



T&T MUN 2024



WWW.TANDTMUN.WEEBLY.COM

TANDTMUN@GMAIL.COM



Table of Contents

Position Paper Expectations.....	Page 1
Introduction Letters	Page 2-3
Key Terms	Page 4
Background	Page 5-6
UN Involvement.....	Page 7-8
Questions to Consider.....	Page 9
Recommended Resources.....	Page 10
Bibliography.....	Pages 11-12

Position Paper Expectations

- a. 1 Page
- b. Times New Roman 12pt font
- c. 1 inch margins
- d. Header
 - i. Committee:
 - ii. Delegation:
 - iii. Name, School
- e. Paragraphs:
 - i. Background of issue (based on background guide)
 - ii. Country stance / past United Nation actions (what has your country and the UN done about the issue)
 - iii. Proposed solutions (how do you and your country think this issue should be solved)



Letter to Delegates

Head Chair: Sabrina Haji

Hello Delegates, My name is Sabrina Haji, and I would like to welcome you all to T&T MUN! I am thrilled to serve as one of the SOCHUM head chairs. I'm currently a Junior at the Preuss School UCSD. My first exposure to MUN was in the 9th grade when I participated in SDRJMUN. It was my first experience with formal debates, and it helped me improve my public speaking and research skills. I learned how to conduct thorough research, which led to winning the UNDP Research Award. This experience pushed me out of my comfort zone and allowed me to challenge myself.

Apart from MUN, I am involved in various leadership positions in my community. I serve as the outreach officer for robotics and Rho Kappa Honor Society Current Events Secretary. I'm also an active member of various clubs such as Spanish National Honor Society, National Honor Society, TSU-Nami, Ecology, and Science Olympiad. In my free time, I enjoy running and creating an encouraging community as the captain of my school's Varsity Cross-Country and Track teams. I also have a passion for photography, videography, and writing. I am excited to work with each of you during this conference. I encourage you all to research this topic thoroughly to make for interesting debates within the conference. Best of luck, delegates!

For any questions or concerns, please contact me at smhaji@preuss.ucsd.edu

Best Regards,

Sabrina Haji



Co-Chair, SOCHUM

Head Chair: Valerie Colin

Welcome delegates to the fifth session of T&T MUN! I'm Valerie Colin, one of your head chairs for SOCHUM. As a junior at the Preuss School UCSD, I was initially introduced to formal debate at the JMUN Conference, allowing me to hone my debating and research skills, earning me a 'Research Award'. Playing a role in the JMUN Third Committee has indulged me in a profound interest involving the social advancement of minoritized communities.

Outside of MUN, I am an active leader in my community as the president of the Spanish National Honor Society, advocating for the preservation of the Spanish language, culture, and history. I love fostering an inclusive and encouraging community as a student-athlete, especially as the captain of both the Varsity Boys and Girls Cross Country and Track teams. I am actively advocating for individuals and families affected by mental illness through TSU-NAMI, a mental health club. Deeply fascinated by the rich, cultural backgrounds of historically marginalized groups, Art club and the Rho Kappa Honor Society allow me to mesh my artistic skills and activist calls to deliver empowering messages through elaborate creations in an effort to challenge the status quo. As an innovative mind, I am beyond thrilled to discover the creative and respectable solutions behind each of your positions. From one creative mind to another, I advise you all to not fear the uncharted path, fellow delegates! May the forces be with you!

For any questions or concerns, please contact me at v11colin@preuss.ucsd.edu.

Kind regards,

Valerie Colin



Head Chair, SOCHUM



Key Terms

- **Cultural and Linguistic Diversity:** Challenges related to differences in language, cultural background, and customs that may affect the learning experience of individuals.
- **Displacement:** The enforced departure of people from their homes, typically because of war, persecution, or natural disaster.
- **Educational Policy:** Government or institutional guidelines and decisions that may either facilitate or hinder access to quality education.
- **Educational barriers:** Physical, mental, emotional, cultural, or social elements that obstruct a student from achieving their learning goals.
- **Gross Domestic Product (GDP):** The total value of goods produced and services provided in a country during one year.
- **Gender disparities (in education):** Unequal access and opportunities for education between males and females. It involves differences in enrollment rates, completion rates, quality of education, and subject choices.
- **Poverty:** The condition of lacking the financial resources to meet basic living needs.
- **Socio-economic inequalities:** The unequal distribution of income and opportunity between different groups in society, hindering one's ability to climb up the social ladder.
- **Socioeconomic status:** Refers to an individual's or family's social and economic position in society, which can impact access to resources.



I: Committee Introduction

The Third Committee, otherwise known as the Social, Humanitarian, and Cultural Committee (SOCHUM), was inaugurated in 1945 as a response to the establishment of the Universal Declaration of Human Rights. In the aftermath of the Second World War and the establishment of the United Nations, global leaders pledged to prevent the recurrence of such egregious atrocities. Concurrent with the UN Charter, a figurative map was devised to safeguard the rights of every individual. SOCHUM's responsibility is dedicated to addressing the most important issues pertaining to fundamental human rights within the international community. Ensuring the integration of international human rights provisions into the domestic laws of each nation is deemed indispensable. The overarching objective of SOCHUM is to fortify the foundational liberties intended to be cherished universally. The committee promotes the right to life, the expression of cultural identity, the freedom of political participation, and the advancement of social development. Among the numerous concerns embraced by the Third Committee's agenda are the promotion of women's advancement, the rights of children, indigenous matters, the treatment of refugees, the advocacy for fundamental freedoms through the eradication of racism and racial discrimination, and the right to self-determination. SOCHUM intends to apply these principles by initiating studies encouraging the promotion of international cooperation.



II: Topic Background:

Educational barriers across the globe have contributed to a growing educational gap, fueled by historical, socio-economic, and political factors. Developing nations have faced challenges like poverty, conflict, and gender inequities. Socioeconomic inequality is a major contributor, limiting resources and having an impact on success. Malawi exemplifies these pressing issues. Economic challenges, low GDP, and a dependence on agriculture has directly hindered educational development. A rapidly increasing population has strained their resources, making it challenging to meet the demand for schools, teachers, and educational infrastructure. Gender disparities further complicate matters, affecting girls' access to education due to insufficient funding. Without proper funding, gender-specific challenges remain unaddressed. Underdeveloped countries facing socio-economic educational barriers have been forced to rely on external aid, leading to an unpredictable and inconsistent education system. This perpetuates a cycle of poverty even in well-developed countries, where gaps exist among the working class and minoritized communities. As innovative SOCHUM members, your goal is to develop solutions to bridge the educational gap within your country, carefully taking into consideration the needs of your nation.



III: UN Involvement

The United Nations has been actively working to address educational barriers within various countries through many organizations and initiatives. The UN's efforts align with the Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education, the UN's efforts aim to promote lifelong learning opportunities for all. This commitment is reflected in the launch of various initiatives and funds designed to combat the impacts of educational barriers. One impactful initiative, led by the Educational, Scientific, and Cultural Organization (UNESCO), is the Education for All (EFA) movement. EFA was launched to achieve six goals that focused on expanding early childhood care and education, ensuring universal primary education, and promoting learning and life skills. This entails initiatives to increase adult literacy, achieve gender parity and equality, and enhance overall education quality. Another notable effort is the UN Secretary-General's Global Education First Initiative, created to strategically place education at the forefront of social, political, and developmental agendas. The goal is to further push the commitment towards achieving quality education worldwide. This has increased awareness and global collaboration towards ensuring accessible quality education. In addressing gender disparities, the UN has taken significant strides through the UN Girls' Education Initiative (UNGEI), a collaborative partnership dedicated to promoting girls' education and gender equality. This has led to improved access to education for girls and breaking down barriers that impacted attendance and completion of school. Additionally, the UN has established funds such as the Education Cannot Wait Fund, which was created by UNICEF. Its aim is to address the educational needs of youth affected by various crises. This fund has a goal of



ensuring that all crisis-affected young people are in school and receiving an education. These efforts have led to improvements in education accessibility for crisis affected youth.



V: Questions to Consider

- ❖ How do socio-economic status and geographical location impact the accessibility of education on a global scale?
- ❖ What factors contribute to the varying quality of education globally, including differences in teachers, curriculum, and facilities within educational institutions?
- ❖ How do global economic disparities impact access to educational resources such as tutoring, technology, and quality teachers?
- ❖ How are global educational systems accommodating and celebrating cultural and linguistic diversity?
- ❖ Are teachers across the globe adequately trained, and is there an equitable distribution of qualified educators?
- ❖ How are global educational systems addressing the needs of students with diverse abilities and backgrounds?
- ❖ How do standardized tests on an international scale contribute to educational disparities?
- ❖ What is the global status of early childhood education programs, and how do they impact later academic success?
- ❖ How do global and national policies contribute to or address educational disparities on a global scale?
- ❖ Are there international programs supporting students' social and emotional well-being?
- ❖ How do educational gaps worldwide impact readiness for higher education and global career opportunities?



VI: Resources to Consider

- ❖ [UNESCO Education](#)
- ❖ [World Bank Education](#)
- ❖ [Education International](#)
- ❖ [Save the Children](#)
- ❖ [UNICEF Education](#)
- ❖ [OECD Education at a Glance](#)
- ❖ [Brookings Institution](#)



VII: Bibliography

Cross Catholic Outreach. "Problems Facing the Education System in Malawi." *Cross Catholic Outreach*, 17 Dec. 2021,

crosscatholic.org/blogs/2021/12/problems-with-education-in-malawi-and-how-to-solve-them/. Accessed 1 Dec. 2023.

Dembitzer, Benny. "Foreign aid is doing more harm than good in Malawi." Edited by Betsy

Reed. *The Guardian*, 23 Mar. 2023,

www.theguardian.com/world/2023/mar/23/foreign-aid-is-doing-more-harm-than-good-in-malawi. Accessed 1 Dec. 2023.

"Education." *Villages in Partnership*,

villagesinpartnership.org/six-critical-needs/education/?utm_source=google_cpc&utm_medium=ad_grant&utm_campaign=awareness&gad_source=1&gclid=CjwKCAiApaarBhB7EiwAYiMwqsYtMHR9cwSbTXuJBnKK5D2-xk2ZLIxfRS_IxTyPae69_0LtSOjNthoCwJkQAvD_BwE. Accessed 1 Dec. 2023.

"11 Unexpected Barriers to Education around the World." *Concern Worldwide US*, 16 Aug. 2023,

concernusa.org/news/barriers-to-education-around-the-world/?utm_source=gsgr&utm_medium=cpc&utm_campaign=bsd-gsgr-awar-infocontent&utm_content=55714925504&utm_term=barriers%20to%20education-b-410974379988&c_src=gsgr-cpc&c_src2=bsd-gsgr-awar-infocontent&gclid=CjwKCAiApaarBhB7EiwAYiMwqhi3FPEBjJlDEk261Pw9aXIV8YjOlhwzRVpZPIuNWHqR7pD2kuwp7RoCwyMQAvD_BwE. Accessed 1 Dec. 2023.



"Malawi Situation Reports: Humanitarian Action for Children." *UNICEF*,

www.unicef.org/appeals/malawi/situation-reports. Accessed 1 Dec. 2023.

"The 7 barriers to education around the world." *Action Education*,

action-education.org/en/why/seven-barriers-to-education-in-the-world/. Accessed 1 Dec.

2023.

UNICEF. Aug. 2023, www.unicef.org/malawi/reports/education-budget-brief-202324. Accessed

1 Dec. 2023.

"U.S. Relations With Malawi." *U.S. Department of State*, 31 Oct. 2023,

www.state.gov/u-s-relations-with-malawi/#:~:text=The%20U.S.%20government%20prov

[ides%20over,environment%2C%20transport%2C%20and%20governance](http://www.state.gov/u-s-relations-with-malawi/#:~:text=The%20U.S.%20government%20prov). Accessed 1

Dec. 2023.

"The World Bank in Malawi." *The World Bank*, www.worldbank.org/en/country/malawi.

Accessed 1 Dec. 2023.