

Commission: United Nations Educational, Scientific and Cultural Organization
(UNESCO)

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Japan, Malta, Mauritius, Republic of Korea, Sierra Leone,
Switzerland, Uganda, Zimbabwe

**QUESTION OF: EQUIPPING LEARNERS FOR THE FUTURE: A BALANCED
APPROACH TO 21ST CENTURY SKILLS**

The General Assembly,

Noting with deep concern the importance of fostering well-rounded education systems that balance both traditional academic subjects and 21st century skills such as critical thinking, collaboration, digital literacy and entrepreneurship,

Taking into account that digital innovation has demonstrated powers to complement, enrich and transform education and has the potential to speed up progress towards Sustainable Development Goal 4 for the betterment of education,

Emphasizing problems which relate to budgetary constraints, insufficient funding, and resource allocation, shortage of qualified teachers, improper infrastructure, overcrowded classrooms, inadequate teaching materials and outdated curricula,

Observing the stark disparities in educational opportunities between urban and rural communities, as well as the ways in which financial status and other factors that can impede students from engaging completely in the learning process,

Deeply concerned by the limited access to technology, reliable internet, computers and other technological infrastructures which hinder both teachers' and students' ability to teach and learn digital skills which are essential for modern workforces,

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Bearing in mind that UNESCO estimates that well over half a million children and adolescents globally do not meet the minimal competence standards in mathematics and reading, which reflect differences in access to high-quality education,

1. Requests funding from UN organs namely, UNESCO, UNDP as well as member states, to provide an inclusive learning environment which aims to ensure that students can acquire necessary skills including critical thinking, creativity, metacognition and digital literacy;

2. Encourages the implementation of free and compulsory education programs at the secondary level, particularly in minority areas;

3. Calls upon Member States and UN bodies to review policies and further strengthen them, by aligning with international frameworks to enhance governance along with the effectiveness of educational systems aiming at promoting equity and inclusion;

4. Urges Member States to update and adapt their educational curriculum to integrate technology, mental health programs, global awareness and progressive beliefs;

5. Recommends the provision of adequate training to the teaching staff which emphasizes the modernization of education;

6. Further proclaims that students can acquire vital technical skills by improving STEM (Science, Technology, Engineering, Mathematics) Education for careers in high-demand fields within a technology-based world;

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7. Suggests the inclusion of group projects within school systems that require collaboration and communication using digital tools;

8. Appeals for the expansion of internet access in schools and households worldwide whilst providing adequate facilities and modern devices;

9. Further invites the inclusion of educational summits providing a base for development through regional and international partnerships including workshops and seminars between states and private institutions;

10. Encourages the implementation of multilingual learning in educational programs to further promote global awareness and allow students to interact successfully in the globalized world;

11. Further requests the Director-General of UNESCO to report to the General Assembly within two-year intervals on the progress made while implementing these solutions.