

## HMDC Presents... UNESCO: Review Quiz

# HMDC Presents... Review Quiz: UNESCO: COVID-19 Education and Technology Gaps

We take this quiz after we have read the full research report, not before. When we finish, we check our answers in the Answer Key at the end. For every question we missed, we go back to the report section named in the key and reread it, so the fact is ours before we walk into committee.

## PART 1: THE TOPIC

**1. According to UNICEF's 2020 count, which children were most likely to be cut off from remote learning when schools closed?**

- A. Children in large cities in high-income countries
- B. Children from the poorest households and from rural areas
- C. Older students in private secondary schools
- D. Children whose families already owned several devices

**2. The World Bank uses the term "learning poverty." What does it measure, and what happened to it after the pandemic?**

- A. The share of families too poor to buy school supplies; it fell from 70 percent to 57 percent
- B. The share of schools without internet; it rose from 40 percent to 65 percent
- C. The share of 10-year-olds who cannot read and understand a simple text; in low- and middle-income countries it rose from 57 percent to an estimated 70 percent
- D. The share of teachers who left their jobs; it rose to 44 million

**3. In the Botswana trial during school closures, which program raised maths learning?**

- A. Text messages sent to families, with no phone calls
- B. Weekly text messages plus short phone calls from teachers
- C. A free laptop for every child
- D. Radio lessons with no contact from a teacher

**4. Which statement matches what the World Bank's expert panel found when it reviewed more than 13,000 studies?**

- A. Handing out computer hardware was rated a "Great Buy" because it reaches every child quickly
- B. All programs were rated about equal, so cost is the only thing that matters
- C. The panel studied only rich countries, so its advice does not apply to poorer ones
- D. Teaching at the Right Level was rated a "Great Buy," while handing out hardware alone was rated a poor investment

**5. A UNICEF mapping looked at 471 national learning platforms built by governments. What disadvantage did it find?**

- A. About one-third were shut down, outdated or only partly working, and over 70 percent had no offline mode
- B. Every platform worked well, but students found them boring
- C. The platforms cost too little, so companies refused to build them
- D. Most platforms worked offline, but none had any lessons in maths

**6. An AI tutor program in Edo State, Nigeria, showed large gains in English. Why does the report say delegates should call for more testing before a mass rollout?**

- A. The program harmed girls, who fell further behind
- B. The program needed no teachers, so schools would close
- C. It was one short pilot, its results were not yet peer-reviewed, and it still required computers, internet and teachers
- D. The program showed no gains at all

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## **PART 2: THE UNITED NATIONS**

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**1. Which UN resolution adopted the Sustainable Development Goals, including Goal 4 on quality education for all?**

- A. A/RES/70/1, adopted by the General Assembly in 2015
- B. A/RES/73/25, adopted by the General Assembly in 2018
- C. S/RES/2601, adopted by the Security Council in 2021
- D. A/HRC/RES/44/3, adopted by the Human Rights Council in 2020

**2. What did UNESCO launch in March 2020 to respond to school closures?**

- A. The International Day of Education
- B. The Recommendation on Open Educational Resources
- C. A ban on smartphones in every school
- D. The Global Education Coalition, a partnership of more than 150 members working with over 70 countries

**3. UNESCO's 652-page study "An Ed-Tech Tragedy?" reviewed how technology was used during school closures. What did it conclude?**

- A. Technology worked equally well for every child, so countries should buy more of it
- B. Heavy reliance on connected technology often led to exclusion, sharp inequality and unintended harm, and future use should be more human-centred
- C. Technology should be removed from schools entirely
- D. Radio lessons caused more harm than internet lessons

**4. In November 2021, all 193 UNESCO member states adopted a document that a resolution on AI in classrooms can build on. What is it?**

- A. The Pact for the Future
- B. The Recommendation on Open Educational Resources
- C. The Recommendation on the Ethics of Artificial Intelligence, the first global standard on AI ethics
- D. The Global Digital Compact

**5. The report says no Security Council resolution deals mainly with education technology gaps. Why does it still list S/RES/2601 (2021)?**

- A. It condemns attacks on schools and encourages distance learning and digital technology to keep education going during armed conflict
  - B. It created Giga to connect every school by 2030
  - C. It set the minimum age of 13 for classroom use of AI
  - D. It adopted the 2030 Agenda for Sustainable Development
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## PART 3: INTERNATIONAL EFFORTS

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**1. In 2020 the Global Partnership for Education raised its COVID-19 fund to more than US\$500 million. What does the report say happened next?**

- A. Most of the money went unused because no country applied
- B. The fund was given only to high-income countries
- C. Countries applied quickly: by the time of the announcement, 48 countries had already applied for a combined US\$511 million
- D. The fund paid to connect every school to the internet

**2. The United States announced it would leave UNESCO. Why does this matter to our committee?**

- A. The United States pays about half of UNESCO's budget, so UNESCO will close
- B. The exit takes effect in December 2026, the same month our committee meets, and United States contributions make up about 8 percent of UNESCO's budget
- C. The United States will rejoin UNESCO in December 2026
- D. The exit only affects UNESCO's culture work, not education

**3. The Brookings Global Task Force on AI in Education consulted people in 50 countries and reviewed over 400 studies. What did it conclude?**

- A. AI should be given to every child at once, with no rules
- B. AI has no effect on children's learning, helpful or harmful
- C. AI risks to children are permanent and cannot be fixed
- D. At this point the risks of generative AI in children's education overshadow its benefits, but those risks are fixable

**4. After finding that most pandemic learning apps tracked children, what did Human Rights Watch urge governments to do?**

- A. Audit the apps they endorse, remove those that fail, pass child-specific data protection laws and ban behavioural advertising aimed at children
  - B. Stop all online learning permanently
  - C. Let companies decide their own privacy rules
  - D. Require every child to buy a private learning app
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## THINK LIKE A DELEGATE

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These questions have no single correct answer. A strong answer takes a clear position, gives a reason, and supports that reason with at least one fact from the report.

**1. We represent a country in the African Union. Should UNESCO first connect every school to the internet, or first fund low-tech learning and teachers? What would we argue, and why?**

**2. Aid to education is falling and the United States is leaving UNESCO. As a delegate, how would we propose paying for school recovery and connectivity? What would we argue, and why?**

**3. Students are using AI for homework faster than schools are writing rules. What should a UNESCO clause on AI in classrooms say? What would we argue, and why?**

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## ANSWER KEY

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### PART 1: THE TOPIC

1. **B.** UNICEF found that about 72 percent of the children cut off from remote learning lived in the poorest households and about three-quarters lived in rural areas (Part 1, Section 1A, E1).
2. **C.** Learning poverty is the share of 10-year-olds who cannot read and understand a simple text, and it rose from 57 percent to about 70 percent in low- and middle-income countries (Part 1, Section 1A, E5).
3. **B.** Text messages alone had no clear effect, but text messages plus short teacher phone calls raised maths learning, which shows that human contact made the difference (Part 1, Section 1C, E17).
4. **D.** The panel rated Teaching at the Right Level a "Great Buy" and rated hardware hand-outs alone a poor investment because they usually do not add learning (Part 1, Section 1D, E19).
5. **A.** About one-third of the platforms had stopped working or were outdated, and over 70 percent had no offline mode, which shows building a platform is easier than keeping it alive (Part 1, Section 1E, E22).
6. **C.** The gains came from one short, not yet peer-reviewed pilot that still needed computers, internet and teachers, and girls actually appeared to gain more, so option A is incorrect (Part 1, Section 1G, E27).

### PART 2: THE UNITED NATIONS

1. **A.** A/RES/70/1, adopted by the General Assembly in 2015, adopts the 2030 Agenda and the Sustainable Development Goals, including Goal 4 (Part 2, Section 2C, Table of UN Resolutions).
2. **D.** UNESCO launched the Global Education Coalition in March 2020 with more than 150 members, working with over 70 countries on connectivity, teachers and gender (Part 2, Section 2A, E28).
3. **B.** The study found heavy reliance on connected technology often caused exclusion and harm, and it recommends human-centred use, not removing technology entirely (Part 2, Section 2A, E30).
4. **C.** All 193 UNESCO member states adopted the Recommendation on the Ethics of Artificial Intelligence in November 2021, which makes agreement on AI clauses easier (Part 2, Section 2A, E33, and Section 2C, Table of UN Resolutions).
5. **A.** S/RES/2601 (2021) is the closest Security Council resolution because it encourages distance learning and digital technology to protect education in conflict zones (Part 2, Section 2C, Table of UN Resolutions and the note below it).

### PART 3: INTERNATIONAL EFFORTS

1. **C.** By the time of the announcement, 48 countries had already applied for a combined US\$511 million, which shows how many countries needed help paying for distance learning (Part 3, Section 3A, E35).
2. **B.** The United States exit takes effect in December 2026, the month of our conference, and its contributions are about 8 percent of UNESCO's budget, not half (Part 3, Section 3A, E37).
3. **D.** The task force found that the risks currently overshadow the benefits, but it also said those risks are fixable, so option C is incorrect (Part 3, Section 3B, E39).

4. **A.** Human Rights Watch urged audits of endorsed apps, removal of failing apps, child-specific data protection laws and a ban on behavioural advertising aimed at children (Part 3, Section 3C, E40).

## THINK LIKE A DELEGATE: WHAT A STRONG ANSWER INCLUDES

1. **Connecting schools or funding low-tech learning and teachers first:** A strong answer picks a clear order and backs it with numbers from the report. It may point out that internet use is only 23 percent in low-income countries (E12) and that connecting every school costs about US\$428 billion (E14), while teacher phone calls in Botswana cost about US\$19 per child (E17) and Teaching at the Right Level is a proven "Great Buy" (E19). It should also reflect the African Union position that funding and debt relief matter as much as technology, since low-income countries spend about US\$60 per student compared with about US\$8,000 in high-income countries (Part 2, Section 2D, item 4).
2. **Paying for recovery while aid falls:** A strong answer names where the money would come from and what it would protect first. It may cite that aid to basic education may have fallen by as much as 26 percent in 2025 (E36), that cuts could push 6 million more children out of school (E44), and that education received only about 3 percent of COVID-19 stimulus money (E29). Desirable proposals include UNESCO's benchmark of 4 to 6 percent of GDP for education (E4), pooled funds such as the Global Partnership for Education (E35, E36), and Nigeria's example of turning to local philanthropy when donors left (E51).
3. **Writing a clause on AI in classrooms:** A strong answer balances protecting children with making sure poorer children are not shut out of AI. It may cite that student use of AI for homework rose to 62 percent while only about one-third of students reported a schoolwide policy (E45), and UNICEF's warning about a widening "AI divide" (E46). Desirable clause ideas include UNESCO's minimum age of 13 and teacher training (E25), building on the Recommendation on the Ethics of Artificial Intelligence (E33), adapting the Secretary-General's AI Child Safety Pledge (E49), and using AI that supports teachers rather than replacing them (E47).