

Committee: General Assembly

Topic Area: Racism, Racial Discrimination, Intolerance

Res. Number: 1

Res. Name: Combatting Racism Throughout The World. _____

Sponsor: France

Signatories: Canada, Philippines, United States, New Zealand, United Kingdom, Iceland, Hungary, Rwanda

Resolution Body

The General Assembly,

Recognizes racism in all nations,

Understands, that racism needs to be addressed,

Taking into consideration that all nations may object,

Welcoming debate about the topic

Emphasizes that widespread social media has increased the recognition of racial discrimination

Taking into consideration the general public's feelings on racial discrimination,

1. Calls upon all nations to address racism in their countries:

- a. Upon calling this the UN as well as other countries will have the ability to call out other delegations while still being respectful,
- b. We also call upon countries to address what happen over the summer with the killing of George Floyd and ways to prevent it in the United States and other nations,
- c. Calling out citizens and leaders who are in-just and discriminate,
- d. Encouraging government to start campaigns regarding racism and racial discrimination by emphasizing programs,
- e. Asking people to punish police force who are racist to lose their jobs, if they injure or kill somebody who is unarmed, peaceful or compliant to police force;

2. Further invites nations to teach ways to combat racism in schools:

- a. Notes that some nations may use NGOs such as International Movement Against All Forms of Discrimination and Racism (IMADR) as teaching resources,
- b. Enforcing the idea NGOs are powerful tools and are very important in all nations,
- c. Also notes that some countries may use presentations online, or assemblies,
- d. Further notes that some nations already have programs in place and this resolution encourages those programs,
- e. Teaching the youth how to recognize racist stereotypes that either themselves or what surrounding people have said,
- f. How to identify and restrain oneself from unconsciously saying a racist comment that could indirectly offend someone,
- g. Teaching the youth how to respond to those that use hateful or rude remarks/comments against his/her classmates, peers or anyone in the world,
- h. France would be willing to fund this program to other countries

- i. Every 2 years this program will be taught.
- j. Reinforcing the idea that each country has its own law making process and specifics would be up to them;

3. Further Recommends nations to relocate funds from police to social workers. Only for calls of emotional distress and possible racial profile calls due to stereotypes:

- a. Adding that they would be trained in self defence methods such as hand to hand combat and other physical ways they can defend themselves so they can defend themselves if someone was to cause harm,
- b. Social workers will be trained in similar ways such as using the same programs each nation uses to train their police but not as extensively so they can focus on helping people
- c. their training would be funded by the money we would remove from the police and put into the social workers,
- d. Encourages the idea that only small amounts of funds will be relocated within each nations own governments,
- e. Noting that in some case sending in a police officer and a social worker would be acceptable but clarifies that on most occasions just a social worker would be sent to these calls,
- f. Police and trained professionals will train together for self-defense since both social workers and police officers require the same type of training they will have non-lethal weapons,
- g. This amendment would be specifically employed for tips on minority groups and the police or social workers involved in these measures would be required to have more hours of de-escalation training than self defense training.
- h. Specifics can be decided throughout each nation to accommodate;

4. Encourages The United Nations to enforce this idea with other delegations:

- a. Also encourages each delegation to get the ideas and opinions of citizens,

5. Further reminds the importance of funding for the United Nations Human Rights Council:

- a. Using the funding for the better understanding and practice of equality,
- b. Funding of this council would stretch the awareness of the United Nations,
- c. Creating programs to reduce discrimination and racial intolerance,
- d. Using this council's ability to lessen the racism within systems of nations,
- e. Starting an ethics committee through the council to hold police accountable and stop them from getting another job within the system.

Committee: General Assembly

Topic Area: Racial Discrimination

Res. Number:3

Res. Name: Combating Racism Through Education

Sponsor: Iceland

Co-Sponsor: New Zealand, China

Signatories: France, Hungary, Pakistan, Russia, United States, Australia, Philippines, United Kingdom, Japan, Ethiopia, Ireland, Rwanda

Resolution Body

Understanding that racism is a very serious and systemic issue that affects people of color and those of different religions,

Addressing that racism is also a systemic issue in many countries, especially the U.S., that should be addressed before more people are hurt or oppressed,

Fully aware of racial profiling in the medical and law fields and how it can affect a client/patient's treatment,

1. Encourages the use of Iceland's program called the "Meeting of Cultures" to be used by all government and private sector workers:
 - a. This would be required reading in order to open the minds of people who might be intolerant to races other than their own,
 - b. We can use this in a technological medium to be done online if possible,
 - c. This pamphlet is covering the different backgrounds and ethnicities of minority groups in order to present a different perspective that would encourage racial tolerance and understanding,
 - d. We would use this "Meeting of Cultures" program, which has already been created, and translated into many different languages;
2. Endorses existing initiatives in several nations to be added to the programs they already have:
 - a. Iceland will also provide funds to make this program accessible to less developed countries,
 - b. Urges that this program be taught as a program in schools so that these ideas can be taught to young people periodically so they can grow up in an environment of acceptance and understanding,
 - c. This information will be taught in a more child friendly way so that it is more applicable to the younger generations,

- d. This program will be taught to children by United Nations volunteers in order to protect teachers against people who might be opposed to the program.
 - e. Information will also be sent home with children gradually to also inform the parents of the program;
- 3. Calls for there to be education about racial disparities in Medical and Law Schools in relation to their respective fields:
 - a. Introduces race education as a required part of law and medical schools,
 - b. Informs law and medical students about the racism that occurs within their fields,
 - c. Teaches medical students how to detect when a fellow doctor or nurse is acting with prejudice,
 - d. Helps Law students understand racial profiling and how it can affect the outcome of a trial,
 - e. Base race education in Law and Medical schools off of Iceland's "Meeting of Cultures";
- 4. Emphasize that complaints against medical professionals are taken seriously and thoroughly investigated:
 - a. Develop a system that allows patients to anonymously submit complaints and concerns about doctors and nurses,
 - b. Ensures that a trusted official in hospitals or doctor's offices be the one reviewing and investigating these comments,
 - c. Keep which medical professionals have had complaints made about them undisclosed until it is deemed necessary, to prevent 3rd party interference.

Committee: UNHRC

Topic Area: Persecution of Journalists and Independent media in Russia

Res. Number: A/2

Res. Name: _____

Sponsor: Chile **Co-Sponsors:** Japan, Hungary

Signatories: Pakistan, Croatia, Mexico, Côte D'Ivoire

Resolution Body

The Human Rights Council,

Recognizing the human rights abuses against Russian journalists and aware of the Russian Federation's human rights abuses against journalists,

Recognizing that the journalists in question are innocent in the scope of international law,

Concerned that the Russian Federation is manipulating the news to advantage the political opportunities of the current regime, which is un-democratic,

1. Urges the Russian Federation to recognize their human rights abuses committed against their journalists;
 - 1.1 Urges UN member states to recognize the human rights abuses
2. Recommends that the Russian Federation repeal laws that limit or ban free press;
 - 2.1 Repeal the "sovereign Internet" laws
 - 2.2 Repeal the "foreign agency" laws
 - 2.3 Repeal or amend the Disrespects part of the "law that bans Fake News or news that disrespects the state"
3. Strongly suggests that the Russian Federation ends the persecution of their journalists, and sets free the journalists from prison;
4. Recommends that journalists who were arrested for these crimes are compensated for their time served;
 - 5.1 compensation should be 2500 USD per day spent in prison
 - 5.2 Any fines should also be paid with a 1.5% interest
5. Asks that if Russia continues their actions the UNSC sanctions tariffs on items used for media such as Computers, Paper, Ink or anything else related to physical or digital media.

Committee: UNESCO, UN

Topic Area: Topic A: Education Responses to Covid-19

Res. Number: 2

Res. Name: Education Response to Covid-19

Sponsor: Canada **Cosponsor:** Ireland

Signatories: ~~Chile~~, Rwanda, Australia

Resolution Body

Acknowledging that COVID-19 has affected each student separately causing students to go remote,

Bearing in mind the special needs of some students,

Taking into consideration that students want to return to school under cautions,

Welcoming the new ideas for new ways of learning,

Alarmed that student don't have the proper resources that they need nor do the teachers wither going remote or hybrid,

- 1.) Calls for the UN to prepare to give the proper funds to those countries that need it;
 - 1a.) Providing funds for technology and materials needed for remote learning to both students and teachers.
 - 1b.) Providing the funds to provide meals to the students that can't obtain a proper meal.
 - 1c.) Providing the funds for the Rwanda programs for radio for the deaf which will give students the resources that they need adequately.
 - 1d.) Bringing together the funds to pass relief bills for those who cannot afford education.
- 2.) Requests that the proper procedures are taken to help each student learn differently;
 - 2a.) Giving teachers the special training to help students with special needs to have that one on one connection.
 - 2b.) Providing students with materials to help those who learn differently from others get an effective education.
 - 2c.) Helping teachers find adequate lesson plans to fit each student's abilities to obtain the knowledge needed.
 - 2d.) Getting teachers and or providing teachers the knowledge to help break many language barriers whether it's to be multilingual or being a translator.

3.) Recommends suggestions that would help the mental health of both teachers and students;

3a.) Providing free lessons to the administrators and the students to learn the basis of how their technology works.

3b.) Having an encouraging way to support the teachers so that the teachers can support the students and their mental health.

4.) Proclaims that the new sub-committee UNERP which stands for United Nations Education Relief Program that will be providing many funds for Education Response to Covid-19;

4a.) UNERP is sponsored by W.H.O and UNICEF which is also giving advice and wise counsel to make the right decisions with both medical and the children educational advice.

4b.) UNERP is willing to form a new committee made up of a representative from each supporting delegation and committee to come up with a detailed plan to transfer to give a choice and this committee that is formed will call for committees such as WHO and UNICEF to join in the funding for care packages to students.

4c.) To execute the previously stated plans delegation committees will be shipped the materials that are designated to our teachers and students and the delegations will distribute them accordingly to the proper receiver.

4d.) UNERP is providing the proper care to the teachers and giving them the resources that are needed for them to be useful for the education of the students.

5.) Calls upon delegations to make the educated choice on the number of Covid-19 cases on whether to go in-person or stay online;

5a.) Families should have the choice of whether they would like their children to go in-person and or (hybrid model) learning or online learning depending on the materials they are able to use, and what their needs are.

5b.) The administration should choose if it is allowable and safe under the council and committee of UNERP to go back full in-person for the students and teachers.

5c.) When in person learning is an option, students and teachers should be mandated to wear masks and stay a safe distance away from others students and teachers depending on their needs and health conditions. Those who have needs and health conditions where they are not able to wear masks should be placed in different rooms with teachers that take proper precautions and have proper Personal Protective Equipment (PPE) to be able to work and help these students.

5d.) One way hallways will be mandatory for the schools doing hybrid to keep the students as far as possible, There won't be lockers available so it is advised that textbooks be wiped down periodically.

6. Encourages all nations to provide measures to make school supplies and resources for verified educators more accessible and affordable;

- a. The UN will promote all willing nations to offer tax cuts for educators when spending their personal finances to purchase school supplies.
- b. The UN will also encourage governments to incentivise private businesses to offer discounts on school and teacher supplies in order to make purchasing the items inexpensive and more accessible.

Committee: UNESCO

Topic Area: Education Responses to COVID-19

Res. Number: 1

Res. Name: The COVID-19 Response to Education Compromise

Sponsor: United States of America, Co-Sponsor: New Zealand

Signatories: Hungary, United Kingdom, Australia, Chile

Resolution Body

Acknowledging the fact that before the COVID-19 pandemic, 263 million children did not have access to education, and further acknowledging that this statistic has augmented to 463 million students,

Alarmed by the disruptions in the learning process due to the COVID-19 pandemic,

Fully aware of the 13 nations without immediate access to adequate technology and the internet,

Observing that digital disparity may leave a significant portion of the population behind,

Having considered further students with special needs and hearing impairments,

Recognizing that only 15 countries were able to offer distance learning in more than one language,

Realizing that across the world have lost an average of one-third (74 days) of education each due to school closures and a lack of access to remote learning,

Considering 368.5 million children across 143 countries who normally rely on school meals for a reliable source of daily nutrition must now look to other sources,

Taking note of families and children who cannot sufficiently fulfill their nutritional requirements in their respective households,

Having studied the immediate impacts compared to the long-term effects this pandemic has had on education systems across the globe,

1. Instructs the UN to facilitate funding to countries based on their individual needs;
 - a. The UN will oversee and promote multilateral efforts where developed countries can give financial aid to developing countries as an endeavor to strengthen our global education system and economy.
 - b. The UN and local governments will incentivize technology-based companies to provide technology and the internet for education.
2. Designates United Nations on Educational Development (UNED) to oversee the programs, distributions of resources as stated in the resolution, and collaborations being

made;

- a. Other committees like UNICEF, WHO, CFS will also be supporting this program as they play a key role in providing education to children and distributing resources to other countries.
- b. UNED will also oversee the funding initiatives being provided to schools and families across the globe.
3. Considers funds be utilized to train educators and teachers through improved professional development courses that focus on how to aid students' mental health, anxiety, depressions, and post-pandemic trauma;
4. Requests governments to try to bring adequate internet access to unserved and underserved regions;
 - a. The UN will be the common platform to ensure the facilitation of productive collaboration between private sectors and the federal government to provide universal broadband access and technology for education.
 - b. These initiatives will acknowledge and lay the foundation for developing technology systems that are predicted to drive social and professional activity;
5. Implores schools that do not have proficient technology devices to temporarily create a plan that uses radio-broadcasted and pre-recorded lessons until assistance has been provided;
 - a. The implementation of temporary radio-broadcasted education will be in place while government officials devise a long-term sustainable education plan that ensures expertise in monitoring and evaluation of learning.
 - b. To guarantee an immersive learning experience for students, a collaboration between broadcasters, education authorities, and educators will occur, encouraging workshops and translated lesson broadcasts.
6. Urges schools to give their teachers adequate training and to provide them with ample information to support students with linguistic barriers;
 - a. UNESCO will aid schools to create or expand ESL (English as a Second Language) and programs so that professionals can work effectively with students on online and hybrid platforms without compromising on learning standards.
 - b. UNESCO will aid schools to create or expand ESOL (English for Speakers of Other Languages) programs so that professionals can work effectively with students on online and hybrid platforms without compromising on learning standards.
7. Calls upon NGOs and the CFS (Committee on World Food Security) to accommodate for the meals and ensure the accessibility of nutrition to students who relied only on school meals for food;
8. Notes with satisfaction a compromise that urges individual countries to send a referendum to students and teachers to understand which schools are able to adapt hybrid learning and which schools require remote learning in order to slow the spread of COVID

- 19;
- a. State, Province, and/or Territory governments may distribute the referendum provided, while the UN will analyze the collected data with experienced representatives from their respective countries.
 - b. Countries that are more developed will be able to answer the referendum online, countries that are less developed will receive paper copies of the referendum, and responses will be collected in stations set in state/provinces/territories.
 - c. Students' and teachers' responses will be taken into serious consideration and students with special needs or mental/physical disabilities will be prioritized to transition into in-person learning.
 - d. UNESCO will collaborate with WHO (World Health Organization) to devise detailed guidelines of safety measures and precautions schools will need to implement to gradually open up buildings for children with disabilities while adapting to their needs.
9. Further requests governments to distribute physical materials to families and schools;
- a. The Ministerial Steering Committee on Education shall oversee the delivery and packaging of items such as textbooks, pre-recorded lessons, visuals, audio cassette tapes, novels, and other curriculum material.
 - b. The distribution of face masks, sanitizers, and other disinfecting solutions to schools that are eligible for the compromise to proceed.
 - c. Countries that have a low amount of reported COVID-19 cases and that have ample resources can assist in providing countries that need them.
10. Recommends nations to urge federal and state governments to acknowledge the loss of education many students have experienced due to the unanticipated school closures where they did not have access to essential resources to keep up with the circumstances;
- a. The Ministerial Steering Committee on Education will create proposals for schools to allow students to recover learning losses by repeating grades.
 - b. The Ministerial Steering Committee on Education will draft qualified tutors to assist students in need of instructional support.
11. Encourages nations in the UNESCO committee to categorize issues as immediate action responses or long-term improvement schemes and set timely goals for both initiatives after analyzing the logistics with experts;
12. Affirms nations to mandate initiatives and long-term plans as institutional policy in order to ensure their timely execution;
13. Further invites delegates from all nations to discuss the implementation of propositions in this resolution on global UN platforms;
- a. A conference shall be organized every 2 years to evaluate the immediate action initiatives and their consequential impacts on stakeholders at multiple levels of society.
 - b. A conference shall be organized every 5 years to evaluate and expand on the long-

term goals of diversification of educational instruction and reduction of educational inequalities.

Committee: United Nations International Children's Emergency Funds

Topic Area: Ongoing Issue of Child Marriages

Res. Number: 1b

Res. Name: Education and Organization Solution

Sponsor: Afghanistan

Signatories: Australia, Bangladesh, India, Ethiopia, Russia, Germany, Pakistan, Turkey, Italy, China, Brazil, Hungary

Resolution Body

Aware of the problem with child marriages,

Alarmed with the immense amount of child marriages,

Welcoming countries that have solutions to state them,

Confident that there are solutions to fix this problem,

Recognizing countries that agree and support the organization and the education program,

1. Requests that all countries take action against child marriage:
 - a.) Create an educational program about child marriage that will be accessible to children. The program will also explain the negative effects of child marriage and different paths a child can take as an alternative to marriage.
 - b.) Take advantage of the National Organization of Children's Education Fund to create better education systems for children in an effort to keep children educated to prevent child marriage
 - c.) Encouraging legislations to create other laws to condemn the unethical practice of child marriage
2. Proclaims that creating an organization to prevent child marriage will be helpful to children:
 - a.) Forming education centers to provide education for high school levels and under. Children will be highly encouraged to join. The education centers will provide gender-neutral education.
 - b.) An organization funded by foreign aid that provides underprivileged nations with financial support to give schools a greater capacity and provide countries with materials for all children. The organization, to be called the National Organization of Children's Education Fund, will provide countries with funding and materials to create schools and provide needed materials, so that education is available to children who cannot afford it.
 - c.) Creating programs dedicated to teaching children the lasting effects of child marriage along with educating children on how to leave a child marriage and receive legal aid outside of schools. Programs will encourage students to continue on with their education and make a living, while keeping their childhood.
3. Explains the negative effects of child marriage and how education can help alleviate the issue:
 - a.) Domestic abuse that results in the harm of victims of child marriage both mentally and physically.

- b.) Childbirth complications, which are more likely in young women who are still children and have a lack of education on safe sex practices and childbirth.
 - c.) An increase in mental and emotional health issues such as depression or postpartum depression that can ease with educational stimulation
4. Condemns countries that do not take action to eradicate child marriages;
 5. Declares that countries supporting these solutions will do everything in their power to reduce child marriage;
 6. Also calls for more countries to support the National Organization of Children's Education Fund and education law solutions to eradicate child marriages;
 - a.) Use the National Organization of Children's Education Fund to fund these education programs and provide materials needed for children to have a safe learning environment.

Committee: UNICEF

Topic Area: The Ongoing Issue of Child Marriages

Res. Number:

Res. Name: Solutions for the Issue of Child Marriage

Sponsor: El Salvador

Signatories: Argentina, Belgium, Russia, United Kingdom, The Netherlands, Canada, Japan, Italy, United States, Ecuador

Resolution Body

Aware of the physical and mental toll that child marriages can have on the child, including, but not limited to, pregnancy, and the effects on the young woman if the infant passes away, physical and emotional trauma,

Bearing in mind that parents often push their children into child marriages,

Acknowledges that this resolution does not impinge on National sovereignty and countries have the option of removing child marriages,

Concerned that some child marriages are often a cause of culture belief and tradition,

Recognizing that child marriages are a violation of human rights,

Making sure that the legal age of marriage in any country is 18,

Recognizing that COVID-19 has increased the numbers of child marriages,

- I. Suggests countries take a loan from the World Bank with the governments advertising anti-child marriage education through pamphlets, child marriage survivors lectures, clinical psychological talks about the health risks for children when they're married, and implement hotlines for children;
 - A. Each nation's government should partner with UNICEF to install these lectures and talks in schools and communities to reach individuals with 12-18 years of age;
 - B. Governments must create a witness protection program for all girls to be protected if they were to be pushed into a marriage and no crime would be held against them;
- II. Calls upon nations that are in favor of ending child marriages to partner with NGOs to help enforce children's rights, work with families to end child marriages, and help empower girls;
 - A. The Humanium NGO must educate to stop violations of children's rights throughout the world;

- B. The CARE NGO must partner with nations to help work with families, communities to reduce the prevalence and mitigate the harmful impacts of child marriage through educational and behavioral- change programmes;
 - C. The Girls Not Brides NGO must teach young girls empowerment and resistance when asked to be placed in a child marriage, while also spreading awareness on this situation;
- III. Recommends countries in favor of ending child marriage to pass a legislation that makes the legal age of marriage 18 years of age;
- A. In this legislation, unions, common-law marriages, and proxy marriages should also be considered illegal;
 - B. More documentation such as marriage certificates should be required for all individuals that are going to be married;
 - C. The government of each nation must newly announce that anyone who has previously or is currently officiating marriages of children under the age of 18, should be put in prison for at least two years, increasing the chances that the following minors are not discordantly married again;
- IV. Further, expelling judicial dispensation in this area of law;
- A. Judicial Dispensation meaning, relaxing a point of law for an advantage point to another individual;
 - B. Consent of both parties in a marriage is required in order for a marriage to be viable;
 - C. If not both parties are minors, and only one, further punishment will take place, towards all parties besides the minor consenting to this union.

Committee: World Health Organization

Topic Area: Combating Malnutrition

Res. Number: 1

Res. Name: Mission for Nutrition

Sponsor: Chile

Co-Sponsors: Uganda, Hungary, India

Signatories: Canada, New Zealand, Ethiopia, Chile, Ireland, United Kingdom, Egypt, Croatia, Pakistan

Resolution Body

Recognizing that malnutrition is very negatively affecting many people worldwide, especially infants and children;

Taking note that malnutrition comes in many forms, including undernutrition and obesity;

Acknowledging that some people have trouble accessing proper nutrition;

Underlining that unhealthy foods are cheaper and thus more appealing than healthy foods to lower-income families;

1. Recommends consistent funding to places such as food banks and schools so that more food can be provided to those in need;
2. Urges to increase the instruction of food distribution professionals on effective methods for distributing healthy food to places where it is needed;
 - a. Creating an abundance of food centers with farms, greenhouses, sanitization centers so that foods will be bought off farmers and distributed out to other places;
 - b. To distribute the food, there will be food trucks that would carry the food, leave the food centers, and move to several locations so that food is provided to as many people as possible;
3. Adopts affordable education to teach about what foods should be eaten for proper nutrition;
 - a. This can include classes that teach information about nutrition to educate people on how they can eat healthier;
 - b. For those who cannot afford or access the classes, advertisements in billboards, magazines, radio talk shows, posters, etc., will be put into place;
4. Calls upon countries to raise the prices or tax for unhealthy foods and lower the cost for healthy foods, and in doing so, try to get more people to eat more nutritious foods;
5. Stresses the increase in funding in food production, agriculture, farming, and prioritization of nutrient-rich foods as the world population continues to increase;

6. Requests the increase in funding for additional farms and community greenhouses equipped with sanitizing stations and stalls to sell crops;
7. Establishes the widespread distribution of vitamin and nutrient-rich dietary supplements, which would be cheaper than regular food, for people who cannot access nutrient-rich foods easily.

Committee: World Health Organization

Topic Area: Mental Health Awareness and Improving International Responses to Mental Health Crises

Res. Number: 2

Res. Name: Project Mental Health Relief

Sponsor: Hungary

Co-Sponsors: Chile, Ethiopia, India

Signatories: Canada, Uganda, New Zealand, Croatia, Ireland, Pakistan, Egypt, United Kingdom

Resolution Body

Fully alarmed that mental health disorders are a plague worldwide, and hundreds of millions of people are affected by mental disorders, especially now in the current COVID-19 pandemic;

Aware that mental health treatment is often difficult to get for people seeking help, especially in lower-income regions;

Recognizing the association between mental health disorders and not being considered a normal member of society;

Conscious of the lack of education and awareness towards mental health disorders;

1. Emphasizing the need for the education of different professionals on how to identify and help with mental health disorders;
 - a. Teachers should be trained to work with students and colleagues,
 - b. Employers can be educated to work with their employees,
 - c. First responders should know how to work with others with mental health conditions;
2. Further Recommends the education of the general population on identifying mental health disorders and effective strategies for assisting someone in mental distress;
 - a. Through health classes taught in middle schools, high schools, colleges, and universities,
 - b. Through ad campaigns such as television ads, radio talk show ads, newspaper ads, articles, and internet ads;
3. Calls for countries with health care plans to include mental healthcare that can be affordable to all kinds of people;
 - a. For nations that don't have a universal healthcare system, the subsidization of private mental health treatment facilities could also aid in the problem of lack of access;
4. Encourages countries to provide aid for mental health patients at doctor's offices;

- a. Available therapists and psychiatrists,
- b. Streamlined prescription systems that include background checks to limit substance abuse;

5. Considers setting up teletherapy programs to aid in the event of large-scale isolation similar to what happened in 2020 due to COVID-19;

- a. Phone booths will be placed in places where it is possible and will be beneficial so that more people can access teletherapy easily.