

10-14 April 2022

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



Conference B

* National Model United Nations (nmun.org) organizes simulations of the UN. The resolutions in this document were the work of dedicated college and university students attending our conference. They are not official UN documents and their contents are not the actual work of the UN entity simulated.

General Assembly Third Committee (GA3)

Committee Staff

Director:	Anthony Bassey
Assistant Director:	Kaylyn Atkins
Chair:	Dunnia Eljamal

Agenda

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

Resolutions adopted by the Committee

CODE	TOPIC	VOTE (FOR-AGAINST-ABSTAIN)
GA3/1/1	Ensuring Equitable and Inclusive Access to Education	48-8-24
GA3/1/2	Ensuring Equitable and Inclusive Access to Education	52-9-9
GA3/1/3	Ensuring Equitable and Inclusive Access to Education	58-1-11
GA3/1/4	Ensuring Equitable and Inclusive Access to Education	51-6-13
GA3/1/5	Ensuring Equitable and Inclusive Access to Education	61-3-6
GA3/1/6	Ensuring Equitable and Inclusive Access to Education	58-3-9
GA3/1/7	Ensuring Equitable and Inclusive Access to Education	48-9-23
GA3/1/8	Ensuring Equitable and Inclusive Access to Education	52-11-7

Summary Report

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

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

The session was attended by representatives of 70 Member States. On Sunday, delegates began with opening speeches, and adopted the agenda in the order I, II. Delegates began to create working groups, with approximately 10 or more groups created by the end of the first session. On Monday, delegates submitted 9 working papers, covering a range of ideas and policy proposals.

By Tuesday, delegates continued to work in their respective working groups, and focused their working papers on developing ICT infrastructure, and accessible transportation methods for students in rural areas to guarantee access to formal education, among others important issues. Delegates worked collegially, ultimately combining their ideas into 8 working papers. Delegates continued to work towards building consensus, sharing their working papers with other working groups, and adding signatories to their respective working papers. By the end of night, all working papers were approved by the dais as draft resolutions.

On Wednesday, all draft resolutions were adopted by a recorded vote, and delegates moved on to the second topic. Delegates spent the week learning the intricacies of diplomacy, engaging in negotiations, and undertaking discussions on pressing matters of the day.



Code: GA3/1/1

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The United Nations General Assembly Third Committee,

Reaffirming the Universal Declaration of Human Rights (1948) Article 26 and UN Committee on the Rights of the Child which state that education is a requirement and right of all United Nations (UN) Member States,

Recognizing the increasing dependence on digital advancements and all models of technology that facilitates students remaining in school, companies continuing operations, and continuations of communications between loved ones,

Emphasizing the true potential of public-private partnerships in achieving Sustainable Development Goals (SDGs), geared towards the development of digital skills and ensuring quality online/distance learning,

Bearing in mind workers aged 25 years and older have less education than a high school diploma and have the highest rate of unemployment and lowest median weekly earnings, making them less likely to be able to have proper internet connection and e-learning tools,

Acknowledging the importance of the tertiary education sector and the benefits of international cooperation in a digital age in accordance with General Assembly resolution 58/200 “Science and Technology for Development” (2005), while focusing on achieving SDGs 7 (industry, innovation, and infrastructure), 8 (decent work and economic growth), and 13 (climate action),

Taking into consideration the European Union (EU) Action Plan on Integration and Inclusion, which funds training for teachers and administrators within the region with a focus on recognition of special qualifications and language study for students,

Cognizant of global cooperation towards encompassing education for all internationally in accordance with General Assembly resolution 76/209 “Education for sustainable development in the framework of the 2030 Agenda for Sustainable Development” (2021),

Aware of cross-border joint educational programs, both online and in-person, to provide teachings on diverse cultural practices and history between refugees, asylum seekers, and residents,

Recognizing the need for increasing students’ and teachers’ information and media literacy in order to overcome obstacles posed by the COVID-19 pandemic in online lecturing, as mentioned in the EU Digital Education Action Plan (2021-2027),

Emphasizing the involvement of Instant Network Schools (INS), which urges Member States to create their own program to boost their profitability and economic growth,

1. *Recommends* the existing partnership with "Save the Children" be sponsored by Member States, emphasizing the Child Health Initiative, with the aim of providing children with digital education and fulfilling SDGs 3 (good health and well-being), 7, 11 (sustainable cities and communities), and 13 by:
 - a. Supplying schools with resources to provide students to access to distance learning following COVID-19 lockdowns;
 - b. Providing funding for the extension of digital education tools and materials, including but not limited to, internet access, computers, cellphones, and projectors;
 - c. Granting teachers the tools to effectively and efficiently lead remote learning classrooms by providing prior training for administration on applications used in online learning;

- d. Investing in resources to support students' mental health during times of crisis;
2. *Encourages* multilateral public-private partnerships aimed at supporting global digital infrastructure to strengthen online education by:
 - a. Utilizing the full capacity of the public-private global data ecosystem created by the *Bern Data Compact for the Decade of Action on the Sustainable Development Goals* (2021) to effectively and sustainably utilize classroom and student progress data;
 - b. Partnering with The SpaceX Starlink program, which aims to provide free and comprehensive access to the internet in rural and remote communities;
 - c. Creating relationships with private and public network corporations similar to that between the UNHCR and Vodafone's Instant Network Schools (INS) to provide technological resources for vulnerable communities to further unilateral digital accessibility;
 - d. Expanding partnerships between multinational telecommunications companies and Member States such as the Open School Systems Huawei partnership focused on ensuring continuity between home- and school-based learning;
3. *Encourages* educational institutions, teachers, and guidance counselors to monitor students struggling with remote learning by:
 - a. Engaging in one-on-one sessions with students to monitor a student's overall performance;
 - b. Monitoring students' marital statuses and pregnancy statuses, and how they relate to retention in the classroom;
 - c. Recording students' attendance and participation online;
4. *Praises* the expansion of asynchronous computer-based learning opportunities for students with conflicting responsibilities that inhibit their ability to attend regular classroom sessions;
5. *Recommends* Member States provide workshops and seminars regarding how to properly teach students via asynchronous and remote learning in order to maintain the quality of education in future crises or when asynchronous learning is most appropriate;
6. *Draws the attention of* Member States to recognize the disparities in levels of literacy amongst adults, to address and partner with non-governmental organizations (NGOs) like The World Literacy Foundation, to further provide affordable opportunities to acquire literacy skills, especially for, but not limited to, the purpose of educating adults;
7. *Calls on* Member States to adopt connectivity as a universal declaration in the spirit of the Global Education Coalition implemented by United Nations Educational, Scientific and Cultural Organization (UNESCO), by:
 - a. Recognize the gap in educational accomplishments and the decrease in quality of life of undereducated adults, which limits their ability to acquire digital skills;
 - b. Brokering partnerships and implementing new programs to improve the availability and affordability of connectivity for education and learning;
 - c. Concentrating efforts on sustainability to improve learning and educational outcomes and promote inclusion in the classroom;

8. *Invites* Member States to engage with UNESCO to establish a collaborative Digital Education framework, establishing an in-depth study on the barriers of e-learning with the interest of promoting digital literacy to students and teachers, emphasizing:
 - a. Sharing best practices among Member States;
 - b. Tackling disinformation through education;
 - c. Promoting efficient and sustainable use of technological equipment in education;
 - d. Responsible and safe utilization of technology in education;
 - e. Reporting on specific areas of the population which have limited or no access to technology to determine where funding is most appropriate.



Code: GA3/1/2

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The United Nations General Assembly Third Committee,

Reaffirming the Universal Declaration of Human Rights (1948), in particular article 26, as well as the International Covenant on Economic, Social, and Cultural Rights (1966), and the Declaration on the Rights of the Child (1989), all of which establish education as a basic human right,

Fully aware that education is necessary to foster growth for individuals, government and society,

Seeking additional discussion about strategies and tactics that have been successful in creating efficient educational programs,

Deeply concerned about the lack of inclusion and acceptance of higher educational degrees between Member States,

Considering the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Global Convention on the Recognition of Qualifications Concerning Higher Education (2019), which states that post-secondary education is as important as primary and secondary education,

Emphasizing the significance of post-secondary institutions to those educators who address the specialized needs of marginalized groups, which is stated in the Incheon Declaration (2015),

Affirming the importance of lifelong learning and further education, including vocational studies, to reduce the gap in educational attainment and enable equal opportunity for all to compete fairly in the global economy,

Acknowledging the importance of the tertiary education sector and the benefits of international cooperation in a digital age and in accordance with the Sustainable Development Goals (SDGs), specifically Goals 3 (good health and wellbeing), 9 (industry, innovation, and infrastructure), and 13 (climate action),

Encouraging the importance of multilateral efforts to make higher education more accessible through suggesting that Member States increase access to study abroad and international student exchange programs,

Asking developed Member States and Non-Governmental Organizations (NGOs) to consider the benefits of providing resources to developing states to build educational infrastructure,

Emphasizing the need to address the allocation of public financing for education which remains inefficient, stressing more sustainable spending,

Alarmed by the high number of children who are without access to primary education,

Further recognizing that teachers need more training emphasizing the psychological well-being of children affected by conflict,

Reaffirming General Assembly resolution 44/25 (1989), "Convention on the Rights of the Child," which emphasizes the need for all children to be educated to reach their full potential,

Recognizing resolution 31/21 (2016) by the Human Rights Council (HRC), focused on progress in educational accessibility and training,

Drawing attention to the gap of educational access in light of the current health crises, such as the COVID-19 pandemic,

Bearing in mind the UNESCO findings that 1 in 6 children are not reaching minimum proficiency levels in reading or mathematics globally,

Fully aware that as technology continues to develop, broadband connectivity will become increasingly important to ensure access to quality education,

Recognizing that the access to proper educational infrastructures for all is currently uneven,

Calling attention to the detrimental effect hunger has on student retention and the ability to effectively absorb information and the encouraging effect of free school meals on class attendance,

Considering that inequalities in access to education have life-long consequences on those most disadvantaged by them,

Calling upon the global community to address issues of accessibility to education by creating a standard threshold for safe and stable learning environments for all students regardless of geographical location, nationality, or socio-economic status,

Emphasizing the work of the African Education Foundation in providing resources to build libraries, schools, and clinics, for rural communities,

Noting with great concern the World Bank's stark statistic of over 250 million children unable to obtain access to quality education,

Recalling that according to Guttmacher Institute, over 2,000 HIV infections in adolescents have been prevented once sexual education programs were implemented in various countries,

Further deploring the global insensitivity in regard to children in minority groups such as children with special needs and of the indigenous community,

Bearing in mind the UNESCO findings that for every 100 boys that are out of school, there are 123 girls denied access to education,

Keeping in mind the importance of sovereignty of Member States within their individual legislations,

Deploring that students living in rural environments are more likely not to attend school compared to their peers living in urban areas due to a lack of teachers,

Deeply concerned with the unequal access to education that indigenous communities currently face,

Supporting UNESCO strategies to provide access to education such as the *Convention Against Discrimination in Education* (1960),

Bearing in mind the absence of guidance and information on education provided by schools for migrants, refugees, and asylum seekers,

Mindful of the *Compact on Refugees* (2019), of which affirms appropriate systems and procedures to ensure that the best interest of the child are a primary consideration with regard to all actions concerning refugee children,

Considering the knowledge gap, the lack of financial means, and the psychological burden carried by refugee children and their need to be assisted on arrival in a foreign nation,

Expressing deep concern about the difficulties encountered by children without identity documents to register at school,

Desiring resources needed to properly assess refugee students, for proper placement in educational systems,

1. *Asks* UNESCO to expand the scope of the Global Independent Expert Group on Universities and the 2030 Agenda (EGU2030) by creating frameworks for governmental agencies and universities in order to ensure life-long learning for all;

2. *Encourages* developed Member States to provide scholarships and fellowships for students in developing nations to foster equal opportunity of lifelong learning;
3. *Emphasizes* the need for and relevance of international platforms between educational institutions fit for digital cooperation in the form of digital databases and annual virtual conventions to exchange vital information most convenient to all Member States participating in the discussion, in order to:
 - a. Allow Member States' educational departments to use the information regarding how other states have developed successful programs as a framework and decide what plans will be beneficial to be implemented in their own education sector;
 - b. Discuss the methods that will be needed to set a global standard for education for higher educational degrees to be transferable between different Member States;
4. *Recommends* Member States continue to allocate 4-6% percent of their GDP toward education as stated in the *Incheon Declaration*;
5. *Further Recommends* UNESCO and Member States expand their work on adult learning, pre-school, and postsecondary institutions, by:
 - a. Helping marginalized youth before primary school who may not have the same opportunities as others by providing access to pre-school;
 - b. Allowing for a more complex higher education to train educators to address the specialized needs of marginalized groups by creating framework regarding post-secondary education;
 - c. Providing learning opportunities for adults who were unable to pursue an education in their youth by offering educational resources that accommodate for members of the workforce and provide skills that are applicable to the real workforces;
6. *Calls upon* the Office of the High Commissioner on Human Rights (OHCHR) to establish an international standard for educational practices, by:
 - a. Using the International Standard Classification of Education as a framework;
 - b. Asking each Member State to submit a review of their progress in working toward these standards annually to the Human Rights Council;
7. *Requests* more developed Member States to assist developing states in increasing their educational infrastructure in a sustainable fashion;
8. *Requests* that the UN General Assembly form a working group on technology and education with the goal of:
 - a. Identifying needs among Member States for educational infrastructure that requires internet connectivity;
 - b. Strategizing how to provide resources to develop infrastructure that would increase broadband access worldwide in accordance with SDG 9.b by:
 - i. Bringing back together developed and developing to ensure proper communication;
 - ii. Encouraging a sharing of financial and physical resources;
9. *Encourages* the establishment of specific educational programs aimed at improving teachers' training, in order to:
 - a. Provide teachers with better tools and qualifications for children to be more adequately instructed;

- b. Implement UNESCO's *Education for Sustainable Development (ESD) for 2030* Priorities, especially with the Priority Action Area 3 which promotes the building of capacities of educators by:
 - i. Teaching techniques especially aimed to help teachers employ and develop different learning processes;
 - ii. Taking in consideration the needs of all individual learners, which ties in with the concept of sustainability promoted by the ESD for 2030;
 - c. Include approaches aimed to ensure safe and stable learning opportunities through:
 - i. Ensuring complete staffing in schools;
 - ii. Guaranteeing that all schools are equipped with all the necessary resources;
 - iii. Uninterrupted learning during times of crisis;
10. *Urges* Member States to collaborate with UN bodies such as UNICEF to construct and maintain functional schools in conflict affected areas and refugee populations by:
- a. Offering financial contributions without specification of requirements to such bodies allowing comprehensive approaches to reduce disparities in facility quality;
 - b. Investing in sustainable temporary classrooms for emergency relief to allow education during infrastructure development;
11. *Calls upon* the international community to create legislation or programs providing free or reduced cost nutritious school meals to all students by:
- a. Establishing a plan on food distribution to school children, indicating the planned meals, indicating the nutritional values;
 - b. Indicating the sources of funding intended to cover the costs for the school meals;
 - c. Working towards a cooperative funding programme, supporting developing countries in their efforts to provide school meals by:
 - i. Requesting help from UN bodies such as World Food Programme (WFP) and UNICEF to raise funding for the implementation of the aforementioned measures to support Member States in need of external funding;
 - ii. Establishing a supervisory mechanism by the HRC reporting on the progress made and the funding raised;
12. *Strongly supports* the establishment of traveling programmes, such as the Teacher Exchange, that allows professionals to travel to developing states and provides opportunities to students in rural regions to receive proper education to:
- a. Increase attendance of children in educational institutions;
 - b. Raise the percentage of educated people in rural areas and thus reduce the gap of literacy level between rural and urban areas;
13. *Encourages* the creation of extensive sexual education programs to be implemented in schooling that would:
- a. Aim to provide sexual reproductive education as part of a suggested educational curriculum by expanding UNESCO's 'Comprehensive sexuality education: A foundation for life and love' campaign;
 - b. Allow for more women and girls to pursue a career in education including primary and secondary education levels;

- c. Further support current UN Women campaigns that prevent sexual harassment;
 - d. Implement sexual harassment awareness programs into a suggested educational curriculum to further prevent the issue;
14. *Further recommends* fundraising efforts to build accessible school buildings that would:
- a. Allow for easy access to all buildings for all students, such as wheelchair ramps and elevators;
 - b. Create facilities for students with special needs;
 - c. Promote a safe and inclusive environment in schools where all students feel welcomed;
15. *Further invites* the international community to create an online program to expand the knowledge on existing online educational resources via Information and Communication Technology (ICTs) by increasing their access to technologies;
16. *Highly recommends* the expansion of education programs by providing a singular worldwide program to provide education to migrant and refugee children, operated underneath The United Nations Foundation in collaboration with The International Organization of Migration (IOM);
17. *Encourages* Member States to develop programs in their education system to provide information to refugee migrant children and asylum seekers on resources to facilitate the transition to a new system of education;
18. *Calls* upon the UNHCR to create a working group to ascertain the educational needs of refugees by region, and prepare the relevant findings for dissemination to non-governmental organizations (NGOs), Public-private partnerships (PPPs) such as the Teacher Task Force, refugee-led organizations, and national human rights institutions (NHRIs) via the UNHCR Global Refugee Forum for actions to be taken at region refugee settlements;
19. *Recommends* the participation of the World Health Organization (WHO) in developing mental health education and counseling resources for the benefit of refugees who have been forcibly displaced by armed conflict, the dissemination of which could be made through the UNHCR Global Refugee Forum;
20. *Encourages* the opening of specialized institutions for:
- a. Providing arriving refugees with an educational kit including an exercise book, a drawing book, pens, pencils, coloring pencils, a pencil sharpener, an eraser, a ruler and a bag;
 - b. Filling knowledge gaps by organizing language classes, organizing intercultural communication classes, and following-up with refugees overcoming psychological traumas;
21. *Requests* Member States establish repeatable processes in administrative centers for the issuance of identity documents to facilitate the enrollment of children in school;
22. *Calls* for Member States to establish standardized educational assessments to consider curriculum at grade levels which are relevant and sensitive to the education standing/status of refugee students as they enter the Member States' educational system.



Code: GA3 1/3

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Considering the need for all Member States to take part in creating equitable and inclusive access to education, in particular to populations who face unique challenges,

Reaffirming the right of everyone to education, enshrined in the *Universal Declaration of Human Rights* (1948), the *International Convention on Economic, Social, and Cultural Rights* (1966), the *Convention on Rights of the Child* (1989), the *Convention on the Elimination of all Forms of Discrimination against Women* (1979), the *Convention on the Rights of Persons with Disabilities* (2009), and other relevant instruments,

Reaffirming the 19 Articles preventing discrimination in education as affirmed by the *Convention against Discrimination in Education* (1960), adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO),

Recalling Member States' commitment to the 2030 Agenda for Sustainable Development (2030 Agenda), and in particular Sustainable Development Goal (SDG) 4, calling to provide an equally accessed, quality education to all men, women, and children,

Acknowledging SDG 4, focused on increasing the supply of qualified teachers, including through international cooperation for teacher training in developing Member States, especially least developed Member States and Small Island Developing States,

Reaffirming the Education for All (EFA) program implemented by the United Nations (UN),

Reiterating its appreciation of the United Nations' commitment to the *Universal Declaration of Human Rights* (1948), in particular Article 26, which emphasizes the right to education,

Alarmed by the 168 million children who could not attend school in the past years due to the COVID-19 pandemic and the possibility of similar future disruptions,

Convinced by Member States' efforts to decrease illiteracy rates within their borders and further encourages them to initiate literacy programs, in particular for adults to promote lifelong learning, especially acknowledging gender disparity,

Concerned by the lack of decent working environments and resources for teachers which decrease the interest in the profession,

Keeping in mind UNESCO's *Strategy for Youth and Adult Literacy (2020-2025)*, including the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) and the General Assembly resolution A/C.3/75/L.12 "Literacy for Life: Shaping Future Agendas" of 2020,

Desiring the relevant switch to Information and Communication Technologies (ICT) necessitated by the COVID-19 pandemic,

Acknowledging the UN Joint Partnership called the Disability Rights Initiative, which seeks to improve the quality of life for persons with disabilities, especially regarding education,

Recalling further the Disability and Development Partnership (DDP), implemented by the UK, which works with Member States in South Asia and Africa, and works on disability issues and focuses on integrating disability education,

Realizing that Member States should seek to create and implement programs to educate both youth and adult learners on topics regarding important industries within their states to increase understanding of environmental sustainability and transferable work skills,

Emphasizing the capacity of developed Member States to aid developing Member States in the progress of their educational sectors,

Taking into account the uniqueness of indigenous peoples with respect to their identities and cultures in the school environment,

Reminded of the promises made recently in the Berlin Declaration on Education for Sustainable Development (2021), ensuring that Education for Sustainable Development is a foundational element of the education system,

Recognizing the limited scope and operation of the UN's NGO-Liaison Office with regards to the role of intergovernmental organizations (IGOs) and NGOs,

Having considered the success of several non-governmental organizations (NGOs) in the space of inclusive education,

Bearing in mind Article 26 of the UDHR which defines education as an inalienable right, the 2030 Agenda, the Beijing Declaration and Platform for Action, and the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women),

Acknowledging international cooperation and multilateralism in our reforms, especially with regard to Public-Private Partnerships,

1. *Draws attention* to the United Nations Children's Fund's (UNICEF) partnership with the Center for Educational Research and Innovation (CERI) for the purpose of:
 - a. Providing and promoting international comparative research, innovation and key indicators;
 - b. Exploring forward-looking and innovative approaches to education and learning, and facilitates bridges between educational research, innovation and policy development;
 - c. Encouraging Member States to incorporate the Center 4 Education innovation programme;
2. *Stresses* the importance of an independent commission under the management of the UN NGO Liaison Office to oversee the allocation and distribution of funds from NGOs and/or UN Organizations in order to prevent the corruption and waste of resources by:
 - a. Understanding the necessity of further cooperation between regional organizations and Civil Society Organizations (CSOs);
 - b. Creating an organizational framework within the United Nations to increase coordination between the United Nations, IGOs, NGOs, and afflicted states;
 - c. Urging the reform of the UN's NGO-Liaison Office to be more substantive and not simply consultative in order to:
 - i. Resolve the need for financial assistance for basic services and infrastructure;
 - ii. Emphasize the use of NGO organizations in the operation and expansion of the proposed framework;
 - iii. Assist NGOs to provide effective educational initiatives that address cultural and sociological factors;
3. *Recommends* Member States to use the following financing options, if needed:
 - a. Suggesting the usage of digital education access programs and partnerships from UN agencies such as UNICEF's Giga and the Vodafone Foundation's Instant Network Schools program with the UNHCR and the UN Refugee Agency to provide technological resources such as phones, laptops, etc. to enhance educational opportunities for the purpose of:

- i. Alleviating the consequences of the COVID-19 pandemic which has limited in-person school attendance;
 - ii. Assisting struggling school systems with the technology they need;
 - b. Bolstering the technological infrastructural systems of Member States who are: war-torn, in conflict zones, and/or experiencing the effects of climate change;
 - c. Presents possible funding entities within the UN that Member States may utilize such as the United Nations Industrial Development Programme (UNIDO), The International Monetary Fund (IMF), and The World Bank;
 - d. Encouraging partnerships with Non-governmental Organizations (NGOs) that specialize in gathering funds for financing educational resources;
 - e. Making use of Public-Private Partnerships (PPPs) that will allow:
 - i. States to create contracts with private companies that provide a service or asset based on their needs;
 - ii. States to create a payment that is linked with completion of service to States;
 - iii. States to delay payment for service without facing negative economic consequences such as accrued interest;
 - f. *Calls upon* Member States to work towards an expansion of support and funding for UNICEF and UNESCO via:
 - i. Donations from willing and able Member States;
 - ii. Guidance from the Economic and Social Council (ECOSOC) and The Executive Board of UNDP;
- 4. *Invites* Member States to apply these financing options as they see fit to fund their individual needs and barriers in order to provide equitable and inclusive education in their Member States;
- 5. *Affirms* funding will be distributed with gender equality as a prerequisite condition under the UN's NGO-Liaison Office;
- 6. *Further recommends* that states increase their contributions to the UN's NGO-Liaison Office, with the intention of:
 - a. *Ensuring*, by annual review, the adherence of this commission to the principles of the *Convention for the Elimination of All Forms of Discrimination against Women (1979)*;
 - b. The creation of an organizational framework within the United Nations to increase coordination between the United Nations, IGOs, NGOs, and afflicted states;
- 7. *Calls upon* Member States to engage in international cooperation efforts aimed at raising awareness regarding women's rights, with the goal of providing effective ways to ensure gender equality;
- 8. *Further invites* investment methods in order to provide funding for developing Member States, such as debt relief, international financing through UNESCO and the United Nations Development Programme (UNDP) by making use of the UNESCO, World Population Review, the World Bank, and private sponsorships;
- 9. *Suggests* the creation of a board of educational and cultural anthropologists under the command of United Nations Educational, Scientific and Cultural Organization (UNESCO) for the purpose of assessing the needs of different populations and reporting them back to UNESCO to then address those needs by:
 - a. Understanding the specific educational needs of communities;

- b. Discovering and advocating for specific interventions to meet those specific educational needs of communities;
 - c. Taking into account cultural and sociological factors relevant to the needs of the communities facing educational deficits;
 - d. Ensuring allocated funds and resources are used for their intended purposes, and are not misused;
 - e. Working with communities to make these solutions acceptable and pertinent to the communities being by these interventions;
10. *Encourages* all Member States to continue towards achieving the agreed upon 0.07% Gross National Income for Official Development Assistance with the facilitation of UNESCO and the International Finance Facility for Education;
11. *Supports* the UNESCO International Institution of Educational Planning to work with Member States to develop curriculum on advancing education in Science, Technology, Engineering, Arts, and Math (STEAM), and Literacy, with incentivization measures that include stipends or educational awards;
12. *Strongly encourages* the cooperation of Member States for shared material contributions through the International Telecommunication Union (ITU) and the UN Development Programme (UNDP) such as:
- a. Providing classroom equipment including computers, books, films, multimedia tools, as well as food, hygienic and medical products, and instructional material for teachers and school boards;
 - b. Developing construction materials for infrastructure;
 - c. Providing digital resources and website infrastructure;
13. *Requests* that the ITU facilitate discussions with private sector corporations to provide the needed technological infrastructure for school systems in Member States impaired by conflict, climate change and/or the COVID-19 epidemic;
14. *Further requests* the overhaul of vital infrastructure and derivatives thereof in an effort to achieve safe passage to, and from, educational facilities such as, but certainly not limited to:
- a. Schools of primary, secondary and tertiary nature;
 - b. Recreational appendages;
15. *Encourages* Member States to reaffirm their commitment to teachers as the main facilitators and supporters of equitable and inclusive education worldwide, without whom no progress toward the goals can be made by:
- a. Establishing minimum standards for the training and education of teachers;
 - b. Broadening curricula for teacher education to include training on providing equitable and inclusiveness teaching strategies in order to allow for adequate recognition and support of non-traditional students and persons that face unique challenges;
 - c. Encouraging Member States to work together to share programs for training and preparing a teaching workforce and sharing best practices for the training and education of teachers;
 - d. Making teacher education and training more accessible in rural and remote areas in order to promote more diverse access to learning;

- e. Promoting effective teaching methods which would be more inclusive and considerate to different cultures and peoples;
 - f. Cooperating with the already established UNESCO teacher task force to establish these standards within their own national frameworks;
16. *Calls* for Member States to improve the working conditions of teachers by increasing pay and establishing support networks by:
- a. Endorsing an increase in pay for teachers globally;
 - b. Creating benefits for teachers that make the position more appealing;
 - c. Increasing funding directed towards schools;
 - d. Ensuring that teaching materials are provided to students and educators;
 - e. Promoting transparency between teachers and school administration;
17. *Urges* the Economic and Social Council to establish a teaching exchange, “Educorps”, which will facilitate the international assignment of educators to Member States in need:
- a. Priority will be given to developing Member States and Member States bordering fragile or conflict affected Member States, given that:
 - i. LDCs do not have the internal financial resources to create education initiatives on their own;
 - ii. Countries bordering fragile and conflict-affected situations have significantly higher rates of refugees, resulting in a greater need for general educators and educators who specialize in teaching secondary languages;
 - b. Teaching terms should not exceed one year, in order to protect the sovereignty and culture of individual Member States:
 - i. A general training program will be administered by the UN; however, Member States reserve the right to create a training program for teachers serving in their state, so that the Member States’ cultural values are protected;
 - ii. While terms are only one year, upon request, Member States receiving teachers should also reserve the right to request an exchange teacher serve another term, with a maximum of three years total;
 - c. For funding and incentivization of the program, a bimodal approach is recommended, that is sensitive to the circumstances of economic development within each Member State:
 - i. Member States considered by World Economic Situations and Prospects (WESP) to have developed economies will be responsible for the incentivization of educators;
 - ii. Member States considered by WESP to have economies that are developing will not be expected to finance any educators, rather ECOSOC should create a fund to which NGOs and developed nations may contribute to, so that an undue burden is not placed on developing countries, and a variety of backgrounds and heritage may be represented by teachers in the exchange;
 - iii. Member States considered by WESP to have economies in transition will be expected to contribute partially to the incentivization of their educators;
 - iv. Incentivization may include stipends or education awards, and the experience in the program will be a valuable asset in the workplace and in applying for postgraduate degrees;

18. *Encourages* the United Nations Children’s Fund (UNICEF) to provide equitable teaching resources in areas, including but not limited to, and as well as collaboration with other nongovernmental organizations (NGOs) to improve teaching aids;
19. *Suggests* all Member States to support secondary and post-secondary education students to take study abroad programs to establish a better understanding in the foreign language to develop better relations with neighboring states;
20. *Emphasizes* the need to bring a quality education available to all, including those who live in areas which are developing or are in a rural setting which makes it difficult for students to access their education by:
 - a. Creating a pilot program called “Transforming Rural Infrastructure Program” (TRIP) which would be organized, operated, and funded by the UNESCO International Research and Training Center for Rural Education, with the aims of:
 - i. Improving transportation for students in rural areas to access their place of study;
 - ii. Improving infrastructure in rural areas to improve access to schools and other necessary facilities for health and learning;
 - iii. Constructing schools in areas of high illiteracy to provide service to children who were previously unable to access schools;
 - iv. Providing supplies, working materials, and technology to rural areas, to be paid for through donations of Member Nations, Organizations, and other operating bodies;
 - v. Improving the range of rural areas to access the internet to support online learning as well as allow students to access learning materials from home;
 - vi. Supplying schools with necessary lunches, water access, and restrooms to be able to adequately meet the needs of its students;
 - vii. Providing a variety of technological tools, educational materials vital in primary and secondary education levels through Mobile Libraries that will attend these communities weekly;
 - viii. Facilitating and implement all UNESCO International Research and Training Center practices and guidelines in the training of teachers to staff rural schools;
 - b. Providing State based scholarships to pay for a students housing in education in an area which they can access school to provide them with a quality education;
21. *Encourages* Member States to lend aid to developing Member States in order to assist in building the infrastructure necessary to provide a quality education to those in rural or those in currently inaccessible areas by:
 - a. Allocating global funding through any United Nations agency, governmental organization, or non-governmental organization for building infrastructure to reach rural areas and equip them with the resources necessary to support the rural population’s education;
 - b. Inviting United Nations agencies, funds, and programmes including the United Nations Democracy Fund, the United Nations Development Programme, the United Nations Children’s Fund, the Office of the United Nations High Commissioner for Human Rights, and UNESCO, to provide appropriate expertise and resources for the development of relevant educational programmes and materials for improving education practices and facilities;
22. *Recommends* all Member States, intergovernmental bodies, organizations of the United Nations System, relevant non-governmental organizations and all other stakeholders to give due consideration to the contribution of education to the achievement of sustainable development in the formulation of national, regional, and international efforts to equally provide a quality education to all regardless of nationality, gender, religion or culture;

23. *Calls* on Member States to commit to increasing the rates of female graduates in higher education, supported by the UNESCO institute for Lifelong Learning in line with the recommendations of SDG 4 and the Agenda 2030 by:
 - a. Calling upon Member States to engage in international cooperation efforts aimed at raising awareness regarding women's rights, with the goal of providing effective ways to ensure gender equality;
 - b. Implementing quotas that strengthen the rate of women pursuing primary education so that the number of women obtaining a high school diploma or its equivalent has increased by a minimum of 50% by 2030;
 - c. Diversifying the presence of women in education by implementing scholarships funded by SDG funders and donors for women seeking a higher education degree in a male led fields such as science or engineering;
 - d. Implementing childcare initiatives such as financial aid or online courses and adapted courses for young women seeking further education to remove the time management barrier;
 - e. Implementing a program to help women from secondary school to high qualified jobs through higher education; Women in place in those jobs could be mentor of young women with high potential;
24. *Reminds* Member States of the humanity of refugee people including their rights protected by the *Universal Declaration of Human Rights* (1948), including Article 26, which affirms the basic right of every individual to a quality education, regardless of country of origin;
25. *Calls upon* refugee-hosting Member States to ensure educational continuity for refugee students in higher education in partnership with the United Nations High Commissioner for Refugees (UNHCR) and UNICEF's Humanitarian Education Cluster by:
 - a. Negotiating with universities and institutes of higher education to provide scholarships and/or subsidized courses for refugees;
 - b. Establishing partnerships with international universities to facilitate distance-learning programs;
 - c. Establishing partnerships with universities to ensure the recognition of diplomas acquired internationally;
26. *Advises* Member States to focus financial and resource acquisition on a central level so that municipalities would have responsibilities of preparing for the influx of students resulting from refugee migration;
27. *Recommends* Member States improve the facilitation of integrating refugees into host societies by allowing partnerships between education ministries, Member State's own protection for refugees agency, and any and all non-governmental organizations to administer identification to refugees who may not have the proper or any identification in order to enrol in the education system;
28. *Deplores* the lack of respect for the diversity of indigenous people in the education system, due to a lack of resources and a lack of teaching staff who are fluent in the indigenous language, and wishes to overcome the obstacles in the following ways by:
 - a. Introducing respect for indigenous values and identities, and links with their ancestors into the school curriculum, so as not to eliminate their cultural roots;

- b. Making school environments welcoming to Indigenous communities by excluding discrimination based on the ethnicity or culture of individuals responsible;
 - c. Connecting and enriching indigenous children by the absorption of indigenous Youth Association through the United Nations Permanent Forum on indigenous issues;
 - d. Providing quality education to indigenous people that meets their needs in order to ensure a developed future for their communities by:
 - i. Providing schooling appropriate to the Indigenous way of life and economy by teaching cooperative community living skills, survival skills, and informal education;
 - ii. Implementing sustainable, multicultural, co-educational curricula to limit social fragmentation and brain drain in order to solidify cultural integrity of Indigenous societies;
29. *Stresses* its desire to create a diverse background of teachers that differ in regional and educational background, specifically by:
- a. Creating multilateral, multilingual education programs for Indigenous children, with sensitivity to their culture and language facilitated through UNICEF;
 - b. Tailoring such programs to the needs of Indigenous youth and geographical location and cultural/sociological background in which these youth are a part of;
30. *Encourages* cultural tolerance for self-included regions in the world and the cultivation of a developed understanding of regional culture and language in the individual teacher by:
- a. Increasing cultural education and tolerance between Member States;
 - b. Translating civilians who are better equipped to help refugees, as they begin to navigate the education systems in other Member States;
31. *Calls upon* Member States to ensure equitable access to education for children with disabilities;
32. *Calls upon* UNESCO and the UN Environment Programme (UNEP) to implement the Glacial-preservation Education Opportunities (GEO) program in the Glacial Restoration, Education, and Employment Network for Uniting Nations to Impede Terror and Extend Democracy (GREEN UNITED) framework that includes:
- a. Developing a vocational education program to give students of all ages the ability to engage in hands-on learning opportunities relating to specific fields such as environmental preservation;
 - b. Starting a pilot program in all willing Member States to experiment with ways that vocational training in environmental sustainability would improve the economy, student retention rates, employment prospects, and other relevant aspects;
 - c. Building these programs in spaces accessible to the greatest number of people, and developing the means to expand that accessibility to all students who desire to better themselves regardless of race, gender, class, distance, or ability;
33. *Calls for* the building of the work UNESCO International Center for Technical and Vocational Training and Education (TVET) has done, specifically through the:
- a. Establishment of programs related to sustainable agricultural practices and technologies, entrepreneurship, digital technologies;

- b. Creation of local-scale training and education spaces and programs to train adult students to provide:
 - i. Accessible spaces to all people regardless of ability, and inclusive to all regardless of gender, race, class, or station in life;
 - ii. Educational modules that are accessible to students regardless of educational background;
34. *Recommends* UNESCO work with Member States to establish digital literacy training spaces to help workers access digital tools and services securely and safely;
35. *Urges* Member States, with the support of UNICEF, the United Nations, Entity for Gender Equality and the Empowerment of Women (UN Women), UNESCO and, in particular the Institute of Lifelong Learning, to implement the Plan to Combat Illiteracy with the aim of reducing illiteracy by at least 50% by 2030 and eliminating the 6.78% disparity between literacy rates of men and women 15 years or older by:
- a. Supporting Member States to implement the 2020-2025 framework coordinated by the Institute of Lifelong Learning;
 - b. Providing a legal framework to make primary education free and compulsory to all willing and able Member States, especially in rural areas;
 - c. Encouraging teaching in mother tongue languages to facilitate understanding and learning;
 - d. Sensitizing population about the importance of education by:
 - i. Liaising with local officials and policymakers on the important role of education and teachers in socio-economic development and in maintaining peace;
 - ii. Implementing a campaign to raise parents' awareness of the importance of educating their children in the long term in order to ensure better wages and a better future for the whole family;
 - e. Setting up adult education centers to make the largest population of adults, literate as possible;
36. *Encourages* Member States to work in partnership with the UNESCO Institute of Lifelong Learning to work on a benchmark for a Member State to accept foreign degrees in the same capacity as national degrees in order to ensure equal opportunity for immigrants, asylum seekers, refugees, and other foreign residents;
37. *Seeks to* establish partnerships between UNESCO and willing Member States to establish institutions of higher learning by:
- a. Encouraging education, labs, and research in topics including, but not limited to, sustainable agriculture, industrial arts, and entrepreneurship;
 - b. Recommending UNESCO to promote diverse multinational degree programs designed and delivered by an international partnership of higher education institutions;
 - c. Connecting underserved students to local NGOs who provide financial scholarships.



Code: GA3/1/4

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Reaffirming our support for the ongoing progress towards the Sustainable Development Goals (SDGs), and the *Universal Declaration of Human Rights* (UDHR) which both provide the foundation for the ideas, solutions, and goals expressed within this document,

Acknowledging the previous work by the United Nations on this issue and supports the measures included in these conventions, specifically the *International Covenant on the Elimination of All Forms of Racial Discrimination* (1965), the *Convention on the Rights of the Child* (1989), and the *Convention on the Rights of Persons with Disabilities* (2006),

Aware that Least Developed Countries (LDCs), especially those Member States who are landlocked developing states (LLDS), small island developing states (SIDS), and Member States located in conflict prone areas, are still struggling to implement international conventions on the equitable access to education including the Education 2030 Agenda in pursuit of Sustainable Development Goals (SDGs) 4 and 5,

Cognizant that LDCs, especially SIDS, LLDS, or Member States that are situated in conflict prone areas, are more susceptible to crosscutting harms like the ongoing pandemic and significant violence, impacting the quality and access to education in these areas, especially for women and girls,

Gravely concerned that 12 million girls marry before the age of 18 every year, and that 650 million women alive today were married as children, thereby erasing the progress of educational attainment in developing states and irreversibly harms the overall potential of too many young women and girls,

Further acknowledging that nearly 150 million more girls will be married without their consent by 2030, a dire situation for equitable educational access,

Deeply disturbed that Member States with high rates of child marriage are failing women by not developing domestic frameworks to combat the problem of child marriage, that is especially pronounced in LLDS and that has been exacerbated by the pandemic,

Distressed by the conditions that young girls face when attending schools, specifically infrastructure such as roads and bathrooms which prevent girls and women from receiving an education where girl's restrooms are sometimes not available at all or the standards of bathrooms are unacceptable, girls who menstruate often lack the said facilities to manage their health which leads to girls just simply not going to school overall,

Mindful that roads complicate the problem of the lack of access to education further as the journey for many is perilous with improper roads, leading to a rise in violent crimes and abductions towards girls and women,

Alarmed that, according to United Nations International Children's Emergency Fund (UNICEF), 101 million out of school youth are in conflict affected areas and are put at risk simply by commuting to school,

Concerned by the low enrollment rate of children with disabilities worldwide, which amounts to 1 in 5 children, and the low inclusion of these children in early childhood development activities,

Further cognizant that pathways towards higher education and workforce development have been significantly impacted by the ongoing pandemic and that science and engineering education is significantly lacking for children living in SIDS, LLDS, and Member States in conflict prone areas,

Expressing concern that many international agreements on educational attainment do not include both the specific cultural considerations present within developing states and the intersectional impact that marginalization and violence has on the ability of member states to provide equitable access to education,

Further aware the irony existent in an international world whereby some Member States have the most women participating in legislative office but are also among the most inequitable in education attainment and retention for women,

Deploring the neglect and lack of access to education for marginalized groups, specifically girls, children with disabilities, and the indigenous community,

Having studied the Cambodian 9-year plan, which perpetuates the UN *Declaration on the Rights of Indigenous Peoples* (UNDRIP), giving equitable access to education to indigenous children up to 9 years,

Taking into consideration the United Nations Office on Drugs and Crimes (UNODC) finding of the children's susceptibility to recruitment by extremist and terrorist organizations,

Deeply concerned that according to UNICEF, there are estimated to be approximately 129 millions girls who are currently out of school,

Emphasizing the Gender Equality Program by UNICEF, and its impact in promoting girls education in regions which are prone to significant violence and in its pursuit of providing high quality education to refugees,

1. *Recommends* that those Member States that are lacking in resources for education, both in infrastructure and with workforce development gaps, partner with multinational corporations (MNCs), nonprofits and the United Nations Educational, Social and Cultural Organization (UNESCO) through its STEM and Gender Advancement (SAGA) project to strengthen science technology and innovation (STI) offerings to women and girls and to promote inclusive education, with a specific focus on broadening access to children with disabilities,
2. *Invites* other Member States to become parties to international conventions relating to this topic such as the *International Covenant on the Elimination of All Forms of Racial Discrimination*, the *Convention on the Rights of the Child*, the *Convention on the Rights of Persons with Disabilities*, and the *Universal Declaration of Human Rights* at their earliest convenience given the pressing nature of equal education access,
3. *Implores* Member States of conflict impacted areas to put in place educational plans to help conflict-affected youth obtain a brighter future by:
 - a. Coordinating with local school systems and NGOs to expand on alternative learning formats and provide the necessary materials such as:
 - i. Prerecorded CDs and DVDs containing the curriculum for students to learn from the safety of their own homes;
 - ii. Televisions, DVD players, and CD players to allow use of the aforementioned disks;
 - b. Working with NGOs, such as Childhood Education International, to provide funding for the distribution of the alternative learning materials;
4. *Advises* and recommends Member States to consider implementing dedicated education programs for children, such as the Self Learning Program that is currently operating effectively in the Syrian Arab Republic, supported by UNICEF, that aims to:
 - a. Transition children with no access to formal education to get them back into the education system;

- b. Address the lack of education supplies, and economic barriers that prevents children from going to school;
 - c. Help learners, especially children who are disproportionately impacted by intrastate conflict, who cannot be physically in school, due to violence or displacement, to study at home with the help of volunteers or caregivers;
 - d. Benefit landlocked, and conflict prone states, as well as all children who drop out of school, to support their families;
 - e. Offer inclusive learning opportunities for all children, including all learners with disabilities;
5. *Recommends creating* a collaborative framework with willing Member States, specifically focused on developing a specialized curriculum for women and girls to encourage womens' empowerment;
6. *Calls upon* Member States to increase the number of female teachers in secondary schools, whose proportion is currently on average half of the teaching staff, to invite parents to let their daughters go to school and to provide a model of success and female leadership for schoolgirls by:
 - a. Implementing parent awareness programs to break down gender stereotypes about intelligence, female ability and appropriate studies for girls;
 - b. Providing quality teacher training to ensure that there is no bias against girls;
 - c. Revising educational curriculums to provide non-discriminatory, gender-sensitive and inclusive education;
7. *Asks* Member States to provide comprehensive sexual education to willing Member States in order to challenge discriminatory attitudes towards women, leading girls' to have greater autonomy over their sexuality and fertility through:
 - a. Involving young people to provide a sex education programme that meets the needs of young people;
 - b. Including health providers in schools who provide appropriate services such as the distribution of contraceptives;
8. *Invites* UNESCO to work with and fund NGOs such as Girls Not Brides to combat child marriage in SIDS, LDCs, landlocked Member States, and conflict prone areas by:
 - a. Increasing grassroots efforts in LLDS and SIDs in order to reduce the number of child marriages;
 - b. Promoting transparency between member states and NGOs regarding efforts to combat child marriage;
 - c. Facilitating accurate data collection via regional working groups;
 - d. Providing a provision of 12 years of safe education for girls to avoid vulnerable employment and promote girls' access to science and mathematics and to enhance their financial autonomy as a prerequisite for development;
9. *Asks* that Member States address the issue of gender-based violence, which mainly affects girls, and implement measures such as:

- a. Promoting access to menstrual hygiene facilities in schools to manage and raise awareness of menstrual hygiene through UNESCO and UN Women;
 - b. Establishing a code of conduct;
 - c. Integrating the establishment of reporting mechanisms;
 - d. Training teachers in legal and policy frameworks;
 - e. Establishing codes of conduct and confidential referral and intervention mechanisms;
 - f. Cultivating multi-sectoral collaboration and coordination;
10. *Further recommends* the enrichment of the lives of children with special needs by:
- a. Partnering with NGOs to build educational institutions in LDCs;
 - b. Directing, with the help of NGO Hands of Hope, LDCs to run and maintain special education centers;
11. *Directs attention* to education in indigenous communities, with special focus on giving indigenous children access to education by:
- a. Utilizing Cambodia's 9-year plan in respect to indigenous children to ensure no child is left behind;
 - b. Respecting cultural sensitivity and diversity by developing multilingual education programs;
 - c. introducing into the school curriculum respect for indigenous values and identities, and links with their ancestors, so as not to exclude these peoples from the dominant national society;
 - d. Partnering with NGOs and more developed Member States to provide full and equal access to quality education at all levels, which is a key aspect to attaining sustainable development and promotes regional initiatives like the SIDS Accelerated Modalities of Action (SAMOA) Pathway that must be implemented in areas with high indigenous populations;
12. *Recognizes* the need for a multilingual education system for LDCs, improving secondary schools for ethnic minority students by:
- a. Training lower secondary teachers in cross-cultural methods, which would sensitize them to the needs of ethnic minority students, especially girls;
 - b. Requesting the international humanitarian development organization CARE, to aid in the distribution of food, medical care, and improving the flow of education;
13. *Expresses* its support in the establishment of an oversight committee which will focus on maintaining a standard in women and girls education in various fields, including:
- a. Maintaining standards in the field of sociology, anthropology, and engineering and other fields the body deems necessary in partnership with the UNESCO Observatory on the Right to Education;

- b. Focusing on establishing and maintaining a standard of female education in LDCs, SIDS and landlocked Member States by creating and upholding a standard based on SDG 4 (quality education) and 5 (gender equality) in coordination with UNICEF;
 - c. Establishing a standard of infrastructure in regards to female education, including bathrooms among other infrastructure by:
 - i. Coordinating with governments of Member States as well as with NGOs such as UNICEF, Yapa Environmental, and the Sulabh International Centre for action sociology;
 - ii. Creating a database which will monitor and uphold a standard in regards to bathrooms and infrastructure with primary educational facilities;
 - d. Working alongside NGOs and other private industries to increase efforts of coordination;
14. *Encourages* UNESCO to facilitate and promote the creation of regional women’s councils and invites all parties to this resolution to consider the creation of domestic level women’s advocacy groups within their states devoted to:
- a. Developing remedial classes to ensure women complete their education;
 - b. Providing proper infrastructure that also allows women from rural areas to complete their education;
 - c. Promoting the interests of women and girls at a domestic level to ensure that more girls are undertaking science, technology, engineering and mathematics (STEM) subjects, gaining expertise in a number of important, innovative sectors, providing benefit to both said women and the member state where they are participating in the learning process;
15. *Invites* UNESCO to establish the Glacial-preservation Education Opportunities (GEO) program under the Glacial Restoration, Education and Employment Network for Uniting Nations to Impede Terror and Extend Diplomacy (GREEN UNITED) framework to:
- a. Combat international threats within violence-prone areas;
 - b. Address the ongoing and pressing climate concerns, which impede students’ ability to access sanitary conditions in educational institutions;
 - c. Serve as an umbrella to other projects that create project to combat the discrimination of gender, race, ethnicity, religion, disability, or financial status;
 - d. Charge the 2023 Water Conference, hosted by the Republic of Tajikistan and the Kingdom of Netherlands, with the creation of vocational education opportunities, as seen in GEO, for youth by:
 - i. Providing hands-on learning opportunities through paid apprenticeship programs;
 - ii. Seeking to give financially-challenged youth the opportunity to continue their education by providing stipends in exchange for their apprenticeships;
 - iii. Preventing adolescents from abandoning their education due to financial necessity, turning to drug trafficking, or extremist organization recruitment within less-developed member states and conflict-prone regions;
 - iv. Navigating the use of clean drinking water for sanitation facilities throughout surrounding states;

- e. Encourage the evaluation of the implementation of GEO in a conference by:
 - i. Viewing its effects within Western Asia and the provision of clean water in the surrounding region;
 - ii. Adapting the program for member states to combat biodiversity and ecological challenges;
 - iii. Ensuring GEO creates a direct segue from vocational education to employment for youth;
16. *Further Encourages* Member States to increase funding to initiatives to increase education access to youth by providing safe and reliable infrastructure by:
- a. Developing academic programs like mobile classrooms to expand the educational system to rural communities, areas of conflict, and the indigenous communities;
 - b. Providing equal access to vulnerable populations to achieve substantial enrollment in LDCs, SIDS, and landlocked nations;
17. *Advocating for* inclusive educational norms by removing the physical and intangible barriers that impede the education of children and adolescents with disabilities through:
- a. Removing communication barriers by increasing the number of teachers in contact with children with physical or mental disabilities and recruiting support staff for the needs of these students;
 - b. Implementing adapted school programmes for children with mental disabilities;
 - c. Providing care for children with disabilities before birth by increasing the number of medical staff and the number of care centers dedicated to mothers and children and by allowing medical follow-up of pregnant women with the appropriate equipment;
 - d. Ensuring access to assistive technology in schools from pre-school to higher education with funding from governments and UNICEF;
 - e. Combatting discrimination in the school environment to enable mentally or physically disabled children to progress serenely in their schooling through:
 - i. Training student staff in physical and mental disabilities with specialized medical personnel;
 - ii. Establishing codes of conduct and a code of ethics signed by staff and students and strongly censure any discriminatory words or gestures towards a student or teacher or school staff;
 - iii. Training specialized educators to be placed in schools.



Code: GA3/1/5

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Acknowledging Article 26 of the *Universal Declaration of Human Rights* (1948), outlining education as a fundamental human right,

Reaffirming that equitable and inclusive education is an equal distribution of educational resources and opportunities with an education system which may be hindered by discrimination towards various groups of people,

Deeply concerned about reaching Sustainable Development Goal (SDG) 4 on quality education which ensures inclusive and qualitative education and promotes long term learning,

Recognizing the International Convention on Elimination on All Forms of Racism and Discrimination (1965) as an initiative emphasizing the importance of closing racial disparities in education,

Recognizing the increased demand for online schooling due to the COVID-19 pandemic, thus reiterating the importance of information and communication technologies (ICTs) to guarantee an equitable access to education,

Alarmed by the United Nations Children's Fund (UNICEF) findings that over 129 million girls worldwide are out of school due to existing barriers such as gender-based violence and child marriage,

1. *Asks* the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) and the International Telecommunication Union (ITU) to work closely with Member States to encourage and empower girls and young women to consider entering the growing field of ICTs by:
 - a. Broadening the UN Women program titled Making Innovation and Technology Work for Women Initiative, aimed at the removal of the barriers to women and girls' advancement in innovation, technology, and entrepreneurship to create more parity;
 - b. Calling on Member States to take part in the Girls in ICTs Day of the ITU;
 - c. Expanding the African Girls Can Code Initiative (AGCCI) of UN Women, ITU, and the African Union to other regions of the global south;
2. *Promulgates* the need to provide trained educators and qualified programs for an efficient education and expanded access to inclusive and equitable education by:
 - a. Calling upon UNICEF to create a North-South collaboration that allows Member States to share teacher education programs and materials to further the education of teachers in Member States that do not have the proper resources and tools, such as those who are landlocked or small islands;
 - b. Requesting the United Nations Educational, Scientific, and Cultural Organization (UNESCO) to expand its Leveraging ICT to Achieve Education 2030 initiative to meet the goals of SDG 4 by:
 - i. Including programs and workshops, such as but not limited to lesson plans that educate about best practices and proper ICT use for teachers to further foster safe ICT use among children and youth;

- ii. Informing legal guardians of the importance of ICTs in the learning process of their children;
3. *Recommends* all Member States to strive for equal access to education for refugees and displaced students by:
 - a. Prioritizing the necessary provision of access to multilingual education for refugees through the United Nations High Commissioner for Refugees (UNHCR) throughout their asylum-seeking process, including funding the costs of required school supplies and the training of teachers;
 - b. Advocating for the allocation of funds towards marginalized groups by non-governmental organizations such as the Island Panorama Center;
4. *Further calls on* Member States to commit to increasing the rates of women graduated from higher education by reviving the UN Women's programme, Making Every Woman and Girl Count, to keep accurate statistics of the number of women and girls involved in education, in line with the recommendations of SDG 4 and 10 the 2030 Agenda by:
 - a. Implementing quotas that strengthen the rate of women pursuing primary education so that the number of women obtaining a high school diploma or its equivalent has increased by a minimum of 50% by 2030;
 - b. Diversifying the presence of women in higher education by implementing scholarships for women who wish to study in male-dominated fields;
 - c. Implementing childcare initiatives and adapted courses for young mothers seeking further education to remove the time management barrier;
 - d. Increasing initiatives to include education programs in science and technology for girls to decrease gender inequality in science, technology, engineering, and math (STEM);
 - e. Inviting the United Nations Populations Fund (UNFPA) to collaborate with UNESCO to provide menstrual cups and reusable pads to schools in countries of the Global South, creating a programme called Prevention of Period Poverty, in order to keep young women and girls in schools during their menstrual cycle, allowing for inclusive access to education;
 - f. Raising awareness about cultural norms that inhibit girls' access to education through UNICEF's *Gender Action Plan 2022-2025*;
5. *Encourages* taking into account the uniqueness of indigenous peoples and respect to their identities in the school environment with Programme for Ethnic Equality in Education within UNESCO by:
 - a. Introducing into the school curriculum appreciation for indigenous values, identities, and links with their ancestors in order to not exclude indigenous peoples from their dominant state of origin;
 - b. Developing programs dedicated towards uplifting refugee children in their transition into a new state;
 - c. Making the school environment welcoming to marginalized communities by excluding discrimination based on the ethnicity or culture of individuals which is responsible for the poor academic performance of indigenous children and adolescents by:
 - i. Incorporating discrimination awareness training within schools;

- ii. Acknowledging diversity within education systems for children of diverse backgrounds;
- 6. *Raises awareness* for the importance and necessity of ICTs, especially since the COVID-19 pandemic to secure an equitable education for every student by:
 - a. Creating a digital infrastructure plan in cooperation with the ITU to ensure effective ICT access to all areas, particularly to children from rural areas, regardless of their financial status;
 - b. Underlining the Giga Initiative of UNICEF and ITU, a programme that aims to connect every school to the internet and extending their work by:
 - i. Expanding the role of the initiative as platforms for Member States to cooperate;
 - ii. Integrating technology within classrooms and educational communities;
 - iii. Increasing promotion of interdisciplinary educational opportunities to educators through electronic information databases;
 - c. Fostering the continued use of ICTs in skill developing programmes to create lasting ICT use;
 - d. Encouraging and supporting teachers in the education system to utilize ICTs.



Code: GA3/1/6

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Recognizing the importance of the Sustainable Development Goals (SDGs) to promote a pathway to reduce the gap of inclusion between regions based on General Assembly resolution 70/1, “*Transforming Our World: The 2030 Sustainable Development Goals*”,

Contemplating the effect that programs regarding education for youth have on increasing the number of children in school,

Observing programs administered by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) such as the United Nations Youth Fund (UNYF) and the World Program of Action for Youth (WPAY) that provide funding and support for local academic institutions and career opportunities,

Aware of the importance of early support in education in reducing the wealth, gender and racial gaps in high decision-making positions,

Recalling further collaboration of Member States with the International Development Association (IDA), World Health Organization (WHO), and United Nations Youth Assembly (UNYA) to expand access to safe and accessible education during the COVID-19 pandemic,

Deeply disturbed by the obstacles for child refugees in regard to access to education and retention during COVID-19,

Noting with concern the increase in refugees and displaced people without access to equal education,

Reminding Members States that the Convention on the Rights of a Child sets a goal of wellness for all children, that they should grow up in a family environment, in an atmosphere of happiness, love and compassion, and that all learners should be able to be educated in an environment that respects their humanity, culture and identity,

Further Recalling SDG 4’s (quality education) goal of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all,

Cognizant of the alliance between Latin American countries involved in intergovernmental organizations (IGO’s), such as the Central American Integration System (SICA), which focuses on standardized integration as a fundamental objective of bringing Central America and the Dominican Republic to be a region of peace, freedom, democracy and development,

Taking into consideration the United Nations Committee on the Rights of the Child, which works towards establishing meaningful education for every asylum-seeking child,

Acknowledging the important role of the International Labor Organization (ILO) in connecting funds around issues involving the reinforcement of environmental health for education, increase of medical facilities in academic institutions, as well as regions that are limited in social and legal protection from insufficient medical access,

Acknowledging the importance of regional cooperation within the context of international solutions to ensure education is set to the standards of the region’s culture,

Expressing its deep concern regarding the statelessness of so many people which serves as a major hindrance to these individuals having their fundamental rights protected and observed,

Fully believing that it is essential to invest in creation and further development of educational programs within schools about the specific skills, knowledge, and educational requirements that are needed to excel in a career,

Taking into account the *Artificial Intelligence and Education: Guidance for Policy-makers* report elaborated by the United Nations Scientific and Cultural Organization (UNESCO) to achieve equal and inclusive access to education through new emerging technologies,

1. *Recommends* all Member States increase their partnerships with non-governmental organizations (NGOs) and IGOs to improve access to educational resources for those that suffer the disparities of the current education system, including migrants, immigrants, stateless people, and disabled individuals, specifically Member States expanding domestic partnership with the Office of Migrant Education to ensure all migrants are receiving equal access to education;
2. *Suggests* that refugees are provided increased access to equal and inclusive education by strengthening working relationships with UNESCO, Education Cannot Wait, the Global Partnership for Education and other international groups to:
 - a. Include refugees through providing appropriate alignment of language of instruction;
 - b. Divest more resources into refugee camps specifically directed towards educational services;
 - c. Reinsure the continuation of the Conditional Cash Transfer for Education (CCTE) Programme through 2030;
 - d. Fulfill the mission on UN's *Global Compact for Refugees* by strongly encouraging Member States to update their pledge progress;
3. *Moves* to protect the humanitarian right to education by preventing children and teens from becoming subject to the criminal justice systems by:
 - a. Mainstreaming restorative justice practices in accordance with the United Nations Children's Fund (UNICEF) child protection systems;
 - b. Providing recovery and rehabilitation services for children being prosecuted through criminal justice systems;
 - c. Ensuring that each Member State has ample resources to prevent violence, poverty, and sexual assault against girls and boys;
 - d. Encouraging UNESCO to collaborate with NGO groups like Amnesty International to bring awareness to violations of the right to education for incarcerated youth;
4. *Strongly recommends* promotion of the opportunity for vulnerable groups to access educational support and services of "HeforShe", an UN Women's program on educating men and boys on importance of women and girl's involvement to reduce social stereotype and guide our next generations on proper understanding of equality in workforce and position;
5. *Further recommends* multilateral support for teachers and students in conflict areas by utilizing and improving upon resources such as the Quality Systems for Quality Teachers (QSQT) Programme that aims to support institution building providing teacher trainings in conflict zones and develop a Commission for Developing the Teaching Profession;
6. *Requests* Member States to provide equal access to education for those children who currently live in orphanages by:

- a. Developing programs, similar to Love Without Boundaries, which focus on providing education to orphaned children who would otherwise have little hope of receiving an education;
 - b. Focusing on working with the Global Giving to fund in-person and digital services for orphans such as:
 - i. The Orphan's Promise, which is focused on providing education centers that provide in-person learning opportunities for orphans;
 - ii. Graham, Lumos, Love Without Boundaries (LWB), SOS Children's Villages, Orphan Life Foundation, among many more;
7. *Further recommends* Member States focus on providing those with disabilities with equal educational opportunities by:
 - a. Working with NGOs and IGOs, such as The Association of People with Disabilities, to develop Individualized Education Programs including;
 - b. Creating IEPs specific to each student by providing each student with a unique combination of teachers, services and tools to enhance their educational experience;
8. *Urges* deeper support and investment by UNESCO in the existing programs of Early Childhood Care and Education (ECCE), Technical and Vocational Education (TVET), with the focus on improving upper secondary education by providing digital education resources so as to reduce the gap between regions in their access to education;
9. *Recommends* that UNESCO begins a program to increase access to education by means of digital integration through:
 - a. Acknowledging the lack of accessibility of education as a result of the COVID-19 pandemic,
 - b. Prioritizing ensuring that our global educational institutions will be maintained within a digital infrastructure;
 - c. Creating a developmental aid program to be implemented by UNESCO which would supply and aid Member States through:
 - i. Providing institutional assistance in the form of advisors which would help local students, educators and institutions on how to properly integrate digital technologies into their education;
 - ii. Introducing Artificial Intelligence (AI) in the educational sector;
 - iii. Disseminating material assistance through laptops and Wi-Fi hotspot devices being supplied to applicable Member States that are accepted into the grant program;
10. *Strongly recommends* UNESCO partners with Member States to develop and implement digital literacy programs to meet the demands created by the switch to ICTs brought on by the COVID-19 pandemic, allowing for trainings to help students access digital educational resources safely and securely;
11. *Seeks* to continue and grow partnerships between telecom providers, UNESCO, and UNICEF to establish urban public zones where students can access digital educational resources, by:
 - a. Developing zones in safe and accessible spaces in urban areas where all students can learn without fear of access or fear of personal safety;
 - b. Ensuring zones are serviced by high-speed broadband internet;

- c. Utilizing collaborations between telecom providers and Member States to make digital educational zones as affordable to member nations;
12. *Requests* that the International Labor Organization (ILO) supports Member States on the protection of the informal sector on education and environmental health which includes:
 - a. Encouraging the effort for formalizing micro-enterprises under the informal sector to expand career opportunity and economic security for marginalized workers in educational system to minimum of 80%;
 - b. Forming labor policies to fulfill the goal of integration of informal sector with a formal section on social and legal protection in education environment, in addition, meeting the requirement of international labor standards;
13. *Further recommends* collaboration between Member States to foster multilevel coordination for creating housing for students, faculties, families and members of indigenous groups and refugees on education by:
 - a. Enhancing partnership with grassroots organization and local NGOs to form decentralized approach for supporting access to education due to poverty;
 - b. Developing stronger cooperation with UN agencies such as UNICEF, UN Youth Assembly, UN Habitat, and UN Women to increasing funding for social and academic programs;
14. *Recommends* Member States ensure continued expansion of technical information sharing, and assistance programs to be discussed within each Member State's respective regional networks by:
 - a. Reviewing the work of the African Caribbean Program-EU (ACP-EU) which will allow the implementation of the healthy environment and access to technological resources;
 - b. Using peer review sessions to set common norms and standards;
 - c. Assessing measures of accountability and transparency of resources and financial use between Member States, and their respective Ministry of Education, and the data they obtain to better assess for future needs;
 - d. Inviting Pandemic Benchmark Targets (PBT) to place more effort towards the SDGs;
15. *Calls upon* developed states and Member States with high participation of women within legislatures to prioritize the creation of regional women's councils, and legislative committees domestically that:
 - a. Focus on facilitating online learning and providing tools and resources for teachers who are attempting to adapt to the current crisis, with a particular focus on making sure young learners have access to both socialization and mental health resources while e-learning;
 - b. Promote cost sharing initiatives that can alleviate some of the financial burden associated with providing internet and broadband access to young learners in developing regions;
16. Utilize the needs assessment skills of UNICEF to determine what barriers remain for women in their access to e-learning, social and emotional learning (SEL), and mental health and psychosocial support (MPHSS).



Code: GA3/1/7

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Emphasizing the goals set for the 2030 Agenda for Sustainable Development, including Sustainable Development Goal (SDG) 4, ensuring inclusive and equitable quality education that promotes lifelong learning opportunities for all, SDG 5, achieving gender equality and empowering all women and girls, SDG 10, reducing inequality within and among Member States, and SDG 17, strengthening the means of implementation and revitalizing global partnership for sustainable development,

Reaffirming Article 26 of the *Universal Declaration of Human Rights* (1948), which highlights the importance of free and inclusive compulsory elementary education, and views education as a fundamental human right that develops and strengthens the full potential of future generations,

Acknowledging the need of educational infrastructure for Less Developed Countries to facilitate and implement educational curriculums, improving the accessibility of education to encourage participation,

Underscoring the inequitable access to education amongst women and girls worldwide as addressed in Article 13 of the *International Covenant on Economic, Social and Cultural Rights* (1966), which provides students the ability to participate effectively in a free society, promotes understanding among all Member States, and all racial, ethnic, or religious groups, and Article 10 of the *Convention on the Elimination of All Forms of Discrimination Against Women* (1979), which reiterates that Member States must end discrimination against women and girls and ensures equal rights in education,

Noting in particular, Article 24 of the *Convention on the Rights of Persons with Disabilities* (2007), which recognizes the right of persons with disabilities to education without discrimination and on the basis of equal opportunity to ensure an inclusive education system at all levels for life-long learning,

Emphasizing the need to increase funding of education facilities to provide more resources to support the education process, improve curriculum and advance teaching standards,

Strongly encourages Members States to recognize, and prioritize the importance of transformative innovation and effective learning outcomes,

Deeply cognizant that the COVID-19 pandemic has affected access to education worldwide and exacerbated the humanitarian needs of developing countries, disproportionately affected access to education for women and children, and permanently disrupted the education of refugee children and children without access to education,

Recognizing the multidimensional effects of the COVID-19 pandemic and calling upon Member States to collaborate efforts to achieve actionable change,

1. *Urges* Member States to support the implementation of an Education Committee that focuses on achieving SDG goals set by Agenda 2030, and supporting the development of educational infrastructure and resources by partnering with regional and local NGOs and Governmental Organizations such as the National Center Educational Development (NCED);
2. *Strongly recommends* Member States support global funding for the following by:
 - a. Improving schools in rural areas, the need for more public facilities and resources, such as the buildings, textbooks, electricity, internet access, access to drinking water, more low cost colleges, development in infrastructure services to and from educational facilities;
 - b. Providing more scholarships and abroad opportunities;

- c. Overhauling infrastructure to enable safe passage incentivizing regular attendance, especially in rural and inner-city areas;
 - d. Providing affordable access to food resources and financial literacy;
 - e. Focusing on the literacy of citizens, especially in rural areas, and focusing on the literacy of women;
 - f. Providing free and reduced cost of housing in urban areas for refugee students and students from remote locations, providing more immediate opportunities for students to reach functioning classrooms in urban centers;
3. *Draws attention* to the essential need of professional development and training for educators and to improve teacher qualifications through obtaining funding in support of educational development through non-governmental organizations (NGO) and United Nations agencies such as UNICEF;
4. *Emphasizes* access to education specifically in rural areas and developing areas of Member States through international funding providing incentives, by:
 - a. Offering stipends to lower-income, rural, and at risk communities to encourage an increase in school attendance;
 - b. Creating rural schooling programs in which school buildings are built within rural communities, allowing for a greater ease of access to educational centers;
 - c. Providing greater access to books and learning tools to be used within the home to improve literacy and provide supplementary educational opportunities, examples of such include but are not limited to: radio, printed books, sign language interpretation, subtitled videos, braille, books, school uniforms, school lunches and school supplies;
 - d. Improving roads and access to schools and learning centers within remote communities to allow for safer passage;
 - e. Allowing for general vocational and technical training to allow for a more direct path towards future employment;
5. *Strongly encourages* international collaboration between Member States, intergovernmental organizations, and NGOs to provide and allocate funding and resources for Member States affected by the refugee crisis by:
 - a. Addressing the formidable barriers students of war-torn countries face to education—such impediments including but are not limited to: language barriers, volatile education systems, and unequal access to learning materials, teachers, and schools;
 - b. Providing financial support to organizations such as *Save the Children* and the *International Rescue Committee* will yield innovative programs to properly address every indigenous student's circumstances;
 - c. Easing the transition from in-person to virtual education, Member States are encouraged to collaborate with NGOs such as *Educators Without Borders* to support internally displaced students, especially those living in refugee camps or rural areas;

6. *Endorses* the incentivization of private sector investment, in order to create and maintain vocational and technical training programs and facilities as well as overhauling the existing, conventional education system to uplift vulnerable youth including but not limited to:
 - a. Corporate tax benefits provided by Member States' and observers' legislature akin to 15%-25% of the underlying capital, with the option of scaling with the amount invested;
 - b. Official endorsement by UN-Organs as well as partners and subsidiaries thereof, offering publicity in exchange for investment;
 - c. The creation of corporate bonds and derivatives based on the underlying investments in order to further incentivize investment by offering attractive rates of return on investment compared to domestic investment vehicles;

7. *Firmly believes in* making tertiary education more accessible for vulnerable populations such as women, refugees, and displaced persons in order to rebuild the physical infrastructure of conflict ridden states, the UN must invest in higher education and work alongside international universities to create scholarship programs for at-risk students by:
 - a. Collaborating with NGOs, such as *The Borderless Higher Education for Refugees (BHER)*, and working beyond intergovernmental practices;
 - b. Addressing the specific needs of refugee populations, the UN can ensure that fragile and vulnerable states can equip future generations with the skills and knowledge needed to promote social cohesion, uplift fragmented economies, and repair corrupt governance systems.



Code: GA3/1/8

Committee: General Assembly Third Committee

Topic: Ensuring Equitable and Inclusive Access to Education

The General Assembly Third Committee,

Recalling General Assembly resolution 70/1 on “Transforming Our World: The 2030 Agenda for Sustainable Development”, where Member States crafted and adopted 17 Sustainable Development Goals (SDGs) to be achieved by the year 2030, outlining a collective commitment by the global community to create a sustainable and more equal future by focusing on threats to the peace, security, and prosperity of all people,

Taking into consideration the paradigm shift from labor-intensive work to skill-based employment that is revolutionizing global trade and industry, recognized by the International Labour Organization (ILO) *World Employment and Social Outlook Trends 2021* report,

Emphasizing the importance of transportation to connect minority groups with quality education, as the United Nations Department of Economic and Social Affairs (UN DESA) reports that the allocation of resources for diverse transportation will raise the estimated school primary completion rate by at least 5%,

Noting SDG 4 (quality education) and 17 (partnership for the goals) that advocate for a better education for all, which would be accomplished by improving established teachers' conditions,

Concerned that 48% of the international refugee population was absent from school according to United Nations High Commission for Refugees (UNHCR),

Bearing in mind that there exists gender-specific inequalities in access to education which are sought to be solved by achieving SDGs 5 (gender equality) and 10 (reduced inequalities), which both recognize that gender equality requires an approach that ensures women and men to gain access to complete education cycles, being empowered equally in and through education,

Taking into account that a lack of infrastructure and technologies disproportionately affects the ability of learners in rural and indigenous communities to prosper and embrace their human rights to education, as mentioned by the global research partnership EdTech Hub,

Acknowledging that collaboration between the public and private sectors (PPP) has proven to positively impact learners' access to equitable education, as reported by the World Bank's publication *The Role and Impact of Public-Private Partnerships in Education*,

Expressing its concern that children with disabilities are not having the chance to earn an education, with 49% of children have not gone to school according to the United Nation's Children's Fund (UNICEF),

Deeply concerned with the alarming fact that 258 million children under the age of 17 were out of school, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO) as of September 2019,

Noting with deep concern that UNICEF and the International Labour Organization's (ILO) joint publication *Child Labour: Global Estimates 2020*, reports that 1 in 10 children worldwide are forced into child labor, preventing them from receiving an adequate education,

1. *Encourages* that all Member States work with existing UN programs and organs in order to further develop national capabilities to combat the inequalities in education, particularly given the impacts of the COVID-19 pandemic, which has disproportionately affected minority groups and those often marginalized from the classroom, as well as those residing in least developed countries (LDCs), landlocked developed countries (LLDCs), and small island developing states (SIDS);

2. *Designates* appropriate goals and planning for 2035 for minimum infrastructure suggestions for rural areas, such as access to classrooms and basic ICTs by:
 - a. Using problem-tree analysis tools, similar to the ones developed by the International Institution for Education Planning (IIEP), to establish better facilities, functional equipment, and key skill sets that allow for higher education;
 - b. Creating curriculums that are validated globally, which can be accredited by all Member States at a primary, secondary and university level, by organizing digital literacy training and vocational certifications that can be sustained past the World Economic Forum (WEF) prediction of 85 million technological job displacements;
3. *Strongly encourages* Member States to work with the United Nations Industrial Development Organization (UNIDO), to expand and develop regional plans to increase transportation networks for LDCs, LLDCs, and SIDs, allowing children to have equitable and inclusive access to education through:
 - a. Prioritizing the expansion of transportation infrastructure in rural areas in their annual budget, connecting with non-governmental organizations (NGOs);
 - b. Making transportation systems accessible to those with mobility disabilities by expanding the public bus network with wheelchair-accessible buses, building and expanding current transit systems to help ensure those with accessibility issues could make it to school, which would increase school attendance by .03%;
 - c. Studying adequate transportation methods on a regional level by creating a team made up of urban planners and transit agencies who would determine routes according to the conglomeration of students and teachers who live in rural areas, as geographical obstacles, and indigenous communities' rights to their lands;
4. *Calls upon* education ministries to globally improve teachers' working conditions in rural areas by:
 - a. Setting up pedagogical committees throughout specific regions identified by education ministries aiming to support teachers by:
 - i. Reducing the cost of bus fares by a certain percentage determined by regional transit companies specific to teachers who travel long distances from their home to their workplace;
 - ii. Creating residency facilities in rural regions for teachers to avoid traveling long and expensive in the long-term distances to minimize job burnouts and to reduce high rates of absence leaves;
 - iii. Ensuring a safe transportation system for educators to commute to work to decrease fears and stigmas surrounding travels in rural areas;
 - b. Encouraging school departments to offer yearly instead of short-term contracts to teachers in rural regions with the aim of reinforcing their teaching methods;
 - c. Increasing efforts to reduce difficulties related to the language barriers with indigenous students and the lack of resources encountered by teachers working in rural areas by:
 - i. Providing a stronger teacher training, such as teaching methodologies that revolve around inclusivity and emphasize the various ethnic backgrounds of students;
 - ii. Suggesting education ministries to finance additional native language classes for teachers to eliminate language barriers between students and teachers and to equally nurture the student's abilities according to curriculums;

5. *Invites* regionally appropriate NGOs, and public and private partners to help refugee children adjust to new education systems, connect students with language learning programs, and to identify and address remedial learning needs to make up for gaps in education caused by the COVID-19 pandemic;
6. *Further proclaims* the importance of the provision of comprehensive and quality education for girls, which addresses gender stereotypes that are limiting female empowerment, by special mechanisms for the education of women, utilizing NGOs and recommendations by UN Women to ensure equal education for women in all regions and levels of education by:
 - a. Increasing the number of female teachers in secondary schools, whose proportion is currently on average half of the teaching staff, to encourage female participation in schools, and to provide a model of female leadership for schoolgirls;
 - b. Implementing parent awareness programmes to break down gender stereotypes;
 - c. Convincing local and religious leaders of the importance of girls' education for the development of communities and for the maintenance of peace;
 - d. Providing quality teacher training to ensure that there is no bias against girls through:
 - i. Funding teacher training, through collaborating with NGOs;
 - ii. Propagating gender equality education in order to eradicate stereotypes against girls from early childhood;
 - iii. Revising educational curricula to provide non-discriminatory, gender-sensitive and inclusive education;
7. *Promotes* access to globalized education, which would be more accessible for all students, and especially for disadvantaged groups on an academic level, through the use of technologies by:
 - a. Reaffirming UNESCO and UN Youth Assembly (UNYA) work for funding local NGOs and IGOs to provide resources on academic institutions and developing digital infrastructures to access education;
 - b. Using radio technologies to broadcast classes in developing countries where digital tools lack advancement or accessibility within students;
 - c. Learning from the COVID-19 pandemic, generalizing the use of communication and video conferences apps to make online education easier to access at home;
8. *Supports* initiatives such as mobile libraries to ensure access to education for children in rural and indigenous communities;
9. *Endorses* the use of previously established programs in order to ensure that all children are empowered to receive a quality education, giving learners the necessary foundational literacy and numeracy skills;
10. *Encourages* partnerships with NGOs to provide funding for children with disabilities and ensure that they have access to an education;
11. *Calls upon* Member States to work with NGOs that offers support to victims of child labor by:
 - a. Welcoming child labor victims back into the education system by promoting school attendance, house-to-house and school visits, and encouraging extra-curricular activities;
 - b. Offering counseling classes to victims of child labor to readjust to adolescent life;

- c. Providing parents of child labor victims with vocational training education in order to be able to pursue their education while supporting their families.