



## Regensburg Model United Nations

**Code:** DR/1/3

**Committee:** General Assembly

**Topic:** Knowledge Transfer for Sustainable Development

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1 *The General Assembly,*

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3 *Alarmed by* the ever-increasing divide between the global north and the global south especially regarding  
4 the availability of healthcare and technology as highlighted by the difference in vaccination rates between  
5 developed and developing nations in the fight against the COVID-19 pandemic,

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7 *Bearing in mind* the Sustainable Development Goals (SDGs), first and foremost SDG 3 on good health  
8 and well-being, SDG 7 on affordable and clean energy, SDG 9 on industry, innovation and infrastructure  
9 and SDG 17 on cooperation,

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11 *Noting* that the standards for medical degrees differentiate between the Member States, complicating the  
12 employment process for medical professionals and students in foreign countries and hindering the  
13 transfer of their experience and knowledge,

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15 *Encouraged by* the result of an independent cross-sectional study conducted on positive developments in  
16 the treatment of the novel coronavirus after a successful knowledge transfer,

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18 *Recalling* the Agreement on Trade-Related Aspects of Intellectual Property (TRIPS), especially Article  
19 66.2 on the obligation for developed nations to create incentives for companies to disseminate and  
20 transfer knowledge to less and least developed nations, and Article 31 on the temporary waiver of patent  
21 rights in times of crisis,

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23 *Mindful of* the importance of intellectual property rights for innovation and economic opportunity,

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25 *Recalling* Article 25 of the 1948 *Universal Declaration of Human Rights* formulating everyone's right to a  
26 standard of living adequate for their health and well-being, including food, clothing, housing and medical  
27 care and necessary social services,

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29 *Reaffirming* the resulting obligation to ensure access to affordable and effective health care,

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31 *Concerned by* the situation of especially vulnerable groups such as indigenous people and women,

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33 *Recognizing* the importance of information and communication technologies in promoting and sharing  
34 knowledge,

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36 *Recognizing* General Assembly resolution 33/134 promoting and implementing technical Cooperation  
37 among developing countries,

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39 *Calling attention to* South-South and Triangular Industrial Cooperation (SSTIC) as a network of the United  
40 Nations Industrial Development Organization (UNIDO),

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42 *Convinced* about the importance of global cooperation,

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44 *Recognizing* the importance of the production of COVID-19 vaccines in developing countries,

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46 *Having considered* to expand vaccine production in developing countries,

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48 *Recognizing* South-South cooperation as a common endeavor of peoples and countries of the South who  
49 share the same experiences as stated in the outcome document of the High-level United Nations  
50 Conference on South-South Cooperation in Nairobi,

51  
52 *Aware of* the growing importance of sciences and technologies,

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54 *Recalling* General Assembly resolution 69/211 on the “United Nations Decade of Education for  
55 Sustainable Development”,

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57 *Taking into account* the importance of initiatives funding children’s education in lower income countries  
58 such as, but not limited to, the Global Partnership for Education,

59  
60 Recognizing the importance of the United Nations Educational, Scientific and Cultural Organization  
61 (UNESCO) for purposes of equitable access to education,

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63 *Expressing its appreciation for* initiatives such as, but not limited to, the Global Learning House which  
64 aims to mitigate learning losses caused by the COVID-19 pandemic under the umbrella of the UNESCO,

65  
66 *Stressing* that promotion of education is crucial for a successful fulfillment of General Assembly resolution  
67 70/1: “Transforming our World: The 2030 Agenda for Sustainable Development”,

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69 *Acknowledges* with deep gratitude the *Addis Ababa Action Agenda*, which was established by General  
70 Assembly resolution 69/313, in which education plays a crucial role,

71  
72 *Calling attention to* the imbalance that exists in the world in terms of distribution and access to crucial  
73 sectors such as healthcare and education,

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75 *Recognizing* the importance for achieving sustainable development of delivering quality education to  
76 children of all genders,

77  
78 *Emphasizing* the importance of United Nations Entity for Gender Equality and the Empowerment of  
79 Women (UN Women) as a crucial part in implementing education for all genders to achieve the  
80 sustainable development goals,

81  
82 1. *Defines* developed nation as nations with sufficient medical supply for their population or nations with  
83 at least 95% of their population living above the poverty line;

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85 2. *Recommends* the improvement of the distribution and the availability of professional medical help by:

86  
87 a. Ensuring secure and rapid communication channels to report medical emergencies  
88 nationally;

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90 b. Expanding medical education and first aid courses;

91  
92 3. *Encourages* all participating Member States to act in accordance to Article 66.2 of the TRIPS  
93 Agreement, especially in regards to:

94  
95 a. Creating incentives for pharmaceutical companies to move production to developing nations;

96  
97 b. Aid with the construction of additional infrastructure regarding;

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99 4. *Reminds* all participating nations of the possibility to make use of Article 31 of the TRIPS Agreement  
100 concerning the issue of patent rights in the production of vaccines;

- 102 5. *Further requests* all developed nations to aid with the remunerations or relief the remunerations set  
103 out in Article 31 h. of the TRIPS Agreement in certain emergencies such as but not limited to:  
104  
105 a. A pandemic as defined by the WHO;  
106  
107 b. Natural and manmade disasters;  
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109 6. *Calling for WHO* to set an international standard for medical degrees according to the standard set by  
110 the World Federation for Medical Education (WFME);  
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112 7. *Advices Member States* to further facilitate research and exchange by:  
113  
114 a. Continuing and expanding efforts to bring internet access and digital technologies to  
115 developing communities;  
116  
117 b. Improving the existing information and communication technologies;  
118  
119 c. Encouraging multinational forums and research groups;  
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121 8. *Emphasizes* the expansion of the SSTIC by:  
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123 a. Implementing a technology bank for Less Developed Countries (LDP) mentioned in General  
124 Assembly resolution 71/251;  
125  
126 b. Strengthening economic ties between southern member states, through annual meetings,  
127 organized by UNIDO;  
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129 9. *Invites UNESCO* to continue the provision of a platform for knowledge transfer in education by:  
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131 a. Providing quality teacher's education and by that increasing the supply of qualified teachers  
132 in the developing countries;  
133  
134 b. Enhancing global and local understanding of teaching and sharing it with all regions as well  
135 as improving the technical and organizational capacity of teachers;  
136  
137 10. *Encourages Member States* to establish guidelines for a common education background in order to  
138 transfer knowledge by:  
139  
140 a. Establishing reforms of secondary education and universities in order to avoid graduate  
141 unemployment and by that avoid further economic problems;  
142  
143 b. Enhancing the recognition of foreign qualifications, education and skills;  
144  
145 c. Scaling up investments and international cooperation to allow all children to complete free,  
146 equitable, inclusive and quality early childhood, primary and secondary education, including  
147 through scaling-up and strengthening initiatives, such as the Global Partnership for  
148 Education;  
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150 11. *Encourages Member States* to promote international exchange of secondary schools and universities  
151 to strengthen knowledge networks by:  
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153 a. Supporting foreign students in the pursuit of their academic education by:  
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155 i. Providing them with scholarships to support them financially;  
156 ii. Providing them with adequate housing during their stay abroad in order to facilitate  
157 the integration of foreign students into the society;

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- b. Facilitating the international mobility by:
    - i. Providing easily accessible visa and travel documents;
    - ii. Removing travel bans;
    - iii. Signing agreement with travel companies;
  - c. Creating incentives and programs for university students to attend courses in other nations by:
    - i. Expanding on existing and creating new partnerships between universities;
    - ii. Offering a greater variety of courses of study focused on international issues, especially in the health sector;
    - iii. Promoting the inclusion of participants from developing and least developed nations by making programs more accessible and more affordable;
  - d. Supporting the Student Exchange Program of the International Federation of Medical Students Association (IFSMA) to promote knowledge transfer within the health sector;
12. *Insists* on improving digitalization, especially concerning:
- a. Online infrastructure, working together with telecommunication operators to provide a stable and safe internet connection in every part of the world;
  - b. E-learning, by:
    - i. Creating an international e-learning platform concerning all fields of study, from elementary school to university level monitored by UNESCO;
    - ii. Expanding already-existing online universities to all learners in the world, with special concern to people living in the Global South;
    - iii. Reducing the users' costs of above-mentioned mediums, wishing that they may be free in the next years;
    - iv. Digital communication and free use of media, limiting the intervention of governments and companies in controlling citizens' accounts and profiles in countries that are on their way to become democratic;
13. *Prioritizing* gender equality to be included in all the aforementioned paragraphs to enable women to become more independent by including women in the science sector and research.