Code: UNESCO/RES/1/1
Committee: United Nations Educational, Scientific, and Cultural Organization.
Topic: The Importance of Education and the contributions of the Sciences, Culture, and Communication and Information in the Post-2015 Development Agenda

1
2   39 – 2 -3
3
4   *The United Nations Educational, Scientific, and Cultural Organization,*
5
6   *Fulfilling* A/RES/64/290, the right to education in emergency situations (2010) which provides quality access to
7   complete schooling for all,
8
9   *Reaffirming* the goals created at the United Nations Sustainable Development Summit, specifically Goals 4 and 5 of
10   A/RES/70/1 to ensure inclusive and quality education for all and to promote the gender equality goals,
11
12   *Further Recalling* the World Declaration on Education for All (EFA) and Article 26 of the Universal Declaration of
13   Human Rights,
14
15   *Recognizing* the importance of the focus on gender equality in education as referenced in the Medium-Term Strategy
16   for 2014-2021, as sixty percent of youth worldwide that lack basic literacy skills are women,
17
18   *Also Convinced* that human rights education contributes to a concept of development consistent with the dignity of
19   women and men of all ages, that takes into account the diverse segments of society such as children, indigenous
20   peoples, minorities, internally displaced people, refugees and disabled persons,
21
22   *Expressing* its appreciation for UNESCO Associated Schools Project Network (ASPnet) and its role in furthering
23   sustainable development and quality in practice,
24
25   *Affirming* the realization of the right to education, especially to girls, contributes to the eradication of poverty,
26
27   *Mindful* that working conditions for teachers in their respective states can be conducive in hindering the quality
28   education that students are receiving,
29
30   *Concerned* about the immigration of educated personnel away from developing nations also known as Human
31   Capital Flight,
32
33   *In appreciation* of the achievements of the Millennium Development Goals and recognizing a continued need for
34   additional improvement especially in increased flexibility of programs to approach local and regional concerns,

35

Recognizing the Secretary General's Report on the work of UNESCO, specifically chapter three regarding the strengthening of the organization's educational programs through partnerships with non-governmental organizations (NGOs) and technical organizations,

1. *Calls upon* Member States to take *The Dakar Framework for Action* into special consideration when discussing education on a national level*;*

2. *Encourages* Member States to inform their local authorities and national governments on the importance of ensuring that young men and women have equal access to education as stated in the Amman Youth Declaration;

3. *Suggests* that Member States expand on UNESCO ASPnet or at least consider the implementation of the curriculum when applicable in pre-existing schooling systems;

4. *Emphasizes* the importance of teacher education in the improvement of the quality of education for children:
    a. Encourages the development of school partnerships, including university partnerships, between developed and developing states, utilizing technology that will allow teachers to collaborate on best practices and the implementation of curriculum;
    b. Draws attention to the importance of the distribution of funding to not only educate students but to increase job security and administrative support for teachers in order to keep talented individuals in their field;

5. *Recommends* Member States to continually and support education and science, based on the guidelines set by the Organization for Economic Cooperation and Development, which requests members of the organization to contribute 6.2% of their GDP;

6. *Recommending* International Organizations and NGOs to increase the amount of funding for education training directed specifically towards training teachers;

7. *Urges* Member States, NGOs, and UN agencies that are seeking to improve access to educational materials to utilize the technology supplied by NGOs, which manufactures instruments capable of providing internet access to rural areas;

8. *Encourages* that working conditions for teachers and their respective countries be evaluated and improved to ensure suitable conditions indicated by the Human Development Index (HDI);

9. *Further invites* that Member States, with the educational and financial capacity to provide collegiate level education to aspiring educators and administrators who have agreed to serve in the educational systems in underserved regions;

10. *Invites* Member States to support the global partnership for education directed specifically towards furthering education for girls in order to create more sustainable incomes globally;

11. Supports further partnerships with non-governmental and technical organizations;
    a. Affirms the Council on International Educational Exchange (CIEE) and the Relief Education Development (RED) along with NGOs in the field of education;
    b. Further invites Member States to partner with NGOs through the Department of Public Information that actively assists and encourages national information services, educational institutions, and other governmental and NGOs of all kinds interested in spreading information;

12. Expresses its hope of a future collaboration between UNESCO and The Human Rights Council to ensure refugees, minorities, disabled persons, and internally displaced persons receive recognition with equal access to educational benefits provided by the Sustainable Development Goals.

Code: UNESCO/RES/1/2
Committee: United Nations Educational, Scientific, and Cultural Organization
Topic: The Importance of Education and the Contributions of the Sciences, Culture, and Communication and Information in the Post-2015 Development Agenda

1 40-1-5

2

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

4

5 *Recognizing* the intrinsic value of sports,

6

7 *Affirming* the ability of sports to facilitate the promotion of "peaceful and inclusive societies for sustainable
8 development," as enshrined in Sustainable Development Goal (SDG) 16,

9

10 *Cognizant of* the utility of sports for peace and development as enshrined in the *Declaration of Berlin*, A/RES/69/6,
11 and A/RES/67/296,

12

13 *Encouraged* by the progress towards achieving the Millennium Development Goals (MDGs) via sports as outlined
14 in the *Sport for Development and Peace: Towards Achieving Millennium Development Goals* report from the United
15 Nations Office for Sport for Development and Peace (UNOSDP),

16

17 *Noting* the success of national and regional sports programmes as a means of promoting peaceful development, such
18 as Saudi Arabia's Prevention, Rehabilitation, and Aftercare (PRAC) programme,

19

20 *Appreciating* the accomplishments of UNOSDP's Youth Leadership Programme, UNESCO's World Youth Forum
21 on Sport, Culture and Peace, and other physical education initiatives to grow confidence and leadership skills for
22 youth in underdeveloped areas,

23

24 *Acknowledges with deep gratitude* that elite athletes, through their role as Goodwill Ambassadors and Champions
25 for Sport, inspire and mobilize youth to improve their communities,

26

27 *Guided by* Article 29 of the UN Convention on the Rights of the Child, which underscores the importance of "the
28 development of the child's personality, talents and mental and physical abilities to their fullest potential,"

29

30 1. *Reaffirms* participation in sports as a universal fundamental right;

31

32 2. *Praises* the work of the Special Adviser to the UN Secretary-General on Sport for Development in Peace in
33   guiding Member States to integrate sports as an educational tool;

34

35 3. *Establishes* triennial UNESCO-led regional, five-day Intercultural Youth Football Initiative (IYFI), a series of
36 football tournaments held in March to bring together the world's youth and foster intercultural dialogue through
37 sport with the following attributes:
38   a.   Regional divisions as follows: Africa, the Americas, Asia, Europe, and Oceania,
39   b.   A rotation of interested host countries by random selection;

40

41 4. *Decides* that each participating country shall send 30 participants, 15 players between the ages of 11 and 13 and
42 15 players between the ages of 14 and 16, that will form integrated teams in the aforementioned age brackets upon
43 arrival at the event, recognizing varied cultural values but prioritizing youth from impoverished and/or rural areas,
44 from minorities or marginalized groups, and that are not part of elite football clubs;

45

46 5. *Emphasizes* the recreational character of IYFI as opposed to other, more competitive events, because the
47   primary purpose of IYFI is to unify peoples of different nations, not to divide them;

48

49 6. *Further establishes* multicultural activities surrounding the football tournament, including but not limited to:
50   a.   Sharing of national cuisine through organized group meals,
51   b.   Discovering traditional music via theme dance nights,
52   c.   Pairing youth from different participating countries in accommodations and during meals to foster
53   language sharing and multicultural friendship;

54

55 7. *Requests* sponsorship and cooperation with private entities as well as professional football teams from host
56   countries to provide funding as well as facilities for the tournament;

57

58 8. *Encourages* the coordination of UNESCO, the UNOSDP, and Member States to share resources and best
59   practices to implement the aforementioned programmes;

60

61 9. *Calls for* the creation of a review committee that will oversee the program and draft a report assessing the
62   effectiveness of each regional event.

Code: UNESCO/RES/1/3
Committee: United Nations Educational, Scientific, and Cultural Organization (UNESCO)
Topic: The Importance of Education and the Contributions of the Sciences, Culture, and Communication and Information in the Post-2015 Development Agenda

1 40-0-4

2

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

4

5 *Bearing in mind* the transition of the Millennium Development Goals (MDGs) to the recently adopted Sustainable
6 Development Goals (SDGs) in *A/RES/70/1*, *Transforming our world: the 2030 Agenda for Sustainable*
7 *Development,* and the need for the international community to put forward a collaborative, multilateral effort,

8

9 *Expressing satisfaction* of the Secretary-General's High-Level Panel on the Post-2015 Development Agenda as it
10 serves as a main multilateral focus group pushing forward on the works of sustainable development through an
11 inclusive manner,

12

13 *Recognizes* the significant step forward expressed in *A/RES/65/166*, regarding the acknowledgement of the role of
14 excelling cultural competency in terms of development,

15

16 *Observing* the link between culture and sustainable development, expressed in *A/RES/68/223,* as with the *Beijing*
17 *Declaration and Platform for Action* and the *Hangzhou Declaration,* which places the emphasis on the importance
18 of mutual respect and understanding for cultural diversity throughout the world,

19

20 *Aware* of a global need to narrow down the illiteracy gap as it is targeted in *A/RES/70/1,* by SDG 4, through an
21 endorsement initiative geared toward the provision of information technology,

22

23 *Appreciating* the *Optional Protocol to the Convention on the Rights of a Child*, (*A/HRC/26.L.28*), and the
24 *International Programme for the Development of Communication,* which provides a communication procedure that
25 strengthens equal access of technology and emphasizes the impact youth have when utilizing information
26 technology,

27

28 *Fully aware* of the new developments in information technologies that prove to be vital to the promotion of culture
29 and education as expressed in *A/RES/70/156*,

30

31 *Noting with deep regret* the rapid loss of indigenous languages on an international level, as sited in a 2008 Fact
32 Sheet by the United Nations Permanent Forum on Indigenous Issues, contributes to a loss of culture, communication
33 diversity, and undermines the identity of the community and the individual,

34

35 *Taking in consideration* language barriers in regards to the indigenous populations as it complicates mediums of
36 communication and efforts for sustainable development, as identified by the 2008 Fact Sheet by the United Nations
37 Permanent Forum on Indigenous Issues,

38

39 1. *Endorses* Member States to establish a cultural integration program that promotes a shared understanding of
40   cultural, artistic, linguistic, and ethnical differences by the two measures consisting of:

41

42   a. An outsourcing measure by compiling and distributing materials via both electronic and paper
43   form to promote a wider sense of cultural and linguistic awareness that is distributed to new
44   members within the community and by reaching communities across borders;

45

46   b. An insourcing measure targeting new members of the community to assist in cultural adjustments
47   through hybrid preparatory enrichment programs utilized in tandem with both the local school
48   systems and by civil society organizations;
49

50 2. *Directs attention* of the international community to capabilities of youth and the need to empower and
51   encourage their participation in cultural awareness by:
52

53   a. Providing equal access of information technologies to developed and developing Member States
54   through bilateral and multilateral cooperation and technological sharing;
55

56   b. Supporting the access and continued use for youth with communication technology that serves to
57   preserves and sustain culture and allows the opportunity to develop and share different cultures;
58

59 3. *Supports* the UNESCO information communication technology (ICT) Competency Framework for Teachers in
60   increasing higher education in the fields of computer sciences with vital support by providing a special focus on
61   college experts to generate domains;
62

63 4. *Provides* a low-cost internet program in collaboration with the private sector, local governments, and non-
64   governmental organizations to establish a community cyber hub that allows free access for civilians that
65   supports:
66

67   a. Content of the computers determined on the collaboration between experts and local communities
68   to ensure that the education provided is relevant and of quality;
69

70   b. Vocational curriculum which presents students with the opportunity to learn 21st century
71   transferable skills and will ensure better living conditions by optional sponsorship by non-
72   governmental organizations and other relevant bodies;
73

74 5. *Calls upon* the governments, international organizations and civil society organizations to strengthen the access
75   of the information technology for the underdeveloped communities, developed communities and communities
76   with indigenous populations, due to their disenfranchisement;
77

78 6. *Encourages* the collection and implementation of a comprehensive database forum through the use of
79   information technology which would be administered centrally through UNESCO;
80

81 7. *Expresses* the need to establish an open-forum cultural conference for Member States that can provide a
82   systematic dialogue for cultural expression and the opportunity of multilateral support, while demonstrating a
83   mutual understanding for sovereignty, for cultural growth by:
84

85   a. Hosting the cultural conference every three years determined through the UNESCO body that
86   circulates the hosting location through each regional body;
87

88   b. Highlighting the unique cultural identity of the host region and host Member State;
89

90   c. Addressing the significance of culture toward sustainable development and contributing works to
91   maximize cultural strength through sustainable measures;
92

93   d. Financing provided by international governing bodies, regional organizations, non-governmental
94   organizations, civil society organizations, and Member State contributions;
95

96 8. *Encourages* regional cooperation and facilitation of a development program, similar to Greece's Heritage Site
97   Youth Exchange Program, which will coordinate among Member States to exchange students in order to
98   promote educational and cultural awareness of natural and cultural sites by:
99

100   a. Receiving assistance in facilitation and administration by UNESCO and UNICEF;
101

b. Financing this program by the World Heritage Fund, non-governmental organizations, and personal contributions from Member States such as Japan, through garner interest in cultural and natural sites;

9. *Invites* an open dialogue discussion to be held at the upcoming 2016 UN Conference on Housing and Sustainable Urban Development to include the cultural impact on urban development, living standards, and human development;

10. *Welcomes* all Member States, regional bodies, civil society organizations and the private sector to contribute and participate in the preservation and sustainable enhancement of culture alongside the development impact of sustainability and works toward the Post-2015 Development Agenda.

Code: UNESCO/RES/1/4
Committee: United Nations Educational, Scientific and Cultural Organization
Topic: The Importance of Education and the Contributions of the Sciences, Culture and Communication and Information in Post-Development Agenda 2015

1 *The United Nations Educational, Social, and Cultural Organization,*
2
3 *Noting with deep concern* the need of immediate sustainable solutions for primary and secondary education within
4 the African Union,
5
6 *Recognizing* that the African Union suffers from a lack of accessibility to higher education and this problem is
7 exacerbated by high dropout rates of primary and secondary schools,
8
9 *Taking into consideration* the challenge of a shortage of qualified educators at the primary and secondary levels,
10
11 *Bearing in mind* the lack of direct access to education, due to the distance that must be traveled to the school and the
12 lack of technology,
13
14 *Fully aware* of the lack of technology available currently for students and educators alike,
15
16 *Acknowledging* the negative implications, the lack of strong leadership roles, and service in communities; we are
17 satisfied with the progress in leadership development made by the highly accredited universities,
18
19 *Realizing* the need for financial and academic assistance from developed countries,
20
21 *Noting further* the need for all countries to have a hand in helping the implementation of leadership programs,
22
23 1. *Calls upon* Member States to invest in portable schooling alternatives, using programs such as:
24   a. the UNICEF School-In-A-Box program;
25   b. as well as of grants and donations for technology such as computer laptops from Non-
26   Governmental Organizations (NGO) in order to provide immediate online education options for
27   students of all levels of learning, in all regions;
28
29 2. *Recommends* making schools more accessible long term, by:
30   a. building self-sustainable, solar powered, infrastructure in areas where students are located as well
31   as bringing up to code and renovating previously existing infrastructure to use as schools;
32   b. implementing an infrastructure to have reliable access to the internet;
33
34 3. *Expresses its hope* that Member States will appeal to private businesses, such as Dell Technologies and other
35   environmentally sustainable companies, to continue the programs that involve donating technology and services
36   to schools in need;
37
38 4. Stresses the importance of supporting students mentally and emotionally through community-based programs to
39   remain focused and invest in their education;
40
41 5. *Supports* the use of trainings and workshops to further educate our teachers;
42
43 6. *Encourages* all accredited universities globally to collaborate with UNESCO for the purpose of:
44   a. Identifying which communities are in need of leadership development programs, and supply those
45   communities with the needed materials and instruction to do so;

46   b.   Analyzing which types of leadership programs are most effective for the specific community,
47   taking into consideration the differences in location, language, culture, and religion;
48   c.   Fostering leadership programs in technology, education, entrepreneurship and agriculture;
49   d.   Implementing the leadership programs that each community requires;
50
51   7.   *Requests* that developed nations give assistance in the form of financial and personnel assistance with the
52   promise of future trade being the incentive;
53
54   8.   *Further urges* large scale organizations with representations of nations from all over the world such as the
55   African Union (AU), European Union (EU), and Association of Southeast Asian Nations (ASEAN) to construct
56   a budget directed at specific regional efforts for leadership development.

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

3   *Acknowledging* the mandate of the United Nations Educational, Scientific, and Cultural Organization (UNESCO)
4   which emphasizes the belief in equal and full opportunities for education for all, and the role of UNESCO as the
5   foremost UN body in terms of the establishment of educational standards and the administration of those standards
6   which are addressed by the African Union's (AU) 2014 Outlook on Education Continental Report and its priority
7   focus areas of: Teacher Development, Curriculum Development, Teaching and Learning Materials, and Quality
8   Management,

10   *Highlighting* Candidate Goal 3: Appropriate Education and Skills for Full Participation in Society of Post-2015
11   Development Agenda: Goals, Targets and Indicators, and UNESCOs 2014-2021 Medium-Term Strategy: Strategic
12   Objective 3: Advancing education for all (EFA) and shaping the future international education agenda, and its
13   potential to establish education standards, and monitor and implement said standards through Technical and
14   Vocational Education and Training (TVET), and Education Management Information Systems,

16   1.   *Welcomes* the establishment of optional regional and/or international educational standards for Member States
17   on Curriculum Development, Teaching and Learning Materials; Teacher Development; and Quality
18   Management by utilizing frameworks outlined in the AUs Outlook on Education Report, those being:
19   a.   The International and Regional groups on promotion of languages starting with the UN
20   Department of Public Information (DPI) and the UN Department for General Assembly and
21   Conference Management (DGACM) ;
22   b.   Curriculum Review and Education strategic plans to facilitate a high level of structure and
23   comprehension within curriculums as well as improvements in the provisions of teaching and
24   learning materials;
25   c.   Integrating information and communication technologies (ICT) into teaching and learning;
26   d.   Incorporating HIV/AIDS education/awareness into Member States' education systems and
27   curriculum;
28   e.   Emphasizing the need for curriculum surrounding culturally specific criteria to the relevant states
29   involved in order to foster international awareness and cultural competency in the classroom;
30   f.   Developing innovative and effective methods to increase the supply of available educators;
31   g.   Incentivizing teachers through working conditions, regionally/internationally competitive salaries
32   h.   Investment by non-state actors in local secondary and tertiary educational institutions via multi-
33   stakeholder partnerships; utilization of technology and educational tools applicable to developing
34   student's knowledge, skills and abilities needed in the regional workforce; investment in
35   educational infrastructure; and international teacher exchange programs for the purpose of
36   developing their capabilities;
37   i.   Tackling issues of training capacity within specific Member States, qualifications of educators,
38   and combating the highly prevalent brain drain of much needed teachers in under-developed
39   regions through aforementioned incentive methods;
40   j.   Creation and promotion of regional conferences to share curriculum, practices, teaching materials,
41   and data in conjunction with resources located on the database operated by UNESCO Associated
42   Schools Projects Network (ASPNet);
43   k.   Utilizing the Academic Excellence Alliance (AEA) to form bilateral partnerships between
44   universities, that are either newly established institutions or do not have preexisting partnerships,
45   allowing for faculty members to visit and share information with partner institutions, and benefit
46   from well-established academic programs;

47		l.	Ensuring that educators have the relevant skills, knowledge, and disposition to educate effectively

47   l.   Ensuring that educators have the relevant skills, knowledge, and disposition to educate effectively
48   and comprehensively by incorporating the ASPNet and bilateral partnership through the AEA;
49   m. Reinforcement the ideal of increased government investment in education as a whole;

50

51   2. *Welcomes* the Implementation and Monitoring of the aforementioned standards through organized frameworks
52   on Education Management Information Systems and Technical Vocational Education and Training including
53   but not limited to:

54   a. The utilization of ASPNet's database which can address the issue of educational data blanks;
55   b. Regional and International led assessments of educational standards based on international and
56   regional quality assurance mechanisms and frameworks, accreditation programs, and the
57   implementation of international quality ratings for relevant institutions;
58   c. The supplementation of data on educational standards, curriculum, and statistics through
59   incorporating the UN-based data network UN Platform for Space-based Information for Disaster
60   Management and emergency Response (UN-Spider);
61   d. Relevance and quality of training pertaining to policy formulation, policy implementation, and
62   employability;
63   e. Involvement and contribution by the private sector through the special joint initiative Partnerships
64   for Education (PfE), which is a coordination effort between UNESCO and the World Economic
65   Forum, through the aforementioned multi stakeholder partnerships;
66   f. The endorsement of an international adoption of National Qualification Frameworks and National
67   Action Plans by all Member States to create a global environment of consistent and reliable TVET.

Code: UNESCO/RES/1/6
Committee: UNESCO
Topic: The Importance of Education and the Contributions of Sciences, Culture, Communication and Information in the Post-2015 Development Agenda

1 *The United Nations Educational, Scientific and Cultural Organization,*
2
3 *Recalling* Articles 1 and 2 of the Universal Declaration of Human Rights (UDHR) that all human beings
4 are born free and equal in dignity and rights,
5
6 *Keeping in mind* the purpose of A/66/457 United Nations Declaration on Human Rights Education and
7 Training and Article 26 of the UDHR that defines education as a fundamental right,
8
9 *Further affirming* in accordance with Article 27 of the UDHR that everyone has the right to freely
10 participate in the cultural life of the community, enjoy the arts and sciences, and share in their benefits,
11
12 *Bearing in mind* the role of UNESCO defined as the leader in education as a means to reach sustainable
13 development,
14
15 *Reaffirming* the Aichi Nagoya Declaration, which strengthens Education for Sustainable Development (ESD)
16 through cultural diversity the science-policy-ESD practice interface to enrich decision making and capacity
17 building for sustainable development,
18
19 *Supporting fully* the transmission of enhanced knowledge and training coming from research and
20 development to professionals who are qualified in their respective field,
21
22 *Strongly emphasizes* supporting the dissemination of enhanced information and techniques to people in
23 need,
24
25 *Impressed by* the efficiency of the UN Spider Database, which provides a space-based information for disaster
26 risk management,
27
28 *Deeply concerned* with lingering inaccessibility to quality primary, secondary, and higher education,
29
30 *Noting with deep concern* the fact that many Member States in Sub-Sahara Africa, Southeast Asia, and Latin
31 America have not been able to reach all Millennium Development Goals concerning education and according
32 to the 2015 World Report on Child Labor, 124 million school aged children do not receive primary education
33 and 73 million of them join the work force,
34
35 *Keeping in mind* Article 12 of the International Covenant on Economic, Social and Cultural Rights that
36 affirms the need of the people to have the means of attaining a higher standard of living,
37
38 *Deeply regretting* the neglect to intangible and cultural rights of indigenous people and other
39 marginalized groups,
40
41 *Fully supporting* gender inclusivity and empowerment,
42

43 *Reiterating* the lack of sustainable education systems in less developed countries in accordance with
44 A/RES/ C.2/57/L.45,

45

46 *Realizing* that most Member States have not accomplished the goal mentioned in Article 14 in the Incheon
47 Declaration*, which is the outcome document of the World Education Forum 2015 that considers the economic
48 situation of each Member State and encourages states to increase their contributions to the educational sector,

49

50   1. *Directs* Member States to adhere to the UDHR;

51

52   2. *Focuses* on creating quality primary, secondary, and higher education through information and
53   communication technologies, cultural pluralism, gender empowerment and development;

54

55   3. *Strongly encourages* all Member States that have not joined the Associated Schools Project
56   Network, which educates young people about the importance of human rights, cultural diversity
57   and environmental concern at primary, secondary, technical, and vocational schools, to join this
58   project in order to acquire new sources of knowledge, information and best practices in the field
59   of cultural education,

60

61   4. *Urges* all Member States to closely cooperate with all UN agencies and specialized organizations
62   in their fight for education as a means to work toward sustainable development,

63

64   5. *Emphasizes* an inclusive, sustainable and human rights based approach to education, culture,
65   sciences and information and communication technologies;

66

67   6. *Utilize* nongovernmental organizations (NGOs) to create regional public databases accessible to
68   everyone containing the latest information regarding best practices coming from research and
69   development taking place at universities and other research institutions;

70

71   7. *Calls upon* professionals, such as doctors, teachers, architects, engineers, scientists,
72   psychologists, sociologists and anthropologists to dispense information at public events for
73   supplementary education such as;
74   a. Summer camps for children and young adults where they can receive hands-on
75   experience in these field;
76   b. Workshop for residents of small communities;
77   c. Conferences for professionals already working within these communities to further
78   their knowledge in the fields;

79

80   8. *Emphasizes* the need for designated professionals to work in collaboration with citizens from
81   these communities to ensure they are empowered to live a life in which they have opportunities to
82   reach their full potential without having to leave their community;

83

84   9. *Further invites* these professionals to reach out to indigenous and marginalized communities in
85   respect of their culture through the use of:
86   a. E-learning materials
87   i.   Written in their native or indigenous language;
88   ii. Accessible through movable libraries and technology centers that travel from
89   community to community, which would allow them to check out tablets,
90   laptops, software, cameras, and books;
91   b. Integrate knowledge and promote human rights through cultural music, dance,
92   theatre, and sports;

93

10. *Endorses* the idea of renewable energy powered internet school applications in developing countries that have less electric infrastructure but possess rich solar resources to utilize solar-powered internet schools;

11. *Encourages* these professionals mentioned above to learn the native language of the communities where they work or visit in order to address their specific needs and facilitate trust;

12. *Invites* universities and other educational and vocational institutions to create ambassador programs based on exchange of information between students sent to the indigenous and marginalized communities to ensure both parties can learn mutually;

13. *Suggests* that professionals in the fields mentioned above serve their native communities after getting their degrees and achieving financial stability;

14. *Suggests* all Member States create domestic programs, such as the one modeled by the World Food Programme and Egypt, that provide conditional assistance as an incentive for families to send their children to school instead of the workforce;

15. *Encourages* all Member States to capitalize on financial and social incentives to return professionals who wish to serve in their respective local communities by providing:
    a. Adequate housing conditions;
    b. Job placement;
    c. Monthly stipend for housing or food;

16. *Provides* all members of indigenous and marginalized communities with leadership opportunities in business and science in their communities through:
    a. Scholarships that provide people with grants to start scientific research;
    b. Internships at leading regional, global and international corporations and NGOs;
    c. Trade schools that will provide them with skills in agriculture, culinary, cosmetology, textiles, art, and other traditional work;

17. *Utilize* eco-tourism as a way to fund these programs while addressing the needs of local people by:
    a. Providing subsidies to local people who will invest or participate in the program;
    b. Educating local people in order to properly inform them so they can educate others;
    c. Preserve the surrounding eco-system while providing them with jobs and opportunities;

18. *Promotes* private-public partnerships in order to provide appropriate technology for sustainable tourism practices;

19. *Recommends* the creation of an international program, modeled by Finland and the Aquarium Project, as a tool for place-based education through joint practice development approach and phenomenon-based education utilized in following ways:
    a. Strategic networking on education at the community level to enhance implementation of the intended policies in each school through:
        i. Self-evaluation mechanisms;
        ii. National assessment courses;
    b. Inclusion of new learning communities specializing in education for natural, social, human sciences, culture, communications, and information through:
        i. Integration of UNESCO World Heritage Sites;
        ii. Incorporation of Man and Biosphere Reserve;

145
146   20. *Encourages* all Member States to involve NGOs that partner with UNESCO and the private
147   sector to raise funds for education through implementing campaigns to raise public awareness;

Code: UNESCO/RES/1/7
Committee: The United Nations Educational Scientific and Cultural Organization
Topic: The Importance of Education and the Contributions of Sciences, Culture, and Communication, and Information in the Post-2015 Development Agenda

1 *The United Nations Educational, Scientific and Cultural Organization,*
2
3 *Recalling* UNESCO's Universal Declaration on Cultural Diversity and its focus on sustainable diversity and the
4 indivisibility of culture and development,
5
6 *Acknowledging* the need for United National Educational, Scientific and Cultural Organization (UNESCO) to
7 participate in the United Nations Secretary General's Global Initiative on Education in order to facilitate cultural
8 awareness,
9
10 *Commends* The Associated Schools Project Network (ASPnet), United Nations Development Goals Task Team on
11 Culture and Development, and Resolution *A/HRC/17/38* which aims to educate persons about the
12 importance of Human Rights, cultural diversity, and environmental concerns at all levels of education,
13
14 *Emphasizing* the need for cooperation, and cohesive dialogue between Member States when it comes to discussing
15 the importance of the five pillars in the Agenda 30 implementation especially in terms of cultural competence,
16
17 *Encouraging* the application of the *Scientific Outlook on Development* as a humanitarian approach to sustainable
18 development,
19
20 *Highlighting* that all cultures, including those within minority populations and indigenous peoples, deserve equal
21 dignity and respect,
22
23 *Bearing in mind* that Information and Communications Technology is a vital part of education of cultural heritage
24 and cultural diversity,
25
26 *Recalling* Amman Youth Declaration (Global Forum on Youth, Peace and Security), education continues to be the
27 first priority in order to empower youth and build a sustainable society,
28
29 *Acknowledging* the Convention for the Safeguarding of the Intangible Cultural Heritage by promoting education
30 centered around the understanding and protection of locations valuable to natural heritage,
31
32 *Convinced* the incorporation of tourism programs pertaining to cultural, historical, and natural sites will foster active
33 participation and awareness among diverse cultural populations,
34
35 1. *Calls upon* the committee to engage in the United Nations Secretary General's Global Initiative on Education
36   through its Priority 3 on *Fostering Global Citizenship* to forge the education, preservation, and solidarity of
37   cultural heritage by:
38   a. Providing education on Human Rights to promote inclusivity and awareness of equality and
39   tolerance when it comes to the diverse cultural backgrounds of persons across the globe;
40   b. Incorporating various preexisting and successful Member States and regional cultural education
41   initiatives to the global community that have the capacity to provide access to all persons across
42   the globe;
43   c. And, put cultural education into action the through various preexisting and successful Member
44   State and regional social programs and activities that engage various cultures together;
45

46 2. *Encourages* the continued promotion of Human Rights in order to further the ideals of cultural competency
47   through Member States participation in programs such as The Associated Schools Project Network (ASPnet),
48   United Nations Development Goals Task Team on Culture and Development The Mission expressed by Brazil's
49   Cultural Rights expert Farida Shaheed in A/HRC/17/38;
50
51 3. *Supports* the expansion of education initiatives through programs including but not limited to:
52   a. ASPnet by providing opportunities for associated schools to be pilots of the region, promoting
53   collaboration with non-associated schools and introducing students-teachers exchange programs
54   initiated by associated schools regarding the importance of cultural and natural heritage such as
55   exchange program in Jordan in partnership with Italy and Denmark;
56   b. The continued advancement of the BRIDGE Project, a program that encourages Member States to
57   develop inter-university information sharing initiatives in order to create partnerships between
58   developed and developing nations in order to promote cultural education and an intercultural
59   dialogue through the repeated interactions taking place amongst these countries;
60   c. The *UNESCO-China-Africa Tripartite Initiative,* which encourages the expansion of cultural
61   cohesion through mutuality and collaboration between nations, implementing and funding
62   educational facilities and teacher training;
63   d. *UNESCO' Project in Chile* that can be adapted to the international community's needs and
64   focuses on protecting and promoting tangible and intangible heritage through community radio
65   and other ideals of taking action, encouraging broad and international commitment, while
66   promoting cultural education through technological initiatives;
67
68 4. *Takes note* of The *Brazilian Youth Futbol* teams that work not only focuses on youth empowerment, but also
69   brings children of all demographics together, teaching them to respect each other and behave as equals in order
70   to engage in traditional recreation;
71
72 5. *Invites* Member States to utilize the *Special Area Regeneration Conservation (SPARC) Management Plan* that
73   not only promotes tourism but also aims to improve and further develop the educational system;
74
75 6. *Suggests* the Five Pillar Forum (FPF), beginning with the first meeting-taking place in a city voted upon by the
76   Member States, where it would serve to provide the opportunity for Member States to discuss the importance of
77   the five pillars in the Agenda 30 implementation in the years to come.

Code: UNESCO/RES/1/8
Committee: The United Nations Educational, Scientific, and Cultural Organization
Topic: The Importance of Education and the Contributions of the Sciences, Culture, Communication and
Information in the Post-2015 Development Agenda

1   *The United Nations Educational, Scientific, and Cultural Organization,*
2
3   *Welcoming* the focus on education in the Post-2015 Development Agenda, especially with regard to the fourth
4   Sustainable Development Goal and its focus on universal access to technical, vocational, and post-secondary
5   education, and its emphasis on increasing the quality of instruction and proliferation of scholarships in developing
6   countries,
7
8   *Taking into consideration* the ideas expressed in *The World Declaration on Education for All (EFA)*, with a
9   particular focus on Goal 3 which expresses the need for life-skills, and *The Dakar Framework for Action*, which
10   reiterates the need for better education as a means of enhancing human capital,
11
12   *Reaffirming* UNESCO's *Convention on Technical and Vocational Education* and its focus on educational processes
13   involving the acquisition of knowledge, skills, and abilities relating to occupations in each country, and aware of the
14   negative effects of skilled professionals emigrating from their home countries and the importance of retaining newly
15   educated skilled workers,
16
17   *Recognizing* the success of the Academic Excellence Alliance (AEA) program in linking the King Abdullah
18   University of Science and Technology to established universities abroad in order to facilitate the growth and
19   development of the institution and affirming the efficacy of the King Abdullah Scholarship Program (KASP) in
20   providing educational opportunities abroad for thousands of students to the enrichment of the home country,
21
22   *Emphasizing* the need to address basic infrastructure needs such as sanitation, agriculture, water, and electricity, and
23   the importance of facilitating and encouraging economic development in order to enhance a state's self-sufficiency
24   and growth,
25
26   *Acknowledging* that there are 4.4 billion people in the world who do not have access to the Internet and struggle to
27   find the information necessary for an adequate education,
28
29   *Taking into account* the Organization for Economic Cooperation and Development's (OECD) Programme for
30   International Student Assessment (PISA), which reaffirms the need for improvements in the quality of education
31   specifically regarding secondary and post-secondary attainment,
32
33   *Calling attention to* the present condition of education in Africa, Latin America, Southeast Asia, and Central Europe
34
35   *Reiterating* the seventeenth Sustainable Development Goal, calling for the enhancement of global partnerships and
36   the inclusion of multi-stakeholder partnerships and the advancement of science and technology, and focusing on the
37   importance of broadening access to the STEM (Science, Technology, Engineering, and Mathematics) fields,
38
39   *Acknowledging* A/RES/66/288 which focuses on the importance of scientific and technological advances as a means
40   to improve sustainable development among Member States,
41
42   *Recognizing* the economic and educational obstacles individuals can face regardless of status, culture, race, or
43   gender and the need to have regionally effective teaching strategies that address the needs of local citizens,
44
45   *Noting* the gaps in adequate educational materials that teachers have as stated in A/CONF.211/PC.4/7 (Durban
46   Review Conference) (2009),
47

48   *Keeping in mind* the role of Information and Communication Technologies (ICT) in education as outlined in
49   'Building Inclusive Knowledge Societies',
50
51   *Alarmed* by the increased barriers to education and the need for supplemental teacher training during times of
52   conflict,
53
54   1.   *Proposes* a new strategic initiative entitled TEST (Technical and Tertiary Education, Economic
55   Development, Sustainability and Self-Sufficiency, and Teacher Empowerment) in order to clearly address
56   international priorities and various challenges facing education;
57
58   2.   *Calls for* vocational education and training at a younger age in concert with existing educational structures
59   in order to increase the visibility and appeal to students who might favor non-linear learning in order to:
60   a.   Ensure countries have a sufficient number of professionals in areas such as welding, masonry,
61   plumbing, and other trades;
62   b.   Enhance the capacity of governments to build infrastructure using local resources;
63
64   3.   *Recommends* the development of a TVET (Technical and Vocational Education Training) where learning
65   institutions work in cooperation with work places to provide higher quality of vocational training as well as
66   basic business practices which would be specifically tailored to desired careers in a local area as a means to
67   retain skilled workers;
68
69   4.   *Encourages* Member States to build the capacity of local educational institutions by following the lead of
70   the Academic Excellence Alliance (AEA) partnerships in having local institutions partner with established
71   educational institutions in order to facilitate the import of academic expertise and build the capacity of the
72   local institutions to be self-sustaining while building cross-cultural connections;
73
74   5.   *Calls for* Member States to adopt a scholarship program as modeled by successful existing frameworks
75   such as Saudi Arabia's King Abdullah Scholarship Program (KAST) which enables qualified students to
76   study internationally at established educational institutions to the benefit of both developing and developed
77   regions by engaging in the sharing of educational, scientific, and technical ideas across borders, fostering
78   cross-cultural understanding, and developing skilled professionals and academics for return to the home
79   countries
80
81   6.   *Calls upon* Member States to support and contribute to multilateral initiatives such as ALFA III, which
82   unites Latin American and European Union states to improve the quality of higher education;
83   7.   *Encourages* the use of Micro-Financing loans through NGOs such as Kiva and Grameen Bank to provide
84   the necessary resources needed to promote economic development and self-sufficiency;
85
86   8.   *Endorses* a UNESCO and Outernet partnership to provide virtual libraries worldwide to create a global
87   learning network and enhance education for all students in developing and developed Member States;
88
89   9.   *Considers* an expansion of the Organization for Economic Cooperation and Development's (OECD)
90   Programme for International Student Assessment (PISA) to other regions in order to further implement the
91   Heritage Site Youth Exchange Programme, an international programme financed by the World Heritage
92   Fund, which will coordinate amongst willing Member States to promote the exchange of regional students;
93
94   10. *Calls upon* all willing and able Member States to establish a regional expert exchange program, specifically
95   in the areas of business, sanitation, agriculture, water and electricity in order to facilitate information
96   sharing and local collaboration as a means to further develop industries and cultural competency;
97
98   11. *Invites* Member States to participate in initiatives similar to the Green Army Plan that focuses on educating
99   peoples in heritage conservation with an emphasis on biodiversity and the environment as a means to stay
100   in line with UNESCO's strategic focus of incorporating learning at all levels;
101

12. *Suggests* Member States to improve their national scientific research programs within their borders by collaborating with and adopting the framework of NGOs both nationally and internationally such as the Emerging Nations Scientific Foundation (ENSF) which works to provide funds to researchers as well as institutions from developing nations in Africa and Asia;

13. *Encourages* the expansion of both the Agency for the Accreditation of Higher Education, the Associated Schools Partnership Network (ASP), the Inter-American Teacher Education Network (ITEN), which work to support educators and set up peer groups of local teachers to establish a set of nationally efficient teaching strategies, to be implemented in areas such as Africa, Southeast Asia, Latin America, and Central Europe to connect developed and developing countries;

14. *Suggests* the education of teachers on the potentially marginalized groups in their community to promote cultural understanding, and work towards the eradication of racism, racial discrimination, and intolerance that perpetuates stereotypes and discrimination within education and educational materials;

15. *Endorses* the use of Information and Communication Technologies (ICTs) in education by:
    a. Delivering technical training on ICTs through the UNESCO Institute for Information Technologies in Education (IITE);
    b. Supplying teachers with information on how to access and integrate open educational resource (OER) materials into the curriculum;
    c. Connecting teachers with the knowledge and communication pathways necessary to make connections with actors able to provide marginalized populations with ICTs at affordable costs—such as Computer Aid International and One Laptop per Child;

16. *Promotes* gender inclusive technical training on the use of technology, specifically as it relates to education and stressing the importance of Science, Technology, Engineering, and Mathematics (STEM) fields and providing information to teachers on how to best encourage students to take an interest in these fields with special attention given to nontraditional students.

1 *The United Nations Educational, Scientific and Cultural Organization,*
2
3 *Considering* the world is experiencing a teacher shortage, especially in conflict areas, as determined by the 2015
4 UNESCO Institute for Statistics (UIS), and will require 25.8 million more schoolteachers to reach SDG 4.1,
5
6 *9jGuided* by the Universal Declaration of Human Rights which determines that access to education is imperative in
7 achieving structural development,
8
9 *Contemplating* the inaccessibility of many educational facilities to teachers based on distance, and expressing the
10 importance of bringing education to underserved and remote areas,
11
12 *Realizing* the importance of each Member State financial, human and/or technical contribution toward further
13 advancement on fighting poverty,
14
15 *Fully aware* of article 29.1c of the Convention on the Rights of the Child, the 2007 Declaration on the Rights of
16 Indigenous Peoples, and A/RES/48/163,
17
18 *Referring* to the Dakar Framework adopted at the World Education Forum and to resolution 56/166 with the purpose
19 to achieve adult literacy,
20
21 *Deeply convinced* of the need for the availability of information within local communities for the opening of
22 channels of communication between civil society and government, as well as increased awareness of local news and
23 the right to exercise free speech as sought in the Universal Declaration of Human Rights,
24
25 *Considering* our need to eliminate the several-year-long delay between data collection and taking action and to
26 ensure that underserved communities are guaranteed their human rights,
27
28 *Acknowledging* the importance of education in the promotion and preservation of culture and the contributions of
29 ICTs in achieving these goals as determined in A/RES/69/204,
30
31 1. Appeals to the international community to recognize the importance of educators as important components to
32   broadening technological literacy for their professional development gearing towards sustainable economic
33   advancement.
34
35 2. *Reiterates* the importance of education for the underprivileged of society including non-citizens, refugees,
36   indigenous communities, and all poverty-stricken communities, in order to promote education throughout the
37   entire state and ultimately the International Community;
38
39 3. *Draws attention* to distance education and the potential for teachers to instruct students from afar, and
40   recommends the implementation of programs utilizing instructional ICTs to bridge the distance between
41   communities and serve as a cost-efficient and convenient alternative for teachers who cannot relocate;
42
43 4. *Endorses* the mainstreaming of safety net programs similar to Pakistan's BSIP and its counterparts, and for
44   Member states to support such initiative, especially in developing countries which aims to provide support for
45   the poorest among us;
46
47 5. Encourages Member States, intergovernmental bodies, organizations of the United Nations system, relevant
48   non-governmental organizations and all other relevant stakeholders to support time-flexible educational
49   programmes in close proximity to indigenous populations, which show respect for their traditional knowledge,
50   values, and livelihoods;
51
52 6. *Recommends* basic and secondary or remedial education or other innovative educational solutions be made
53   available for adults, with consideration to their need for a different type of learning environment and different

54   teacher specialization, with special emphasis on relevance of curricula;

55

56   7.   *Calls upon* this committee to continue to expand and enhance the following program initiatives of the MDGs
57   for the post-2015 development agenda:

               a.   The *Literacy Initiative for Empowerment* (LIFE) framework;
               b.   *Cities Without Slums* (CWS) initiatives;
               c.   *Sustainable Neighborhood Program* (SNP)
               d.   *The Dakar Framework for Action, Education For All* (EFA);

62

63   8.   *Encourages* UNESCO, along with aforementioned United Nations organs, to communicate with representative
64   organizations addressing regional development priorities, such as the African Union (AU), Association of
65   Southeast Asian Nations (ASEAN), and the European Union (EU), when establishing criteria for data
66   collection, in order to make efforts more direct and multilateral in focus;

67

68   9.   *Recommends* that these databases be comprehensive, to include information on sectors of economic needs, such
69   as agriculture, health, and industrial markets, through coordination with organizations including but not limited
70   to the Food and Agriculture Organization (FAO), United Nations Industrial Development Organization
71   (UNIDO), and the Multilateral Investment Guarantee Agency (MIGA);

72

73   10. *Calls upon* actors in the global community including the New Development Bank (NDB), Asian Development
74   Bank (ADB), and other development-oriented funds, as well as Non-Governmental Organizations (NGOs) such
75   as Tostan, Forum for African Women Educationalists (FAWE), and Barefoot College to provide funding per
76   capacity toward establishing technology for Member State databases;

77

78   11. *Invites* Member States, intergovernmental bodies, organizations of the United Nations system, relevant non-
79   governmental organizations and all other relevant stakeholders explore the implementation of community radio
80   systems within small towns and communities;

81

82   12. *Encourages* cross-regional partnerships which promote the exchange of scholars and ideas between Member
83   States such as the Fulbright scholarship program which promote the exchange of students and scholars between
84   countries with the purpose to empower communities to tell the stories of their own traditions, in order to
85   preserve the cultures of communities across the world;

86

87   13. *Further encourages* countries to use pre-existing scholarships to send students of developing countries to
88   universities across the whole world such as Stanford, Yale, Harvard, Oxford, and Cambridge with the provision
89   that these students and graduates adopt a project for the development of their country, in which students and
90   graduates work with experts within their host universities to develop solutions for the difficulties faced within
91   their hailing countries, including the development of infrastructure, agricultural and distributional practices,
92   educational curriculum, etc., thereby both promoting the awareness of these difficulties within the international
93   community and contributing to their solutions;

Code: UNESCO/RES/1/10
Committee: United Nations Educational, Scientific and Cultural Organization
Topic: Importance of Education and the Contributions of the Sciences, Culture and Communication and Information in the Post-2015 Development Agenda

1 *The United Nations Educational, Scientific and Cultural Organization,*
2
3 *Recalling* Article 26 of the Universal Declaration of Human Rights stating that education is a universal and fundamental human
4 right of all people within the international community,
5
6 *Keeping in mind* the essential duties of the United Nations Educational, Scientific, and Cultural Organization to prioritize
7 education as the aim of UNESCO is to "promote peace through collaboration in the fields of education," science, and culture,
8
9 *Fully aware* that education is an essential tool in the empowerment of humanity and in the achievement of development,
10
11 *Further recalling* that Millennium Development Goals, specifically goal two and goal six, have not been achieved by all Member
12 States,
13
14 *Appreciating* the efforts of all Member States on the issue of Education, Sciences, Culture, Communication and Information by
15 reaffirming the Education For All (EFA) to ensure that quality education is accessible to all and the importance of implementing
16 the Sustainable Development Goals (SDG) 2015, referring especially to goals four and six,
17
18 *Welcoming* all Member States to see and recognize that enhancing educational systems towards their respective paths at the same
19 time towards the Post-2015 Development Agenda will benefit the international community,
20
21 *Recognizing* the need for a multilateral and holistic approach to education reform as a part of the post-2015 Development Goals,
22 including integration of the aims to eradicate AIDS, Malaria, and other diseases, as well as ensure environmental sustainability,
23
24 *Understanding* the role of the Inter-Agency Standing Committee (IASC) in coordinating between United Nations Organs for
25 more efficient reforms and restructuring,
26
27 *Taking into consideration* the importance of the active participation of the people and the private sector of Member States with
28 the government sector in enhancing existing educational systems to meet the requirements of the Post 2015 Development
29 Agenda,
30
31 *Keeping in mind* that our global community and all educational system are characterized by a variety of ethnic and cultural
32 diversity,
33
34 *Having considered* the Common African Position (CAP) concerning the important aspect of education on the African continent,
35
36 *Affirming* article 27 of the Universal Declaration of Human Rights which states that everyone has the right to freely participate in
37 the cultural life of the community, to enjoy the arts and to share in scientific advancements and their benefits,
38
39 *Acknowledging* that culture enables interconnection, respect and equality that adjust to the purposes of the United Nations
40 regarding to International peace and security,
41
42 *Noting with deep concern* that universal access to education is hindered by poverty, lack of infrastructure and insufficiencies,
43
44 *Noting further* the lack of sufficient financial resources for education, communication and information, science and technology,
45
46 *Expressing appreciation* for the Foreign Direct Investment and Official Development Assistance in providing the necessary
47 financial support of the developing world, and further noting with concern the choice by some Member States not to meet 0.7%
48 mark of GDP toward economic development in developing Member States,
49
50 *Recognizing* the progress made by the World Education Forum in pursuing Education 2030: "Towards inclusive and equitable
51 quality education and lifelong learning for all,"
52

1. *Recommends* the expansion of the World Education Forum by creating the Multilateral Advisory Council (MAC):
    a. To establish a global medium of communication between regional organizations, regional trade partnerships, Member States, and the United Nations for the purpose of ensuring that approaches to education reform are comprehensive, and that distinct regional and Member State barriers are built into frameworks aimed at improving education access and development;
    b. Consisting of representatives from regional arrangements including, but not limited to the African Union (AU), Association of Southeast Asian Nations (ASEAN), European Union (EU), and the various regional Economic Commissions, experts from educational Non-Governmental Organizations such as the Forum for African Women Educationalists (FAWE) and Barefoot College, and ambassadors from willing and able Member States, with special focus on developing Member States;
    c. Focusing on responses to issues falling under goal 17 of the Post-2015 Development Goals, addressing international cooperation, and recommend expansion of coordination under the forum to include the Inter-Agency Standing Committee (IASC), World Health Organization (WHO), Food and Agriculture Organization (FAO), and the United Nations Environment Programme (UNEP) to ensure effective approaches are taken to non-traditional barriers such as environmental and health-related hindrances to education are most effective;
    d. Including the expansion of MAC under the World Education Forum to be financed by regional development banks such as the BRICS New Development Bank, with priority given to funds specifying in developing Member States, as well as global programs like the United Nations Development Program (UNDP) and recommending the sharing of successful practices in microfinancing programs from MDCs to developing Member States, modeled off of programs such as the United States' Kiva Zip and Action;
    e. Holding UN goals such as ecological sustainability and public health, to be paramount to the aims of this council; and understanding the integration of these goals into UNESCO's aim of improving access to education;

2. *Urges* the forum to consider the mandates of all other United Nations bodies regarding their relevance to models for education reform, and educational infrastructure development, through the formation of a comprehensive forum agenda advised by experts from NGOs, UN Bodies, and willing Member States;

3. *Delegates* the ability to receive formal requests by Member States to MAC, with the aim toward addressing potential distinct regional issues and concerns that arise under the purview of other UN organs, through sharing technology such as Information Communication Technologies (ICTs) between MDCs and LDCs;

4. *Considers* the success of bilateral cooperation in creating inclusive development between highly developed nations and developing Member States, modeled in the success of programs;

5. *Coordinates* the decided response to newly relevant issues through MAC:
    a. Recommending to MAC the development of a comprehensive solution to such issues and to work with the existing bodies to provide knowledge to the Member States in the form of an agenda of models;
    b. Utilizing and strengthening innovative practices including the form of media campaigns, curriculum, workshops, presence in social media, secondary education, and vocational programs, by taking input from NGOs;

6. *Urges* UNESCO to integrate MAC into their public relations programs and advisory programs, and utilize developments in ICTs and modern marketing technology to maintain a dynamic approach;

7. *Further reminds* Member States of the importance of the Foreign Direct Investment and Official Development Assistance, urging Member States to meet the goal of 0.7% GDP allocated toward development and encourages inclusion of focuses on health infrastructure, environmental protection, and other non-traditional barriers to education access to ensure equal reception of development benefits among MDCs and LDCs, by way of recommending organizations like the United Nations Population Fund (UNFPA) to expand their scope to include education, and consider models put forth through MAC:
    a. Including integrated sustainability programs in vocational training and education reform, exemplified by programs like South Africa's Skills Development for Green Jobs (SfGJ), focused on spurring the supply of labor in sustainable industry and incentivizing a demand for green markets, as well as appealing to Member States in educating children, youth and adults in understanding the scientific elements of environmental changes;
    b. Expanding the scope of the World Education Forum to include regional health needs, understanding the role that epidemics such as HIV/AIDS and Malaria play in hindering citizens' access to pre-existing education infrastructure;
    c. Integrating ICTs and indexes of development, such as the World Bank's indexes on social development, urban development, climate change, and others;

d. Utilizing suck data to tackle gender disparity, especially increasing the participation of women in markets for technology development;

8. *Reiterates* that there are different needs for the improvement of education according to the Member States and, therefore, calls upon all states to increase the cooperation between Non-governmental Organizations (NGOs) and the civil society by building capacities for NGOs to support states on the issue of education;

9. *Suggests* that all Member States educate and bring awareness to environmental issues with an international network giving understanding of the scientific, social and cultural aspects of interdependence between man and nature;

10. *Recommends* the increase of intensive communication in education initiatives of Member States to reach a common ground in intellectual communication;

11. Encourages Member States to form Non-Formal Education establishments, a form of education that will be formed and supported by the community in the marginalized area of the state and will help in providing basic education and literacy skills to marginalized people at low cost;

12. *Proposes* the global community implement more programs in broad areas such as schools, business and civil society concerning the scientific education especially in social and human sciences,
    a. Recommends to include more women in such programs to highlight equal educational access with presence from UN-WOMEN in MAC;
    b. Suggests the Member States build up classes at secondary school, held by experts from companies and specialized NGOs, that encourage women to start to study in scientific areas;
    c. Invites the global community to fund voluntarily the improvement of critical infrastructures that encompasses the science, technology and innovation (STI) as well as information communication technologies (ICTs) which aim to achieve economic growth that enables better living conditions;
    d. Suggests the establishment of a task force to develop specific guidelines in the interest of humanity;

13. *Recommends* Member States to implement the Associated Schools Project Network (ASPNet) in order to share ideas and best practices among teachers as well as to create an intercultural dialogue among students, utilizing frameworks of MAC and the World Education Forum;

14. *Endorses* to the World Education Forum, especially MAC, and the global community at large, the use of The Blueprint of Phasing Educational Systems (TBPES), which is a capacity building method that aims to enhance existing educational system and policies to meet the Post-2015 Development Agenda;

15. *Invites* the global community, including relevant NGOs, regional organizations, Member States, and private sponsors, to fund voluntarily the improvement of technical infrastructures including, but not limited to ICTs, for the sake of that encompasses the STIs which aim to achieve economic growth that enables better living conditions;

16. *Endorses* the use of the TBPES framework on a domestic level for Member States pursuing educational development, and on a regional and international level; utilizing the World Education Forum, MAC, and other organizations to disperse information.