

10-14 April 2022

Documentation of The United Nations Educational, Scientific and Cultural Organization (UNESCO) NMUN Simulation*



Conference B

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

Committee Staff

Director
Assistant Director
Chair

Laila Fouad
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Davina Resto

Agenda

- I. Information and Communication Technologies to Empower Vulnerable Societies
- II. Addressing Gender Disparities and Promoting Gender Equality in Education

Resolutions adopted by the Committee

CODE	TOPIC	VOTE (FOR-AGAINST-ABSTAIN)
UNESCO/1/1	Information and Communication Technologies to Empower Vulnerable Societies	9-6-11
UNESCO/1/2	Information and Communication Technologies to Empower Vulnerable Societies	Adopted without a vote
UNESCO/2/1	Addressing Gender Disparities and Promoting Gender Equality in Education	Adopted without a vote
UNESCO/2/2	Addressing Gender Disparities and Promoting Gender Equality in Education	Adopted without a vote

Summary Report

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

- I. Information and Communication Technologies to Empower Vulnerable Societies
- II. Addressing Gender Disparities and Promoting Gender Equality in Education

The session was attended by representatives of 26 Member States.

On Sunday, the agenda was adopted in the following order: Topic I, Topic II. On Monday, the dais received three working papers, which focused on ensuring information and communication technologies (ICT) infrastructure for vulnerable groups and communities, developing ICT platforms for the purposes of education and healthcare, and proposals for partnerships across international organizations and governments for the purposes of program coordination and funding. The remaining working paper focused on providing equitable access to ICTs amongst disadvantaged and low-income groups for the purposes of social change and civic engagement.

After receiving thorough feedback and guidance from the dais, two working groups started their merging process. On Wednesday, the dais accepted two draft resolutions. The first one received one friendly amendment and was adopted following a recorded vote with 9 votes in favor, 6 against and 11 abstentions. The second draft resolution was adopted without a vote. Following this, the committee started debate on Topic II. The dais received two working papers which were subsequently approved as draft resolutions. The two draft resolutions were both adopted without a vote. The work of the committee was marked by strong collaboration, self-organization, and proactivity. The diplomatic behavior exhibited by the delegates served as a strong foundation for the proposal and development of innovative ideas throughout the committee sessions.



Code: UNESCO 1/1

Committee: United Nations Educational Scientific and Cultural Organization

Topic: Information and Communication Technologies to Empower Vulnerable Societies

The United Nations Education, Scientific, and Cultural Organization,

Recognizing the struggle of the worker existing within economies built on the principles of free trade around the globe,

Identifying the poorest citizens in "free-trade" economies as vulnerable to economic downturns,

Aware of the cyclical nature of capitalism and the inherent reliance on economic downturns and periods of plummeting stock value,

Ensuring the continued resistance of the working people against capitalist exploitation, in the aspect of ensuring poverty traps do not prevail and that all communities have access to ICTs regardless of class,

Acknowledging methods to ensure tools designated for protest organization are accessible and fairly distributed,

Promoting a better usage of western media to highlight the values of a unionized ICTs infrastructure targeted in the western hemisphere,

Deeply conscious of the struggle of the working class in maintaining an online presence to pursue proletarian goals in counter with the global elite,

Having considered the peaceful avenues of anti-oppression struggle, such as Black Lives Matter in the US, the Yellow Vest protests in France, and the Climate Crisis protests that occurred around the world in 2021, and failing to pursue any meaningful change regarding ICT inclusion within vulnerable societies,

1. *Supports* multilateral solutions for providing information and communication technologies to working people around the globe, especially those in conditions of vulnerability, such as:
 - a. Those regions most affected by the COVID-19 pandemic;
 - b. People who have been marginalized or have been victims of mistreatment, violence, aggression, injustice and discrimination;
 - c. Any other group that falls under the category of vulnerable within the UNESCO mandate but not limited to those mentioned above;
2. *Recommends* the UN Capital Development Fund (UNCDF), which was created by the United Nations General Assembly for the purpose of assisting developing countries in the development of their economies by supplementing existing sources of capital assistance by means of grants and loans establish a grant program for groups organized for social change around the world, of various ideologies, with cellular communication devices to be used strictly for the organization of working unions and civic engagement organizations;
3. *Endorses* the creation of a panel of experts under the auspices of UNESCO that meets every six months, with provisions for emergency meetings available for gathering by a meeting of 5 or more member states, designated to review and assign the distribution of the aforementioned grant program reliant on meeting the following criteria:
 - a. The social organization must not represent an immediate threat to the national security of the member nation;

- b. The social organization must represent beliefs striving for the equality for all beings, with no restrictions on membership or participation;
 - c. The social organization must actively avoid violence, prioritize nonviolent methods of protest, and represent a social movement seeking a positive change in the world, and for the purpose of definitions, “positive change” will be delegated to definition by the panel of experts;
 - d. The organization must actively work towards resolving their grievances so long as it does not constitute an overhaul or destruction of their ruling government;
 - e. Craft a yearly report on the reasonings for what groups were not considered and the groups designated to receive support detailing these criteria and any other they find relevant:
 - i. Quantity of members;
 - ii. Movement ideology, specifically in regard to what social cause they engage in;
 - iii. Movement leaders and/or key figures;
 - iv. The social movement’s current political power, to be metricized by the panel;
 - v. Idealized goal for society as defined by the organization themselves or the panel in the absence of such a definition;
4. *Further endorses* the idea of establishing collective bargaining arrangements such as unionization, fair wage negotiations, etc. for multinational ICT companies in the fields of:
- a. Software development;
 - b. Information technology;
 - c. Robotics;
 - d. Medical Research;
5. *Strives for* the creation of a program dedicated to the construction of cellular data towers utilizing local construction, electrical, or other relevant local unions funded through a new project within the UNCDF.



Code: UNESCO/1/2

Committee: United Nations Educational Scientific and Cultural Organization

Topic: Information and Communication Technologies to Empower Vulnerable Societies

The United Nations Educational, Scientific, and Cultural Organization,

Highlighting the regional diversity and uniqueness of this world as well as reaffirming individual Member States' autonomy, sovereignty, and stability,

Calling to mind the *Universal Declaration of Human Rights*, specifically Article 19, according to which every human has the right to receive and impart information and ideas through any media and regardless of frontiers,

Acknowledging that some, yet not all vulnerable societies, particularly those affected in least developed countries (LDCs) are children and youth, older people, people with disabilities, people with HIV/AIDS, indigenous people, refugees, internally displaced people and migrants, people living in areas of terrorism or humanitarian crisis, and women,

Establishing the importance of remaining committed to Sustainable Development Goal (SDG) 9 "Industry Innovation and Infrastructure" and SDG target 9.c "Universal Access to Information and Communications Technology" which advocates universal and affordable access to broadband internet in LDCs,

Recalling the 2020 United Nations General Assembly (UNGA) Resolution 75/202 on "Information and Communication Technologies for sustainable development" to empower citizens and communities with ICTs to achieve all 17 Sustainable Development Goals and to implement information, communication, and technologies into their approach to implementing the goals,

Deeply concerned by the findings of the International Telecommunication Union (ITU), a specialized agency of the UN dealing with all matters related to ICTs, that over half the world is offline and 45% of that half are in vulnerable societies and rural areas,

Taking note that according to the UNESCO report *Cracking the code: Girls' and Women's education in STEM (ED/454)* of 2017, only 35% of STEM students in higher education globally are women,

Recognizing the critical importance of the *2030 Agenda for Sustainable Development* and the SDGs in ensuring inclusive and sustainable economic growth as outlined in Decent Work and Economic Growth (SDG 8),

Urging fellow Member States to adopt similar programs to those in Hungary such as the "Closing the Digital Gap Program", which is set to ensure students have adequate access to the necessary equipment for learning,

Bearing in mind the work of the *UNESCO-Weidong Group Funds-in-Trust* project which supported Member States most effectively to utilize Information and Communication Technologies (ICTs) in order to reach their fullest potential in accordance with SDG 4 "Quality Education",

Noting that ICTs can be used to stimulate the economy and promote financial stability through the expansion of the job market considering that an estimated 90% of future jobs will require digital skills and at the moment 65% of the world's population does not have "basic" skills for computer-based activities,

Expressing its appreciation for the government initiative Kenya Youth Employment and Opportunity Project and its ability to successfully train entrepreneurs through internships and mentorships, as well as financially support them through business grants, which has an 87% success rate in employing Kenyan youth,

Encouraged by the ability of public-private partnerships to streamline and enhance the implementation of ICTs in Member States' respective borders,

In full awareness of the 2014 UN General Assembly resolution A/RES/69/262 “UN Revised Information and Communication Technology Strategy” which establishes a global ICT structure, and a connection of all ICT programmes to support the core work of the UN,

Calling attention to the importance of the UN Secretary-General’s 2020 *Roadmap for Digital Cooperation Plan* within *The Age of Digital Interdependence*, a document which addresses how the international community can better harness the opportunities presented by digital technologies while addressing their challenges in reinforcing the goal that everyone should have safe and affordable access to the internet by 2030,

Further reminding of the agreements made in the World Summit on the Information Society (WSIS),

Emphasizing the imbalance of access to ICTs in remote, rural, and conflict areas and especially in countries with a low rank in the Internet Universality Indicators which are measuring the level of implementation of principles of human rights, openness, accessibility, multi-stakeholder participation (ROAM) and were proposed by the UNESCO at the 38th General Conference November 2015 in the CONNECTing the Dots Outcome Document (2015),

Conscious that, according to Cultural Survival, 70 percent of indigenous peoples live in Asia and the Pacific, followed by 16.3 percent in Africa, 11.5 percent in Latin America,

Understanding the heightened challenges faced by indigenous populations in access to ICTs and the understanding that these technologies are imperative for bridging multiple intersectional gaps with said populations,

Stressing the importance the UN Technology Bank for Least Developed Countries (UNTBLC), which specializes in providing technologies, and economic incentives to such technologies, to least developed countries (LDCs), has on delivering much needed ICTs to nations in need of the financial and capital support, as well as the proper implementations of ICTs in nations in need,

Further acknowledging the importance of ICTs to increasing access to education, health services, participation in a global economy and cultural preservation in order to improve overall standard of living,

Praising the work of the UNESCO International Institute for Educational Planning (IIEP), a body focused on increasing the institutional capacity of Member States for effective planning and management of educational development,

Further praising organizations such as the UNTBLC, which helps Member States build the science, technology and innovation capacity that they need to promote the structural transformation of their economies, eradicate poverty and foster sustainable development, and the Association of Science and Technology Centers, which helps provide funds, professionals, and resources for ICT development,

Expressing gratitude for the World Bank Digital Central Asia South Asia (CASA) initiative and global Alliance for Affordable Internet (A4AI) as programs which strive to provide internet access to vulnerable groups at low costs,

Alarmed by a report by The Vodafone Institute stating that 56% of employees lack the digital skills required for their field work in developing countries, broadening the digital divide from education to the economy,

Desiring the expansion of telepresence learning opportunities which are defined as extending the face-to-face experience of in-class instruction to minimal-contact indigenous peoples around the world,

Understanding that the United Nations Policy Brief Number 92, *Leveraging Digital Technologies for Social Inclusion*, which discusses leaving no one offline, notes digital literacy challenges in vulnerable communities and those people with disabilities face with the rapid development of ICTs,

Cognizant of the lack of entrepreneurship and Science, Technology, Engineering and Math (STEM) abilities in vulnerable groups inside rural zones,

Aware of a Brandwatch report stating that 19 million tweets over a four-year period showed that 7.7 million tweets were considered racist, 390,296 were homophobic, and 19,348 were transphobic,

Taking into account the UN General Assembly Resolution 72/284 on the “United Nations Global Counter Terrorism Strategy Review”, a strategy to offer guidance on the United Nation’s Counter-Terrorism Implementation Task Force’s counter-terrorism mandates; maximizing collaboration and cohesion when working toward counter-terrorism efforts,

Guided by UN General Assembly Resolution 68/167 on “*The right to privacy in the digital age*” (2013) stating that the protection of the right to privacy extends not only to the substantive information contained in communications but equally to metadata,

1. *Supports* the collaboration amongst Member States, non-governmental organizations (NGOs), the private-public sector and UN organizations to be utilized as a channel to generate funding from:
 - a. Internationally based programs through the World Bank, Saudi Arabia Public Investment Fund and the ITU;
 - b. Regional funding frameworks including the African Development Bank, USAID, IST-Africa Program and the ICTS fund of the United Arab Emirates;
 - c. UNESCO Funding;
 - d. SDG Funding;
 - e. Any State that wishes to provide funding;
2. *Strongly advises* the adaptation of programs such as The Kenya Youth Employment and Opportunity Project, which target Member States in the Global South in order to teach minorities and vulnerable groups further skills that will allow them to manage and profit from their business in order to enhance their well being, in the way that:
 - a. The adaptation of the programs will be based on the Triple Impact model which aims to incorporate social, environmental and sustainable profit objectives in a business;
 - b. The program will be funded for a period of one year, with the possibility to be funded further years if results are promising;
 - c. Workshops will be based on STEM abilities for kids and adolescents to learn how to create a business with the help of ICTs;
 - d. There will be carried out pitch competitions in order for the best business models to participate for more funding;
3. *Urges* fellow Member States to adopt similar aspects of the Closing the Digital Gap program which focuses on providing the necessary technical equipment to enhance learning for students, such as through providing funding for:
 - a. Laptops;
 - b. Smartboards;
 - c. Video Projectors;
4. *Welcomes* UNGA to authorize the SDG Fund to support a program run by UNESCO with the aid of local groups as a vehicle to provide monetary support to increase ICT access through various initiatives to established agricultural and maritime industries in rural areas with the goal of creating significant economic growth and resilience by:

- a. Furthering the use of ICTs in already established industries, especially those in underserved societies in coordination with national authorities;
 - b. Strengthening partnerships with NGOs, grassroots organizations and civil society groups in their efforts to expand and implement ICTs in their organizations;
 - c. Diversifying economic practices that are key to a modern society, through the use of ICTs;
5. *Calls on* Member States to continue expanding infrastructure needed to support ICTs in vulnerable societies by:
 - a. Utilizing the means offered by establishments such as NGOs and providing oversight to the flow and distribution of those allocated resources when possible;
 - b. Expanding access to broadband connection and technologies in underserved regions;
6. *Further advises* Member States to develop a noninvasive and efficient plan titled “Panels for Power”, funded by Public Investment Fund, that will target electrical charging of ICT technological devices and maintenance of ICTs in remote and rural areas to ensure the continued access of ICTs to communities with infrastructure restraints that hinder their access to ICTs by:
 - a. Generating a satellite imagery system meant to identify remote areas where ICT development is not present to help determine what types of ICTs are the most needed and where;
 - b. Increasing access of the Panels for Power Program by assisting willing member states in the implementation of satellite ICT systems in remote areas where large infrastructure installments would not be ideal or are not yet present;
7. *Asks* the Secretariat of UNESCO to set additional points to the agenda of the annual WSIS Forum to their current topics, which include:
 - a. Discussion of current implementations of the WSIS, its efficiency, and ways to update them;
 - b. Creation of new policy discussing how to transition from old technology, such as 3G and 4G, to new technology, such as 5G, and how to make this technology accessible to LDCs;
 - c. Implementing fiber optics globally in the long run to allow for the broadening of quicker internet access and potentially build up to 5G under the World Summit on the Information Society (WSIS) co-organized by the UNESCO, ITU, United Nations Development Programme (UNDP) and the United Nations Conference on Trade and Development (UNCTAD) using the funds of its partners;
 - d. Cooperating with the National Optical Fibre Network which was proposed by the United Nations Economic and Social Commission for Asia and the Pacific (UN ESCAP) in their Submission *Submissions from entities in the United Nations system, international organizations and other stakeholders on their efforts in 2019 to implement the outcomes of the WSIS* to the commission on science and technology for development in its 23rd session and expanding it towards all regions mentioned above;
8. *Suggests* the implementation of Lean Smart Cities, which are cities who use ICTs to improve operational efficiency, provide better quality of government services, share information with the public and citizen welfare in rural areas and countries with a low ROAM index to increase the communicative efficiency among societies within rural and urban municipalities by:
 - a. Establishing the four pillars of the Lean Smart Cities which include:

- i. Social Infrastructure, which will be implemented in education, health care, and housing provision;
 - ii. Physical Infrastructure, which will be implemented by water supply, cyber connection, and multimodal transport development;
 - iii. Institutional Infrastructure, which will be implemented by security, environmental sustainability, and ICT based service delivery;
 - iv. Economic Infrastructure, which will be carried out by market growth, job creation, and livelihood activities;
 - b. Establishing more equitable access to internet information in Member States with often unstable internet connections as indicated by the Internet Universality Indicator through proposing a cooperation with the Réseaux IP Européens Network Coordination Centre (RIPE NCC), a non-for-profit, and Regional Internet Registry for Europe, the Middle East and parts of Central Asia, and is concerned with building IPv6 addresses to increase the IP to 128 bits in participating countries and regions and therefore has the technical knowledge to implement these addresses as specified by the ITU in its resolution 64 *IP address allocation and facilitating the transition to and deployment of IPv6* (2012);
9. *Encourages* Member States to engage in regional conferences and partnerships such as the partnership between the ITU and the Broadband Foundation established by the European Union (EU) which works to map broadband infrastructure and encourage financial investment in Eastern Europe to expand broadband infrastructure to close the access divide at the regional level;
10. *Further urges* Member States to target the development of the institutional capacities of the UNTBLDC, with special focus on nations in the Organisation for Economic Co-operation and Development (OECD), in both monetary, as well as technological and physical capital contributions, as they have the most to volunteer in terms of acclimated foreign direct investment and monetary contributions to give to LDCs;
11. *Stresses* that a greater emphasis should be placed on both indigenous populations and women when acclimating ICTs to populations in need of said capital in ways such as:
- a. Inviting Member States and NGOs to use ICTs in part of policies focused on the preservation, promotion, and revitalization of indigenous languages;
 - b. Advising Member States to create policy that provides ICTs in further support for entrepreneurship opportunities for women and general economic empowerment;
12. *Further suggests* Member States develop national e-libraries or apps, modeled after Afghanistan's e-library initiative, in collaboration with UNESCO national commissions, the World Health Organization (WHO), the ITU Development Sector, and local government actors, that will include:
- a. Access to government services, ICT education resources, health information, such as health protocols, contact tracing, and preventative measures, as well as local news;
 - b. Translated materials in local languages and voice-based ICTs;
 - c. The introduction of quality local technical support service to facilitate the use of digital public services and programs that have shifted to an online format as a result of COVID-19 by:
 - i. Introducing feedback surveys to collect data from beginner users to further develop the effortless navigation to essential websites and devices;
 - ii. Seeking funding from the organizations stated above for the development of the technical support, professionals would require a structured training based on communicating to better assist individuals;

13. *Recommends* Member States work with UNESCO IIEP, local governments, and other organizations such as the UNTBLDC and the Association of Science and Technology Centers, in a global effort to promote and develop education by creating community centers in rural and remote areas which include:
 - a. Educational classes to teach individuals on how to use technology, utilizing the UNESCO *ICT Competency Standard for Teachers Implementation Guidelines*, and teaching them skills to be able to participate in the international digital economy by supporting individuals' technological endeavors;
 - b. Accessible internet and technology, with collaboration of the organizations stated above, in order to increase accessibility to all provided in a communal setting and help cultivate innovation through:
 - i. Providing access to desktops and other technological tools, donated by organizations like the ones stated above, located at these centers and to be used at the disposal of community members;
 - ii. Increasing internet connection through initiatives like that of the World Bank Digital CASA initiative and A4AI which strive to increase affordable access to the internet;
 - c. Areas to educate people with disabilities on how to utilize digital appliances and host trainings for any job or school relevant skills through:
 - i. Expanding the Universal Design for Learning (UDL) to include the teachings of how to safely use technology, not just the actual use of it in classrooms;
 - ii. Providing funding by UNESCO and a suggestion to work together with the United Nations High Commissioner for Refugees (UNHCR);
14. *Strongly encourages* accommodations for people with disabilities to ensure these communities have equal understanding on how to utilize digital appliances by:
 - a. Encouraging the recommendation of specific inclusion of people with disabilities learning of ICTs in the UN *Secretary General's Roadmap for Digital Cooperation*;
 - b. Initiating a global program similar to Elsmart and ElBraille for the visually impaired which:
 - i. Shares electronic gadgets such as mobile phones and portable computers;
 - ii. Shares knowledge to develop gadgets for the visually impaired through student exchange programs;
 - iii. Suggests a business proposal that would allow interested global digital corporations to donate or fund this initiative;
15. *Requests* exploration of telepresence devices for indigenous communities in the fields of:
 - a. Enhancing long-distance education opportunities;
 - b. Providing medical assistance and first aid training;
 - c. Streamlined methods of communicating with local governments for immediate disaster relief efforts when necessary;
16. *Invites* Member States to voluntarily adopt curriculums that put specific emphasis on the ICT sector at all levels of education, such as implementing:
 - a. Better access to broadband Internet and technologies conducive to learning, a requirement for ICT education;
 - b. Further use of ICTs in the classroom;

- c. Classes that center around ICT subjects such as, but not limited to:
 - i. Basic usage of ICT devices;
 - ii. Privacy in the digital space;
 - iii. Navigating the online space safely;
 - iv. The ability to identify credible news;
17. *Endorses* Member States to use the aforementioned funds to empower vulnerable societies all around the world through the usage of ICTs by supporting programs such as:
- a. Introductory training courses regarding possibilities, effective usage and communication via ICTs for children, beginners and stay at home mothers;
 - b. Dispatching a pool of mobile tutors to the communities in need;
 - c. Conducting workshops and conferences to share and develop best practices regarding education and empowerment through ICTs:
 - i. Participating and hosting the UNs annual Mobile Learning Weeks that elaborate on the potentials and challenges of online learning;
 - ii. Preparing future teachers under the UNESCO ICT Competency Framework for Teachers of 2018;
 - d. Implementing ICT courses for women:
 - i. To increase motivation regarding STEM related degrees and facilitate their access to university;
 - ii. To promote the sharing of experiences, opportunities and knowledge about the effective usage of ICTs;
 - iii. To empower them to pursue education while also abiding to traditional values and local structures;
18. *Further seeks* an expansion of the UN’s ‘Fight Racism’ Campaign by establishing a helpline, which can be used by everyone to report hate speech, harassment, and incitement of violence made online towards members of vulnerable societies:
- a. Having the helpline be created and funded by UNESCO and inviting local NGOs to manage these centers with UNESCO’s oversight;
 - b. Having the call receiver direct the breach of community guidelines to the social media platform;
 - c. Ensuring that it is multilingual and available 24 hours a day by:
 - i. Having at least one regional call center in each region based off the official United Nations Regional Groups map;
 - ii. Inviting Member States to voluntarily raise awareness for these call centers and the “Fight Racism” Campaign to their populations through a press release;
19. *Further calls upon* Member States to follow the Guide to Developing a National Cybersecurity Strategy, a research guide developed by several intergovernmental and international organizations from both private and public sectors and published by the International Telecommunication Union, to ensure the protection of individuals amongst vulnerable societies by:
- a. Planning for and responding to IT incidents, including cyber attacks, systems failures, and data breaches;

- b. Developing incident response plans, searching for and resolving system vulnerabilities, enforcing security policies, and evaluating security best practices;
 - c. Locating themselves throughout all state enterprises and institutions to safeguard them from cyber-attacks;
 - d. Using the aforementioned funds to establish the strategies in each of the Member States;
20. *Further recommends* Member States to develop legal frameworks that strengthen and protect individuals' fundamental rights to privacy in the digital age by:
- a. Ensuring data collection accompanying the implementation of ICTs is not used against vulnerable groups through:
 - i. Suggesting Member States to organize themselves regionally, similarly to the Association of Southeast Asian Nations to develop legal frameworks;
 - ii. Advising that the Regulation (EU) 2016/679 (The General Data Protection Regulation) is used as guidance on protection of natural persons' right to privacy regarding the collection, processing, and free movement of personal data;
 - b. Encouraging exchange amongst the Member States on legal frameworks for data protection by establishing a Database similar to the United Nations Department of Economic and Social Affairs (UN DESA) Database on Economic and Social Councils called 'Data Legal Transfer System' (DLTS);
21. *Advocates* for Member States to provide government incentives to private firms and NGOs within their borders in order to enhance the collaboration and promote a "big push strategy" of private-public partnerships, greatly improving developing economies concerning ICTs within their economies in the form of:
- a. Grants and scholarships for vulnerable communities to develop ICTs for their respective nations;
 - b. Direct financial support to public institutions that work with vulnerable peoples in remote areas with said technologies in mind;
22. *Proposes* collaboration between Member States, as well as any other States that are interested, conducts research that focuses on identifying how ICTs could affect vulnerable societies, as well as ICT infrastructure implementation, following the recommendation of the UNESCO report *Assessing Internet Development in Africa*; by:
- a. Working closely together with local organizations in order to collect data and implement ICTs, such as, but not limited to:
 - i. NGOs;
 - ii. Municipal Governments;
 - iii. Local Authorities;
 - iv. Businesses;
 - v. Civil Societies;
 - b. Assessing priority regions around the world with the highest percentages of vulnerable populations with a particular focus in:
 - i. Asia and the Pacific;
 - ii. Africa;
 - iii. Latin America;

- c. Financing the research through, but not limited to:
 - i. UNESCO Funding;
 - ii. SDG Funding;
 - iii. Any State that wishes to donate;
- d. Allowing the research to be conducted in a time frame of three years;
- e. Permitting the results of the research to be presented through a report that is:
 - i. Accessible to all Member States;
 - ii. Mentioning recommendations Member States are advised to follow;

23. *Further requests* willing Member States to utilize research data in aforementioned clauses to update and further develop the programs outlined in the *2030 Agenda* that increase equitable access to ICTs for vulnerable populations through:

- a. Updating priority regions around the world with the highest percentages of vulnerable populations with a particular focus in:
 - i. Asia and the Pacific;
 - ii. Africa;
 - iii. Latin America;
- b. Distribution of ICTs to local schools with indigenous and vulnerable students facilitated by:
 - i. Local Governments;
 - ii. NGOs;
 - iii. Civil Societies;
 - iv. Business;
- c. Implementation and funding from UNESCO with possible additional funding from UNICEF.



Code: UNESCO 2/1

Committee: United Nations Educational Scientific and Cultural Organization

Topic: Addressing Gender Disparities and Promoting Gender Equality in Education

The United Nations Education, Scientific, and Cultural Organization,

In accordance with the Universal Declaration of Human Rights as well as the Convention on the Elimination of all Forms of Discrimination Against Women,

Aware of the L'Oreal-UNESCO Grant for Women which aims to promote women's work in science, technology, engineering, and math (STEM),

Underlining the importance of including gender inclusivity in the field of education,

Highlighting the importance of Community Based Education (CBE) and e-Learning as alternatives to traditional classroom-based learning, which allow women and girls continued access to education even in remote or conflict areas,

Praising the work of the UNESCO Institute for Lifelong Learning and its efforts to provide non-formal basic education to disadvantaged groups,

Calling attention to Kenya's National Education Sector Strategic Plan, a plan that advocates for the goals of the public school system,

Noting with deep concern the lack of progress in data in the World Bank Group's Gender Action Plan (2007),

Considering the importance of the balance of women's lives between home and in the workforce,

Recognizing the UNESCO's Her Education, Our Future initiative, the UNESCO Strategy for Gender Equality in and through Education 2019-2025, and the Beijing Platform for Action (BPfA)'s Global Acceleration Plan (2021),

Condemning all forms of discrimination and intolerance against any gender to promote greater socioeconomic integration,

Recalling United Nations General Assembly resolution 34/180 on the "Convention on the Elimination of All Forms of Discrimination Against Women" 1979 condemning any discrimination against women and any violations of the equality of rights,

1. *Seeks the implementation of accurate registration and record-keeping systems monitoring the expansion of gender equality in education;*
2. *Recommends that all regional UN education conferences to adopt programs similar to the Literacy in the Arab World Challenge, adjusted for culture and language, to promote literacy amongst children of all genders and foster cooperation between civil society, communities, and state authorities;*
3. *Further Recommends that Member States work with the UNESCO Institute for Lifelong Learning to implement CBE programmes like Afghanistan's Literacy for Community Empowerment Programme and e-Learning initiatives, and modeled similar to Saudi Arabia's Madrasati platform, which will allow for increased educational access for women in remote, rural, and conflict areas;*
4. *Emphasizing the importance of including the perspective of women in male dominated fields by:*
 - a. *Prioritizing the inclusion of specific regions such as the Middle East, Sub Saharan Africa, and Latin America in this effort;*

- b. Promoting the inclusion of women and girls in the fields of STEM and entrepreneurship;
 - c. Fighting against gender based stereotypes;
5. *Suggests* the introduction of a conference, in coordination with UN Women, that will abide by the universal rule that all genders are equal and raise awareness regarding this issue by:
- a. Initiating a conference that will meet yearly and host all member state representatives to educate male leaders Least Developed Countries (LDCs) on current events regarding women;
 - b. Providing a platform for exchange of knowledge between women;
 - c. Introduce a biyearly job fair and career days, sent in by Non-Governmental Organization (NGO) groups that will be decided by volunteers, to allow for equal job opportunities for women;
6. *Further Emphasizes* the importance of health for women by ensuring curriculums and access to resources in collaboration with other UN bodies such as United Nations Children's Fund (UNICEF), the World Health Organization (WHO), and the United Nations Development Program (UNDP) that promote women's health, development, and safety, such as through providing information on puberty, menstruation, sexually transmitted diseases, and other women's health issues.



Code: UNESCO/2/2

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Addressing Gender Disparities and Promoting Gender Equality in Education

The United Nations Educational, Scientific, and Cultural Organization,

Alarmed by data issued by the United Nations Children Fund (UNICEF) showing that not every country has reached a gender parity index score of the range 0.97 - 1.03,

Observing the strong impact of cultural norms and household responsibilities on girls, such as through the African Union's International Centre for Girls' and Women's Education in Africa (AU/CIEFFA) finding of positive trends in school enrollment when religious leaders collaborate with traditional leaders,

Aware of the American Association of University Women (AAUW) statistic that women make up only 28% of the workforce in science, technology, engineering and math (STEM),

Concerned about the reality noted in the UNESCO Malala Fund for Girls Education, which is that rural women in developing countries may not be able to access education unless provided reliable transportation to educational institutions,

Observing that a lack of education makes women powerless,

Deeply concerned by the UNESCO *Global Education Monitoring (GEM) Report 2020*, which shows that inequalities have deepened during the pandemic and 40% of countries worldwide have not supported learners at risk during the crisis,

Reaffirming the United Nations General Assembly (UNGA) resolution 76/14 on the "International Year of Basic Sciences for Sustainable Development" 2021 that invites Member States, subregional organizations, international and national Non-Governmental Organizations (NGOs), individuals, and civil society groups to observe the year 2022 as the International Year of Basic Sciences for Sustainable Development,

Taking into consideration that the rate of sexual violence against girls and women decreases significantly when any region under study adopts a comprehensive sexual education program,

1. *Encourages* the creation of "School Gender Surveys" that will be:
 - a. Funded by UNESCO and worked on in conjunction with Member States' governments to ensure cultural appropriateness;
 - b. Administered annually at the end of each school year;
 - c. Designed to be filled out anonymously by students and will ask questions relating to:
 - i. The gender, age, religious preference, and ethnicity of each student;
 - ii. Experiences of students during class and school activities that show gender inequality;
 - iii. If students do not participate in certain activities or classes due to their gender;
 - iv. Career goals;
 - v. Experiences relating to sexual harassment and assault by teachers and students;
 - d. Used by Member States to determine how to reform their education systems in order to:
 - i. Decrease dropout rates of female students;
 - ii. Increase gender parity in classes that are considered to be in male-dominated;
 - iii. Diversify fields of interests, such as STEM;
 - iv. Improve gender equality in schools;

2. *Introduces* the creation of an organization that encourages partnerships and aids with coordination between religious leaders and regional community leaders, in order to bridge the education gender gap through:
 - a. A series of regional committees based on greatest need, determined by data from the UN and World Bank which will:
 - i. Prescribe obligations to faith-based organizations in terms of improving educational access and the retention rates of girls within the education system;
 - ii. Empower women and girls in the education sector through new approaches and practices of degree completion that fit within different cultural contexts;
 - iii. Be run primarily by volunteer partnerships of prominent religious leaders of various denominations, national government leaders, local government leaders, educational and school boards;
 - b. Financed by the exist Sustainable Development Goal (SDG) Fund, the World Bank, UNESCO funds, and other willing sponsors;
3. *Suggests* the expansion of the OECD's *Southeast Asia Gender Initiative* to strengthen gender equality in education, especially in STEM fields, employment, and entrepreneurship as a global initiative;
4. *Calls for* the creation of a set guidelines for willing Member States to adopt that outline the development of after-school programs in local schools, and will:
 - a. Prioritize areas of the world where there is a lower percentage of girls in STEM fields in order to generate interest in male-dominated areas of study;
 - b. Provides girls in schools safe access to male dominated areas of study including STEM fields, law, and business;
 - c. Be facilitated by providing local school systems, governments, as well as any willing NGOs with a curriculum for the after-school programs;
 - d. Be implemented and funded by UNESCO, with possible additional funding from UN Women;
5. *Encourages* member states to conduct an investigation into the reality of women in remote communities as they are not always taken into account as they should be, with the following recommendations:
 - a. The investigation is carried out by specialized and professional women;
 - b. The results will be shared to UN Women and the United Nations Commission on the Status of Women (CSW) for them to utilize this information to mitigate the effects of gender inequality;
 - c. The investigation is funded by a consortium of NGOs, initiatives from the private sector, and the government of each Member State;
 - d. The investigation will last for two years, with the possibility of being funded for additional years if the results are promising;
6. *Calls upon* fellow member states to fund the Beijing Platform for Action (BPfA) to ensure women who are victims of domestic violence have access to food and shelter;
7. *Recommends* Member States adopt educational curriculums supporting comprehensive sex education for all pupils, regardless of gender or sex, for children between the ages of thirteen and fourteen years old, including but not limited to the following areas:
 - a. Age of consent, how consent functions, and when consent is invalidated;
 - b. Safe sex practices;

- c. Contraception methods such as birth control pills, and condoms;
 - d. Different methods of ending pregnancy, including abortion and the harms of non-medically attempted procedures of abortion;
 - e. Both male and female reproductive systems;
8. *Further recommends* the creation of a committee dedicated to monitoring and progression of SDG 5: Gender Equality and Women's Empowerment, reporting to the secretariat of UNESCO which will be able to:
 - a. Possess the ability to request information from UNESCO, UN Women, and other UN agencies;
 - b. Provide recommendations to UNESCO based on its findings;
 - c. Utilize resources available to other UN committees;
9. *Urges* providing biofuels to vehicles in rural areas in order to promote women with easier access to education centers which:
 - a. Can be funded through UN Women, NGOs, or governmental bodies;
 - b. Can be advised by African Clean Tech Organization and AG Biomass council in the areas of biofuel mechanics;
10. *Invites* member states to create programs run by governmental organizations targeted at expanding access to formal education amongst indigenous communities and members of society in remote or inaccessible areas by:
 - a. Working with indigenous groups and NGOs to formulate curriculums more suited to indigenous societies;
 - b. Building infrastructure, funded by governments, that will allow for members of these societies to learn in a manner that is safe;
11. *Suggests* that Member States provide social work, particularly for girls of lower-income backgrounds, to support girls in their family planning by working together with NGOs, municipal governments, local authorities, and civil society;
12. *Strongly recommends* abiding by National Strategy for Women (2017-2022), which aims to promote education in STEM subjects, increase digital skills, and promote women's entrepreneurship;
13. *Encouraging* the strengthening girls' self-confidence and motivation to support them in taking interests in all fields, promotion of female roles in male-dominated professions, and support for comprehensive sex education.