

## HMDC Presents... UNESCO: Sample Draft Resolution

# HMDC Presents... Sample Draft Resolution: UNESCO: COVID-19 Education and Technology Gaps

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**THIS IS A MODEL TO LEARN FROM, NOT TO COPY.** Harvard expects all writing to take place during committee sessions, and pre-written work can cost a delegate an award, as our HMDC Delegate Guide explains. We study this sample only to learn the format and the kind of thinking a strong resolution shows. Then we write our own clauses live, in committee, with our bloc.

## HOW A RESOLUTION IS BUILT

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A resolution is one long sentence with two parts. The first part, the preambulatory clauses (the "preamble"), explains why the committee is acting: we remind the room of the problem and of what the UN has already done. Each preambulatory clause begins with an *italic* opening word or phrase, such as *Recalling* or *Deeply concerned*, and ends with a comma. The second part, the operative clauses, says what the committee will actually do. Each operative clause is numbered and begins with a **bold** (or underlined) action verb, such as **Calls upon** or **Requests**. Each one ends with a semicolon, except the very last clause, which ends with a period.

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## THE SAMPLE DRAFT RESOLUTION

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**Committee:** United Nations Educational, Scientific and Cultural Organization (UNESCO) **Topic:** COVID-19 Education and Technology Gaps **Sponsors:** The Republic of Botswana, the Republic of Sierra Leone, the Republic of Peru, the Swiss Confederation **Signatories:** [signatories]

The United Nations Educational, Scientific and Cultural Organization,

*Reaffirming* Sustainable Development Goal 4 on quality education for all, adopted in General Assembly resolution A/RES/70/1 (2015),

*Recalling* General Assembly resolution A/RES/74/306 (2020) on a comprehensive and coordinated response to the COVID-19 pandemic, and Human Rights Council resolution A/HRC/RES/47/6 (2021), which reaffirms the right to education amid COVID-19,

*Further recalling* Security Council resolution S/RES/2601 (2021), which encourages states to keep education going during armed conflict through distance learning and digital technology,

*Building on* the commitment to close digital divides in the Global Digital Compact, annexed to General Assembly resolution A/RES/79/1 (2024), and on the UNESCO Recommendation on Open Educational Resources (2019),

*Guided by* the UNESCO Recommendation on the Ethics of Artificial Intelligence, adopted by all 193 member states in November 2021,

*Deeply concerned* that at least 463 million schoolchildren could not use any form of remote learning during school closures (UNICEF, August 26, 2020), and that the number of children out of school has risen for seven years in a row to 273 million (UNESCO, March 25, 2026),

*Alarmed* that 145 of 163 education technology products recommended by governments during the pandemic appeared to monitor children or had the ability to do so (Human Rights Watch, May 25, 2022),

1. **Calls upon** all member states to adopt and publish a national emergency learning plan that covers pandemics, conflict and natural disasters, and that uses radio, television and phone lessons in local languages so that teachers can reach children without home internet;
2. **Recommends** that these plans include regular two-way contact between teachers and students, such as short weekly phone calls, following evidence that phone calls plus text messages raised learning at low cost (Nature Human Behaviour, June 13, 2022);
3. **Requests** that member states report each year to UNESCO on their national learning recovery plans, including simple tests of reading and maths that show which students fell behind, in line with the "Assess learning" step of the RAPID framework;
4. **Encourages** member states to fund catch-up teaching that groups children by skill level, such as "Teaching at the Right Level," and structured lesson guides for teachers, before buying computer hardware alone;
5. **Invites** donor states, development banks and technology companies to contribute to a pooled financing fund that speeds up Giga's work to connect every school by 2030, with priority for rural schools and low-income countries;
6. **Urges** that every school connected under this fund be covered by child data protection rules that ban behavioural advertising aimed at children and require the deletion of children's data when it is no longer needed;
7. **Further requests** that national learning platforms built with UN support include offline access and accessibility features for learners with disabilities, and receive funding for at least as long as they are in use;
8. **Recommends** that classroom use of generative artificial intelligence follow UNESCO's 2023 guidance, including a minimum age of 13, teacher training and data protection, and that new education technology be tested for learning results before it is bought at scale;
9. **Decides** to remain actively seized of the matter.

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## HOW WE MERGE AND AMEND IN COMMITTEE

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1. **Merging around shared clauses:** When another bloc's working paper shares our main idea, we lay both papers side by side and mark the clauses that say the same thing. We keep the clearest version of each shared clause and add each bloc's strongest unique clause. We list every country that wrote a part as a sponsor, so no one feels their work was erased.
2. **Amending one clause at a time:** An amendment changes, adds or removes operative clauses, and it needs the number of signatories the Director sets, as our HMDC Procedure Guide explains. We write each amendment to fix one clause only, for example changing "by 2030" to "by 2035" so that a worried country can vote yes.

3. **Protecting our red line while trading the rest:** Before we merge or accept an amendment, we check our national interest from the position paper. For Botswana, the clauses on reaching children without internet (clauses 1 and 2) are the red line, while the speed and cost-sharing of connectivity (clause 5) are what we can trade to win more votes.