

Canadian International Model United Nations  
2005 Millennium Summit  
Recommendation 2.1

Sponsors: the United Kingdom, the United States of America, Czech Republic, Ireland,  
Fiji, Libya, Canada  
Signatories: Iraq, Russian Federation, Ecuador, Kuwait, China, Saudi Arabia, and Ethiopia

Recognizing Target 3 of MDG 2, to ensure, that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling,

Recognizing that education has a direct impact on many of these MDGs, and is perhaps the key to achieving these MDGs,

Recognizes that many marginalized groups, for instance, women, minority ethnic groups, refugees, low income households and populations from rural areas do not have access to primary education,

Further recognizing that universal education is of the strongest importance, governments must assure equal access to primary education for all individuals and address that the principles of retention, persistence, and achievement are factors that must be taken into consideration for all educational planning directed at reaching this goal,

Highlighting the ever-increasing cost of delivering quality universal education;

the committee recommends:

- To increase community support for education that extends beyond the primary level,
- Promotes the respect of the interests of said community
- Reminds developed states of the importance of achieving the 0.7% GNP aid target;
- Urges all nations to re-evaluate the efficiency of the 0.7% target as a sustainable conclusion to the next decade of development;
- Recalling that the 0.7% GNP aid money, this body reminds participating states that aid can take many forms.
- developing partnerships between civil society, local governments, and local communities that lend support to teachers and heads of schools
- Calls for the convening of representatives from all states for the purpose of reviewing and revising the targets and indicators of the MDGs,
- Encourages cooperation between the governments of developed and developing countries to increase monetary incentives to reverse wealth flows, wherein children are principal providers, to decrease the burden on children to supplement family incomes, namely allowing more girls to attend school;

Regarding Indicator 1: net enrolment ratio in primary education

- Recommends the implementation of programs that promote the safe passage of children to school, particularly children in rural areas

- Encourages countries to eliminate school fees in order for equal opportunities to be presented to both girls and boys to attend school/ to increase enrolment
- Increase number of teachers, implement teacher development programs, increase number of training facilities for local teachers in cooperation with local communities, governments, and civil society
- Scholarships offered through bilateral and multilateral organizations working in conjunction with NGOs

Indicator 2: proportion of pupils who start grade 1 who reach grade 5

Recognizing that having universal access to education is only as valuable as the quality of the education available, the committee recommends the following:

- fostering environments conducive for the psycho-social and academic development for students of all genders and ages and respecting diverse cultural backgrounds and values in the development and implementation of curricula
- Recognizing the need for retention in school enrolment,
- Encourages the implementation of incentive programs for families to keep children in school. Programs could include, but are not limited to, food and attendance programs, or subsidizing educational costs.
- Encourages developed countries to train and send internationally recognized and qualified teachers to assist in the implementation of education programs upon the request of the recipient countries
- More investment from developing and developed countries, and NGOs, in education resources including learning materials, school supplies, physical structures, (safe, clean, and protective spaces for children) and regional education infrastructures and transfer of knowledge.

Indicator 3: literacy rate of 15-24

- Promote provision of adult primary level classes to learn reading and writing skills
- Continue to support successful literacy programs in place and as well as new initiatives
- Encourage innovative and creative methods of education to promote community awareness

In addition, the committee encourages the implementation of an optional educational financing system, which resembles a proportionate finance program, under the following model:

- Upon invitation by developing countries, the UN would send an independent body to survey the country's educational needs and approximate a budget to meet these needs.
- This would entail a lump sum portion which would then be given to the country for its direct educational infrastructure needs.
- Evaluation will follow every 8 months from which the continuation of the highest potential proportion may or may not be allocated.