LESSON 13: MODEL UN MINI SIMULATION

ACTIVITIES:

Intro Activity: Quick Review (10 min):

1. Review the various procedures for a model UN session (roll call, agenda setting, speakers time, speakers list, moderated caucus, informal caucus, and voting).
2. Pass out the KWL Chart from lesson 1, having students complete the final column on what they learned.

Class Activity: Mini Simulation (50 min):

1. Distribute the handout from Lesson 1 (The UN: How It Works and What It Seeks). Review the basic tenets to conduct a mini simulation.
2. Choose one of the Global Classrooms mini simulations (suggested topics: Access to Primary Education or Water Crisis. Both are included below).
3. Have students read the mini simulation prior to class.
4. Review the content of the mini simulation with the class.
5. Divide students into small groups to represent the various stakeholders found at the end of the mini simulation.
6. Have students participate in a mini simulation.

Homework:

Have students write a one to two page summary of their country's position on the topic and how they communicated these ideas during the mini simulation.

Suggested Standard Assessment:

Students participate in a model UN mini simulation.

Materials:

- KWL charts from lesson 1
- The UN: How It Works and What It Seeks handout from lesson 1
- Mini Simulation handout on topic of choice for each student
- Country placards for mini simulation (found at the end of the mini simulation)
- Access to Primary Education and Water Crisis: Freshwater Resources have been included.

Common Core State Standards: English Language Arts and DCPS Grade 6 Standards: Social Studies

English Language Arts:

6. CC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed though particular details; provide a summary of the text distinct from personal opinions or judgments.

Social Studies:

6.6.8: Students develop policies that are designed to guide the use and management of Earth's resources and that reflect multiple points of view.

Concepts:

- Procedures of the United Nations
- Individuals and countries must work together in problem-solving to face global issues.
- Judgments about ideas under discussion and convincing evidence

Skills:

- Describe, Summarize, Formulate, Support

Suggested Big Ideas:

- All the skills acquired so far (researching, speech-making, negotiating, caucusing, resolution writing and parliamentary procedures) are necessary when the UN committees address a global issue.

Suggested Essential Questions:

1. How did each of the specific skills learned in previous lessons come into play during the simulation?
2. What does the outline of a UN committee session look like?

Suggested Engaging Scenario:

Students role-play as country representatives in a simulation that addresses a global issue that asks them to create working papers, caucus, write resolutions, and vote for committee action.

Global Classrooms
Learn. Live. Lead.

Proficiency Criteria

Performance Task	Thinking Skills	Performance Task Assessment (Proficient Criteria)
Introduction Activity	Comprehension, Knowledge	**Usually** participates in the class discussions & activities. The student puts forth average effort in group discussion.
Class Activity	Knowledge, Application, Synthesis	**Usually** participates in the class discussions & activities. Generally well-written and well organized. Minor errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure do not disrupt the fluency of the composition. Words, phrases, and sentence structure are generally appropriate and contribute to the communication of ideas.
Homework	Synthesis, Evaluation	Generally well-written and well organized. Minor errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure do not disrupt the fluency of the composition. Words, phrases, and sentence structure are generally appropriate and contribute to the communication of ideas.

WATER CRISIS: FRESHWATER RESOURCES

MINI-SIMULATION

Twenty percent of the people on Earth lack access to clean water. And even that dismal number is likely to grow.
- Natural History, Nov, 2007 by Sharon P. Nappier, Robert S. Lawrence, Kellogg J. Schwab

PARTICIPANT GUIDE

Introduction
What are freshwater resources?

Fresh water is naturally occurring water that can be found throughout the world. Some types of freshwater resources are ponds, lakes, rivers, and streams. There are also freshwater resources under the ground, such as aquifers. Most freshwater comes from precipitation: rain and snow. Freshwater does not have salt, so oceans are not an example of freshwater.

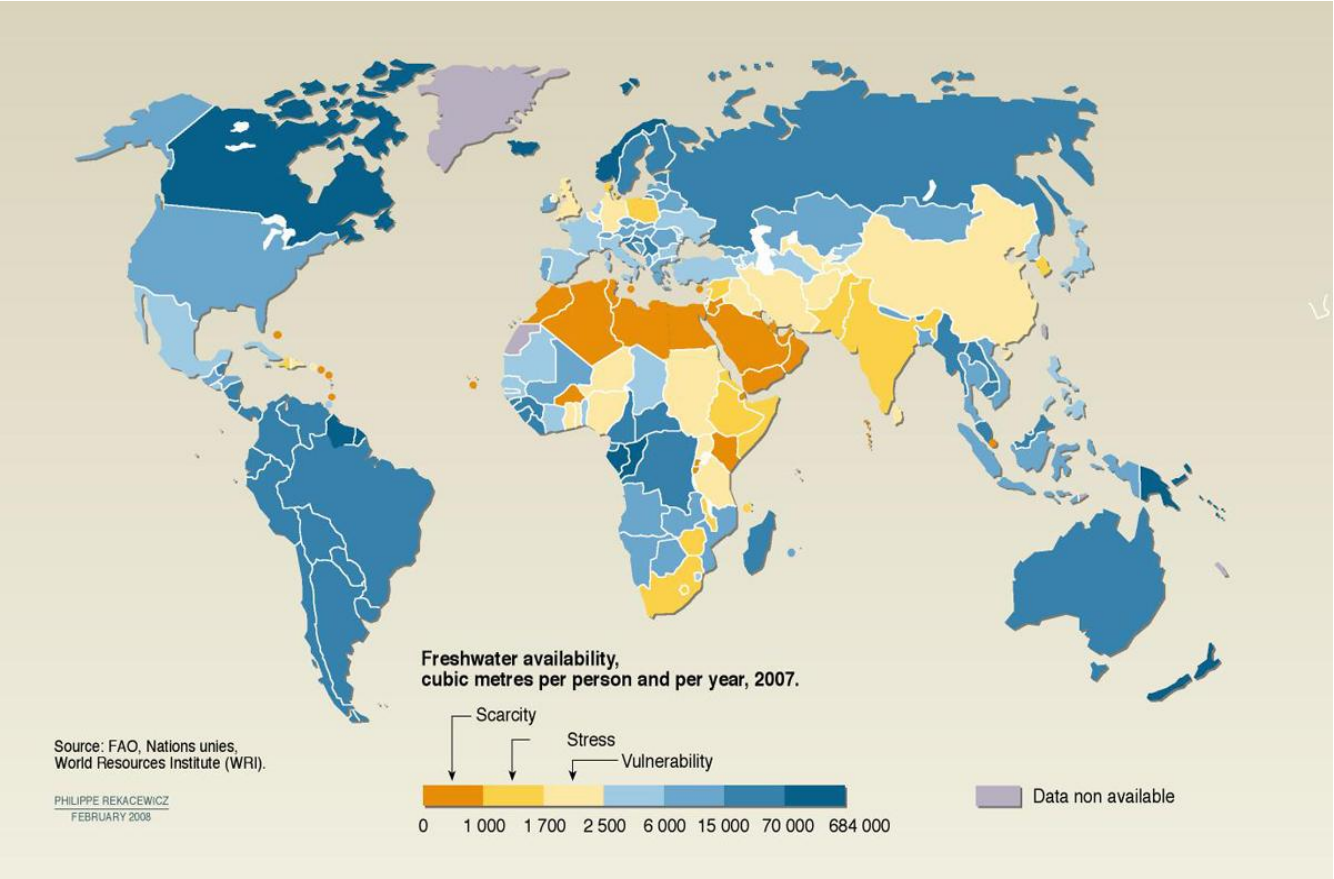
Freshwater is a renewable, but limited natural resource. Freshwater is renewed through the process of the water cycle. During the water cycle, water from seas, lakes, and rivers, evaporates and forms clouds. Then, it returns to water sources through rain or snow. This works well if humans do not use more water than what nature can replace. Today, there are more than 6,000,000,000 people in the world. Plus, many people use more water than is necessary. Together, this is causing a shortage of freshwater and leading to a water crisis.

How bad is the problem?

Despite all the water in the world, only a small amount of freshwater is available for direct use. The salt water found in the oceans makes up 97 % of the water on Earth. Most of the remaining 3% is found in glaciers, ice caps, permafrost or deep underground. These sources are hard for people to access and use.

The small amount of freshwater that is readily available for people is called surface freshwater. It is not found in equal parts throughout the world. The Americas have the largest amount of freshwater and Oceania (Australia, New Zealand, and the Pacific islands) the smallest. Oceania, though, has a small population, so there is a greater per capita supply. This means that each person living there has a supply of water. Asia has the lowest per capita supply of water, so many people do not have enough water.

By country, Brazil, Canada, China, Colombia, Indonesia, and Russia together have half the world's supply of freshwater; northern Africa and the Middle East are the water-poorest.



http://www.unep.org/dewa/vitalwater/jpg/0221-waterstress-EN.jpg

Water stress versus water scarcity

An area is experiencing **water stress** when the amount of water available per person each year drops below 1,700 m3. When yearly water supplies drop below 1,000 m3 per person, the population faces **water scarcity**. If a place has less than 500 cubic meters available, it is considered **absolute scarcity**.

These numbers are picked because they represent the average amount of water needed for day to day life. Water scarcity is defined as the point at which the impact of all people in an area using water negatively affects the supply or quality of water. This means that at this point, not all needs can be met: needs for drinking water, needs for a healthy environment, needs for crops to grow, needs to run a factory, etc. Water scarcity is a relative concept and can occur at any level of supply or demand. Scarcity may be a social construct (affected by what people expect and how they usually behave) or the result of a change in supply. For example, this change in supply may be a result of climate change.

In 2006 the UN estimated that more than a billion people--one-sixth of the world's population--lack even the bare minimum per day of safe drinking water, and 2.6 billion lack access to basic sanitation (toilets/latrines).

Water-related illnesses are one of the leading causes of disease and death in the world. At any given time, half of the world's hospital beds are filled by patients suffering from a water-related illness. Almost half of all people in poor countries suffer from a health problem caused by unmet water and sanitation needs. 2.6 billion people in the world (that is almost half of the people in the world!) lack access to proper sanitation resources. Every 15 seconds, a child dies from a water-related disease. 1.8 million children die each year from diarrhea. That means almost 5,000 deaths each day just from diarrhea. This happens because the children lose water when they have diarrhea, and they do not have enough water to drink to replace this lost water. Basically, almost 5,000 children die every day in the world because they do not have enough to drink.

What are the needs?

Although a person can manage for a few days on a gallon or two a day, a healthy supply of clean water is about thirteen gallons per person per day. These thirteen gallons are used for drinking (about 1.5 gallons), sanitation and hygiene (about 5 gallons), bathing (about 3.5 gallons), and cooking (about 3 gallons). 13 gallons a day is not that much water.

People in the United States and Canada each use, on average, more than 150 gallons a day. This does not include water used in agriculture and manufacturing. We only need 13 gallons, but we use 150 gallons. This means we are wasting water. We are using much more than we need. People in countries like Canada and the US need to stop wasting water. In England, people do fine with about 25 gallons a day, or a fifth as much as we use. The average African family only uses 5 gallons of water each day.

Access to water is one of the reasons for the difference in how much people in the world use. This access is usual determined by how much money a person has. Poor people have less access to water than rich people. The majority of people lacking access to clean water live on less $2 a day. Many of them live in rural areas that do not have running water in their homes.

Millions of women and children spend several hours a day collecting water from distant, often polluted sources. Even poor people who live in cities often do not have access to water. They usually live in slum areas. Water companies often make them pay 5-10 times more than wealthy people living in the same city.

The lack of freshwater resources is due to other problems besides poverty. Some of these include pollution, contamination, and waste management. These make water undrinkable for humans and un-livable for wildlife. Public health and sanitation projects that teach people good waste management can help protect the freshwater they do have. Governments and the international community can help pay for these projects. Governments can also make laws that do not allow businesses to pollute or contaminate fresh water sources.

- Around 700 million people in 43 countries suffer today from water scarcity.
- By 2025, 1.8 billion people (almost one out of every 3 people in the world) will be living in countries or regions with absolute water scarcity. 2 out of 3 people could be living in water stressed places.
- Due to climate change, almost half the world's people will live in areas of high water stress by 2030. Most of them will be in Africa.
- It is estimated that an additional investment of US$ 11.3 billion per year would be needed to achieve the MDGs for drinking water and sanitation at the most basic levels

What is being done?

United Nations- Water

Within the United Nations system, UN-Water is the group in charge of linking together all of the work that deals with water resources that is done by more than 20 different agencies within the United Nations.

For a long time, most people did not believe that there is a water crisis, but now things are changing. The largest-ever meeting of world leaders adopted the Millennium Declaration at the United Nations Millennium Summit in September 2000. At this time, they set the Millennium Development Goals (MDGs). The MDGs set targets with start and end dates. These targets try to help the poorest people in the world have access to many of things that we take for granted: going to school, visiting the doctor when we are sick, and having clean water to drink. One of these targets (target 10) is to cut in half the number of people in the world who do not have access to safe drinking water.

At another meeting of world leaders in 2002, this target grew to also include basic sanitation, such as toilets and latrines. These world leaders also recognized that access to water is important to help meet all of the other targets in the MDGs. As a result of many of these meetings, UN-Water was created. They have helped many people have access to clean drinking water and basic sanitation, but many more people still need help, especially the poor. In order to focus attention on these people, the United Nations General Assembly declared 2005-2015 Water for Life: International Decade for Action.

International Decade for Action 'Water for Life' 2005-2015

One of the main programs of UN-Water is the Water for Life Decade. It tries to help the world make its target of providing clean water and sanitation to half of those in need by 2015. The goal of the Decade is to focus attention on action-oriented activities and policies that provide long-term sustainable use of

water resources. To reach this goal, there must be continued commitment, cooperation and investment on the part of all stakeholders from 2005 to 2015, and for years to come.

The 'Water for Life' Decade provides an opportunity to everyone to get involved. The celebration of the Decade takes place everywhere around the world on March 22nd. You can participate in Water for Life, as an individual or as a class. One way to do this is on World Water Day.

March 22, 2010: World Water Day

World Water Day, is celebrated every year on March 22nd by the United Nations. It began in 1993. It focuses attention on the world's water crisis and how people can try to solve the problem. Each year, World Water Day focuses on a specific aspect of freshwater. In 2010, the topic was Clean Water for a Healthy World. In 2007, events and talks were about 'Coping with Water Scarcity.' The theme for 2005 was 'Water for Life.' This focus was important in 2005 because it was the start of the international decade for action.

Water.Org

Water.org is a nonprofit organization that works with communities in Africa, South Asia, and Central America. They began in 1990, and they help provide people with access to safe water and sanitation. In 2008, they worked in Honduras, Ethiopia, Kenya, Bangladesh, and India. As a result, 153,000 people had access to clean drinking water and toilets.

Actions of Rich Countries

Most people who work on the water crisis focus on technological solutions to increase the supply of water—helping to change the way surface water flows so more people have access to it, pumping up more water from the ground, and trying to take the salt out of seawater. These ideas usually cost lots of money and are not good for the environment. Today, many people realize that many countries and people in the world waste water. Another way to try to stop the water crisis is to reduce the over use of water. People in rich countries that waste water prevent people in poor countries from having access to it.

Also, there are no mandatory environmental rules that force countries to protect their fresh water resources from pollution. However, there are rules that countries are encouraged to follow. For example, Agenda 21 adopted by the UN in 1992 talks about protecting the quality and the amount of freshwater resources found in their country and throughout the world.

Sources:

Coping with water scarcity. Challenge of the twenty-first century. UN-Water, FAO. 2007: http://www.fao.org/nr/water/docs/escarcity.pdf

Fresh Water http://www.freshwater.org/

A New World Agenda: http://www.crossroad.to/text/articles/carl_teichrib-6-99.html

Relief Web: http://www.reliefweb.int/rw/rwb.nsf/db900sid/SNAA-7V973S?OpenDocument

United Nations Environmental Programme: http://www.unep.org/themes/Freshwater/index.asp

Vital Water Graphics. UNEP: http://www.unep.org/dewa/assessments/ecosystems/water/vitalwater/

Water Organization: www.water.org; http://water.org/learn-about-the-water-crisis/facts

Water for Life Decade: http://www.un.org/waterforlifedecade/html

Water Rights and Wrongs: http://hdr.undp.org/external/hdr2006/water/2.htm

Water Year: http://www.wateryear2003.org/en/ev.php-URL_ID=1456&URL_DO=DO_TOPIC&URL_SECTION=201.html

WaterWired: http://aquadoc.typepad.com/waterwired/2008/09/water-shortage-in-russia.html

World Water Day: http://www.worldwaterday2010.info/

Stakeholders

Government of Bangladesh

Government of Canada

Government of the Central African Republic

Government of India

Government of Kenya

Government of Russia

Government of the United States

PRIORITIES TO BE DISCUSSSED DURING MINI-SIMULATION

- Efforts made to improve access to clean water and sanitation
- Responsibilities of individuals, governments and the international community
- Effects of poverty on access to freshwater
- Equal access to and usage of freshwater resources for all people, rich and poor
- Why ending the water crisis is important to the future of a country and the rest of the world

Tasks:

1. Review the list of priorities for the simulation

2. After you are assigned a stakeholder, read through the information provided about this group.

3. Analyze the situation and determine a course of action for your stakeholder that can be summarized in a 30 second-1 minute speech to other stakeholders

4. Following the speeches, spend 15 minutes with the group to develop a plan of action to end the water crisis.

5. If there are several action plans, vote on which one you think will have the greatest success.

RECOMMENDATIONS FOR FORMULATING A RESOLUTION

Delegates should discuss the difficulties countries face when providing safe water and sanitation services to its people. Delegates should also consider how well countries protect their freshwater resources, as well as the various economic, social and environmental effects of not protecting them. Finally, consider the role of international organizations and the support that rich countries can provide for poor countries. The needs are great: access to water for most of the world's poor people, efforts to protect the freshwater resources, and a greater need to address poverty as the main issue at hand.

GOVERNMENT OF BANGLADESH

Bangladesh is located in South Asia. They are experiencing a water crisis. Bangladesh has made good progress in giving more people access to safe water, but there is a lot of inequality across the country. Latrine usage is very poor across the country, averaging only 16% in the rural areas. Diarrheal diseases are a major health problem, killing over 100,000 children each year.
In the late 1970s, approximately four million wells were dug to replace the traditional water sources that were contaminated. These projects did well, and there were fewer deaths from unhealthy water. Then, in 1993, there was a problem. Many of the wells were contaminated with arsenic- a really dangerous element that can poison people. These wells were painted red, so people would know that they were dangerous and to not get water from them anymore. But the people had no new source of water to replace the wells, so they went back to the traditional contaminated sources or started getting water from ponds or ditches filled with dirty water.

The size of the urban population is growing at very fast rates. Poor people from the rural areas continue to move to the cities in hope of being able to earn more money to support their families. Many of these people find shelter in the slums. The huge amount of people living in such close quarters causes people living in these slums to have some of the worst health in the country. Most people in these slums live on less than US $2 a day, and many live on less than US $1 a day. This poverty, overcrowding, poor housing, and unhealthy disposal of waste all play major roles in the water and sanitation crisis in the urban areas of Bangladesh.

Global Classrooms
Learn. Live. Lead.

GOVERNMENT OF CANADA

Canada has many sources of freshwater, and Canada does not have a very big population. This means that they have more than enough freshwater in their country. Canada supports the efforts of many poorer countries, but they still continue to waste water. Like the United States, the average person uses about 150 gallons of water per person even though only about 13 are needed.

Canada supports the efforts of poorer countries in many ways, including through the UN. They have signed Agenda 21, and they are one of the countries in the world that works the hardest to protect and provide freshwater resources. For example, they helped start the Earth Council which tries to protect natural resources throughout the world. They contribute a lot of money to international organizations and governments in poor countries to help them follow Agenda 21.

Global Classrooms
Learn. Live. Lead.

Global Classrooms
Learn. Live. Lead.

GOVERNMENT OF CENTRAL AFRICAN REPUBLIC

The Central African Republic is one of many countries in Africa that has a water crisis. They have suffered from decades of violence and do not have a strong government. The government provides little support to help people access clean water and sanitation. The help they have provided usually is destroyed by the conflict. Only 1 out of every 4 people has access to safe drinking water. Their population is about 4 million people. This means 3 million of them do not have clean water to drink. About the same number of people are without proper sanitation facilities (toilets or latrines).

The international community is trying to help the people of the Central African Republic with their water crisis. Many UN and other international groups provide support to them, but it is not enough. Poverty is a huge problem and is one of the main reasons that so many people do not have access to clean water and sanitation.

Global Classrooms
Learn. Live. Lead.

GOVERNMENT OF INDIA

India has the world's second largest population with more than 1 billion people. Its population is more than 3.5 times the size of that of the United States. However, India is only one-third of the physical size of the US. Poverty is a big problem in India. Although overall poverty in India has gone down in the last 50 years, 1 out of every 4 people still live on less than two dollars a day. The gap between poor and rich people keeps growing.

India does not have enough freshwater for all of its people. India's huge and growing population puts a big strain on all of the country's natural resources. Most water sources are contaminated by sewage and agricultural runoff. India has made progress in the supply of safe water to its people, but a lot of inequality exists across the country. In order to decrease the amount of disease spread through drinking-water, toilet usage and hygiene must both be improved.

GOVERNMENT OF KENYA

Over 50 percent of Kenyans are living on less than $2 a day. Poverty is everywhere and affects the amount of water people have. The water crisis in Kenya is slowing down daily life throughout the country. The current lack of rain and water shortages is expected to continue, making the situation worse. There are other reasons for the water crisis in Kenya: poor management of the water supply, lack of money invested by the government, unfair distribution of water, pollution of water supplies by untreated sewage, and huge population growth.

Kenya is limited by a yearly renewable fresh water supply of only 647 cubic meters per capita, and is classified as a water scarce country. Only about half of the rural population has access to a good drinking water source, and the time spent collecting water every day often prevents women from taking up income generating activities (employment), or in the case of girls, prevents them from attending school.

Global Classrooms
Learn. Live. Lead.

GOVERNMENT OF RUSSIA

Russia has one of the largest amounts of freshwater in the world. In fact, there are more freshwater resources in Russia than all of Europe combined. They have 30,000 m3 per capita, one of the highest levels in the world. Yet, a water crisis is beginning there. This is because much of their water is polluted. More than half of all the water used in Russia is for industries. This number is really high and prevents some people from having access to drinking water. Access to water resources is not very equal in Russia. Most people live in the western part of the country which has very little water, while few people live in the east where most of the water is. The government of Russia wants to stop the beginning of a water crisis. They are taking an active role in trying to lower the pollution caused by industries, finding ways to purify water, and spending more money to protect their freshwater resources. They also are rationing the water use of their citizens, which means they limit how much one person can use.

Global Classrooms
Learn. Live. Lead.

GOVERNMENT OF THE UNITED STATES

The United States is not experiencing water scarcity or even water stress. Many people would say that there is no water crisis in the United States, but others would not agree. Some people think the over use of water in the United States is a water crisis. For example, like Canada, the average person uses about 150 gallons of water per person even though only 13 are needed.

The United States supports the efforts of poorer countries in many ways, including through the UN. They have signed Agenda 21, but they do not always follow it. The US works hard to protect the freshwater resources in the United States, but they sometimes do not try as hard in other countries. For example, some US companies in other countries contaminate or pollute many of the freshwater resources because it saves money.

ACCESSS TO PRIMARY EDUCATION

MINI-SIMULATION

PARTICIPANT GUIDE

Introduction

What is Primary Education?

Education is a basic human right. It promotes individual freedom and empowerment and provides important development benefits. The right to education is unique in that it allows people to exercise their other rights, like civil, political, economic, social and cultural rights. It also gives people a brighter future. However, millions of children and adults remain without educational opportunities, mostly because of poverty.

Primary (or elementary) education is made up of the first 5-7 years of formal, structured education. In general, this education lasts for six or eight years and starts at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and the rate is rising. Most countries have promised to try to achieve universal enrollment in primary education by 2015, and in many countries, it is compulsory (mandatory) for children to receive primary education.

Why is Primary Education Important?

Education is necessary to get out of poverty. When people have the chance to learn basic life and literacy (reading and writing) skills, economies grow faster and the number of people who are poor goes down. When people go to school, they are able to earn more money in the future and support their families. Some facts about the importance of education:

- A single year of primary school increases the amount of money people earn later in life by 5-15% for boys and even more for girls.
- No country has ever achieved continuous and rapid economic growth without first having at least 40% of its adults be able to read and write.
- The amount of money a person makes increases by 10 percent for each year of schooling they receive.

- A child born to a literate mother is 50% more likely to live past the age of 5.
- Young people who have completed primary education are less than half as likely to get HIV as those who do not. Universal primary education could prevent 700,000 cases of HIV each year – about 1 out 3 new infections in this age group.
- Universal primary education would cost $10 billion a year – that's half what Americans spend on ice cream.

More than 100 million children remain out of school.

46% of girls in the world's poorest countries have no access to primary education.

More than 1 in 4 adults cannot read or write: 2 out of 3 are women.

How Bad is the Problem?

One of the United Nations' Millennium Development Goals is to achieve Universal Primary Education, more specifically, to "ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling." Yet millions of children are not in school. The majority of these children are in regions of sub-Saharan Africa and South Asia. Girls are less likely to attend school than boys.

Children are excluded from education because they simply cannot afford the cost of going to school – sometimes the price of school fees, uniforms or books. Many kids must work to support their family, or stay at home and care for sick family members. In some rural areas, there are no schools available. In areas of conflict, families may be forced to flee their home in search of refuge - children are even forced to fight in wars in some places. In most countries, girls are the last to get the opportunity to learn - often because boys are favored when families are not able to send all their children to school.

Who is not in school?

60% of all children not in school are girls.

Nearly 250 million children have to work to help their families.

Half of the world's out of school children live in communities where the language used in schools is different from that used at home.

What are the Needs?

The international community has identified the steps that need to be taken to provide universal access to primary education. There are several really important ones, such as teacher training, textbook provision, giving school meals and health services, and providing clean water and sanitation. These can all help a country get all of its primary-school-aged children into school and provide them with a quality education. This can be done by increasing the amount of money spent on education by both national governments and the international community. National governments can get rid of school fees, especially for poor families. Some countries, like Mexico, even give money to poor families on the condition that their children, especially girls, attend school.

Costs

The costs of education are many: school fees, uniforms, transportation, books, and writing materials. It is necessary to determine what the fees are and who should be responsible for paying for them. Also, there are direct and indirect opportunity costs. Opportunity costs can include the loss of money from work and at home and the perceived loss of marital value of girls in some cultures.

8goals.ca

Access

Girls' education can affect more than just the girls. Studies show that putting money into education for girls leads to better nutrition for the family, improved health and family planning, less poverty, and better overall economic performance. Many indigenous children are unable to attend school. Those who can attend often do not speak the language that is taught in schools.

Quality

Children will not learn if there are not enough books of good quality, well trained teachers, and a curriculum that addresses issues that are important to their community. These may be related to HIV/AIDS, former child soldiers, the move from farms to cities, access to computers, or the effects of a changing natural environment.

www.gov.sz/home.asp?pid=745

What is Being Done?

More than sixty years ago education was set as a basic human right for every person in the **Universal Declaration on Human Rights** in 1948. Since then world leaders have made many promises to make this a reality. One of the most important of these was the setting of the Education for All targets. These targets are set for 2015 and include free and compulsory primary education and gender equality (the same for boys and girls) in education. 180 countries signed up to make these goals happen. Poorer countries agreed to make policies and provide money so that all of their citizens would have an education. The richest countries promised to help make Education for All a reality, by providing money to the poorest countries to help them do so.

Education for All Class of 2015:

As a result of the Education for All targets, many groups came together to create the Education for All Class of 2015 to help meet these goals. They realized that those countries that have achieved universal education have all done so through government action. Many governments also need the support of others. Some of the recommendations of the Class of 2015 include:

- Requiring $11 billion per year from the international community so that 75 million children can get into school
- Supporting the national education plans of developing countries
- Improving the quality of education by training and recruiting 18 million teachers between now and 2015, so that all children have a chance to learn in a manageable class size (under 40 children per teacher)
- Encouraging governments to define and measure learning standards
- Reaching all children by developing new strategies to reach hard to reach children in conflict, in remote areas, and from groups discriminated against
- Guaranteeing that children have enough to eat to study and be healthy through having access to school meals or cash transfers to families
- Encouraging national governments to dedicate at least 20% of their national budgets to education and to get rid of the fees that prevent so many children from going to school.

United Nations Children's Fund

UNICEF believes that education is a basic human right. It works to address the inequalities in the world, especially gender inequalities. They focus on the most disadvantaged children through a range of programs. One of their main areas of focus is primary education. They work with local, national and international partners, and UNICEF is one of the five organizing agencies of the Education for All Class of 2015. UNICEF's yearly spending in the area of education has increased from just over US$200 million in 2002 to US$600 million in 2008. They promote quality education, access to education, and learning in emergency situations.

United Nations Educational Scientific and Cultural Organization (UNESCO)

UNESCO works to improve education through projects, advice, and training local communities. They are another main coordinator of Education for All. They promote education as a basic human right. They focus on the quality of education and access to education. They work closely with UNICEF in helping all children have access to primary education.

Global Campaign for Education

This organization promotes education as a basic human right in 120 countries. It motivates people and groups to pressure governments and the international community in order to assure that all children are provided with free, compulsory (mandatory) public education.
As a result of their work, school fees have been dropped in many countries, allowing some of the world's poorest children to attend school. As a result, 40 million more children have been able to access school in the past 8 years, and most of them are girls.

Questions to Consider

1. How many primary school aged children in your country are not enrolled in school? Are more girls than boys enrolled in primary school in your country? How can you make this more equal?

2. Do your schools require school fees?

3. What does your country do to help all children access primary education?

Stakeholders

Government of Guatemala

Government of Mexico

Government of Argentina

Government of Cuba

Government of Spain

Government of the United States

PRIORITIES TO BE DISCUSSED

- Efforts made to improve access to primary education
- Responsibilities of individuals, governments and the international community
- Effects of poverty on access to education
- Equal access to education for all children including girls and indigenous children
- Why education is important to the future of a country and the rest of the world

Tasks:

1. Review the list of priorities for the simulation
2. After you are assigned a stakeholder, read through the information provided about this group.
3. Analyze the situation and determine a course of action for your stakeholder that can be summarized in a 30 second-1 minute speech to other stakeholders
4. Following the speeches, spend 15 minutes with the group to develop a plan of action to improve access to primary education throughout the world.
5. If there are several action plans, vote on which one you think will have the greatest success.

RECOMMENDATIONS FOR FORMULATING A RESOLUTION

Delegates should discuss the difficulties countries face when providing education for all children. These issues may include direct and indirect costs of education, how well teachers are trained, and the curriculum that schools teach. Delegates should also discuss equal access for boys and girls, and the effects this has on the country. Delegates should consider international support for the issue. Finally, consider what your country can do to overcome these barriers. The needs are great: a lack of education for the children of today will continue to delay development for future generations.

Sources:

Action Aid: http://www.actionaid.org.uk/896/global_campaign_for_education.html

Campaign for Education: http://www.campaignforeducation.org/en/why-education-for-all/education-promises/

Campaign for Education: http://www.campaignforeducation.org/images/stories/Files/Actionweek2010/EN/EDUCATION_ON_THE_BRINK_-_final1.pdf

Education for All: http://www.educationforall2015.org/

Oxfam: www.oxfam.org

PBS: http://www.pbs.org/wnet/wideangle/episodes/time-for-school-series/introduction/4340/

Right to Education: http://www.right-to-education.org/node/53

Right to Education: http://www.right-to-education.org/sites/r2e.gn.apc.org/files/Why%20can't%20I%20afford%20to%20go%20to%20school.pdf

Save the Children: www.savethechildren.org

State of the Right to Education Worldwide: Fee or Free: http://www.katarinatomasevski.com/images/Global_Report.pdf

UNDP, The Millennium Development Goals Report, 2008: http://www.mdgmonitor.org

UNESCO: http://unesdoc.unesco.org/images/0017/001776/177683e.pdf

UNESCO: http://www.unesco.org/en/right-to-education/

UNESCO: http://portal.unesco.org/education/en/files/42456/11277533585Right_to_Education__Flyer_English.pdf/Right%2Bto%2BEducation%2B%2BFlyer%2BEnglish.pdf

UNFPA, United Nations Population Fund: www.unfpa.org

UNICEF: http://www.unicef.org/infobycountry/argentina.html (good for stakeholder info)

UNICEF: http://www.unicef.org/publications/files/All_Children_Everywhere_EN_072409.pdf

Global Classrooms
Learn. Live. Lead.

GOVERNMENT OF CUBA

Cuba has some of the best primary education in the region. School enrolment rates are above 95 per cent, and 99 per cent of these children reach the fifth grade or beyond. One plan to improve the quality of education in rural areas has benefited more than 150,000 students in more than 4,000 primary schools. The government has provided basic supplies to students in the eastern part of the country to improve the learning environment for 4,000 students. UNICEF has provided all of Cuba's public libraries with a selection of books for children and young people. The Cuban government devotes 8.5% of its GDP to education.

Global Classrooms
Learn. Live. Lead.

Government of Argentina

Argentina has a 98% rate of enrollment in primary education, though there are still some challenges. About 7 per cent of the population lives on less than $1 a day. Children are affected by poverty, especially in the north. To address these needs, Argentina started a national program called 'Plan Familia'. This helps poor families, by giving them money and health care so that their children attend school. The project will eventually reach 500,000 families.

Global Classrooms
Learn. Live. Lead.

Government of Spain

Access to primary education is almost universal in Spain. They have a good plan to help all children attend primary school. Additionally, they support other countries. For example, the government of Spain is part of the Class of 2015, an international group that works to achieve Education for All. In 2009, they committed $243 million to the Education for All Campaign. They also support other international efforts.

Global Classrooms
Learn. Live. Lead.

Government of the United States

The US has almost universal access to primary education. While they contribute to many global efforts to increase access to primary education throughout the world, they often fall short on providing the amount of money requested. Many countries with smaller budgets give more money to poor countries to help them with education than the US. In 2010, the US government, under President Obama, gave $132.4 million to UNICEF, the largest amount they have ever given. The US is not part of the Class of 2015 Education for All.

Government of Mexico

Reaching educational enrollment for 95.7% primary school age children has been an impressive achievement for Mexico. This is a higher percentage than many rich countries. Public primary education has become 'almost universal' and 'almost free' because most costs have been gradually removed. These include various fees as well as textbooks. The cost of learning materials alone could be as high as 40% of a poor family's budget. The government's policy has then been to deliver free school books to the poorest areas in the country.

The model of making education free also tries to eliminate the hidden costs of education, through a government program called PROGRESA. It is based on the idea that family survival is more important than children's education. Education offers benefits in the long term while having enough food to eat must happen now. To get rid of such hard choices, PROGRESA provides money for poor families based on children's school attendance. What started as a pilot project in 1992 now reaches almost half of all rural families.

Government of Guatemala

Primary education is not universal. Almost 1 out of every 3 school aged children are not in school, even if some enroll at the beginning of the year.

In rural Guatemala, young children have little chance at an education. Decades of civil war have left many people in chronic poverty. This poverty, along with the need for children to work, makes it hard for all children to receive an education. Many of the indigenous Mayan children do not complete more than a few years of primary school.

Children who cannot afford to go to school have to work. 23% of all children between the ages of 7-16 work in Guatemala. That's almost 1 in 4. Sometimes children work to pay for their own education. Students or their families must pay for the full cost of textbooks, supplies and uniforms.

Registration fees are charged in all schools; they are higher in urban and lower in rural schools. Additional charges include the costs of building a school or repairing it, photocopies for exams, or school meals and snacks. Schools also make parents participate. While this is good for education, it is hard for the children's parents. They have to take time off work, which is lost money that poor people cannot afford.