



Regensburg Model United Nations

Code: DR/1/1

Committee: General Assembly

Topic: Facilitating Knowledge Transfer for Sustainable Development

1 *The General Assembly,*

2

3 *Guided by the purposes and principles of the Charter of the United Nations,*

4

5 *Reaffirming the 2030 Agenda for Sustainable Development and the Sustainable Development Goals*
6 *(SDGs), in particular Goal 4 on ensuring inclusive and equitable quality education and promote lifelong*
7 *learning opportunities for all as well as Goal 5 on achieving gender equality and empowering all women*
8 *and girls, as education for everybody is important for reaching all Sustainable Development Goals,*

9

10 *Reaffirming further that besides human, material, and financial resources, knowledge is a key factor to*
11 *achieve the SDGs around the globe,*

12

13 *Recognizing education as the most fundamental form of knowledge transfer, that happens especially*
14 *within societies,*

15

16 *Noting that to ensure sustainable development, knowledge transfer not only has to take place between*
17 *different societies and Member States, but also within them and that equal access to education to all*
18 *people regardless of race, gender, religion or other status is of crucial importance in this regard,*

19

20 *Underlining the crucial role of the international system to enable all Member States in providing quality*
21 *education,*

22

23 *Acknowledging that effective knowledge transfer for sustainable development is impossible without the*
24 *inclusion of women in the process and that knowledge transfer towards women will enable knowledge*
25 *sharing through women, which has great potential to benefit society,*

26

27 *Reaffirming the right to education, which has been recognized in the Vienna Declaration and Programme*
28 *of Action, the Programme of Action of the International Conference on Population and Development, the*
29 *Beijing Declaration and Platform for Action and the outcome documents of their review conferences,*

30

31 *Acknowledging the fundamental role the United Nations Educational, Scientific and Cultural Organization*
32 *(UNESCO) plays in promoting education in all Member States,*

33

34 *Recalling the UNESCO Convention against Discrimination in Education which covers the right to*
35 *education stating that education is not a luxury, but a fundamental human right as well as highlights*
36 *Member States' obligations to ensure free and compulsory education, bans any form of discrimination,*
37 *and promotes equality of educational opportunity,*

38

39 *Underlining that women's and girls' equal access to education is still lacking behind in large parts of the*
40 *world as girls are disproportionately represented among out-of-school children and women are*
41 *disproportionately represented among illiterate adults as two thirds of illiterate adults are women*
42 *according to the United Nations Children's Fund,*

43

44 *Recognizing the unequal access to higher education, especially for women and therefore recalling on*
45 *ensuring equal and inclusive access for all, with special regard to enabling women to attend science,*

46 technology, engineering, and mathematics (STEM) related education as STEM-fields play a significant
47 role in achieving the SDGs,
48

49 *Declaring* the importance of including Information and Communication Technologies (ICTs) as
50 fundamental elements in national education strategies and in there emphasizing access, use, and
51 appropriation of ICTs to facilitate knowledge transfer through education,
52

53 *Acknowledging* the importance of strong support to girls and women accessing ICTs to strengthen efforts
54 in closing the education and digital gender-based gap,
55

- 56 1. *Calls upon* all Member States to provide every girl with access to at least primary education with 12
57 years of quality education as the goal all Member States should strive for;
58
- 59 2. *Invites* Member States to develop awareness-raising programs like the #iRespectU social media
60 campaign of UNESCO in the Caribbean Small Island Developing States to convey key values of
61 gender equality, to be accompanied by economic and social policies promoting equality, solidarity
62 and justice, and to reach out to young people, drawing on them as agents of positive change;
63
- 64 3. *Calls upon* all Member States to include the right to access free, equitable and inclusive quality
65 education, into their national legal frameworks in order to guarantee equal access to education to all
66 people regardless of race, gender, religion, or other status;
67
- 68 4. *Calling* to further develop the implementation of STEM programs for girls and women and scaling up
69 technical and financial investment in STEM related education, especially by enhancing knowledge-
70 sharing between developed and developing countries by inter alia further promoting UNESCO's
71 TeachHer Initiative and aims to via public-private partnerships to form gender-responsive educators
72 in order to inspire and empower girls to pursue educations and careers in STEM-fields while
73 especially focusing on enhancing the dialogue between and regional training sessions for educators
74 in developing countries;
75
- 76 5. *Requests* UNESCO to implement a working group and a transnational network to measure gender
77 equality in education to share successful strategies, including the implementation of south-south,
78 north-south and triangular cooperation;
79
- 80 6. *Invites* Member States to act upon the UNESCO Roadmap on Education for Sustainable
81 Development, specifically addressing the five priority action areas of advancing policy, transforming
82 learning environments, building capabilities of educators, empowering and mobilizing youth, and
83 accelerating local level actions.