



ArcMUN

Aristotelio College Model United Nations

United Nations Educational, Scientific and Cultural Organization (UNESCO)

“Learning our way through change” Study Guide

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1. Welcoming Letter

Honorable delegates,

It is our great honour and pleasure to welcome you to *ArcMUN 2022* and more specifically to the enchanting Committee of *UNESCO*. We are more than delighted to be serving as Chairpersons of this committee and we are eagerly looking forward to meeting and collaborating with each and every one of you. Apprehending UNESCO's indisputable offer to the Educational, Scientific and Cultural field we are truly keen to delve into this year's topic "*Learning our way through change*", a topic so profound and relevant with the current affairs, which will undoubtedly spark interest for fruitful debates. In advance of conducting your personal research, we kindly request you to carefully read and comprehend this Study Guide utilizing it as a background for your composition. Should you have any inquiries, do not hesitate to contact us! We are certain that we will all manage to have a great cooperation throughout the conference, forging an unforgettable experience and beautiful memories.

Sincerely,
The Chairpersons of UNESCO's Committee,
Lagoutari Ismini,
Stathis Paris

2. Introduction to the Committee

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency of the United Nations which was founded 1945 and is headquartered in Paris, France. UNESCO's vision is to promote world peace and security through the international cooperation in fields such as education, arts, sciences, and culture. UNESCO develops educational tools to help people live as global citizens free of hate and intolerance and works to ensure that every child and every citizen has access to quality education. By promoting cultural heritage and the equal dignity of all cultures, UNESCO strengthens the bonds between nations. UNESCO fosters scientific programmes and policies as platforms for development and cooperation and stands up for freedom of expression, as a fundamental right and a key condition for democracy and development.

3. Introduction to the Topic

The Covid-19 pandemic, running currently across the world for more than three years, has deeply affected many important aspects of people's daily lives. While administrations across the world are continuously working to minimize the health risks and effects of the pandemic, there is a widely accepted need to combat the detrimental consequences that this pandemic has on education. More than 1,4 billion students were shut out of their pre-primary, primary, and secondary schools in more than 190 countries, in an effort to slow the spread of the pandemic. An estimated 90 percent of the world's school-aged children have had their education disrupted by the pandemic. In order to eliminate those figures some nations around the world established online distance learning programs. However, in many countries, the heavy reliance on online learning and connectivity technologies to deliver education exacerbated learning inequalities because many governments did not have the policies, resources, or infrastructure to roll out online learning in a fully inclusive manner. Children from low-income families were more likely to be excluded from online distance learning because of an inability to afford sufficient internet or devices and under-resourced schools struggled to reach their students across digital divides, which in turn risked further undermining student groups that already faced greater obstacles to learning. In addition, despite the use of the technological advances nowadays, the physical, face-to-face education and the contact between students and teachers can not be replaced. Furthermore, there are also undeniable effects of the pandemic on culture. Across the world, a number of museums, galleries, cinemas, theatres and generally culture-related infrastructure and activities, were eliminated to combat the pandemic, nevertheless, the large amount of time people have been disconnected from culture has obviously affected their psychology and behavior.

4. Points to be Addressed

1. In what way does UNESCO assist nations to navigate the/in crisis? What does UNESCO's national assistance constitute from?

2. As the world enters a third year living with the COVID-19 pandemic, an unprecedented educational disruption is alarmingly emerging. In what way did the global health crisis affect the regular operation of the educational system? What remedial actions and strategies have been most successful so far so as to combat the detrimental implications of the pandemic in the educational domain?
3. What are the vaccination percentages amongst students as well as amongst the educational community?
4. How has Covid-19 impacted the future of education? Is it possible that the confrontation of this learning crisis will progressively lead to the amelioration of the educational system in a global scale?
5. As education systems pivoted to remote learning, a new era of technological breakthroughs awakened for society. In what way has this pandemic impacted the technological domain?
6. What are the socio-cultural implications of the COVID-19 pandemic? Under which form are the occurring changes manifested?
7. Have there been any alterations in societal values or human behaviors, throughout the extended period of this public health crisis?
8. How did the COVID-19 pandemic impact the regular prosecution of cultural events? What were the measures taken by the government concerning the entry in sites of cultural interest (museums, theatres, archaeological sites etc.)?

5. Bibliography & Further Resources

1. The official site of the UN: <https://www.un.org/en/>
2. The official site of UNESCO: <https://en.unesco.org/>
3. International politics: <https://www.politicalresources.net> , <https://www.bbc.com/>
4. UNESCO Institute for Statistics: <http://uis.unesco.org/>
5. UNESCO digital library: <https://unesdoc.unesco.org/library>
6. UNESCO National Commissions: <https://en.unesco.org/countries/national-commissions>

7. UNESCO's key figures and budget: <https://en.unesco.org/about-us/financial-accountability>



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(UNESCO)**