

# FHSMUN 42 CONFERENCE STATEMENT

MARCH 6 - 7, 2021  
ZOOM MEETINGS





Florida's flagship high school Model United Nations conference returns for its 42nd year. This conference is perfect for students interested in international affairs, economics, human rights, and political science.

Whether you or your delegates are new to Model UN, or have been participating for years, FHSMUN 42 is the conference for you.

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## We are FHSMUN.

### **FHSMUN is Florida's premier Model United Nations Organization**

#### **About Us**

We were established in 1980, when students and professors from the University of South Florida (USF) convened the first conference in Tallahassee. For more than 40 years, FHSMUN has grown into one of the most well-respected and largest middle and high school Model UN organizations in the southeast because of the extraordinary commitment of the Staff, the Board of Directors, universities and community organizations. FHSMUN's focus has always been its educational mission and the Staff and Board of Directors remain firmly committed to that vital educational mission.

We are a unique Model United Nations organization for two fundamental reasons:

- 1) we hold a variety of Model UN conferences throughout the state, and;
- 2) the educational mission guides all of the decisions and processes for the organization. Attending schools come from all parts of the state of Florida and the Staff represents most of the state universities and a number of private colleges throughout Florida.

Beginning in 2000, FHSMUN has also been able to attract schools from other states including Indiana, Georgia, Texas, and Connecticut, as well as international schools hailing from Albania, El Salvador, Singapore, and Turkey.

#### A Note of Thanks

The Staff, and Board of Directors would like to thank all of the past and present delegates, advisers, Secretariat, Staff, and Board members for their support and contributions over the last year in spite of all the change and adaptation this year involved. It was certainly on the academic season any of us imagined but we are grateful for your continued support through it all.

We are working diligently to ensure that future delegates and advisers benefit from FHSMUN's persistent emphasis on its educational mission.



## Letter from the Chairman of the Board, Asvin Srinivasan

Dear Delegates,

On behalf of the Florida High Schools Model United Nations organization, I want to personally thank you all for your participation in this past FHSMUN 42 Virtual Conference. Few could have predicted the tortuous and painful year we have experienced since we were all last in person at FHSMUN 41.

When we made the decision to move to a virtual format, we worried about the level of participation, the ability to create a safe and effective committee experience as well as the innumerable IT and logistics challenges that inevitably occur.

I am proud of the students, staff members and FHSMUN Board members for their dedication and hard work in making a virtual conference of this size possible. I must admit I was in awe of the level of debate and quality of the resolutions at FHSMUN 42 despite the inability for us to all be in the same room.

I also want to thank advisors and teachers for their continued support in what I can imagine has already been a year filled with challenges. One silver lining worth acknowledging is that by removing the need to travel, we were able to register many students who typically had neither the means nor finances to attend an in-person conference. We are continuing to explore how we can better serve these students in the future.

Looking ahead, we will continue to monitor the situation and be in-touch with advisors on the conference schedule and logistics for fall 2021 and spring 2022. We plan to update our website shortly with our future schedule.

Thank you again for all your hard work and we wish you and your families a safe spring and summer.

Asvin Srinivasan  
Chairman, Board of Directors  
Florida High School Model United Nations



## Letter from the Secretary-General, Merin Thomas

FHSMUN Family,

Few would have guessed that FHSMUN 41 would have been the last social gathering for many of us. But it was. When last year's conference came to a close, we entered into a new world that exposed us to suffering, isolation, and, sadly, loss. Amidst these difficulties, FHSMUN 42 still convened. Virtually we welcomed new delegates, new staff, new committees, and new topics.

FHSMUN still found ways to adapt and change itself this year. We were able to smoothly adjust our Rules of Procedure to work on Zoom. And we also welcomed new academic offerings. This year saw the inauguration of the African Union Peace and Security Council at FHSMUN, directed by Ashley Fernandez, a first for our organization. We also saw delegates grapple with new topics that relate directly to our current crises: from Strengthening Education Systems and Resilience in UNICEF directed by Maryana Curci, to Global Vaccine & Disease Outbreak Action Plan in WHO, directed by Sam Brookhardt. We proudly introduced new directors within our staff with Devynne Duke and Jermaine Convington in UN Women and OAS, respectively. And Security Council, under the experienced direction of Isabel Muir, handled the complex volatile crisis in southern Thailand. All of your studying, deliberations, and resolutions have both made FHSMUN stronger and taught each of you that these crises are not insurmountable; but we can strive forward to create a diplomacy of health, peace, and sustainability.

To our dedicated staff, advisors, and delegates, I want to say thank you. FHSMUN is only as strong as the dedicated staff who direct and plan our conferences; only as strong as the delegates who learn and grow with us throughout the year; only as strong as the advisors who support their students and our work in the classroom. So, thank you for showing our community just how resilient, strong, and reliable FHSMUN is and will continue to be. To every member on FHSMUN's Board of Directors, thank you for your guidance and work to ensure that FHSMUN could continue despite all the



challenges amidst this pandemic. And importantly, thank you to our Chief of Staff, Andrew Klein, who worked with diligence and passion to organize this conference and support our staff.

If this was your last year with FHSMUN, we hope the memories of our in-person gatherings sustain your future work to make the world a better place. If this was your first conference, then you have much to look forward to as we hope to return in person in the future. Never forget that your work with us is important. It matters. Because our world matters. Your future is our legacy.

All the best,

Merin Thomas  
Secretary-General  
Florida High Schools Model United Nations, Inc.



## FHSMUN's Board of Directors

**Asvin Srinivasan**

*Chairman of the Board*

Email: [asrinivasan@fhsmun.org](mailto:asrinivasan@fhsmun.org)

**Brian Sutliff**

*Executive Director,*

*Treasurer,*

Email: [bsutliff@fhsmun.org](mailto:bsutliff@fhsmun.org)

**Heather Ahles**

*Recording Secretary*

Email: [hahles@fhsmun.org](mailto:hahles@fhsmun.org)

**John Robson**

*Registered Agent*

Email: [jrobson@fhsmun.org](mailto:jrobson@fhsmun.org)

**Bryce Tapp**

*Director of Academics*

Email: [btapp@fhsmun.org](mailto:btapp@fhsmun.org)

**Sasha Ahles**

*Director of Conference & Event  
Management,*

*Director of Advisor & School Relations*

Email: [sahles@fhsmun.org](mailto:sahles@fhsmun.org)

**Natasha Tate**

*Director of Technology Services*

Email: [ntate@fhsmun.org](mailto:ntate@fhsmun.org)

**Grant Lewis**

*Director of External Affairs*

Email: [glewis@fhsmun.org](mailto:glewis@fhsmun.org)

**Alison Bowman**

*Director of Conference Support*

Email: [abowman@fhsmun.org](mailto:abowman@fhsmun.org)

**Maryana Curci**

*Board Member At Large*

Email: [mcurci@fhsmun.org](mailto:mcurci@fhsmun.org)

**Casey Morell**

*Board Member At Large*

Email: [cmorell@fhsmun.org](mailto:cmorell@fhsmun.org)

**Sierra Early**

*Board Member At Large*

Email: [searly@fhsmun.org](mailto:searly@fhsmun.org)



## Staff Member Listing

**Brian D. Sutliff**

Executive Director, Secretariat

**Bryce Tapp**

Director, Home Government

**Natasha Tate**

Assistant Director, Home Government

**Heather Ahles**

Director, Conference Services

**Sasha Ahles**

Director, Conference Services

**Sierra Early**

Staff, Conference Services

**Euri Cerrud**

Staff, Conference Services

**Merin Thomas**

Secretary General, Secretariat

**Andrew Klein**

Chief of Staff, Secretariat

**Sam Bookhardt**

Director, World Health Organization

**Broc Wesselman**

Assistant Director, World Health Organization

**Joseph Lucas**

Assistant Director, World Health Organization

**Maryana Curci**

Director, UNICEF

**Bailey Vandewalle**

Assistant Director, UNICEF

**Devynne Duke**

Director, UNWomen

**Liam Worth**

Assistant Director, UNWomen

**Kyle Tavoletti**

Assistant Director, UNWomen

**Isabel Muir**

Director, United Nations Security Council

**Alexia Ramos**

Assistant Director, United Nations Security Council

**Ashley Fernandez**

Director, African Union Peace & Security Council

**Sonny Russano**

Assistant Director, African Union Peace & Security Council

**Jermaine Covington**

Director, Organization of American States

**Michelle Carabas**

Assistant Director, Organization of American States

**Grant Lewis**

Assistant Director, Organization of American States

## Participating Schools

High School Name	Advisor's Name	Countries Represented
<b>Atlantic Community High School</b>	Ann Magelinski	<ul style="list-style-type: none"> <li>• Algeria</li> <li>• Bahamas</li> <li>• Chile</li> <li>• Egypt</li> <li>• France</li> <li>• Honduras</li> <li>• Iran</li> <li>• Japan</li> <li>• Lebanon</li> <li>• Mexico</li> <li>• New Zealand</li> <li>• Pakistan</li> <li>• South Africa</li> <li>• Sudan</li> <li>• Trinidad &amp; Tobago</li> <li>• Viet Nam</li> </ul>
<b>Dr. Phillips High School</b>	Stephanie Crim	<ul style="list-style-type: none"> <li>• Bolivia</li> <li>• Liberia</li> <li>• Sierra Leone</li> </ul>
<b>Hillsborough High School</b>	Ashley Payne	<ul style="list-style-type: none"> <li>• Albania</li> <li>• Belgium</li> <li>• Ecuador</li> <li>• Kenya</li> <li>• Malaysia</li> <li>• Nicaragua</li> <li>• Oman</li> <li>• Poland</li> <li>• Yemen</li> </ul>
<b>Orlando Science Schools</b>	Sheryl Dorman	<ul style="list-style-type: none"> <li>• Angola</li> <li>• China</li> <li>• El Salvador</li> <li>• Iraq</li> <li>• Niger</li> <li>• Norway</li> <li>• Syrian Arab Republic</li> </ul>
<b>Oxbridge Academy</b>	Dr. Marjorie Chiarolanio	<ul style="list-style-type: none"> <li>• Democratic Republic of the Congo</li> <li>• Dominican Republic</li> <li>• Israel</li> <li>• Saudi Arabia</li> </ul>

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<b>Pedro Menendez High School</b>	Morgan Reed	<ul style="list-style-type: none"> <li>• Brazil</li> <li>• Kuwait</li> <li>• Morocco</li> <li>• United States</li> </ul>
<b>Ponte Vedra High School</b>	Darla M March	<ul style="list-style-type: none"> <li>• Afghanistan</li> <li>• Bahrain</li> <li>• Finland</li> <li>• Haiti</li> <li>• Indonesia</li> <li>• Liberia</li> <li>• Panama</li> <li>• Qatar</li> <li>• Russia</li> <li>• Sierra Leone</li> <li>• Venezuela</li> </ul>
<b>Saint Petersburg Catholic High School</b>	Maximilian Hart	<ul style="list-style-type: none"> <li>• Colombia</li> <li>• Djibouti</li> <li>• Jamaica</li> <li>• Nigeria</li> <li>• Tunisia</li> <li>• United Kingdom</li> </ul>
<b>Southeast High School</b>	Kyle Elmendorf	<ul style="list-style-type: none"> <li>• Argentina</li> <li>• Canada</li> <li>• Germany</li> <li>• Jordan</li> <li>• Rwanda</li> <li>• United Arab Emirates</li> </ul>
<b>Suncoast High School</b>	Tara Baruch	<ul style="list-style-type: none"> <li>• Estonia</li> <li>• Occupied Palestinian Territory</li> <li>• Peru</li> <li>• Singapore</li> <li>• Zimbabwe</li> </ul>
<b>Trinity Preparatory School</b>	Brandon Burmeister	<ul style="list-style-type: none"> <li>• Panama</li> <li>• Slovenia</li> </ul>



## Committees and Topics

- World Health Organization (WHO)
  - High-level Panel: Global Vaccine & Disease Outbreak Action Plan
  
- United Nations International Children's Emergency Fund (UNICEF)
  - Strengthening Education Systems & Innovation
  
- UN Women
  - Ending Violence Against Women & Girls
  
- United Nations Security Council (UNSC)
  - Reform of Peacekeeping & Political Missions
  
- African Union Peace and Security Council (AUPSC)
  - The Sudan
  
- Organization of American States
  - Election Monitoring & Assistance



## World Health Organization: Eastern Mediterranean Region

FHSMUN's World Health Organization (WHO) is appropriate for all delegates, especially those with an interest in global public health & medical issues.

Topic:

- High-level Panel: Global Vaccine & Disease Outbreak Action Plan

Country	Delegate
<b>Afghanistan</b>	Lindsey
<b>Bahrain</b>	Ella
<b>Djibouti</b>	Thomas Orsini
<b>Egypt</b>	Hayden Katz
<b>Iraq</b>	Isaiah Sloan
<b>Islamic Republic of Iran</b>	Ethen Khan
<b>Jordan</b>	Ian Delrosario
<b>Lebanon</b>	Thy Nguyen
<b>Occupied Palestinian Territory</b>	Mahirah Alam
<b>Oman</b>	Jessica Chao
<b>Pakistan</b>	Shaun George
<b>Qatar</b>	Mahad
<b>Saudi Arabia</b>	Alejandro Vera
<b>Somalia</b>	
<b>Sudan</b>	Sarthak Jena
<b>Syrian Arab Republic</b>	Aaditya Nair
<b>Tunisia</b>	Vivian Alatorre
<b>United Arab Emirates</b>	Jonathan Xavioer
<b>Yemen</b>	Matt Georgis



## **Resolution 1.1 - Strategy for Accelerated Vaccination and Education (S.A.V.E.)**

FHSMUN 42

World Health Organization: Eastern Mediterranean Region

High-level Panel: Global Vaccine & Disease Outbreak Action Plan

Sponsors: Afghanistan, Bahrain, Oman, Qatar, Saudi Arabia, Tunisia, United Arab Emirates

Signatories: Djibouti, Egypt, Iran, Lebanon, Occupied Palestinian Territory, Sudan

The World Health Organization,

*Alarmed* by the disparity in access to COVID-19 vaccines among impoverished Middle Eastern states,

*Confident* in the ability of LDCs to work with MDCs to further address the needs of LDCs,

*Mindful* of the challenges some states face when implementing pandemic safety measures,

*Acknowledging* the need for distribution and access to vaccines,

*Concerned* by the lack of medical equipment, including personal protective equipment (PPE), in many countries, especially those that are less developed,

*Emphasizing* the gap in death rates due to disease between countries with swift vaccine approval and those without,

*Aware of* the lack in sanitation and infrastructure leading to outbreaks,

*Noting with deep concern* the risks that countries face with any form of international travel,



*Seeking* to optimize the order in which the COVID-19 vaccines should be distributed to nations and their populations,

*Understanding* the economic toll the COVID-19 pandemic has taken on many Middle Eastern countries,

*Stressing* the importance of other vaccines, such as the polio vaccine in Middle Eastern LDCs, to stop deadly and debilitating outbreaks of these diseases,

*Recognizing* the need for educational programs on COVID-19, especially in LDCs,

*Recalling* the scarcity of medical supplies upon the outbreak of COVID-19,

*Reaffirming* the ever-present problem of HIV/AIDS in the global community,

1. Expresses its hopes that reliable funding can be supplied to the initiatives outlined in this resolution by private citizens as well as:
  - a. Wealthier nations,
  - b. NGOs including, but not limited to:
    - i. The Bill and Melinda Gates Foundation,
    - ii. The World Health Organization,
    - iii. Gavi, the Vaccine Alliance,
    - iv. The World Bank Group,
  - c. To provide increased funding towards vaccine production, disease control, and outbreak plans,
  - d. Incentivizing donations through
    - i. Ensuring they will receive international recognition,
    - ii. Strengthening diplomatic and trade relations,
  - e. Allowing donations to be handled by the the World Bank and COVAX;
2. Encourages immunization campaigns for throughout the Middle Eastern region,



- a. Funded by state governments, creating a plan to cover a specific cost derived from the state's current economic situation,
  - b. Requesting nations to contribute more, if able,
  - c. Aiming to access every part of the country through:
    - i. Distribution of informational flyers showing where to get vaccinated in LDCs,
    - ii. Websites and apps showing where to get vaccinated in MDCs,
    - iii. Door-to-door vaccinations, executed by the WHO and UNICEF,
    - iv. Vaccines being administered by medical professionals such as nurses, doctors, or qualified volunteers,
  - d. Without any preference for specific vaccines, instead basing use off availability of existing products,
  - e. Administering vaccines and treatments including but not limited to:
    - i. Those designed for COVID-19,
    - ii. Bacille Calmette-Guérin (BCG), the vaccine for tuberculosis,
    - iii. Pre-exposure prophylaxis (PrEP), the drug that combats HIV/AIDS,
    - iv. rVSV-ZEBOV, an upcoming ebola vaccine,
    - v. Inactivated polio vaccine (IPV) and oral polio vaccine (OPV), the polio vaccines, to countries in need;
3. Petitions the international community to cooperate and rectify disparities in medical equipment through:
- a. The donation of equipment manufactured by industries and nations, collected and shipped through the help of NGOs, including CEPI, to nations in need, such as:
    - i. Ventilators,
    - ii. N-95 masks,
    - iii. Medical gloves,
    - iv. Other relevant medical equipment,
  - b. The redistribution of surplus equipment and materials to states with scarcities,
4. Implores that all countries make vaccines free as,
- a. Highly accessible vaccination allows recipients to safely re-enter the workforce and revitalize the economy,



- b. High costs disincentivize residents from obtaining the vaccine, acting counter to the goal of achieving herd immunity;
5. Affirms the order in which vaccines will be given globally through
- a. Recognizing the priority for nations to vaccinate their own citizens first, going in the order of:
    - i. First responders and those on the front lines, including but not limited to:
      - 1. Essential workers,
      - 2. Emergency medical workers,
      - 3. Firefighters,
      - 4. Police officers,
      - 5. Teachers,
    - ii. Those over the age of 65,
    - iii. Those with respiratory deficiencies,
    - iv. Members of disadvantaged populations to equitably achieve herd immunity,
  - b. Working with the WHO to further address the need for cooperation between LDCs and MDCs through:
    - i. Allowing the option for MDCs to partner with LDCs to:
      - 1. Help the funding needed for vaccines and resources,
      - 2. And providing medical equipment to LDCs that can't produce it themselves,
    - ii. Allowing donations from MDCs to LDCs under the categories of donating healthcare resources;
6. Calls upon the promotion of education in both MDCs and LDCs using resources such as:
- a. Town hall meetings where government officials will educate citizens on the topics of:
    - i. Proper sanitization techniques,
    - ii. How to disinfect surfaces properly,
    - iii. How to make effective masks,
    - iv. How to properly wear masks,
    - v. How to maintain social distancing,
    - vi. Educating doctors on proper COVID-19 protocol,



- vii. Educating those in remote areas on basic medical procedures and protocol;
  - b. NGOs that will provide factual information that will be taught to locals including but not limited to:
    - i. The Red Cross,
    - ii. The Bill and Melinda Gates Foundation,
    - iii. Gavi, the Vaccine Alliance,
    - iv. CEPI, The Coalition for Epidemic Preparedness Innovations,
    - v. COVAX;
  - c. Reinforcing using helpful, easy to understand diagrams especially illustrative ones to target the illiterate population including:
    - i. Diagrams on how to properly wash your hands,
    - ii. Pictures on how to wear a mask properly;
7. Further inviting countries across the world to reassess their vaccination protocols and recommending immediate authorization of vaccines for COVID-19, including, but not limited to:
- a. The Moderna vaccine,
  - b. The PfizerBioNTech vaccine,
  - c. The Sinopharm vaccine;
8. Urges highly infected countries to monitor travel through,
- a. Discouraging non-essential travel to form a short-term solution that minimizes spread of infectious diseases,
  - b. Limiting travel to essential personnel, such as medical frontliners and humanitarian NGOs, to deliver vaccines transcontinentally,
  - c. Recommending that member states adjust their policies to limit economic-based tourism while enforcing health guidelines;
9. Supports the international community to utilize and reinforce pre-existing infrastructure as well as educating the population further to:
- a. Provide clean drinking water through:
    - i. Reinforcing pre-existing infrastructure such as water infiltration systems to irrigate clean water,



- ii. Educate residents on clean water practices such as boiling water or using iodine as,
    - 1. Access to clean drinking water prevents a large number of diseases including cholera and polio,
    - 2. Clean drinking water provides an overall healthier population,
  - b. Promote sanitation through,
    - i. Reallocating funding towards healthcare systems,
    - ii. Building more hospitals if the country has the monetary capability to do so;
10. Strongly suggests member states create or replenish emergency stockpiles for potential outbreaks containing:
- a. Personal protective equipment including, but not limited to, face masks, gloves, and goggles,
  - b. Critical medications used for treatment of disease, such as antivirals and antibiotics,
  - c. Medical equipment such as ventilators;
11. Proclaims a wide distribution of vaccines throughout the global community with:
- a. Mobile vaccine distribution to help:
    - i. The elderly who are unable to go to vaccination sites,
    - ii. Working families who do not have time to take off work to go to vaccination sites,
  - b. Vaccine sites distributed strategically throughout the country, in places such as markets, schools, or town meeting locations therefore:
    - i. Allowing people in remote locations to access the vaccine,
    - ii. Making the vaccines a more prominent part of the community so residents are more inclined to receive the vaccine, and
    - iii. Preventing traffic at hospitals that could impair emergency vehicles routes;
12. Trusts that member states will continue working to address HIV/AIDS within their borders through:
- a. Inclusion of educational programs that help students understand HIV, including but not limited to:
    - i. Abstinence-oriented curricula,



- ii. Use of contraceptives when appropriate,
  - iii. Methods of transmission,
  - iv. Available treatments,
  - v. Signs of infection,
- b. Continued commitment to maintaining supplies of antiretroviral drugs, through purchase, production, or receiving donations.



## Resolution 1.2

FHSMUN 42

World Health Organization: Eastern Mediterranean Region

High-level Panel: Global Vaccine & Disease Outbreak Action Plan

Sponsors: Republic of Djibouti, Arab Republic of Egypt, The Republic of Sudan, Occupied Palestinian Territory, Lebanon

Signatories: Saudi Arabia, Tunisia, Afghanistan, Oman, United Arab Emirates, Bahrain, Qatar

The World Health Organization

*Deeply concerned* with the shortages of vaccinations distributed to poverty-filled countries,

*Conscious of* the omnipresent issues with funding towards vaccine distribution programs,

*Alarmed by* the outdated medical knowledge in Lesser Developed Countries (LDCs),

*Appreciating* the work other United Nations Organizations have accomplished in regards to pandemic response,

*Noting with deep concern* the lack of vaccinations being given to refugees, with only 50% of 90 countries including refugees within their COVID19 vaccination plans,

*Seeking to* expand the existing programs to distribute vaccines safely,

1. Requests that all nations develop and implement multi-hazard preparedness measures in order to efficiently combat outbreaks through 3 stages which are:
  - a. Countries with an average rate of viral spread per day that is more than .02% of the population,



- i. Monitor this rate of spread through door-to-door censuses and questionnaires with travel being monitored through sites set up near travel hubs,
    - ii. Restrict commercial travel,
    - iii. Mandate stay at home orders,
    - iv. Research toward a vaccine with NGOs and other private communities providing aid to LDCs that do not have the funding to conduct this research,
  - b. After a plateau in the spread of the virus is observed,
    - i. Allow essential businesses to reopen with health precautions in mind,
    - ii. Allow stay-at-home orders to be lifted but health precautions when in public to continually be enforced,
    - iii. Allow vaccine prototype development to begin,
  - c. After the spread of the virus begins to decrease,
    - i. Begin distribution of a vaccine that is readily available to the general public throughout the population with help from organizations such as but not limited to:
      - 1. The WHO,
      - 2. UNICEF,
      - 3. The International Red Cross,
    - ii. Reopen both essential and nonessential businesses while placing a special emphasis on following general public health guidelines,
    - iii. Resume essential international and domestic travel with governmental oversight in order to ensure global safety,
    - iv. Set up sites with help from organizations such as the ones listed above to identify symptoms and decide if people are allowed to go through with their transportation desires;
- 2. Imploring countries to modify the cost of vaccination based on relative income levels, those at the top tiers will be paying a higher price while those towards the bottom tiers will pay less; the levels will be split into 7 tiers:
  - a. 99th percentile: 100% of the price,
  - b. 79th percentile: 71.4% of the price,
  - c. 59th percentile: 57.12% of the price,



- d. 49th percentile: 42.84% of the price,
  - e. 29th percentile: 28.56% of the price,
  - f. 9th percentile: 14.28% of the price,
  - g. Bottom 1 percent: 0% of the price,
  - h. With additional funding to cover the remaining costs of the vaccines through donations from NGOs and loans from organizations such as the World Bank;
3. Calls upon NGOs to educate the Ministries of Health, doctors, and the general public within these under-developed countries through,
- a. NGOs such as, but not limited to: The Red Cross, Doctors Without Borders, and Teachers Without Borders
  - b. Newer health guidelines and restrictions in order to assist the Ministry of Health in updating and promoting newer health policies
  - c. More modernized medical practices in order to counteract the outdated teachings held by doctors in LDCs,
  - d. Traditional practices in LDCs such as PSA's and town hall meetings due to the fact that many LDCs do not have nationwide access to internet;
4. Stressing the importance of vaccinating the refugee population and ensuring that these vaccinations are accessible to this group of people by:
- a. Cooperating with the UN Refugee Agency (UNHCR) to advocate for refugee rights within national strategies and vaccination plans,
  - b. Prioritizing refugees who have a greater vulnerability to infectious diseases due to factors such as, but are not limited to:
    - i. Age groups,
    - ii. Pre-existing health conditions,
    - iii. Essential workers,
  - c. Recommending that countries provide refugees with legal immunity whilst administering vaccines,
  - d. Ensuring that refugees are reminded about their vaccine appointments through ways such as:
    - i. Simple text messages
    - ii. Phone calls



- iii. Emails
  - iv. Letters
  - v. PSAs
- e. Urging corporations such as COVAX to dedicate a small percentage ( ~5%) of their available vaccine doses for humanitarian and emergency use.



## UNICEF

FHSMUN's United Nations International Children's Emergency Fund (UNICEF) is appropriate for all delegates. This committee will focus on issues impacting children's rights and education around the world.

Topic:

- Strengthening Education Systems & Innovation

Country	Delegate
<b>Afghanistan</b>	Grace
<b>Brazil</b>	Simone Endress
<b>Canada</b>	Simona Simeonova
<b>Chile</b>	Michael Milligan
<b>Democratic Republic of the Congo</b>	Iris Hedley
<b>Germany</b>	Gavin Andrews
<b>Islamic Republic of Iran</b>	Doug Plummer
<b>Japan</b>	Atishay Narayanan
<b>Malaysia</b>	Robby Burton
<b>Nigeria</b>	Joshua Shoenfelt
<b>Norway</b>	Ricardo Fernandez
<b>Pakistan</b>	Ludo Francois
<b>Peru</b>	Sreenidhi Nidamanur
<b>Poland</b>	Jacob Ellis
<b>Sierra Leone</b>	Rhoda
<b>Singapore</b>	Ava Wherley



## Resolution 1.1 – F.I.T. - Funding, Infrastructure, and Technology

FHSMUN 42

United Nations International Children's Emergency Fund (UNICEF)

Strengthening Education Systems & Innovation

Sponsors: Afghanistan, Japan, Malaysia, Poland, Sierra Leone, Singapore

Signatories:., Democratic Republic Of The Congo, Federal Republic of Nigeria, Norway

The United Nations International Children's Emergency Fund,

*Concerned* about the current effects of limited access to education caused by COVID-19,

*Understanding* the student mental health impacts that have resulted from government precautions for COVID-19,

*Recognizing* the need for updated infrastructure in schools, transportation, and energy grids to support education systems in the modern age,

*Noting with regret* the gender gap in education and the lack of education for disabled children,

*Keeping in mind* recent technological advancements that can assist with virtual learning,

*Stressing* the need to educate the technologically illiterate about such advancements,

*Welcoming* the action of non-governmental organizations (NGOs) in providing infrastructure, funding, and instruction,



1. Recommends the implementation of new technologies such as SpaceX's starlink, Amazon's Project Kuiper, and Google's Project Loon to provide high speed internet to rural communities whereby:
  - a. Rural areas are defined as areas where insufficient infrastructure exists to travel daily to school and areas deemed to not have sufficient education infrastructure,
  - b. With the distribution of the necessary ground infrastructure including:
    - i. SpaceX's satellite dishes and other technologies to those with electricity such as those in rural areas of MDC's, including villages and other places with the closest access points to electricity often seen in LDCs, by the power distribution methods outlined in Clause 7 of this resolution with instructions in native languages on how to operate such equipment,
  - c. Including the distribution of durable phones and tablets provide students gaining high speed internet with a way of accessing that internet,
  - d. To carry out nationally centralized curriculums established by each member nation in a digital format with resources for students to interact virtually with teachers and other students outlined in clause 5 and 6 with an emphasis on accomodating for students with disabilities;
2. Supports the development of school infrastructure to provide protection for students in LDCs within conflict zones in collaboration with the host country by encouraging the use of resource officers for the expressed purpose of protecting schools from:
  - a. Possible outside threats with proper equipment determined by each member country on a region by region basis,
  - b. Internal school conflicts,
  - c. And to serve as peaceful mediators when needed and role models for students,
  - d. To give students access to more online, television, and radio mental health counseling resources including various kinds of mental illnesses with:
    - i. Information on a guaranteed place to seek help, whether in-person or online, and
    - ii. Virtual access to psychiatrists and mental health professionals supported by the NGOs in clause 10 subclause vi;



3. Recommends the designation of schools into community centers that will provide a variety of services including but not limited to the following:
- a. Meals for students containing sufficient nutrients needed to sustain adolescents,
  - b. Counseling for students,
    - i. By assigning social workers to schools,
    - ii. By training teachers in proper techniques for identifying possible mental distress and on how to be more approachable from lessons carried out by the assigned school social worker, and distance learning done by mental health professionals to make teachers more approachable, and
    - iii. By allowing mental health professionals to report generalized statistics on mental health to be reported to the data collection mentioned in 1.2,
  - c. Make the child feel included and safe by fostering a sense of community through practices such as a common eating environment, engaging classrooms, and extracurricular activities,
  - d. Increase on campus activities to establish schools as a safe place,
    - i. Enforced by the use of school resource officers as referenced in clause 2
    - ii. With the increase in on campus activities including:
      - 1. Tutoring before and after school,
      - 2. Extra-curricular options including,
        - a. Sports and other activities (including soccer, local games and backyard games), and
        - b. Clubs (Including options for educational enrichment and various niche teacher sponsored programs),
  - e. Contain a community location for distributing healthcare services including:
    - i. Training medical professionals being brought to schools who can,
      - 1. Providing basic medical care to students and their families,
      - 2. Administering vaccines,
      - 3. Diagnosing other diseases, and
      - 4. Providing other medicines to treat diseases,
    - ii. Distributing of vaccines and medications,
    - iii. Prescribing medications and methods to treat diseases including,



1. Medical advice such as quarantining,
2. Medications such as but not limited to antibiotics for the purposes of treating diseases,
- iv. Including PPE to combat against Covid-19,
- f. Provide safe shelters for students, their families, and other residents in times of natural disasters facilitated by school staff and collaboration with the national government agencies relating to disasters, and NGOs including but not limited to:
  1. The Red Cross,
  2. The International Rescue Committee,
  3. Alliance for Adaptation and Disaster Risk Reduction,
  - ii. By being designed with the possibility of becoming emergency shelters,
    1. With spare space to house many individuals,
    2. And quality materials that can hold up to various scenarios,
  - iii. With the support of NGOs in clause 10, subclause viii;
4. Endorses the cooperation of NGOs in cooperation with local government;
  - a. To provide mobile schools with organizations that can provide:
    - i. Skilled teachers through mentorship and training, in cooperation with NGOs such as,
      1. Education Development Center (EDC),
      2. CARE,
      3. Pencils for Promise,
    - ii. Technology, coming from NGOs such as,
      1. One Laptop per Child,
      2. Active Centre for Rural Development,
    - iii. Classroom infrastructure such as universal textbooks, coupled with the support from NGOs such as those listed in Clause 10, subclause b, i,
  - b. Education on disabilities to:
    - i. Decrease the stigma around discrimination of those with disabilities throughout society by raising awareness in cooperation with NGO's and host countries and communities,



- ii. Better equipping teachers to teach disabled students by training them on how to work with certain disabilities;
- 5. Advises the education of teachers and parents on technology to help integrate into classroom via:
  - a. Supporting teachers with mentorship and training on integration technology into the classroom to:
    - i. Cooperate with NGOs that specialize in increasing technological literacy, and
    - ii. Increase funding to fill the teacher gap to decrease the number of students they work with through technology,
  - b. Providing families with accessible resources (eg. pamphlets, easy-to-access videos, and physical aid) outlining how to use technology at home, adding easy-to-read instructions that overview how to use types of technology, including tablets, smartphones, and apps, and
  - c. Increasing online resources that give support for families and teachers using technology during COVID-19, and providing them with resources that explain different apps and devices and their features (i.e. physical aids or simple video tutorials);
- 6. Encourages governments to work with private technology companies to,
  - a. Create a centralized portal for e-learning that will contain apps such as Zoom, Remind, Google Apps, etc. in an accessible manner,
  - b. Increase the ease of use for those who are technologically illiterate by,
    - i. Adding full tutorials for all app features such as,
      - 1. Video or written tutorials that can be included on the e-learning portal,
      - 2. In-app tutorials for specific, hard-to-understand settings,
    - ii. Streamlining the apps to make access to common features quicker, and
  - c. Create quick-response help hotlines to help with immediate errors that can be specific to certain apps and included on the e-learning portal;
- 7. Promotes the increase of advancements and investments in more cost-effective power generation options:



- a. Such as the use of hydropower, wind power, and solar panels in villages without electricity to:
  - b. Power internet solutions to allow for the download of assignments onto durable devices,
  - c. Power durable printers to print paper lessons,
  - d. Power electricity to allow for broadcast of lessons on television and radio in more rural areas of LDC, and
  - e. Power internet to allow access to Zoom and other forms of virtual classroom settings;
8. Suggests the implementation of better school transportation systems,
- a. Accommodating for children with disabilities by providing buses that can accommodate handicapped children , to aid in transportation to and from schools and education centers by increasing paved roads, to increase transportation security by utilizing safety technologies, which can implemented by:
  - b. Increasing funding for schools to provide buses that are safer and in greater numbers,
  - c. Ensuring the safety of students through modern technologies including:
    - i. GPS systems to ensure that students are arriving to school,
    - ii. Positioning of armed officials on busses to ensure safety in case of attack or disaster,
    - iii. Positioning of officials to monitor progress of transportation, such as when the bus leaves or arrives, and
  - d. Acquiring the above resources from NGOs and willing host countries;
9. Supports the use of systems of data collection that will be used to determine efficacy of previously mentioned projects in various nations to:
- a. Include data on recent changes in:
    - i. literacy rate,
    - ii. overall enrollment,
    - iii. enrollment of girls,
    - iv. enrollment of children with disabilities, and
  - b. Carried out by local schools, government, and community resources;
10. Seeks the support from various organizations including:



- a. Voluntary donations from MDC's referenced in 1.2, and
- b. NGOs for the purposes of,
  - i. Broad education such as,
    - 1. Pratham,
    - 2. Pencils of Promise,
    - 3. Young Love,
    - 4. Street Child,
  - ii. Women's education such as,
    - 1. Girls Access to Education (GATE),
    - 2. Mother's Club,
  - iii. Country-wide education such as,
    - 1. Japan for Sustainability,
    - 2. African Friendship Fund,
    - 3. Friendly Foundation for Japan and Dominican Republic,
  - iv. Technology such as,
    - 1. The Asia Foundation,
    - 2. Technology Education Center (TEC).
  - v. Promoting healthcare such as,
    - 1. Doctors of the World,
    - 2. Medic Mobile,
    - 3. International Medical Corps,
  - vi. Promoting general community wellness such as,
    - 1. CARE,
    - 2. Mercy Corps,
  - vii. Promoting the provision of food such as,
    - 1. Action Against Hunger,
    - 2. The African Food and Security Network,
    - 3. World Bank;
  - viii. Supporting disaster relief in LDCs such as,
    - 1. The Red Cross,
    - 2. The International Rescue Committee,



3. Alliance for Adaptation and Disaster Risk Reduction,
- ix. Constructing affordable, renewable energy such as,
    1. Climate and Energy Project,
    2. Solar Electric Light Fund,
    3. Practical Action.



## Resolution 1.2 – C.U.R.R.I.C.U.L.U.M. Initiative

**C**reation of standardized curriculum  
**U**nified family education relationships  
**R**efugee/immigrant aid  
**R**eduction of gender inequality  
**I**nternational funding  
**C**ross integration system  
**U**plifting lifelong education  
**L**egislation for anti-child labor and mandatory school laws  
**U**nderstandable media campaigns  
**M**DC's contribution

FHSMUN 42

United Nations International Children's Emergency Fund (UNICEF)

Strengthening Education Systems & Innovation

Sponsors: Democratic Republic of the Congo, Federal Republic of Nigeria, Norway, Poland

Signatories: Afghanistan, Chile, Germany, Japan, Malaysia, Sierra Leone

*Alarmed by* the lack of education in many Least Developed Countries (LDC's) especially with around 24 million people in these countries not receiving primary education,

*Aware of* the lack of education for those beyond the age of adolescence and adulthood, with only 6.7% of the world having a college degree,

*Calls for* a cross integration system that directs health with education promoting a healthy future for children,

*Conscious of* the lack of funding for education, which proves to be one of the biggest obstacles in realizing infrastructural and curriculum progress,



*Cognizant of the possibility of technical illiteracy and dropout rates with around 14% of the world population being illiterate,*

*Disappointed in the prevalence of gender and minority inequities in the education system with 132 million girls around the world being out of school,*

*Distressed by the lack of educational support of familial relationships*

*Disturbed by threat that child labor forces onto families and children as around 1 in every 4 children in LCD's suffers from child labor,*

*Supporting the actions of More Developed Countries (MDC's) giving aid to LDCs,*

*Recognizing that 3.7 million out of the 6 million refugee children worldwide have no school to attend to,*

1. Creates programs in communities that already have educational buildings in use to support familial relationships that shape a child's adolescence by:
  - a. Implementing after school courses for parental guidance at educational buildings that are already in use to promote:
    - i. A conducive safe living environment for the child,
    - ii. Skills on "how to parent" that teaches:
      1. Stress management,
      2. Autonomy and independence for a child coming of age to be independent,
      3. Behavior management,
    - iii. Linguistic approaches to building a strong intellectual base for the child to prevent delayed speech issues, and



- iv. Implementation of other supplementary and health recommendations based on community standards applicable to the region determined by health organizations such as the World Health Organization (WHO),
  - b. Constructing mental health support through Covid-19 for families by developing:
    - i. Free online technological support with professionals via “www.betterhelp.com,”
    - ii. Curriculum for those with and without technological attainment to focus on anti-anxiety, anti-depression, and stress maintaining techniques, and
    - iii. Techniques to teach parents how to support the mental health of adolescence through Covid-19,
  - c. Creating curriculum that focuses on educating parents about diseases and cures such as HIV/AIDS, Polio, and Covid-19 to prevent and eradicate these outbreaks including sex education in the household depending on the cultural beliefs of each household, and
  - d. Relying on support from organizations including but not limited to:
    - i. Bill and Melinda Gates Foundation,
    - ii. Prathem (NGO),
    - iii. Forum For African Women Educationalists (NGO),
    - iv. Litworld (NGO);
2. Working towards eradicating gender and other minority inequities while respecting the sovereignty of the country by:
- a. Implementing gender mainstreaming in the curriculum which will promote gender equality by,
    - i. Using gender specific data collection and analysis,
    - ii. Implementing the mainstreaming in to core curriculum classes, and
    - iii. Equalizing access of utilization and services
  - b. Integrating minority awareness into the core curriculum depending on the cultural adversities of each country to teach about a variety of cultures in an effort to break systemic stigmas that facilitate further inequities,



- c. Implementing a gender sensitive pedagogy that promotes the socioeconomic well-being of the specific member state by training each education on how to handle bullying and minority discrimination which is measured by a database that records the socioeconomic well-being and eradication of inequities, and
  - d. Providing students with equality-centered education including but not limited to the following:
    - i. Educating on women's rights
      - 1. In hopes of preventing child marriage, early pregnancy, and other gender-based violence,
      - 2. To help close the gender gap in education,
      - 3. Emphasize the importance of women receiving an education, and
    - ii. Keeping into consideration cultural barriers within each sovereign nation;
3. Encourages a cross integration system that mixes health with education at the specific countries discretion by:
- a. Encouraging sex education class to combat early pregnancies and the spread of diseases such as HIV/AIDS,
  - b. Educating children and educational advisors about the covid-19 pandemic
  - c. Recommending the implication of psychologists or therapists with the resources to aid students struggling with mental diseases,
  - d. Integrating the use of proper PPE and covid testing, and
  - e. Including the health policies outlined in 1.1;
4. Recommends education to continue past a students adolescence to improve the eventual workforce of a nation by:
- a. Including education within the workplace on skills to be used including the following:
    - i. To increase worker productivity,
    - ii. To increase safety within the workplace,
    - iii. With programs created domestically to recognize industries in need of increased training for workers and Provide training labs to educate workers with the aim of reducing structural unemployment, and



- b. Focusing on the improvement of quality of life through supply side policies;
- 5. Suggests that nations that do not currently have a national standardized curriculum consider creating one that will prioritize:
  - a. Convening a national committee composed of representatives of regions of a nation (emphasizing various representation e.g. different languages and regional cultures) to curate and implement the curriculum by writing and distributing curriculums,
  - b. Convening a UN committee selected by UNICEF made up of educational and curriculum experts overseeing national committees by:
    - i. Recommending actions to create cohesive national curriculums and possible private-public partnerships (e.g. Technology and Infrastructure partnerships) for LDCs to pursue,
    - ii. Not imposing policies or actions onto LDCs,
  - c. Ensuring that education is accessible to students (including in different languages and with consistent standardized grading) as outlined in clause 8, and
  - d. Country-specific curriculums supported by the United Nations that are tailored to each countries needs recommending the inclusion of female empowerment and suggesting the creation of STEM and History classes to give an objective view of a nation's history and culture and introduce new and innovative technologies carried out by the national committee and collaboration with the UN committee to come to solutions that work for each individual nation;
- 6. Notes that funding and support should come from the following sources:
  - a. MDC's donating resources including:
    - i. teachers with relevant experience to assist in the establishment of the engaging curriculum which includes all students,
    - ii. Monetary donations from governments and individual fundraisers,
    - iii. Scholarships and other programs that allow for students from LDCs to travel to obtain a higher education from an MDC in order to promote



knowledge in STEM fields and gain knowledge in skills relevant to work available in their respective communities, and

- iv. Programs similar to Polish initiatives such as The Stefan Banach Scholarship Programme and the Ignacy Łukasiewicz Scholarship,
  - b. NGOs such as Young Love, Educate, and Pratham, and
  - c. The World Bank;
7. Suggests that nations take comprehensive measures to combat child labor and promote primary education in order to:
  - a. Increase rates of literacy and basic skills in LDCs,
  - b. Keep young children out of child labor driven industries by giving member states legislative authority to keep them in school,
  - c. Ensure that children will have a safe upbringing in said schools through the protection methods mentioned in 1.1;
8. Recommends implementing media campaigns run by member states in keeping with their sovereignty, to prioritize making the literature about education systems accessible by:
  - a. Making it available in as many mediums as possible including but not limited to:
    - i. Television,
    - ii. Radio,
    - iii. Printed flyers for places without electricity,
  - b. Ensuring that campaigns are fully available in as many languages as possible including local and indigenous languages, and
  - c. Making the language of all information as simple as possible to effectively communicate the ideas to as large a population as possible;
9. Encourages nations to provide educational opportunities for their immigrant and refugee young populations at the nation's own discretion by:
  - a. Recommending nations' departments of education give immigrants and refugees the opportunity to attend primary and possibly secondary school,
  - b. Encouraging the adoption of anti-child labor and compulsory primary education legislation as suggested in clause 7 including immigrants and refugees,



- c. Providing language aid and counseling to help students adapt to their new environment and learn the country's language through government programs that include:
    - i. Language or adapted classes with teachers serving as mentors,
    - ii. Educational media campaigns such as the ones discussed in clause 8, possibly in the form of radio, television, or flyers transmitted especially in densely refugee populated areas,
  - d. Encouraging schools to implement anti-bullying or anti-discrimination policies to create a safe learning environment for refugees and immigrants;
10. Invites countries to collect data that can be used to measure quality of life and the functionality of the curriculum brought about by new education policies which includes:
- a. Standardized testing created by the collaboration between the UNICEF backed international committee and National committees that can quickly assess the efficacy of the curriculums outlined in clause 5,
    - i. In verbal formats where necessary as well as virtual and paper formats where possible for a more comprehensive view on literacy and arithmetic,
    - ii. That can quickly be administered in person, virtually or over the phone in verbal, written and online formats
    - iii. In the language which the student understands best
    - iv. To create an international standard to compare test results with
  - b. Professional mental health evaluations collected by means mentioned in 1.1,
  - c. Disability demographics, and
  - d. Minority and gender demographics.



## UN Women

FHSMUN's UN Women committee is appropriate for all delegates. The committee looks at topics impacting women worldwide.

Topics:

- Ending Violence Against Women & Girls

Country	Delegate
<b>Albania</b>	Madiha Ali
<b>Angola</b>	Aleena Mohamed Ashraff
<b>Brazil</b>	Kayomi Shah
<b>Colombia</b>	Victoria Czczyszczon
<b>Egypt</b>	Adilah Siddique
<b>Finland</b>	Sara
<b>Germany</b>	Melissa Castro
<b>Islamic Republic of Iran</b>	Ria Sharma
<b>Israel</b>	Victoria Hirsch
<b>New Zealand</b>	Penelope Cassini
<b>Norway</b>	Savannah Elizondo Vega
<b>Poland</b>	Owen James
<b>Russian Federation</b>	Sydney
<b>Rwanda</b>	Paula Fleddermann
<b>Singapore</b>	Tess Romine
<b>Slovenia</b>	Aleyna Buyukaksakal
<b>South Africa</b>	Erin Bell
<b>United Kingdom</b>	Madison Coriarty
<b>United States</b>	Collin Beese
<b>Venezuela</b>	Anne
<b>Viet Nam</b>	Aaliyah Ali



## Resolution 1.1

FHSMUN 42

The United Nations Entity for Gender Equality and the Empowerment of Women  
Ending Violence Against Women & Girls

Sponsors: Colombia, The Russian Federation, Poland, Albania, Iran, and The United Kingdom

Signatories: Finland, Germany, South Africa, Norway, Vietnam, Egypt, New Zealand

The United Nations Entity for Gender Equality and the Empowerment of Women

*Deeply concerned* in the greater potential of gender-based violence in conditions created by the COVID-19 pandemic,

*Believes* there are shortcomings in Decision 2017/5 in context of the COVID-19 pandemic calling for further action,

*Recognizing* the vulnerability of that victims may suffer physical and psychological effects as a result of abuse,

*Disapproves* of all gender-based violence in violation of agreements made in The Convention of Elimination of all Forms of Discrimination Against Women and the Universal Declaration of Human Rights Article 7, 26, 27,

1. Recognizes the necessity to educate the general population of each member state on women's potential and basic skills that may be used in the general workforce by;
  - a. Calling upon Non-Governmental Organizations (NGOs) to support educational missions of educating women on domestic violence by advocating for policies encouraging women's rights and educating officials in order to provide widespread support, such as, but not limited to;



- i. Futures without Violence
    - ii. Women for Women International
    - iii. Womankind Worldwide
    - iv. Association for Women's Rights in Development
  - b. Encouraging the implementation of schoolwide woman led clubs to foster confidence of young girls through partnership with NGOs, such as;
    - i. National Organization of Women
    - ii. Women's Environment and Development Organization
  - c. Encouraging the creation and implementation of co-ed schools for the general public, with full respect to religious and cultural norms,
  - d. The development of a required course to students on topics, such as, but not limited to;
    - i. women rights,
    - ii. discussing effects of alcohol and domestic violence,
    - iii. challenges in universal treatment women and women's rights,
  - e. Developing opportunities to procure higher education in which potential forms of elite jobs could be offered with help of NGOs, such as;
    - i. School Girls Unite to tackle prejudice against girls worldwide and expand their freedom and opportunity through education and leadership and,
    - ii. WomenOne to suspend educational discrimination among young women and girls in developing countries,
2. Encourages the reduction of the Socio-economic Gender Gap by;
- a. Supporting women roles in the workforce by;
    - i. Recognizing a woman's right to choose the extent of their participation in the workforce outside of the home,
    - ii. Utilizing NGOs such as Women's Environment and Development Organization (WEDO) and Women's Global Empowerment Fund
  - b. Encourages the increase support in familial life by;



- i. Supporting family planning and structure by recommending the implementation of maternity and paternity leave in accordance with member nation's cultural values,
  - ii. Acknowledging that women as well as men should have the right to participate in internal family affairs,
- 11. Further Encourages restrictions on alcohol distribution as means to prevent domestic violence such as;
  - c. Suggesting stronger documentation and licencing of businesses which produce alcohol to monitor and prevent illegal means of alcohol distribution,
  - d. Encouraging countries to implement health labels on bottles of alcohol by;
    - i. Including alcohol percentage on each bottle,
    - ii. Informs of the possible negative health effects of alcohol,
- 12. Supports raising awareness about violence against women to communities by;
  - e. Encouraging women to anonomously speak out about sexual abuse and misconduct in which they were violated by using public advocacy to empower women and raise awareness of sexual assault experiences by;
    - i. Utilizing groups in which women discuss their experiences,
    - ii. Encourages use of hotlines to protect women from violence,
- 13. Suggests the creation of a communal environment in which women are supported and feel safe to express their sentiments of violation by encouraging the implementation of support groups in which women band together to discuss injustices, helping women talk about their past and easing their trauma, relying the expertise of NGOs such as:
  - a. Safe World for Women,
  - b. Women For Women International organization.



## Resolution 1.2

FHSMUN 42

The United Nations Entity for Gender Equality and the Empowerment of Women  
Ending Violence Against Women & Girls

Sponsors: Egypt, Finland, Germany, Israel, New Zealand, Norway, South Africa, The United States of America, Vietnam,

Signatories: Albania, Colombia, Poland, The Russian Federation, Iran, The United Kingdom,

The United Nations Entity for Gender Equality and the Empowerment of Women,

*Deeply concerned* with the physical and mental health of the increasing numbers of women and girls victimized by human trafficking, currently at 25 million individuals,

*Bearing in mind* the critical lack of human trafficking identification and under-reporting of incidents, which illustrates the importance of government action in preventing and stopping human trafficking efforts,

*Having devoted attention to* the vulnerability of certain groups of people who are in human trafficking, including low-income children, victims of domestic abuse, those who are socioeconomically deficient, and migrants without documentation,

*Recalling* the United Nations Convention against Transnational Organized Crime, which recognizes the severity of and need for international cooperation to address the crime,

1. Encourages participating states to create and train a new sector of law enforcement that specializes in human trafficking, with help of governmental organizations (NGOs) if a strong law enforcement group does not exist
  - a. To encourage domestic workforce investigations of suspected facilities using labor sourced from organized crime involving human trafficking,
  - b. Incorporate a specialized Human Trafficking Force, aiming to identify individuals involved through, in-action, existing domestic programs with help of NGOs such as, but not limited to;
    - i. The Freedom Network,
    - ii. and UNITAS,
  - c. The use of International Law Enforcement Academies (ILEAs) dedicated towards combatting human trafficking and physical abuse that specifically impacts women and girls,



2. Proposes providing psychological, housing and legal support for victims of domestic abuse and human trafficking with the primary support of NGOs by;
  - a. The development of programs such as a report line that permits witnesses to discretely inform enforcements that human trafficking in an area is suspected through internet access or public spaces such as advertisements with the help of NGOs such as, but not limited to,
    - i. FAIR Girls,
    - ii. and Hope for Justice,
  - b. The creation of programs giving psychological council and learning about rights and options to victims with the help of NGOs such as;
    - i. Futures Without Violence,
    - ii. LOVE146,
    - iii. Safe Horizon,
    - iv. West Coast Children's Center,
    - v. and No To Violence,
  - c. The construction of safehouses, which will assist and promote the well-being of victims of domestic abuse and violence, through the aid of NGOs such as;
    - i. Rahab's Daughters,
    - ii. and Rapha International,
  - d. Provide legal advice for victims looking for help against attackers with help of NGOs such as;
    - i. The Human Trafficking Bono Legal Center,
    - ii. and The Center for Survivor Agency and Justice;
3. Urges medical professionals to provide support for victims of human trafficking, specifically the at-risk victims who are unable to seek medical attention through the;
  - a. Addition of educational programs in medical centers around the world allowing doctors to learn how to provide victims of human trafficking with support, through programs and NGOs such as:
    - i. The International Red Cross and Red Crescent Movement,
    - ii. and Futures without Violence,
  - b. Development of reference networks, or the expansion of any already in place, in which healthcare providers and legal assistance programs work closely together to ensure that victims can smoothly transition between health services and legal services for reintegration post escape
4. Encourages international cooperation to effectively address the transnational nature of human trafficking through the use of;
  - a. Cross-border cooperation among neighbor states who are willing to work with one another to regulate the travel of organized crime units,
  - b. New agreements among bordering countries, in which the process of prosecuting transnational criminals is made similar, thus improving the ability of criminal trafficking networks to be tried for their crimes,
5. Suggests that member states address specific vulnerable victims of human trafficking, including low-income children, victims of domestic abuse, those who are socioeconomically deficient, and migrants without documentation through;



- a. Recognizing individuals at risk due to socioeconomic factors such as;
  - i. Income,
  - ii. Lack of education,
  - iii. Discrimination due to culturally based gender norms,
  - iv. and substance abuse,
- b. Outlining aimed initiatives for combating children's involvement in trafficking by utilizing the model of NGOs such as, but not limited to;
  - i. The Blue Dragon Children's Foundation,
  - ii. and Focus on Labor Exploitation (FLEX),
- c. Identification of child labor in regards to hotspots including:
  - i. Large manufacturing corporations
  - ii. Frequent tourist destinations
  - iii. and rural areas.



## United Nations Security Council (UNSC)

FHSMUN's Security Council is designed for experienced delegates, especially those with an interest in security & peacebuilding. In addition to the two topics listed below, the committee will undergo a crisis simulation.

Topics:

- The Situation in Colombia
- Crisis Topic: Crisis in Southern Thailand

Country	Delegate
<b>Belgium</b>	Sophia Whele
<b>China (P5)</b>	Alexis Dorman
<b>Dominican Republic</b>	Masse Hatcher
<b>Estonia</b>	Ilise Hyams
<b>France (P5)</b>	Alexa King
<b>Germany</b>	Melanie Van Peenen
<b>Niger</b>	Alexander Metzgar
<b>Russian Federation (P5)</b>	Andreas
<b>South Africa</b>	Vraj Shah
<b>Tunisia</b>	Penelope Carvajal
<b>United Kingdom (P5)</b>	Sally Russano
<b>United States (P5)</b>	Mandy Guo
<b>Viet Nam</b>	James Boylan



## Resolution 1.1 – S.I.T.E.E.

FHSMUN 42

United Nations Security Council

Peacekeeping & Political Mission Reform

Sponsors: China, France, Germany, Russia, Dominican Republic

Signatories: United States, Vietnam, Tunisia, United Kingdom, South Africa

The Security Council,

*Recognizing* the significance of the United Nations 2030 Sustainable Development Agenda in creating long lasting stability and prosperous development for Member States and the international community,

*Emphasizing* the need for infrastructural development as both a short term and long term measure to ensuring the peace and security of Colombia,

*Mindful* that technological development is essential to productive communication and life,

*Reiterating* the importance of inclusive economic development in Colombia,

*Fully aware* of the positive effects technical and cultural education can have on the rural populations of Colombia,

*Noting with approval* the extension on the mandate of United Nations Verification Mission in Colombia as stated in Resolution 2545 (2020),



1. Encourages the expansion of the United Nations Cooperation Framework for the Sustainable Development in order to:
  - a. Prioritize Sustainable Development Goals 7, 8, 9, 11, 13, and 16, and
  - b. Allocate more financial resources and personnel to the Territorial Training and Reincorporation (ETCR) services to ensure that:
    - i. Former Fuerzas Armadas Revolucionarias de Colombia—Ejército del Pueblo (FARC-EP) members are able to effectively reintegrate into society, and
    - ii. The socioeconomic and demographic gaps are bridged;
2. Strongly suggests that Colombia work to efficiently expand their infrastructure by building houses, highways, roads, railways, and airports in rural and underdeveloped areas in Colombia with the financial and knowledgeable support of:
  - a. Willing nations like that of China, and
  - b. Non Governmental Organizations (NGOs) such as Fundación Servivienda;
3. Urges the development of social infrastructure in Colombia with:
  - a. Consideration for SDGs 1, 2, 3, 4, 5, and 6, and
  - b. The support of localized NGOs such as, but not limited to:
    - i. Acción contra el Hambre (Action Against Hunger),
    - ii. Corporación Día de la Niñez, and
    - iii. Fundación Antonio Restrepo Barco;
4. Welcomes the support of UN member states, NGOs, and private enterprises to invest in the development of accessible technological systems in the rural parts of Colombia such as the;
  - a. Implementation of autonomous robots with the purpose of patrolling land masses in Columbia to effectively locate and disarm landmines and
  - b. Utilization of sonic radar technology along borders with the intent to reduce drug trafficking and illegal entry
5. Supports the protection of journalists and the media who are educating the Colombian public through:



- a. NGOs and Colombian-based organisations currently being utilized to give journalist protection from extremist groups such as
    - i. The National Protection Unit
    - ii. International News Safety Institute
  - b. Emphasis on encouraging nations to model goals and behaviors outlined in UN Plan of Action on the Safety of Journalists
  - c. The assistance of Colombia's governing bodies which are intended to protect Colombians' right to freedom of the press
6. Supports the development of Colombia's GDP in the form of trade and exports in order to:
- a. Prioritize Sustainable Development Goals 8 and 9,
  - b. Stifle violence with incentives such as, but not limited to:
    - i. Employment opportunities,
    - ii. Accessible education programs, and
  - c. Invest in the social and infrastructural development of the Colombian people and their communities;
7. Recommends the expansion of rehabilitation and reintegration initiatives for former combatants in the Revolutionary Armed Forces by:
- a. Including former combatants in the Forest Warden Families Programme to promote lawful rural living, and
  - b. Utilizing Colombia's national action plan based on Youth, Peace and Security resolutions to involve youth in the demobilization, disarmament, rehabilitation, and reintegration (DDRR) programs, and
  - c. Involving youth peace initiatives, such as Defendemos La Paz and Colombia Joven in DDRR programs,
  - d. Using the Fundacion Mi Sangre to educate youth that have been subject to the violence of certain cartels or guerrilla groups;
8. Decides to remain actively seized in the matter.



## Resolution 2.2 – Crisis in Southern Thailand

FHSMUN 42

United Nations Security Council

Sponsors: Dominican Republic, France, Germany, South Africa, Tunisia, United Kingdom, United States, Vietnam

Signatories: China, Russia

The Security Council,

*Fully aware* of the need for peace talks between Thailand and Malaysia following the conflict of Malaysia's invasion of Thailand and other accusations between the two countries,

*Bearing in mind* the benefit of having Islamic voices represented in these peace-building efforts do to their persecution in the region,

*Concerned by* the ongoing violence between Malaysia and Thailand,

*Alarmed by* the potential of human rights violation towards Muslim minorities in southern Thailand,

*Recognizing* the principle of the Responsibility to Protect as a value of the United Nations in its efforts to protect international peace and security,

*Acknowledging* the need to implement safe zones to ensure the safety of refugees, internally displaced persons, and other vulnerable groups in Thailand that are in need of assistance or protection,

*Acting* under Chapter VII of the Charter of the United Nations,



1. Calls upon the use of Association of Southeast Asian Nations (ASEAN) to initiate peace talks between Thailand and Malaysia in order to:
  - a. Immediately call for a ceasefire on both sides and prevention of unnecessary loss of lives,
  - b. De-escalate the military situation that is being lead by the Malaysian government in the name of protecting the persecuted Muslim minority from Thailand,
  - c. Eliminate the ongoing violence between Thailand and Malaysia and prevent further loss of life on both sides,
  - d. Address and open productive dialogue between the Malaysia and Thailand without imposing on the sovereignty of the Asian countries and to allow the conflict to be resolved internally by:
    - i. Arranging a meeting between representatives from Thailand, Malaysia, and Muslim representatives in the nearest available time,
    - ii. Issuing a goal deadline of 3 months for reaching terms of agreement between the parties involved in conflict that will successfully resolve violence and issues without international involvement;
2. Consider hearing from Mulism Barisan Revolusi Nasional (BRN) leader Hassan Taib to bring attention to Muslim minorities in the region in order to allow Malaysia to voice it's perspective on the on the reported violence against Muslims in Thailand and defend and protect the vulnerable religious minority group against Thailand allegations of terrorism;
3. Requests the full cooperation of the Kingdom of Thailand with the implementation and establishment of an independent fact finding mission with full unmitigated access to the relevant areas of the nation with the express goal of:
  - a. Sending neutral international groups of observers to rule out biased information about the claims of genocide and invasion through:
    - i. The use of ASEAN to filter the intentions of Malaysian government and make sure there is no threat of invasion,



- ii. The use of the Office of the United Nations High Commissioner for Human Rights (OHCHR) to monitor the situation in southern Thailand, specifically the provinces of, Pattani, Narathiwat, Satun and Yala,
  - b. Reporting bi-weekly findings back to the ASEAN and the Council for a year after peace talks have finished to make sure that agreements made in peace talks are being followed up on;
4. Recommends further action in the case of continuing violence among Member States that the International Court of Justice be called to settle conflict between Thailand and Malaysia in accordance with Chapter VI Article 36 of the Charter of the United Nations;
5. Calls for the immediate creation of safe zones throughout in the provinces of Pattani, Narathiwat, Satun and Yala, to provide stability and protection for the Thai Muslim population in the form of humanitarian assistance from peacekeeping personnel which would organize food distribution, child care, and mental/physical health services as the situation is being de-escalated;
6. Establishes the creation of Political Mission for Southeast Asian Peace (MSAP) on the date of March 7, 2021 until more stability is achieved in southern Thailand and Malaysia in an effort to:
  - a. Foster long-lasting peacebuilding goals and global collaboration through:
    - i. The aforementioned peace talks between Malaysia and Thailand to help mediate these discussions through organizations such as ASEAN,
    - ii. Collaboration with UN bodies such as the Working Group on Peacekeeping Operations in an effort to help foster mutual peace goals between the two nations until stability is achieved,
  - b. Protect the sovereignty of both Malaysia and Thailand's governments in the midst of the political mission by:
    - i. Heeding the proclamations in the UN Charter, Article two; surrounding protecting the sovereignty of nations in the midst of UN Operations, and
    - ii. Utilizing ASEAN leaders to monitor the political mission to ensure the operations are not infringing upon nations' sovereignty,



- c. Ensure the integrity of human rights and prosperity of all at-risk individuals within this hostile region through:
  - i. Safe Zones protected by UN Peacekeepers, and
  - ii. The employment of UN humanitarian-based bodies such as UN Humanitarian bodies such as the United Nations Human Rights Council and United Nations High Commissioner for Refugees to provide humanitarian aid resources to individuals in these safe zones where resources may otherwise be limited;
7. Reiterates its call for the immediate deployment of 1,200 peacekeeping personnel as part of the MSAP programme of action to be distributed throughout the various regions in Southern Thailand for 6 months with the intent of:
  - a. Guarding at-risk areas and borders of the safe zones/havens with the intention of:
    - i. Protecting the various humanitarian safe havens for Muslim individuals and preventing any insurgences of violence towards the community
    - ii. Distributing Child Protection Advisors and Women Protection Advisors to provide specific safekeeping for women and children, and
  - b. Monitoring roads in between safe zones to facilitate the movement of:
    - i. Non-governmental organizations (NGOs) such as the International Rescue Committee, and
    - ii. UN Humanitarian bodies such as the United Nations Human Rights Commission and United Nations High Commissioner for Refugees to help provide living necessities and aid resources for at-risk muslim individuals in Southern Thailand;
8. Decides to remain actively seized in the matter.



## African Union Peace & Security Council (AU PSC)

FHSMUN's African Union Peace & Security Council (PSC) is designed for experienced delegates, especially those with an interest in security issues impacting North & Sub-Saharan Africa.

Topic:

- Combating Boko Haram

Country	Delegate
<b>Algeria</b>	Tony Luo
<b>Angola</b>	Aleena Mohamed Ashraff
<b>Burundi</b>	Allyson Diez
<b>Djibouti</b>	Robert Czyczszon
<b>Kenya</b>	Sabrina Cueva
<b>Liberia</b>	Carson
<b>Morocco</b>	Sabrina Berman
<b>Nigeria</b>	Olivia DeLucia
<b>Rwanda</b>	Deeya Bhatt
<b>Sierra Leone</b>	Alec
<b>Zimbabwe</b>	Anub Lakum



## Resolution 1.1

FHSMUN 42

African Union Peace & Security Council (PSC)

Sponsors: People's Democratic Republic of Algeria, Kingdom of Morocco, Federal Republic of Nigeria, Republic of Rwanda

Signatories: Republic of Zimbabwe, Djibouti, Republic of Angola, Republic of Kenya

The Security Council,

*Noting with concern* the spread of the terrorist organization, Boko Haram,

*Recognizing* that not all countries can provide military aid and delegating which countries of the African Union will be devoting troops,

*Emphasizing* the importance of cooperative security from certain African Union member states to defend against Boko Haram,

*Alarmed* at the climate change related issues as well as potential social, political, and economic issues within Lake Chad and delegating which countries will focus on climate change in Lake Chad,

1. Strongly Condemns the actions of the terrorist organization known as Boko Haram and its:
  - a. Crimes against humanity, including but not limited to:
    - i. Murder,
    - ii. Massacres,
    - iii. Kidnapping,
    - iv. Religious persecution;



- b. Crimes against many nations including Niger, Nigeria, Chad, and Cameroon,
2. Requests a total strength of 3,000 soldiers contributed to the Multinational Joint Task Force (MNJTF) supervised by the Lake Chad Basin Commission (LCBC) to be deployed in the Borno State of Nigeria, Lake Chad, the Diffa province of Niger, and the Far North Region of Cameroon for a period of 6 years from these countries:
- a. The Kingdom of Morocco, sending [400] troops as well as shipping military equipment to help the Diffa province of Niger and Lake Chad,
  - b. The Democratic Republic of Algeria, sending[800] troops to the Borno State of Nigeria and the Far North Region of Cameroon,
  - c. The Republic of Cameroon, sending[650] troops to the Far North Region of Cameroon,
  - d. The Republic of Niger, sending[150] troops to the Diffa province of Niger,
  - e. The Republic of Nigeria, sending [1,000] troops to the Borno State of Nigeria
  - f. Any other willing African Union (AU) member states,
  - g. For the purposes of:
    - i. Preventing Boko Haram's spread to other countries,
    - ii. Showing solidarity with other member states of the African Union;
3. Strongly Encourages the AU member states Nigeria, Niger, Cameroon, and Chad who make up the MNJTF to cooperatively:
- a. Maintain border security through the construction of roads with security checkpoints to prevent Boko Haram's movement between the borders shared by Nigeria, Niger, Cameroon, and Chad,
  - b. Provide military aid to defend against Boko Haram's attacks in those areas when necessary,
  - c. Work to stabilize the issues in Lake Chad due to climate change,
  - d. Defend schools, places of worship, and other targets of attacks in that area from Boko Haram;
4. Acknowledges that the Lake Chad Basin is at risk of drying up due to climate change, potentially creating economic, political, and social issues affecting the Lake Chad area



and that the key for continued military support from Chad would be to address these problems by:

- a. Enlisting the help of the United Nations Development Programme project (UNDP) to carry out income generating projects and sustainable farming under the protection of the MNJTF soldiers, who will focus on reclaiming and stabilizing Lake Chad as well as protecting the surrounding area from Boko Haram with the help of the following AU member states:
    - i. Kingdom of Morocco,
    - ii. Republic of Benin,
    - iii. Republic of Chad,
    - iv. Togolese Republic;
  - b. Implementing certain regional strategies proposed by the UNDP in the Lake Chad area, including but not limited to:
    - i. Security and Human Rights,
    - ii. Disarmament Demobilization and Rehabilitation (DDR),
    - iii. Reinsertion and Reintegration of Persons associated with Boko Haram,
    - iv. Humanitarian Assistance,
    - v. Socio-Economic Recovery and Environmental Sustainability,
    - vi. Education,
    - vii. Prevention of Violent Extremism and Building Peace,
    - viii. Empowerment and Inclusion of Women and Youth;
  - c. Constructing connected surface and groundwater models to further understand and to create solutions for this pressing issue,
  - d. Sustaining the above over a time period of 10 years renewable at the discretion of the Lake Chad Basin Commission;
5. Decides to remain actively seized in the matter.



## Resolution 1.2

FHSMUN 42

African Union Peace & Security Council (PSC)

Sponsors: the Republic of Angola, Republic of Kenya, Djibouti, Sierra Leone

Signatories: Nigeria, Algeria, Republic of Rwanda, Kingdom of Morocco

The Security Council,

*Acknowledging*, the displaced citizens of Niger, Nigeria, and Chad affected by the violence incited by the extremist group, Boko Haram,

*Concerned*, by the effect, Boko Haram has had on the education of youth specifically women,

*Emphasizing* the importance of healthcare and medical treatment that will be required in camps,

*Aware of* the danger that the pandemic COVID-19 poses on the displaced citizens and any future

Solutions,

*Recognizing* the importance that the youth are provided learning opportunities specifically girls who have been targeted by the group Boko Haram,

1. Designates a UN mission which shall bear the name of United Nations Organization Displacement Mission-Focused in Chad Cameroon Niger and Nigeria (UNODMFCCNN), for the purpose of helping fund and build ten camps that will serve as homes for the



displaced people affected by the terrorist group Boko Haram and rebuild destroyed villages and trade centers to foster the economy by:

- a. Requesting funding for the mission from World Bank, the French Republic, the United Kingdom, and the UN to help support the displaced people through voluntary contributions,
  - b. Using the funding for healthcare to help the displaced citizens with both physical and mental health and build quarantine quarters for infectious disease using Red Cross and Doctors Without Borders,
  - c. Encouraging the use of military personnel to protect the displaced people from attacks by Boko Haram,
  - d. Providing education to the youth affected by Boko Haram using The Vodafone Foundation and The Volta Aid Foundations,
  - e. Having NGOs such as Umande Trust work in the rebuilding efforts of trading posts and villages to foster and revive the economy in mentioned regions,
  - f. Training displaced civilians as police to protect and monitor rebuilt villages and trading posts to create long-term and sustainable solutions;
2. Urges the construction of refugee camps to house displaced citizens and all people affected by the terrorist group Boko Haram:
- a. Camps will be built in the following nations
    - i. Cameroon,
    - ii. Chad,
    - iii. Niger,
    - iv. Nigeria,
  - b. The number of camps per nation is proportional to the number of displaced citizens, within five months after the start of mission UNODMFCCNN the following camps will be established,
    - i. Two camps will be built in Cameroon,
    - ii. Four camps will be built in Chad,
    - iii. Two camps will be built in Niger,
    - iv. Two camps will be built in Nigeria



- c. the maximum amount of displaced citizens that can occupy each camp is 90,000,
  - d. the maximum amount of workers and staff allowed within each camp are 5,000,
  - e. the maximum amount of military personnel allowed within each camp is 3,000
  - f. If the max amount of civilian refugees is exceeded they will be referred to areas where rebuilding efforts are underway,
  - g. NGOs such as Doctors Without Borders, and the International Rescue Committee will be used to build camps;
3. Approves of creating a rebuilding effort to help reconstruct villages and teach the displaced people more sustainable ways to adapt to their temporary new region by:
- a. Having classes to teach about more sustainable living ways such as new farming methods to use in the displaced citizens' new environments,
  - b. Having classes to teach volunteers on how to rebuild communities that the people will live in and use NGOs similar to Umande Trust who specialize in community-led plans will help improve economies;
4. Encourages the creation of a police force made up of civilians that will:
- a. Assist in creating a long-term solution for protecting the trading infrastructure and rebuilding villages,
  - b. Train civilians on a volunteer basis to help protect communities and create additional livelihoods for the affected communities,
  - c. Use NGOs such as Crime Victims Foundation of Nigeria that has in the past help train ethical police forces that help protect communities;
5. Recommends the teaching of youth and adults within camps by:
- a. Establishing classes for adults to learn more farming practices and sustainable options
  - b. Creating equal opportunities for girls and women to learn,
  - c. Using NGOs such as Grounded, Regeneration International, The Vodafone Foundation, and The Volta Aid;
6. Requests the assistance of NGOs, such as Red Cross and Doctors Without Borders to help care for the health needs of the displaced citizens:



- a. These NGOs will contribute medical personnel and treatment of any injuries civilians may have sustained in these camps,
  - b. In regards to COVID-19, camps will take preventative measures such as COVID-19 testing, quarantine facilities for those exposed to the virus, and mask mandates;
7. Authorizes the mission UNODMFCCNN which shall be deployed during the dates May 1 2021 to May 1, 2025, with a maximum of three thousand military personnel and a minimum of one thousand personnel per camp in addition to the civilian population, and review of the progression of mission UNODMFCCNN by the African Union Peace and Security Council will occur May 1 every year for the duration of the active mission;
  8. Decides to remain actively seized on the matter.



## Organization of American States

FHSMUN's Organization of American States (OAS) is appropriate for delegates with prior Model UN experience, especially those with an interest in issues impacting the Americas.

Topics:

- Election Monitoring & Assistance

Country	Delegate
<b>Argentina</b>	Kriya Patel
<b>Bahamas</b>	Jack Power
<b>Bolivia</b>	Bryan
<b>Brazil</b>	Karissa Pudder
<b>Canada</b>	Simone Liang
<b>Chile</b>	Jaydan Sumser
<b>Colombia</b>	Grace Tabor
<b>Ecuador</b>	Ethan Casillas
<b>El Salvador</b>	Rami Falhi
<b>Haiti</b>	Isabella
<b>Honduras</b>	DJ Ramos
<b>Jamaica</b>	Jackson Dailey
<b>Mexico</b>	Darrel Creary
<b>Nicaragua</b>	Patrick McCurdy
<b>Panama</b>	Rom Peles
<b>Peru</b>	Yehya Seddik
<b>Trinidad and Tobago</b>	Olivia Gonzalez
<b>United States</b>	Cailene Bush
<b>Venezuela</b>	Landon



## Resolution 1.1

FHSMUN 42

Organization of American States (OAS)

Sponsors: Brazil, Colombia, Chile, Ecuador, Honduras, Jamaica, Mexico, Peru,

Signatories: Argentina, Bolivia, Nicaragua, Venezuela, United States, Trinidad and Tobago

The Organization of American States,

*Emphasizing* the need to mitigate corruption that affects the sovereignty of all member states,

*Observing* the negative impact of misinformation and/or the exchange of propaganda during a campaign period;

1. Encourages member states to pursue greater transparency in their electoral processes by:
  - a. Implementing routine evaluations and verification of an elections legitimacy,
  - b. Publicizing election results,
  - c. Encouraging political parties to be transparent with their campaign finances and work alongside OAS observers;
2. Further recommends that voter education and aligned resources be available such as, but not be limited to:
  - a. Promoting voter workshops and broadcasts that specialize in educating the public on important voting procedures,
  - b. Strategic partnerships with non-government organizations (NGOs) such as the Electronic Frontier Foundation, to provide accompaniment, supervision, and comprehensive assistance to have close regulation of campaigns to prevent misinformation on elections,



- c. Fact checking of all news sources for misleading or false information through the that could classify under defamation and spoil or taint a candidates reputation unjustly;
3. Considers effective methods of addressing significant socio-political issues and offers legislative assistance and strengthening of a member state's legal framework if requested.



## Resolution 1.2

FHSMUN 42

Organization of American States (OAS)

Sponsors: United States, Venezuela, Nicaragua, Trinidad and Tobago, Canada

Signatories: Bahamas, Mexico, Ecuador, Argentina, Colombia, Honduras, Chile, Brazil, Peru

The Organization of American States,

*Understanding* the need for a large amount of funding to rollout changes to protect the needs of member states in the OAS,

*Recognizing* that several OAS members have faced difficulties in monitoring their elections to ensure fair and free voting,

*Concerned* with the limited number of reliable voting outlets and tabulation methods,

*Considering* the current lack of inclusion of gender and indigenous perspectives with regards to electoral processes;

1. Encourages OAS member states to make funds available to the OAS each year, in addition to the funds already contributed, according to the following formula with voters being defined as the number of voters that cast a vote in the most recent national election:
  - a. If a member state's GDP per voter is greater than or equal to \$25,000 the state is encouraged to make available \$8,000 per 100,000 votes cast in the previous election,



- b. If a member state's GDP per voter is greater than or equal to \$17,500, but less than \$25,000, the state is encouraged to make available \$4,000 per 100,000 votes cast in the previous election,
  - c. If a member state's GDP per voter in the previous election is greater than or equal to \$12,500, but less than \$17,500, the state is encouraged to make available \$2,000 per 100,000 votes cast in the previous election,
  - d. If a member state's GDP per voter in the previous election is less than \$12,500, the state is encouraged to make available \$1,000 per 100,000 votes cast in the previous election;
2. Authorizes the appropriation of funds from the Secretariat for Strengthening Democracy to non-governmental organizations (NGOs) to strengthen their pre-existing projects encouraging democratic practices, such as but not limited to:
- a. The Strengthening Local Governance for Security and Development Program (SLOGSAD) in El Salvador,
  - b. The Human Rights, and Governance (DRG) Assessment in Haiti,
  - c. Vote Count Verification Case Study by Democracy International;
3. Designates non-governmental organizations (NGOs) as partners and monetary contributors in the OAS' effort to improve and increase election oversight, monitoring, education, and political engagement, such as but not limited to:
- a. National Endowment for Democracy,
  - b. Democracy International,
  - c. The World Movement for Democracy,
  - d. International Foundation for Electoral Systems;
4. Considers the diversification and increase of voting outlets in order to accurately introduce tabulation mediums that a state can access, which may include:
- a. Paper-based voting,
  - b. Postal Voting,
  - c. Fixing possibly compromised or ineffective electronic vote counting systems,
  - d. Increasing the accessibility of voting outlets;



5. Affirms the need to include gender and indigenous perspectives during the campaigning and electoral process to ensure their proper representation by means of:
  - a. Directing nonpartisan voter registration efforts led by non-governmental organizations (NGOs), such as the National Democratic Institute, to historically isolated indigenous reserves,
  - b. Broadening requirements for proof of identification that is not dependent upon providing a fixed address to increase voting accessibility for low income individuals,
  - c. An increased number of polling locations on or near indigenous reserves with approval granted by indigenous sovereignty, impoverished areas, and rural areas,
  - d. Promoting accessible public transportation in service to rural and low-income communities that lack proximity to polling locations, through:
    - i. Encouraging municipal governments to delineate specific routes and schedules available to voters before an election takes place,
    - ii. Prompting municipal governments to conduct proper outreach with rural communities to ensure knowledge and use of now-established transportation routes on the day of an election.