

MOUNT ARLINGTON STUDENTS ADDRESS WORLD ISSUES



Mount Arlington School UN Delegations (Left to Right): Tyler Karpman, Ty Eckert, Natalie Cantagallo, Michael Stockstill, Sebastian Rodriguez, Nicole Frey, Alexis Merola, Sydney Ostolaza, Mila Teodorescu, Madelyn Svenningsen, Sierra Rogalsky, Hailey Opper, Carla Farris, and Rohan Sharma.

Six delegations from Mount Arlington School recently attended the Drew University Model United Nations to present and negotiate their solutions for three major global issues: global climate change, women's education, and nuclear disarmament. To prepare for the Model UN conference students used primary resources available on the United Nations website to research the role of the UN and identified how the UN General Assembly functions. They reviewed existing UN resolutions to discover how to write pre-ambulatory and operative clauses and then adopted a country to represent. They reviewed existing UN conference reports and explored how the 2016 UN Sustainability Development Goals are applied across the globe.

The program gives students an unique opportunity to evaluate an issue from a different perspective. Over 300 students in the region participated collaboratively. The week before the conference student resolutions are posted on-line in DropBox files so that each delegation can review a set of proposed resolutions. After opening speeches from Drew Professors Carlos Yordan and Patrick McGuinn of the Political Science Department, students break out into committee meetings which are coordinated by Drew students who have spent extensive internships at the United Nations. During the committee meetings students negotiate a final resolution to present at the closing General Assembly.



Grade 8 student Rohan Sharma, who represented Japan on Nuclear Disarmament, was awarded Best Position Paper. Sharma acknowledged the role of key treaties and commended countries who have signed the treaties. These treaties include the Treaty on the Non-Proliferation of

Nuclear Weapons, the Partial Test Ban Treaty (PTBT) or the Treaty Banning Nuclear Weapon Tests In The Atmosphere, In Outer Space And Under Water, the Comprehensive Nuclear-Test-Ban Treaty, and the Wassenaar Arrangement to promote transparency and greater responsibility in transfers of conventional arms and dual-use goods and technologies with the aim to also prevent the acquisition of these items by terrorists. Sharma also supported the UN member states (138) who have committed to provide pre-launch notifications (PLNs) on ballistic missile and space-launch vehicle launches (SLVs) and test flights by participating the Hague Code of Conduct against Ballistic Missile Proliferation (HCoC). In terms of solutions he highlighted the role drone technology can play. In 2016 the University of Wisconsin-Madison's Fusion Technology Lab developed drone technology coupled with miniature instrumentation to monitor and detect nuclear and chemical warfare stockpiles.



Grade 7 students **Mila Teodorescu, Sierra Rogalsky, and Madelyn**

Svenningsen, who represented Ecuador on Global Climate Change, received a Commendation Award for Best Resolution. They were encouraged by the adoption of the Paris Agreement at the COP21 in Paris on 12 December 2015 which sets a pathway forward to limit temperature rise to well below 1.5-2 degrees. They emphasized past efforts and progress towards management of global climate change as documented in previous United Nations conferences and programs including the Kyoto Protocol, Bali Road Map, the Rio de Janeiro Summit, and the UN Framework Convention on Climate Change (UNFCCC). In terms of United Nations Sustainability Development goals they felt that twelve of the seventeen UN Sustainability Development Goals are tied into the issue of climate change:

- Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3 Ensure healthy lives and promote well-being for all at all ages
- Goal 6 Ensure availability and sustainable management of water and sanitation for all
- Goal 7 Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9 Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12 Ensure sustainable consumption and production patterns
- Goal 13 Take urgent action to combat climate change and its impacts
- Goal 14 Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Madelyn Svenningsen added this reflection, “The Model UN Program provided me with new knowledge about global issues and how complex the issues can be. There are so many components that go into solving these issues. Model UN proved to me that to solve global problems requires a team effort.”

Three teams were also recognized for their public speaking skills by being chosen as representatives to present final resolutions at the closing General Assembly. **Mila Teodorescu** presented on behalf of her team members on Global Climate Change. Grade 7 students **Michael Stockstill** and **Sebastian Rodriguez**, who represented the United States delegation, presented on Nuclear Disarmament. Stockstill and Rodriguez were concerned that the improper use and disposal of nuclear material can end up destroying ecosystems and wildlife around the world and cause birth defects, that nuclear early warning systems can be unintentionally triggered by animals such as birds and bears and by satellites and even the moon thus causing member states to activate their warfare missile systems, and that nuclear waste poses a threat to the security of nations if the nuclear waste is pirated by terrorists.

Michael Stockstill adds, "There are a lot of problems in the world that are difficult to fix, but with determination and diplomacy anyone can help others around the world."



Grade 7 student **Sydney Ostolaza**, who represented Chad, presented on Women's Education and acknowledges the collaborative research efforts of her delegation members **Alexis Merola** and **Nicole Frey**. The Chad delegates were encouraged by the efforts of the UNICEF World Education Forum to establish a Roadmap for Women's Education, supportive of The United Nations Girls' Education Initiative (UNGEI) which was established committed to accelerating action on girls' education to realize "...a world where all girls and boys are empowered through quality education to realize their full potential and contribute to transforming societies where gender equality becomes a reality." They recommended acquiring resources to fund solar-powered schools and buildings and the use of technology to help teach students by using products from Apple® or Android® companies which are cheap in immense quantities and can last more years rather than textbooks.

Mila Teodorescu share her reflection, "From my experience at Model UN I learned how the real United Nations works. The process is more strict and formal in the way it runs, and we discussed what issues need to be fixed to solve problems." **Sydney Ostolaza** added, "The Model UN program was a fun and helpful experience. I learned my facts about issues in countries around the world that I had not even thought about before the program. It was also very helpful to engage with children my age that could talk about a topic, and we all had such great ideas." **Nicole Frey** added, "The Model UN experience provide me with knowledge of how the UN works and how to create a resolution. It was a very fun trip, and it helped me to connect with other kids from different schools."

GATEWAY Enrichment Teacher **Julie Crawford** commends the students' research efforts. "These students represent our future leaders, and the Model UN experiences open their eyes to potential career pathways. They have an opportunity to develop research skills, analyze issues from a global perspective, develop their writing skills, and practice public speaking. Their success at the conference again shows that the District's commitment 'to provide digital tools for

learning' enhances student achievement. Another component of the program is that it models an interdisciplinary unit of study. Students even use math skills and apply proportionality rules to create scaled flags."

"By participating in Model UN students are better global citizens, and they leave the program understanding political dynamics with a sensitivity to those in need. After months of internet research using on-line UN documents and video releases as well as media resources, students defined solutions to worldwide issues." The students' resolutions can be viewed in detail on MAPS Model UN website: <https://sites.google.com/site/mapsmodelunitednations/>."