



MASTERS MODEL UN

MASMUNC III

A Letter from the Secretariat

Dear Delegates, Advisors, Staff, and Friends of MASMUNC II I,

Greetings from Dobbs Ferry, New York! As this year's Secretaries General, we are honored to share the second iteration of the Masters School Model United Nations Conference with you at the beautiful Masters School campus on December 7, 2024. After a successful MASMUNC III, we hope to grow the conference even more. Throughout MASMUNC, we aim to cultivate thoughtful and meaningful debate and compromise in committees spanning current UN bodies to fictional crises.

We've spent our spring and summer preparing and planning for you, and we hope you enjoy the committees our delegates have to offer! As a team, we have been inspired by the many conferences we've attended, and hope you will grow, learn, and have fun at MASMUNC II I. This conference is truly the work of our entire team, whether that be brainstorming, writing background guides, or serving as pages and crisis staffers. We look forward to seeing everyone represent world powers, Shakespearean characters, and even spies in our 'Spy School' committee!

Our dedicated staff of students spanning from grades 8-12 and our devoted faculty advisors are eager to welcome you with open arms to ensure the best experience possible. We hope that you will leave MASMUNC II I with lasting skills to use in more conferences in the future and throughout everyday life.

Thank you.

Jesse Gelman
Secretary General

Sophie Moussapour
Secretary General

A Letter from the Dais

Hi, Delegates of UNESCO!

We will be your Co-Chairs for this committee, and we are very excited to meet you all! In this committee, we will expect that you work with countries that align with yours, and that you stick to your country's beliefs. We challenge you to find creative ways to solve issues surrounding education, schooling, and health, while still being efficient solutions concerning budget and accessibility.

While a primary concern of this committee will be addressing access to education and through that access to hygiene and nutrition, we encourage you to pay attention to the issues at which accessibility stems from: discrimination, lack of training and teachers, relevance of curriculum, etc.

It is essential that you treat your fellow delegates with respect and kindness throughout this committee. There is no room for disrespect here, and is important to keep that in mind inside and outside of the committee.

This will be our first time running and chairing a General Assembly committee and we are very excited to see the outcomes of your resolutions!

Thank you.

Ross Manzano, Co-Chair

Johanna LeBuhn, Co-Chair

A Note on Cultural Sensitivity

While at MASMUNC, we encourage delegates to bear full participation, tackle their topics with full force, and embrace the dynamics within the international community; it is vital to recognize that the topics and issues being debated influence real places and people. This recognition is crucial to developing a culturally aware mindset that will contribute to an impactful committee. Delegates representing countries, leaders, and governmental figures must acknowledge the cultural aspects that determine the nature of their position.

In addition to maintaining cultural sensitivity, we recognize that we live in a world that is filled with bias. While it may be impossible to completely separate ourselves from our worldview and the many factors that influence us on a daily basis, we can make a concerted effort to minimize the way our personal biases impact the way that we interact with each other within this activity. To that end, please remember that:

- Accents do not reflect intelligence;
- Race does not indicate socioeconomic status;
- Gender is fluid;
- Positions that delegates take while competing don't necessarily equate to their personal beliefs;
- Words do not exist in a vacuum. Avoid using charged language toward delegates.

Thank you all for abiding by these guidelines. We look forward to seeing you all on conference day!

Jesse Gelman
Secretary General

Sophie Moussapour
Secretary General

Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was established in 1946, after World War I and II, with the intention for countries to collaborate on education, the sciences, and cultural issues. UNESCO aims to build bridges between countries through international participation. UNESCO's preamble states the main idea for its founding: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed." While UNESCO started with only 20 countries, it now comprises 194 members and 12 associate members.

UNESCO comprises three main organs: a General Conference, an Executive Board, and a Secretariat. The General Conference is made up of representatives from each Member State. This organ determines the central policies and objectives of UNESCO. Among its many responsibilities, the General Conference elects the members of the Executive Board

and appoints the Director-General. The Executive Board consists of 58 member states, each having one representative. This organ prepares the agenda for the General Conference, deals with the program of work, and manages the budget for each session. Finally, the Secretariat is composed of the Director-General and other necessary staff. The Director-General is nominated by the Executive Board and appointed by the General Conference. All duties completed by the Secretariat should be carried out without bias or prejudice from any country.

UNESCO has made significant contributions to the evolution of our society today, including but not limited to a statement in 1950 concluding that there is no scientific justification for racial bias, the Universal Copyright Convention in 1952, and the World Heritage Convention in 1972.

Topic A: Access to Education

It is widely known that children's access to education is limited globally. The reason for this is the lack of policies addressing equal education as a necessity for the growth of the world. Currently, 285 million children do not have access to schooling. The people who are most affected by this are women, low-income households, populations in rural areas, and countries experiencing conflict and fragility. In addition to this, education is further limited by discrimination against socioeconomic status, gender, ethnicity, language, religion, disability, and location. The levels of education in wealthy countries and developing countries are widely different. According to a United Nations Report, "it would take 15-year-old Brazilian students 75 years, at their current rate of improvement, to reach wealthier countries' average scores in math and more than 260 years in reading". Another weakness of education in developing countries and areas is that teachers receive less support and training to be effective. Essentially, children in these countries will not get the quality of education that one would get in a first-world country. Also, children in developing nations are more likely to drop out of school due to prejudice from teachers based on gender, religion, disability, etc. An additional cause of dropouts is caused by school material not being specific or valuable to its associative society or region.

Formal education in Africa was developed through the introduction of Islam. The Islamic Empire set off rapid growth in education starting in the year 670. Islamic rulers emphasized the teaching of art, science, and religion. They brought with them traders and written texts, which further grew education. However, before the Islamic Empire took power, many African cultures needed to establish a formal education system because everything was taught orally. Language itself was not written down, it was communicated through speech. In addition to this oral phenomenon, there were no designated teachers, instead the members of the community taught one another. During this time period, girls and boys were taught separately.

A huge impact on the development of formal education was Covid-19. Almost 90% of the world's school-aged children had their education disrupted by the pandemic. Schools closed down, and they relied on using online resources to continue teaching. Globally, many students did not have the resources to continue their education online, so they were forced to drop out. This created unequal access to education between those who could afford to continue school and those who could not.

Due to the increasing use of technology, modern workers need to be educated. This can be especially difficult in

Sub-Saharan Africa because of countries' lower GDP per capita. The lower the GDP, statistically, the fewer years of education the average student receives. Many jobs require a tertiary education to qualify for the position. However, in Sub-Saharan Africa, in most countries, only about 0-20% of their students receive a tertiary education. In addition to this, in these countries, women are less likely to receive an education due to various reasons, including the lack of secure toilets and the absence of free sanitary products. Women, instead, are more likely to learn house skills from their parents as it is more socially and culturally acceptable to do so. Many women may not have access to the education needed for specific careers due to restrictions based on their country of origin.

UNESCO has held many discussions on improving access to education globally. They have set goals to rethink education as a whole—especially with the introduction of the growth of technology. They want to research and find the best form of education based on input from national authorities and data collection. They want to improve teaching in all forms and ages: early

childhood care, higher education, adult learning, etc.

UNESCO has been taking on the issue of girls' lack of education. They made a campaign for post-Covid-19 re-enrollment and repopulation of girls in schools called “Keeping Girls in the Picture.” Their goal is to protect women from being forced into early marriage or pregnancy after dropping out. The campaign's website mentions that “Just one more year of school can increase a girl's earnings, when she is an adult, by up to 20%.” This means that keeping women in school can help to slowly close the gender pay gap. Also, a country loses large amounts of money due to the failure to level up boys' and girls' education.

Topic B: Providing Necessities in Underprivileged Areas in Schools

As stated previously, education is highly inaccessible, mainly in developing countries and underprivileged areas. A considerable problem with this is that many families rely on schools to provide their children with lunch. A total of 418 million children worldwide benefit from the meals that schools produce. However, when children are unable to go to school due to costs, availability, or safety, it takes away their access to a free, nutritious meal. There are many reasons behind a child's inability to attend school, including discrimination, poverty, and, often, distance. It is essential to provide food in schools and make education more accessible so children can have these meals and access to a better future. Another major issue in schools is hygiene.

Depending on the circumstances, diseases spread rapidly from person to person, and schools are one of the primary sources. One of the best precautions against sickness in general is cleanliness and medicine. Gastrointestinal diseases like norovirus and dysentery can spread easily through unclean and unkept areas, people not washing their hands, and lack of proper ventilation. All of which are prevalent in schools where children are in close quarters. Many schools in less wealthy countries are not able to afford the hygiene and medical

products to keep their students healthy. Low-income students typically are unable to access sufficient medical care and are forced to miss more school when sick. No means of approach to healthcare affects most people in poverty and less wealthy countries. According to the CDC, “A substantial portion of the global burden of digestive diseases exists in middle-, low-middle- and high-middle-SDI countries.” Gastrointestinal diseases are often found in concentrated areas such as Africa, the Middle East, and Central Asia. Globally, gastrointestinal and digestive issues were the leading disease problems of 2019. According to the CDC, “As of 2023, there were 462 million children who did not have access to handwashing facilities at schools,” and “2.3 billion people did not have access to water and soap at home.” A lack of proper hygiene products in bathrooms and schools allows for diseases to spread much more easily. Gastrointestinal diseases, which are one of the leading causes of death among children, spread easily without proper sanitization of public areas. Hence, it is imperative for schools to provide hygiene products for both students and faculty.

WASH is a field guide made by UNICEF as a plan “designed to improve the effectiveness of water, sanitation, and hygiene standards” for children in schools.

This gives a step by step process for how schools can create places for students to wash their hands and keep the school environment clean. However, it does not have its own plan to implement itself fully and relies solely on schools' cooperation and participation. It does not take into account budgets and space.

UNICEF also created a separate plan to provide electricity and power to schools. Solar power was incorporated to make it environmentally stable. This was used not only to give energy to schools but to also

power refrigerators and store vaccines distributed to those in need. They also provided running water for children in schools in Afghanistan in 2023. UNICEF has also initiated a plan to drill boreholes to extract groundwater. The plan is powered by solar power, which was implemented previously. The end result was clean, safe water for an abundance of communities.

Questions to Consider

- In the case of another global pandemic or even an epidemic in a developing country, how can education still be made accessible for low-income communities?
- Girls are subject to loss of access to education due to prejudice, poor conditions, and cultural norms. How can this be addressed in a resolution?
- Well-educated and trained teachers are scarce in lesser developed countries, so how can this problem be addressed in a resolution?
- How can each country's budget be taken into account while still supporting education, including all countries in need?
- Overall, how can we better our communities for our students so they have time and energy and are in the right mindset for school?
- How can we make sure our students are safe in any and every environment regarding their education?

- How can budget be addressed in providing schools with food, energy, clean water, and soap?
- What can we do as nations to help other countries out of poverty?

Positions

1. Afghanistan
2. Angola
3. Australia
4. Belarus
5. Brazil
6. Cambodia
7. Canada
8. Chad
9. Chile
10. China
11. Democratic Republic of the Congo
12. Denmark
13. Ethiopia
14. Finland
15. France
16. Germany
17. Ghana
18. Guyana
19. Iceland
20. India
21. Indonesia
22. Italy
23. Japan
24. Madagascar
25. Mali
26. Mauritania
27. Morocco
28. Mozambique
29. Nepal
30. Netherlands
31. New Zealand
32. Nigeria
33. Norway
34. Pakistan
35. Papua New Guinea
36. Russia
37. Saudi Arabia
38. Senegal
39. Singapore
40. Spain
41. Somalia
42. South Korea
43. Sudan
44. Sweden
45. Switzerland
46. Turkey
47. United Arab Emirates
48. United States
49. United Kingdom
50. Zambia
51. Zimbabwe

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