Greetings Delegates,

Welcome to the Southern Regional Model United Nations Conference (SRMUN) XXI and the United Nations Educational, Scientific, and Cultural Organization (UNESCO). We are ecstatic for your presence this year. I will be your Director for this wonderful, thought provoking, and challenging committee. I am a seasoned participant of SRMUN as this is my fourth year with the conference and third year on staff. In the past I have served as a Rapporteur, an Assistant Director for two years, and now a Director. I am currently a graduate student at Drexel University with a major in Higher Education Administration and Organizational Management. Co-piloting this committee is my Assistant Director Ms. Jessica Belk. Jessica is also well experienced with Model United Nations. She has served as a Director for the Kennesaw State University High School Model United Nations conference for the past three years. She is currently a senior at Kennesaw State University pursuing a Bachelor of Arts degree in International Affairs with a concentration in Diplomatic and International Service.

The United Nations Educational, Scientific, and Cultural Organization was established on 16 November 1946 with a mission to contribute to the structure of peace, the abolition of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. UNESCO serves as a critical committee in this year's conference theme *The Global Paradigm: Enhancing Peace through Security Initiatives* and as such we have chosen the following topics to discuss at this year's conference.

I.   Bridging the Digital Divide Among Member States
II.   Establishing Best Practices for Primary Education in the Math and Sciences
III. Utilizing the Culture of Peace to Prevent Conflict

Although this background guide will supply you with a strong groundwork for your research it is not to be used as an end to the information available for these selected topics. It is expected that strong, concise, and formidable preparation is extended to each topic to ensure that the participation within and the outcome of this committee exceeds all delegate and staff's expectations. Please make sure to inquire additional research and site it thoroughly throughout your position paper to ensure that you are prepared for discussion come the conference in November.

Each delegation is required to submit a position paper for consideration. It should be no longer than two pages in length (single spaced) and demonstrate your country's position, policies and recommendations on each of the three topics. For more information regarding the position papers please visit the SRMUN website at http://www.srmun.org. **Position papers MUST be submitted by October 22, 2010 at 11:59pm EST to the SRMUN website. Instructions for uploading your position paper can be found on the SRMUN website.**

Jessica and I send you the best regards as you prepare for the 2010 SRMUN Conference.

Erica Little   Jessica Belk   Reggie Thomas

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The History of the United Nations Educational, Scientific and Cultural Organization

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was created following the influences of two institutions in Geneva, Switzerland: the International Committee of Intellectual Co-operation (CICI) and the International Bureau of Education (IBE). The International Institute of Intellectual Co-operation (IICI) also was a predecessor of UNESCO serving as the executor of the CICI. The priority of education in the international community became evident amid World War II, when European countries attended the Conference of Allied Ministers of Education (CAME). CAME proposed that the United Nations host a conference for the purposes of establishing a cultural and educational body. The conference convened in London during the first two weeks of November 1945.[1] UNESCO was founded by 37 Member States at the conclusion of the conference.[2] The Constitution of UNESCO was signed on 16 November 1945, but ratified on 4 November 1946 by 20 Member States: Australia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Egypt, France, Greece, India, Lebanon, Mexico, New Zealand, Norway, Saudi Arabia, South Africa, Turkey, United Kingdom, and United States.[3] UNESCO consists of two governing bodies—the General Conference and the Executive Board. The General Conference sets the policies, establishes the programs, and organizes the budget of UNESCO. This body convenes every two years and consists of all UNESCO's Member and Associate States, along with observers from Inter-Governmental Organizations (IGOs), Non-Government Organizations (NGOs), and non-Member States.

 The purpose of UNESCO *"is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations."*[4] Every six years UNESCO adopts a medium-term strategy which defines the tactical aims and expected end results of the Organization's work. UNESCO's Medium-Term Strategy for 2008-2013 is centered on building peace, alleviating poverty, promoting sustainable development, producing an intercultural exchange of ideas through quality education, the sciences, customs, communication and information. The Strategy is planned around five programme-driven substantial goals for the Organization as a whole, tailoring to the unique strengths of UNESCO in fields of mutual interest to many member states. These goals include:

- *"Attaining quality Education for All;*
- *Mobilizing scientific knowledge and science policy for sustainable development;*
- *Addressing emerging ethical challenges;*
- *Promoting cultural diversity and intercultural dialogue; and*
- *Building inclusive knowledge societies through information and communication.* [5]

In promoting peace and security, UNESCO created UN Resolution A/RES/53/243: Declaration and Programme of Action on a Culture of Peace, which emphasizes the importance of the culture of peace within society. The resolution outlines the culture of peace as *"a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations."* [6]

In facilitating budget preparation and monitoring, the Bureau of the Budget (BB) is responsible for the proper execution of this task including all budgetary queries concerning assorted sectors, and institutes as well as other external bodies and Member States.[7] The current budget for 2010-2011 is under draft stages and is cited by the current

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[1] "The Organization's History." United Nations Educational, Scientific and Cultural Organization.
        http://www.unesco.org/new/en/unesco/about-us/who-we-are/history/
[2] Ibid.
[3] "UNESCO Constitution." United Nations Educational, Scientific and Cultural Organization.
        http://portal.unesco.org/en/ev.php-URL_ID=15244&URL_DO=DO_TOPIC&URL_SECTION=201.html
[4] Constitution of the United Nations Educational, Scientific and Cultural Organization. UNESCO.
16 November 1945.
[5] "Medium Term Strategy C/4." United Nations Educational, Scientific and Cultural Organization.
        http://portal.unesco.org/en/ev.php URL_ID=36920&URL_DO=DO_TOPIC&URL_SECTION=201.html
[6] Resolution A/RES/53/243. Declaration and Programme of Action on a Culture of Peace. United Nations
        Educational, Scientific and Cultural Organization. 6 October 1999.
        http://www3.unesco.org/iycp/uk/uk_sum_cp.htm
[7] "Resolution 15 adopted by the General Conference at its 34th session"; United Nations Educational, Scientific and

Director-General of UNESCO as requesting a budget ceiling of $653 million. This request in comparison to the 34 C/F Approved budget represents a monetary increase of $22 million and an overall percentage increase of 3.5 percentpercent.[8] In reference to the approved budget currently in use, the funds acquired from the proposed and current budget will allow UNESCO to accomplish its five established tasks for the international community: *"laboratory of ideas; standard-setter; clearing house; capacity-builder in Member States in UNESCO's fields of competence; and catalyst for international cooperation."*[9]

As noted in the Medium-Term Strategy, these essential functions and the ways in which they are implemented can and will advance to act in response to varying situations in the environment in which UNESCO functions. The Programme and Budget currently in use focuses on putting the Medium-Term Strategy: Africa and gender equality, into "operational and tangible actions." [10] Regardless of monetary contribution, each Member State receives one vote and utilizes these votes to appoint the Director-General and elect 58 Members to the Executive Board. The management of UNESCO as a whole lies with the Executive Board and its duties for the General Conference are outlined in the UNESCO constitution. Convening twice a year, special tasks are assigned to the Executive Board by the general conference every two years.[11]

There are 65 UNESCO field offices in the world and civil workers are hired from over 170 countries.[12] The Secretariat of UNESCO consists of a staff appointed by its Director-General and is expected to realistically implement the programs that the General Conference approves. Every four years the General Conference elects a new Director-General to head the organization.[13] The current Director-General of UNESCO is Irina Bokova of Bulgaria. In 2010, she launched this year's theme, the International Year for the Rapprochement of Cultures, by establishing the High Panel on Peace and Dialogue among Cultures.[14]

The work of UNESCO shapes the international dialogue on ethics and its commitment to working toward a common good is evident. The first intergovernmental conference held to merge the ideas of environmentalism and development into "sustainable development" was hosted by UNESCO. This body also adopted the Convention concerning the Protection the World Culture and Natural Heritage in 1972. Just six years later, the Declaration on Race and Racial Prejudice adopted by UNESCO helped discredit science-associated racism theories. Another important milestone for UNESCO was the development and adoption of the Universal Declaration on the Human Genome and Human Rights in 1997.[15]

The mandate of UNESCO establishes a framework that the organizations coordinate and cooperate with the United Nations, the other organizations within the United Nations, and intergovernmental organizations. UNESCO also participates in global, regional, and domestic joint activities in order to preserve the collaborations it has with the Specialized Agencies, Funds, and Programmes of the United Nations. Strong cooperation of all these bodies is important, so UNESCO has signed agreements with 16 United Nations groups.[16]

Cultural Organization. http://unesdoc.unesco.org/images/0015/001560/156046E.pdf. 2 November 2007

[8] "Draft 35 C/5. Rev Volume 1 Draft Resolutions, 2010-2011". United Nations Educational, Scientific and Cultural Organization. http://unesdoc.unesco.org/images/0018/001811/181173e.pdf

[9] Ibid.

[10] Ibid.

[11] "Governing bodies." United Nations Educational, Scientific and Cultural Organization. http://www.unesco.org/new/en/unesco/about-us/who-we-are/governing-bodies/

[12] "Secretariat." United Nations Educational, Scientific and Cultural Organization. http://www.unesco.org/new/en/unesco/about-us/who-we-are/secretariat/

[13] "Directors-General." United Nations Educational, Scientific and Cultural Organization. http://www.unesco.org/new/en/unesco/about-us/who-we-are/history/directors-general/

[14] "Director-General." United Nations Educational, Scientific and Cultural Organization. http://www.unesco.org/new/en/unesco/about-us/who-we-are/director-general/

[15] "Milestones over 60 years." United Nations Educational, Cultural and Scientific and Cultural Organization. http://www.unesco.org/new/en/unesco/about-us/who-we-are/history/milestones/

[16] "Communities: The United Nations System." United Nations Educational, Scientific and Cultural Organization. http://portal.unesco.org/en/ev.php-URL_ID=32248&URL_DO=DO_TOPIC&URL_SECTION=201.html

The current members of the United Nations Educational, Scientific and Cultural Organization include:

AFGHANISTAN, ALBANIA, ALGERIA, ANDORRA, ANGOLA, ANTIGUA AND BARBUDA, ARGENTINA, ARMENIA, AUSTRALIA, AUSTRIA, AZERBAIJAN, BAHAMAS, BAHRAIN, BANGLADESH, BARBADOS, BELARUS, BELGIUM, BELIZE, BENIN, BHUTAN, BOLIVIA, BOSNIA AND HERZEGOVINA, BOTSWANA, BRAZIL, BRUNEI DARUSSALAM, BULGARIA, BURKINA FASO, BURUNDI, CAMBODIA, CAMEROON, CANADA, CAPE VERDE, CENTRAL AFRICAN REPUBLIC, CHAD, CHILE, CHINA, COLOMBIA, COMOROS, CONGO, COOK ISLANDS, COSTA RICA, CÔTE D'IVOIRE, CROATIA, CUBA, CYPRUS, CZECH REPUBLIC, DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA, DEMOCRATIC REPUBLIC OF THE CONGO, DENMARK, DJIBOUTI, DOMINICA, DOMINICAN REPUBLIC, ECUADOR, EGYPT, EL SALVADOR, EQUATORIAL GUINEA, ERITREA, ESTONIA, ETHIOPIA, FIJI, FINLAND, FRANCE, GABON, GAMBIA, GEORGIA, GERMANY, GHANA, GREECE, GRENADA, GUATEMALA, GUINEA-BISSAU, GUYANA, HAITI, HONDURAS, HUNGARY, ICELAND, INDIA, INDONESIA, IRAN, IRAQ, IRELAND, ISRAEL, ITALY, JAMAICA, JAPAN, JORDAN, KAZAKHSTAN, KENYA, KIRIBATI, KUWAIT, KYRGYZSTAN, LAO PEOPLE'S DEMOCRATIC REPUBLIC, LATVIA, LEBANON, LESOTHO, LIBERIA, LIBYAN ARAB JAMAHIRIYA, LITHUANIA, LUXEMBOURG, MADAGASCAR, MALAWI, MALAYSIA, MALDIVES, MALI, MALTA, MARSHALL ISLANDS, MAURITANIA, MAURITIUS, MEXICO, MICRONESIA, MONACO, MONGOLIA, MOROCCO, MONTENEGRO, MOZAMBIQUE, MYANMAR, NAMIBIA, NAURU, NEPAL, NETHERLANDS, NEW ZEALAND, NICARAGUA, NIGER, NIGERIA, NIUE, NORWAY, OMAN, PAKISTAN, PALAU, PANAMA, PAPUA NEW GUINEA, PARAGUAY, PERU, PHILIPPINES, POLAND, PORTUGAL, QATAR, REPUBLIC OF KOREA, REPUBLIC OF MOLDOVA, ROMANIA, RUSSIAN FEDERATION, RWANDA, SAINT KITTS AND NEVIS, SAINT LUCIA, SAINT VINCENT AND THE GRENADINES, SAMOA, SAN MARINO, SAO TOME AND PRINCIPE, SAUDI ARABIA, SENEGAL, SERBIA, SEYCHELLES, SIERRA LEONE, SINGAPORE, SLOVAKIA, SLOVENIA, SOLOMON ISLANDS, SOMALIA, SOUTH AFRICA, SPAIN, SRI LANKA, SUDAN, SURINAME, SWAZILAND, SWEDEN, SWITZERLAND, SYRIAN ARAB REPUBLIC, TAJIKISTAN, THAILAND, THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA, TIMOR-LESTE, TOGO, TONGA, TRINIDAD AND TOBAGO, TUNISIA, TURKEY, TURKMENISTAN, TUVALU, UGANDA, UKRAINE, UNITED ARAB EMIRATES, UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND, UNITED REPUBLIC OF TANZANIA, UNITED STATES OF AMERICA, URUGUAY, UZBEKISTAN, VANUATU, VENEZUELA, VIET NAM, YEMEN, ZAMBIA, ZIMBABWE.[17]

The current associate members of the United Nations Educational, Scientific and Cultural Organization include:

ARUBA, BRITISH VIRGIN ISLANDS, CAYMAN ISLANDS, FAROES, MACAO, NETHERLANDS ANTILLES, TOKELAU.[18]

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[17] Ibid.
[18] Ibid.

Topic I: Bridging the Digital Divide Among Member States

"Freedom of expression, independent and pluralistic media, free flow of ideas, universal access to information and knowledge through new technologies, are essential for ensuring transparency, accountability and good governance."

UNESCO Director-General Irina Bokova[19]

Introduction

Education is a universal theme amongst all societies – regardless of language or cultural differences. It is important to everyone in each Member State that their education systems be the strongest they can be. The media is the most substantial transference of information depending on how it is conveyed. Due to this reason, information must be accurately understood before presenting it to the general public through defined research as most of our education derives from what the media communicates. The Education for All movement (EFA) is an international pledge to present quality essential education for all children, youth and adults and focuses on the development and implementation of six goals as set forth by the Dakar Framework for Action. These goals include early childhood, primary education, lifelong learning, adult literacy, gender parity, and quality education.[20] This movement was launched at the World Conference on Education for All in 1990 by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), United Nations Development Programme (UNDP), United Nations Population Fund (UNFPA), UNICEF, and the World Bank.[21] UNESCO has been authorized to direct the international endeavors to reach Education for All and these goals are set to be met by 2015.[22] Expanding early childhood care will allow for more possibilities to support young children and their families in the critical areas of childhood development, including, but not limited to, physical, emotional, social, and intellectual sectors.[23] It also focuses on special needs children who are particularly vulnerable from due to living with aids, in poverty, being female, or rural and minority children.[24] Due to the priority various state governments give to education, many challenges are created in planning, organizing, and delivering early childhood care and education.

Digital Divide

There is a substantial amount of free flowing information available to the public yet only a fraction of it is utilized to its fullest potential amongst a single nation. The usage continues to diminish across the bridge of multiple nations and this discontinuity is known as the digital divide. The digital divide is defined as the gap between rich and poor nations and their available accessibility to information.[25] It is essentially numerous gaps in one: a scientific divide in infrastructure, with 70 percent of the world's Internet users living in the 24 wealthiest countries, which contain just 16 percent of the world's people; a content divide, with practically 70 percent of the world's websites in English and a recurrent deficiency of locally significant material; and gender segregation. There are also divides between developed countries.[26] Although income, gender, and educational level have been identified as important criteria of the digital divide particular interest has been centered on the rural/urban divide.[27]

Education for All

Three particular challenges face Early Childhood Care and Education (ECCE) in most countries. The first is access, in which nearly all countries need to have accessibility to a more significant number of early learning opportunities,

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[19] "Mission statement" United Nations Educational, Scientific, and Cultural Organization
http://www.unesco.org/new/en/unesco/about-us/who-we-are/director-general/mission-statement/
[20] Education for all goals. United Nations Educational, Scientific, and Cultural Organization.
http://portal.unesco.org/en/ev.php-URL_ID=22012&URL_DO=DO_TOPIC&URL_SECTION=201.html
[21] Ibid.
[22] Ibid.
[23] Expand early childhood care and education. United Nations Educational, Scientific, and Cultural Organization
http://www.unesco.org/en/efa/efa-goals/early-childhood/
[24] Ibid.
[25] Combating the digital divide. United Nations Educational, Scientific, and Cultural Organization
http://portal.unesco.org/en/ev.php-URL_ID=6060&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html
[26] Ibid.
[27] "Transforming the digital divide." United Nations Educational, Scientific, and Cultural Organization
http://portal.unesco.org/ci/en/ev.php-URL_ID=17415&URL_DO=DO_TOPIC&URL_SECTION=201.html

resulting in a larger percentage of children benefiting from learning and care at an early age. Second, a holistic approach must be developed which meets the physical, social, psychological, emotional and intellectual needs of the young child. Third, institutional responsibility must be implemented in which there is a clear responsibility in government.[28] UNESCO assists Member States to recognize tangible measures to expand or develop each country's early childhood policies and assumes capacity-building exercises for government officials to reinforce their technical capacity. In order to expand, there needs to be development and employment of national early childhood policies within the framework of Education for All (EFA) and shared diverse policy alternatives and strategies for promoting reasonable access to superior early childhood services.[29] Goal two within EFA involves providing free quality education for all students to ensure that they complete their primary education. This involves the support of national governments and the overcoming of many challenges that include, but are not limited to, poor families that already cannot afford to send their children to school, young girls that live within families that don't place importance on a female education, nomadic families that cannot provide sufficient amount of time to stay in school in a particular area, and those living on the streets, either homeless families, or orphans.[30] This goal is important as every child deserves to have an adequate education to aid them in being future leaders and entrepreneurs. A child's first introduction to the world around them is through education and having appropriate skills allows a child to grow and maximize their potential to produce greatness out of it.[31] Placing an emphasis on the education needs of young people and adults within the framework of lifelong learning is of importance within the EFA goals as it calls for reasonable access to learning programs that will aid in continuing to expand life skills beyond the primary education age.[32]

Currently, UNESCO is working to better characterize life skills and explain what it means to instruct and learn them. The biggest challenge in implementing the significance of teaching life learning skills is recognizing the importance of these skills as an element of education which gives importance to the full maturity of human potential and to the positive progression of society.[33] Increasing adult literacy to at least 50 percent by 2015 will extend the option to adults to incorporate life-long learning into their existence, especially women. "An estimated 776 million adults – or 16 per cent of the world's adult population – lack basic literacy skills. About two-thirds are women. Most countries have made little progress in recent years. If current trends continue, there will be over 700 million adults lacking literacy skills in 2015. Between 1985–1994 and 2000–2006, the global adult literacy rate increased from 76 per cent to 84 per cent."[34] This type of heavy percentage fosters the continued digital divide amongst nations as those who are illiterate are unable to take in valuable information that is provided throughout various digital outlets. The biggest challenge within this goal is linking literacy to additional benefits such as development activities within the sector of running businesses, cultural development, and health education. To effectively promote literacy the government must construct the learning techniques to fit the needs, interests, and wants of a particular society. Therefore these programs must be flexible and involve the input of many locals from the particular area that is targeted.[35] Literacy is of particular importance as it allows for the transfer of information through one another throughout various venues such as paper or a computer. By having increased percentages of the society who are literate allows those people to voice their opinions and concerns as well as educate others. Thoughts and opinions are stored, new and accurate knowledge is obtained and created and the current digital gap that is dividing member states as technology continues to dominate the world as a burgeoning universal language edges closer to being closed.[36]

Gender Equality and Education

Gender parity within the EFA goals allows for there to be an equal amount of representation of both girls and boys within a primary and secondary school system.[37] This goal is set in place so that both male and female children have

[28] Early Childhood. EFA Goals. United Nations Educational, Scientific, and Cultural Organization
    http://www.unesco.org/en/efa/efa-goals/early-childhood/
[29] Ibid.
[30] Primary Education. EFA Goals. United Nations Educational, Scientific, and Cultural Organization
    http://www.unesco.org/en/efa/efa-goals/primary-education/
[31] Ibid.
[32] Life- Long Learning. EFA Goals. United Nations Educational, Scientific, and Cultural Organization
    http://www.unesco.org/en/efa/efa-goals/lifelong-learning/
[33] Ibid
[34] Ibid.
[35] Ibid.
[36] Ibid.
[37] Gender parity. EFA Goals. United Nations Educational, Scientific, and Cultural Organization

the opportunity to enjoy a quality basic education, achieve at identical levels and enjoy identical benefits from education. "The United Nations Girls' Education Initiative (UNGEI) was launched in 2000 by the UN Secretary-General to assist national governments as they fulfill their responsibilities towards ensuring the right to education and gender equality for all children, girls and boys alike."[38] UNGEI strives to enhance the excellence and accessibility of a young girl's education in conjunction with the gender-related Education for All goals, the second Millennium Development Goal (MDG) to attain worldwide principal education, and MDG 3 to endorse gender equality and empower women and is thoroughly dedicated to expediting action on all girls' education.[39] UNESCO plays an active role in (UNGEI) ensuring that UNESCO's familiarity of work in girls' education and gender mainstreaming structure part of the strategic progression of UNGEI. The biggest challenges facing this goal are getting the male population to see a female's worth in order to encourage the opportunity for females to obtain the same rights and education as young boys and men, doing away with stereotypes that limit the role of a female at home and in society and creating a girl friendly schooling environment that allow girls to be in a secure, healthy, and encouraging environment.[40]

Quality Assurance in Education

Improving the quality of education is the ultimate goal of UNESCO as quality education strives for a situation where all people can achieve greatness. UNESCO supports the promotion of quality education through the Decade of Education for Sustainable Development, which endeavors to make sure that education showcases ideas and values that will aid in a sustainable future of the world we live in. Additionally, the Associated Schools Project Network (ASPNet) extends school children the opportunity to learn about the world and how the United Nations operates.[41] The current challenges facing the enforcement of quality education is measuring the quality of the education being delivered, increasing the relevance of education to get the learner truly engaged so they feel as though what they are acquiring will be of beneficial use once beyond the classroom setting, ensuring quality for everyone meaning that specialized techniques will need to be implemented to disadvantaged children and adults, and reforming the education system. In order to do so current undertakings and teachings will have to be altered that include better teaching and learning with the appropriate well qualified teachers, learner centered methods, adequate class size, sufficient learning time, along with relevant curriculum and materials.[42] Education must assist learners in living their lives with greater proficiency and greater self-confidence. Appropriate education will equip both children and adults with the tools necessary to know how to adapt to change, within various relationships, countless information, and with diversity. Education also speaks to developing performance based on understanding and respect for people of all kinds, for their human rights, for the environment, for the past and the future.[43]

Quality assurance is defined as "the systematic review of educational programmes to ensure that acceptable standards of education, scholarship and infrastructure are being maintained."[44] The Global forum on international quality assurance provides a stage for discussion between global frameworks to assess quality assurance and accreditation. UNESCO focuses on capacity building at this forum for both regional and national levels. The World Bank and UNESCO have instituted a joint venture to begin a Global Initiative for Quality Assurance Capacity (GIQAC) in order to bolster higher education in developing countries and in countries in conversion. GIQAC will abet budding quality assurance systems by sharing information on first-rate practices globally, facilitating communication among the various numbers of agencies and professionals, and advocating the manufacturing of analyses and strategies.[45] Initial funding for GIQAC originates from the World Bank, while UNESCO is supplying significant support. An official contract has been signed between the World Bank and UNESCO as the general support for financing and execution.

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http://www.unesco.org/en/efa/efa-goals/gender-parity/

[38] Vision and mission. United Nations Girls' Education Initiative.
http://www.ungei.org/whatisungei/index_211.html

[39] Ibid.

[40] Gender parity. EFA Goals. United Nations Educational, Scientific, and Cultural Organization
http://www.unesco.org/en/efa/efa-goals/gender-parity/

[41] Ibid.

[42] Quality Education. United Nations Educational, Scientific, and Cultural Organization
http://www.unesco.org/en/efa/efa-goals/quality-education/

[43] Ibid.

[44] Quality Assurance. United Nations Educational, Scientific, and Cultural Organization
http://www.unesco.org/en/higher-education/quality-assurance-and-recognition/quality-assurance/

[45] Global Initiative for Quality Assurance Capacity. United Nations Educational, Scientific, and Cultural Organization
http://www.unesco.org/en/higher-education/quality-assurance-and-recognition/quality-assurance/giqac/

As the only UN organization with an overt directive in higher education, UNESCO is connected with ministries, worldwide agencies, executing partners and partners in 194 countries, setting it in an arrangement to accomplish its charge to offer guidance, example surroundings, and capacity-building within higher education.[46] GIQAC strives to construct on UNESCO's endeavors through the Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications and the UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education.[47] UNESCO also endorses connections between detection and quality assurance bodies, as a substantial component in formulating whether a requirement meets basic quality criterion.[48]

Combating the Digital Divide

 In an effort to combat the digital divide, UNESCO has developed a trategy to address the issue. Led by former UNESCO Director Koichïro Matsuura, the first strategy is to outline a standard set of principles for the "information society of the future."[49] These principles stressed the importance of freedom of expression and freedom of press, the promotion of public domain information and public service broadcasting, and free universal primary education.[50] The second point focuses on greatest amount of accessibility to the learning prospects presented by new information technologies. The third point focuses on strengthening scientific research and information sharing. UNESCO wishes to see increased exchange and cooperation among specialists and interest groups working in the fields of education, science, culture and communication. This can be achieved by utilizing the internet and other available information technology structures as a dialogue between citizens and the authorities and placing high priority on the needs of those disadvantaged and/or marginalized groups that are presently a large percentage of the information technology gap.

UNESCO works to create a facilitating environment, which is advantageous to worldwide access to information and knowledge, not limited to setting principles, raising understanding and monitoring improvement to accomplish widespread access to information and knowledge.[51] UNESCO also helps developing efficient "infostructures", together with increasing information principles and management tools, increasing libraries and records and developing access at the community level. The dedication of UNESCO to the essential matter of the free flow of information and general access to knowledge sources is motivated by its Constitution, which affirms that "*the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern*".[52] Endorsing and conserving principled characteristics and philosophies while developing imaginative multilingual content and widespread access to information and communication means is essential for accomplishing a just presence in cyberspace.[53] UNESCO endorses and bolsters "Open Access" which is the online accessibility of intellectual information to everyone, for the advantage of worldwide information flow, modernization and socio-economic progression. Open Access helps researchers, innovators, teachers, students, media professionals and the world population.[54]

Information and Communication Technology (ICT)

Information and communication technology (ICT) has evolved into one of the most fundamental foundations of modern society and is now viewed globally as both a prerequisite and an opportunity.[55] UNESCO strives to make certain that all countries, both developed and developing, have use of the best educational amenities needed to prepare young people to activate full roles in society and to supply their talents to an "information nation." ICT fills the

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[46] Ibid.

[47] Ibid.

[48] Recognition of Qualifications. United Nations Educational, Scientific, and Cultural Organization
     http://www.unesco.org/en/higher-education/quality-assurance-and-recognition/recognition-of-qualifications/

[49] Combating the digital divide. United Nations Educational, Scientific, and Cultural Organization
     http://portal.unesco.org/en/ev.php-URL_ID=6060&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html

[50] Ibid.

[51] "Access to information". United Nations Educational, Scientific, and Cultural Organization
     http://portal.unesco.org/ci/en/ev.php-URL_ID=19488&URL_DO=DO_TOPIC&URL_SECTION=201.html

[52] "Ethical issues of an information society" United Nations Educational, Scientific, and Cultural Organization.
     http://portal.unesco.org/ci/en/ev.php-URL_ID=1534&URL_DO=DO_TOPIC&URL_SECTION=201.html

[53] Ibid.

[54] "Open access to information" United Nations Educational, Scientific, and Cultural Organization.
     http://portal.unesco.org/ci/en/ev.php-URL_ID=30671&URL_DO=DO_TOPIC&URL_SECTION=201.html

[55] "Information and communication technology in education" United Nations Educational, Scientific, and Cultural Organization.
     http://unesdoc.unesco.org/images/0012/001295/129538e.pdf

business atmosphere, it underpins the achievements of contemporary corporations, and it supplies governments with a competent infrastructure.[56] Simultaneously, ICT adds significance to the procedures of learning, and in the association and administration of learning institutions. The Internet is a motivating force for much expansion and modernization in both developed and developing countries.[57] Access to information does not classify itself merely in conditions of access to different technologies and media, but it must also classify the environment and form of information youth require for a full contribution in society.[58]

International Programme for the Development of Communication (IPDC)

The IPDC is the only mutual medium in the UN system intended to assemble the worldwide population to converse and endorse media expansion in emergent countries. The Programme not only affords support for media ventures but also searches for an agreement to secure a dynamic environment for the expansion of free and pluralistic media in developing countries.[59] Multilateral teamwork is the most suitable way of bolstering media expansion. IPDC has assembled approximately $100,000,000 for over 1200 ventures in over 140 developing countries and countries in transition. Community-based media guarantee media pluralism, assortment of content, and the depiction of a society's diverse groups and interests. It also promotes open discussion and clearness of supervision at the local level while presenting a voice to the unspoken. They are recognized on the notions of community access, sharing experiences and information.

Capacity building and Social transformations

There is a need for capacity building at the local and national levels to endorse quality assurance and accreditation methods within a fortifying global framework. National quality assurance structures should not differentiate against new providers while simultaneously the excellence of all educational prerequisites should be the best. In knowledge societies, the manufacturing and propagation of educational, systematic and cultural materials, the safeguarding of the digital tradition, the worth of schooling and wisdom should be regarded as critical essentials.[60] There is strong debate about the particular character of the digital divide. The World Telecommunication Development Report from the International Telecommunication Union (ITU) elucidated that there is a 'statistical divide' between developed and underdeveloped at the basic objective levels.[61] In 2003, above 80percent of people in the world had never heard a dial tone or utilized the internet. There are many efforts to organize effectual policies to tackle the 'digital divides' that have put a barrier between those with and without access to ICT infrastructures and the awareness to make valuable use of that access.[62]

The Promotion of Multilingualism

Communication is synonymous to networking. Languages are not only constructive infrastructure tools; they also mirror and broadcast insights of the world. They remain a formative factor in instituting the character of groups and individuals. There are over 6000 languages in the world; more than 50percent are at risk of extinction, 94percent of them are spoken by 4percent of the international population and under one quarter of them are utilized in education or on the internet.[63] Endorsing multilingualism consists of promoting and mounting linguistic strategies allowing each non-dominant linguistic population to use its primary language in as many areas as feasible while learning a foreign language.[64] UNESCO's purpose is spread throughout the various sectors. In the field of education, its acts focus on multilingual instruction. The culture division grants aid to scarce languages. It supports print industries in national

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[56] Ibid.

[57] Ibid.

[58] "Youth and ICT" United Nations Educational, Scientific, and Cultural Organization.
http://portal.unesco.org/ci/en/ev.php-URL_ID=1537&URL_DO=DO_TOPIC&URL_SECTION=201.html

[59] "International Programme for the Development of Communication" United Nations Educational, Scientific, and Cultural Organization. http://portal.unesco.org/ci/en/ev.php-URL_ID=18654&URL_DO=DO_TOPIC&URL_SECTION=201.html

[60] "Social transformation in the information society" United Nations Educational, Scientific, and Cultural Organization.
http://portal.unesco.org/ci/en/files/12848/11065568745corpus-1-144.pdf/corpus-1-144.pdf

[61] Ibid.

[62] Ibid.

[63] "Multilingualism" United Nations Educational, Scientific, and Cultural Organization.
http://portal.unesco.org/ci/en/ev.php-URL_ID=16539&URL_DO=DO_TOPIC&URL_SECTION=201.html

[64] Ibid.

languages and in rendition. The information and communication sector bolsters enterprises that sponsor digital access to languages and that extend local information for the internet.[65]

Current Means of Communication

Radio is the most utilized means of communication in developing countries. Given its convenience and cost-effectiveness, the radio characterizes an egalitarian and participatory network of people. It is exists in many neighboring communities who are not exposed to mainstream media outlets.[66] UNESCO's "New Communication Strategy" promotes the free flow of information, to reinforce communication capacities in developing countries in order to enhance their contribution in the communication process.[67] Two projects that were implemented because of the IPDC are the International Freedom of Expression Exchange Network (IFEX) and the Media Institute for South Africa (MISA). IFEX is an international association of media professionals working to teach public and legislative systems about press autonomy and security of reporters. MISA was established in 1992 and now endorses the free flow of information, social equality, and civil liberties in Africa.[68]

Conclusion
The digital divide is a multi-faceted issue that encompasses both a divide in access and a divide in the type of content available to individuals. UNESCO and the UN as a whole have made many strides to strategically address the digital divide. The most important contribution that the UN has made is shifting the conversation of the digital divide from one solely focused on technology access to one that encompasses the social aspects of this divide. Additionally, education disparity and multilingualism can be improved tremendously through bridging the digital divide. Having an equal playing field in access to modern communications would ensure greater access to education as well as protect the social and linguistic norms of cultural communities worldwide.

Committee Directive

It is important not to look at the digital divide as being solely an ominous phrase that is used to maintain a continuous rift between developed and underdeveloped countries. The term "digital divide" possesses a very symbiotic and evolutionary meaning that under the right circumstances can become "digital opportunities"; but this is determined by the efforts and efficiency that countries put into supporting one another and bolstering this universal goal amongst all member states- bridging the digital divide. It takes patience, strategic planning, and continuous assessment to bridge gaps of inconsistencies, missed target points, and acceptance of change. Delegates are expected to keep this in mind when formulating strategies on how to close this division among states. Make sure to learn the current communication uses in each nation, research the raw cultural notions of various societies without taking information from distorted media outlets, and decide what would work best amongst the greater majority of states to begin to solve this issue.

Topic II: Establishing Best Practices for Primary Education in Math and the Sciences

Introduction

According to 2008 UNICEF global databases and the UNESCO Institute for Statistics Data Centre, over 100 million children world-wide are not enrolled in a primary school.[69] While this number is decreasing, South Asia accounts for about 35 percent of those 100 million children, West and Central Africa for 25 percent, and Eastern and Southern Africa for 20 percent. As for the other regions of the globe, the Middle East and North Africa are home to 6.7 million unschooled primary children, 4.7 million in East Asia and the Pacific, 4.2 million in Latin America and the Caribbean, and 2.9 million in developed countries.[70] Those children not receiving a primary education are twice as likely to contract HIV as their counterparts that do complete a primary education. In that event, the implementation of universal

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[65] Ibid.
[66] Ibid.
[67] Ibid.
[68] Ibid.
[69] Universal Education." End Poverty 2010 Millennium Campaign. http://www.endpoverty2015.org/en/goals/universal-education.
[70] Ibid.

education could potentially prevent 30 percent of new HIV cases in the primary age group, which amounts to 700,000 annually.[71]

The benefits of primary education are limitless, but there are several areas in which the advantages of math and science education cannot be ignored. First, health improvements accompany primary education. Women with a primary education are 50 percent more likely to immunize their offspring and fertility is improved among women that are literate and numerate. Reductions in malnutrition and higher agricultural production also come with primary education.[72] From 1970-1995, 43 percent of the decline in malnutrition was due to increased farming that would not have occurred without increased education of girls and women.[73] A rise in income and economic growth are connected to primary education as well. According to EFA Global Monitoring Reports, the standard of education affects the rate at which both societies and individuals grow richer.[74] A more educated labor source can further alleviate poverty. Most importantly, no country in the world has ever sustained rapid economic growth before achieving a literacy rate among adults of at least 40 percent.[75]

Education plays a vital role not only in achieving the second United Nations Millennium Development Goal (MDG), but all of the proposed MDGs. MDG two intends to achieve universal primary education.[76] More specifically, MDG two's main target is to secure comprehensive elementary schooling for both boys and girls world-wide.[77] The Education for All movement advances the efforts toward this target. The Education for All movement began at the World Conference on Education for All hosted in 1990 for both Member States and various organizations. The aim of the movement is to equip children and adults around the globe with basic education. The 155 member states in attendance committed to make elementary education universal and increase literacy within a ten-year period. After a second conference on the subject in 2000, member states reaffirmed to meet the goal of Education for All by 2015. UNESCO was involved in the 1990 conference and still leads the movement today.[78]

History of International Education Comparison

From 1963-1967, the First International Mathematics Study (FIMS) scrutinized educational reforms in countries trying to implement "New Mathematics."[79] The new curriculum was considered necessary to observe the benefits of the change in tactics and designed from an international accord.[80] The research focuses on the structure and instruction of mathematics and identification of external factors. Determining how other factors might have an effect on math education allows the FIMS to scrutinize advances in technology, discoveries in various science fields, and possible societal pressures surrounding the education system in states. This study consisted primarily of 13 year-olds and was conducted among 12 countries: Australia, Belgium, Finland, France, Germany, Israel, Japan, the Netherlands, Scotland, Sweden, the United Kingdom, and the United States.

The findings in the FIMS were significant. The belief that following guidelines and improving memory accompanied learning mathematics was held by students that achieved higher levels of success in math classes. More surprising is the indicator that in co-ed facilities males conveyed a greater interest in math than females, but that interest levels were not affected in single-gender attended schools. Another unexpected result was that of the twelve surveyed, students in urban areas only outperformed rural students in Japan and the United States.[81]

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[71] Ibid.

[72] "Facts about Primary Education: Benefits of Primary Education." The World Bank Group.
        http://www.worldbank.org/ieg/education/facts_figures.html

[73] Ibid.

[74] Ibid.

[75] Ibid.

[76] "Goal 2." Millennium Development Goals. United Nations Development Programme. http://www.undp.org/mdg/goal2.shtml

77 "About Education for All." United Nations Educational, Scientific and Cultural Organization.
        http://www.unesco.org/en/efa/the-efa-movement/

78 "About Education for All." United Nations Educational, Scientific and Cultural Organization. http://www.unesco.org/en/efa/the-efa-movement/

[79] "The First International Mathematics Study." International Association for the Evaluation of Educational Achievement.
        http://www.iea.nl/fims.html

[80] Ibid.

[81] Ibid.

Current Math and Science Performance

A contemporary international measure of elementary-level mathematics and science performance is the Trends in International Mathematics and Science Study (TIMSS). This study measures various scores of the participating countries. Additionally, it pools information on schools, educators, and pupils that can observe the context of education and how those factors could be related to student performance. The TIMSS results indicate the knowledge students have of math and science theories, along with what skill sets were learned in the classroom. In the 2007 TIMSS, 58 countries and areas allowed fourth-grade and eighth-grade students to be measured. The initial TIMSS was conducted in 1995 and has been every four years since.

There are a select number of countries that have been documented over a twelve-year period, so the trends of math and science educational improvement and/or deterioration can be analyzed. Countries that performed well in average mathematics score of fourth-grade students are Singapore, Japan, Kazakhstan, Russian Federation, United Kingdom, Latvia, the Netherlands, and Lithuania. China was not well represented in this study as only Hong Kong and Chinese Taipei were measured. The United States, Germany, Denmark, Australia, Hungary, Italy, Austria, Sweden, and Slovenia all placed above the average score, but below the previous group mentioned.[82]

Another survey-measure, the International Standard Classification of Education (ISCED), was created by UNESCO in order to coordinate the variety of domestic education structures implemented. The ISCED is invaluable to policymakers that seek indications that Member States are meeting standards agreed upon by the international community as a whole. Due to ever-evolving education programs, revisions to the ISCED are expected to arise at the 2010 UNESCO General Conference.[83] The UNESCO Institute for Statistics (UIS) collects data related to the ISCED with two yearly surveys with uniform definitions to allow for international evaluation. Of the 200 Member States and territories poled, most complete the main survey, but only 60 of those countries respond to the second survey. This follow-up survey is data collection that is under the administration of the UIS in cooperation with the Organization for Economic Co-operation and Development (OECD) and the Statistical Office of the European Union (Eurostat).[84] Initiated in 2000, the Programme for International Student Assessment (PISA) measures the skill and comprehension levels of 15-year-old students. Every three years, the PISA assesses the Member States of the OECD and other participants. Emphasis is placed particularly on science and mathematics performance, but other factors are outlined in the PISA including data on students, their families, and educational facilities. The PISA is a good measure of the successes of primary schooling because it tests and age group that is nearing the end of mandatory schooling in most countries. The 2009 PISA is due for release in December of 2010.[85] The PISA focuses on students' scientific literacy by presenting students with 108 questions that differ in difficulty meant to test their recognition of issues in science, knowledge base used to explain scientific phenomena, and ability to use evidence and reasoning.[86] Results of the 2006 PISA showed that Finland had the highest science performance scores from the countries tested. Six other countries and/or areas with exceptional science scores are Canada, Japan, New Zealand, Hong Kong-China, Chinese Taipei, and Estonia.

It was found that the students sampled from the United States scored below the OECD average.[87] As far as the gender differences in science performance, boys and girls showed consistently equal performance levels in 22 of the states of the Organization for Economic and Cooperative Development (OECD). However, girls were more proficient at scientific subject matter identification. The boys surveyed fared better than the girls at scientific fact explanation. The 2006 PISA showed that the socio-economic status of students was reflected in the scores between schools within the countries surveyed. This factor was most evident expressed in Argentina, Belgium, Bulgaria, Chile, the Czech

82 Highlights from TIMSS 2007: Mathematics and Science Achievement of U.S. Fourth- and Eight-Grade Students in an
    International Context. U.S. Department of Education. September 2009. http://nces.ed.gov/pubs2009/2009001_1.pdf

[83] "International Standard Classification of Education." UNESCO Institute for Statistics.
    http://www.uis.unesco.org/ev_en.php?ID=7433_201&ID2=DO_TOPIC
[84] "Education Survey." UNESCO Institute for Statistics.
    http://www.uis.unesco.org/ev.php?URL_ID=5750&URL_DO=DO_TOPIC&URL_SECTION=201
[85] Program for International Student Assessment (PISA): Overview." National Center for Education Statistics.
    http://nces.ed.gov/surveys/pisa/
[86] PISA 2006: Science Competencies for Tomorrow's World Executive Summary. OECD 2007. Page 13.
    http://www.pisa.oecd.org/dataoecd/15/13/39725224.pdf
[87] Ibid., p. 3.

Republic, Germany, Greece, Luxembourg, New Zealand, Slovakia, the United States, and Uruguay (of those surveyed). Surprisingly, the size of the countries and the number of foreign students had no measurable influence on the average science performance scores of countries.[88]

In mathematics performances in PISA 2006, the survey attempts to measure students' capacities to analyze problems using mathematical concepts. Of states poled in the 2006 PISA, 27 percent of Korean students were performing at the top two proficiency levels. Belgium, Finland, the Netherlands, and Switzerland had more than 20 percent of students at these same top-performance levels.[89] States that showed improvement in science from PISA 2003 to PISA 2006 also showed improvement in mathematics. Finland, Korea, Chinese Taipei, and Hong Kong-China surpassed all other countries and areas measured in the survey. Other countries and economies that performed above the OECD average math scores are Austria, Australia, Belgium, Canada, the Czech Republic, Denmark, Estonia, Iceland, Japan, Liechtenstein, Macao-China, the Netherlands, New Zealand, Slovenia, and Switzerland.[90] While remaining below the OECD averages, several countries showed vast improvement in math performance from the 2003 PISA to the 2006 PISA, including Brazil, Greece, Indonesia, and Mexico. Math scores in the 2006 PISA lower in comparison to the 2003 PISA include Belgium, France, Iceland, Japan, and Liechtenstein.[91]

Finland and Korea as Educational Examples

Some credit Finland with educational success at the primary level for beginning schooling later than most countries. Finnish children begin school at age seven. Waiting until this age to send children to primary school can form a more eager, positive attitude of going to school and allows for more time for children to learn through play and interaction rather than in a classroom. Most countries would find Finland's education structure very unconventional because it employs tactics that form a stress-free learning environment. Students can refer to teachers by first names, remove shoes upon entering classes, have limited standardized testing, and do not wear uniforms. In addition, all Finnish teachers have completed at least a master degree and can potentially educate the same group of students for a period of up to five years. Some education tactics of the Finnish stem from the cultural experience there and cannot be easily reproduced. For example, the popularity of reading lends itself to most parents teaching children to read before being sent to school at age seven and parents have more flexible works hours when compared to other countries.[92]
Chilean Ambassador to Korea, Adolfo Carafi, said in October 2007 that, "Korean education, at both the elementary and secondary levels, is recognized as one of the best in the world. In some subjects, such as math and science, indicators rank Korea and Singapore number one in quality of education in these subjects." He goes on to add, "Korea is ranked fifth among countries registering invention and industrial patents. This certainly develops from learning the scientific method at school and from the overall structure present in the Korean educational model. In my opinion, the keys to success in Korean education are as follows: family, school and teacher."[93]

Attitudes Toward Math and Science

Thanks to the PISA, the international community can see the attitudes students have toward math and science. Only 57 percent of students polled in the 2006 PISA thought that science was personally relevant to them, but 93 percent state science is an important tool to understanding the natural world and 92 percent noted that improving living conditions could be achieved through science and technology advances. Moreover, 75 percent of the OECD students poled agreed that "advances in science usually bring social benefits." With regard to career goals, 37 percent of students said they would desire a science-related career and 21 percent expressed the wish to work in an advanced-science field. A parent employed in a scientific career was a measurable influence on students and those from a more privileged socio-economic condition expressed a higher general interest in science.[94]

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[88] Ibid. p. 4.

[89] Ibid. p. 51.

[90] Ibid. p. 5.

[91] Ibid. p. 6.

[92] "Several Lessons to Be Learned from the Finnish School System." Open Education: free education for all.
    http://www.openeducation.net/2008/03/10/several-lessons-to-be-learned-from-the-finnish-school-system/

[93] David Azócar. "Ambassador Adolfo Carafi: 'The key to success in Korean education are family, school and teacher." October
    9, 2007. Chilean Library of Congress-BCN Chile Asia-Pacific. http://asiapacifico.bcn.cl/en/interviews/ambcarafi-on-korea-education/?searchterm=food

[94] Ibid, p. 7.

The 2006 PISA also displayed some differences in science attitudes according to gender. Males were more positive in multiple responses concerning science in Chinese Taipei, Germany, Hong Kong-China, Iceland, Japan, Korea, Macao-China, the Netherlands, and the United Kingdom. In fact, boys were more confident in their science capabilities that girls in 22 of the 30 OECD states poled.[95] It was also noted that certain countries performed better in specific fields of science. Iceland, Korea and the United States performed higher than the average in the content area of Earth and space systems. Living systems was excelled in by Brazil, Finland, France, Hong Kong-China, Israel, Jordan, Luxembourg, Montenegro, Tunisia, the United Kingdom, and Uruguay. Azerbaijan, Hungary, Kyrgyzstan, the Netherlands, and Tunisia surpassed other countries in Physical systems.[96]

Financial Aspects of Implementation and Maintenance

Funding is a concern that remains constant because the quality of math and science learning is as equally important as a global rise in primary school enrollment. In sub-Saharan Africa alone, about 25 percent of the money designated for primary education is being spent on grade repetition for students. When establishing the price of primary education, all costs related to the education must be analyzed for true sustainable education development. Educator salaries, possible financial aid, all materials must be accounted for, including school construction and operation costs.[97] The cost of primary education worldwide is over $740 billion dollars annually and this figure accounts for about 1.3 percent of the globe's GDP.[98] The region that spends the most money on primary education is sub-Saharan Africa at 2.1 percent of GDP.[99] Following sub-Saharan Africa in primary-level education expenditures are Arab States, Latin America, and the Caribbean. Areas in which students have shorter time attending primary school spend less, such as the 0.6 percent of GDP allocated to primary schooling in Central Asia.[100]

A very surprising trend has emerged in the financial primary education expenditures in Member States. There is a more uneven distribution of education resources to students within Member States rather than between Member States. This trend can be somewhat explained by factors related to education like lack of enrollment. For example, only 43 percent of Djiboutian children eligible at the primary level ever enter a primary school.[101] Furthermore, variations in spending can also be explained by primary school dropouts. Public spending on primary education is highly effected in states like Uganda where 3 out of 4 students never complete the final grade of primary school.[102] In the poorest countries in the world, 46 percent of girls do not receive primary education.[103] The children that never enter the formal education system are not accounted for allocating financial resources or miss available funding for schooling.

The future economic and environmental well-being of countries is dependent on the existence of highly-skilled and trained scientists within the state. With the constant advances in science and technology, a solid foundation in basic math and science concepts is necessary to fully comprehend modern issues, particularly sustainable development and climate change. The advantages of technological leapfrogging and globalization cannot be fully capitalized upon without both the establishment of further primary educations systems and vast improvements in the efficiency of existing ones. Major obstacles to improving primary math and science practices exist on local, domestic, and international levels.

The advantage of the aforementioned PISA is that scores can reflect the need to update curriculums and raise standards because of a lack of proficiency. Participating states with lower levels of over-all science performance included Argentina, Azerbaijan, Brazil, Bulgaria, Colombia, Indonesia, Jordan, Kyrgyzstan, Mexico, Montenegro, Qatar,

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[95] Ibid.

[96] OECD PISA 2006 database. Figures 2.19a, 2.19b, 2.19c, PISA 2006: Science Competencies for Tomorrow's World. http://dx.doi.org/10.1787/141844475532

[97] "Laying the foundations for EFA: Investment in primary education." UNESCO Institute for Statistics. December 2007. No. 06, p. 2. http://www.uis.unesco.org/template/pdf/EducGeneral/Factsheet07_No6_EN.pdf

[98] Ibid, p. 1.

[99] Ibid.

[100] Ibid.

[101] Ibid, p. 4.

[102] Ibid.

[103] "Universal Education." End Poverty 2010 Millennium Campaign. http://www.endpoverty2015.org/en/goals/universal-education

Romania, Thailand, Tunisia, Turkey, and Uruguay (more than 40 percent of students performed at Level 1 of 6).[104] Additionally, 24 percent of the United States' students performed at a science level 1 or lower. France, Germany, Japan, and the United Kingdom displayed a large gap between high- and low-level student performances in science.[105] In the 2006 PISA, a lack of teachers is shown to hinder instruction in Azerbaijan, Indonesia, Jordan, Kyrgyzstan, Luxembourg, Mexico, Russian Federation, Thailand, and Turkey.[106] Expectedly, schools with longer hours of instruction proved better in science performance.[107]

Since primary schooling is considered voluntary rather than mandatory in some Member States, dropout rates stay consistently high while student achievement remains low. If this is the sole and limited education that students in the region receive, than the product is another generation of illiterate citizens.[108] Another major obstacle, illiteracy, must be dealt with, but not only to establish elementary lessons and advance the learning process of math and science. The literacy of all parties involved in the primary schooling process (students, parents, educators, etc.) needs to be addressed in order to create better instruction practices.

Math and Science Practices

In 2005, UNESCO established the International Basic Sciences Programme (IBSP).[109] Its aim is to maximize each member state's capacity to provide basic science education by coordinating organizations and supporting collaboration between intergovernmental agencies. Since its creation, over 40 initiatives have been outlined and/or executed by the IBSP in association with groups like the International Council for Science unions (ICSU) and the Academy of Sciences for the Developing World (TWAS).[110] UNESCO works with an extensive list of NGOs to improve math and science education worldwide, including Amnesty International, Education International, International Council of Associates for Science Education, and the World Organization for Early Childhood Education.[111] For example, Education International is an NGO represented in 173 countries or territories world-wide and represents almost 30 million educators. Not only does this organization protect the rights of teachers, but it also promotes the Education for all movement.[112]

The International Council for Science (ICSU) has a clear mission statement which notes that for society to benefit, international science must be strengthened. The ICSU extends that strengthening to the realm of science education. In 2006, the ICSU formed an ad hoc committee to delineate what role it would play in future science education.[113] One issue that the group specifically was formed to consider is at what level the ICSU's efforts would be best directed (primary, secondary, or higher education). The ICSU has supported several science education initiatives in the past, but the most recent was a primary-level education group called the Committee on Capacity Building in Science from 1993 to 2006.[114] Although there seems to be potential for a partnership between UNESCO and the ICSU, the few times these groups have collaborated have not produced strong connection between them. However, the ICSU forms a strategic plan every 5 years with a Review group.[115] The role of the ICSU in science education could be reconsidered in 2010 and 2011 in planning for the 2010-2017 Strategic Plan.[116] The Review will examine the past involvement of

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[104] PISA 2006: Science Competencies for Tomorrow's World Executive Summary. OECD 2007, pp. 34-35.
http://www.pisa.oecd.org/dataoecd/15/13/39725224.pdf

[105] Ibid, p. 35.

[106] Ibid, p. 45.

[107] Ibid.

[108] Martial Dembélé and Joan Oviawe. "Introduction: Quality Education in Africa—International Commitments, Local Challenges and Responses." International Review of Education. 2007. pp. 473-483.

[109] "International Basic Sciences Programme (IBSP)." United Nations Educational, Scientific and Cultural Organization.
http://portal.unesco.org/science/en/ev.php-URL_ID=6698&URL_DO=DO_TOPIC&URL_SECTION=201.html

[110] Ibid.

[111] "List of NGOs maintaining official relations with UNESCO." United Nations Educational, Scientific and Cultural Organization. http://erc.unesco.org/ong/ONGlist_p.asp?language=E

[112] "Principal Aims." Educational International. http://www.ei-ie.org/en/aboutus/aim.htm

[113] International Council for Science. "Science Education Review: Background."
http://www.icsu.org/1_icsuinscience/CAPA_Paa_1.html

[114] Ibid.

[115] Ibid.

[116] Ibid.

the ICSU in science education, reflect on the impact science education has globally, and then create a mandate for the ICSU in the realm of science education.

One proposed method to best practice math and science education is "reform-oriented teaching."[117] Students are challenged to engage in activities performed by career scientists and mathematicians. This approach develops a multifaceted skill set and allows students to be more active in their own learning experience. Supporters of reform-oriented methods contend that traditional approaches to math and science education, like multiple choice tests, do not adequately challenge students in areas of critical thinking or problem solving.[118] Involving parents is another approach that could prove useful in math and science education advancement. Primary education programs that include family members where observed in America against control programs that did not involve family. Programs that included family got parents and/or caregivers involved in a child's education, led to positive parenting practices, and allowed mothers to further their own education. What's more is that the children developed into adults three times more likely to become home-owners, likely to be earn twice the salary, and one-fifth as likely to be arrested repeatedly.[119]

Examples of International Education Initiatives in Primary Math and Science

The IBSP openly encourages innovative science education methods such as utilizing Microscience kits through UNESCO's Global Microscience Project.[120] Microscience kits are mini-laboratories that contain scaled-down experiment essentials for the given lesson. These kits are complimentary to both educators and students, offered in multiple languages, and used at various education levels including the primary level. Seminars for basic training purposes of learning how to apply these materials have been established in over 80 countries within UNESCO. Two key advantages of the Global Microscience Project are the equipment and curriculum. These can be rapidly adapted to each member state's national standards and have received good feedback from local teachers and scientists alike.[121] The kits were first developed because of the expense and hazard laboratory supplies can pose. Beyond the price of chemicals, the kits also eliminated the need for glass supplies such as beakers by replacing them with simple manipulation tools.[122]

The Basic Education in Africa Programme (BEAP) originated out of a need for balanced and all-inclusive education reform. The BEAP aims to provide education that responds directly to local society and the needs of both learners and educators while striving to realize EFA. UNESCO created the BEAP to act as a conduit to achieving the AU Second Decade of Education for Africa, the Kigali Call for Action (September 2007), and the ADEA Biennale at Maputo (May 2008).[123] In September 2006, the AU Second Decade of Education for Africa participants met and consisted of the Association for the Development of Education in Africa, Center for Mathematics, Education International, Pan African Teachers Centre, Regional Economic Communities, Science and Technology Education in Africa, and UNESCO (among others). The groups collaborated to form policies for 2 areas of teacher development: for math, science, and technology and through Open and Distance Learning (ODL).[124]

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[117] Vi-Nhuan Le, et al. Improving Mathematics and Science Education: A Longitudinal Investigation of the Relationships Between Reform-Oriented Instruction and Student Achievement. National Science Foundation. 2006. pp. 27-28. http://www.rand.org/pubs/monographs/2006/RAND_MG480.pdf

[118] Ibid.

[119] 2006/ED/EFA/MRT/PI/79. "Family maths." Background paper prepares for the Education for All Global Monitoring Report 2006 Literacy for Life. Norman Reynolds, Mirna Lawrence, Lucy Thornton, Penny Smith. 2005. p. 5. http://unesdoc.unesco.org/images/0014/001461/146102e.pdf

[120] Ibid.

[121] "UNESCO's Global Microscience Programme." United Nations Educational, Scientific and Cultural Organization. http://portal.unesco.org/science/en/ev.php-URL_ID=6812&URL_DO=DO_TOPIC&URL_SECTION=201.html

[122] "A Science Education Success: UNESCO's Global Microscience Programme." United Nations Educational, Scientific and Cultural Organization. http://portal.unesco.org/science/en/ev.php_URL_ID=4930&URL_DO=DO_TOPIC&URL_SECTION=201.html

[123] The Basic Education in Africa Programme (Beap): A policy Paper-Responding to demands for access, quality, relevance and equity." UNESCO. International Bureau of Education. 2009.

[124] "News: Second Decade of Education for Africa." The New Partnership for Africa's Development. http://www.nepad.org/News/sector_id/6/lang/en/news/1

The Family Maths, Science, Literacy and Life Skills Programme (FMSLL) is based in South Africa and targets poor math and science performance among girls and other minority groups. The FMSLL has proven to be both low in cost and cost effective and allows citizens who might never encounter the formal education or work sector with the ability to read and count. While good in theory, the FMSLL has yet to spread throughout the community because of lack of interest and inconstant financing.[125] Another program that has UNESCO is the Network of Youth Excellence (NYE). This network was established in 2002 to foster exceptional science students into career scientists.[126] The 1999 World Conference on Science, held in Hungary by the International Council for Science (ICSU) and UNESCO, established the guidelines of the network.[127] The NYE exposes gifted 14-21 year-old science students to scientific researching skills. Students are given the opportunity to submit research proposals in an international forum. Although the teachers, parents, and other parties are involved in the network, a board composed solely of students allows the young participants to organize their own research.

Another UN body that works with UNESCO is the United Nations Environment Programme (UNEP). In September 2006, the UNEP introduced the Ozone Action Education Pack in New Delhi, India.[128] These units are designed by UNESCO and the World Health Organization (WHO) to allow teachers in primary schools to instruct students about the consequences of Ozone layer depletion.[129] The curriculum included in the Pack is both hands-on and realistic in order to outline the function of the ozone layer, health and environmental implications of ozone depletion, and real solutions for UV protection. The materials incorporated into the Pack are based on a character named Ozzy Ozone.[130] In a nine-minute video on compact disc that has been shown in more than 60 countries in 22 languages, Ozzy travels the globe and gets childreninvolved in the hunt for who and what is attacking him.[131] There is also a cartoon book in the Pack called *Ozzy Ozone, Defender of Our Planet* that transforms the ozone layer into a hero to the students and trivia game cards that quiz the pupils on ozone facts and figures. Furthermore, students have an Ozzy calendar and world maps to reference when and where depletions occur along. Finally, UV paper that changes color when in contact with UV radiation is part of the Pack.[132] In August 2009, India's parliament also adopted the Right to Education Act. This piece of legislation makes education for 6-14 year olds both free and mandatory and further requires that the ratio of teachers to students be 1 to 30. In 2010, the Prime Minister stated that this new program would affect 10 million students currently not represented in India's primary education system.[133]

Conclusion
Improving math and science education in primary schools is an issue that transcends the socio-economic status of a Member State. There have been multiple examples of developing nations making great investments in math and science education, and in turn, reaping the long-term benefits of a more educated workforce and a drastically improved economy. Given that on a macro-economic level, we know for a fact that this investment math and science education can serve as a transformational tool, it is essential that nations begin to have greater focus on how best to leverage this investment. The United Nations and UNESCO have established a variety of programs that have had success in raising math and science standards in even the most dire areas of the world. The challenges that lie ahead are centered on overcoming the multitude of obstacles and challenges in implementing these initiatives throughout the world and having greater success in having achievements last for the entirety of a child's development, and not primarily in the early years.

[125] 2006/ED/EFA/MRT/PI/79. "Family maths." Background paper prepares for the Education for All Global Monitoring Report 2006 Literacy for Life. Norman Reynolds, Mirna Lawrence, Lucy Thornton, Penny Smith. 2005. pp. 3-4. http://unesdoc.unesco.org/images/0014/001461/146102e.pdf
[126] UNESCO: Basic and Engineering Sciences. "The Network of Youth Excellence nourishes budding talent." October 24, 2006. http://portal.unesco.org/science/en/ev.php-URL_ID=5051&URL_DO=DO_TOPIC&URL_SECTION=201.html
[127] Ibid.
[128] "UNEP launches OzonAction Pack for school children." September 16, 2006. http://news.webindia123.com/news/Articles/India/20060916/452359.html
[129] Ibid.
[130] "OzonAction Education Pack: A guide for primary school teachers." http://www.unep.fr/ozonaction/information/mmcfiles/4820-e-EdPack_1_guide_low.pdf.pdf
[131] Ibid.
[132] Ibid.
[133] 'India Unveils Education Scheme." Al Jazeera. April 1, 2010. http://english.aljazeera.net/news/asia/2010/04/2010419346263100.html

Committee Directive

Establishing the best practices in math and science primary education is a feasible goal for developed Member States with established education systems, but needs a practical approach in Lesser Developed Countries. Delegates are encouraged to explore traditional and unconventional methods to define the best practices for their Member States and form a practical plan in relation to MGD Two. Specifically, educating women at the primary level is imperative for future generations to thrive. Not only does a primary education contribute to the quality of life of women by giving them with the ability to sustain themselves, but that education also improve their children's chances at surviving beyond the age of five years.[134] Delegates are additional encouraged to research their domestic education departments and/or ministries to grasp the current status of primary math and science education in their respective Member States.

Topic III: Utilizing the Culture of Peace to Prevent Conflict

"Education shall be directed toward the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace."
-Article 26, the Universal Declaration of Human Rights[135]

Introduction

The UN defines the Culture of Peace as*:* "a set of values, attitudes, modes of behavior and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups, and nations."[136] There are a number of areas where the United Nations strives to enact a culture of peace. The first and foremost opportunity to foster a culture of peace is through education. Spreading the culture of peace at the primary level could also diminish problems associated with security in the future, like regional tensions and terror acts. Many conflict and disaster affected areas prioritize restoring education above many other key provisions.[137] This is because education helps to sustain lives by providing physical, cognitive, and psycho-social protection when delivered in a safe environment. Education can also provide a key function during post disaster or conflict scenarios by serving as a communication channel to provide information about safety, health, and wellbeing.[138] Ensuring that education is not disrupted is key to the economic and political future of the inhabitants of these areas. As natural disasters increase because of climate change and conflicts continue to be waged across the globe, the maintenance of educational institutions will prove vital to these communities.[139] The United Nations Development Programme states that the concept of human security broadens the definition of global security to include threats in seven key areas including economic, food, health, environment, personal, community, and political security.[140] The development of a form of "Education Security" is necessary to reverse the trend of violence against teachers, volunteers, institutions, and the students themselves. The instances of political, physical, and ideological attacks against educational bodies will continue to rise because this recent development is little-known, much less debated and discussed in international forums.[141] Defining "Education Security" could prove vital in establishing new education infrastructure or improving existing methods. Violence is devastating to children because it interrupts their immediate education and creates lasting effects that carry into their adulthood. Both preventative and protective measures are needed to secure schools and the futures of the students. The inability of member states to secure a primary education on a universal level will inevitably fuel domestic and international conflicts either directly or indirectly. Achieving Millennium Development Goal Two will eventually cause a domino effect of better education, leading to better communication, leading to better conflict resolution.

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[134] "Statistics by Area/Education." Childinfo: Monitering the Situation of Children and Women. UNICEF.
http://www.childinfo.org/education.html

[135] ED-2008/WS/38 "Building peace through education." United Nations Educational, Scientific, and Cultural Organization. 2008
[136] "Culture of Peace. What is it?" United Nations Educational, Scientific, and Cultural Organization
http://www3.unesco.org/iycp/uk/uk_sum_cp.htm
[137] Ibid.
[138] Ibid.
[139] Ibid.
[140] "Promoting Human Security: Ethical, Normative, and educational frameworks in the Arab states". United Nations Educational, Scientific, and Cultural Organization. http://unesdoc.unesco.org/images/0014/001405/140513e.pdf
[141] Ibid.

Building Peace in the Minds of People

Chinese Minister of Education Ji Zhou states "Higher Education is not only a tool for economic development but a means of bolstering the confidence of a country and bringing about social change."[142] By equipping the minds of citizens from various nations with the most current information available in society it allows those individuals to possess the skills needed to become influential leaders in their nation and begin to bridge the education gap between rich and poor nations as well as formulate improved methods for universal security that will bolster individual societies across the world. But in order to get to that point the implementation of basic education for both men and women and the addition of higher education are critical. Successful individuals accompanied with the appropriate knowledge will inadvertently serve as much needed positive influences for their social community to promote economic and government stability. The mission of the higher education sector is to encourage higher education in a continuing knowledge-based culture. It will serve as a primary focus on economic, cultural, and social development; capacity building and as an advocate of democracy, sustainable development, peace, human rights, and justice.[143] Cultural diversity is a dynamic force of development, not only in regards to economic growth, but also in the encouragement of possessing an intellectually fulfilling, moral, spiritual, and emotional life.[144] According to UNESCO's Inter-sectoral World Report investing in cultural diversity can revamp advances to sustainable development, guarantee the successful practice of universally accepted human rights and freedoms, and bolster social unity and democratic governance.[145] One of the many goals of UNESCO is to inhibit space of freedom of expression for all of the world's cultures. As a result, it isn't a matter of individually identifying every culture, but somewhat of restoring them in order to escape cultural entrenchment, segregation, and conflict.[146] In regards to intercultural dialogue, fair exchange and dialogue among civilizations based on mutual understanding, respect, and equality of all cultures is necessary for formulating social unity, compromise among individuals within a society, and peace among nations.[147]

Culture and Development

As development is undividable from culture; culture and development continue to maintain precedence within UNESCO.[148] The goal of increasing the connection of culture and sustainable development was launched in regards to the World Decade for Cultural Development (1988-1998).[149] The sub-regional meeting on Culture, Population and Poverty Eradication, held in Kampala, Uganda, in April 1997, was intended to institute a structure for networking and information exchanges. As a result, the meeting produced multiple decrees and proposals.[150] Vigorously recommended was a "holistic, qualitative, and participatory approach" to the program components of construction, execution, and assessment. Also vigorously stressed was the "popularization and utilization" of UNESCO's holistic description of culture in both public policy avenues and of development program administrations.[151] The workshop also suggested a significant reassessment of the conservative fiscal development models, with an alternate model picture consistent with the African cultural perception. An additional suggestion brought forth called for primary education to be common, career-based, and endorsed as an instrument for social and human development as well as a medium for the continuation of cultural distinctiveness.[152] It was agreed upon by participants that peace education and

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[142] "Higher Education is the doorway to economic recovery" United Nations Educational, Scientific, and Cultural Organization. http://www.unesco.org/en/higher-education/dynamic-content-single-view/news/higher_education_is_the_doorway_to_economic_recovery/back/11995/cHash/f4bb69d217/

[143] "Mission." United Nations Educational, Scientific, and Cultural Organization. http://www.unesco.org/en/higher-education/mission/

[144] "Cultural Diversity". United Nations Educational, Scientific, and Cultural Organization. http://portal.unesco.org/culture/en/ev.php-URL_ID=34321&URL_DO=DO_TOPIC&URL_SECTION=201.html

[145] Ibid.

[146] "Culture: Dialogue" United Nations Educational, Scientific, and Cultural Organization. http://portal.unesco.org/culture/en/ev.php-URL_ID=34327&URL_DO=DO_TOPIC&URL_SECTION=201.html

[147] "Intercultural Dialogue". United Nations Educational, Scientific, and Cultural Organization. http://portal.unesco.org/culture/en/ev.php-URL_ID=35020&URL_DO=DO_TOPIC&URL_SECTION=201.html

[148] "Intergovernmental Committee of the World Decade for Cultural Development". Culturelink network. http://www.culturelink.org/review/23/cl23un.html#culdev

[149] Ibid.

[150] "Culture, Population and Poverty Eradication for Eastern and Southern Africa". Culturelink Network. http://www.culturelink.org/review/23/cl23un.html#culdev

[151] Ibid.

[152] Ibid.

the sponsorship of a 'culture of peace" should be utilized as a means of increasing tolerance, conflict resolution, and lasting consistency in the Great Lakes region and various parts of Africa.

Protection and Promotion of the Diversity of Cultural Expressions

The Convention on the Protection and Promotion of the Diversity of Cultural Expressions was adopted by the 33rd General Conference of UNESCO in October 2005, and entered into force on 18 March 2007.[153] This Convention seeks to produce a fostering environment in which the diversity of cultural expressions may be adopted and improved for the benefit of all societies. It seeks to reinforce the five undividable links of the same chain: formation, construction, circulation/distribution, accessibility and enjoyment of cultural expressions, as defined by cultural activities, commodities and services.[154] In addition, this Convention under Article 18 has instituted the International Fund for Cultural Diversity, defined as a multi-donor fund to endorse sustainable improvements and the lessening of poverty in developing countries through support for projects and actions that strive to cultivate the surfacing of a vibrant cultural area.[155]

Poverty Education

Poverty is defined as "a human condition characterized by sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights".[156] The 'UN Millennium Goal Number One' is to end poverty and hunger; this is further examined within the United Nations Human rights system.[157] Poverty poses the sole threat to human rights and the welfare and survival of human beings. It is suggested that the abolition of poverty is best attained by eradicating poverty within a human rights structure, or "rights-based approach." This type of advancement presents the opening to call upon the full institution of international human rights standards and present the case for poverty as an infringement on human rights.[158] Approximately 1 billion people suffer from severe poverty. UNESCO is dedicated to increasing awareness that autonomy from poverty is an elementary human right.

Basic Human Needs Within a Safe Environment

Every human deserves to have an adequate supply of basic human needs that include food, housing, and clothing yet many barely have food to supply them for a day, yet alone an adequate amount of clothing to shield them from nature's harsh elements. Poverty leads to under nutrition which in turn continues to intensify poverty.[159] The right to be liberated from hunger is defined as the minimum level needed of the right to sufficient food. The right to food entails the convenience of food in adequate quantity and quality to suit the nutritional requirements of all persons in a structure that is culturally satisfactory; and the convenience of food in ways that are sustainable and do not impede with the satisfaction of supplementary human rights.[160] The "convenience of food" submits either to the possibility of feeding oneself directly from natural reserves, and includes both fiscal and physical accessibility. "Fiscal accessibility" means that domestic costs linked with the attainment of food for a satisfactory diet should be at such a level that the fulfillment of other basic needs is not put at risk.[161] "Physical accessibility" is defined as ensuring that sufficient food be attainable to everyone, including the weak, such as "women, children, the elderly, the sick, persons with physical

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[153] "Convention on the Protection and Promotion of the Diversity of Cultural Expressions." United Nations Educational, Scientific, and Cultural Organization. http://portal.unesco.org/culture/en/ev.php-URL_ID=11281&URL_DO=DO_TOPIC&URL_SECTION=201.html

[154] Ibid.
[155] Ibid.
[156] "United Nations Committee on Social, Economic and Cultural Rights, 2001" United Nations Educational, Scientific, and Cultural Organization. http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/
[157] "Millennium Development Goal Number 1". United Nations Educational, Scientific, and Cultural Organization. http://www.un.org/millenniumgoals/poverty.shtml
[158] "United Nations General Assembly, document A/57/369, paragraph 4. August 2002". United Nations Educational, Scientific, and Cultural Organization. http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/international-advocacy/the-united-nations-human-rights-system/
[159] "Adequate food". United Nations Educational, Scientific, and Cultural Organization. http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/food-housing-and-clothing/
[160] Ibid
[161] Ibid

disabilities, persons who are mentally ill, and victims of natural disasters and armed conflicts." The right to sufficient food also includes food protection and food security. Food protection means that food should be exempt of bad substances, whether from sullying, poor ecological sanitation, or other causes. Food security means that people accessibility to sufficient food at all times.[162]

Most underprivileged people are put in danger by the environment and surroundings in which they reside. The right to satisfactory housing should not be defined as just the right to have a roof over one's head. It should be understood as the right to reside in a place that offers safety, tranquility and pride.[163] This right has a number of elements, including:

> *"Legal security of tenure, in which everyone should enjoy legal protection from forced eviction, harassment and other threats; Habitability, in which housing must provide inhabitants with adequate space and protection from the elements and other threats to health; Location, in which housing must be in a safe and healthy location which allows access to opportunities to earn an adequate livelihood, as well as access to schools, health care, transport and other services; Economic accessibility, in which personal or household costs associated with housing should be at such a level that the attainment and satisfaction of other basic needs are not compromised; Physical accessibility, in which housing must be accessible to everyone, especially vulnerable groups such as the elderly, persons with physical disabilities and the mentally ill; Cultural acceptability, in which housing must be culturally acceptable to the inhabitants, for example reflective of their cultural preferences in relation to design, site organization and other features; and Availability of services, materials, facilities and infrastructure that are essential for health, security, comfort and nutrition, such as safe drinking water, sanitation and washing facilities."*[164]

The right to sufficient clothing entails an important component of the general right of everyone to a satisfactory standard of living. The type of clothing to be provided to those in need, specifically the poor, depends on the individual cultural, climatic and other conditions in the country concerned. At a bare minimum, underprivileged people are sanctioned to clothes that allow them to appear in public without degradation.[165]

Health and Education

Illness bolsters poverty by demolishing livelihoods, reducing worker efficiency, limiting educational success and restraining opportunities. Since poverty may aid reduced access to medical care, amplify exposure to ecological risks, and famine, ailing health is also frequently a consequence of poverty.[166] The right to health should not be defined as the right to be healthy; it should be defined as the right to accessibility of an assortment of amenities, goods, services and surroundings necessary for the maximum achievable standard of health. This fundamental right includes access to both health care and the corresponding determinants of health, such as, access to clean water, ample and secure food, satisfactory cleanliness and shelter, healthy working and ecological conditions, and contact to health-related resources and education.[167] The right to health includes both freedoms and entitlements. The freedoms comprise the right to manage one's body, including reproductive health, and the right to be free from intrusion, such as freedom from torment and non-consensual medical management. The entitlements comprise a system of health care and security that is obtainable, adequate, and of high-quality quality.[168]

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[162] Ibid

[163] "Housing' United Nations Educational, Scientific, and Cultural Organization.
http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/food-housing-and-clothing/

[164] Ibid.

[165] Clothing" United Nations Educational, Scientific, and Cultural Organization.
http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/food-housing-and-clothing/

[166] "Health and Social Sciences". United Nations Educational, Scientific, and Cultural Organization.
http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/health-and-social-services/

[167] Ibid.

[168] Ibid.

Everyone has the right to receive education. Education is the principal attribute by which underprivileged children and adults can elevate themselves out of poverty. The attainment of the right to education is imperative for the entitlement of many other constitutional rights, such as the rights to employment, health and political involvement.[169] The quality of education should be aimed at the growth of the child's individuality and abilities to their greatest potential, and to training of the child for an accountable life in a free civilization unlike his or her own. States have a responsibility to respect the autonomy of parents to institute and direct their own educational institutions, to select private schools for their children and to ensure the religious and moral education of their children in accord with their own certainties.[170]

Right to Employment

Everyone free of discrimination has the right to work and the freedom to choose their place of employment as well as equality in compensation from their place of employment. Poor people invariably lack these sources of revenue; they experience unemployment, underemployment, variable labor, insufficient wages and hazardous working conditions.[171] The right to employment entails useful and adequate work of satisfactory value in which constitutional rights are secured and which creates enough income with ample social security. The right to adequate work entails that everyone has complete accessibility to income-generating breaks and comprises of three rights elements: the right to work, rights in work and the right to sufficient social security.[172] The right to decent work is not limited to income employment; it broadens itself to self-employment, income-generating activities. It takes with it the accountability to endorse individual abilities and develop means for people to discover useful work and to acquire an honest living. The right to decent work entails the accessibility of employment and the qualifications for revenue generation such as the accessibility of resources, credit and a favorable dogmatic environment. [173] Rights in work comprise the right of everyone to the satisfaction of positive settings of work, including reasonable earnings, equal compensation for work of identical worth, equal opportunities, secure and healthy surroundings at work, and sensible hours of work and rest. The right to decent work also necessitates that well-made and sufficient social protection methods are put in place for those instances, such as financial and political emergencies, when usual employment becomes unavailable to individuals. [174]

Cultural Identity and Peace Security

Culture should be defined as a communal livelihood within a group of people, that is comprised of their accrued knowledge and understandings, traits and ideals, which are distinctive and significant. States have a duty to insure that the underprivileged and other marginalized groups are not being publicly barred and to allow them to take part in the social, cultural and political life of their own communities.[175] In education, cultural identity should be directed to the growth of the child's individuality and abilities and to training of the child for a diligent life in the world with successful interactions with cultures unlike his or her own. The right to individual security is a human right autonomous of the right to individual independence.[176] A person's individual security is defined as his or hers anticipation of years of life without experiencing poverty. Underprivileged people typically endure several types of insecurity. In addition to undergoing economic and societal insecurity, they are frequently destitute, marginalized, differentiated against and exposed to bodily violent behavior by State and non-State actors. As a result, an endeavor to reinforce the right of underprivileged people to individual security continues to have a place in poverty cutback strategies. [177]

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[169] "Education and Training'. United Nations Educational, Scientific, and Cultural Organization.
http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/education-and-training/
[170] Ibid.
[171] "Decent work". United Nations Educational, Scientific, and Cultural Organization.
http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/decent-work/
[172] Ibid.
[173] Ibid.
[174] Ibid.
[175] "Cultural Identity". United Nations Educational, Scientific, and Cultural Organization.
http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/cultural-identity/
[176] "Peace and Security" United Nations Educational, Scientific, and Cultural Organization.
http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/peace-and-security/
[177] Ibid.

Non- Discrimination

The right to equal opportunity and the standard of non-discrimination are among the most basic essentials of international human rights law.[178] The right to equal opportunity assures that all people are identical before the law, which means that the law shall be devised in common terms pertinent to every human being and imposed in an equivalent manner. Next, everyone is sanctioned to equal security of the law against subjective and prejudiced actions by private actors. incidentally, the law will ban any prejudice and assure everyone identical and effective security against prejudice in regard to race, color, sex, religion, language, political or other opinion, national or social origin, birth, property , disability and health status, , age, sexual orientation or other status.[179] As prejudice may lead to poverty, poverty may also lead to discrimination. In addition to these biases the underprivileged are also exposed to bigoted attitudes by legislative authorities and private actors since they are poor. The twin principles of parity and non-discrimination necessitate States to take particular actions to disallow prejudice against the underprivileged and to afford them with identical and effective security against bigotry.[180]

Conclusion

By utilizing the culture of peace to prevent conflict Member States can begin to produce effective outcomes for their states that will lead them to the brink of a golden age, but it will not be accomplished without difficulty. It is up to the states' leaders to plant the seed of change in order to ensure all inhabitants of their countries are free of poverty and are afforded the opportunity to have education within their individual livelihoods. The United Nations has always stood firmly behind the principle of supporting peace, and the UNESCO can help contribute to the long-term peace and understanding of the entire United Nations.

Committee Directive

It is expected that delegates fully examine this subject and not use this limited background guide as an exhaustive means to formulating a tangible debate and solution to aid in supplying education for all and eliminating poverty amongst those who are experiencing it or are very close to enduring it. Delegates are encouraged to examine further into the concept of "human security", "ICT learning" and effective methods to ensure education on a universal level. What are some of the best practices your Member State or region employ?

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[178] "Freedom of Expression" United Nations Educational, Scientific, and Cultural Organization.
http://www.unesco.org/new/en/social-and-human-sciences/themes/human-rights/poverty-eradication/freedom-of-expression/
[179] Ibid.
[180] Ibid.

Technical Appendix Guide

Topic I: Bridging the Digital Divide Among Member States

"UNESCO and Microsoft Announce Higher Education ICT Task Force." United Nations Educational, Scientific, and Cultural Organization. 7 July 2009. http://www.unesco.org/en/higher-education/dynamic-content-single-view/news/unesco_and_microsoft_announce_higher_education_ict_task_force_for_long_term_skills_and_sustainable_d/back/11995/cHash/dc357a2085/

Information and Communication Technologies (ICTs) are progressively more utilized by higher education institutions globally. Technology plays a critical role in building up 21st-century skills, lengthening admission to education and personalizing the learning experience to acclimatize teaching to the exceptional needs of an individual. The UNESCO-Microsoft Task Force on Higher Education and ICT will investigate the results and suggestions from global higher education experts to recognize key projects that will endorse more efficient use of ICT in post-secondary teaching, learning and research.

"Higher Education in a Globalized Society." United Nations Educational, Scientific, and Cultural Organization. http://unesdoc.unesco.org/images/0013/001362/136247e.pdf

The article focuses on the continuing debate on the insinuations of globalization for higher education. This article looks at the advancement and understanding of higher education in a more globalized society. It distinguishes the significance that UNESCO gives to the topic; and as a result sketches out UNESCO's place in this regard, based on basic United Nations documents and UNESCO's mandate for action in this field.

"World Declaration on Higher Education for the Twenty-First Century: Vision and Action and Framework for Priority Action for Change and Development in Higher Education." World Conference on Higher Education - United Nations Educational, Scientific, and Cultural Organization. 9 October 1998. http://unesdoc.unesco.org/images/0014/001419/141952e.pdf

This Declaration serves as the outcome document of the 1998 World Conference on Higher Education. As the world headed into the new millennium, this conference put forward a blueprint for higher education with a special emphasis on the humanities and sciences. Additionally, many strategies to increase the quality of higher education throughout the world are highlighted.

"The Digital Guide to Digital Opportunities." International Telecommunication Union. 2005. **http://www.orbicom.ca/projects/ddi2005/index_ict_opp.pdf**

The document serves as a monitoring report outlining the digital divide and its effects among developed and underdeveloped countries. It focuses on a cohesive conceptual framework, outlines explicit measurements across countries over time, and examines policy relevant results.

"Learners and New Higher Education Spaces: Challenges for Quality Assurances and the Recognition of Qualifications – Draft Final Report." Third Global Forum on International Quality Assurance, Accreditation, and the Recognition of Qualifications in Higher Education - United Nations Educational, Scientific, and Cultural Organization. 30 November 2007. http://unesdoc.unesco.org/images/0015/001559/155919E.pdf

This document summarizes new challenges for quality assurance and the acknowledgment of experience faced by higher education stakeholders since the 2nd Global Forum and supplied an outline of the execution of the Action Plan of the Global Forum. This article stresses that policy and actions connected to humanizing admission to higher education must be based on a holistic view of the education system and all its parts – basic education, secondary education, diversified higher education institutions (HEIs), and linked with the outside – meeting the requests of the market and local and international societies. Information and communications technology (ICT) should not be seen as the universal remedy for escalating or broadening access to higher education but rather as part of a range of additional opportunities (distance education, face-to-face etc.) that can fashion a hybrid teaching and learning situation, facilitating education for all.

Topic II: Establishing Best Practices for Primary Education in Math and the Sciences

UN Democracy. http://www.undemocracy.com/

This website is a resource for organized and country-specific documents and ambassador speeches from the United Nations. Click on the "your nation" link for a listing of Member States and select a country. A record of the country's recent voting in the UN appears as well as a list of ambassadors' and/or leaders' speeches. One can also search items according to committee or topic.

Al-Jazeera. http://english.aljazeera.net/

Al-Jazeera covers news stories that are not widely covered by the Western media outlets. Headlines are also organized according to regions, so commonalities within regional blocks are easily accessed on this website under the links on the left-hand side of the webpage (Africa, Americas, Asia-Pacific, Central/S. Asia, Europe, and Middle East).

United Nations Educational, Cultural and Social Organization. http://www.unesco.org/new/en/unesco/

This website will provide delegates with all the current and future operations of UNESCO. More specifically, education initiatives for both early childhood and math and science education are outlined on the site.
Cathy Burnett, et al. "Digital connections: transforming literacy in the primary school."

Cathy Burnett, Paul Dickinson, Julia Myers, and Guy Merchant. Cambridge Journal of Education. March 2006. pp. 11–29. http://extra.shu.ac.uk/bvw/Cambridgepercent20Journalpercent20piece.pdf

This article focuses on the advantages of computers in teaching literacy in primary schools by comparing schools in the United Kingdom. The use of technological leapfrogging is encouraged in both topics considered by the UNESCO committee. Within the article, several issues pertaining to Topic 2 are outlined: the advantage of letter recognition provided by keyboards, peer-based learning, and the evolving role of educators.

Topic III: Utilizing the Culture of Peace to Prevent Conflict

"Urban Development." United Nations Educational, Scientific, and Cultural Organization.
        http://www.unesco.org/new/en/social-and-human-sciences/themes/social-transformations/urban-development/

This article focuses on the urban development of UN countries. The plan of the Urban Development Program of UNESCO is to enhance the Organization's involvement in urban public policies which respect, defend and encourage inclusiveness, social unity and local social equality. Education for sustainable development intends to help people to expand the attitudes, talents and understanding to make knowledgeable decisions for the advantage of themselves and others and to take action upon these decisions.

Social and Human Science Strategies and Actions. United Nations Educational, Scientific, and Cultural
        Organization. http://unesdoc.unesco.org/images/0013/001378/137810e.pdf

This article examines the Social and Human Science Strategies within the United Nations. The Social and Human Sciences Sector (SHS), has an undertaking to progress understanding, principles and intellectual cooperation in order to facilitate social transformations contributing to the common values of impartiality, autonomy and human self-esteem. In order to facilitate social transformations that are conducive to the universal values of justice, freedom and human dignity.

"World Social Science Report." United Nations Educational, Scientific, and Cultural Organization. 2010.
   http://unesdoc.unesco.org/images/0018/001883/188395e.pdf

The International Social Science Council (ISSC) formed an inclusive review of the state of the social sciences: how social science information is produced, distributed and used. The Report points to many achievements. Social science has become institutionalized: and they are needed to comprehend and influence how humans act. They are critical to execute the UN Millennium Development Goals: from reducing poverty to promoting gender parity; they are needed to face challenges such as climate change. To face current and future challenges and effectively address global and local problems, extra and improved social science is vital, capacity must be built, and mainly in the regions where social problems are most acute and social science is most anemic. This Report also explains a number of the problems that social sciences face: the inequalities which hamper the growth, diffusion and use of information in diverse societies.

Studies on Human Rights – Struggle Against Discrimination. United Nations Educational, Scientific, and Cultural.
   Organization. http://unesdoc.unesco.org/images/0013/001397/139712e.pdf

The "Studies on Human Rights" is a yearly periodical of research papers on diverse aspects of human rights. UNESCO has established its pledge to the fight against inequity by waging the struggle on the scientific front. Because of the precedence of issues linked to the battle against prejudice and inequity, UNESCO's Member States determined that an incorporated approach to fight racial discrimination and inequity should be arranged.