



SIEGMUN
2010 MODEL UNITED NATIONS



INTERNATIONAL CONFERENCE
29 SEPTEMBER - 2 OCTOBER
SIEGEN // GERMANY // MUN-SIEGEN.DE

Resources and Preparation Guide

General Assembly

Honorable Delegates,

We, the Chairs of the General Assembly (GA), highly welcome you to the SiegMUN 2010. The following preparation guide will provide you with the information you will need to address the issues of your agenda.

There are two topics on the agenda:

- I. Elimination of International Terrorism**
- II. The Implementation of a Global Standard of Education**

This Preparation guide should help you getting a first insight to the topics.

I. Elimination of International Terrorism

All too often we are reminded that terrorism continues to inflict pain and suffering on people's lives all over the world. Almost no week goes by without an act of terrorism taking place somewhere in the world, indiscriminately affecting innocent people who just happened to be in the wrong place at the wrong time. Countering this scourge is in the interest of all nations and the issue has been on the agenda of the United Nations for decades.

Sixteen universal instruments (thirteen instruments and three amendments) against international terrorism have been elaborated within the framework of the United Nations system relating to specific terrorist activities. Member States through the General Assembly have been increasingly coordinating their counter-terrorism efforts and continuing their legal norm-setting work. The Security Council has also been active in countering terrorism through resolutions and by establishing several subsidiary bodies. At the same time a number of programmes, offices and agencies of the United Nations system have been engaged in specific activities against terrorism, further assisting Member States in their counter-terrorism efforts.

To consolidate and enhance these activities, Member States in September 2006 embarked upon a new phase in their counter-terrorism efforts by agreeing on a global strategy to counter terrorism. The Strategy marks the first time that all Member States of the United Nations have agreed to a common strategic and operational framework to fight terrorism.

The Strategy forms a basis for a concrete plan of action: to address the conditions conducive to the spread of terrorism; to prevent and combat terrorism; to take measures to build state capacity to fight terrorism; to strengthen the role of the United Nations in combating terrorism; and to ensure the respect of human rights while countering terrorism. The Strategy builds on the unique consensus achieved by world leaders at their 2005 September Summit to condemn terrorism in all its forms and manifestations.¹

Questions helpful for your Research

1. Does your country engage itself in combating international terrorism?
2. In which dimension is your country involved for sustainable methods in preventing the spread of terrorism?
3. Check if your country signed one of the resolutions concerning combating international terrorism?
4. What are your country alliances?
5. Should new methods be introduced to fight international terrorism?

¹ <http://www.un.org/terrorism/>

II. The Implementation of a Global Standard of Education

More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that "everyone has a right to education". Despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist:

- More than 100 million children, including at least 60 million girls, have no access to primary schooling;
- More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing;
- More than one-third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change; and
- More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills;

At the same time, the world faces daunting problems: notably mounting debt burdens, the threat of economic stagnation and decline, rapid population growth, widening economic disparities among and within nations, war, occupation, civil strife, violent crime, the preventable deaths of millions of children and widespread environmental degradation. These problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from addressing such problems with strength and purpose.

These problems have led to major setbacks in basic education in the 1980s in many of the least developed countries. In some other countries, economic growth has been available to finance education expansion, but even so, many millions remain in poverty and unschooled or illiterate. In certain industrialized countries too, cutbacks in government expenditure over the 1980s have led to the deterioration of education.

Yet the world is also at the threshold of a new century, with all its promise and possibilities. Today, there is genuine progress toward peaceful detente and greater cooperation among

nations. Today, the essential rights and capacities of women are being realized. Today, there are many useful scientific and cultural developments. Today, the sheer quantity of information available in the world - much of it relevant to survival and basic well-being - is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. This includes information about obtaining more life-enhancing knowledge - or learning how to learn. A synergistic effect occurs when important information is coupled with another modern advance - our new capacity to communicate.

These new forces, when combined with the cumulative experience of reform, innovation, research and the remarkable educational progress of many countries, make the goal of basic education for all - for the first time in history - an attainable goal.²

Questions helpful for your Research

1. Does your country engage itself to implement a global standard for education?
2. In what way does you country [expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children?](#)
3. What measures does you country implement to [ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes?](#)

² http://www.unesco.org/education/efa/ed_for_all/background/jomtien_declaration.shtml