Change the World MUN Paris 2026

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BACKGROUND GUIDE

UNDP

UNITED NATIONS

DEVELOPMENT PROGRAMME

CHANGE THE WORLD ACADEMY

The Biggest Model United Nations in the World

Distinguished Delegates,

Welcome to the 2026 Change the World Model United Nations (CWMUN).

As your committee Dais, we are looking forward to meeting you and hearing your ideas about how to solve international problems.

The United Nations (UN) depends on the cooperation and goodwill of its 193 member States. Because each State has unique interests and concerns, it is challenging to write, negotiate and pass resolutions. Every stage of the process demands creativity and diplomacy.

By reading this Background Guide, you are taking the first step in a journey that goes far beyond preparing for a conference. Over the coming weeks, you will analyse one of the most pressing global challenges of our time, understand how governments and international organisations respond to it, and learn how diplomats transform ideas into international action.
This guide is not meant to provide all the answers. Its purpose is to help you ask better questions, because diplomacy is not about knowing everything. It is about making responsible decisions with the best information available.

Remember: every solution begins with informed leadership.

You will be discussing this topic:

Meritocracy or Structural Inequality? Rethinking Equal Access to Education in AI-Driven Economies

While we may all lead different lives and face different struggles, we have to bear in mind that we all share the same world and the same resources. Whether it is environmental problems or political unrest, what is happening in the world concerns all of us. Only through mutual understanding, unity, and collaboration can we lay the foundations of a worthier world.

As your committee Dais, we will work to keep the committees running smoothly. We will do our best to help you understand the procedures and to ensure that the perspectives of all delegates are heard and respected.

Sincerely,

The CWMUN Staff Board



What is this activity about?

The Change the World Model United Nations is a role-playing game. Your task is to impersonate a diplomat of the assigned Country and present the perspective of this Country's current government.

What should you do now?

Before the Simulation, you should:

☐ Create your handbook, a collection of relevant UN resolutions, reports, academic studies, and news from reliable media.

☐ Write the Position Paper, describing the position of your country on the topic you have been assigned to.

☐ Prepare some topics for Moderated Caucus debates, i.e. short formal debates which cover narrow aspects of each topic. For example, within the topic "Violence against women"; delegates can hold a caucus with the subtopic "Ways of preventing genital mutilation".

☐ Think about some ideas for the Resolution, at least two or three clauses that your State would like to include in the main body of the Resolution.

☐ Learn and practice the Rules of Procedure.

Why does this Background Guide Matters?

The strongest delegates are not those who memorise the greatest number of facts, but those who understand the issue from different perspectives.

As you read this guide, challenge yourself to think critically: ask why different countries defend different positions, identify competing priorities, question assumptions, and begin developing your own strategic understanding of the topic.

Remember: You are not preparing to pass an exam; you are preparing to participate in an international negotiation.

Learning Objectives

By the end of this experience, you should be able to:

- Understand the international context surrounding the topic
- Explain your country's official position
- Develop evidence-based policy proposals
- Negotiate with other delegations
- Build consensus
- Translate ideas into diplomatic action
- Think like an analyst, not just a reader.

Tips (!)

Before attending the simulation, go beyond this Background Guide. Explore official UN documents, government statements, reports by international organisations, academic research, reliable news sources. Ask yourself: has the situation changed since this guide was written? Real diplomacy requires continuous learning. Learn about your Country from the official website of your State's permanent mission to the United Nations, and from other government websites (for example, the website and social media profiles of the Royal Family or President, Prime Minister, Ministry of Foreign Affairs...). Make sure to know as much as possible about the foreign relations of your Country! Consider that at the United Nations, Countries generally lean towards their own geopolitical blocs: Western, Former Soviet, African, Middle Eastern, Asian, Latin American... Consider also organisations such as the European Union (EU), the African Union, the Arab League, the Association of Southeast Asian Nations (ASEAN), the Union of South American Nations (USAN)...

REMEMBER!

Your task is to present the official position of your assigned Country. Misrepresenting this position and/or representing your private views is against the rules, even if you do not agree with your Country's position. In any case, you must not hyperbolize nor satirise the position of your Country. Humour, and especially sarcasm, is generally not typical for formal writing nor formal debates. Although MUN welcomes wit and smart puns, please always be extremely considerate when using humour.

Think Like a Diplomat

As you prepare for the conference, do not ask only: “What does my country think?”, but also ask: “Why does my country think this?”. And even more importantly: “How can different countries move from disagreement to cooperation?”.

Because diplomacy is not about defending positions. It is about building solutions.

UNITED NATIONS DEVELOPMENT PROGRAMME

Historical background and establishment of the UNESCO:

The United Nations Development Programme (UNDP) was created in 1965 as the main development agency of the United Nations.[1] Its creation reflected a simple and important idea: namely, that peace cannot last if poverty, inequality, and weak institutions are left unaddressed. As development is increasingly seen not as a secondary issue, but as one of the foundations of international stability, UNDP was designed to help countries build long-term development capacity rather than provide only short-term assistance.[2] Over time, its work expanded well beyond technical support. It came to include poverty reduction, democratic governance, crisis response, environmental protection, and broader efforts to improve people's lives in a sustainable way.[3] This evolution matters because it explains why education, inequality, and access to opportunity are so central to UNDP's mission.

UNDP also became especially influential through the Human Development Reports, which helped reshape global debate by arguing that development should be measured not only through economic growth, but through people's real opportunities and capabilities.[4] That legacy is directly relevant to this topic. The debate over AI and education is not just about technology, it is about who gets access to knowledge, mobility, and participation in a changing world.[5]

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[1] United Nations Development Programme (UNDP), *Sixty years of UNDP*, available at: https://www.undp.org/sixty-years-undp

[2] United Nations Development Programme (UNDP), *Sixty years of UNDP*, available at: https://www.undp.org/sixty-years-undp; United Nations Development Programme (UNDP), *About us*, available at: https://www.undp.org/about-us

[3] United Nations Development Programme (UNDP), *About us*, available at: https://www.undp.org/about-us

[4] United Nations Development Programme (UNDP), Human Development Reports, available through HDR portal: https://hdr.undp.org/. United Nations Development Programme (UNDP), Human Development Report 2025: A Matter of Choice: People and Possibilities in the Age of AI, 2025, available at: https://hdr.undp.org/content/human-development-report-2025

[5] United Nations Development Programme (UNDP), *Human Development Report 2025: A Matter of Choice: People and Possibilities in the Age of AI*, 2025, available at: https://hdr.undp.org/content/human-development-report-2025

Mandate, structure and core functions:

UNDP works in 170 countries and territories as the United Nations' lead development agency. Its role, rather than imposing binding rules on states, is to support them through policy advice, partnerships, technical assistance, capacity-building, and development programmes. It is therefore a practical and operational body, and, moreover, an important source of ideas and frameworks for international development.

A key part of UNDP's identity is its human-centred approach. The organisation focuses on reducing poverty and inequality, strengthening governance, building resilience in times of crisis, and promoting sustainable development.[6] In recent years, it has also placed growing emphasis on digital transformation and artificial intelligence, arguing that new technologies should be shaped in ways that expand human freedom rather than deepen exclusion.[7]

At the same time, UNDP has clear limitations. It cannot legislate, and it cannot force governments or private actors to follow a particular development path.[8] Its influence depends on persuasion, partnership, funding, and cooperation across institutions. Yet this is also why it is so relevant: it often operates in the space where global principles meet national realities, especially in fields such as education and technological inequality.

Major Actions and Historical Impact

One of UNDP's greatest contributions has been to change the way development is understood. Through the Human Development Reports, it helped move international debate beyond GDP and towards a broader idea of progress based on health, education, income, and human capabilities. This shift has had a lasting impact on development thinking and on the wider language of international policy. UNDP has also had practical influence through its support for governments and

[6] United Nations Development Programme (UNDP), *About us*, available at: https://www.undp.org/about-us
[7] United Nations Development Programme (UNDP), *About us*, available at: https://www.undp.org/about-us.
[8] United Nations Development Programme (UNDP), *Human Development Report 2025: A Matter of Choice: People and Possibilities in the Age of AI*, 2025, available at: https://hdr.undp.org/content/human-development-report-2025

communities in areas such as governance reform, poverty reduction, crisis recovery, resilience, and social inclusion. Much of this work is not as visible as high-level diplomacy, but it is central to how development policy is carried out in practice across the UN system.

Still, the organisation's history also shows the limits of development action. UNDP can support, advise, and coordinate, but it cannot by itself remove the structural inequalities that shape the global economy. This tension between ambitious development goals and unequal implementation capacity is especially important for a topic like AI in education, where access to opportunity depends heavily on pre-existing conditions.

As per the achieved results, they are to be seen in the UNDP's annual reports; so far, these are the disclosed data released by the Committee[9]:

- Sustainable development
    - 27 million people were stronger in the face of climate change.
    - 256 million tonnes of carbon emissions cut.
    - 31 million people had better services to keep them out of poverty.
    - US$1+billion invested to strengthen resilience to crises.
    - 140 countries supported moving closer to meeting their Paris pledges.
- Inclusive and effective democratic governance
    - Supported elections around the world on average every week.
    - 89 countries partnered with UNDP to reform discriminatory laws.
    - 21 million people registered to vote in 2018.
- Resilience building
    - 3 million displaced people in 12 countries received basic services such as housing and energy.
    - 6.3 million people received HIV testing and counselling.
    - 4 million people living in, or recovering from, crises got a job or improved their livelihoods.
    - 15 countries supported the development or implemented strategies to prevent violent extremism.

[9] https://www.undp.org/results

Current relevance and ongoing challenges:

UNDP remains highly relevant because development today is increasingly shaped by technology, inequality, and institutional gaps. Its 2025 Human Development Report makes this very clear: artificial intelligence may improve lives and expand opportunities, but only if societies make deliberate choices about how it is designed, governed, and used.[10] AI, in this view, is not automatically progressive. Its effects depend on political and social decisions.

This is particularly important in education. Countries do not enter the AI era from equal starting points. Some have strong infrastructure, stable institutions, trained teachers, and wide digital access. Others face deep inequalities in connectivity, devices, language inclusion, and public capacity.[11] This means that AI can either widen opportunity or reinforce existing exclusion, depending on the environment into which it is introduced.

Another major challenge is the concentration of AI power in a relatively small number of countries and private companies.[12] For less-resourced states, this raises the risk of technological dependence.[13] For UNDP, the challenge is therefore not only to encourage innovation, but also to ask who controls the tools, who benefits from them, and who may be left further behind if current inequalities are simply digitised rather than addressed.

[10] United Nations Development Programme (UNDP), *Human Development Report 2025: A Matter of Choice: People and Possibilities in the Age of AI*, 2025, available at: https://hdr.undp.org/content/human-development-report-2025

[11] United Nations Educational, Scientific and Cultural Organization (UNESCO), *Artificial intelligence in education*, available at: https://www.unesco.org/en/digital-education/artificial-intelligence. UNESCO, *Global Education Monitoring Report 2023: Technology in Education*, 2023, available through UNESCO materials.

[12] H. KAK, C. H. WILSON, The Impact of Generative Artificial Intelligence on Socioeconomic Inequalities and Policy Responses, in PNAS Nexus, 2024, available at: https://academic.oup.com/pnasnexus/article/3/6/pgae191/7689236

[13] Y. ELAZAB, M. N. NAZAR, M. N. QURESHI, AI Divide in Education: A Systematic Review of the Role of Socio-Economic Stratification, Geography and School Resources, in Pakistan Journal of Social Sciences Review, 2026, available at: https://pjssrjournal.com/index.php/Journal/article/view/696

Future Outlook and Questions for Delegates:

In the years ahead, UNDP is likely to play an increasingly important role in helping states respond to the development consequences of AI.[14] As technology becomes more deeply embedded in education, work, and public services, the real question will go beyond whether AI is present, asking under what conditions it is used and who has the capacity to benefit from it. For delegates, this means thinking about development in a broader sense. The issue is access to technology, and, more importantly, access to the conditions that make technology useful: infrastructure, education, public institutions, and social inclusion.[15] If UNDP is to remain relevant, it will need to keep insisting that development in the AI age must still be measured by people's real opportunities and not only by technological adoption.

➢ How can UNDP help states ensure that AI expands human capabilities instead of reinforcing existing inequality?

➢ Should digital infrastructure and AI literacy be treated as part of the contemporary development agenda?

➢ What are the limits of a development agency like UNDP when technological power is concentrated in private hands?

➢ How can the committee help states with weaker institutions and fewer resources implement inclusive AI policies?

➢ Which forms of international cooperation could make AI in education more equitable at the global level?

[14] United Nations Development Programme (UNDP), *Human Development Report 2025: A Matter of Choice: People and Possibilities in the Age of AI*, 2025, available at: https://hdr.undp.org/content/human-development-report-2025

[15] United Nations Educational, Scientific and Cultural Organization (UNESCO), *Artificial intelligence in education*, available at: https://www.unesco.org/en/digital-education/artificial-intelligence

Meritocracy or Structural Inequality? Rethinking Equal Access to Education in AI-Driven Economies

Introduction and context of the topic

Equal access to education has usually been understood in fairly simple terms: whether students can enroll, attend school, and complete their studies. Before the inclusion of Artificial Intelligence (AI) in different sectors, including education, the accessibility to schools and materials, the ability to learn for students was highly dependent on the place where the student was born, the economic situation of his/her family and the infrastructure of the country. The involvement of AI in every aspect of life is supposed to enable faster connectivity and simplify people's lives. The so called AI-driven economies utilises, as a matter of fact, artificial intelligence to boost productivity, enhance businesses and increase the GDP of countries. However, the inclusion of AI in education has not, in the end, simplified the life of all the students around the world. For instance, in every part of the world, access now increasingly depends on internet connectivity, the available devices, digital skills, and the ability to use AI tools safely and critically.[16] Education remains one of the main ways through which people are able to learn and better understand the world, gain mobility, participate in public life, develop critical thinking and improve their future prospects. If meaningful learning now depends on premium digital tools, advanced infrastructure, and AI literacy, then formal equality in schooling may hide much deeper inequality in practice.[17] In this sense, the title of the agenda captures a tension: AI can be presented as a new engine of meritocracy, but, when introduced into already unequal systems, it risks strengthening structural inequality. UNESCO highlighted that AI in education should be human-centred, ethical, and inclusive.[18] The UNDP has

[16] UNESCO, *AI and technologies in education*, available at: https://www.unesco.org/en/digital-education
[17] UNESCO, *Global Education Monitoring Report 2023: Technology in Education*, 2023, available through UNESCO materials
[18] UNESCO, *UNESCO dedicates the International Day of Education 2025 to Artificial Intelligence*, 2025, available at: https://www.unesco.org/en/articles/unesco-dedicates-international-day-education-2025-artificial-intelligence

made a similar argument at the level of development policy, insisting that AI should be shaped around people and capabilities rather than treated as an autonomous force. The debate around innovation requires a deep reflection around principles of justice, development, and who gets a fair chance in an economy increasingly shaped by intelligent systems. According to the UNDP report "The next great divergence"[19], in the last three years 1.2 billion users of Artificial Intelligence have been registered. 70% of them were recorded to be in developed countries, indicating that 2 out of 3 people already use AI tools, while, on the other side, in many low-income countries the utilisation of AI equals 5%. This differentiation clearly shows a gap of connectivity, accessibility and opportunities that students and future generations will find themselves into. The question does not regard whether Artificial Intelligence can be beneficial or not, but instead how countries and the international community should act in order to have a meritocratic access and level of education around the world.

Root causes and historical development

The roots of this issue lie in inequalities that existed long before artificial intelligence. Differences in income, geography, public investment, disability access, gender inclusion, and language have always shaped who benefits most from education and who does not.[20] The country where a person is born or the family where it comes from should not determine the future and the opportunities that a person will have. AI did not, obviously, create these inequalities, but it entered a system where they were already deeply entrenched.

Even before the digital shift and revolution, access to education was not even between students of different countries. But with the Covid-19, where people were forced to be in a lockdown and learn from home, a huge disparity became clear. Having access to internet, having digital devices and digital infrastructures directly impacted the possibility for a student to study even from home. These gaps already created enormous gaps that have been recorded in the following years. According to UNESCO, only 20% of countries globally had the capabilities and infrastructure to adopt a distance

[19] "THE NEXT GREAT DIVERGENCE: Why AI may widen inequality between countries," *UNDP*, n.d., https://www.undp.org/asia-pacific/next-great-divergence.

[20] UNESCO, *Global Education Monitoring Report 2023: Technology in Education*, 2023, available through UNESCO materials. S. SINGH, *Digital Divide in AI-Powered Education: Challenges and Solutions for Inclusive Learning*, in *Journal of Information Systems Engineering and Management*, 2025, available at: https://jisem-journal.com/index.php/journal/article/view/3327

learning approach during the pandemic.[21] The COVID-19 pandemic exposed, therefore, just how unequal that digital transition was, as millions of students struggled with weak connectivity, limited devices, or the absence of support at home. The lack of economic resources and investments in developing countries prevent a further enhancement or the acquisition of digital infrastructure due to the shortage of available resources. Research on the subject, in fact, shows a double reality. On the one hand, AI can improve accessibility, support personalised learning, and help systems with limited resources. On the other hand, these benefits do not emerge automatically. They depend on infrastructure, institutional capacity, regulation, digital literacy, and affordability. Where these conditions are missing, AI is more likely to reproduce inequality than reduce it.[22] The continuous spread of generative AI has also introduced questions of affordability, bias, data governance, cultural representation, and unequal learning outcomes.[23]

Current Situation and Actors

According to the World Bank, with a publication on July 7th, 2026, still 2.2 billion people do not have access to internet.[24] While in developed countries that have a high income economy, internet is accessible by everyone at any time. Today, AI is being used in education for tutoring, translation, content generation, personalised feedback, assessment support, and administration. Yet access to these tools is far from equal. Better-funded schools, urban areas, and wealthier households tend to benefit earlier and more effectively, while poorer institutions and marginalised communities are more exposed to exclusions.[25] States remain central because they regulate education systems and decide whether AI is treated as a public good or left largely to market forces. International

[21] Lauriane Irien, "Online Education in Times of Covid-19 – a Challenging Transition for European Countries," Eyes on Europe, May 10, 2023, https://www.eyes-on-europe.eu/online-education-in-times-of-covid-19-a-challenging-transition-for-european-countries/.

[22] A. ALMUBARAK, A. ALSHEHRI, H. ALKATHIRI, M. ALNASSER, A. ALQAHTANI, A. ALMOSA, M. ALMUTAIRI, *Unveiling the Shadows: Beyond the Hype of AI in Education*, in *Frontiers in Education*, 2024, available at: https://pmc.ncbi.nlm.nih.gov/articles/PMC11087970/

[23] S. SINGH, *Digital Divide in AI-Powered Education: Challenges and Solutions for Inclusive Learning*, in *Journal of Information Systems Engineering and Management*, 2025, available at: https://jisem-journal.com/index.php/journal/article/view/3327

[24] Ana Florina Pirlea and Lorena Corso, "The Global Internet Gap: What the Data Tells Us," *World Bank Blogs* (blog), July 28, 2026, https://blogs.worldbank.org/en/opendata/the-global-internet-gap--what-the-data-tells-us.

[25] United Nations Development Programme (UNDP), *2025 Global Survey on AI and Human Development*, available at: https://hdr.undp.org/data-center/2025-global-survey-ai-and-human-development.

organisations such as UNESCO and UNDP help shape the broader normative framework, while private companies hold enormous influence because much of the AI infrastructure and many of the most advanced tools are concentrated in a small number of firms and countries.[26] Teachers, students, researchers, and civil society also matter because they shape how these technologies are used in practice. The main controversy lies in the fact that AI can be seen as a tool that can democratise knowledge and help students who might otherwise be left behind, but this promise can be misleading, because formal access does not guarantee equal benefit. Students with stronger schools, better support systems, and greater digital confidence are usually better positioned to turn access into success.[27] The debate is not only about whether AI works, but about for whom it works and under what conditions. Many countries have internet coverage which, unfortunately, does not directly translate into having connections or being able to surf online. In countries, such as Uganda and Zambia, people who use internet equal to 9 and 17% respectively.[28]

International Response and Committee Actions

So far, the international response has focused mainly on principles, guidance, and soft governance rather than binding legal rules. UNESCO has developed policy guidance and ethical frameworks for AI in education and has supported competency frameworks for both teachers and learners.[29] UNDP has linked the issue to the wider question of human development, arguing that the value of AI depends on whether it expands human choices and capabilities.

These efforts are important, but they are not enough on their own. One major problem is the gap between global guidance and local implementation. Many education systems, especially in lower-income settings, still lack reliable infrastructure, sufficient devices, trained staff, and the

[26] Y. ELAZAB, M. N. NAZAR, M. N. QURESHI, *AI Divide in Education: A Systematic Review of the Role of Socio-Economic Stratification, Geography and School Resources*, in *Pakistan Journal of Social Sciences Review*, 2026, available at: https://pjssrjournal.com/index.php/Journal/article/view/696

[27] UNESCO, *Artificial intelligence in education: UNESCO advances key competencies for teachers and learners*, 2025, available at: https://www.unesco.org/en/articles/artificial-intelligence-education-unesco-advances-key-competencies-teachers-and-learners

[28] Lauriane Irien, "Online Education in Times of Covid-19 – a Challenging Transition for European Countries," Eyes on Europe, May 10, 2023, https://www.eyes-on-europe.eu/online-education-in-times-of-covid-19-a-challenging-transition-for-european-countries/.

[29] UNESCO, *UNESCO dedicates the International Day of Education 2025 to Artificial Intelligence*, 2025, available at: https://www.unesco.org/en/articles/unesco-dedicates-international-day-education-2025-artificial-intelligence

institutional capacity needed to use AI fairly and effectively.[30] Another problem is the concentration of AI power in a few global actors, which makes it difficult for less-resourced countries to build educational autonomy.[31] For a committee like UNDP, this means the discussion should go beyond general support for innovation. Delegates need to ask whether current frameworks are sufficient to deal with affordability, teacher training, accessibility, bias, multilingual inclusion, and long-term dependence on proprietary systems. These are the conditions that determine whether AI in education becomes a tool of inclusion or a new source of stratification.

Future challenges and possible approaches

The central challenge for the coming years is to ensure that unequal access to AI does not become unequal access to the future. In AI-driven economies, educational disadvantage is likely to translate more directly into labour-market exclusion, weaker social mobility, and reduced participation in public life.[32] If this happens, the language of meritocracy may remain attractive, but it will describe a system in which the starting line is already uneven. Several approaches could provide a realistic basis for negotiation. One is to treat AI-enabled education as part of the broader commitment to inclusive and equitable quality education, which means linking digital access to public responsibility rather than private consumption alone.[33] Another is to invest in digital public infrastructure, open educational resources, multilingual systems, and continuous teacher training so that AI strengthens public education instead of simply expanding commercial markets.[34] A third is

[30] UNESCO, *Global Education Monitoring Report 2023: Technology in Education*, 2023, available through UNESCO materials.

[31] Y. ELAZAB, M. N. NAZAR, M. N. QURESHI, *AI Divide in Education: A Systematic Review of the Role of Socio-Economic Stratification, Geography and School Resources*, in *Pakistan Journal of Social Sciences Review*, 2026, available at: https://pjssrjournal.com/index.php/Journal/article/view/696

[32] H. KAK, C. H. WILSON, *The Impact of Generative Artificial Intelligence on Socioeconomic Inequalities and Policy Responses*, in *PNAS Nexus*, 2024, available at: https://academic.oup.com/pnasnexus/article/3/6/pgae191/7689236

[33] UNESCO, *AI and technologies in education*, available at: https://www.unesco.org/en/digital-education

[34] UNESCO, *UNESCO dedicates the International Day of Education 2025 to Artificial Intelligence*, 2025, available at: https://www.unesco.org/en/articles/unesco-dedicates-international-day-education-2025-artificial-intelligence

to encourage innovation while also setting safeguards on transparency, privacy, accessibility, affordability, and bias mitigation.[35]

A realistic compromise probably lies somewhere between technological enthusiasm and blanket rejection. AI should neither be treated as a miracle solution nor dismissed as inherently harmful. The more useful approach is to recognise that technology reflects the society into which it is introduced. Delegates are therefore called not simply to debate whether AI belongs in education, but to negotiate the political and social conditions under which it can support educational justice rather than deepen structural inequality.

[35] A. ALMUBARAK, A. ALSHEHRI, H. ALKATHIRI, M. ALNASSER, A. ALQAHTANI, A. ALMOSA, M. ALMUTAIRI, *Unveiling the Shadows: Beyond the Hype of AI in Education*, in *Frontiers in Education*, 2024, available at: https://pmc.ncbi.nlm.nih.gov/articles/PMC11087970/

Annotated Bibliography

Hereafter you can find some links that we think could be helpful to deepen your knowledge on both the committee and the topic you will be discussing.

- The more inspiring and complete website when talking about the UN is their own: https://www.un.org/. Especially useful is their Official Document System (ODS) https://documents.un.org/prod/ods.nsf/home.xsp.
- Furthermore you can refer to the United Nations Digital Library that provides access to maps, voting data, archives, publications and resources: https://digitallibrary.un.org/.
- United Nations Development Programme (UNDP), *Sixty years of UNDP*, available at: https://www.undp.org/sixty-years-undp
- United Nations Development Programme (UNDP), *About us*, available at: https://www.undp.org/about-us
- United Nations Development Programme (UNDP), *Human Development Reports*, available through HDR portal: https://hdr.undp.org/
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