

Code: A/RES/2021/01H

Committee: United Nations Human Rights Council (UNHRC)

Topic: Providing Equitable Access to Off-site Education for Students Amidst the Pandemic

Sponsors: The Argentine Republic, The Republic of Côte d'Ivoire, The Republic of Fiji

Signatories: The Commonwealth of The Bahamas, The People's Republic of Bangladesh, The Plurinational State of Bolivia, The Republic of Bulgaria, The Kingdom of Denmark, The State of Eritrea, Japan, The State of Libya, The Islamic Republic of Mauritania, The Kingdom of the Netherlands, The Islamic Republic of Pakistan, The Republic of the Philippines, The Republic of Poland, Senegal, The Federal Republic of Somalia, The Republic of Ukraine

The United Nations Human Rights Council,

Acknowledging the varying circumstances of countries in the time of the pandemic and the differences of countries in terms of sustainability, accessibility, and economic development,

Alarmed by the current COVID-19 crisis, which has caused great learning disruptions for over 888 million students all over the world,

Deeply appreciative of the efforts made by countries to pursue education among their learners, even at the time of the pandemic. The efforts placed upon the pursuit of accessible and equitable education for all learners, regardless of their socio-economic status, is highly appreciated,

Reaffirming the proclamation of the Universal Declaration of Human Rights article 26 which states that every individual has a right to education,

Recalling the General Assembly adopted resolution 70/1, entitled "Transforming our world: the 2030 Agenda for Sustainable Development," specifically Goal 4, in ensuring equitably inclusive education amongst all students through improving facilities for safe and effective learning environments,

Notes the UNESCO Importation of Educational, Scientific and Cultural Materials which encourages the importation of educational materials to increase student accessibility to educational resources,

Guided by the already established Education 2030 Framework for Action by the UN which emphasizes educational inclusivity, with the more recent context of the pandemic and new impact of online learning,

Further recalling the United Nations Human Rights Council adopted resolution 44/39, entitled "Right to Education: Impact of the Coronavirus Disease Crisis on the Right to Education – Concerns, Challenges, and Opportunities," to address the challenges and present opportunities for the digitization and adequacy of technology for education,

Stressing its desire to collaborate with international entities in strengthening dialogue with achieving its goal of providing equitable access to education for the youth,

Looking forward to providing accessible means of learning to students all over the world through the provision of resources and reaching learners in remote areas,

Defining the use of international collaboration to make educational access more inclusive given the distribution of educational resources to developing countries,

Conscious of the authority of the Office of the High Commissioner for Human Rights (OHCHR) wherein several steps stated in the following operative clauses need their approval and authorization,

Hereby Resolves,

1. **Calls upon** all Member-States to build on an educational coalition of international partnerships, focusing on increasing global accessibility to education, in which it has the following goals:
 - a. Suggests to collaborate with international organizations such as CE International, Global Partnership Program, and Plan International for the reasons that:
 - i. CE International serves as an NGO that is recognized to have collaborated with the UN;
 - ii. Global Partnership Program serves as an international program that provides and suggests inclusive education in economically disadvantaged countries;
 - iii. Plan International serves as an international organization in providing quality life for children including goals for education;
 - b. Encourage collaboration amongst Member-States and trusted United Nations (UN) bodies, as listed in the following clauses, so as to fund and re-distribute educational resources, in which:
 - i. Partnership terms amongst Member-States given the benefit of UN credibility are emphasized in clause 7;
 - ii. Partnership terms on a national scale with private sectors given the benefit of UN recognition are emphasized in clause 8;
 - c. Establish a direct contact line between developing nations and the UN as connected to funding or resource agencies that are to provide educational materials for off-site learning as a result of the partnerships by:
 - i. Suggesting that volunteer LGUs shall engage in constant communication with participating parties in regards to the needed materials and ongoing projects;
 - d. Determine the possible implementation of the following suggestions through phases—under each nation’s discretion— given the needs assessment and community profiling that has been applied:
 - i. In collaboration with the established UN forum, Inter-Agency Standing Committee (IASC), considering their specialization in providing guidance for the implementation of local policies;
 - ii. These local policies can be based on the gathered data from social impact studies and suggestions and insights from grass-root organizations;
2. **Guiding** Member-States in suggesting an educational needs assessment as to further understand the state of their national education and off-site learning:
 - a. In which the needs-based assessment is modeled after the frameworks suggested by the United Nations Office for the Coordination of Humanitarian Affairs (OCHA);
 - b. The frameworks from the previous sub-clause are geared towards different humanitarian purposes, hence taking varied approaches;
3. **Encourages** direct partnership between existing mandated United Nations (UN) bodies and external international organizations and funding agencies, so as to aid the funding and technological state of Less Economically Developed Countries (LEDC’s), in which suggested organizations are:
 - a. United Nations Economic and Social Council (ECOSOC);
 - i. Considering their existing coordination with external organizations with regards to economic matters;
 - ii. Considering their Financing for Development Forum with the goal of mobilizing resources given the context of the COVID-19 pandemic;

- b. United Nations Educational, Scientific and Cultural Organization (UNESCO):
 - i. Considering their specialization in the aspect of education in the framework of international collaboration and sustainability;
 - ii. Considering their distance learning guidelines and frameworks, as based on their COVID-19 Education Response;
 - iii. Considering their Open Educational Resources (OER) program contextualized under the digital medium of learning;
 - c. Funding agencies such as the Inter-American Foundation (IAF), and the Millennium Challenge Corporation (MCC), and African Development Foundation (ADF);
Considering their role to act as an additional source of financial support for projects pushing for educational attainment;
4. **Calls for** the OHCHR to authorize the encouragement of local government units to emphasize the right of all children to access quality education of students at the Kindergarten, Elementary, Secondary, and Senior High level in rural and inaccessible areas:
- a. Determine the re-allocation of shared educational resources given the findings of the needs assessment and community profiling;
 - b. Support and strengthen existing platforms for dialogue between Member-States given the findings from the needs assessment, so as to enhance the national educational records per country;
5. **Encouraging** the establishment of local and regional point places or hubs for educational resource exchange and distribution, should it be authorized by the OHCHR, in which:
- a. Local regional distributors are to create a delivery line between the participating parties and the students proper, to specify the reach of the educational resources, which shall be determined by the conducted needs assessments:
 - i. Textbooks, notebooks, modules, and writing materials;
 - ii. ICT/ Digital devices: Laptops, tablets, and other electronic gadgets for learning;
 - iii. USB and CDs containing learning resources such as PDF/EPUB books, PowerPoint presentations, and other learning references with respect to applicable copyright laws;
 - b. Students have the option to attain their given resources under their own discretion, whether it be through personal pick up or delivery as stated from the previous subclause;
6. **Suggests** the provision of vocational training guides as determined necessary by the previously mentioned needs assessment, as provided by the UNESCO-UNEVOC International Centre and More Economically Developed Countries (MEDC's) under this international partnership, in which:
- a. Vocational training guides are to be provided by UNESCO and MEDC's with regards to TVET teacher education;
 - b. Off-site students are to be accessible by educators and local translators given their newfound skills and knowledge on how to properly educate said de-localized students, whether it be through cultural understanding or language orientation;
 - c. Digital literacy amongst educators and administrators are enhanced so as to increase the students' access to quality education;
7. **Emphasizes** the importance of ICT infrastructure and the enhancement of local technological capability through the provision of shared and funded resources, under the approval of the OHCHR:

- a. Inclusive of collaboration and partnership with the International Telecommunications Union, as aided by The United Nations Information and Communication Technologies Task Force (UN ICT TF), for the following purposes:
 - i. Developing the internet connection in LEDC's and remote areas alike through the provision of external wireless connection sources;
 - ii. Providing ICT devices to students that are unable to keep up with their online learning, as determined by the needs assessment;
 - b. Encouraging the enhancement of broadcast learning so as to increase student accessibility, especially those in remote areas, and relieve dependence on written modules;
 - c. Suggesting the collaboration with local IT specialists and the conduction of specialized training to enhance local needs assessment;
 - d. Promotes the incentive of UN recognition and added credibility of participating Member-States in the coalition should they decide to frequently aid in the provision of educational resources, in which:
 - i. The standard of credibility shall be defined by the OHCHR;
 - ii. The process of determination and result shall occur during their Universal Periodic Review (UPR), by the UN UPR Working Group;
8. **Suggests** for Member-States to review their educational strategies on their own basis and adapt to the reception of educational resources—such as vocational training, learning materials, ICT infrastructure—through the enhancement of local policies and revision of existing strategies, with the emphasis that this shall solely be under their national discretion:
- a. Encourages states to maintain the quality of education in accordance with or modeled after:
 - i. The Universal Standards for Quality in Education by the Commonwealth;
 - ii. The standards for Digital Literacy Curriculum under the UNESCO Institute for Statistics (UIS);
 - b. Adapt to the reception of said funds or resources for the following purposes:
 - i. To increase the quality of education being made accessible to the students, specifically with increased digital literacy training;
 - ii. To standardize the distributed educational resource, as provided specifically to that community or country given the needs assessment;
 - c. Suggest the submission of annual transparency reports to certain organizations should they be willing to participate, serving the following purposes:
 - i. Transparency reports submitted to UNESCO and World Health Organization (WHO) shall be to enhance the needs assessment and safety records amongst Member-States;
 - ii. Transparency reports submitted to OHCHR shall be to oversee the educational progress and serve as part of the general UN Human Rights Report;
 - d. Highly encourage private-public partnerships in which:
 - i. The distribution of resources shall contribute to a nation's adaptation to the said reception, emphasizing that education is a right that must be accessible to children in all areas;
 - ii. Partners are to receive UN recognition as based on the guidelines stated within the OHCHR Guiding Principles on Business and Human Rights;
9. **Recommends** Member-States to integrate special needs education and mental health topics in national education curriculum, given that a state's existing national funds are to be allocated for areas that need further development:
- a. Reminding Member-States that not all sectors of education have been given optimal attention during the transition to online education and off-site learning;

- b. Suggesting the integration of said topics within the local curriculum as based on the international standard for education protocols for students and educators, so as to aid their mental health amidst the situation brought about by the pandemic in which states:
 - i. Become aware of the insufficient funding for mental health medication and psychiatric appointments that have been the effect of the pandemic;
- c. Encouraging the allocation of proper funding for transitioning alternative learning services online with additional services, in collaboration with the United Nations Children’s Fund (UNICEF) such as:
 - i. Therapeutic education centers;
 - ii. Early childhood education and stimulation;
 - iii. Educational support;
 - iv. Support teacher services,
 - v. School Integration Services; and
 - vi. Special schools;

10. **Endorses** partnership with WHO so as to work alongside education actions and work towards fulfilling public health goals and strategies such as:

- a. Acknowledging that off-site learning transitioning back to face-to-face classes requires additional information on COVID-19 safety
- b. Recognizing the other relevant viruses and diseases that are present in the Member-States’ geographical location
- c. Educating students, parents, teachers, and staff on the necessity for protective measures like masks and social distancing, and disseminating factual information about the coronavirus vaccination in an effort to increase public trust;
- d. Providing updates given the safety protocols and vaccination progress of the country, as based on the statistics reported by the WHO.