UNESCO

STUDY GUIDE

-

INNOVATIONS IN EDUCATION

ROTMUN

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ROTMUNKHI

Humza Nadeem Jami

Secretary General

Humza Nadeem Jami will be serving as the Secretary General for the Rotaract Model United Nations Conference 2018. Jami, as he likes to be known, is a graduate of the Lahore University of Management Sciences, where he was a senior member of the LUMUN Society's Secretariat and Travelling Model UN Team. Prior to this, he was a former Head Delegate at the Lyceum School's Debate Team, one of the powerhouses of the country.

As a member of the LUMUN Secretariat, Jami is famous for the most technologically innovative and immersive crisis experiences Pakistan has ever seen - having designed and chaired Harry Truman's National Security Council as part of the country's first ever Joint Crisis Cabinet (JCC) in 2016, and a Twitter integrated real time UN Security Council in 2017. As a part of the LUMUN Travelling Model UN Team, he reached the pinnacle of his career when he won a Diplomacy Award at the Harvard World Model UN Conference hosted in Panama City, Panama in March 2018 (as seen in the picture above).

Jami has been doing Model UN since January 2011, and cannot be more excited to welcome you to ROTMUN! He is an original graduate and a two time Best Delegate winner at the original Rotaract Model UN Conference that occurred between the years of 2010 and 2012, hosted by the Rotaract Public Speaking Forum.

His vision for the conference is simple: to bring the best and the absolute best of the country inside the halls of IBA City Campus for the most uniquely immersive delegate experience offered at any Model UN Conference in the country. He is inspired by the ROTMUNs of yore, where high levels of academic integrity and learning were the core of Model UN as an activity, which he finds an opportunity to revive this year. He will be flying in chairs from the best corners of the country to achieve this.

Jami feels Model UN has become an activity that has become very elitist, very exclusionary, and has lost its roots in intellectual political dialogue. All of that will return in due time at the 2018 edition of the Rotaract Model United Nations Conference under his leadership to foster Socratic dialogue using this activity.

Uwais Parekh

Under Secretary General

Uwais graduated from Cedar College in 2018 and is currently in the midst of figuring stuff out in his gap year. Usually found in bed with a bag of Doritos while he goes hours into the night being engrossed with Video Games

Uwais served as the Head of the Model UN wing of Cedar Union, Cedar's Public Speaking & Debating Society in his last year where he captained the Model UN Team to multiple landmarks at conferences such as LUMUN, MUNIK & HUMUN.

He has also been a long serving member of the Destiny Model United Nations Society, having served as the Vice President & the Academic Curator for their annual Conference, apart from that Uwais somehow managed to garner an Experience of more than an acceptable amount of Public Speaking & Debating Events; be they Model UNs, Parliamentary Debates or Moot Courts, at the obvious expense of his GPA

Being an Immense Believer in the change that is only plausible through discourse and engagement with Ideas. Uwais absolutely cannot wait to give it his all to ensure that aspiring policy makers have the suitable environment to participate in dialogue that helps them explore the diplomat present within themselves in the Country's best emulation of the Chambers of the United Nations

Maheen Naveed

Under Secretary General

Maheen is currently in her first year pursuing an MBBS degree at Ziauddin University but likes to spend her free time imagining all the possible, completely unrelated careers she can go into after she completes her MBBS. She is a graduate of the Lyceum School, where she was Head Delegate of the Debate Team and regards that time as one of her most cherished.

During her tenure as a member of the Lyceum's Debate Team, she has won awards at local and international conferences including LUMUN, ROTMUN, MUNIK and Harvard MUN; the former at which she was awarded a Best Delegate at UNSC and the latter at which she was awarded Honourable Mention twice.

She is looking forward to helping create a conference that is centred on the classic MUN values of energetic debate, impeccable policy making and above all, a return to the high standard of academic intellect and argumentation theory that is expected of delegates attending the hallowed halls of a ROTMUN conference.

She hopes that ROTMUN is the experience of a lifetime for it's delegates, and wishes you the best of luck in October!

Mishaal Husain

Committee Director

Mishaal recently graduated from the Lahore University of Management Sciences after finishing her undergraduate degree in English. She has been acquainted with Model United Nations for the last six years, and has been fortunate enough to represent Pakistan in various parts of the world through it. Last year, she also served as the LUMUN 14 President. She hopes that this edition of ROTMUN is an exciting and enriching experience for all delegates, and cannot wait to meet you all in a few days!

If you have any questions about the committee, feel free to reach out to Mishaal -- she'll be happy to talk to you.

Ahmed Mustafa

Committee Director

Ahmed is a former Lyceum Debate Team member as well as an Alumni from the Institute of Business Administration. He was active participant in Model UNs and Parliamentary Debates for both. He has chaired MUNIK Several Times, been it's Under Secretary General as well as the Under Secretary General of ROTMUN in 2016

Ahmed actively believes Model UNs since they have failed to be what they should have been and has been proactive in trying to return them to what they are meant to be. He is more motivated than ever before to realize his fullest potential, as per him the key to success lies in pursuing interests, recognizing passions and working to fulfil them in some capacity.

Some fun facts about Ahmed or as he likes to put it "My passions and pursuits in a nutshell, for now at least" are that he's actively involved in his job at Bank Alfalah and strives to make the most of a sales position for his professional development. Football has been a most cherished sport which he now regularly plays to improve as a player, as well as follow and analyze to consider a future career in it.He's also a big advocate of films for the entertaining and intellectual value they propagate. Ahmed also plays the piano, is learning to speak French, pursuing financial qualifications via exams and love to travel.

Innovations in Education

Introduction

The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to build peace through international cooperation through five major programs; education, natural sciences, social/human sciences, culture and communication/information. These are the areas that you, as delegates, will be focusing on to enhance the performance of the committee and to truly analyse current strategies in education in order to innovate.

More specifically, the committee will focus on addressing curriculum inequities. As the global community innovates in the areas of science and technology with each successive generation, our focus on what is taught to our children remains rooted in moulding them to compete at the same level with other children their age. This strategy is practiced in the makeshift schools of rural villages in Southeast Asia to the hallowed halls of elite schools in New York, as schools are increasingly tasked with cultivating global citizens. With this changing global standard, comes an irrational expectation of children to abandon creativity, imagination and in some cases, even cultural pride and identity as they struggle to match the 'formula for success.'

The topic of the committee, therefore, is one that is perhaps more relevant than any other in changing how we teach our children, and ultimately changing how we innovate in the interests of preserving individuality, cultural identity and a child's learning ability.

Solutions to the drastically different curricula we have across the world require a shifting of some of the basic frameworks of many of the world's education systems. This guide will outline a few, while you as delegates are encouraged to bring your own ideas and solutions to the table in order to make debate more engaging, multi-faceted and inclusive. These include global opt-in curricula, global teacher trainings, and an increase in support for national or local educational bodies, among others.[1]

This guide serves the humble purpose of providing you, the delegate, with an overview of the topic at hand. It should not be your only means of information in the committee, and should be used as more of a map for your research.

History and Powers of the Committee

The United Nations Educational, Scientific and Cultural Organization was founded in 1945. Post World War II, representatives of forty-four countries met, who decided to establish an organisation that would exemplify a genuine culture of peace. Their vision was that the new organization must lay the foundation for the "intellectual and moral solidarity of mankind" and that by investing in the sustainability of such a venture, future world wars would be prevented.[2]

The committee was founded on the principles of promoting and maintaining peace and security across the world through nations collaborating in the areas of education, science and culture. This collective sharing of values and knowledge would, in turn, spawn a deeper and universal understanding and appreciation for justice, for the rule of law and for the fundamental human rights and freedoms that are promised to all people, regardless of race, gender, religion and language, under the United Nations Charter.[3]

Today, UNESCO leads over 65 programs across that broadly aim to protect the right of every child's access to a high-quality educational experience, promote and preserve inter-cultural harmony, expression, and diversity, provide equal opportunities in education without discrimination, safeguard heritage, and encourage the contributions of women in STEM fields to name a few.[4] It has garnered some significant success in its crusade, especially in the area of implementation of the fourth Sustainable Development Goal i.e., to "ensure inclusive and quality education for all and promote lifelong learning."[5] Now 91 percent of children in developing countries are or have attended primary school. Though this number is impressive, it leaves 57 million children without primary schooling.[6] Of these children not attending school, over half reside in an area of violence or conflict.[7] On the larger, global scale, over 103 million children do not have basic literacy skills.[8] Of these, greater than 60 percent are female.[9] Major goals of this initiative include increased access to higher education particularly from Africa and smaller island nations; more high-quality and well-trained teachers; to educate all children to be literate, provide equal access and quality to students regardless of gender, disability, or race; and to provide equal access to pre-primary and early childhood care, among others.[10]

In recent years, UNESCO has taken steps under the Global Education 2030 Agenda, which is which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030, to bring about changes in the way we teach and the way we learn. Through the Agenda, UNESCO aims to produce lifelong learners who are aware of the acute challenges the world is facing with a growing population of over 7 billion and lagging resources. To that end, it has introduced to the world of education; the people that teach, the students, and the institutes that facilitate learning, the term of 'global citizen' or 'global citizenship.'[11] With the world becoming increasingly globalised and interconnected and a growing need to adapt education to promote peace, well-being, prosperity, and sustainability, there is increasing interest in Global Citizenship Education (GCED).

Included in these goals to accomplish by 2030 is the Incheon Declaration. This document was put together by representatives from UNESCO, UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR.169 The document affirmed prior similar works within the Education for All movement completed in Jomtien in 1990 and Dakar in 2000.170 Particularly relevant for this committee from that document is the discussion of how curricula can be influenced and influence teachers and students alike.

By placing great importance on the role of education in developing values, soft skills and attitudes for social transformation, GCED strives to foster the following attributes in learners[12]:

- An attitude that is appreciative and understanding of multiple levels of identity;
- Knowledge of global issues and universal values such as justice, dignity, respect, and equality;
- Cognitive skills to think critically, systemically and creatively;
- Social skills such as empathy and conflict resolution, communication skills and the ability to network and interact with people of different backgrounds, origins, cultures and perspectives; and
- Behavioural potential to act collaboratively and responsibly to find global and sustainable solutions for global challenges and to work for the collective good

The major issues UNESCO plans to address through these methods are environmental concerns, namely climate change; prevention of natural and man-made disasters; mitigating the human effect on biological diversity; water quality and access; an appreciation for and emphasis on cultural diversity; sustainable and practical urban development methods; and, new, sustainable livelihoods which would foster these ideals and goals.[13] At present, UNESCO has been working to incorporate these goals and methods of teaching into classrooms across the world through adding these values into curricula.[14] The Global Action Programme has been approved by the 37th session of UNESCO and the 69th session of the UN General Assembly.[15]

Statement of the Problem

History of Education

The world education comes from the Latin word e-ducere, meaning"to lead out." Defining education is no simple task, it is simply the relentless process of becoming. The advent of education can be traced to the creation and development of early languages, reading and writing. In the beginning, for hundreds of thousands of years, children educated themselves through self-directed play and exploration[16], but scholars can trace the first forms of formal education to ancient Egypt in around 3500 BCE, where hieroglyphs were the first organized forms of reading and writing, and thus education. Where the Egyptians laid the foundation for the earliest known form of writing, the Greeks developed writing and reading further with the Phoenician writing system. The system of education began to develop in the West when the Greeks started using texts intended for education, laying the groundwork for textbook's very ancient roots and the Roman's opened schools to teach children rudimentary skills and socialization.

Around 600 CE, institutions of higher education were being founded in the Middle East. The University of al-Qarawiyyin in Fes, Morocco is commonly considered the first university.[17] In Baghdad, the House of Wisdom was an educational center devoted to a wide array of scholarly pursuits including astrology, mathematics, agriculture, medicine, and philosophy.[18] Here they drew on diverse works from diverse authors including Greek

scholars like Pythagoras, Euclid, and Aristotle, as well as other Persian and Indian thinkers.[19]

In ancient India, during the Vedic Period from about 1500 BC to 600 BC, education was primarily based on the Veda (hymns, formulas, and incantations, recited or chanted by priests of a pre-Hindu tradition) and later Hindu texts and scriptures.[20] These texts taught not only intellectual lessons, but also spiritual, moral, and ethical teachings. In the post-Vedic period, the curriculum expanded to include the Vedas, history, Puranas (Hindu religious texts), grammar, mathematics, Brahma-Vidya (branch of Hindu scripture derived through study of the divine), Nirukti (etymological interpretation of words), astronomy, dance and music.[21] The Veda taught that education should consist of many subjects so that an educated individual would be knowledgeable in several realms and domains.

In China, during the Zhou dynasty, there were five national schools in the capital city, one of which was an imperial school and the other four taught the nobility and the aristocrats. The principal curriculum in the schools were the Six Arts: rites, archery, music, charioteering, calligraphy and mathematics. It was also during this period that the teachings of Confucius, the Chinese philosopher, were to significantly impact the chinese education system and curriculum for the next 2000 years. The goal of education at that time was to create subjects who could ultimately grow to staff China's growing bureaucracy. Even then, education was seen as a potential path out of poverty for young boys. There were tales as early as 120 CE of young boys from poor, migrant, or farming families who paid for their education through manual labor and were able to rise to high positions of power in the government. This ideology, that merit was an important factor in the professional success of a man, can be traced back to these years in China, particularly in the Zhou dynasty.[22]

By the sixth century in China, the Imperial Academy was established, the curriculum of which was the Five Classics of Confucius. Even though the Academy enrolled more than 30,000 students at that time, education was still a luxury that most could not afford.

Throughout East Asia, schooling continued to be a privilege reserved for the elite and by 1600 in Japan, most of the middle and lower class were still illiterate. However, under the rule of Tokugawa there was greater emphasis placed on the importance of education and things began to change. For the first time, an ideology began to emerge where applicants to a school were being judged on a merit based system rather than one exclusively based on traditional class standing. The curriculum was similar to the one being taught in China at that time, with an emphasis on memorization and oral rendition of Confucian classics, as well as arithmetic and calligraphy. In the late nineteenth century however, Japan's education system began to move away from the traditional Buddhist temple-based system and adapted the western model of public schooling. The change came about as a result of the greater impact of lifestyle import during that time, and the idea that a school is the most critical and effective place that a government has to groom it's potential leaders and the workplace.

By the end of the century, almost all the books used in the Japanese curriculum were based on western equivalents.

In the West, the system of schooling in the regions of Ancient Greece, Rome and its surrounding system is significant because like in China, there was an early interest in making education more accessible to the masses by modeling it on a merit-based system. This interest stemmed from the growing ambition of families to utilise education as a tool to escape poverty, the means to social mobility, and the opportunity to progress professionally beyond what your family's generation before you was able to do. Capitalizing on this ambition was an opportunity to nurture great thinkers, innovate newer technologies and create a larger, more skilled workforce.

Athens was founded by Solon upon the understanding that the middle class held political power and needed to be heard and receive recognition for the success of a democracy.[23] In the fully developed Athenian democracy, a little over a hundred years after the reforms by Solon, education was entirely privatized and the state played no role in it.[24] Schools could be founded by anyone, curriculums determined and created by anyone, and parents had the right to select which school, at which price point, and how frequently their children attended school.[25] Most parents, even those from a poorer background, sent their sons to schools for at least a few years (around the ages of seven to fourteen if they could afford it) to learn gymnastics, music (including poetry, drama and history) and literacy, after which they would learn a trade by apprenticeship. Girls on the other hand rarely received formal education. Students from the families of the elite would continue their education by studying under sophists, who taught them subjects such as rhetoric, mathematics, geography, natural history, politics and logic. The renowned schools of higher education in Athens at that time were the Lyceum (founded by Aristotle) and the Platonic Academy (founded by Plato).

In contrast to Athens, Sparta was a totalitarian, military-controlled city-state in Greece.[26] The prominent forms of education, which were developed between 850 and 800 BCE, reflected the values of the society.[27,28] At the age of seven, boys were taken away from their families to live in school dormitories or military barracks. There, under strict discipline, they were taught sports, endurance and fighting, and little else. Most of the population was illiterate. Any education for women was aimed at preparing them to be successful mothers of future warriors.[29]

Emerging out of these two forms of Greek education was the well-known Greek thinker, Socrates.[30] His famous adage "knowledge is virtue" and model of education, the Socratic Method, which emphasizes the use of open conversation and discussion to reach a goal or endpoint.[31] These modes of thinking, methods of teaching, and school models moved beyond the boundaries of Athens out to Rome and other nearby civilizations.[32] It was through Greek influence that Roman education moved outside the home and began to teach more than simple reading and writing and basic Roman values.[33]

Education in the Middle Ages was characterised by a curriculum that relied heavily on religious texts. The monasteries of the Roman Catholic Church were the centers of education and literacy, where the curriculum was taught from the Church's selection of Latin learning and maintaining the art of writing. The first medieval institutions considered today to be universities were established in France, England and Italy. They were centers for the study of law, theology, medicine and art. Education in this time was also characterised by key characteristics such as the fact that the core of students learning experiences were made up of the seven liberal arts; Latin grammar, rhetoric, logic, arithmetic, astronomy, geometry and music, the lecture format in education was first developed in these medieval institutes where instructors read from a source like a text and a classroom of students took notes, and Johannes Gutenberg invented the printing press, thus altering the way information and text was spread and consumed.

Education in the Renaissance emphasized pre-professional and scientific study, essentially to train men to become doctors, theologians or lawyers. The rise of Humanism emphasized the study of the five humanities as core subjects of the curriculum; grammar, poetry, history, rhetoric, and moral philosophy. Most notably, the scientific method went through major developments; it focused on empirical evidence and set the stage for important contributions to biology, anatomy and astrology.

At the turn of the 19th century, Russia's population, like the population of most countries of the world at that time, was mostly illiterate. That changed when Lenin, in 1919 proclaimed that the major aim of his government was the elimination of illiteracy. He created new schools for adults specifically designed to teach them to read and write.[34] The teaching force in these schools was made up mainly of members of active political youth groups.[35] It was a successful program. by 1937, 75 percent of the population was literate.[36] One way the government was able to do this so quickly was by backing off its historical "russification" which forced all citizens to learn to speak, read, and write Russian.[37] Lenin shifted away from this and began to promote the use of non-Russian languages in media, government, and schools.[38] It was thus faster to teach large portions of the population to read and write a language they were already familiar with, even if it was not Russian, than to start with a whole new language.[39]

In Central and South America, education was distinct to ethnic groups. In Aztec civilization, the education of children was in the hands of their parents but was supervised by the authorities of their *calpōlli*. Part of the curriculum included learning a collection of sayings that embodied the Aztecs' ideals. At 15, all boys and girls went to school and the Mexa, which were one of the Aztec groups, were one of the first people in the world to establish a system of mandatory education for nearly all children, regardless of gender, rank or station. There were two types of school which students attended, the *calmecac* which was an intensive religious education while others attended the *telpochcalli* which was military education for boys.[40]

In Africa, formal education systems were introduced by colonists and generally mirrored the systems employed in the colonists' countries of origin.[41]

For instance in West Africa in the late nineteenth century, a system of compulsory education, similar to that which existed in France at the time, was introduced.[42] Some adaptations were made, like including lessons from local myth and folklore to accompany the teaching of traditional French ideas, but the curriculum still taught mostly French lessons.[43] Instruction was also completed in the French language.[44]

The Purpose of Education

By analysing the history of education, we can identify the common threads between the diverse systems of education implemented by cultures across the world. By identifying these common threads, ideas, and movements, we can work towards an understanding of what these cultures, so different in language, geography, and identity, were able to prioritise in their curriculum and hence advance our understanding of the purpose of education. From Japan's early twentieth century education, meant to cultivate an active citizen, to Lenin's desire for literate people, no matter the language, it becomes clear education can be used to achieve many desired ends.[45] For this topic, in which you will be asked to think about the future of education, it is crucial to look back at this history when thinking about what purpose education should serve moving forward.

Current Situation

As a part of UNESCO, you as delegates will enjoy unrestricted access to some of the resources, organisations and programs that operate under its umbrella. But even a universal mission like a global curricula with higher standards faces opposition from countries that want to preserve their sovereignty and well as those who disagree with some of the core aspects of UNESCO's mission, like equal education opportunities for women. In light of these challenges, it is your job as delegates to maneuver policy to reflect a more globalised world, including what role a global curriculum should play, who should make it, and how it should be enforced.

Case studies

For the purpose of this study guide, we will be analysing two specific cases, one of a global network of charter schools, and the other of a midsized nation's state run education system, to interpret and understand the problems facing each, and the feasibility of current solutions as well as the solutions this committee can introduce.

Bridge International Academies

Bridge International Academies is a global network of low-cost private schools. Headquartered in the United States, its curriculum, everything down to homework assignments, midterm exams, and teacher scripts, are prepared by employees in the US.[46]They are founded on the principles that many teachers are unprepared for the material they teach, the curricula they teach is not as up to date as it could be, and that all of this can be done for less money, better, and at a broader scale, if outsourced to the US. They plan to be providing education for ten million students in over twelve countries within ten years.[47]

Bridge brands its academic philosophy as "standardized, yet customizable."[48] They further this philosophy by creating an education standard based on lessons that focus on national curricula, comprehensive teacher training and support programs, and the use of wireless technology for teachers to conduct interactive sessions and deliver individual feedback to students, and to track students' grades and adjust their learning programs accordingly.[49]

This model represents what could be described as one end of the spectrum of global curricula. Teachers and students here are given exactly prescribed lessons made for them by professionals from another culture. But the implementation of this model by Bridge is not without controversy, including questions of its for-profit status, high levels of pay for executive staffers, and questions about the sustainability of its business model. The question of whether trying to make a profit from teaching the world's most marginalized children is ethically fraught, and whether it's tech-heavy teaching approach based on scripted learning, while having advantages in providing children with a foundation in math and literacy, is unable to provide them with complex skills and lacks in fostering motivation, agency and critical thinking skills.[50] The penultimate question is whether a global standard of a 'better' education is good enough.

This case study draws us further into the questions of what teachers are responsible for and what responsibilities in the classroom they should prioritize. Do teachers spend too much time crafting intricate lesson plans when there is no reason every teacher in the same subject in the same school should be making these on his or her own? Do we have a knee-jerk reaction to scripted learning based on our ideal of students learning best by inspired, creative teachers as opposed to teacher's with a disciplined lesson plan? Bridge's approach has shown significant improvement in Liberia, where a report by the Centre for Global Development showed that students in partnership schools learned 60% more than students in a control group of standard public schools.[51] That figure was 100% at Bridge, meaning that Bridge students learned twice as much as those in public schools.

Should the answer to scripts be guides? Rising Academies, started in 2014 by British and Canadian entrepreneurs seems to think so. All Rising teachers are provided with a printed lesson plan every day, but the teachers refer to it occasionally for exercise ideas or a reminder of the goal for the day. They are not carried around and read out aloud, but the teachers are observed being actively engaged.

Some schools in the United States have also started adapting this model. One of these solutions is to create a new professional class of teachers responsible for planning and determining a curriculum for a specific school system. These will be professionals, some of whom are former teachers, others who enter education with an interest only in curriculum or lesson planning, and some of whom are a mixture of the two. The role could be different across districts depending on the need. In some schools, a curriculum developer could teach a reduced load, for instance only teach a high-level math class, but develop the rest of the math curriculum, along with a team of curriculum developers, for the rest of the
District. While the benefit to this is that if teachers share more responsibilities or these

are outsourced, then the quality of instruction will improve, but a potential downside is that fostering reliance on peers and colleagues will reduce classroom independence. However, the model works by improving the quality of teaching because curriculum formation and lesson planning will be fully outsourced from the individual classroom teacher, leaving time for additional focus on instruction and non-academic, socio-emotional support for students.

Though it would undoubtedly face critique, the development of a defined role of curriculum
developers on a district level could greatly improve the teaching profession. It would allow classroom instructors the time to focus on in-class time, presentation of lessons, and those conversations with students and families that are crucial to the socio-emotional support we rely on our schools for. Teachers would have the opportunity for professional growth too, they could choose to focus on curriculum development and professionalize in that area. Others could focus on their own passion, in-class instruction and time with students, without having to spend copious amounts of time creating and re-creating lesson plans. Ultimately, this reform could improve the lives of both teachers and students, without drastically changing the US education system.
Mainstreaming global citizenship education in the private sector requires attention in the areas of curriculum and textbooks. In this endeavour, Finland's International Baccalaureate programs offer a core curriculum which emphasizes interdisciplinary and student-centered learning. Similarly, "Baltos lankos" publishing house in Lithuania offers textbooks designed to allow children to develop holistic education and critical thinking skills in science, arts, social and emotional competencies by not separating subject-specific and general skills.[52]

The challenge for delegates is to outline how achieving 'global citizenship' is possible under the current universal frameworks, how mainstreaming these frameworks can present a possible solution, and how far the involvement of the private sector has been beneficial in making global citizenship education a reality for the MDGs.

John F. Varfley Public School
Jenny Anderson/Quartz

Pakistani Education System

This case study focuses on a large state-run education system, chosen because of its consistently low performance by international standards of success. Where the Bridge International Academies model was judged on excellence, this system is judged on equitable access, as evidenced by the many disparities of education attainment in Pakistan.

The literacy rates vary widely based on the area.[53] Islamabad boasts a 96 percent literacy rate while Kohlu District has a literacy rate of 28 percent.[54] There is further variation when literacy rates are looked at while accounting for sex.[55] In rural areas, just over 9 percent of women are literate.[56] At the same time, almost half of the population speaks English, the nation produces almost a half a million students who graduate from university and a sizeable number of whom pursue competitive math and science tracks.[57] While these students are graduating from university, 5.1 million Pakistani children are out of school, making that the second highest number of children who are not in school in the world, after Nigeria.

The low statistics are due to my factors, there is greater disparity in education where women and girls are concerned, just 18 percent of Pakistani women can claim more than 10 years of schooling.[58]In addition to this disparity, there are problems of low attendance, falling levels of teacher quality, school infrastructure, and technology usage.[59]

Key Questions

As delegates, there are a few questions you must ask yourself during your research. First, what is the value of a central, either local, national, or global curriculum? Second, does that violate rules of sovereignty? Would a third party organization forming a global curriculum for ten year olds work in both Germany and Lesotho? What drawbacks would this have? Are the local norms it would undoubtedly ignore crucial to teach in schools, or could they be taught elsewhere?

Think about these issues in depth: the implications of colonialism, the importance of local norms and practices, and the differing needs and material constraints of different areas. Do not be led into taking it for granted that the education systems in some countries simply will not be as strong as they are elsewhere.

Questions a Resolution Must Answer (QARMA)

- Some sort of global education reform, the extent to which is up to the delegates.
- Any reform created must have a clearly outlined timeline, an easily utilized third-party organization to implement this, preferably already in existence and using programs already supported by UNESCO.
- A consideration of sovereignty for all nations.
- An agreement that excellence in education should be accessible in all nations.

Bloc Positions

There are three possible bloc positions in relevance to this topic.

A collective of the United States and other European countries would be in support of a global curriculum and could offer its own support in this regard. A second bloc would be that of developing countries needing assistance in educational system reform and implementation and would include many sub-Saharan African nations, some Middle Eastern, some South Asian, and some Latin American nations. Some would be open to foreign assistance in this regard, while others would be opposed to it. The third major bloc will be that of nations that generally resist large global movements for a variety of reasons, though often politically motivated. This would include China and Russia who may be inclined to assist certain countries and their governments, but vehemently opposed
to working with others.

Suggestions for Further Research

It is recommended that the committee look into UNESCO's current documents on education in the 21st century and study the current education system and statistics of your assigned country.

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