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## Welcome to Model United Nations

Model United Nations is an academic simulation of the United Nations where students play the role of delegates from different countries and aim to solve real world issues, with the policies and perspectives of their assigned country.

The United Nations Model UN programme aims to build and maintain strong links between the UN and Model UN participants across the globe. It is a popular activity and you will learn more about how the UN operates. Thousands of students worldwide take part every year at all educational levels. Many of today's leaders in law, government business and including the UN itself - participated in Model UN as student.

In this guide you will learn the basic vocabulary and procedures of Model UN, how the major organs work, discover your searching skills, where to get accurate information, and all the rules and procedures to do an outstanding job in your first conference.

You are about to embark on a life-changing journey, that will help you develop confidence in leading others, more awareness of global issues, and become inspired to change the world.

## Sustainable Development Goals



The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Countries have committed to prioritize progress for those who're furthest behind. The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls.

## United Nations Major Organs



The main bodies of the United Nations are the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the UN Secretariat. All were established under the UN Charter when the Organization was founded in 1945.

**General Assembly (GA):** The General Assembly is the main organ of the UN. All 193 Member States of the UN are represented in the General Assembly, is the only UN body with universal representation. Decisions on important questions, such as those on peace and security, admission of new members and budgetary matters, require a two-thirds majority of the General Assembly. Decisions on other questions are by simple majority. Each year they elect a GA president to serve a one-year term of office.

**Security Council (SC) :** The Security Council has the primary responsibility under the UN Charter, for the maintenance of international peace and security. It has 15 members and each of them has one vote. Under the Charter, all member states are obligated to comply with Council decisions. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement. In some cases, the Security Council can apply sanctions or even authorize the use of force to maintain or restore international peace and security. The presidency rotates and changes every month.

**Economic and Social Council (ECOSOC):** The Economic and Social Council is the principal body for coordination, policy review, policy dialogue and recommendations on economic, social and environmental issues, as well as implementation of internationally agreed development goals. It is the central mechanism of activities of the UN system, specialized agencies in the economic, social and environmental fields. It has 54 members elected by the General Assembly for overlapping three-year terms.

**Trusteeship Council (TC):** The Trusteeship Council was established in 1945 by the UN Charter to provide international supervision for 11 Trust Territories that had been placed under the administration of seven Member States, and ensure the adequate steps were taken to prepare the Territories for self-government and independence. By a resolution adopted on 25 May 1994, the Council amended its rules of procedure to drop the obligation to meet annually and agreed to meet as occasion required- by its decision or the decision of its President, or at the request of a majority of its members or the General Assembly or the Security Council.

**International Court of Justice (ICJ):** The International Court of Justice is the principal judicial organ of the United Nations. Its seat at the Peace Palace in The Hague (Netherlands) it is the only one of the six principal organs of the United Nations not located in New York (United States of America) The Court's role is to settle, in accordance with international law, legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorized United Nations organs and specialized agencies.

**Secretariat:** The Secretariat comprises the Secretary General and tens of thousands of international UN staff members who carry out the day-to-day work of the UN as mandated by the General Assembly and the Organization's other principal bodies. The Secretary General is also a symbol of the Organization's ideals, and an advocate for all the world's peoples, especially the poor and vulnerable. Serving the cause of peace in a violent world is a dangerous occupation. Since the founding of the United Nations, hundreds of brave men and women have given their lives in its service.

## Getting To Know Your Country

### Country Profile

Before any UN conference it is important to research about your country and its profile. It's crucial to understand your country, what it stands for, who your allies are, what type of government is, this will help you compose your "Country Profile"

**Physical Geography:** Know your country's physical geography, such as: What region of the world is your country in? Who are your country's neighbours? What are the most prominent features and climate?

**Politics and government:** It is important to know the governmental logistics of your country, type of government, country's leaders, allies and enemies etc.

**Culture:** You should understand your country's cultural background and its population, the official language, ethnic composition, and the current number of habitants.

**Economy:** It is crucial to know your country's economic background, the quality of life in your country, the GDP (Gross Domestic Product) major imports and exports and trading partners.

Below there are some important websites you can use to create your country profile.

<https://imuna.org/resources/country-profiles>

[http://news.bbc.co.uk/2/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)

<https://www.imf.org/en/Countries>

<https://www.mckinsey.com/featured-insights/future-of-work#>

<https://www.who.int/countries/>

## Model Un Vocabulary



The **placard** is a sign that identifies your country.



**Secretariat:** The most senior staff of a Model UN conference.



**Roll Call:** Attendance at the beginning of every Model UN session.



**Secretary General:** Person who facilitates Model UN debate.



**Veto:** The vested power of the "P5" (permanent five) countries to refuse approval of a draft resolution.



**Signatories:** Countries that would like to see a certain draft resolution debated.



**Delegate:** A person authorized to act as a representative for a country.



**Quorum:** The number of members that must be present before official business can be conducted.



**Position Paper:** A paper that helps delegates to organize their ideas and aid in formatting and representing country's policy.

**United Nations**

**Security Council**

*Protecting, Resolving, and Organizing the Central African Republic*



**SC 1/1.1**

**Sponsors:** Albania, Dominican Republic, France, Russian Federation, United States

**Signatories:** Bahrain, Belgium, China Germany, Indonesia, South Africa, United Arab Emirates, United Kingdom

**Topic:** Topic 1 - The Crisis in the Central African Republic

*The United Nations Security Council,*

*Recognizing the Charter of the United Nations,*

*Noting with deep concern the 2.4 million people who are in dire need of assistance and protection,*

**Resolution:** The final results of discussion, writing and negotiation for addressing a specific problem or issue.



**Debate:** To discuss opposing reasons or to argue.



**Gavel:** The tool shaped like a small wooden hammer that the Chair uses to keep order.

## Model Un Procedures

When you speak at a Model UN conference you will be asked to follow several important rules of procedure. Each of these rules has a specific name and definition.

**Formal Debate:** The opportunity for delegates to share their views with the entire committee

**Information:** After a delegate has given a speech in formal debate, he or she may choose to yield his or her time to this point.

**Close Debate:** Motion for the committee to move into voting procedure

**Suspend Debate:** Motion to suspend the meeting for the purposes of a regular caucus or a moderated caucus.

**Inquiry:** A delegate may move for this point to ask the chairperson a question, regarding the rules of procedure.

**Set Speakers Time:** Motion to change the length of time during formal debate

**Adjourn Meeting:** Motion to end the committee session until the next session

**Table Debate:** Motion to put current discussion or work on a topic on hold.

**Moderated Caucus:** A mixture of both formal and informal debate.

**Order:** During any discussion, a representative may rise to this point. The chairperson must immediately decide on this point.

## Points And Motions

Points are used to discuss something outside of substantive debate. They are more personal and don't require a vote. A Point of Order and a Point of Personal Privilege have a special level of priority, this means that a delegate may interrupt the Speaker or Chair in order to express their concern. Delegates should only take advantage of this level of priority when necessary.

### **Points used in MUN**

- **Point of Order** - these are used to correct a procedural error.  
E.g. The chair forgot Roll Call.
- **Point of Inquiry** - Used to ask the Chair a question regarding Parliamentary Procedure.
- **Point of Personal Privilege** - Used with to express a personal concern.  
E.g. The room is too warm, your placard broke, or you cannot hear the speaker.
- **Point of Information** - Used to ask a delegate a question so they may clarify a speech.  
*Not always permitted and used only during the speakers list*

### **How to raise a Point in Committee**

1 – Raise your placard and get called, if it is a point of Personal Privilege or a Point of Order, you may interrupt the flow of debate within reason.

2 – State the point that you are going to raise and what you would like to say

E.g. – “Point of Order, we forgot roll call at the start of debate”

### **Motions used in MUN**

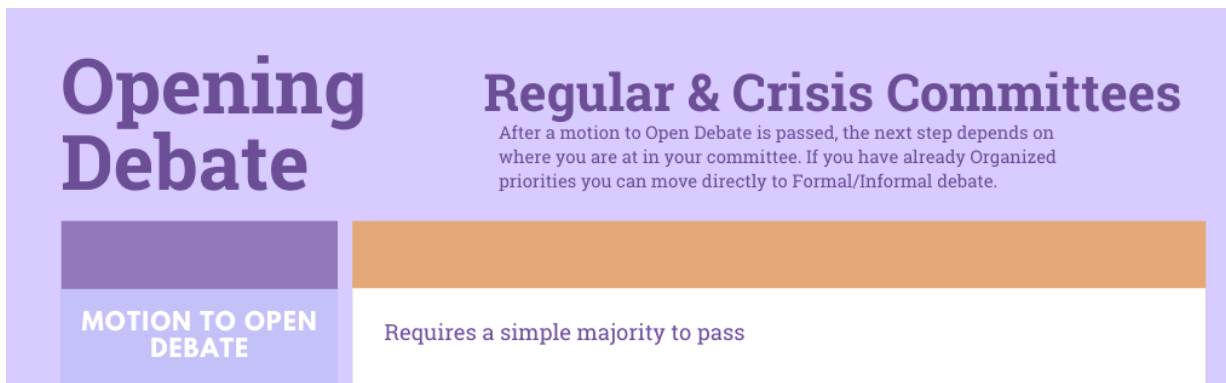
Motions are used to discuss procedural matters and they help to further the discussion on your committee topic. Most motions will require a vote in order to pass. This voting procedure will vary depending on your conference, so you should always consult your background guide or committee handbook to be sure.

There are different stages of a MUN conference and you will need to use a different set of Motions for each step.

## 1. Open Debate

Opening debate is simple; all you do is get there on time, be ready for roll call and motion to open debate (E.g – “Motion to open debate”) if the Chair calls on you.

*Regular & Crisis Committees*



## 2. Organizing Priorities

The speakers' list is the core part of the organizing priorities stage. In Regular committee styles, there are two speakers lists. This happens because there are normally multiple topics on the agenda. The Primary Speakers list is used to determine which one to discuss first. Once this has been ascertained it is time to begin discussing solutions, this is when the committee moves to the Secondary speakers' list and eventually Formal/Informal debate. The delegate who makes the motion to open a Speakers list is automatically added and may choose to speak first or last.

# Organizing Priorities

## Regular Committees

In Regular committees, there are two speakers lists. This happens because there can be many different issues to discuss on the agenda.

### MOTION TO OPEN THE PRIMARY SPEAKERS LIST

Used to discuss which topic should be considered first.

**Mention** – Proposed speaking time

### MOTION TO SET THE AGENDA

This prompts a vote where Delegates vote on which topic to resolve first.

**Mention** – The topic you would like to set the agenda to

### MOTION TO OPEN THE SECONDARY SPEAKERS' LIST

Used after the agenda has been set. Also if all motions fail to pass during Formal/Informal debate, discussion returns here.

**Mention** – Speaking time

### MOTION TO SET THE SPEAKER TIME

Used if the allowed time for the Speakers list is too long/short.

**Mention** – The revised speaking time

### 3. Debating the topic

Delegates will spend most of their time debating solutions for their topic through Formal/Informal Debate. There are many different aspects of this category. This includes Caucuses, Introduction of Resolutions, and Amendments.

# Debating the topic

## Regular Committees

Delegates will spend most of their time debating their topic through Formal/Informal Debate. This includes Caucuses, Introduction of Resolutions, and Amendments.

### MOTION FOR A MODERATED CAUCUS

Structured debate on more specific aspects of a topic.

**Mention** – Subject, Time, Speaking Time

### MOTION FOR AN UNMODERATED CAUCUS

Informal debate and discussion.

**Mention** – Subject, Time

### MOTION TO INTRODUCE WORKING PAPER

Present a Working paper to the committee, usually followed by a Q&A period.

### MOTION TO TABLE THE DEBATE

Used to suspend the debate on a certain topic in order to discussing another subject.

### MOTION TO REINTRODUCE/RECONSIDER

Used to resume discussion on a topic that had been tabled.

### MOTION TO INTRODUCE AMENDMENT

**Friendly Amendment** – has been accepted by all sponsors, after introduction it is added to Draft Resolution.

**Unfriendly Amendment** – Not accepted by all sponsors, Introduction is followed by For & Against speakers and a vote.

## 4. Solving the problem

Once Delegates have finally solved the problem with their Resolutions, it's time to vote on which Resolutions should pass. This process occurs after Draft resolutions are introduced and amendments have been proposed. You have worked with a number of Delegates to incorporate a variety of different ideas and now you hope that you can get enough votes!

# Solving the Problem

## Regular & Crisis Committees

Delegates will spend most of their time debating their topic through Formal/Informal Debate. The only difference with Crisis Committees is the use of Directives

### MOTION TO MOVE INTO VOTING PROCEDURE

Closes debate on a certain topic and begins voting procedure either for a specific Draft Resolution or for all Drafts that have been introduced. Delegates are not allowed to pass notes or leave the committee room during this time.

**Mention** – Resolution to vote on, For and Against Speakers

### MOTION TO VOTE CLAUSE BY CLAUSE

The committee votes on each individual clause of a certain Draft Resolution.

Happens after voting procedure has been entered.

### MOTION FOR A ROLL CALL VOTE

Repeats the Roll Call process and each delegate must state their vote for a particular Draft Resolution

Should only be done after the first vote fails and if the vote was very close.

### MOTION TO DIVIDE THE QUESTION

Takes out one particular portion of a Draft Resolution in order to vote on it separately.

**Mention** – The Clause to divide the Question on

# Closing Debate

## Regular & Crisis Committees

Delegates will spend most of their time debating their topic through Formal/Informal Debate. The only difference with Crisis Committees is the use of Directives

### MOTION TO SUSPEND DEBATE

Use this motion in between debate

### MOTION TO ADJOURN DEBATE

Use this motion at the end of the day and for the final committee session

## Position Paper

A position paper is an essay that presents an arguable opinion about an issue. The goal of a position paper is to convince the audience that your opinion is valid and defensible. It is important to ensure that you are addressing all sides of the issue and presenting it in a manner that is easy for your audience to understand. Support your argument with evidence to ensure the validity of your claims, as well as to refute the counterclaims.

The format it must have is as follows:

**Heading**

**Delegate(s):**

**School:**

**Country:**

**Committee:**

**Topic:**

### **I. General Information**

#### **1st Paragraph – Opening Statement (3 – 4 sentences)**

- Why is this topic important for the committee to address?
- Why does your country care about this topic?
- What is your country's policy on this topic?

### **II. Specifics**

#### **2nd Paragraph – National Actions (3 – 5 sentences)**

- Is the topic an issue in your country?
- What actions has your country taken to improve or address the issue on a national level?

#### **3rd Paragraph – International Actions (3 – 5 sentences)**

- How has your country improved or addressed the issues on an international level?

- What actions has your country taken on the issues on an international level?
- What conventions, treaties and resolutions has your country supported on this issue?
- What organizations is your country a member of that addresses this issue?
- Can you reference government officials on this issue?

**4th Paragraph – Recommendations for Action (4 – 6 sentences)**

- What role would your country like to see the international community take to address the problem?
- What are your country's recommendations to the committee on how to best resolve the issue?

**Note**

- Research, Research, Research
- DO NOT restate information found in the topic guide.
- DO NOT include information about your country that is not related to the issue.
- DO NOT just list facts.
- Give recommendations on issue specifics.

This is an example.

| UNPACKING THE PROBLEM                                                                                                                                                                   |                                                                                                                                |                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Topic _____ (Example: Landmines). When Identifying the specific problems associated with this topic, remember goals are to: <ul style="list-style-type: none"><li>•</li><li>•</li></ul> |                                                                                                                                |                                                                                        |
| Topic                                                                                                                                                                                   | Potential Actions or Solutions                                                                                                 | Your Country's Position on these Solutions                                             |
| Toxic chemicals leak out of landmines and pollute water and soil.                                                                                                                       | Send demining teams into areas near water supplies and fields being used for growing crops first, before going to other areas. | Uganda believes it is more important to demine areas near schools and hospitals first. |

## Preambulatory And Operative Clauses

### PREAMBULATORY PHRASES:

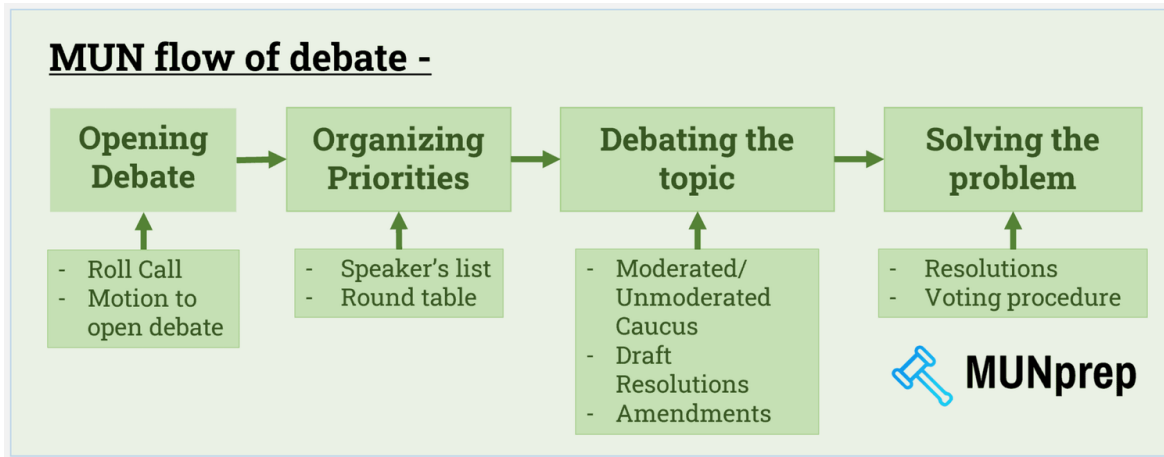
|                     |                             |                       |                            |
|---------------------|-----------------------------|-----------------------|----------------------------|
| Acknowledging       | Deeply disturbed...         | aware ...             | ...with deep concern...    |
| Affirming ...       | ...concerned ...            | Believing...          | ...with grave              |
| Alarmed by...       | ...conscious ...            | Grieved... Guided     | concern...                 |
| Anxious ...         | ...convinced ...            | by... Having...       | ...with regret...          |
| Approving ... Aware | ...regretting ...           | Adopted...            | ...with satisfaction...    |
| Bearing in mind     | Desiring... Determined...   | Approved...           | Observing...               |
| Believing ...       | Emphasizing...              | Considered...         | Reaffirming...             |
| Cognizant ...       | Encouraged... Endorsing ... | Further examined...   | Realizing...               |
| Concerned ...       | Expressing ...              | Received...           | Recalling...               |
| Confident ...       | ...appreciation...          | Reviewed... Keeping   | Recognizing...             |
| Conscious ...       | ...satisfaction ...         | in mind... Mindful... | Referring... Regretting... |
| Considering ...     | ...deep appreciation...     | Noting...             | Reiterating... Seeking...  |
| Contemplating ...   | Expecting ...               | ...further...         | Stressing...               |
| Convinced ...       | Fulfilling ...              | ...with approval...   | Taking into account...     |
| Declaring ...       | Fully ...                   | ...with concern...    | Welcoming...               |

## OPERATIVE CLAUSES

|                   |                        |                              |                          |
|-------------------|------------------------|------------------------------|--------------------------|
| Accepts...        | Declares...            | ...recommends...             | Reiterates... Repeats... |
| Adopts...         | Deplores...            | ...requests...               | Solemnly affirms...      |
| Affirms...        | Designates...          | ...resolves...               | Strongly condemns...     |
| Appeals...        | Directs...             | Has resolved... Instructs... | Suggests...              |
| Appreciates...    | Draws the attention... | Invites... Notes...          | Supports... Takes note   |
| Approves...       | Emphasizes...          | ...with appreciation         | of... Transmits...       |
| Authorizes...     | Encourages...          | ...with approval...          | Trusts... Urges...       |
| Calls...          | Endorses...            | ...with satisfaction...      | Welcomes...              |
| Calls upon...     | Expresses its          | Proclaims... Recognizes...   |                          |
| Commends...       | appreciation...        | Recommends...                |                          |
| Concurs...        | ...its hope...         | Regrets...                   |                          |
| Condemns...       | ...proclaims...        |                              |                          |
| Decides...        | ...reminds...          |                              |                          |
| ...accordingly... |                        |                              |                          |

## The Flow Of The Debate

In MUN, the flow of debate is the term used to break down the stages of a MUN conference. A committee session normally moves progressively along a 4-step process. The diagram below shows how this system works.



## Resolution Paper

The resolution paper has three main parts: the **heading**, the **pre-ambulatory clauses**, and the **operative clauses**.

### 1. Heading

The heading contains four pieces of information: the committee name, the sponsors, the signatories, and the topic (not necessarily in that order depending on each individual conference's rules).

The committee name and topic should be self-explanatory. The sponsors are the authors of the resolution. The signatories are other delegates in the committee who do not necessarily agree with the resolution but would like to see it debated. Most conferences require a minimum number or percentage of sponsors and signatories (or a combination of both) before a resolution can be presented — this encourages consensus-building. You will also notice some numbering (on the top right corner in the example). This is usually provided by the committee chair and is just a way to number the different resolutions — usually by the order they are received or approved — so that delegates can easily differentiate or reference them.

### 2. Pre-ambulatory clauses

The pre-ambulatory clauses state all the issues that the committee wants to resolve on this issue. It may state reasons why the committee is working on this issue and highlight previous international actions on the issue. Pre-ambulatory clauses can include:

- Past UN resolutions, treaties, or conventions related to the topic
- Past regional, non-governmental, or national efforts in resolving this topic
- References to the UN Charter or other international frameworks and laws
- Statements made by the Secretary-General or a relevant UN body or agency
- General background information or facts about the topic, its significance, and its impact.

### **3. Operative clauses**

Operative clauses state the solutions that the sponsors of the resolution proposes to resolve the issues. The operative clauses should address the issues specifically mentioned in the pre-ambulatory clauses above it.

### **3. Amendments**

Approved draft resolutions are modified through amendments. An amendment is a written statement that adds, deletes or changes an operative clause in a draft resolution. The amendment process is used to strengthen consensus on a resolution by allowing delegates to change the operative clauses (the pre-ambulatory clauses can not be modified). There are two types of amendments:

1. A friendly amendment is a change to the draft resolution that all sponsors agree with. After the amendment is signed by all of the draft resolution's sponsors and approved by the committee chair, it will be automatically incorporated into the resolution.

2. An unfriendly amendment is a change that some or all of the draft resolution's sponsors do not support and must be voted upon by the committee. This also refers to delegates who did not write this resolution at all but see potential in it as long as several changes are made to it. The sponsors of the amendment will need to obtain a required number of signatories in order to introduce it. Prior to voting on the draft resolution, the committee votes on all unfriendly amendments.



unicef

## United Nations Children's Fund

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

UNICEF insists that the survival, protection and development of children are universal development imperatives that are integral to human progress.

UNICEF mobilizes political will and material resources to help countries, particularly developing countries, ensure a "first call for children" and to build their capacity to form appropriate policies and deliver services for children and their families.

UNICEF is committed to ensuring special protection for the most disadvantaged children – victims of war, disasters, extreme poverty, all forms of violence and exploitation, and those with disabilities.

UNICEF responds in emergencies to protect the rights of children. In coordination with United Nations partners and humanitarian agencies, UNICEF makes its unique facilities for rapid response available to its partners to relieve the suffering of children and those who provide their care.

UNICEF is non-partisan and its cooperation is free of discrimination. In everything it does, the most disadvantaged children and the countries in greatest need have priority.

UNICEF aims, through its country programmes, to promote the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities.

UNICEF works with all its partners towards the attainment of the sustainable human development goals adopted by the world community and the realization of the vision of peace and social progress enshrined in the Charter of the United Nations.

For more information visit the webpage: <https://www.unicef.org/>

# UNITED NATIONS INTERNATIONAL CHILDREN'S FUND

## BACKGROUND GUIDE

### I. The Ongoing Issue of Child Marriages

#### **Statement of the issue.**

UNICEF defines child marriage as any formal marriage or informal union between a child under the age of 18 and an adult or another child. The prevalence of child marriages around the world has decreased, yet the practice remains widespread in many parts of the world. Girls are disproportionately impacted by child marriages, making it a highly gendered issue with 21% of young women globally being married before the age of 18. Child marriages are accompanied with a number of adverse consequences, including higher probability of experiencing domestic violence, complications during pregnancy and childbirth, and limited access to educational opportunities that are likely to be perpetuated in generational cycles.

UNICEF is committed to working toward ending child marriage, as included in goal five of the Sustainable Development Goals (SDG) -- gender equality. In recognizing the root causes of child marriage around the world, UNICEF has partnered with the United Nations Population Fund (UNFPA) in 2016 for the Global Programme to End Child Marriage. The initiative aims to empower young women and girls around the world by providing life-skills training and school attendance support. The United Nations plays an important role in coordinating efforts of local organizations and national governments in an effort to address and counter child marriage trends.

#### **History**

Around the world, it is estimated that 1 in 5 girls is married or in a union by the age of 18. In lesser developed countries, the numbers drastically increase with nearly 40% of girls being married before 18 and 12% married before 15. Within the past ten years, elimination of child marriages has seen the most success in South Asia, with percentage decreasing from 49 to 30 percent. Child marriages occur due to a number of social and economic factors, including poverty, cultural traditions, and gender inequality.

The 2011 United Nations General Assembly resolution 66/170 designated October 11 to be International Day of the Girl Child and was celebrated for the first time the following year, with a special spotlight on ending child marriages. Several years later, the first resolution on child marriages was adopted by the UN Human Rights Council. The resolution underscored a need for greater attention to be given to the issue in post-2015 development goals, and received support from over 100 countries. The UN Commission on the Status of Women and World Health Organization have acknowledged the issue of child marriage and the need for measurable progress. In 2016, UNICEF and UNFPA launched the Global Programme to Accelerate Action to End Child Marriage in 12 countries with the highest rates of child brides.

Outside of UN efforts, notable regional progress has also been made toward eliminating child marriages. In 2014, the African Union launched a campaign to end child marriages, with the United Nations recognizing the strength of the campaign's in its ability to convene the continent's governments and to work toward a united and prosperous Africa. Similarly, the South Asia Initiative to End Violence against Children (SAIEVAC), an intergovernmental 7 regional body, adopted their first Regional Action Plan to End Child Marriage in South Asia in the same year. The governments, with support from civil society groups and development partners, are responsible for implementing the framework of the Regional Action Plan, which includes increasing minimum age of marriage and ensuring access to quality education.

### **Analysis**

Child marriage is a complex issue that results from the confluence of lack of opportunities for girls, cultural norms, and social insecurity. Given that girls with no education are 3x as likely to marry by 18 as those with secondary or higher education, it is vital for solutions to acknowledge the lack of educational opportunities in underdeveloped countries as being a major root cause of child marriage. In countries where individual opportunities for growth are limited, child marriages are often seen to be in the best interest of the girl, since it provides girls with the prospect of a stable future. In many situations, parents prefer young marriage to the harassment or assault that many young, unmarried girls would face in a dangerous workplace. Such examples go to show that motivating

factors of child marriages are complex and varied, yet a commonality can be found in the lack of preferable options that give these children the foundations for a full childhood and young adulthood.

The elimination of child marriage is linked to a number of other Sustainable Development Goals. For instance, with the achievements of No Poverty and Quality Education, ending child marriages becomes more of a reality. In the cases of Reduced Inequality and Economic Growth, achieving elimination of child marriage should be seen as a prerequisite. For sustainable world development, the investment in human capital is essential. When the international community invests in education and skills development, societies are enabled with the tools for economic prosperity and long-term success.

Although the international community has made progress in forming a legal framework to eliminate the practice of child marriage, child marriages still occur on a widespread basis. Many countries around the world set the minimum age of marriage at 18, yet marriages still occur outside the law. Governments will need to work closely with religious and civil society leaders to raise awareness of and enforce the laws. In countries where marriage registration is weak or uncommon, governments that wish to decrease prevalence of child marriage must invest in the civil registration and the local authorities that manage it.

## **Conclusion**

Child marriage is a human rights violation, linked to poverty, lack of opportunities, and deep-seated cultural norms. In many instances, the issues that accompany a young marriage -- domestic violence, health issues, among others -- are perpetuated over many generations. The international community has taken measures to address child marriages, yet a lack of enforcement of laws and neglect for the underlying causes of child marriage contributes to the enduring issue. In many cases, the United Nations is uniquely positioned to coordinate the efforts of state governments, civil society organizations, and local leaders. With a multilateral approach that pays close attention to the root causes of child marriage around the world, child marriage can be effectively eliminated in time.

### **Questions**

1. How can we respect cultural norms while also protecting children from harmful practices?
2. How can the international community empower girls to make decisions for themselves?
3. Once a legal framework is set, what are some suitable enforcement mechanisms?



**WHO**

## World Health Organization

WHO began when our Constitution came into force on 7 April 1948 – a date we now celebrate every year as World Health Day. We are now more than 7000 people from more than 150 countries working in 150 country offices, in 6 regional offices and at our headquarters in Geneva.

More than 7000 people from more than 150 countries work for the Organization in 150 WHO offices in countries, territories and areas, six regional offices, at the Global Service Centre in Malaysia and at the headquarters in Geneva, Switzerland.

In addition to medical doctors, public health specialists, scientists and epidemiologists, WHO staff include people trained to manage administrative, financial, and information systems, as well as experts in the fields of health statistics, economics and emergency relief.

Our primary role is to direct and coordinate international health within the United Nations system.

Our main areas of work are health systems; health through the life-course; noncommunicable and communicable diseases; preparedness, surveillance and response; and corporate services.

We support countries as they coordinate the efforts of governments and partners – including bi- and multilaterals, funds and foundations, civil society organizations and the private sector.

Working together, we attain health objectives by supporting national health policies and strategies.

For more information visit the web page: <https://www.who.int/>

## **WORLD HEALTH ORGANIZATION**

### **BACKGROUND GUIDE**

#### **I. Mental Health Awareness and Improving International Responses to Mental Health Crises**

##### **Statement of the Issue**

The United Nations recognizes that mental health awareness is vital for creating a better society. Persons with mental and psychosocial disabilities represent a significant proportion of the world's population, as millions of people globally have mental health conditions and about one in four will experience a mental health condition in their lifetime. Additionally, suicide is the third leading cause of death among young people every year, and depression is cited as the leading cause of years lost due to disability worldwide. In developed and developing countries, mental health problems, including substance abuse, are among the ten leading causes of disability.

Fortunately, there is growing recognition within the international community that invisible disabilities like mental health are one of the most essential developmental issues in achieving worldwide development goals. In 2015, the General Assembly at the United Nations included mental health and substance abuse in the Sustainable Development Agenda. This was the first formal action taken by world leaders in recognizing the promotion and importance of mental health and well-being, and is likely to have a positive impact on communities and countries where millions of people will receive help.

##### **History**

The first formal resolution specifically devoted to those with mental illnesses was adopted through the General Assembly in December of 1991. In comparison, the UN has passed action devoted to persons with disabilities for many decades. The resolution on mental illness was officially titled "Principles for the protection of persons with mental illness and the improvement of mental health care," and the principles outlined were to be applied without discrimination of any kind. These included elements ranging from the recognition of basic human rights and the protection of minors, to confidentiality, the role of community and culture, and determinations of medication and treatment, in addition to language covering mental health facilities.

In 2012, the WHO launched the QualityRights Initiative, aimed at improving access to quality mental health and social services, along with promoting the rights of people with mental health conditions, psychosocial, intellectual, and cognitive disabilities. The objectives were to reform national policies and legislation, improve quality of care related to both inpatient and 8 outpatient services, and create community based and recovery oriented programs that respect and promote human rights as it relates to mental health.

One year later, the 66th World Health Assembly adopted the WHO's comprehensive mental health action plan, set from 2013-2020. Cited as a landmark achievement, it focused international attention on an action plan calling for changes in attitudes that perpetuate stigma and discrimination, and called for an expansion of services in order to promote greater efficiency in the use of resources. The action plan had four major objectives. Chief among them were strengthening effective leadership and governance for mental health, along with strengthening information systems, evidence, and research for mental health programs.

A new resolution on Mental Health and Human Rights was adopted in 2016 which called on member States to view mental health care from a human perspective and take action accordingly. The resolution echoed sentiments from the WHO that "health is a state of complete physical, mental, and social well-being," emphasizing that mental health is an integral part of the right to good health. There was also formal acknowledgement that greater commitment by member States is needed to address this challenge and ensure that measures are taken to maximize the potential of the current existing resources.

## **Analysis**

There are personal, economic, and societal costs of mental health. Persons with these disabilities are often the recipients of unfair stigma and discrimination and are more likely to experience high levels of physical and sexual abuse. Poor mental health is also a leading cause and consequence of poverty, mediocre education, gender inequality, and violence. The ability to work productively and to one's full capacity, as well as the potential to make contributions to his or her community, can be extremely limited.

The approach of mental health from the international community needs to take on a different perspective, and one with greater haste, following the COVID-19

outbreak. Health experts at the United Nations have warned that a mental illness crisis is looming as millions of people across the world are surrounded by death and disease and forced into isolation, poverty, and extreme anxiety. Devora Kestel, director of the WHO's mental health department, said that governments should put this issue "front and centre." Children and young people, who are lacking social interaction, along with healthcare professionals operating on the frontlines are groups of people who are potentially more vulnerable to mental distress and depression. Calls have been made to reinvest in psychological services and establish more remote therapy options through tele-counselling for frontline workers, along with those at a higher risk for domestic violence and acute impoverishment. The stress of the pandemic has also led to an increase in substance abuse. According to Canada's national statistics agency, one fifth of Canadians aged 15-49 had increased their alcohol consumption since the start of the crisis. These addictive behaviours can lead to a rise in "deaths of despair," more commonly known as deaths related to suicide and the misuse of alcohol and drugs. In the United States alone, the effects of the virus likely mean that as many as 75,000 more people will die from drug or alcohol misuse or suicide. Lastly, the international community should take note of the differences in treatment individuals receive with mental health issues around the world. Both care for mental health issues and social norms surrounding them differ greatly in each country; the United Nations should fight for equitable and just treatment of all individuals.

## **Conclusion**

Mental health awareness has been difficult to address over the years because it is an invisible disability. However, this does not take away its extreme importance and relevance on the international stage. The United Nations and the international community should continue to adopt resolutions and formulate action plans aimed at addressing mental health around the world. Decades of neglect and underinvestment in addressing people's mental health has been exposed more deeply by the COVID-19 pandemic. It is likely that a host of initiatives and programs aimed at combating the effects of the virus on mental health will be established. However, it is imperative that the movement continue beyond the pandemic, as this is an issue that will always be present globally.

## **Questions**

1. In what ways can the international community quickly and effectively combat mental health issues?
2. How can the international community help raise mental health awareness in the wake of COVID-19?
3. In past decades, mental health has been framed as a human rights issue. Is this an effective approach, or would the issue fare better if placed under a different category?
4. In an era of social media and technology where perceptions can be altered, what can be done to reduce unfair stigmas surrounding mental health?



**UNHRC**

## United Nations Human Rights Council

The Human Rights Council is an inter-governmental body within the United Nations system made up of 47 States responsible for the promotion and protection of all human rights around the globe.

It has the ability to discuss all thematic human rights issues and situations that require its attention throughout the year. It meets at the UN Office at Geneva.

The Council was created by the United Nations General Assembly on 15 March 2006 by resolution 60/251. Its first session took place from 19 to 30 June 2006. One year later, the Council adopted its "Institution-building package" to guide its work and set up its procedures and mechanisms.

Among them were the Universal Periodic Review mechanism which serves to assess the human rights situations in all United Nations Member States, the Advisory Committee which serves as the Council's "think tank" providing it with expertise and advice on thematic human rights issues and the Complaint Procedure which allows individuals and organizations to bring human rights violations to the attention of the Council.

The Human Rights Council also works with the UN Special Procedures established by the former Commission on Human Rights and now assumed by the Council. These are made up of special rapporteurs, special representatives, and independent experts and working groups that monitor, examine, advice and publicly report on thematic issues or human rights situations in specific countries.

When creating the Human Rights Council in March 2006 the United Nations General Assembly decided that the Council's work and functioning should be reviewed five years after it had come into existence at the level of the General Assembly.

For more information visit the webpage:

<https://www.ohchr.org/EN/HRbodies/HRC/Pages/Home.aspx>

## **UNITED NATIONS HUMAN RIGHTS COUNCIL**

### **BACKGROUND GUIDE**

#### **I. Persecution of Journalists and Independent Media in Russia**

##### **Statement of the Issue**

Journalists and the independent media are persecuted in countless countries every year. From high-profile cases such as the murder of Jamal Khashoggi in Turkey, to the lesser-known but equally important harassment of journalists in Africa, authoritarian administrations use all means available to eliminate the spread of ideas that contradict and put the status of their own regime at risk. The United Nations should understand the serious consequences that arise from oppressive governments limiting the freedom of speech in their own countries and that these limitations of freedoms of consequences on an international scale.

A prime example of the prosecutions of journalists can be viewed when analyzing the case of Russia. Following the 76 year anniversary of Stalin deporting Crimean Tatars from their 2 homeland, journalists, writers, and others have been silenced when trying to raise awareness towards Russia's illegal annexation of the peninsula in 2014.<sup>3</sup> During the first week of May 2020, journalist Tatiana Voltskaya faced criminal charges for an interview she conducted with an emergency room doctor that exposed the lack of medical personnel and necessary equipment in St. Petersburg hospitals.<sup>4</sup> Those who questioned official statistics on how Russia has handled the pandemic have been detained and accused of fake news and distortion. This is just one example of many around the world where the independent media suffer for attempting to hold their government accountable. The international community should use their power and influence in this ongoing issue to ensure that freedom of speech and the protection of journalists is a reality for all.

##### **History**

The suppression of independent media in Russia represents a significant challenge to human rights in the 21st century. Currently in 2020, Russia ranked at number 149 out of 180 countries in the World Press Freedom Index, largely due to the extent of control the state exercises over mass media. Offenses to freedom of the press are certainly not limited to one geographic region; other notable offenders include Turkey, Venezuela, and Ethiopia, all of which have

experienced restrictions on media within the context of political and social unrest. For instance, the 2016 attempted coup against President Recep Tayyip Erdoğan provided an impetus for the heightened persecution of independent media. In December 2016, Turkey had 81 journalists behind bars, the highest number in the world at the time.

Others have paid the highest price for their profession. In the early 2000s, a number of high profile murders in Russia confirmed the death sentence that reporting on issues sensitive to the government had become. Anna Politkovskaya was a journalist who reported critically on the human rights abuses committed by the Russian military in the Chechen war. Throughout her career, she had been threatened and attacked by opponents of her work. In 2006, she was murdered in her apartment in Moscow; her murder was believed to be a contracted assassination. A series of trials and a murky investigation ultimately resulted in the sentencing of 5 men, although many aspects of the case remained unresolved. This case followed shortly after the 2004 murder of Paul Klebnikov, an American journalist who worked as chief editor of the Russian language Forbes at the time of his assassination for what is believed to be linked to his investigation into the murky business world of Russia.

Russian authorities also employ a number of more discrete tactics to censor and undermine a range of information from independent journalism to children's literature.

Representing one significant assault on human rights is the use of excessive and unfair fines imposed upon independent media, NGOs, and human rights defenders. The fines are used to essentially drive independent organizations out of existence and business. In October 2018, the magistrate court #367 of Moscow's Tverskoy fined The New Times 22.25 million rubbles for allegedly failing to provide information on the organization's income. Prior to being confronted with this fine, the magazine had already been struggling due to a reputation for being disloyal to the regime, which caused advertisers to abandon the magazine.

According to a report by PEN America, vague laws aimed at countering terrorism and protecting children currently contribute to an environment in which broadcasting television, publishing fiction, or creating theatrical scores is increasingly under assault. Anti-extremism legislation in Russia allows officials to suppress a wide array of speech and groups that are subjectively deemed "extremist." Furthermore, the 2010 Law on Protection of Children from

Information Harmful to Their Health and Development and subsequent amendments, which mandates the establishment of unified standards for media products intended for children, is used to stifle expression of ideological and culturally 'subversive' ideas. A related set of laws exist to regulate the privacy and security of internet users. For instance, a new law introduced under Putin requires internet service providers to install network equipment that is capable of identifying the source of traffic and filter content. This requirement routes the country's web traffic and data through state-controlled points. The array of laws that exist provide legal footing for prosecuting individuals and blocking access to information. Limiting access to information is used by many authoritarian countries as a means of controlling the narrative. China's infamous firewall blocks web traffic as it enters or exits China, in order to limit the transmission of ideas that are deemed subversive to Chinese values. The total number of people employed across government agencies, private corporations, and media outlets to monitor and censor content on the internet is estimated at 2 million in 2013. Such concerted efforts to restrict the free flow of information are clearly indicative of a larger threat to global media freedom.

Several international bodies have incorporated freedom of information into their constitutional framework. For one, the European Union's Charter of Fundamental Rights Article 11 notably describes 'freedom of expression and information' as, "freedom to...impart information and ideas without interference by public authority. "Similarly, the United Nations recognizes the importance of freedom of information in a strong rule of law. Freedom of information is recognized in Resolution 59 of the UN General Assembly adopted in 1946 and in Article 19 of the Universal Declaration of Human Rights (1948).

## **Analysis**

An independent media and a guaranteed right of speech and expression are necessary for a nation's progress toward democracy and overall development. The belief that freedom of expression is a basic human right is embodied in the United Nations' Universal Declaration of Human Rights. A basic guarantee of freedom of an independent media is also important in providing the public with access to information and knowledge. Communication and engagement with the media also supports a robust civil society that should be viewed as paramount in societal cohesion and social development.

In Russia, the Kremlin has made it a top priority to assert control over its domestic media. To combat the rise of the digital age, the Russian government is finding

ways to use state-controlled media to help them stay in power. This goal is achieved through selective censorship of political expression (aided by the persecution of journalists) and by using state media to influence the public. Most authoritarian regimes seek “effective media control,” where they can display their legitimacy and feature pro-government narratives, while at the same time limiting editorial criticisms of government policies.

The international community recognizes the importance of free media and has taken steps to respond to this threat on democracy and development. In 2010, the United Nations began the UN Plan of Action on the Safety of Journalists and the Issue of Impunity. The goal of this program was to create a free and safe environment for journalists and media workers in both conflict and non-conflict situations. Inter-agency mechanisms have been established to strengthen cooperation with States to develop legislation aimed at safeguarding the freedom of expression and information.

In 2014, a review of the implementation of the UN Plan was completed and three years later, OHCHR and UNESCO brought together all of the actors involved in this issue- UN agencies, Member States, media, intergovernmental organizations, civil society, and academic- to discuss ways of strengthening this plan. A detailed report was formed that summarized the achievements, challenges, and proposals on how to move forward. Despite attempts by the UN to promote a free and safe media worldwide, the persecution of journalists is still a very real threat today. In the last ten years, more than 1,000 journalists have been killed and in nine out of ten cases, no one was held accountable. In 2018, UNESCO reported that at least 99 journalists were killed with thousands more being harassed, attacked, or imprisoned for carrying out their work.

## **Conclusion**

All around the world, investigative journalists face persecution and pushback in their missions to uncover truth and inform the public. In many countries, opposition to the independent media has been deadly, resulting in the loss of life for many. While several international bodies incorporate freedom of expression and information into their framework, the international community should continue to play an instrumental role in holding all states accountable for upholding a commitment to basic protection of journalistic freedom. It is important for states in the international community to ensure a fair and conclusive investigation and trial of matters related to violence against the media. An international consensus should be reached on the universal value of

independent media, which should in turn, pave the way for discussion on appropriate measures needed to ensure freedom of expression and protection from state-directed violence.

### **Questions**

1. How can states address legitimate security concerns while also upholding a commitment to universally-held human rights?
2. What role does social media and the increase of citizen journalism play in the state's ability to censor information?
3. What can the international community use as leverage to dissuade states from persecuting the media?



## **United Nations Educational, Scientific And Cultural Organization**

UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation in Education, the Sciences and Culture. UNESCO's programmes contribute to the achievement of the Sustainable Development Goals defined in Agenda 2030, adopted by the UN General Assembly in 2015.

UNESCO has a unique role to play in strengthening the foundations of lasting peace and equitable and sustainable development. Advancing cooperation in education, the sciences, culture, communication and information holds strategic stakes at a time when societies across the world face the rising pressures of change and the international community faces new challenges.

As early as 1942, in wartime, the governments of the European countries, which were confronting Nazi Germany and its allies, met in the United Kingdom for the Conference of Allied Ministers of Education (CAME). The Second World War was far from over, yet those countries were looking for ways and means to reconstruct their systems of education once peace was restored. Very quickly, the project gained momentum and soon took on a universal note. New governments, including that of the United States, decided to join in. Upon the proposal of CAME, a United Nations Conference for the establishment of an educational and cultural organization (ECO/CONF) was convened in London from 1 to 16 November 1945. Scarcely had the war ended when the conference opened. It gathered together the representatives of forty-four countries who decided to create an organization that would embody a genuine culture of peace. In their eyes, the new organization must establish the "intellectual and moral solidarity of mankind" and, in so doing, prevent the outbreak of another world war. Read more about UNESCO history in UNESCO Archives.

Located on the Place de Fontenoy, in Paris, the main building which houses the Headquarters of UNESCO was inaugurated on 3 November 1958. The Y-shaped design was invented by three architects of different nationalities under the direction of an international committee. Nicknamed the 'three-pointed star', the entire edifice stands on seventy-two columns of concrete piling. It is world

famous, not only because it is the home of a well-known organization but also because of its outstanding architectural qualities.

For more information visit the web page: <https://en.unesco.org/>

# UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

## BACKGROUND GUIDE

### I. Education Responses to COVID-19

#### **Statement of the Issue**

Governments around the world have responded to the COVID-19 pandemic by temporarily closing down educational institutions in an attempt to mitigate the spread of the virus. These closures, as of June 2020, have affected 87% of the world's student population, leaving around 1.5 billion students and youth worldwide without access to in-person educational instruction. UNESCO is supporting countries in their efforts to diminish the short-term impact of school closures, especially in more vulnerable and disadvantaged communities, as well as facilitating the novel educational approaches required for remote learning.

#### **History**

Education as a fundamental human right was enshrined in the Universal Declaration for Human Rights in 1948. Twelve years later, the UNESCO General Conference adopted the Convention Against Discrimination in Education- the first international document that extensively covered the right to education and has a binding force in international law. The Convention affirmed that education is a fundamental human right and not a luxury. Highlighted in the Convention are the obligations of states to ensure free and compulsory education and promoting equality of educational opportunity while banning any form of discrimination.<sup>3</sup> 104 Member States have now ratified the convention and are now obligated to adhere to the main provisions of the treaty, including: free and compulsory primary education, secondary education in its different forms, equal access to higher education to all on the basis of individual capacity, equivalent standards of education in all public educational institutions, opportunities for continued education, and training for the teaching profession without discrimination. Several organizations within the United Nations have passed resolutions in support of UNESCO's mission. In 2016, 42 member states in the GA adopted "Education for Democracy," a resolution aimed at promoting education for democracy while recognizing the central role of education in achieving the Sustainable Development Goals. It encouraged educational institutions at all levels (national, regional, and local) to integrate civic education and human rights education into standard practice as a way to increase citizen

participation in political life and facilitate empowerment by giving citizens the capital needed to have a voice in policymaking decisions.

One year later, UNHCR supported UNESCO's efforts in leading Sustainable Development Goal 4 by adopting a resolution stressing the importance of ensuring the human right to education as defined by international conventions. States were called upon to promote technical vocational education and training as well as establishing a regulatory framework for education providers guided by international human rights obligations. The resolution encouraged states to measure progress in the realization of the right to education by developing national indicators and determining the best way to give domestic legal effect to the right of education. When COVID-19 began spreading across the world in late February and early March, states and governments responded by immediately shutting down their educational institutions. Global school closures extended well into May and June, with countries like Spain and the United States shutting down in-person education until the end of the academic year.

### **Analysis**

Education is an empowering right and one of the most important tools by which economically and socially marginalized children and adults can lift themselves out of poverty and successfully become contributing members to society. This is just one reason why education is such a fundamental right. The statistics on the intersection of worldwide poverty and education are endless. If all students in low-income countries gained basic reading skills, 171 million people could be lifted out of poverty. The likelihood of infant mortality decreases by 10% for every year of additional schooling a mother receives.<sup>7</sup> Yet millions of children and adults around the world remain deprived of educational opportunities in large part due to a variety of social, cultural, and economic factors.<sup>8</sup> In order for the power of education to be realized, equality of opportunity and universal access must exist. The current COVID-19 pandemic has exacerbated the battle for equal educational opportunities and has prompted UNESCO along with many other organizations to establish programs and aid in an attempt to mitigate the virus's effect on access to education and opportunities for upward mobility. It quickly became clear that "partnership was the only way forward" because "never before have we witnessed educational disruption on such a scale," as stated by UNESCO Director-General Audrey Azoulay. On March 25th of 2020, UNESCO launched the Global Education Coalition to help countries in mobilizing

resources and implementing innovative and appropriate solutions to provide effective remote learning. Seeking equitable solutions and universal access, along with coordinating re-entry plans for students once schools reopen to avoid dropouts, are at the forefront of the Global Education Coalition's goals. Longer term goals include a focus on how to better harness the use of technology in education and to ensure more inclusive and creative learning models. The private sector, philanthropic and non-profit organizations, and media outlets have all been invited to take part in the Coalition in a joint effort to maintain educational opportunities throughout the pandemic. Remote learning presents extreme challenges on both the teacher and student perspective that immediately need to be addressed. For educators, the delivery of content has to be completely adapted into a new format where students can understand the material and feel comfortable asking questions through online tools. For students, there is an issue of connectivity. Those from low-income backgrounds are less likely to have stable internet access let alone an adequate computer where virtual education can take place. Even if they have a computer, there is no guarantee that they will have the skills necessary to use the machine properly, effectively, and often times without parental supervision. The loss of in-person schooling also means the loss of community, and with it a vital safety net of nutrition, protection, and emotional support. UN Deputy Secretary General Amina 4 Mohamed expressed the UN's full commitment to the coalition, reiterating the responsibility "as a global community to leave absolutely no one behind." The Coalition plans to respond to each countries' individual needs with the goal of matching needs with free and secure solutions in an effort to ensure data security and protect the privacy of learners and teachers.

## **Conclusion**

The COVID-19 pandemic has affected education in a way never seen before. While it is not feasible to create an equal educational experience in a virtual format, the vast amount of technological tools available make it possible to maintain at least some of the values that inherently exist with in-person learning environments. The full potential of technology can only be reached if worldwide institutions come together in a joint effort to try and save education for the foreseeable future. The international community strongly believes in the importance of childhood and secondary education, and should reflect these beliefs in their effort to facilitate student success now and in the future.

## **Questions**

1. What will the long term impact of COVID-19 be on education? How can UNESCO work to mitigate that impact?
2. Will educational institutions have to forever change the way learning is conducted? If so, how can international institutions facilitate this process?
3. Does the disruption to traditional education have the potential to encourage a reform in tuition at higher learning institutions?
4. Are there any positive externalities/unintended benefits in education that the pandemic will cause now that there is greater attention being placed on educational opportunities?

## General Glossary

1. **Chairs:** The chairpersons are seated in the front with their gavel and facilitate the debate. They call on speakers, time speeches, and maintain the rules of procedure. If the conference gives awards, they will also evaluate your performance.
2. **Decorum:** order in committee. The chair may call decorum if delegates are loud or disrespectful, in order to ask for their attention during committee.
3. **Motion:** a specific action made by delegates to direct debate in a certain direction.
4. **Speaker's List:** a list that contains the order of speakers in the committee. The specific way that the order is determined varies by conference. The Speaker's List is the default format of debate and committee will proceed with speeches until a delegate makes a motion to change up the debate format.
5. **Yield:** this is when a speaker decides to give up the remaining time in his or her speech. Typically, the three types of yields are
  - a. **Yield to the Chair** meaning you give up the rest of your time
  - b. **Yield to another delegate** meaning you give up the rest of your time to another delegate
  - c. **Yield to questions** from other delegates
  - d. **Yield to comments** to your speech by other delegates. Questions are also sometimes called Points of Information.
6. **Point of Inquiry:** used when a delegate has a question about something that is not clearly understood in committee. Use this to ask a question if you don't understand a term or get what's going on in committee!
7. **Point of Personal Privilege:** used when a delegate experiences personal discomfort that hinders their ability to participate in committee. Examples: temperature of room, distractions during committee, can't hear another delegate, etc.

8. **Point of Order** (also called **Point of Parliamentary Procedure**): used when a delegate believes that there was a mistake made regarding the rules of procedure
9. **Moderated Caucus**: A debate format that allows delegates to make short comments on a specific sub-issue. Typically, delegates who are interested in speaking will raise up their placards and the Chairs will call on delegates to speak one at a time. In order to move into a moderated caucus, the motion must include the overall speaking time, the time per speaker, and the sub-issue to be discussed. Example: Italy moves for a 5 minute moderated caucus with 30 second speaking time per delegate for the purpose of discussing solutions to women's rights.
10. **Unmoderated Caucus** (also called **Informal Caucus** or **Lobbying Sessions**): a debate format in which delegates can leave their seats to go and talk to others freely and informally. This is usually when delegates find allies and work on draft resolutions. In order to move into an unmoderated caucus, the motion must include the overall caucus time and preferably the purpose of the unmoderated caucus. Example: Senegal moves for an unmoderated caucus for 10 minutes to complete draft resolutions.
11. **Blocs**: different groups that have similar ideas and opinions about the topics. In the real United Nations, there are regional blocs, but delegates can choose to build their own blocs in Model UN. These blocs will typically work together to create a draft resolution.
12. **Working paper**: Working papers are just a list of ideas formed by the blocs. They may or may not be written in resolution format. The working paper needs to be approved by the chairs.
13. **Draft Resolution**: A document written in resolution format, approved by the chairs, and introduced to committee but not yet voted upon is called a draft resolution. Delegates will be spending most of their time writing and amending the draft resolutions. Once a draft resolution is passed by a committee, then it becomes a **Resolution**.
14. **Sponsors**: delegates who authored the draft resolution or actively contributed ideas. They support the draft resolution and want to see it get

passed, so they should vote for it. All resolutions will require a minimum number of sponsors.

15. **Signatories:** delegates who wish to see the draft resolution debated but may or may not agree with all of the ideas. However, they think there is some merit to it and want to see it presented. Some resolutions will require a minimum number of signatories.
16. **Pre-ambulatory clauses:** statements in the first section of the draft resolution that describes the problems that the committee wants to solve as well as previous measures taken to combat the problem. Pre-ambulatory clauses are usually italicized or underlined but not numbered.
17. **Operative clauses:** statements in the second section of the draft resolution that outlines the specific solutions the sponsors wish to implement. Operative clauses are usually numbered and underlined.
18. **Amendment:** a change made to an operative clause of a draft resolution. Amendments can add, delete, or change an operative clause in a draft resolution.
  - a. A **Friendly Amendment** is an amendment written and approved by all the sponsors to a draft resolution and is automatically included into the text.
  - b. An **Unfriendly Amendment** is an amendment not approved by all the sponsors to their draft resolution and must be voted upon before it can be included into the text.
19. **Merging:** combining two or more draft resolutions to make a bigger or new draft resolution
20. **Voting bloc:** when delegates vote on the draft resolutions and amendments