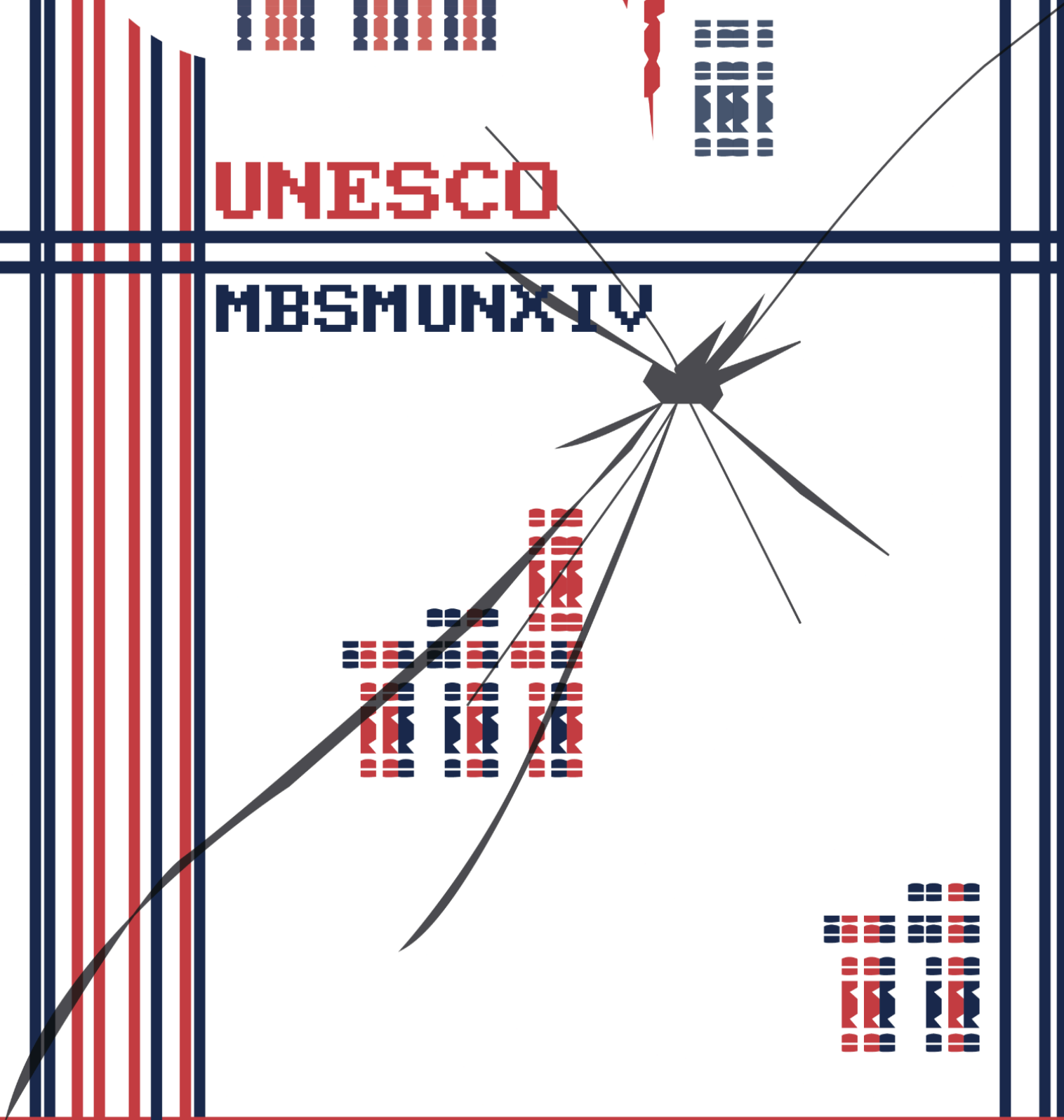
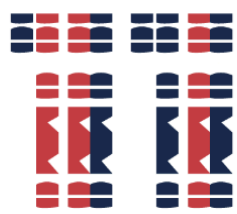
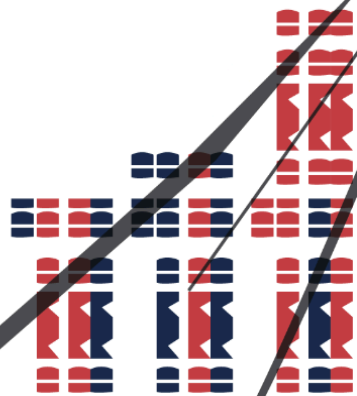
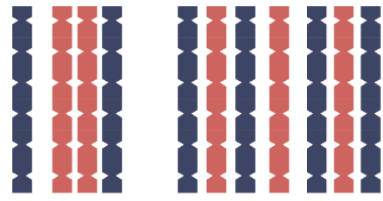
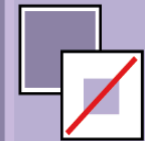


UNESCO

MBSMUNXIV





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Assignments:

Opening speech (60-90 seconds)

Position paper

Topics:

- 1) Militarization of scientific knowledge and ethical control.
- 2) Is homeschooling effective for children over the age of 13? Does it strengthen or weaken the educational values specially on children?

Letter from the chair:

Welcome to MBSMUNXIV! We are really excited to invite you to the UNESCO committee, Our names are Daniel Bermúdez and Emilia Guasca. We will be your presidents in the UNESCO committee. In this committee we will talk about the efficacy of homeschooling in the ages above 13 years and Militarization of scientific knowledge and ethical control. Delegates are expected to ensure a smooth debate and reach a concrete solution on issues A and B. Good behavior and responsibility are also expected from the delegates, as this greatly facilitates the work we, the presidents, have to do. If you have any questions, do not hesitate to ask!

Cordially,
Emilia Lupita Guasca
Daniel Bermúdez

About the committee:

In November 1946, the United Nations created UNESCO, the United Nations Educational, Scientific and Cultural Organization, the agency



dedicated to achieve peace through international cooperation in the promotion of education, science, culture, communication and information. The UNESCO Constitution was adopted in London in 1945 and entered into force in 1946. The main roles of UNESCO are:

Supporting creativity as a driver of social cohesion, by protecting diverse forms of cultural expression and steering the Creative Cities Network. Innovation is an important step to a future. Most importantly, a pacific future, in which diversity could finally be accepted and education can improve.

Fight racism and discrimination by establishing standards that can be incorporated into national legislative and policy frameworks, for having a world in which all opinions can be heard without judging because of social classes, skin tone or other factors.

Build inclusive, just and peaceful knowledge societies, while protecting human rights and fundamental freedoms. Even though it might sound familiar to fight discrimination, there are a lot of social inequalities that affect these human rights, for example: extreme poverty, extreme inequalities, armed conflicts, etc.

UNESCO focuses a lot on cultural and educational rights, which is the key for peace in the world, and assuming that young minds are the clue for our future, we need to care more about education, a topic in which UNESCO helps. For example, UNESCO helped Malala to create the Malala Fund for Girls' Right to Education that works to ensure all girls can access and complete 12 years of education. The UNESCO Malala Fund for Girls' Right to Education is one component of the "Better Life, Better Future" Global Partnership for Girls' and Women's Education launched by UNESCO in 2011. The Global Partnership recognizes that educating girls and women can break the cycle of poverty, foster greater social justice and contribute to the achievement of the Sustainable Development Goals. It aims to expand and improve the quality and relevance of education for girls and women, creating a better life and better future for all members of society for generations to come.

Committee dynamics:

Each delegation should debate and find a solution for the efficiency, advantages and disadvantages of homeschooling and Militarization of scientific knowledge and ethical control. Delegates must also discuss a solution to both of the topics, in which they must be well informed to



debate it properly. As presidents, we strongly advise you to read this theme guide for better understanding.

There are some papers that must be handed to the presidents: the position paper and the opening speech. The position paper, as its name says, explains the delegate's position with all the data of the country, such as its location, the neighboring countries, its size (not so necessary) political figures, the official language, population and economy. Both of the papers must contain topic A and B. The opening speech should be 1:30- 2:00 minutes long.

Topic A - Militarization of scientific knowledge and ethical control.

Context:

An overview on Militarization of Scientific Knowledge and Ethical Limits.

The militarization of scientific knowledge refers to the scientific research, creation of new technologies, and academic knowledge used for military purposes. The militarization of scientific knowledge refers to the use of scientific research, innovation, and academic knowledge for military purposes. Over the years, knowledge in fields such as physics or chemistry has been used to create weapons, as was the case with the "Manhattan Project" or mustard gas.

UNESCO, as an organization dedicated to education, culture, peace, and scientific development, is responsible for regulating this field. However, given the dual uses of some technologies, creating effective regulations becomes difficult, especially in a world where something new is created every day. The militarization of scientific knowledge could jeopardize respect for human rights and ethical boundaries. Scientific knowledge used for military purposes could lead to arms races, increased global tensions, and the diversion of resources that could be used for more constructive goals. To this day, many weapons and armaments have been created through the unethical use of science. In countries like Israel, Iran, and Palestine, this is evident. Even now, new weapons continue to be developed to make attacks on other nations more precise and to improve defense systems. Another area where this uncontrolled advancement is seen is in the field of artificial intelligence, a tool that was recently authorized for military use.



What is ethics?

Ethics is a branch of philosophy that focuses primarily on the principles that guide human behavior, allowing us to distinguish what is morally right or wrong, just, and unjust. It is especially important in situations where there are consequences for the environment or other people. In the field of science, ethics is important for setting moral limits on the use of knowledge. Not everything produced in this field is necessarily ethical, examples of this are the atomic bomb and the "Mk Ultra" experiment. But in most cases, there is an attempt to respect certain fundamental principles such as dignity, life, and safety, among others.

Ethics also promotes both individual and collective responsibility, which helps governments establish clear boundaries regarding their actions and potential consequences. This fosters collaboration and transparency among countries, even if their political ideologies differ. Ethics is also important at the international level. International law and human rights keep countries within certain moral boundaries. Ethics helps guide decisions about war and peace, including concepts such as just war theory, which attempts to determine when war might be morally justified and how it should be carried out.

Cases in which scientific knowledge was used for military purposes.

The Manhattan Project was a program initiated in the United States during World War II with the goal of creating a nuclear weapon, the first of its kind. The experiment was considered a "success," culminating in the dropping of two atomic bombs, one on Hiroshima and the other on Nagasaki. This is one of the most well-known examples of how scientific development for military purposes can have catastrophic consequences.

A more recent example would be the potential risks of artificial intelligence, which, if left unregulated, could pose a future threat. An example of this happening right now can be seen in how the United States is implementing AI systems to make their military tactics more efficient and automatize the process. Possible threats include disinformation; it can be used to influence people and instill certain ideologies. Similarly, it could be used unethically to create weapons or for military purposes, such as operations or strategies against other nations.

Previous measures:



UNESCO has attempted to address this problem by promoting ethical standards and implementing international rules that encourage the use of science for peace, not war. Treaties such as the Declaration on Science and the Use of Scientific Knowledge and the Declaration on Bioethics and Human Rights are examples of this. Furthermore, UNESCO advocates for the respect of human rights and therefore does not support the development of weapons or the misuse of scientific advancements. Unfortunately, UNESCO does not directly interfere in the military development of nations.

Current Situation:

Currently, scientific knowledge continues to be misused. This can be seen in advancements such as artificial intelligence, which some governments, like that of the United States, are already training with military tactics. Regions involved in this new type of warfare are Israel, Palestine, United States, Iran, among others. Another area where this problem is evident is in the creation of weapons, whether biological or firearms, which are becoming more efficient and thus more lethal every day. Right now, we are in the midst of an arms race between several countries, especially those experiencing the most tension. This can be seen in how the volume of arms transfers in the period 2021-2025 has experienced a growth of 9% compared to the previous five-year period. Therefore, scientific knowledge continues to be applied to areas where ethics are not a priority. As mentioned earlier, artificial intelligence has also been authorized for military use. Companies like OpenAI have agreed to a deal with the US government to enhance its classified military network. This situation could worsen in the future, and more companies may enter into these types of classified agreements.

Useful Links:

1. UNESCO. (2022). UNESCO in brief. [Www.unesco.org. https://www.unesco.org/en/brief](https://www.unesco.org/en/brief)
2. Fonseca, F., Manukian, K., Martine, A. C., Rasmussen, V. E. S., Ximénez, C., Nielsen, M. B. T., & Steinhoff, J. E. (2022, diciembre 20). The militarization of scientific research and its ethical implications. Ruc.dk. https://rucforsk.ruc.dk/ws/files/88377499/Group_2_Military_Funding.pdf



3. Santa Clara University. (s/f). What is ethics? Scu.edu. Recuperado el 30 de enero de 2026, de

<https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/what-is-ethics/>

4. (S/f). Sciencedirect.com. Recuperado el 30 de enero de 2026, de <https://www.sciencedirect.com/topics/mathematics/scientific-knowledge>

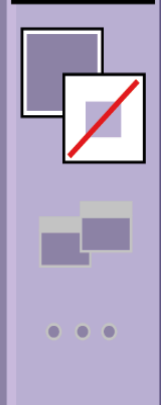
5. Caballar, R. D. (2026, enero 27). 10 AI dangers and risks and how to manage them. lbm.com. <https://www.ibm.com/think/insights/10-ai-dangers-and-risks-and-how-to-manage-them>

Topic B: Is homeschooling efficient for kids above 13 years? Does it strengthen or weaken the educational values specially on teenagers?

Context:

Homeschooling is a crucial topic for discussion, since young people really are the future of the world. Therefore, a quality education must be guaranteed for positive change, because if a good education is not acquired, a good future is not guaranteed. Many parents choose to homeschool their children because it saves monetary resources, increases their children's individual responsibility, improves their digital skills, minimizes bullying since they don't attend traditional school, and strengthens parental involvement in their children's education. However, factors such as social isolation, cyberbullying, the lack of necessary educational resources, and the increased distractions from the absence of supervision from figures like teachers are often overlooked, especially if you have devices or any possible distraction around you.

So, this is a topic that is frequently undervalued, but the educational method used can shape the future. On teenagers, it is difficult to determine if it is more efficient to homeschool them or not. On one side there is no bullying and there is no constant comparison which can lead to mental issues. However, there is isolation and cyberbullying. Also, in many



countries homeschooling is forbidden. The context consists of if we should incorporate homeschooling in countries that have it forbidden or vice-versa.

Homeschooling was created during the colonial period in the United States, the family—parents and siblings—formed the normal, fundamental, and predominant educational environment for most children. It is nearly impossible to obtain precise statistics or percentages regarding how many school-age children spent more time in home-based education than in school-based education. However, evidence suggests that the vast majority were educated primarily at home, and this included instruction in reading, writing, arithmetic, faith, morals, and interpersonal or social skills. Tutoring, particularly in the child's home, was also quite common in the colonial era (Gordon and Gordon 1990, pp. 245–273).

Previous measures:

In 2025, UNESCO published "Homeschooling through a Human Rights Lens," summarizing the findings of a research project launched in 2023 as part of the "Evolving Right to Education Initiative." An article published on UNESCO's website in late September summarizes the findings of this research conducted by the UN agency on the now widespread practice of homeschooling. Also, UNESCO has done things related to homeschooling, but more generalized, such as the UNESCO Malala Fund for Girls' Right to Education (which I had already mentioned in this article), which helped girls to have the right education, similar to homeschooling, in which homeschooled children need to have a good education, but UNESCO has not done something so specific.

Current situation:

Since the Covid-19 pandemic, the rate of homeschooling has not done more than increasing. By 2024, this trend has solidified, with homeschooling now being a consistent choice for families of all political or social backgrounds. Now, approximately 4 million children are homeschooled just in the United States, which represents approximately 10% of the total student population. In 2026, homeschooling is way more diverse than it was a couple of years ago.

Useful links:



1. Wingert, S. (2026, January 19). *Homeschooling in 2026 trends: A case study*. Homeschool Planet. <https://homeschoolplanet.com/homeschooling-2025-case-study/>
2. (N.d.). Educacionencasa.net. Retrieved January 14, 2026, from <https://educacionencasa.net/pros-y-contras-del-homeschooling/>
3. Wingert, S. (2026, January 19). *Homeschooling in 2026 trends: A case study*. Homeschool Planet. <https://homeschoolplanet.com/homeschooling-2025-case-study/>

There are more links at the bottom, but these ones can help you study for the MUN.

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1. UNESCO. (2022). UNESCO in brief. Www.unesco.org. <https://www.unesco.org/en/brief>
2. Fonseca, F., Manukian, K., Martine, A. C., Rasmussen, V. E. S., Ximénez, C., Nielsen, M. B. T., & Steinhoff, J. E. (2022, diciembre 20). The militarization of scientific research and its ethical implications. Ruc.dk. https://rucforsk.ruc.dk/ws/files/88377499/Group_2_Military_Funding.pdf
3. Santa Clara University. (s/f). What is ethics? Scu.edu. Recuperado el 30 de enero de 2026, de <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/what-is-ethics/>



4. Manhattan project - Manhattan project national historical park (U.S. national Park service). (s/f). Nps.gov. Recuperado el 30 de enero de 2026, de <https://www.nps.gov/mapr/learn/manhattan-project.htm>
5. González, F. (2026, March 2). A diferencia de Anthropic, OpenAI cede al Pentágono “uso legal” de su IA para fines militares. WIRED. <https://es.wired.com/articulos/a-diferencia-de-anthropic-openai-cede-al-pentagono-uso-legal-de-su-ia-para-fines-militares>
6. (S/f). Sciencedirect.com. Recuperado el 30 de enero de 2026, de <https://www.sciencedirect.com/topics/mathematics/scientific-knowledge>
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8. Redacción. (2026, March 11). Mercado global de armas 2025: máximos históricos según SIPRI. Empresa Exterior | Noticias Del Comercio Exterior Y Negocio Internacional. España; empresaexterior. <https://empresaexterior.com/art/101840/las-transferencias-mundiales-de-armamento-alcanzan-maximos-historicos-en-2025-impulsadas-por-la-tension-global>
9. (S/f-b). Unesco.org. Recuperado el 28 de enero de 2026, de <https://www.unesco.org/en/strategic-objectives#:~:text=LowTech%20Lab-,Make%20the%20world%20more%20just%20and%20inclusive,national%20legislative%20and%20policy%20frameworks>.
10. (S/f). Unesco.org. Recuperado el 28 de enero de 2026, de https://www.unesco.org/en/brief#:~:text=The%20United%20Nations%20Educational%2C%20Scientific%20and%20Cultural,heritage%20*%20Ensuring%20access%20to%20reliable%20information



11. *Why girls' education.* (s/f). Malala.org. Recuperado el 28 de enero de 2026, de <https://malala.org/girls-education?sc=header>
12. Uribe, F. G. (2017, October 1). *HISTORIA DE LA EDUCACIÓN EN CASA.* *HomeJESUSchool.
<https://homejesuschool.wordpress.com/2017/10/01/historia-del-home-schooling/>
13. (N.d.). Educacionencasa.net. Retrieved January 14, 2026, from <https://educacionencasa.net/pros-y-contras-del-homeschooling/>
14. (N.d.). Researchgate.net. Retrieved January 15, 2026, from https://www.researchgate.net/publication/384437240_The_Impact_of_Globalization_on_Cultural_Identity_Preservation_or_Erosion
15. (N.d.-b). Unesco.org. Retrieved January 15, 2026, from <https://www.unesco.org/en/articles/supporting-safeguarding-intangible-cultural-heritage-dominica?>
16. Wingert, S. (2026, January 19). *Homeschooling in 2026 trends: A case study.* Homeschool Planet.
<https://homeschoolplanet.com/homeschooling-2025-case-study/>

