



Documentation of the work of the  
**United Nations Educational, Scientific and Cultural  
Organization (UNESCO) NMUN simulation\***



**Radical** empathy,  
—  
**Peace** reimagined

**NMUN•NY 2023**  
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# United Nations Educational, Scientific and Cultural Organization (UNESCO)

## Committee Staff

Director	Jacob Sarasin
Assistant Director	Tomas Paramo
Chair	Will Newton

## Agenda

1. Strengthening Partnerships on Science, Technology, and Innovation for Sustainable Development
2. Artificial Intelligence and the Rule of Law

## Resolutions adopted by the Committee

Code	Topic	Vote (For-Against-Abstain)
UNESCO/1/1	Strengthening Partnerships on Science, Technology, and Innovation for Sustainable Development	Adopted without a vote
UNESCO/1/2	Strengthening Partnerships on Science, Technology, and Innovation for Sustainable Development	Adopted without a vote
UNESCO/1/3	Strengthening Partnerships on Science, Technology, and Innovation for	Adopted without a vote

Sustainable  
Development

## Summary Report

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

- I. Artificial Intelligence and the Rule of Law
- II. Strengthening Partnerships on Science, Technology, and Innovation for Sustainable Development

The session was attended by representatives of 29 Member States. On Monday, the committee adopted the agenda of II, I, beginning discussion on the topic of “Strengthening Partnerships on Science, Technology, and Innovation for Sustainable Development.”

On Tuesday, five distinct working groups merged to submit three working papers covering a variety of pressing issues including educational infrastructure, education programs for disenfranchised groups, and technology and its advancements in the field of education. The debate revolved around making sure more of the global community had adequate access to education. The three working papers discussed different approaches to reaching the committee's common goal of strengthening partnerships on technology and education. The three working groups considered proposals to merge into a singular working group, but eventually decided to dedicate their efforts to refining their respective working papers.

After working diligently throughout committee sessions on Wednesday, three draft resolutions were approved by the Dais on Thursday afternoon. No amendments, friendly or unfriendly, were received. The committee adopted all three resolutions with unanimous support by the body. The resolutions represented a wide range of issues, all with a central theme of strengthening global partnerships on education.



**Code:** UNESCO/1/1

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

**Topic:** Strengthening Partnerships on Science, Technology, and Innovation for Sustainable Development

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

*Guided by the spirit established by the United Nations Education, Science and Cultural Organization (UNESCO) charter,*

*Keeping in mind that education must be accessible by providing a multilingual, multicultural experience which can be adapted to any demographic of people,*

*Recognizing that there is a summit co-hosted by UNESCO on Artificial Intelligence (AI) and Education (International Forum on AI and Education) that, in part, looks at how to incorporate AI in the education system to better the education of students, with the goal of further sustainable development, in support of the 2030 Agenda for Sustainable Development, specifically Sustainable Development Goals (SDGs) 4 (quality education) and 10 (reduced inequality),*

*Acknowledging current research initiatives, such as the European Cooperation in Science and Technology (COST), which enables exploration in a vast field of science and technology subjects, like sustainable energy progression and healthcare,*

*Having considered efforts put forth by the United Nations (UN) We Need (C4UN) advancing the global community toward multilateral partnerships including a paradigm shift that cannot be expected from governments alone, nor from any pillar of society independently, and is a whole society endeavor,*

*Commending UNESCO's past and continued use of online educational tools, such as Massively Open Online Courses (MOOCs) through the Open Learning Initiative and use of Open Educational Resources (OER),*

*Noting with approval, efforts involving the incentivization and subsidization of higher education and retention of highly skilled professionals with an emphasis on those in the medical field to ensure highly capable individuals are supported and able to remain within the borders of their home country,*

*Noting further the fact that online learning can be a sustainable alternative to in-person education and that technologies capable of doing so such as AI are quickly developing, especially for rural communities and Least Developed Countries (LDCs), and that online education fosters partnerships between local and global educators and accreditation agencies,*

*Considering that, according to The Federal Communications Commission, up to 14.5 million people within rural communities and nearly one-third of tribal areas do not have adequate access to high-speed internet on a localized level,*

*Bearing in mind that unequal and inequitable access to educational resources and global internet connectivity negatively impacts the maintenance and growth of Science, Technology, and Innovation (STI),*

*Taking into account that the scope of technological accessibility extends beyond internet accessibility itself as the technological products including both hardware and software in addition to services*

needed to maintain and develop technology must be just as universally accessible to uphold the significant progress made in the digital world and strive for further global interconnectedness,

*Concerned* by the stunted progress of the completion of the SDGs and the imminent consequences that will be caused by a lack of substantial change in the agreed-upon areas,

*Recognizing* that the development of infrastructure is integral to the advancement of systems that support the populations of developing economies, as well as the indispensability of shared resources and funds between Member States and the potential for mitigating future pandemics and disasters through education, to help remove the inequalities between different Member States in infrastructure development and in educational programs,

*Noting* that technology has shown promise in many ways, such as facilitating the operations of aid organizations and providing a means of communication among alienated populations as laid out by the Rand Corporation,

*Having adopted* the critical focus on education and teaching of principles established by the UN COVID-19 Global Education Coalition that promotes STI initiatives and International Humanitarian Law (IHL),

*Cognizant of* the need for the exchange of knowledge which will allow for a higher free flow of ideas and be able to forge more efficient developments to technology,

*Deeply concerned* about the persistent surge of the education and knowledge gap in marginalized populations reflected by the fact that nearly 147 million children missed over half of their in-person education due to COVID-19 as noted by the United Nations Department for Economic and Social Affairs,

*Nothing further* the need for increased digital information literacy opportunities through extracurriculars and educational outreach programs that, according to UNESCO's Think Critically, Click Wisely program, self-empowers students, maximizes advantages and minimize harm in new information and digital and communication landscapes, and enables people to critically and effectively engage with information,

*Recalling* what is acknowledged in General Assembly resolution 74/229 (2020), on "Science, technology and innovation for sustainable development," regarding the recognition of education, training, and capacity-building in creating new employment opportunities,

Guided by the overall successes of the National Digital Transformation Plan by 2030,

1. *Invites* Member States to cooperate on the formation and ratification of treaties aimed at facilitating the unhindered flow of goods, raw materials, and resources to encourage technological and medicinal exploration and development which will allow for:
  - a. The expansion of industrial capacity, which will pave the way for higher economic output, thus allowing for more resources to be allocated for scientific research and development;
  - b. The construction of infrastructure necessary for economic and urban development such as schools, hospitals, and compositions including processors, semiconductor chips, and storage and memory units;

- c. Transformative development that encapsulates all aspects of hardware and software system design that continually promote and uphold sustainability through energy efficiency;
  2. *Recommends* making changes to the International Forum on Artificial Intelligence and Education (AIED), which has the goal to make AI an integral part of the education of students to further their development, by:
    - a. Extending the summit to four full days instead of two days;
    - b. Increasing the frequency of the conference to every two years to discuss the implementation of AI to make classrooms more accessible to developing and rural nations;
    - c. Ensuring that the summit takes place in rural nations, defined as nations that have less than half their population that live in urban centers, during the discussions about using AI to make rural classrooms more accessible to directly foster increased local engagement in education;
  3. *Underlines* the need to generously, genuinely, and reciprocally coalition-build between grassroots and governmental organizations to develop strong, inclusive, interdisciplinary educational institutions that address different countries through:
    - a. Innovating online medical and health education programs from a three-pronged collaboration effort between grassroots, national, and international levels, to include:
      - i. Grassroots entities that employ health care staff who work with governments and other partners to improve access to training prospective health professionals, advise on health policies, and build software to ensure delivery of equitable care and information to communities everywhere around the world;
      - ii. National entities that draw and apply inspiration from Member States domestic health systems that establish coordination, cooperation and liaison into training on specific sections regarding specialized, supplemental and primary care;
      - iii. International entities that impartially provide care for all people affected by conflict, disease outbreaks, natural and human-made disasters, and those excluded from healthcare by creating multilateral and collaborative medical humanitarian programs based on universal medical ethics;
    - b. Improving access to both early and postgraduate education as well as education on sustainable development by providing online resources through MOOCs;
    - c. Improving the balance between the number of teachers per students in a given educational setting to enhance learning experience;
    - d. Improving literacy and learning outcomes and further promote postgraduate education in scientific disciplines to contribute to increasing production and retention of graduates within their own Member States with skills to spur technological innovation for economic growth;

- e. Revamping science, technology, engineering, and math (STEM) curricula and programs to encourage and incentivize girls and women to specialize and participate in the primary, secondary, and higher echelons of the education system;
  - f. Implementing collaborative efforts with the United Nations Department of Economic and Social Affairs toward the building of additional interdisciplinary curricula and a complimentary social entrepreneurship program called Integrate and Educate, geared toward the empowerment and success of minority groups and alienated populations by;
    - i. Partnering with various national and international entities including, but not limited to, models akin to those existing in Tres Culturas del Mediterraneo Foundation, United Nations High Commissioner for Refugees (UNHCR), and United Nations Children's Fund (UNICEF), to perpetuate support within levels of higher education opportunities for minority groups and alienated populations;
    - ii. Collaborating with organizations akin to the SEK Education Group to provide funding for proper resources and opportunities that respective minority and alienated populations need;
4. *Further invites* all Member States and any relevant organizations to align with SDG 4 and work towards implementing a globally coordinated platform that enables country-by-country knowledge exchange on science, technology, and innovation, which can be made possible through:
- a. Providing open information and education via internet portals that promote education to all members of society using electronic learning and distance education technologies, by creating inclusive platforms similar to the Russian Electronic School to provide better technical education;
  - b. Educating new researchers and entrepreneurs from all Member States about science, technology, and innovation in order to educate a wider span of disadvantaged youth;
  - c. Collaborating with technology professionals in programs that fill in vacancies for needed STEM teachers while allowing them to continue working their current employers;
  - d. Bilateral or multilateral partnerships with universities, such as the one initiated by the State University of New York at Albany, to bridge indigenous knowledge to the advancement of humanity through AI farming techniques that can spur financial freedom and growth within agriculture and the overall economy;
  - e. Expanding the repository of MOOCs and OER to include more levels of education for all ages by allowing educators and experts to create courses that abide by UNESCO guidelines through recommending the use of a uniform accreditation system for this goal, to verify contributors' expertise and experience while forging meaningful partnerships with UNESCO, and allowing accredited partners to develop MOOCs of their own, for any language, level of education, topic, or discipline;



5. *Recommends* various Member States commit to having more technology in the classroom with the purpose of making the learning process easy and convenient by:
  - a. Teaching digital literacy and providing resources that help teach basic computer skills;
  - b. Implementing programs that provide greater access to technology, such as Future School;
  - c. Hiring and training teachers within the information technology (IT) field to use technology more effectively;
  
6. *Strongly encourages* the garnering of funds from the UN Development Programme as well as from developed countries for the enrichment of extracurricular and educational outreach programs as well as research and development in the spirit of highly successful efforts by organizations such as One Laptop Per Child, to be made possible through:
  - a. The support of various non-governmental organizations (NGOs) and intergovernmental organizations (IGOs) in appropriating necessary funds to countries struggling to engage impoverished communities in marginalized populations due to lack of educational resources, such as internet access;
  - b. The strengthening of existing bonds and formation of new bonds specifically regarding access to equitable education across all Member States to strengthen the commitment to SDG 10 and SDG 4, as education has proven key in bolstering the formation of strong global economies;
  
7. *Seeking* the development of an international education conglomerate by pooling resources from highly developed, urban nations in support of rural, developing nations to foster equitable access to education across all Member States regardless of economic capability in order to:
  - a. Establish physical libraries with free access to the internet as well as quiet study spaces to ensure all children have safe and quiet spaces to learn in rural communities often comprised of multi-family homes;
  - b. Bolster the use of artificial intelligence (AI) as a tool of education institutions to ease telecommunications bridging the gap between rural and urban communities regarding access to information communications technology;
  - c. Reinforce the importance of international humanitarian law's inclusion in the curriculum to support the timely completion of the SDGs by 2030.



**Code:** UNESCO/1/2

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

**Topic:** Strengthening Partnerships on Science, Technology, and Innovation for Sustainable Development

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

*Reaffirming* United Nations Education, Scientific and Cultural Organization's (UNESCO) *Recommendation on Open Science* (2021) that emphasizes the value of open-source data in innovation and development as it reflects the necessity of making science more accessible, transparent, equitable, and inclusive,

*Highly appreciating* the already existing education initiatives relating to scientific and technological advancements to achieve Sustainable Development Goal (SDG) 17 (partnerships for the goals) of the *2030 Agenda for Sustainable Development* such as UNESCO's Futures of Education initiative as they work to ensure equitable and inclusive access to education, science and technology,

*Keeping in mind* the already-existing relevant global open science partnerships such as the Citizen Science Global Partnership, the Association of Science and Technology Centers (ASTC) and the Open Scholarship Initiative,

*Recalling* that there is a lack of information and communication technology skills, particularly in developing countries according to the United Nations Children's Fund (UNICEF) Global Database based on multiple indicator surveys, demographic and health surveys and other national household surveys, which prevents the utilization of new technologies, and thus hinders the inclusion of every person in the modern workforce,

*Stressing* the importance of providing proper education in the fields of science and technology in developing countries in accordance with SDG 4 (quality education),

*Acknowledging* the existence of gender-based discrimination as a threat to fundamental freedoms and the achievement of SDG 5 (gender equality),

*Deeply regretting*, not the least after the report of United Nations Entity for Gender Equality and Empowerment of Women (UN Women) on progress on the sustainable development goals *The Gender Snapshot* (2022), that gender-based discrimination in education prevents the full and effective participation of women in the workforce, thereby weakening labor productivity and hindering Member States' economic growth, prosperity, and sustainable development,

*Noting with concern* the lack of international acknowledgment from the World Heritage Council on recognizing scientific achievements and need for the preservation of Member State's advancements in the scientific community, leading to the loss of sites of great significance in the history of mankind's development,

*Taking note* of the logistical challenges of attending a physical summit, such as but not limited to, the risks to public and personal health and safety—as when in times of conflict, pandemic, and economic instability—that affect the ability of Member States to participate,

*Concerned by* the shortage of international summits dedicated to exploring scientific advancements, including Artificial Intelligence (AI) and its ability to optimize technological processes to enable more Member States to actively engage in dialogues regarding those issues,

*Distressed by* the overall trend of stagnation in Official Development Assistance (ODA) for data and statistics, which is critical towards evaluating progress towards the SDGs,

*Noting with approval* the current benefits of public-private partnerships, which promote economic growth in global markets and thus result in technological and scientific innovation,

*Further recalling* UNESCO's *Recommendation on the Ethics of Artificial Intelligence* (SHS/BIO/PI/2021/) as it introduced the global standard-setting instrument on the ethics of AI and addresses data protection and fairness concerns,

*Noting the Sustainable Development Progress Report (2022)*, which shows that the lasting investments from one Member State's economy to another, otherwise known as Foreign Direct Investments (FDI), into developing countries grew only 13% from 2020 to 2021, compared to a nearly double rise in FDI in developed countries from 2020 to 2021 which is inhibiting progress towards SDG 17,

*Contemplating* the propensity to utilize the UN Capital Development Fund's fiscal resources for educational projects,

*Determined to follow the Guidelines on a Principle-Based Approach to the Cooperation Between the United Nations and the Business Sector (2015)* to ensure that public-private partnerships are equally beneficial to all involved groups,

*Taking note with satisfaction* the success of the UNESCO *Resource Mobilization Strategy 2021-2022* in maintaining private partnerships to further UNESCO's goals,

1. *Encourages* Member States to promote voluntary data collection by national reporting entities on technological and scientific advancements concerning SDGs, particularly as an effort to provide the United Nations Statistics Division (UNSD) with the indicator framework for the follow-up of the *2030 Agenda for Sustainable Development* while simultaneously respecting intellectual property, national privacy, and copyright concerns;
2. *Recommends* Member States to build upon already existing initiatives, such as UNESCO initiatives in the field of engineering education, to ensure equitable access to education tools such as:
  - a. Peer-reviewed scientific sources;
  - b. Databases on fields including, but not limited to, the further utilization of Artificial Intelligence (AI), medical, and environmental engineering, or sustainability in all economic sectors;
3. *Invites* Member States to cooperate with the Global Education Coalition on amplifying the Coalition's efficiency by the creation of a supranational program labeled Project ALEXANDRIA, which would be dedicated to a free-to-access, global educational database allowing Member States the capacity to share academic, publicly available information with one another by:

- a. Maintaining a bilateral partnership between the Intergovernmental Council for the Information for All Programme and the Council of the UNESCO International Bureau of Education, in a joint committee led by scholarly experts provided by Member States, wherein the committee will be named the Worldwide Interactive Learning Legion (WILL);
  - b. Hoping to be funded through the SDG Fund and the United Nations Impact Capital for Development, where ALEXANDRIA finances will be reported in the Financing for Sustainable Goals report;
  - c. Creating and funding academic programs that provide courses in science and technology related fields;
4. *Urges* all Member States to alleviate the harmful ramifications that the discrimination against girls and women in education causes and which hinder sustainable development by:
  - a. Removing legal, financial or other entry barriers;
  - b. Introducing compulsory education for girls from primary school onwards;
  - c. Creating a more inclusive education system by improving the conditions in fields such as but not limited to infrastructure, employment, transportation and parental support;
  - d. Working under UNESCO guidelines and counseling towards affordable quality education through a better professional, pedagogical, and technological formation through Member States of teachers, and the creation or expansion of international exchange programs and scholarships;
5. *Appeals* to the World Heritage Council to create UNESCO World Scientific Heritage Sites under the governance of the host nation and oversight of the United Nations to preserve locations of great scientific and historical importance to highlight the contributions of all Member States which will inspire Member States to cooperate freely and consistently by acknowledging achievements resulting from cooperation;
6. *Suggests* Member States collaborate in the achievement of SDG 7 (affordable and clean energy) through developing technology relating to renewable energy to lower emissions in the energy sector and attain carbon neutrality by:
  - a. Offering the UNESCO Office of International Standards and Legal Affairs governing body to be a mediator in negotiations regarding public-private partnerships;
  - b. Constructing solar power plants in voluntary Member States through partnerships with global energy companies such as the EDP Renewables Firm;
  - c. Producing offshore wind farms in willing Member States through coordinating with Ocean Winds and other international enterprises;
  - d. Fortifying pre-existing renewable energy technology already in Member States involving solar, wind, and hydrogen energy;

- e. Accessing information on technological development through publicly available information from virtually accessible summits, and open-access data sources, such as Project ALEXANDRIA;
7. *Commends* partnerships between both public and private actors in research and development projects by encouraging scientific exchange and collaboration between Member States' research institutes, universities, trust funds, and other scientific institutions;
8. *Encourages* willing Member States to host and attend virtually accessible summits concerning scientific advancements and innovation, in order to monitor progress on the SDGs in this field by:
  - a. Inviting industry leaders in the energy and technology sectors to discuss their developments in innovation;
  - b. Suggesting partnerships with the leading developers in the field to ensure accessibility;
  - c. Strengthening the data collected through The Sustainable Development Goals Report;
  - d. Following UNESCO's *Recommendation on the Ethics of Artificial Intelligence* (SHS/BIO/PI/2021/1);
9. *Supports* the work of Member States in increasing funding in the technological and scientific sectors by:
  - a. Recommending partnership with the United Nations Development Programme (UNDP) to allot funding towards enhancing scientific research and technological capabilities, especially in developing countries;
  - b. Committing more funding to public and private research concerning AI in innovation, particularly within individual Member States;
  - c. Increasing ODA in data and statistics as a means to assess progress towards the achievement of SDGs;
10. *Welcomes* FDI, in public and private partnerships to increase interconnected stability in the global economy and boost Gross Domestic Product of individual Member States by:
  - a. Employing existing private partnerships established through the *Resource Mobilization Strategy for 2020-2021* to expand sustainable energy sectors and increase internet accessibility;
  - b. Maintaining and conserving the *Guidelines on a Principle-Based Approach to the Cooperation between UN and the Business Sector*;
  - c. Encouraging Member States to devote attention to international small and medium sized enterprises (SME) that lack resources to sophisticate and develop their own sustainable technology so that it may be utilized as a tool in Member States to promote accessibility of technology and enhance achievement of SDGs by:

- i. Catalyzing the mass production of new sustainable technologies through host Member States directly partnering with international enterprises;
- ii. Deploying the production of sustainable technology through partnerships with small and medium enterprises (SME) into receiving Member States;
- iii. Following progress with Member States on the technological development of SMEs and increasing exchange of product knowledge through virtually accessible summits, and open-access data sources, such as Project ALEXANDRIA;

11. *Further requests* Member States to enact the *Joint Action Concerning Operational Partnerships on AI (JACOP)* guidelines, which will be a revitalization of the current UNESCO *Recommendation on Open Science (2021)* to include stipulations on AI and open science by:

- a. Gathering a team of experts, including industry leaders, researchers, and academics to provide recommendations on how to implement AI into open science;
- b. Encouraging Member States to share statistics on the outcomes of their AI implementation in infrastructure and innovation to work towards understanding best practices;

12. *Recommends* Member States utilize UNESCO's *Recommendation on the Ethics of Artificial Intelligence (2021)* to maintain open access to information and cooperation regarding AI's capacity to be implemented into Member States' judicial systems, which will encourage partnerships relating to SDG 9 (industry, innovation and infrastructure) by:

- a. Following the Technologically Operated Mediation and Security (TOMaS) Initiative, in which:
  - i. Member States can utilize open access data regarding voluntarily provided judicial procedures that other Member States have devised;
  - ii. Guidelines relating to the mediation and security of AI and its utilization in judicial processes will be maintained by the UNESCO Office of International Standards and Legal Affairs;
- b. Allowing Member States the opportunity to collaborate on data bank projects regarding technological innovation and its applications in judicial systems.



**Code:** UNESCO/1/3

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

**Topic:** Strengthening Partnerships on Science, Technology, and Innovation for Sustainable Development

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

*Acknowledging the 2030 Agenda for Sustainable Development, specifically Sustainable Development Goal (SDG) 4 (quality education), SDG 8 (decent work and economic growth), SDG 9 (industry, innovation and infrastructure), SDG 10 (reduced inequalities), SDG 11 (sustainable cities and communities), and SDG 17 (partnerships for the goals), which collectively highlights the need for increasing internet and energy capacity by encouraging partnerships that will work towards accomplishing greater educational and technological accessibility,*

*Expressing the utmost importance of the right to education, as enshrined by Article 26 of the Universal Declaration of Human Rights (UDHR),*

*Recognizing a need for more significant and direct connections between Member States to build mutual trust regarding research and technological development,*

*Referring to UNESCO resolution 41/1 (2021), on "Information Technologies in Education," and the need for digital collaboration across all Member States to assist the 3.7 billion people without access to the internet and physical, technical infrastructure,*

*Underlining General Assembly resolution 72/222 (2017), on "Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development," and General Assembly resolution 72/228 (2017), on "Science, Technology, and Innovation for Development," which all recognize the roles of science technology and innovations (STI) in corporations amongst developing Member States,*

*Taking note of the benefits displayed by Member States in cooperation with private sectors, government programs, and non-governmental organizations (NGOs) such as but not limited to WorldTeach, Council on International Educational Exchange (CIEE), the China-Africa Cooperation Dakar Action Plan, and the Fulbright Program, to increase sharing of expertise, skills, and information in the fields of STI,*

*Noting with interest the research by the economists Elie Cohen and Philippe Aghion illustrating the adverse economic consequences in a Member State which lacks a workforce with a quality education, displayed by the 60% decrease in gross domestic product (GDP) in the Asia Pacific region from 2017 to 2021 due to a lack of progress in science and education by SDG 8,*

*Underscoring the necessity of having a higher quality of education by echoing and endorsing the theory of the economists Aghion and Cohen in *Education and Growth*, which is that improved educational performance allows States to keep up with the latest managerial and scientific innovations, overall providing more employment opportunities,*

*Observing that the negative impacts of the COVID-19 pandemic on education between 2020 and 2021 resulted in approximately 147 million children missing half of their in-person education and culminated in 17 trillion dollars of missed earnings over their lifetime,*

*Bearing in mind* that, according to the International Telecommunication Union (ITU), an estimated 37% of the global population lacks access to technology and that there exists a 5% difference between men and women concerning the accessibility of STIs, which is vital for economic growth and educational opportunities,

*Cognizant* of the skill depletion and the unemployment rates worldwide, with SDG 8 in mind, considering that 1 in 6 Member States see over 20% of their population with tertiary education emigrate,

*Fully alarmed* by the lack of necessary resources to deliver quality education, such as but not limited to: physical and digital technology, course materials, and open textbooks, due to the decline of funding towards higher education institutions in lower and lower-middle income Member States,

*Dismayed* by the lack of representation of marginalized groups, such as people with disabilities and women, in primary education, observing that according to research conducted by United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), 42 Member States show that rural girls are twice as likely as urban girls to unenroll in education programs,

*Appreciating* the work done by the UNESCO-supported programs such as UNESCO-UNEVOC *International Centre for Technical and Vocational Education and Training* (TVET), which assists 195 Member States in upgrading the acquisition for youth and adults in developing the necessary skills for SDG 8,

*Having considered* the necessity of collaboration in the fields of STI and with the intent of achieving SDG 17, “to enhance knowledge sharing on mutually agreed terms,” through the joint effort of Member States to produce online courses worldwide,

1. *Advises* Member States to partner with NGOs and private corporations to contribute to the formation and implementation of the International Teacher and Work Exchange Program (ITWEP), a two-branch system overseen by UNESCO which includes:
  - a. An educational branch incorporating all stages of learning focused on an international and reciprocal teacher exchange between Member States in which:
    - i. Education materials focus on Science, Technology, Engineering, and Mathematics (STEM) related subjects, such as, but not limited to, scientific innovation, digital literacy, and medical development;
    - ii. Thorough screening and an inclusive application process of potential candidates is completed by the prospective host Member State;
    - iii. An inspection and evaluation by the receiving Member States of potential areas lacking in necessary educational resources is followed by the proposed placement of accepted candidates;
    - iv. Individuals in the perspective of Member State host participants to promote cultural immersion;
    - v. Member States provide incentives for participants such as the opportunity for research collaboration or further occupational training from local institutions;
  - b. Established professional and technical branches with a focal point on an international work exchange concentrated in the field of STEM work, comprising of:



- i. The financial support of the candidate for a predetermined set of time upon which the company may resume financial responsibility for the candidate's employment depending on the performance of the candidate;
    - ii. Thorough screening and an inclusive application process of potential candidates completed by the prospective host Member State;
    - iii. The endorsement of private sector participation in employment exchange by both host and home Member States;
    - iv. Assistance in work and home placement by encouraging individuals within the host Member State to host participants;
    - v. Incorporation of financial and networking incentives, such as, but not limited to, work placement within the home country and networking opportunities, for the returning workforce and educational staff within the original Member State;
  - c. Funding overseen and maintained by UNESCO, focusing on STEM education, promotion, and employment, including a combination of, but not limited to:
    - i. Public and private donations towards the program;
    - ii. NGO funds;
    - iii. Willing Member States' allocation of funds through stimulus grants;
    - iv. Voluntary contributions from participating business corporations towards employed individuals;
2. *Strongly advises* Member States to cooperate with UNESCO's guidance in the ITWEP by:
- a. Chartering UNESCO-approved standards for state-specific policies in this program;
  - b. Encouraging Member States to meet the quotas for developing Member States and marginalized groups;
  - c. Connecting with UNESCO to obtain necessary funds for the implementation process and program launch;
  - d. Incorporating proposed international exchanges by UNESCO, thereby ensuring an equal distribution of education and opportunity;
3. *Recommends* that Member States use UNESCO guidelines determined through standard tests set by Members States modeled by the Education For All Development Index and the School Evaluation Quality Assessment Project to form a think tank which will:
- a. Accumulate and distribute funding by:
    - i. Supporting interactions with public and anonymous donors;
    - ii. Allowing donors to select which program they wish their donations to contribute to;
  - b. Collaborate by sharing experienced STI professional's advice, through conferences and a database, in private sectors and organizations regionally and internationally on topics relating to SDG 4 and SDG 8;

- c. Create programs to educate teachers on STI that they can incorporate into their classrooms;
  - d. Provide pre-travel diversity and STI training to ensure all groups have access to education, which:
    - i. Include in-person or virtual and interactive topics including cultural awareness, language and disability barriers, gender inclusivity, and STI topics;
    - ii. Working with NGOs such as the Education Trust, Teachers Without Borders, and international Education Development Centers and research organizations to develop the training;
  - e. Form after-school programs to educate students on STEM-related topics;
  - f. Encourage Member States to work with educational institutions to provide career flexibilities, such as deadline extensions, traveling, and scheduling allowances for teachers that are focusing on furthering their understanding of rapidly developing technology to share with their students;
4. *Encourages* the creation of education and technology centers in rural areas through cooperation between governmental entities and NGOs to accomplish the goals related to SDG 4, SDG 10, SDG 11, and SDG 17 by:
- a. Assisting students with transportation methods, such as public transportation to and from educational and technology centers, with the help of government, private donations, and funds, to assist Member States in reducing educational access between rural and urban communities and ultimately contribute to the achievement of SDG 10;
  - b. Providing physical technology, including but not limited to, computers, internet access, textbooks, and writing material in order to achieve SDG 11;
  - c. Proving TVET with the necessary resources to accomplish its tasks which contribute towards SDG 4 through:
    - i. Research skills, technologies, and software;
    - ii. Available opportunities for hands-on training and learning;
    - iii. Assisting in skills necessary to gain employment;
  - d. Funding the educational institutions through entities, including but not limited to;
    - i. UNESCO flexible funds, when available;
    - ii. NGOs including the European Academies Science Advisory Council, the Global Youth Academy, and the Sustainable Development Fund;
    - iii. Partnerships including public and private universities, triangular partnerships between state governments and private sector entities across Member States, the Global Innovation Fund (GIF), and International Science Fund (ISF);

5. *Suggests* the utilization of STI-related Massive Open Online Courses (MOOCs) executed by the collaboration of Member States, to promote digital inclusion and accessibility for digital literacy through:
  - a. Voluntary monetary donations from NGOs and Member States which contributes to a new collective foundation that encourages scientific and technological education;
  - b. A foundational website to be directed by the United Nations Interagency Task Team (IATT) which publicly displays all contributions, including public and anonymous donations;
  - c. A publicly accessible quarterly progress report, in regards to giving electronic devices to rural and otherwise underprivileged areas and groups for better education and overall economic growth;
6. *Reiterates its request* to promote MOOCs in order to educate underdeveloped regions of the world, highlighting sustainable practices by:
  - a. Creating a universal platform, funded by monetary donations and sustained by a UNESCO branch, dedicated to coordinating communication between universities within each Member States' jurisdiction;
  - b. Allowing registration for higher education online courses on an international level by allowing Member States to have the option of remaining in their native region via online courses;
  - c. Increasing internet access through donated computers and other various electronic devices, and encouraging further partnerships with private sectors to build infrastructure that can hold higher internet speed and easy-to-access programs;
  - d. Focusing on online courses that will revolve around STIs, including courses encompassing:
    - i. Provisions related to innovative ways of recycling to minimize further pollution, reduce waste in regard to solar and sustainable energy, and compost natural materials;
    - ii. Increasing knowledge of biology, chemistry, and various other sciences;
    - iii. Improving beginner typing and technological skills like programming, coding, and designing;
  - e. Recommending translators as a resource for the MOOCs, including closed captions and the option of a sign language interpreter in the selected language, to make the courses more accessible;
7. *Recommends* the use of voluntarily and transparently shared data, research, and innovations to foster greater connections through a database the IATT is invited to create in which:
  - a. Any information deemed confidential to a Member State is not necessary to be shared at the Member States' discretion;
  - b. The IATT is invited to conduct independent oversight over these connections;

- c. Collaboration between Member States will establish *Smart Specialization and Transnational Partnerships* (SSTP) thus supporting growth, innovation, and job creation.