



Erasmus+ Report of Italian Meeting



Project Name: Model United Nations

Project Number: 2023-1-FR01-KA220-SCH-000155418

Activity Title: Quality education

Venue: Arzano/Italy

Date: 14-18th October 2024

Program

Monday 14th

09:15 – 16:15 Opening Ceremony; Conference sessions where student discussed World issues regarding Quality Education in 3 committees as Unesco (GEFI), Unesco (IITE) and UNDP; lunch served at school at 13:45 - 14:45; resolution papers preparations.

17:00 Walk in the historic center of Naples.

Tuesday 15th

09:15 – 16:15 Conference sessions where student discussed World issues regarding Quality Education in 3 committees as Unesco (GEFI), Unesco (IITE) and UNDP; lunch served at school at 13:45 - 14:45; resolution papers conclusion; Closing Ceremony.

17:30 Visit of Piazza del Plebiscito and the Norman Castle "Castel Dell'Ovo" along the seaside walk.

Wednesday 16th

08:30 – 18:30 Excursion in Pozzuoli (the Seiano Grotto, the Pausilypon Archaeological Park and the Temple of Serapis).

Tuesday 17th

08:30 – 18:30 Excursion in Procida (the Historical Center till Terra Murata, the former Bourbon prison · Abbey of San Michele Arcangelo, fishing village "La Corricella").

Friday 18th

09:30 – 12:30 Certificate Ceremony and Resolution Papers.

12:30 Free time

The second mobility of our project took place between October 14-18, 2024, involving 64 students and 19 teachers from partner institutions. The event spanned 5 working days, comprising 2 days of conferences, 2 days of cultural and social trips, and 1 day dedicated to concluding the conferences with final declarations.

The focus of the conferences was "Quality Education." In this context, students were organized into three committees, modelled after the United Nations structure, and engaged in discussions representing assigned countries.

These committees were:

1. United Nations Development Programme (UNDP);
2. UNESCO Global Education First Initiative (GEFI);
3. UNESCO Institute for Information Technologies in Education (IITE).

Key issues were explored, leading to the publication of resolution papers at the end of the conference. The outcomes included:

- Equal opportunities for students who couldn't attend due to financial constraints, ensuring their participation in project activities.
- Improvement in participants' creative thinking, collaboration, and communication abilities.
- Enhanced leadership and productivity skills.
- Advancement in linguistic abilities.
- Greater understanding of diplomatic practices.
- Research on issues related to educational inequality and access, encouraging participants to develop innovative solutions for improving educational systems and ensuring equal opportunities for all.
- Increased civic engagement in addressing global challenges.
- Enrichment of cultural exchange due to the multinational environment.
- Final declarations were published and will be shared with local and international policy-making bodies, including the United Nations, to influence public opinion and promote policy changes.

Participants will also disseminate their experiences and achievements through seminars, conferences, and other events in surrounding schools and educational institutions, fostering further growth in local and international MUN conferences.

The Resolutions Papers of the Committees

United Nations Development Programme (UNDP)

Signatories: Brazil, Cambodia, Chad, China, Germany, Honduras, Japan, Nepal, Nigeria, Pakistan, Russia, Somalia, South Korea, Spain, Syrian Arab Republic, Ukraine, United Kingdom, United States of America.

Topic: Promotion and Assurance of the Right to Education to All.

The General Assembly,

Acknowledging the fundamental right to education as enshrined in the Universal Declaration of Human Rights,

Recognizing the significant disparities in access to education, particularly in rural, disadvantaged, and conflict-affected areas,

Alarmed by the impact of conflicts, humanitarian crises, and pandemics on the continuity of education, particularly in low-income countries,

Noting with concern that gender disparities in education still persist, particularly in STEM fields, despite efforts to promote gender equality,

Appreciating the role of the UNHCR, UNICEF, and other relevant bodies in addressing educational needs in conflict-affected areas and refugee camps,

Recognizing that vocational and technical education are crucial for improving youth employability, particularly in developing countries,

Fully aware of the importance of peace education in fostering tolerance and intercultural understanding,

Acknowledging the essential role of technology and infrastructure in ensuring inclusive and equitable education, particularly during global emergencies like the COVID-19 pandemic,

1. Calls upon Member States to increase national funding for primary and secondary education in rural and disadvantaged areas to ensure equal access to quality education;
2. Encourages the establishment of a global fund, administered by UNESCO, to support education in conflict zones and areas affected by humanitarian crises;
3. Recommends the creation of a global teacher training programme for emergency and post-conflict situations, ensuring educators are equipped with the skills needed to support students in challenging environments;

4. Urges the UNHCR to expand its refugee education programmes to include higher education and vocational training opportunities for refugee students;
5. Suggests the implementation of school feeding programmes by Member States, in collaboration with the World Food Programme (WFP), to improve student attendance and performance in low-income areas;
6. Encourages UNICEF to expand the "Schools for Africa" initiative to include other developing regions, such as the Middle East, Asia, and Latin America;
7. Recommends that peace education be made a mandatory component of national curricula, promoting tolerance, intercultural understanding, and conflict resolution;
8. Urges national governments to ensure that all schools have adequate infrastructure, including internet access and technological resources, particularly in remote areas, to bridge the digital divide;
9. Proposes the creation of a sustainable funding mechanism, supported by bodies like ECOSOC, OECD, IMF, and the World Bank, to support education in low-income countries during periods of economic crisis;
10. Encourages Member States to adopt policies that promote educational resilience, ensuring continuity of education during pandemics and other global emergencies, with support from UN e-learning initiatives like UNRIC;
11. Calls for the establishment of an International Day to promote inclusive and accessible education for all, raising global awareness of educational challenges and opportunities;
12. Encourages Member States to implement policies that promote the participation of girls in STEM education, drawing on successful models like those in Canada and other developed nations;
13. Urges more stringent measures by Member States to eliminate gender disparities in education at all levels, with particular focus on ensuring access to quality education for girls;
14. Recommends the integration of vocational and technical training into national curricula to enhance the employability of young people, following successful models such as Germany's Dual Education System;
15. Calls for global collaboration through UNESCO to develop curricula that promote sustainable development, human rights, and global citizenship, aligning with the Global Education 2030 Agenda and SDG 4;
16. Decides to remain actively seized of the matter.

UNESCO Global Education First Initiative

Signatories: Afghanistan, Australia, Brazil, Canada, China, Egypt, Greece, Hungary, India, Japan, Lithuania, Morocco, Pakistan, Russia, South Africa, Thailand, United Kingdom, United States of America.

Topic: Promoting inclusive and equitable Quality Education for sustainable development.

The General Assembly,

Recognizing that education is a key factor in providing stability and opportunities for personal and societal development, offering financial security and preparing individuals with the skills necessary for higher-paying jobs,

Affirming that education plays a critical role in promoting equality by giving everyone the same chances, and in teaching moral values and the difference between right and wrong, contributing to safer and more just societies,

Recalling Goal 4 of the United Nations Sustainable Development Goals (SDGs), which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, regardless of gender, background, status, or ethnicity,

Acknowledging that several key challenges impede the achievement of Goal 4, such as lack of funding, conflict and instability, inequality in access to education, poor quality of educational infrastructure, and the impact of climate change,

Emphasizing the importance of gender equality in education, noting that gender equality reduces poverty, enhances sustainable resource management, and improves health and educational outcomes, particularly when women are empowered to reinvest in their communities,

Recognizing the need for greater investment in education, particularly in low-income countries, to improve access to quality education, provide teacher training and support, and develop technological infrastructure to bridge the digital divide,

Noting that the Global Education First Initiative (GEFI) and the Sustainable Development Goals (SDG) share common objectives, both aiming to improve the quality of education and foster global citizenship through universal access to educational opportunities,

1. Urges Member States to allocate increased funding and resources to education, particularly in low-income and conflict-affected regions, to ensure inclusive and equitable access to quality education;
2. Calls upon governments to develop comprehensive teacher training programs and provide ongoing support to educators, ensuring that they are equipped with the tools and knowledge to deliver high-quality education;

3. Encourages Member States to invest in digital technologies and infrastructure in educational institutions, with a focus on closing the digital divide between urban and rural areas, and improving access to learning resources for all students;
4. Recommends that policies promoting gender equality in education be strengthened, with a particular emphasis on improving access to education for women and girls, thereby contributing to poverty reduction, sustainable resource management, and improved health outcomes;
5. Supports the development of strategies to address the key challenges hindering the achievement of Goal 4, such as conflict and instability, inequality, and the impacts of climate change on educational systems;
6. Proposes the implementation of financial incentives, such as grants and tax breaks, to accelerate the adoption of green technologies in educational infrastructure, ensuring that schools and universities are environmentally sustainable;
7. Encourages capacity-building initiatives that provide robust training programs for educators and administrators, equipping them with the skills necessary to implement innovative educational practices;
8. Calls for the establishment of platforms for sharing best practices and successful research related to education, promoting collaboration among countries in improving educational quality and sustainability;
9. Decides to remain actively seized of the matter.

UNESCO Institute for Information Technologies in Education

Signatories: Afghanistan, China, Egypt, Eritrea, Ethiopia, Germany, India, Indonesia, Iraq, Japan, Kenya, Luxembourg, Mexico, Philippines, Russia, South Sudan, United Kingdom, United States of America.

Topic: Addressing the Ethical Challenges and Dilemmas of Using AI in Academic Fields and Education.

The General Assembly,

Acknowledging the rapid integration of Artificial Intelligence (AI) in academic fields and education, presenting both opportunities and ethical challenges,

Recognizing the need for clearly defined laws and frameworks governing the use of AI in education to protect the integrity of learning environments,

Aware of the importance of privacy and data protection, particularly with regard to the use of personal data by AI technologies,

Concerned by the potential misuse of generative AI tools by students for academic dishonesty,

Noting the benefits of AI in creating personalized learning experiences and improving educational outcomes,

Recognizing the responsibility of educational institutions to provide guidance on the appropriate and ethical use of AI tools,

1. Calls upon Member States to establish clear definitions of different types of AI technologies used in education to ensure the appropriate regulation of their application;
2. Encourages governments to develop strict regulations concerning AI companies, particularly focusing on protecting personal data and ensuring that AI systems comply with data privacy laws;
3. Recommends the creation of AI verification tools to detect whether media, including images, videos, and texts, have been generated by AI, helping to distinguish AI-created content from human-created content;
4. Proposes the development of laws regarding the ethical use and limitations of AI in education, addressing issues such as data collection, consent, and the use of AI-generated content;
5. Supports higher education institutions and research bodies in integrating AI technologies ethically, ensuring that faculty and students are fully informed about the potential benefits and risks associated with AI in academic fields;
6. Calls for the implementation of specialized tools, such as AI-driven learning management systems, that can analyse student work and provide personalized feedback to enhance learning outcomes;

7. Encourages the use of AI-driven applications for students to create personalized study schedules, generate new content such as textbooks and study guides, and support individualized learning pathways;
8. Recommends the development of AI tools to assist teachers in monitoring student engagement, such as using focus-tracking systems, to help educators better understand student needs;
9. Urges governments to adopt a balanced approach when addressing instances of academic dishonesty involving AI tools, taking into consideration the context and gravity of each case to determine appropriate consequences;
10. Calls upon Member States to organize conferences and public information campaigns to raise awareness of AI technologies in education and ensure that educators, students, and policymakers are informed about their proper use;
11. Encourages the development of AI tools that are not generative but can support learning, such as language learning apps, text-to-speech software, and personalized learning platforms, enhancing the efficiency of educational processes;
12. Emphasizes the importance of protecting student privacy when using AI tools in education, calling for clear guidelines on the extent to which instructors can use AI to monitor and evaluate students, with limits set by national and international regulations;
13. Requests that the United Nations Commission on Science and Technology for Development (CSTD) collaborate with UNESCO to ensure that AI applications used in education are aligned with ethical standards, focusing on safeguarding personal data and promoting educational integrity;
14. Encourages the development of AI tools that can ethically assist both educators and students without compromising the integrity of the learning environment, promoting inclusive and equitable access to AI-driven educational resources;
15. Decides to remain actively seized of the matter.