



HoMMUNC

Development Programme

Chair: Jenna Barancik

Moderator: Edith Herwitz

Dear Delegates,

Welcome to the United Nations Development Programme of HoMMUNC XXIX! This conference will be a little bittersweet for me, because as a senior, it will be my last HoMMUNC. However, I am looking forward to the high caliber debate and innovative solutions I know this committee will produce.

I have been a member of Horace Mann's Model United Nations team since my freshman year, during which time I have had the pleasure of sharing my passion for international relations with likeminded students from all over the country. I hope that at HoMMUNC XXIX you too will be able to enjoy discussing pressing global issues and leave the conference having met new friends.

From my involvement in Model UN, you may have guessed that I am interested in politics and global affairs. My other interests include journalism, social justice, and music. When I am not on the Model UN circuit, I am editing the news section of the school paper, overseeing the design of our political opinions magazine, or playing the piano. I am currently organizing and preparing for a benefit concert in support of Vital Voices Global Partnership, a non-profit working to end gender-based violence and empower women leaders:
www.facebook.com/meant.to.be.heard.

The issues this committee will address, education and gender equality, are ones that I personally find extremely important. There will times during the conference when comprising with other delegates will prove challenging because of your countries' different stances. However, I have faith you will be able to work together and find ways to achieve Millennium Development Goal 2 or 3. Edith and I cannot wait to hear your ideas and discussions!

Sincerely,

Jenna Barancik

Committee Background

The United Nations Development Programme was founded by the United Nations General Assembly on November 22, 1965 through the consolidation of the Expanded Programme of Technical Assistance and the United Nations Special Fund. Acting as the UN's global development sector, it advocates for "change and connects countries to knowledge, experience and resources to help people build a better life."¹ The organization partners with people in 176 countries and focuses on combatting poverty, building democratic societies, preventing crisis, enabling recovery, protecting the environment, halting and reversing HIV/AIDS and empowering women.² The UNDP currently consists of representatives from 36 countries; 8 African member states, 7 Asian member states, 5 Latin America and Caribbean member states, 4 Eastern European member states, and 12 Western European and other member states that help shape views and actions of the organization.

Millennium Development Goals

In September 2000, 189 member states of the United Nations came together

¹ "United Nations Development Programme," International Association of Anti- Corruption Authorities, accessed July 25, 2014, http://www.iaaca.org/AntiCorruptionAuthorities/ByInternationalOrganizations/InterGovernmentalOrganization/201202/t20120215_805478.shtml.

² "http://www.undp.org/content/undp/en/home.html," United Nations Development Programme, accessed July 28, 2014, "United Nations Development Programme," International Association of Anti- Corruption Authorities, accessed July 25, 2014, http://www.iaaca.org/AntiCorruptionAuthorities/ByInternationalOrganizations/InterGovernmentalOrganization/201202/t20120215_805478.shtml.

at the millennium Summit and adopted the Millennium Declaration, including commitments to poverty eradication, development, and protecting the environment.³ A year later, the UN Secretary General's Road Map for implementing the millennium Declaration formally unveiled eight goals, supported by 18 quantified and time-bound targets and 48 indicators, which became known as the Millennium Development Goals (MDGs). The eight MDGs are: (1) eradicate extreme poverty and hunger; (2) achieve universal primary education; (3) promote gender equality and empower women; (4) reduce child mortality; (5) improve maternal health; (6) combat HIV/AIDS, malaria, and other diseases; (7) ensure environmental sustainability; (8) develop a global partnership for development. The goals aim to improve global equality, health, and education through realistic and achievable development targets and a timeline stretching to 2015.⁴

Today, UNDP is one of the key agencies of the UN working to achieve the MDGs. It contributes by overseeing Member States' progress by giving policy and technical guidance, and reviewing negative and positive reports with Member States. UNDP continues to support the MDGs through the MDG Acceleration Framework (MAF), a major result of the 2010 High Level Plenary Meeting at the UN General Assembly (more commonly known as the "MDG Summit".) Through the MAF, UNDP observes existing programs within states and identifies obstacles that prevent the programs from becoming effective in meeting the given MDG. When a

³ "The Millennium Development Goals: A Critique from the South," Monthly Review, accessed July 14, 2014, <http://monthlyreview.org/2006/03/01/the-millennium-development-goals-a-critique-from-the-south/>.

⁴ "United Nations Millennium Development Goals," The United Nations, accessed June 29, 2014, <http://www.un.org/millenniumgoals/>.

given state receiving aid detects an MDG target's not progressing sufficiently, the

MAF will intervene using the following steps: identify the intervention needed to achieve the MDG, identify reasonable solutions, and creating an action plan to achieve the solution.⁵

In order to accelerate progress toward achievement of the Millennium Development Goals, UN Secretary-General Kofi Annan and UNDP Administrator Mark Malloch Brown launched the UN Millennium Project, a three-year effort to identify the best strategies for meeting the MDG's, including identification of priorities, strategies, organizational means, and costs of meeting the goals. The project's ultimate objective is to help ensure that all developing countries meet the goals. Ten task forces whose members represent the UN system, academia, civil society organizations, and other private and public sector groups carry out most of the project's analytical work.⁶

⁵"Millennium Development Goals," The World Bank, accessed July 18, 2014, <http://data.worldbank.org/about/millennium-development-goals>.

⁶"Taking Action: Achieving Gender Equality and Empowering Women," UN Millennium Project, accessed July 17, 2014, <http://www.unmillenniumproject.org/documents/Gender-complete.pdf>.

Topic I: Achieve Universal Primary Education

General:

Universal Primary Education (UPE) is a goal stated in many national development plans and pursued with vigor by governments of most developing countries. Primary Education is regarded as the first step in laying the foundation for future education opportunities and lifelong skills. Through the skills and knowledge imbued, primary education enables individual and national economic progress and development, allows maximized individual freedom and choice and promotes full integration of individuals into society.

History:

World War II to the 1960s

After World War II, UNESCO, among other international organizations, highlighted the importance of primary education in order to protect and strengthen the consciousness of human rights and democracy. International consensus was reflected in the regional conferences held in the late 1950s in Asia, Latin American and Africa under UNESCO's leadership as typified by the adoption of primary education plans. However, the period of the idealistic nation building, which

emphasized the political aspect of developmental tasks, was over by the 1960s.⁷

From the 1970s to the 1980s

In the 1970s the meaning of primary education was revived and strengthened. The World Bank inaugurated projects of primary education development. In the latter half of the decade, the number of projects and their loan amount increased. The bank observed generally low quality primary education in developing countries a disparity of quality of education within nations.⁸

Since the 1990s

The 1990s brought a rejuvenation of education enthusiasm and a calling for more concerted efforts. This inspired the 1990 Jomtien Conference on Education for All (EFA) where both developed and developing governments sought renewed support for basic education, particularly primary education. Although UNESCO had previously organized a number of similar international forums, the Jomtien Conference was the first time where the world community including the major international development agencies of the UN reached a consensus on attaining EFA. EFA established three principal objectives: to highlight the importance and impact of basic education and renewed commitment to make it available to all; to

⁷ "Universalization of Primary Education in the Historical and Developmental Perspective," Institute of Developing Economies, accessed July 18, 2014, http://www.ide.go.jp/English/Publish/Download/Report/2005/2005_04_15.html.

⁸ "Universal Primary Education - The Ever Receding Goal.," accessed July 28, 2014, <http://www.pngbuai.com/300socialsciences/education/policy/globalization/ed-global-1.html>.

forge a global consensus on a framework for action to meet the basic learning needs

of children, youth, and adults; to provide a forum for sharing experiences and

research results to invigorate ongoing and planned programs.⁹

Current Situation

The achievement of universal primary education, the second MDG, requires that every child enrolls in a primary school and completes the full cycle of primary schooling. In order to achieve this by 2015 every child in every country will need to be attending school; this currently appears quixotic. It is important to note, however, that considerable progress has been made in this regard in many countries, particularly enrolment into the first tier of schooling. Some of the world's poorest countries have dramatically increased enrolments, narrowed gender gaps and extended opportunities for disadvantaged groups. Enrolments across South and West Asia (SWA) and sub-Saharan Africa (SSA), in particular, soared by 23 percent and 51 percent respectively between 1999 and 2007.¹⁰ The primary education net enrolment rates (NER) increased at a much faster pace than in the 1990s and by 2007 rose at 86 percent in SWA and 73 percent in SSA. For girls, the NER in 2007 was lower at 84 percent in SWA and 71 percent in SSA. The global number of

⁹ "Meeting Basic Learning Needs: A Vision for the 1990s," UNESCO Building Peace in the Minds of Men and Women, accessed July 23, 2014, <http://unesdoc.unesco.org/images/0009/000975/097552e.pdf>.

¹⁰ Thematic Paper on MDG 2- Achieve Universal Primary Education," United Nations Development Group, http://www.undg.org/docs/11421/MDG2_1954-UNDG-MDG2-LR.pdf.

primary school-age children out of school fell by 33 million compared to 1999.¹¹

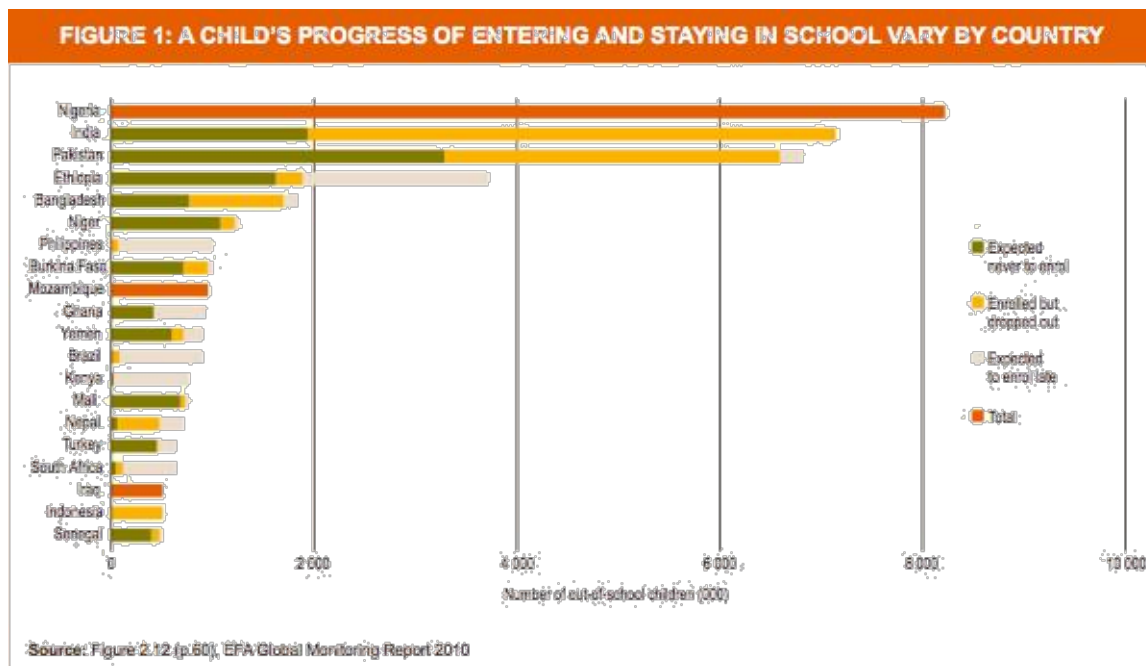
! However, progress has not been universal. The primary education NER remains below 70 percent in at least 15 countries and below 80 percent in at least 29 countries. There was little improvement in the NER between 1999 and 2007 in several countries and in at least 20 the enrolment rate declined.¹² Even in middle-income nations, there are often large numbers of children from marginalized social and economic groups who do not participate in primary schooling. In addition to the large number of children who live in conflict-affected areas, groups of children most at risk include indigenous and minority ethnic/language populations, those living in slums and in very sparsely populated areas, migrants, nomadic populations, children with disabilities, and in general the poor. Within each of these categories, girls' participation tends to be lower than that of boys. Progression through the school system continues to pose a challenge in many countries; it appears that in spite of significant success in initially enrolling children into primary school, nearly one in three of those who do enroll drop out.¹³

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¹¹"Thematic Paper on MDG 2- Achieve," United Nations Development Group.

¹²"Thematic Paper on MDG 2- Achieve," United Nations Development Group.

¹³"Thematic Paper on MDG 2- Achieve," United Nations Development Group.



To achieve universal primary education, the global picture ought to be looked at through an equity lens. There are great disparities in access, quality of education enjoyed by learners and learning, and outcomes among populations and groups caused by social, economic and cultural factors. Underlying causes of education marginalization are diverse and interconnected; poverty is one of the strongest and most persistent factors contributing to education marginalization, and, therefore, a formidable barrier to reach MDG 2. Moreover, the poorest households often cannot ensure their children continue to receive schooling when faced with external shocks such as droughts, floods or economic downturns. Various cultural biases about gender, along with poverty, constitute the strongest barrier to achieving MDG 2. In Turkey, for instance, 43 percent of Kurdish[^]speaking girls from

the poorest households have fewer than two years of education.¹⁴

Protecting the gains made in primary education in many countries during the past decade and ensuring further progress towards the goal of universalization will require governments to increase the priority given to this sector and donors to expand and improve the effectiveness of their aid programs.¹⁵

Potential Solutions:

One major problem in many developing countries is that school programs are underfinanced and under[^]sourced, and therefore they fail to deliver good quality education, which leads to dropouts. For example the 2009 World Development Indicators find that only half of all primary school pupils in Uganda, who start primary grade 1, reach grade 5. Moreover, the survival rate to the last grade as percent of the cohort fell from 39 percent in 2000 to 25 percent in 2004. This situation was mirrored across other African countries.¹⁶ Reasons for truancy and school dropout of children from poor households are similar across Africa and they include lack of school feeding, supplies and teachers. At the most basic level, however, African governments (with aid from the donor community) can go a long way in improving school enrollment and retention through school feeding programs. In most public schools in Africa, the government does not currently provide meals to pupils, and according to the 2009 State of Uganda Population

¹⁴Thematic Paper on MDG 2- Achieve," United Nations Development Group.

¹⁵Thematic Paper on MDG 2- Achieve," United Nations Development Group.

¹⁶"Achieving Universal Primary Education and Reducing Hunger through School Feeding Programs," The Brookings Institute, accessed August 4, 2014, <http://www.brookings.edu/research/opinions/2010/09/20-education-mdg-mutenyo>.

Report, about 40 percent of deaths among children are due to malnutrition, partly caused by food insecurity. The prevalence of undernourishment in the population was 15 percent in 2005.¹⁷ This impedes mental and physical development and impairs cognitive functions. School feeding programs can address undernourishment of children across the board, while encouraging attendance in school and reducing strain at home. School feeding is a unique safety net driven by the interdependence between various outcomes, and combines short^ and long^term benefits from nutrition, education and value transfer.¹⁸

Bloc Positions:

Africa:

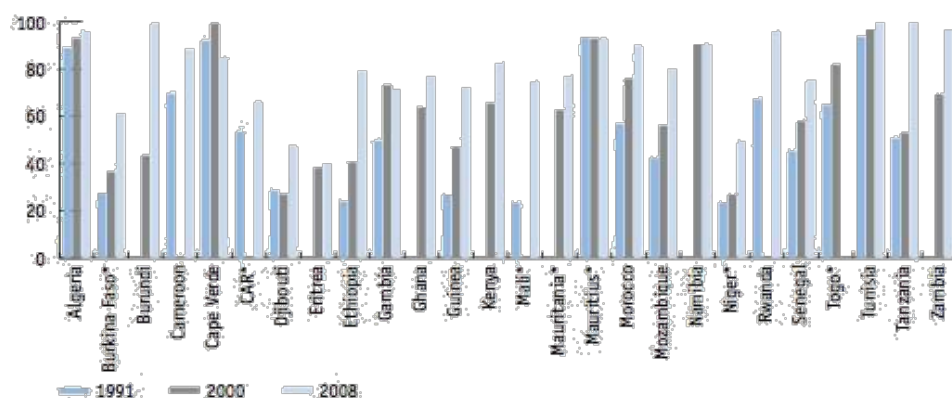
Africa has made tremendous strides toward achieving universal primary education, increasing its net enrollment rate from 65 percent in 1999 to 83 percent in 2008. While a majority of African countries are set to achieve universal primary enrollment by the target date, far fewer countries are expected to meet the goals for primary completion rates and young adult literacy rates.¹⁹

¹⁷"Achieving Universal Primary Education," The Brookings Institute.

¹⁸"Achieving Universal Primary Education," The Brookings Institute.

¹⁹"Goal 2: Achieve Universal Primary Education," African Development Bank Group: Building Today, a Better Africa Tomorrow, accessed August 2, 2014, <http://www.afdb.org/en/topics-and-sectors/topics/millennium-development-goals-mdgs/goal-2-achieve-universal-primary-education/>.

Figure 11: Progress in net enrollment in primary education for selected African countries, 1991 and 2008/2009 (%)



Source: Compiled from UNSD data (updated in August 2010).

Key: * 2009 data.

Asia and the Pacific

Widespread disparities in access to, and quality of, primary education may prevent many countries in the region from achieving MDG 2. Thirty three million children of primary school age are still out of school in South Asia; the number has actually increased in East Asia and the Pacific between 1999 and 2007.

Marginalization in education due to caste, ethnic and language background is also a prominent issue in many of these nations.²⁰

Latin America and the Caribbean

At an aggregate level, Latin America and the Caribbean have made considerable progress toward meeting the goal of universal primary education enrollment. Net enrollment rates at the primary level rose from 86 percent in 1990 to 93 percent in 2001. Unfortunately, progress in completing five years of primary

²⁰ "Achieving the MDGs with Equity in Asia and the Pacific," UNICEF, accessed August 3, 2014, http://www.unicef.org/eapro/Achieving_the_MDGs_with_equity.pdf.

education has been slower and few countries in the region can boast universal net enrollment at the entire primary cycle. By 2001 only 12 out of 29 countries in the region had rates of fifth grade completion higher than 90 percent, and 10 had rates below 80 percent. The reason for the lack of progress lies in persisting inefficiencies in the education system and the socioeconomic conditions of poor children that result in high repetition and desertion rates.²¹

Europe and North America

General indicators on enrolment in primary education and literacy show a relatively good system of education in Europe and North America. In the past, many European countries were enjoying free access to a good system of primary and secondary education, but now the quality and access of education is becoming an issue. Many pupils' access to education is being affected by the increased role of the private sector.²²

Questions to Consider

- How should nations that have access to primary and secondary education aid nations that do not?

²¹"The Millennium Development Goals in Latin America and the Caribbean," Inter- American Development Bank, accessed August 4, 2014, <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=591088>.

²²"The Millennium Development Goals the Way Ahead a Pan- European Perspective," The Economic Commission for Europe, accessed August 7, 2014, http://www.unece.org/fileadmin/DAM/commission/MDGs/MDG_Report_final.pdf.

- What should be the role of the private sector in aiding nations establish primary and secondary education?
- What role does religion have in encouraging or restricting access to primary education?
- Can increasing trade help achieve UPE? If so how?

Topic Two: Promote Gender Equality and Empower Women

Introduction:

Goal 3^ “Promote gender equality and empowerment of women” – is the culmination of year of determined advocacy and action by the international women’s movement. The high priority accorded to Goal 3 represents a global affirmation of women’s rights and gender equality as core values of development. Far^ reaching commitments to gender equality and women’s human rights are encapsulated in core international human rights instruments, including the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), as well as in the Beijing Platform for Action (BPfA) and the UN Security Council Resolution 1325, 1820, 1888, and 1889. In conjunction with the commitments in the Millennium Declaration and the 2005 World Summit, the 2008 Accra Agenda for Action and Doha Declaration, and the ILO Conventions on working women’s rights, they offer a road map for strengthen action, investments and accountability to advance gender equality and women’s right in countries world wide.²³

²³ "Millennium Development Goals National Reports a Look through a Gendered Lens," United Nations Development Programme, accessed July 14, 2014, <http://www.undp.org/content/dam/aplaws/publication/en/publications/womens-empowerment/millennium-development-goals-national-reports-a-look-through-a-gender-lens/mdgs-genderlens.pdf>.

Problems with MDG 3:

In 2000, 189 UN member states adopted the Millennium Declaration, which distills the key goals and targets agreed to at the international conference and world summits during the 1990s. Drawing on the Declaration, the UN system drew up a set of eight Millennium Development Goals to provide a set of benchmarks to measure progress towards the eradication of global poverty. MDG 3, to promote gender equality and women's empowerment includes one target and three indicators (Box 1). International concurrence to accept this goal was a very positive development and signaled a recognition by member states that gender inequality not only decreases the likelihood of achieving the other goals, but also that advancing gender equality depends on progress made on each of the other goals.²⁴

<p>Box 1: Millennium Development Goal 3</p> <p>Promote gender equality and empower women</p> <p>Target 3a: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015</p> <p>Indicators</p> <ul style="list-style-type: none">• 3.1 Ratios of girls to boys in primary, secondary and tertiary education• 3.2 Share of women in wage employment in the non-agricultural sector• 3.3 Proportion of seats held by women in national parliament
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Important as it is for women's well^ being and the development of societies, education alone is insufficient to eliminate the wide range of gender inequalities found in many societies. In addition to education, the MDG 3 indicators focus on

²⁴ "Promote Gender Equality and Empower Women," United Nations Development Programme, accessed July 10, 2014, http://www.undp.org/content/undp/en/home/mdgoverview/mdg_goals/mdg3/.

women's employment and political representation. While the commitment of

Member States to tracking these two crucial elements of women's empowerment is welcome, the lack of corresponding targets on these issues has meant they have received less attention and are less likely to be prioritized.²⁵

Furthermore, the employment indicator is limited to women's share of waged employment in the non-agricultural sector. While this may be a good indication of women's ability to earn income on their own, it excludes the vast number of women working in agriculture, this poses a problem particularly in developing countries where women make up from 50 to 80 percent of this sector. This indicator also fails to address informal employment, the circumstance under which close to two-thirds of all women in developing countries work.²⁶

In an effort to address these gaps, in 2005 a new target on full and productive employment and decent work especially for women and youth was added to Goal 1. Another essential target for women's empowerment, access to reproductive health, was added to Goal 5, thereby incorporating 2 of the 7 critical priorities for gender equality identified by the MDG Task Force on Gender Equality.²⁷

Possible Solutions:

To ensure that Goal 3 is met by 2015, the MDG Task Force has identified

²⁵"Thematic Paper on MDG 3: Promote Gender Equality and Empower Women," Organization for Economic Co-operation and Development, accessed July 6, 2014, <http://www.oecd.org/social/gender-development/45341361.pdf>.

²⁶"Thematic Paper on MDG 3: Promote," Organization for Economic Co-operation and Development.

²⁷"Taking Action: Achieving Gender," UN Millennium Project.

seven strategic priorities. If each of these seven interdependent priorities is

accomplished, they have the potential to alter the historical legacy of female disadvantage that plagues a multitude of societies of the world. These priorities are:

1) Strengthen opportunities for post[^]primary education for girls while simultaneously meeting commitments to universal primary education; 2) Guarantee sexual and reproductive health and rights; 3) Invest in infrastructure to reduce women's and girls' time burdens; 4) Guarantee women's and girls' property and inheritance rights; 5) Eliminate gender inequality in employment by decreasing women's reliance on informal employment, closing gender gaps in earnings, and reducing occupational segregation; 6) Increase women's share of seats in national parliaments and local governmental bodies; 7) Combat violence against girls and women.²⁸

The task force firmly believes that while empowerment and equality ought to be enjoyed for all, action on the seven priorities is particularly important for three subpopulations of women: poor women in the poorest countries and in countries where increases in national income have been achieved, but where poverty remains significant; adolescents, who make up two thirds of the population in the poorest nations; women and girls in conflict and post conflict settings.²⁹

²⁸"Taking Action: Achieving Gender," UN Millennium Project.

²⁹"Taking Action: Achieving Gender," UN Millennium Project.

Bloc Positions:Africa

Progress on this goal is encouraging, with many countries achieving outstanding performances, especially on gender parity in primary education and number of seats held by women in national parliaments. Promoting better access for women to paid nonagricultural jobs remains a challenge, but progress is being made. For sustained progress, cultural transformation aimed at reversing the negative attitude in societies toward gender equality and women's empowerment is imperative.³⁰

Asia and the Pacific

Progress in reduction of gender disparities in secondary and tertiary education is recent in some countries. The frequency extreme exclusion of women in labor markets and political representation may be the result of a history of gender disparities, as well as culturally and institutionally entrenched attitudes and behaviors. According to a 2008 study conducted by the United Nations Girls Education Initiative for East Asia and the Pacific, the gender dimensions of school to work transition are salient, with inequitable opportunities in employment outcomes for males and females due to traditional

³⁰ "Assessing Progress in Africa toward the Millennium Development Goals," United Nations Development Program, accessed August 3, 2014, http://www.undp.org/content/dam/undp/library/MDG/english/MDG%20Regional%20Reports/Africa/MDG%20Report2013_ENG_Fin_12June.pdf.

discriminatory practices and cultural stereotypes.³¹

Latin America and the Caribbean

On average, the region has succeeded in improving the education of girls and women to the point of reaching equality with boys and men. Nonetheless, major challenges remain with regard to women's opportunities in the labor market and in the political arena. An evaluation of the likelihood that Latin America and the Caribbean will achieve MDG 3 predicts the region has a very high probability of success.³²

Europe and North America

Progress in the promotion of gender equality has been uneven. The level of women's employment has improved in most countries in North America and in Western Europe as a result of a better legislative framework. In several economies, women were affected by disproportionate employment cuts especially up until the late 1990s and were forced to move towards low paying jobs. However, since 1995 an increase in the proportion of women in managerial positions has been observed in several emerging market economies.³³

Questions to Consider:

- How can cultural and religious biases against women be targeted? What body

or organization would be best to catalyze change?

³¹"Achieving the MDGs with," UNICEF.

³²"The Millennium Development Goals," Inter- American Development Bank.

³³"The Millennium Development Goals," The Economic Commission for Europe.

- How can national and cultural sovereignty be maintained in efforts to empower women?
- What solutions to the problem have the potential to transcend cultural differences and be universally effective?
- How can existing United Nations campaigns and resources be used to empower women?

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