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Conference B

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Committee Staff

Director	Jeffrey A. Thorpe II
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Chair	Leighton Lear
Rapporteur	Aaron Swift

Agenda

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

Resolutions adopted by the Committee

Code	Topic	Vote
UNESCO/1/1	Empowering Vulnerable Groups through Access to Information and Communications Technology	26 votes in favor, 8 votes against, 8 abstentions
UNESCO/1/2	Empowering Vulnerable Groups through Access to Information and Communications Technology	39 votes in favor, 1 votes against, 2 abstentions
UNESCO/1/3	Empowering Vulnerable Groups through Access to Information and Communications Technology	42 votes in favor, 0 votes against, 0 abstentions
UNESCO/1/4	Empowering Vulnerable Groups through Access to Information and Communications Technology	Adopted without a vote
UNESCO/1/5	Empowering Vulnerable Groups through Access to Information and Communications Technology	41 votes in favor, 0 votes against, 1 abstentions
UNESCO/1/6	Empowering Vulnerable Groups through Access to Information and Communications Technology	31 votes in favor, 4 votes against, 7 abstentions

Summary Report

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

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

The session was attended by representatives of 43 Member States. On Sunday, the committee adopted the agenda of I, III, II, beginning discussion on the topic of “Empowering Vulnerable Groups through Access to Information and Communications Technology.”

On Monday, the committee established several working groups that focused on issues such as utilization of information and communications technology (ICT) for emergency services and education and the creation of an application that would give a platform for basic Internet access. Following this, the Dais received a total of 9 proposals covering a wide range of subtopics including ICT for indigenous people and vulnerable groups, sharing and enhancing ICT for individuals with disabilities, education through ICT, and ICT involvement in healthcare for vulnerable groups.

On Tuesday, delegates worked tirelessly to amend and edit working papers. The atmosphere of the room was one of collaboration as working groups, despite initial hesitation, began to merge working papers with similar and complementary themes.

On Wednesday, six draft resolutions had been approved by the Dais with no amendments. The committee adopted six resolutions following voting procedure, two of which received unanimous support from the body. The resolutions represented a wide range of issues, including empowering youth, women, and indigenous people through access to ICT; transparency of ICT programs and infrastructure implementation; provision of educational opportunities for vulnerable groups; and ICT support to individuals with disabilities.



Code: UNESCO/1/1

Committee: United Nations Educational, Scientific and Cultural Organization

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

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

2
3 *Recognizing* Sustainable Development Goal (SDG) 3 which address the increased health and well-being of
4 individuals and can be reached through updated scientific advances in Information and Communications Technology
5 (ICT) that can share knowledge on how to protect people from deadly diseases,

6
7 *Acknowledging the Declaration of Commitment on HIV/AIDS* which has set a common target for Member States to
8 reduce the spread of HIV/AIDS through the integrations of e-health as an innovative method for urgent and effective
9 prevention,

10
11 *Declaring* that those considered to be a vulnerable group to be defined as those outlined by the *Tunis Commitment*
12 such as migrants, refugees, minorities, persons with disabilities, indigenous peoples, prisoners, transgender people,
13 sex workers, same-sex couples, and women,

14
15 *Recognizing* that the vulnerable groups mentioned above are more prone to disease, infection, and poor healthcare
16 due to their marginalization in society,

17
18 *Expressing its appreciation* for the efforts of the Africa Information and Communication Rights Organization
19 (AICRO) and East Africa National Networks of AIDS Service Organization (EANNASO) for lowering the rates of
20 HIV/AIDS with in the African Continent through use of ICT,

21
22 *Guided by* the need of standardization of e-health guidelines to protect the vulnerable groups through integration of
23 the e-health Standardization Coordination Group,

24
25 *Fully aware* SDG 11 seeks to lower the number of unplanned pregnancies that is putting further strain on the 828
26 million people living in slums,

27
28 *Alarmed by* the rate of sexual harassment afflicting women in large numbers and in effect marginalizing their health,

29
30 *Appreciating the work* done by the International Telecommunication Union (ITU) and mission of the Chair in
31 Telemedicine from 1999, that are responsible for coordinating issues that pertain to ICT, specifically the
32 telecommunications sector which assists technologies in the healthcare field,

33
34 *Highly respecting* the standardization work carried out by the study groups under the ITU in developing
35 recommendations for various fields in ICT,

36
37 *Endorsing* the efforts of Alliance for Health Policy and Systems Research (AHPSR) on promoting the generation
38 and use of health policy and systems research to improve the health care systems of developing countries,

39
40 *Noticing* the significant role of private sectors including Mobile Clinics International in contribution to project
41 sustainability by using high quality and available ICT to meet specific needs of the social health strategy,

- 42
43 1. *Invites* Member States to fully utilize the Health InterNetwork Access to Research Initiative (HINARI) which
44 promotes communication and cooperation between global health institutes, foundations, public organizations,
45 government agencies, and private organizations by:
46
47 a. Using ICT tools including the internet, teaching portals, and telecommunication devices that optimize
48 healthcare for vulnerable groups;

49

- 50 b. Partnering with major scientific publishers that will establish an online system and provide access for
51 free access to online medical journals;
52
- 53 2. *Encourages* the standardization of e-health guidelines at a local level through the e-health Standardization
54 Coordination Group to promote stronger coordination among key players in standardization;
55
- 56 3. *Encourages* that local healthcare stakeholders realize the advantages of ICT and quality healthcare decisions for
57 the better treatment for vulnerable groups are based on quality technology and knowledge with stakeholders
58 expected to:
59
- 60 a. Encourage the Alliance for Health Policy and Systems Research (AHPSR) to continue promoting the
61 use of ICT in health policy making, and systems research to strengthen the health systems for
62 vulnerable groups;
63
- 64 b. Offer the assistance to the government leaders on healthcare-driven economic, social, and political
65 improvement benefits and sustainability with the partnership with NGOs;
66
- 67 c. Increase training of local government leadership in recognizing investment value in health research
68 and health ICT and health research-driven reductions in disease management and associated cost
69 reductions;
70
- 71 d. Stress the extension of the Electronic Document Management for Healthcare which would provide
72 centralized medical records and streamline the routine check thereby enabling patients to obtain quick
73 response and reducing the risk of misdiagnoses, especially for the patients with the acute conditions;
74
- 75 4. *Further requests* Member States to leverage the assistance of the private sector to address the mission of the
76 Chair in Telemedicine of 1999 as it pertains to assisting in the healthcare and the empowerment of vulnerable
77 groups by:
78
- 79 a. Exchanging information about genomics and bioinformatics through organizations such as the
80 International Medical Informatics Association and others to supply medical institutions and enable the
81 transformation of healthcare to globally build medical and health informatics communities for
82 individualized care;
83
- 84 b. Cooperating with Mobile Clinics International to provide mobile van and tele-health clinics to
85 undeserved rural areas;
86
- 87 c. Deepening cooperation between Mobile Health Alliance to utilize low cost mobile devices that deliver
88 education, monitor patients and coordinate care for chronic diseases, such as diabetes and HIV/AIDS,
89 and early onset of infectious diseases such as dengue fever;
90
- 91 5. *Highly recommends* the ITU Telecommunication Development Sector to add Study Group 30 to their agenda to
92 connect those who produce archive medical knowledge to those who apply the knowledge by:
93
- 94 a. Gathering medical professionals, academic publishers, NGOs, information producers, and ITU
95 representatives in an innovative research platform;
96
- 97 b. Addressing the best ways for improving accessibility and immediate access that medical professionals
98 can have of ICT portals and electronic health records in annual reports and databases;
99
- 100 c. Participating in clinical research on the best practices and methodologies in e-health for quality care;
101
- 102 d. Sharing the findings through a suggested extended collaboration between regional ITU offices and
103 WHO offices;
104

- 105 6. *Further reminds* Member States on the importance of national funding towards the development of ICT which
106 can promote the study of life sciences, biology, and genomics research has in finding innovative solutions in
107 detecting predispositions of vulnerable groups thereby increasing the ability to prevent such diseases based on
108 global health guidelines;
109
- 110 7. *Encourages* the need for education among patients, physicians, healthcare providers and communities by
111 leveraging proven ICT mechanisms through:
112
- 113 a. Integrating with online education universities and commercial education institutes to raise the
114 awareness of the Healthcare for the vulnerable groups;
 - 115
 - 116 b. Utilizing the internet and social networks in creating a culture of health awareness and importance
117 across the population;
118
- 119 8. *Draws the attention* of Member States to the effective reduction of extremely high birth rates through the
120 implementation of sex education classes by:
121
- 122 a. Encouraging the global expansion of the class lesson plans on contraception usage from The
123 International Institute for Educational Planning;
 - 124
 - 125 b. Emphasizing Member States' utilization of the UN Training Center eLearning Campus to reach teens
126 and adults that wish to solve the problem of large birth rates due to lack of contraception accessibility
127 and knowledge;
128
 - 129 c. Expresses its hope that UN-Women and UNAIDS will play a fundamental part in increasing awareness
130 about contraceptive use through social media campaigns;
131
- 132 9. *Encourages* Member States to increase Internet services, relevant infrastructure pertinent to ICT, and ICT
133 accessibility to remote areas to attract NGOs and the private sector to establish web-based sex education
134 programs in multiple regions;
135
- 136 10. *Further recommends* that Member States support initiatives aimed at protecting women's bodily autonomies
137 through sexual harassment classes to be instituted in workplaces and schools globally using a joint platform
138 between UN-Women and The UN Training Center eLearning Campus.



Code: UNESCO/1/2

Committee: United Nations Educational, Scientific and Cultural Organization

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

1 *The United Nations Educational, Scientific and Cultural Organization,*
2
3 *Aware of the United Nations' (UN) long established history of public-private partnerships and the capacity of these*
4 *partnerships to empower vulnerable groups,*
5
6 *Expressing its belief that increased access to Information and Communications Technology (ICT) will improve the*
7 *lives of vulnerable groups which include women, disabled persons, the populations of rural areas, indigenous*
8 *peoples, and people who are victims of conflicts and natural disasters,*
9
10 *Recalling article 19 (2) of the International Covenant on Civil and Political Rights that affirms access to information*
11 *is crucial to ensure accountability and transparency throughout the international community,*
12
13 *Emphasizing the Tunis Agenda which states that access to ICT represents the foundation of a healthy economy and*
14 *society in the 21st century,*
15
16 *Highlighting paragraph 42 of the Tunis Agenda which emphasizes the need for measures to be undertaken that*
17 *ensure internet stability and security that protect and respect the provisions for privacy and freedom of expression,*
18
19 *Applauding Member States who have set a model for how developing countries can take action to promote privacy*
20 *and the security of citizen data,*
21
22 *Guided by General Assembly resolution 68/198, which declared that international collaboration is integral to the*
23 *success of ICT implementation,*
24
25 *Emphasizing the need to increase access to ICT in many rural areas throughout the international community that are*
26 *disadvantaged and isolated due to limited internet access,*
27
28 *Bearing in mind the effectiveness of regional non-governmental organizations (NGOs) as well as members of the*
29 *public and private sector that work to improve access to ICT around the globe such as, but not limited to: the*
30 *Association For Progressive Communications (APC), Women's Rights Programme (WRP), the Swedish Program*
31 *for ICT in Developing Regions (SPIDER), and the United Nations Development Programme's Asia Pacific*
32 *Development Information Programme (APDIP),*
33
34 *Recalling the 2003 Geneva Declaration on Principles and Plan of Action which aims to utilize the potential of ICT*
35 *to advance development goals,*
36
37 *Viewing with appreciation the success of regional frameworks, like the Trans-Saharan Backbone Optical Fiber and*
38 *the Central African Backbone Project that lay the foundational infrastructure for providing access to ICT which*
39 *include but are not limited to the deployment of optic fiber, networks, protocols, procedure, and devices,*
40
41 *Affirming Sustainable Development Goal (SDG) 9 which calls for the need to improve industry, innovation, and*
42 *infrastructure,*
43
44 *Reaffirming its recommendation concerning technical and vocational education and training (TVET) which*
45 *emphasizes the necessity of teaching skills that many occupational fields now require,*
46
47 *Recognizing the 2016 International Conference of NGOs which gathered 250 NGO representatives from around the*
48 *world to develop emergency communications systems,*
49

50 *Emphasizing* accomplishments of the ICT Trust Fund to enrich the livelihood of marginalized people, and foster
51 social, economic, and environmental development by creating public-private partnerships to support access to ICT,
52

53 *Emphasizing* the aims of the World Summit on the Information Society (WSIS) in promoting and the use of ICT that
54 respect human rights, as the explicit linkage between human rights and internet governance can provide a basis for
55 addressing human rights compliance within ICT expansion,
56

57 *Deeply appreciating* the work done by the UN Conference on Trade and Development (UNCTAD) on maximizing
58 the trade, investment and development opportunities of developing countries and assisting them in their efforts to
59 integrate into the world economy on an equitable basis,
60

61 1. *Asks* WSIS to assist with regional ICT infrastructure development such as:

- 62 a. Fostering partnerships between UNESCO, NGOs, and private firms in order to contract the
63 construction of ICT infrastructure which include, but are not limited to the deployment of optic
64 fiber, networks, protocols, procedure, and devices;
65
66
- 67 b. Coordinating the building and implementation of multi-use technology facilities that will serve as hubs
68 which function as a means to deliver ICT access to underserved populations for both personal and
69 communal use;
70

71 2. *Requests* the utilization of ICT trust funds in order to:

- 72 a. Establish micro/small and medium enterprises program (ICT4M/SMEs) which provide highly
73 specialized trainings and professional ICT tools for business;
74
75
- 76 b. Create tele-center networking for the empowerment of rural communities lacking access to
77 transportation to obtain greater access to knowledge from other communities around the world;
78
- 79 c. Improve accountability and strengthen the exchange of knowledge and information with the public;
80

81 3. *Suggests* a regional approach in utilizing ICT trust funds that promote peaceful ties and efficiency and that
82 emphasizes cultural specificity rather than a universalist approach thus being more accessible to specific
83 Member States;
84

85 4. *Urges* the International Conference of NGOs, when planning their 2018 conference agenda, to incorporate plans
86 to:

- 87 a. Integrate GSM and wireless base stations with the Digital Video, Return Channel via Satellite (DVB,
88 RCB);
89
- 90 b. Deploy wireless networks for data to quickly disseminate rapidly changing information;
91
92
- 93 c. Utilize widespread local technologies such as GSM, 3G/UMTS, and WiFi;
94
- 95 d. Develop the use of Ethernet and WiMax services to enlarge the area coverage of wireless internet
96 connections;
97

98 5. *Recommends* the cooperation of participating Member States with regional Development Banks (RDBs) for the
99 purpose of funding sustainable development in ICT proliferation by:

- 100 a. Utilizing the frameworks and mandates of each regional development bank to fund grassroots projects
101 aimed at but not limited to:
102
103

- 104 i. Mobilizing resources towards mainstreaming the experiences of vulnerable groups and
105 leveraging them against current national curricula, mitigating matters of economic injustice,
106 and strengthening state-sponsorship of public and private professional development;
107 ii. Fostering civic engagement with the intent of strengthening ICT development and education,
108 strengthening knowledge on ICT between community leaders and national or international
109 actors, and information sharing forums dedicated to the collaborative effort to internally
110 monitor progress on the matter;
111
- 112 b. Encouraging a sustainable policy-based approach to solutions that are in the interest of both the
113 international community and those individual Member States receiving financial aid and requiring
114 them to:
115
- 116 i. Submit annual reports, which will be shared with the UNESCO Office of Data and Statistics
117 in order to better assess international progress on the issue;
118 ii. Review ethics, conduct and grievance protocols by RDBs, with regards to ICT empowerment
119 and development of vulnerable groups in order for regional development banks to better
120 assess the worthiness of their financial aid, which may be revoked on a periodic basis
121 contingent on their finds upon review;
122
- 123 6. *Fully encourages* the further expansion of ICT programs that promote transparency and ensure governments are
124 responsive to the needs of vulnerable groups by:
125
- 126 a. Utilizing ICT to promote and lobby for policy reforms that empower vulnerable groups;
127
- 128 b. Using the Transparency Portal and the Institute of Statistics to promote transparency and monitor the
129 effectiveness of international ICT development projects;
130
- 131 c. Using ICT to solicit feedback from vulnerable groups who are recipients of international aid and
132 development projects;
133
- 134 7. *Urges* Member States to take actions to safeguard the data of its citizens which include but are not limited to:
135
- 136 a. Establishing a code of conduct, sanctions, and remedies for those who violate the rights of personal
137 data;
138
- 139 b. Directing a state agency to set guiding principles for processing personal data;
140
- 141 8. *Encourages* Member States to adopt a National Plan of Action based on the *UNCTAD Information Economy*
142 *Report 2007-2008* which highlighted the importance of prioritizing ICT development as a production sector
143 through the liberalization of the telecommunications sector within national policies/charters.



Code: UNESCO/1/3

Committee: United Nations Educational, Scientific and Cultural Organization

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

1 *The United Nations Educational, Scientific and Cultural Organization,*
2
3 *Recalling the Charter of the United Nations and the principles it outlines,*
4
5 *Recognizing* online platforms as an accessible, inexpensive, and egalitarian tool for educating with an increased
6 demand in today's world,
7
8 *Recognizing* how information and communications technology (ICT) can be harnessed to assist historically
9 underserved groups,
10
11 *Further* recognizing previous efforts of UN bodies such as but not limited to the Office of the United Nations High
12 Commissioner for Refugees (UNHCR), the United Nations Children's Fund (UNICEF), the International
13 Telecommunication Union (ITU), as well as non-governmental organizations (NGOs),
14
15 *Emphasizing* the rights of indigenous people under the *International Covenant on Economic, Social and Cultural*
16 *Rights,*
17
18 *Affirming* that indigenous people, refugees, and women are vulnerable groups and recognizing the correlation
19 between being indigenous, a refugee, or a woman and having less opportunities for education, literacy, and a higher
20 vulnerability towards becoming displaced, or subject to sexual violence, and a limited access to ICT,
21
22 *Further recognizing* the need to ensure access to the Internet for vulnerable groups,
23
24 *Recognizing* the report by the UN Special Rapporteur on the promotion and protection of the right to freedom of
25 opinion and expression, namely on insuring Internet access is available to everyone,
26
27 *Deeply aware and committed to* the Sustainable Development Goals (SDGs), and the *Incheon Declaration: 2030*
28 *Education, and the Framework for Action,*
29
30 *Recalling* SDG 5 which outlines the intent to ensure full and effective participation in governance, economic
31 decisions and general public life for women,
32
33 *Expressing* concern that electricity, broadband coverage, and ICT remain inaccessible for over half the world's
34 population and realizing Broadband Commission for Digital Development in its goal to achieving gender equality by
35 means of providing access to broadband,
36
37 *Remaining aware* of potential negative effects of ICT including but not limited to cyberbullying, sexual harassment,
38 cyber stalking, and privacy infringements,
39
40 *Acknowledging* the International Programme for the Development of Communication (IPDC) aimed at strengthening
41 the development of mass media in developing countries as well as its social media program Unite for Heritage and
42 its success in spreading awareness in its respective field,
43
44 *Recognizing* ICT as a unique and accessible platform to be utilized when safeguarding world heritage, further when
45 maintaining intangible heritage, and the cultural identities of indigenous peoples,
46
47 *Bearing in mind* that in developed regions one-third of the population is online versus one in ten people in lesser
48 developed countries, and that internationally internet usage is about eleven percent less for women than for men,
49

- 50 1. *Creates an ad hoc* committee under this body with a focus on geographically marginalized indigenous groups,
51 bearing in mind indigenous women specifically but not exclusively to facilitate technology transfer that would:
52
- 53 a. Enable a cross-cultural dialogue between More Economically Developed Countries (MEDC), and
54 Lesser Economically Developed Countries (LEDC) and allow for the exchange of up to date ICT;
55
- 56 b. Serve under this council’s mandate with non-permanent elected members that rotate bi-annually;
57
- 58 2. *Calls for* Member States to create a national cultural database to digitally store cultural artifacts such as but not
59 limited to important cultural texts that would:
60
- 61 a. Operate under elected government officials upon their state’s willing participation;
62
- 63 b. Facilitate this process by means of providing UN statistics that are relevant, and promoting the use of
64 accessible mediums;
65
- 66 3. *Asks for* the collaboration between this body and UNHCR for the rapid development of an Education Strategy
67 2017-2020 outlining how ICT could improve access to quality education, for the vulnerable groups under their
68 care, with a priority on the intersection of displaced persons, indigenous people, and women;
69
- 70 4. *Strongly suggests* Member States pursue means to increase Internet coverage to lower-income areas with a
71 focus on vulnerable groups through the collaboration with willing corporations, NGOs, and other UN agencies
72 in establishing infrastructure, promoting Internet literacy, and increasing accessibility to marginalized groups;
73
- 74 5. *Endorses* the expansion of online college degree programs to increase access to education for vulnerable groups
75 who may not possess the means to attend school traditionally either because of the lack of transportation,
76 resources, or due to responsibilities in the home;
77
- 78 6. *Supports* public broadband access as outlined by the Broadband Commission for Digital Development
79 established by this body and ITU through further development of public ICT infrastructure bearing in mind the
80 effect of this on indigenous groups, refugees, and women;
81
- 82 7. *Invites* Member States to promote media usage in security and awareness campaigns regarding tangible heritage
83 and intangible heritage to recognize the consequences of the destruction of world heritage on the identity of
84 respective vulnerable groups;
85
- 86 8. *Recommends* the collaboration of the IPDC with networks such as but not limited to the World Indigenous
87 Television Broadcaster’s Network to mainstream indigenous languages by using radio communication
88 technologies in local communities;
89
- 90 9. *Highly recommends* the implementation of programs such as Empowering Local Radios with ICT across other
91 regions, specifically ones with indigenous people;
92
- 93 10. *Suggests* Unite for Heritage to expand on their donation program of funding projects to increase internet access
94 and upgrade or introduce technological materials to vulnerable groups in order to preserve their connection to
95 world heritage and cultural identity;
96
- 97 11. *Respectfully requests* Member States attempt collaborations with other UN bodies such as UNICEF when
98 working towards common goals including education of indigenous children, refugees, and girls to increase
99 internet literacy;
100
- 101 12. *Suggests* Member States, namely developing ones, provide equal opportunities for access to the internet, as well
102 as technology regardless of gender;
103
- 104 13. *Calls upon* all Member States to release annual progress reports on the access to Internet of vulnerable groups.



Code: UNESCO/1/4

Committee: United Nations Educational, Scientific and Cultural Organization

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

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

2
3 *Recognizing that all children have a right to inclusive education under article 26 of the 1948 Universal Declaration*
4 *of Human Rights,*

5
6 *Further recognizing that vulnerable and marginalized groups are often excluded from education due to poverty,*
7 *gender inequity, disability, geographic location, ethnicity, and child labor,*

8
9 *Understanding that access to Information and Communications Technology (ICT) must be extended to these*
10 *vulnerable groups in order to achieve the goals set forth in the 2030 Agenda for Sustainable Development,*
11 *specifically SDG 4 on quality education and SDG 10 on reducing inequality with and among Member States,*

12
13 *Bearing in mind the World Education Forum 2015 which focused on inclusive education for youth towards lifelong*
14 *learning,*

15
16 *Recognizing that the Incheon Declaration: Education 2030 addresses the strengthening of educational programs*
17 *which utilize ICT by partnering with Non-Governmental Organizations (NGOs) and technical organizations,*

18
19 *Welcoming policies that incentivize the creation of new technologies, as well as the utilization of recycled electronic*
20 *devices that improve access of ICT in Least Developed Countries (LDCs),*

21
22 *Observing the success of African Monitor's agenda for 2030 youth initiative, Voice Africa's Future, which uses*
23 *mobile technology to empower over 150,000 African youth to implement SDGs,*

24
25 *Reaffirming the cooperation of the International Telecommunication Union (ITU) and UNESCO through policy*
26 *forums held to evaluate a framework and strategies to improve global education for the maintenance and*
27 *advancement of access to ICT to LDC,*

28
29 *Recognizing the Mobile-Based Post Literacy Program for using ICT to provide cost efficient educational reading*
30 *material to promote education in technological advancement and paving a path of sustainability towards*
31 *advancement of ICT youth development,*

32
33 *Highlighting the success of the Complimentary Additional Programme for improving accessibility for youth with*
34 *disabilities through ICT and open solutions in the Caribbean, a robust capacity building program for youth engaged*
35 *in fighting social exclusion by providing innovative local solutions through ICT,*

36
37 *Acknowledging the funding and training by United Nations (UN) Institute for Training and Research (UNITAR)*
38 *Trust Fund pertaining to youth education and empowerment,*

39
40 *Noting that vulnerable groups, especially youth, face additional barriers to access in both ICT and education,*

41
42 *Endorsing the successes of the non-profit organization Interconnection, in providing low-income families and*
43 *students as well as local schools and libraries with recycled electronic devices to extend ICT to vulnerable and*
44 *marginalized groups,*

45
46 *Recognizing the success of videolecture.net, an online education platform which received the 2009 and 2013 World*
47 *Summit Award from the World Summit on the Information Society (WSIS),*

48

49 *Expressing its appreciation* for current endeavors undertaken by International Centre for Technical and Vocational
50 Education and Training of the United Nations Educational, Scientific and Cultural Organization (UNESCO-
51 UNEVOC) in recent years with regard to its technical Vocational Education Training (TVET) aimed to address
52 skills vital to poverty reduction, economic recovery, and sustainable development,
53

54 *Emphasizing* the success of the Raspberry Pi Foundation in the creation of low cost single-board computers that
55 provide internet connectivity to students in rural regions which streamlines access to ICT in these areas,
56

57 *Inspired* by the King Hamad Bin Isa Al-Khalifa prize for the use of ICT in education, which functions as an
58 incentive for NGOs to develop initiatives implement ICT for the purpose of ensuring inclusive education,
59

60 *Observing* the possible benefits of a more efficient information process through Technology, Education, Access to
61 Communication, and Healthcare (TEACH), which could provide immediate mobile support, education initiatives,
62 and vocational training for the empowerment of vulnerable groups,
63

64 *Acknowledging* the potential for big data mapping technology and early warning systems, that act as a surveillance
65 system which collect information for disaster preparedness in line with the SDG 11,
66

67 *Supporting* the presence of gender diversity and inclusionary practices of women within ICT developing
68 corporations,
69

70 *Noting with deep concern* the increasing number of vulnerable groups that lack access to healthcare information,
71

72 *Recognizing* the previous efforts of the United Nations High Commissioner of Refugees and the United Nations
73 Child Education Fund, United Nations Permanent Forum on Indigenous Issues, and UN-Women and their work
74 towards empowering vulnerable groups with ICT,
75

76 *Acknowledging* the success of Member States and UN Office for Disaster Risk Reduction (UNISDR) in
77 implementing Geographic Information Systems (GIS) to identify available resources and safe facilities in post-crisis
78 and post-disaster recovery,
79

80 *Having examined* the practical benefits of e-learning and the developments of scientific technology through Member
81 State programs,
82

83 *Taking into consideration* the vast amount of knowledge and support healthcare educators can share through
84 Technology Information Guiding Education (TIGER) and Mobile Disaster Recovery Centers,
85

- 86 1. *Suggests* that Member States seek collaboration with the UN High Commissioner of Refugees Instant Network
87 Schools program in providing basic internet to displaced persons;
88
- 89 2. *Strongly suggests* the creation of comprehensive teacher training programs with the guidance of UNESCO's
90 Associated Schools Project Network in order to:
91
- 92 a. Increase the supply of trained teachers through ICT and distance training of teachers and developing
93 networks that link teachers to the training resources;
 - 94 b. Strengthen teachers' continuous professional development through the blended learning modalities and
95 successful ICT supported innovations;
 - 96 c. Broaden the availability of the quality educational materials for both teachers and their students
97 through ICT;
 - 98
 - 99
- 100
- 101 3. *Highly encourages* Member States to create national institutions with the guidance of the UNESCO Institute for
102 Lifelong Learning in order to promote learning opportunities, including e-content and interactive material, this
103 institution will:
104

- 105 a. Create educational opportunities in Science, Technology, Engineering, and Mathematics (STEM)
106 fields;
107
- 108 b. Implement national frameworks for educational certifications which are accessible through ICT;
109
- 110 4. *Suggests* that willing and able Member States engage in UNESCO Complimentary Additional Programmes
111 within their regions aimed at improving accessibility to ICT in ways that address local issues and social
112 inclusion of vulnerable groups through ICT capacity building workshops and hardware development;
113
- 114 5. *Encourages* Member States to recycle electronics to LDCs through:
115
- 116 a. Collaboration with nonprofit organizations such as Interconnection;
117
- 118 b. Donation stations that collect out of date electronics such as but not limited to computers, smartphones,
119 printers, and Ethernet cables;
120
- 121 c. Create incentives for local communities for continued flow of recycled electronic devices to LDCs;
122
- 123 6. *Suggests* expanding ICT to unite young populations for the future of their education through expansion of the
124 Texts to Change (TTC) project implemented by Voice Africa’s Future to include and encourage:
125
- 126 a. Dialogue regarding education in addition to relevant issues currently discussed;
127
- 128 b. Youth ambassadors to foster cooperation across national boundaries particularly with a focus on
129 regional connections;
130
- 131 7. *Recommends* that Member States utilize UNESCO TVET programmes to assist vulnerable groups populations
132 through the channels of education and ICT:
133
- 134 a. Utilizing the frameworks provided in the UNESCO-UNEVOC Leadership Programme to ensure that
135 youth development within education and ICT are adequately trained to model efficient ICT use to the
136 populations they engage with;
137
- 138 b. Allowing consenting Member States to narrowly tailor UNESCO TVET guidance to their respective
139 multipurpose needs with regards to youth development within education and ICT empowerment;
140
- 141 8. *Requests* the assistance of the UNITAR Trust Fund for Women’s Empowerment to fund training girls and
142 women specifically in ICT and STEM;
143
- 144 9. *Encourages* Member States to seek voluntary assistance or join the ITU for the purpose of maintaining and
145 promoting advancement in ICT through ITU platforms by:
146
- 147 a. Participating in discussions with public and private sector organizations pertaining to maintenance and
148 advancement of ICT;
149
- 150 b. Creating an annual ITU partnership conference to promote networking and visibility opportunities;
151
- 152 c. Utilizing ICT and experienced technical expertise in ITU projects for sustainable development and
153 offering voluntary assistance through specific projects that address multiple needs with a long term
154 focus in development;
155
- 156 10. *Recommends* Member States to follow TEACH South Africa and implement an online portal connecting highly
157 credited educators to students outside of the classroom allowing educators to discover and utilize extensive
158 programs including fields within STEM;
159

- 160 11. *Encourages* Member States to voluntarily cooperate with UNESCO to establish Mobile Based Post Literacy
161 Programmes for the purpose of empowering youth by developing literacy and innovative skills through ICT by:
162
163 a. Conducting a survey on literacy within regions prescribed by the host Member States for the purpose
164 of identifying areas with low literacy rates and with the consent of the host Member States using
165 mobile-based technologies to mobilize education;
166
167 b. Using standard and mobile-based ICT within the UNESCO educational program to present basic
168 literacy courses via literacy centres and Short Message Services (SMS) messaging;
169
- 170 12. *Urges* Member States to be motivated by King Hamad Bin Isa Al-Khalifa prize and further incentivize activities
171 of individuals, NGOs, and institutions by means of raising awareness through media about the positive
172 outcomes of integrating ICT for education;
173
- 174 13. *Suggests* Member States cooperate with charities such as Raspberry Pi Foundation to provide instant internet
175 connectivity to students as well as extensive hands on learning in STEM fields by extending ICT resources in
176 local schools;
177
- 178 14. *Encourages* Member States to implement information and communication programs similar to MOSTI to:
179
180 a. Provide cost-effective methods to Member States;
181
182 b. Receive immediate support from trained healthcare professionals;
183
184 c. Utilize technology for the location of safe facilities to ensure the wellbeing of those affected;
185
- 186 15. *Recommends* the further implementation of Multi-Purpose Community Learning Centres (MCLC) beyond their
187 current presence in the Middle East to empower local communities and to provide lifelong learning by actively
188 engaging in cooperation with governmental organizations, NGOs, and individuals;
189
- 190 16. *Further* aid the most vulnerable group during disasters by quickly providing information on necessary
191 evacuation routes, safe infrastructures, and further citing the ease of locating the support as they are guided by
192 GIS;
193
- 194 17. *Calls upon* Member States to institutionalize research centers which will equip civil society for disaster risk
195 management through pre- and post-orientation with the facilitation of local governmental organizations through:
196
197 a. Utilizing results from research centers that will contribute to address social issues which can occur
198 after disaster;
199
200 b. Encouraging the analysis of equipment and materials as preparatory efforts to disasters through
201 supplementing research projects to assist victims of disasters through improving pharmaceuticals and
202 medical devices;
203
- 204 18. *Further invites* Member States to make use of regulatory networks similar to Technology Informatics Guiding
205 Education Reform (TIGER) and encourages well informed professionals to establish communication between
206 healthcare educators and persons in need of healthcare information;
207
- 208 19. *Suggests* Member States to engage in partnerships with One Voice for Accessible ICT Coalition in
209 encompassing voice systemA4s and site systems application which include various capabilities that will;
210
211 a. Promote ICT usability and accessibility for non-hearing groups;
212
213 b. Increase ICT usage and adaptability with groups who are vision impaired;
214
215 c. Includes ICT efficacy for groups with low prevalence of literacy.



Code: UNESCO/1/5

Committee: United Nations Educational, Scientific and Cultural Organization

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

1 *The United Nations Educational, Scientific and Cultural Organization,*
2
3 *Guided by the belief that persons with disabilities may have handicaps that hinder their inclusion in society in terms*
4 *of access to Information and Communications Technology (ICT),*
5
6 *Recognizing that 15% of the world’s global population lives with a mental or physical disability according to the*
7 *World Health Organization (WHO),*
8
9 *Reaffirming the importance of the promotion of social progress and better standards of life in larger freedom*
10 *mentioned in the preamble of the United Nations (UN) Charter,*
11
12 *Mindful of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD),*
13
14 *Emphasizing that international law should be moving towards improved equality for those with disabilities,*
15
16 *Deeply concerned about the empowerment of disabled persons since only 10% of people in need of assistive*
17 *products in ICT have access to them according to the 2016 WHO Report by the Secretariat on Improving Access to*
18 *Assistive Technology,*
19
20 *Highlighting the UN Division for Social Policy and Development (UNDSPD) that includes disability in the*
21 *promotion of Sustainable Development Goal (SDG) 4 which emphasizes inclusive and equitable quality education*
22 *and promotes the opportunity of general lifelong learning for all,*
23
24 *Firmly convinced that the goal of the Association on Higher Education and Disability (AHEAD) supports systems,*
25 *institutions, professions, and professionals that successfully meet the needs of persons with disabilities by ensuring*
26 *their connection to quality services such as Assistive Technology (AT),*
27
28 *Emphasizing that education should become more inclusive for those students with disabilities in universities that*
29 *have little to no integration within them,*
30
31 *Bearing in mind the International Telecommunication Union (ITU) Plan of Action adopted in the World Summit on*
32 *the Information Society in 2003 which secures the legal rights of individuals and makes the physical and social*
33 *environments accessible for persons with physical disabilities, which may restrict their mobility,*
34
35 *Recalling the ITU Telecom World 2009 that promotes the implementation of ICTs for everyone to create, share, use*
36 *and access in order to achieve inclusive education for persons with disabilities,*
37
38 *Guided by the Incheon Declaration: Education 2030 that sets the goal of equitable and inclusive education by 2030*
39 *and states that ICT must be harnessed to strengthen education systems, information access quality, and effective*
40 *learning,*
41
42 *Acknowledging the promise of paragraph 8 of the General Assembly resolution 70/126 on “Promoting Social*
43 *Integration Through Social Inclusion” calling for social inclusion for all people as a matter of social justice,*
44
45 *Having adopted the 2011 General Assembly resolution 65/186 that calls upon the UN to comprehensively include*
46 *disability concerns into its mission of equality,*
47 *Recognizing the lapse in substantive university systems between developed and developing states in providing AT*
48 *for persons with disabilities,*
49

50 *Taking into consideration* AT, as defined by the WHO, as that which maintains or improves the capabilities and
51 sovereignty of individuals with physical or cognitive impairments, such as specialized computer software and
52 hardware as well as hearing and visual aids that result in increased mobility, hearing, vision, or communication
53 capacities,
54

55 *Having considered* the importance of the continuation of assistance by Member States, educational institutions, and
56 non-governmental organizations (NGOs) to those with disabilities in higher education as they move beyond primary
57 level educational support,
58

59 *Paying tribute* to the positive result of programs on the university level that promote inclusive education on campus
60 because of their AT lab for persons with disabilities,
61

62 *Championing* digital inclusion efforts, such as the use of AT in university labs and classrooms, which result from
63 affordable ICT that empower disabled persons to overcome illiteracy and provide access to basic services,
64

65 *Understanding* the importance of the preparation of educators to properly instruct persons with disabilities,
66

67 *Supporting fully* Member States that are developing state-level initiatives in legislation laws to protect and promote
68 the right of inclusive and lifelong education without discrimination,
69

70 *Encouraging* Member States to share in these reform practices according to their specific social and economic
71 circumstances through the use of annual conventions,
72

73 *Deeply conscious* of the discrimination, unemployment, and poverty that are consequences of societal exclusion,
74

- 75 1. *Desires* an integrated national disability strategy that states the government to be the prime foundation for the
76 rights of disabled persons to become universal;
77
- 78 2. *Encourages* using AHEAD as a model to be used cross-nationally as it prioritizes the needs of persons with
79 disabilities by promoting the use of AT as a public good in both developed as well as underdeveloped regions as
80 a university outreach program within their Member State;
81
- 82 3. *Suggests* the expansion of AT to developed Member States to set the framework for future application in the
83 university systems of developing Member States including the implementation of stable technology funding so
84 that developed Member States can progress in their technology making it more accessible for developing
85 Member States to adapt at a lower cost that will:
 - 86 a. Promote a multifactorial funding model to maintain an appropriate price equilibrium involving
87 international governmental organizations (IGOs), Member States government, NGOs, and individual
88 actors and donors, including support generated by:
 - 89 i. Campaigning on a community-wide basis to gain support for the necessity for assistive ICT
90 identified;
 - 91 ii. Grant writing for donations from perspective individuals, group donors, and foundations with
92 priority on NGO contributors that have an established partnership with affordable
93 manufacturers;
 - 94
 - 95
 - 96
 - 97 b. Start an initiative that will create a Member State fund system, managed by each of their national
98 financial departments, for oversight on the collection and management of contributions gained;
99
- 100 4. *Encourages* the importance of alliances with NGOs such as those that provide assistance for persons with
101 disabilities in order to improve access to ICT on university campuses by:
 - 102 a. Recommending NGOs to partner with educational institutions to spread ICT programs to other
103 campuses by coordinating with Member States that can create sovereign yearly summits for experience
104 sharing with other schools and universities in their regions to promote a better implementation;
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- b. Running test banks in collaboration with NGOs for students to try ICT and verify their effectiveness;
 - 5. *Calls for* the creation of university AT lab programs for persons with disabilities that will be funded by individuals, group donors, foundations, or NGOs;
 - 6. *Recommends* the creation of progressive guidelines created by AHEAD, an international NGO, that outlines an AT certification that university AT labs can earn to show competency in assistance to those with disabilities regarding the learning process:
 - a. Rooms should be suitable for physically handicapped persons;
 - b. Rooms should be equipped with ATs including, assistive learning devices such as Frequency Modulation (FM) systems, Augmentative and Alternative Communication (AAC) devices, and text-to-speech software;
 - c. Information technology technicians should always be present and suitable to aid all students;
 - d. There should be record keeping of the technologies used per student and his/her progress for better accountability;
 - 7. *Recommends* Member States to adopt an educational framework which will be adaptable to unique local cultures and to the needs of individual students, in national universities to provide easier access to tools that teach people who are hearing impaired, blind, or otherwise physically or cognitively disabled by:
 - a. Adding a reasonable time frame for teacher preparation on AT based according to Member States' own criteria that would consist of two phases to improve competence within universities:
 - i. To ensure that the instructor has a proper and correct understanding of AT;
 - ii. To better guarantee that the instructor can teach diverse tools within the classroom that students may utilize effectively;
 - 8. *Supports* the use of access audits to ensure compliance with all volunteering Member States and the success of each program, which will include:
 - a. The attendance rate of disabled students in AT university labs and inclusive classrooms;
 - b. Student input and satisfaction surveys to objectively evaluate the program.



Code: UNESCO/1/6

Committee: United Nations Educational, Scientific and Cultural Organization

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

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

2
3 *Reaffirming* the importance of vulnerable groups as defined by article 17 of the *Universal Declaration of Human*
4 *Rights* (1948), article 1 of the *International Covenant on Economic, Social, and Cultural Rights* (ICESCR) (1966),
5 and the *Vienna Declaration and Program of Action* (1993),

6
7 *Guided* by Chapter 10, Articles 62 and 63 of the *United Nations (UN) Charter* and the mission addressed to provide
8 education, cultural, and scientific innovation for vulnerable populations which in turn will strengthen their economic
9 and social status mobility,

10
11 *Affirming* the importance of financial and informational transparency between Member States, local populations, and
12 both the private and public sector in vulnerable regions to prevent the spread of misinformation,

13
14 *Guided* by the precedence of the *2030 Agenda for Sustainable Development* and the recommendations and research
15 results released by the World Bank Logistical Index, that have analyzed the underlying causes for vulnerability in
16 sectors relating to qualitative measurements of export carriers and policies that determines societal and educational
17 structures for the vulnerable and non-vulnerable populations,

18
19 *Recognizing* the logistical advantages of technological infrastructure development through Information and
20 Communication Technologies to improve economic growth, educational impact and social inclusion in Member
21 States affected by stagnant development and growth,

22
23 *Understanding* the importance to reach the goals that are in the *Incheon Declaration: Education 2030* and
24 *Framework for Action* (2030),

25
26 *Realizing* the importance of the Institute of Lifelong Learning (UIL) that promotes quality education regarding ICT
27 accessibility to vulnerable groups,

28
29 *Congratulating* the UN Entity for Gender Equality and the Empowerment of Women (UN-Women) for its key role
30 in the training of prospective women civil society leaders by recommending vocational and non-vocational skill-
31 building exercises such as literacy training with mobile phones as a learning tool,

32
33 *Appreciating* the establishment of the Asian and Pacific Training Centre for Information and Communication
34 Technology for Development (APCICT),

35
36 *Applauding* the implementation of biannual progress reports that measure the educational, economic, and
37 technologic progress, facilitated by the partnership between the International Telecommunications Union (ITU) and
38 the World Summit on the Information Society (WSIS) as they identified ICT indicators and methodologies to help
39 gather ICT statistics,

40
41 *Appreciating* the United Nations Information Center (UNIC) for the development of databases that have initiated
42 research projects and programs aimed at linguistic and geographical inclusion for vulnerable groups and areas
43 hindered by lack of access to ICT,

44
45 1. *Encourages* Member States to work alongside non-governmental organizations such as, but not limited to, the
46 Global Partnership for Education, the Center for the Digital Inclusion, InfoDev initiative from World Bank
47 Group's Trade & Competitiveness Global Practice and the partnerships between the public and the private
48 sector, to facilitate technology centers for the empowerment and inclusion of vulnerable groups in order to
49 ensure equality in education and civil society; the Center for Digital Inclusion and the InfoDev initiative from

50 World Bank Group's Trade & Competitiveness Global Practice will be able to finance and provide those
51 technology centers with:

- 52
- 53 a. Internet access and mobile digital devices to support social change and gauge cultural and educational
54 institution;
- 55
- 56 b. Educational workshops for vulnerable groups through the Global Partnership for Education experts in
57 order to teach them how to properly use ICT to foster their social, economic and linguistic
58 development;
- 59

60 2. *Endorses* strategic management and dissemination of knowledge and technology by mainstreaming university-
61 business collaboration with the assistance of local government entities in developing joint research activities to
62 support high-tech tools by:

- 63
- 64 a. Providing workshops and discussion forums between private sectors and Higher Education Institutions
65 (HEIs) that bolster idea generation by establishing research and extension proposals for internal and
66 external connections to associate private enterprises and HEIs;
- 67
- 68 b. Enhancing the capabilities in knowledge and technology transfer of technical experts at HEIs to
69 galvanize and to professionalize the functions that they execute through training courses in
70 collaboration with other technical experts from private entities;
- 71
- 72 c. Conducting personal coaching and monitoring to private enterprises through the assistance of
73 researchers and technical experts from HEIs;
- 74
- 75 d. Rendering technical assistance to private sectors in partnership with local government entities and
76 Higher Education Institutions Higher Education Institutions;
- 77

78 3. *Recognizes* HEI's offer to the private sector for experts' consultation as a complementary scheme to support
79 interdisciplinary research and development through:

- 80
- 81 a. Strengthening collaboration and association among small and medium enterprises in creating
82 development centers towards the enhancement of infrastructures and technology deployment;
- 83
- 84 b. Encouraging the establishment of business accelerators and innovation laboratories that are conducted
85 within HEIs;
- 86
- 87 c. Establishing ties among HEIs and different levels of government institutions in providing services and
88 technical assistance to small and medium enterprise;
- 89
- 90 d. *Mobilizing* interdisciplinary research towards the enhancement of applied research to assist
91 technological and process improvements;
- 92
- 93 e. Increasing Science-to-Business marketing strategies to boost linkages between SMEs, HEIs, and the
94 civil society that will foster research capabilities to improve access to ICT;
- 95

96 4. *Recommends* Member States to adopt and promote under their civil society the "*Transparency Government*"
97 app that will be created through the cooperation between The Center of Digital Inclusion and the International
98 Telecommunication Union (ITU) in order to create a free app regarding the following principles by:

- 99
- 100 a. Giving vulnerable groups access to public governmental information to ensure transparency on the
101 public funds and programs proposed and implemented by the government;
- 102
- 103 b. Creating an online forum where vulnerable groups can have a direct participation with representatives
104 of different public bodies in order to encourage them to create laws, educational programs, and public
105 actions in order to ensure political participation and national recognition of those groups;

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5. *Encourages* Member States to create an *ad hoc* Committee adhering to the following guidelines to:
- a. Have its headquarters located in Paris, France seeing as the UNESCO headquarters are located in Paris as well;
 - b. Receive its funding from the General Assembly Third Committee as they regularly fund Ad Hoc committees that support development;
 - c. Include Member States that specialize in the fields of ICT and education with expertise in scientific and technological research, based on:
 - i. Three experts assigned to specified geographical locations (Africa, Western Europe, Eastern Europe, North America, Australia, Asia, Middle East) in order to facilitate efficiency and to be considerate about cultural differences and to the position of startups in the region;
 - ii. Members of the committee which need to be qualified and possess a solid experience in terms of scientific and technological research;
 - iii. Members which will be appointed by UNESCO and changed on an annual basis in order to ensure transparency;
 - d. Track the progress that startups have accomplished as a result of their contributions in the field of ICT for education in order to provide other startups with incentive to contribute.