered the need for expansion of the UNESCO WASH program to assist in providing clean drinking water and basic sanitation to educational institutions in need,

Acknowledging that nearly 10% of the world's children did not have the opportunity to go to school in 2018 according to UNESCO, which is further exacerbated by the COVID-19 pandemic, the effects of which have been felt across the globe,

Disturbed by the reality that 70% of children in the world live under threat of school closures, with a disproportionate number of them located in rural communities as reported jointly by The World Bank and UNICEF (2021),

Noting with concern that, according to the World Bank, 53% of children in low and middle-income countries cannot read proficiently by age 10,

Drawing attention to the lack of general information regarding the educational needs of refugees after they settle in their host countries,

Applauding the efficacy of the *UNHCR-UNICEF Blueprint for Joint-Action for Refugee Children* in its efforts to expand access to education in 10 countries which accounts for 20% of refugees,

Recognizing the Mona Foundation, a non-governmental organization (NGO) that builds sustainable schools in rural areas, for their contribution of over 15 million USD to 45 education-based partner projects across the world,

Alarmed that the GDP in low-income countries will be almost 70% lower than it would be if all children were learning, according to the Education Commission,

Appreciating the development of the Qualifications Passport for Refugees by the Norwegian Agency for Quality Assurance in Education and the European Union, which vouches for the education and occupational skills of refugees,

Recalling the *New York Declaration of Refugees and Migrants* (2016), that outlines the commitments made by Member States, specifically to reduce educational barriers for displaced children in their host countries,

Deeply concerned by the 27 million children who are out of school due to regional-based conflict according to UNICEF,

Bearing in mind that more than 50% of all refugee children do not have access to education, with 3.7 million children not enrolled in schools out of the 6 million children recognized as refugees by the United Nations High Commissioner for Refugees (UNHCR),

Regretting that, according to the World Bank, only 63% of refugee children are enrolled in primary school and 24% of adolescent refugees are enrolled in secondary school,

Acknowledging the efforts of Member States accepting large groups of refugees to ensure the educational needs of displaced children are accounted for,

Stressing that approximately 9.7 million persons with disabilities are displaced due to conflict according to Human Rights Watch, forcing them to leave behind their educational opportunities and preventing them from participating in current refugee education options,

Emphasizing the *Convention of the Rights of Persons with Disabilities* (2006) and its goal of protecting the right to education as stated in Article 24 for persons with disabilities,

Viewing with appreciation the *Disabilities Among Refugees and Conflict-Affected Population: Kit for Fieldworkers* developed by the Women's Commission for Refugee Women and Children and the UNHCR, which serves as a guiding text for improving infrastructure in a way that considers the specific needs for those with disabilities,

Further alarmed that as a result of the COVID-19 pandemic, 463 million more children do not have access to school and that this issue could become irreversible if no action is taken according to UNICEF (2022),

Noting with concern that, according to the World Bank, 3 out of 4 children could not be reached virtually because they resided in rural and low income areas that lacked access to digital infrastructure, as revealed by the COVID-19 pandemic,

Guided by UNICEF's report that nearly half of all schools do not have basic hygiene services, with nearly one in three lacking basic sanitation and water,

Disturbed that one out of every 10 menstruating individuals miss school during their cycle due to lack of menstrual products and sanitary resources, signaling that 180,000,000 are affected worldwide, according to UNESCO,

Appreciating the work completed by World Bank's Inclusive Education Initiative (IEI), a multi-donor trust fund that invests in technical expertise, knowledge and assistance with resources that support countries in making education progressively inclusive for children across the spectrum of disabilities,

Noting that a scarcity of adequate infrastructure and economic incentives for local teachers to remain in a middle- to low-income countries has led to skilled, domestic educators to seek opportunities elsewhere in higher income countries, in a phenomenon known as "brain drain,"

Reaffirming that "brain drain" has led to supply-side issues regarding teachers within low- to middle-income states, diminishing the accessibility and equitability of education, especially for refugee and rural populations,

Pleased by the involvement of over 150 universities across the world in the University Global Coalition, a university partnership program that has resulted in greater global opportunity and increased access to education while supporting educational cooperation,

1. *Directs* UNESCO to work on the establishment of a platform, which will:

- a. Foster collaboration between the different educational actors, as much as within the UN system as well as with Member States and third-party-organizations, such as schools, educational institutions, intergovernmental organizations, non-profit organizations, and companies active in the educational sector, expanding existing partnerships towards actors formerly not included;
 - b. Make the best use of currently existing infrastructure such as radio, television and overland cable connections to increase the reach of educational resources and with the aim of:
 - i. Increasing access to educational programs such as, inter alia, television and radio shows, classic schools, evening classes, to a higher standard in the short term;
 - ii. Diversifying the ways of access to education for the benefit of the diverse living conditions of students;
 - iii. Sharing innovative teaching approaches and knowledge through these technologies between the different educational stakeholders and worldwide;
2. *Suggests* the World Bank to create the Education Infrastructure Development Coordination Program (EIDCP) in cooperation with UNICEF in order to identify and connect regions in need of further development of ICT infrastructure projects with voluntary Member State's foreign development programs using data sourced from organizations, including UNICEF's Project Connect, UNICEF Office of Innovations, the International Telecommunications Union (ITU), the United Nations Capital Development Fund and that:
 - a. Further encourages the use of the EIDCP by Member States to invest in, establish and maintain digital and physical infrastructure projects in developing Member States in order to facilitate access to digital and online learning for vulnerable individuals such as those living in rural communities, those living in conflict zones, women and girls, and displaced persons and those living in refugee camps;
 - b. Recommends the use of the EIDCP to further invest in the expansion of digital education and the availability of electronic education devices and the necessary related infrastructure;
3. *Calls upon* all relevant stakeholders to facilitate the work of UNICEF's GIGA program in times of the COVID-19 pandemic by:
 - a. Accelerating and facilitating the acquisition of permits for infrastructure building measures, as identified by Project Connect, a partner with UNICEF and the ITU;
 - b. Identifying infrastructure needs, ranked by their urgency, and make these assessments available to Giga and its partners;
 - c. Using all means available (wireless and non-wired) to establish internet access in the regions identified as most in need as quickly as possible;
 - d. Offering low access price rates for institutions identified as most in need;

4. *Endorses* the efforts of policy guiding report programs, such as EduTrac, that enable reliable and up-to-date information for informed decisions on education directives and policies by:
 - a. Using existing cellular networks;
 - b. Providing basic information about the number of schools, number of functioning schools, number of students attending, and student to teacher ratio;
 - c. Allowing access to information from remote and otherwise inaccessible areas;
 - d. Supporting GIGA efforts to map and test connectivity;
 - e. Applying Chapter 2 of the UNHCR's 10 point action plan to collect and analyze information;
5. *Recommends* Member States to consider collaborating with organizations such as the Mona Foundation, to ensure that children have the quality material resources they need to attend school, and provides teacher training to those employed;
6. *Expresses its appreciation* of triangular cooperation between Member States, UNESCO, and UNHCR to further their efforts in providing educational resources for refugee children in need, and to be cognizant of their displacement status in the provision of such resources;
7. *Recommends* Member States extend their partnerships with UNHCR-UNICEF Blueprint for Joint Action until 2025 to serve refugees and other disadvantaged groups by expanding their access to curriculum and ensure the continuity of education for refugee students affected by the COVID-19 pandemic;
8. *Invites* willing and able Member States to partner with UNESCO programs that establish protocol for utilizing education as a peace-building method to expand such programs to address a wider breadth of regions, specifically in conflict zones, by:
 - a. Outlining guidelines for sustainable school-building;
 - b. Establishing a program model for training teachers to work specifically to deal with child trauma, cultural nuances, etc.;
 - c. Establishing accessible radio curriculum for children unable to attend school or become temporarily displaced from their homes;
9. *Calls for* the intentional integration of vulnerable populations, such as refugee children, into existing and new educational programs via the development of an education passport program for refugees modeled off of the Qualifications Passport for Refugees established by the Norwegian Agency for Quality Assurance in Education and the European Union;
10. *Endorses* the creation of the International Sub-Committee for the Education of Displaced Children (ICEDC) within the framework of the Office for the Coordination of Humanitarian Affairs (OCHA) comprised of Member States who have taken in large influxes of child refugees with the aim to:

- a. Communicate which educational resources are needed by committee members to support the extra influx of displaced children;
 - b. Coordinate language training for children to facilitate a more inclusive and encouraging educational environment in their host countries;
 - c. Convene every three months at the OCHA headquarters in New York;
 - d. Work with the Human Rights Council to provide a report on the educational progress of displaced children which will be presented to the General Assembly annually;
 - e. Cooperate with post-secondary institutions to set aside an increased amount of scholarships for student refugees so as to positively influence retention rates;
 - f. Incorporate data provided by the International Data Alliance for Children on the Move (IDAC) so as to increase the impact and reach of the sub-committee;
 - g. Work with UNICEF and the UNHCR to create more educational opportunities in refugee camps and provide safer learning environments;
 - h. Facilitate the sharing of resources to provide trauma counseling for children who are migrating from conflict-zones;
 - i. Collaborate with the Inter-Agency Standing Committee to facilitate communication with NGO's so as to actively promote the mandate of this sub-committee throughout the international community;
 - j. Utilize the UNHCR Coordinated Appeals Process (CAP) to fund the mandate of the sub-committee;
11. *Urges* Member States to partner with the World Bank's Inclusive Education Initiative, recognizing the work they have implemented at the global and state level that develops inclusive education plans and frameworks in order to ensure coordinated efforts for implementation of such plans within school systems;
12. *Encourages* willing and able Member States to collaborate with UN-Habitat to launch projects under the auspices of the Global Network on Safer Cities, to build resilience, safety, accessibility, and strengthen the infrastructure of educational facilities such as schools, educational centers, and universities for marginalized groups including women and youth after the COVID-19 pandemic through:
- a. Promoting COVID-19 preparedness and response measures in alignment with the Center for Disease Control and the World Health Organizations' guidelines;
 - b. Increasing social services for women and girls in educational facilities and contexts such as physical protection equipment (PPE) for COVID-19, mental health, and social protection services;
 - c. Increasing access to menstrual and hygiene products to alleviate their negative healthcare experience within the schooling system;

- d. Restructuring the neighboring infrastructure to improve public transportation systems leading to educational facilities, including the routes and roads utilized to facilitate their journey and thus access to education;
 - e. Working with UNHCR on the promotion of the access to schools and education for people with disabilities in provisional camps;
13. *Recommends* expanding partnerships with the UNHCR and Women's Commission for Refugee Women and Children which has implemented the Kit for Fieldworkers that focuses on improving the physical and social environment of the camps to promote access to schools and education through the implementation of urban planning including accessible roads and pathways throughout camps allowing those students with disabilities a more direct route to school;
14. *Endorses* a multilateral partnership between UNESCO and the WASH Program, which serves more than 90 countries and reaches an average of 3 million children a year, to provide access to basic sanitation, hygiene, and potable water sources within schools with the goal to:
- a. Share technologies, resources and knowledge to mutually facilitate their work;
 - b. Provide proper facilities for sanitation, personal hygiene, potable water sources, and menstrual health to allow students to attend class throughout their menstrual cycle, by:
 - i. Identifying the schools with the most dire need of facility installation;
 - ii. Encouraging that every school works towards improving health related infrastructure and amenities;
 - c. Encourage learners to attend schools and support inclusive education by responding to all their health needs;
15. *Calls for* a triangular collaboration between the United Nations Academic Impact (UNAI), UN Careers, and UNESCO to ensure refugee-receiving, low-income countries have an adequate supply of teachers to meet the educational needs of the children fleeing from conflict with the purpose of:
- a. Creating scholarships which pay prospective teachers in low-income counties to provide incentives for students to become teachers;
 - b. Hiring educators who will teach in refugee-populated regions;
 - c. Implementing capacity-building programs -specifically within refugee populations to aid in the training of educators within said communities;
16. *Recommends* expanding the University Global Coalition and placing an added emphasis on North-South and South-South partnerships between universities to provide quality and affordable education for educators.



National Model United Nations • NY

Code: 1/5

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Recognizing the Universal Declaration of Human Rights (UDHR) (1948), specifically Article 26, which highlights the right to education for all individuals,

Acknowledging the definition of lifelong learning as defined by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which emphasize the integration of living and learning to ensure life-wide learning,

Appreciating the efforts taken by UNESCO's Institute for Lifelong Learning to improve adult's educational level,

Noting with approval the guidelines set in the UNESCO Recommendation on Adult Learning and Education,

Emphasizing the importance of equitable and inclusive access to education in developing and least developed countries as a necessity for the progress of the world community as a whole and essential condition for achieving the Sustainable Development Goals (SDGs),

Aware of the Convention against Discrimination in Education (1960) adopted by UNESCO, encompassing the idea that education is a fundamental right and inscribing an obligation for Member States to combat discrimination of all kinds in schools,

Observing the insufficient funds for ambitious education policies and the fact that current budgets from various programs including UNESCO and the UN Development Programme are currently insufficient,

Deeply concerned about UNESCO and UNICEF's inequitable distribution of funds amongst Member States, especially Global South States, as many funds are distributed to solely traditional education programs with little to no attention paid to the unique vocational needs of individual countries and regions.

Considering the United Nations Optional Protocol to the Convention on the Rights of Persons with Disabilities (CRPD-OP) (2006), which states that disabled children have a right to inclusive education and reasonable accommodations in schools to help their success,

Bearing in mind the Convention on the Rights of the Child (CRC) (1989), which states that every child has a fundamental right to access to an education,

Having considered the examining work being done by United Nations International Children's Emergency Fund (UNICEF) Office of Research-Innocenti,

Reaffirming the commitment to the multilateral implementation of the 2030 Agenda for Sustainable Development, especially Sustainable Development Goal (SDG) 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all,

Guided by the SDGs 5 and 10, calling for equal and equitable access to quality education and the advancement of gender equality around the world to achieve a society which strengthens the respect for human rights and fundamental freedoms through education,

Recognizing the UNICEF's Agenda for action for uprooted children, which emphasizes the need to protect children in conflict areas and ensure their right to education,

Reminding that sensitizing teachers in areas hosting refugees to needs of uprooted children is an integral component of reintegration of uprooted children into school,

Recognizing the setbacks that the COVID-19 pandemic caused in the advances of educational measures due to the closure of schools affecting 94% of the student population, 15% of which are already at risk of losing their access to education, including refugees, women, and other marginalized groups, on the basis of their socioeconomic status,

Acknowledging the need for investments in both technical and vocational trainings and the potential benefits of introducing technical skills required for developing nations to further contribute to lifelong learning,

Emphasizing the importance of both educational and vocational developments for people of all backgrounds as a way of growing sustainable economies of developing nations, outlined in Article 3 of UNESCO's *Convention on Technical and Vocational Education* (1989),

Calling attention to the Inter-American Education Agenda as a tool of dialogue and cooperation among the Ministries of Education of the Organisation of American States (OAS) member states,

Guided by the partnership among European Union and African, Caribbean and Pacific countries, with a special focus on Articles 28 and 35,

Affirming the efforts of the Sustainable Agriculture Program of 2021 to ensure the inclusivity and continuity in maintaining agricultural heritage of indigenous and native populations by the teaching of their best practices,

Fully alarmed by the lack of agricultural information and education that exists in developing nations that rely on agriculture for its economy, outlined in UN's *Urban Agriculture's Potential to Advance Multiple Sustainability Goals*,

Profoundly concerned by the worrying gap in education access, especially in the least developed countries where only 85 girls for every 100 boys of lower secondary school age attend school,

Acknowledging the four-step approach of the United Nations Girls' Education Initiative, analyzing the current scale of girls' education in various regions, detecting different supply factors in girls' education for instance financing, ascertaining demand factors in girls' education such as societal sentiments and determining responsible stakeholders,

1. *Invites* all Member States to provide vocational education opportunities for future workforces in order for developing countries to have the background and knowledge necessary for them to build sustainable and inclusive communities, including those of rural areas, some suggestions include but are not limited to:
 - a. Maintain equal access to comprehensive courses and intensive practice opportunities that include both lecture and hands on learning models that accommodate to all learners and their needs in rural areas;
 - b. Ensure that all learners receive the historical, political, cultural and agricultural methods of their respective lands necessary in order for all future farmers to understand the lands along with the domestic and international policies that directly affect said areas;
 - c. Strongly encourage the facilitation of access to educating individuals on sustainable methods of various forms of economic production to include but not limited to: textile, agricultural, marine and industrial production;

- d. Establish itself as a fundamental framework for societal growth and development of utmost importance, this to strengthen the mutual respect of others human rights, and freedoms especially towards guaranteeing the equal access to professional opportunities;
2. *Strongly encourages* all Member States to provide access to education for people affected by armed conflicts to guarantee that lifelong learning is offered to them and assure their integration in educational system as well as in broad society by:
 - a. Supporting UNICEF in training teachers in psychological care and conflict management in areas hosting refugees as part of the *Agenda for Uprooted Children* to reintegrate them in schools;
 - b. Asking UNESCO to include the training of teachers in psychological care and conflict management in areas hosting refugees into its Recommendation on Adult Learning and Education;
 - c. Suggesting UNICEF Office of Research-Innocenti to conduct a study aiming to examine how the implementation of a school scholarship program for best female students in communities suffering from armed conflicts influences:
 - i. The school attendance and performance of scholarship holders;
 - ii. The performance of the class where scholarship program is being implemented;
 - iii. The broader impact on the perception of women's education and gender roles in the societies studied;
3. *Invites* the General Assembly Fifth Committee to implement the following non-binding funding model in which each country contributes funding, based on their per capita GDP on a progressive GDP bracket, to a regional pool of educational funds that will be distributed according to the needs of each country within the region and requests General Assembly Fifth Committee to consider adopting, in order to collect the necessary funds for this initiative, the following proposal for implementation:
 - a. GDP Bracket 1: \$0-10,000 per capita GDP contributes 0.007% of GDP to funding;
 - b. GDP Bracket 2: \$10,001-25,000 per contributes 0.02% of GDP to funding;
 - c. GDP Bracket 3: \$25,001-40,000 contributes 0.06% of GDP to funding;
 - d. GDP Bracket 4: \$40,001-60,000 contributes 0.15% of GDP to funding;
 - e. GDP Bracket 5: \$60,001-100,000 contributes 0.2% of GDP to funding;
 - f. GDP Bracket 6: \$100,001+ contributes 0.25% of GDP to funding;
4. *Emphasizes* the need to counteract “brain drain” through means such as, but not limited to, local education, infrastructure, investment in schools, universities, investment in general infrastructure to raise standards of living (such as streets, school buses, equipment), and focusing on long term/lifelong education by fostering different cultural and international activities such as exchange programs with teachers allowing individual states their sovereignty to decide the curriculum within their schools through the UNAI (United Nations Academic Impact);

5. *Encourages* inclusive access to education to students on the benefits of a business friendly education to subsequently ensure inclusive job prospects for minorities, woman and man alike after schooling through means such as but not limited to:
 - a. The creation of uncomplicated ways for future entrepreneurs who aspire, and should be encouraged by educational institutions, to create a business through means such as but not limited to digitalization and accessibility of the process of creating a business;
 - b. Financial support so that the use of inclusive teaching methods is fostered to enhance inclusive business education through subsidies covered by global institutions such as the World Bank;
6. *Encourages* the proliferation of cooperation and partnership among Member States, such as the Inter-American Education Agenda and the partnership agreement (in April 2021) among the European Union and African, Caribbean and Pacific countries, whose goals are to ensure quality, inclusive and equitable education, strengthening of the teaching profession, comprehensive early childhood care in a lifelong learning perspective. Furthermore, the Inter-American Education Agenda is perceived by the Organization of American States also as a means to follow-up and implement the Goal 4 of the *2030 Agenda for sustainable development* and encourages regional funding of aforementioned programs and:
 - a. Suggests that the distribution of funds will be determined by each region to ensure equity;
 - b. Encourages cooperation and concentration on provincial education issues;
7. *Noting with satisfaction* that Member States measure their progress for SDG 4 based on the targets established in the 2030 Agenda and conduct meaningful progress respective to these goals;
8. *Recommends* expanding on the UNESCO's definition of lifelong learning to create a more inclusive definition that:
 - a. Recognizes that lifelong learning expands beyond academic institutions and academic knowledge;
 - b. Focuses on integrating individuals of different age groups and with different skill sets within the educational process;
 - c. Encourages Member States to integrate lifelong learning curricula within the national educational systems of Member States.



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Code: 1/6

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Acknowledging the hardships imposed by COVID-19 on marginalised populations in regard to access to education and inclusivity,

Recognizing the United Nations Educational, Scientific and Cultural Organisation's (UNESCO) Quality Systems for Quality Teachers (QSQT), which provides training to teaching personnel as well as families and communities to increase the capacities for support in children's education,

Keeping in mind that disproportionate classroom sizes create barriers that inhibit effective learning,

Commending the efforts made by UNESCO and the United Nations International Children's Fund (UNICEF) concerning the realisation of Sustainable Development Goal (SDG) 4 on Quality Education, through programs such as the Enhance Teacher Education for Bridging the Quality Education Gap in Africa,

Taking note of the efforts by Member States to help increase the inclusivity and accessibility of education domestically,

Appreciating the work of civil society groups to provide more inclusive and equitable access to education, including organisations such as Teach for All, African Centres for Women's Leadership (ACE), Volta Aid Foundation, Teach for Nigeria, the African Women's Entrepreneurship Program, African Women's Entrepreneurship Program (AWEP), and Education Sub-Saharan Africa (ESSA),

Acknowledging that there is a deficiency in the supply of educational resources provided to underrepresented and marginalised groups such as refugees and women as mentioned in SDG 5 on Gender Equality,

Recognizing the need for infrastructural development due to the lack of technological access in rural areas and for marginalized groups,

Seeks to prioritise SDG 10 on Reduced Inequalities, with a specific focus on the inclusion of all children regardless of gender, disabilities, and societal and family backgrounds, which face major impediments to the facilitation of access, participation and success of children and individuals with disabilities,

Appreciating the *UNICEF Strategic Plan, 2022-2025* (SRS 2021), which strives to provide every child and young person with the education and skills they deserve as guaranteed by the *Universal Declaration of Human Rights* (UDHR) (1948),

Recalling Articles 28 and 29 of the *Convention to the Rights of the Child* (1989), which emphasise the importance of education for all children,

Having devoted attention to the regional efforts made in improving digital infrastructure such as the African Union's (AU) *Digital Transformation Strategy for Africa* (2020-2030),

1. *Requests* UNESCO to facilitate the establishment of education programs to develop a cohesive physical and technological infrastructure that aims to:
 - a. Open schools, educational learning centres, and community centres in rural and low income areas to promote inclusivity by allowing individuals belonging to vulnerable groups within these areas to obtain:
 - i. Free education for primary and secondary education;
 - ii. Vocational training necessary to enter the workforce;
 - iii. Tools and resources to connect them to professional opportunities;
 - b. Utilize low-technology resources available, such as radios and televisions, as an alternative medium to educate the local community within rural and low-income urban areas, with special efforts to:
 - i. Provide women and young mothers access to remote education opportunities;
 - ii. Explore high-technology solutions in the long term to better equip these areas with infrastructure to support remote learning;
 - c. Utilize its Enhancing Teacher Education for Bridging the Education Quality Gap in Africa program to further the professional development of local teachers;
 - d. Host an information exchange conference on the status of the collaborative effort across government, non-government, and UN agencies to issue a quadrennial assessment and coordinate a mainstream system of best practices to prioritise data collection and management collectively as a sector to track information gaps within surrounding geographical locations, so as to ensure the accountability of these measures;
2. *Encourages* Member States to create a long-term training program with the aim of supporting children in reaching sufficient proficiency levels in core subjects, with special focus on:
 - a. Welcoming dialogue between local leaders, teachers, and parents via open community meetings to create an understanding of the importance of education for marginalized individuals including but not limited to refugees, women, individuals with disabilities, and children in low income and rural areas;
 - b. Supporting the efforts of UNICEF in local communities to encourage a system of “neighbours teaching neighbours” to promote lifelong learning;
3. *Suggests* to various organs of the United Nations as well as NGOs (such as the organisations listed below) to invest in the continuous training of teachers in underdeveloped countries with regard to quality teaching skills, socio-psychological training and digital education with the intent of:
 - a. Partnering with NGOs, such as the Volta Aid Foundation, to expand their reach in efforts to train qualified teachers in mathematics, language, and computer literacy;
 - b. Using the structure of the GPE as an NGO to increase funding for and strengthen the education systems of developing countries;
 - c. Expanding the structure exemplified by the Teach For Nigeria programs that functions to train individuals in local areas as leaders;

4. *Asks* Member States in the United Nations Commission on the Status of Women (CSW) task the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) to facilitate the distribution of educational resources and programs for women in developing countries in order to prepare them for the professional field and further:
 - a. Collaborate with ACE to create a program that includes a service-learning component that allows young women to strengthen their educational outcomes;
 - b. Create affordable higher education programs for women in low-income regions to support them develop leadership skills and financial literacy;
 - c. Utilize the AWEF in order to share best practices, discuss common challenges, and learn about the global economy and factors that contribute to long-term business growth;
5. *Directs* attention to refugees, individuals with disabilities, and other marginalised groups by:
 - a. Creating a safety net through collaboration between civil society and organs of the United Nations in rural communities and refugee camps, regardless of individual backgrounds by:
 - i. Developing collective leaders through the education programs of Teach For All;
 - ii. Partnering with the UNHCR, as well as ESSA, to inform refugees of the educational resources that are available to them;
 - iii. Collaborating with Plan International to directly assist individuals with disabilities;
 - b. Allocating funds and educational resources to these groups in order to guarantee that their educational journeys are not halted due to the events out of their control, find specialised care or other special circumstances that may arise;
 - c. Adopting the pillars and objectives of the Continental Education Strategy for Africa 2016-2025 and applying them to marginalised groups to ensure they are provided the best possible education;
6. *Instructs* the UN Secretariat to cooperate with UNICEF, UN-Women, United Nations High Commissioner for Human Rights (UNHCR) and the International Organisation for Migration (IOM) in order to prepare a special report presented to the General Assembly on ways the resources of the UN COVID-19 Response and Recovery Fund are being used to address the problems specifically related to the education in rural areas and to grant equitable and inclusive access to education for marginalised groups as long as the fund is used;
7. *Recommends* collaboration between UNESCO and UNICEF to create standards to create uniform classroom environments that are accessible to all persons and focus on:
 - a. Striving for an effective student-to-teacher ratio within marginalised communities;
 - b. Creating centralised locations for educational establishments in developing countries in sanitary, non-violent areas, and safe spaces;
 - c. Organizing outreach initiatives through language translators to eliminate language and discriminatory barriers within the classrooms by establishing a refugee integration program focusing on integration and providing resources through teaching the host country's language, culture, and preparation for life in a new society;

8. *Calls for* a combined effort between UNESCO, UNHCR, UNICEF, and UN-Women to create re-enrollment programs for marginalised groups and their implementation under the sovereign administration of the Member States to:
 - a. Provide support for individuals that addresses the circumstances that lead to lowered enrollment rates such as:
 - i. An adherence to gender-based normative structures that prevent women and girls from pursuing a professional employment;
 - ii. A lack of individualised accommodations that hinders students with disabilities from pursuing a higher education;
 - iii. External factors that drive individuals to seek refuge;
 - iv. Any other circumstances that may lower enrollment rates;
 - b. Offer second-chance opportunities for persons who were forced to drop out of the educational system with the aim of reintegrating them into educational structures by:
 - i. Helping facilitate re-registration into primary and secondary education;
 - ii. Aiding in obtaining high school diplomas;
 - iii. Creating and distributing informative content promoting vocational training;
 - c. Encourages the United Nations Development Programme (UNDP) to initiate campaigns to promote the domestic use of print media and extensive marketing strategies such as billboards, flyers, and radio ads through local NGOs to help increase awareness of emerging educational opportunities.