



ECONOMIC AND SOCIAL COUNCIL PLENARY BACKGROUND GUIDE 2013

Written By: Kristina Getty, Ardis Smith,
Hope Berndt, Moritz Müller



NATIONAL MODEL UNITED NATIONS



nmun.org

17 - 21 March - Conference A
24 - 28 March - Conference B

POSITION PAPER INSTRUCTIONS

Two copies of each position paper should be sent via e-mail by 1 MARCH 2013

1. TO COMMITTEE STAFF

A file of the position paper (.doc or .pdf) for each assigned committee should be sent to the committee e-mail address listed here. Mail papers by 1 March to the e-mail address listed for your particular venue. Delegates should carbon copy (cc:) themselves as confirmation of receipt. Please use the committee name, your assignment, Conference A or B, and delegation/school name in both the e-mail subject line and in the filename (example: GA1st_Cuba_ConfA_MarsCollege).

2. TO DIRECTOR-GENERAL

- Each delegation should send one set of all position papers for each assignment to the e-mail designated for their venue: positionpapers.nya@nmun.org or positionpapers.nyb@nmun.org. This set (held by each Director-General) will serve as a back-up copy in case individual committee directors cannot open attachments.

Note: This e-mail should only be used as a repository for position papers.

- The head delegate or faculty member sending this message should cc: him/herself as confirmation of receipt. (Free programs like Adobe Acrobat or WinZip may need to be used to compress files if they are not plain text.)

- Because of the potential volume of e-mail, only one e-mail from the Head Delegate or Faculty Advisor containing all attached position papers will be accepted.

Please use the committee name, your assignment, Conference A or B, and delegation/school name in both the e-mail subject line and in the filename (example: GA1st_Cuba_Conf A_Mars College).

COMMITTEE

EMAIL - CONFERENCE A

General Assembly First Committee	ga1.nya@nmun.org
General Assembly Second Committee	ga2.nya@nmun.org
General Assembly Fourth Committee	ga4.nya@nmun.org
Special Committee on Peacekeeping Operations	c34.nya@nmun.org
ECOSOC Plenary	ecosoc.nya@nmun.org
Commission on the Status of Women	csw.nya@nmun.org
Commission on Crime Prevention and Criminal Justice	ccpcj.nya@nmun.org
Economic Commission for Africa	eca.nya@nmun.org
Economic and Social Commission for Western Asia	escwa.nya@nmun.org
United Nations Children's Fund	unicef.nya@nmun.org
United Nations Development Programme	undp.nya@nmun.org
United Nations Settlements Programme	unhabitat.nya@nmun.org
UN Conference on Trade and Development	unctad.nya@nmun.org
Human Rights Council	hrc.nya@nmun.org
United Nations Population Fund	unfpa.nya@nmun.org
UN Permanent Forum on Indigenous Issues	unpfii.nya@nmun.org
Committee on the Exercise of the Inalienable Rights of the Palestinian People	ceirpp.nya@nmun.org
Security Council A	sca.nya@nmun.org
Security Council B	scb.nya@nmun.org
Security Council C	scc.nya@nmun.org
International Atomic Energy Agency	iaea.nya@nmun.org

COMMITTEE

EMAIL - CONFERENCE B

General Assembly First Committee	ga1.nyb@nmun.org
General Assembly Second Committee	ga2.nyb@nmun.org
General Assembly Third Committee	ga3.nyb@nmun.org
General Assembly Fourth Committee	ga4.nyb@nmun.org
ECOSOC Plenary	ecosoc.nyb@nmun.org
Commission on the Status of Women	csw.nyb@nmun.org
Commission on Crime Prevention and Criminal Justice	ccpcj.nyb@nmun.org
Economic Commission for Africa	eca.nyb@nmun.org
Economic and Social Commission for Western Asia	escwa.nyb@nmun.org
United Nations Children's Fund	unicef.nyb@nmun.org
United Nations Development Programme	undp.nyb@nmun.org
United Nations Settlements Programme	unhabitat.nyb@nmun.org
UN Conference on Trade and Development	unctad.nyb@nmun.org
Human Rights Council	hrc.nyb@nmun.org
United Nations Population Fund	unfpa.nyb@nmun.org
UN Permanent Forum on Indigenous Issues	unpfii.nyb@nmun.org
Committee on the Exercise of the Inalienable Rights of the Palestinian People	ceirpp.nyb@nmun.org
Security Council A	sca.nyb@nmun.org
Security Council B	scb.nyb@nmun.org
Security Council C	scc.nyb@nmun.org
International Atomic Energy Agency	iaea.nyb@nmun.org
Special Committee on Peacekeeping Operations	c34.nyb@nmun.org

OTHER USEFUL CONTACTS

Entire Set of Delegation Position Papers	positionpapers.nya@nmun.org
(send only to e-mail for your assigned venue)	positionpapers.nyb@nmun.org
Secretary-General, Conference A	secgen.nya@nmun.org
Secretary-General, Conference B	secgen.nyb@nmun.org
Director(s)-General	dirgen.ny@nmun.org
NMUN Office	info@nmun.org

nmun.org
for more information

Holger Bär &
Miriam Müller
Secretaries-General

Hannah Birkenkötter &
Nicholas Warino
Directors-General

Rachel Johnson &
Thera Watson
Chiefs of Staff

Lucas Carreras &
Laura O'Connor
Assistant Chiefs of Staff

Sameer Kanal &
I-Chun Hsiao
Assistant Secretaries-General
For External Affairs

Kristina Mader &
Daniel Leyva
Under-Secretaries-General
General Assembly

Yvonne Jeffery &
Harald Eisenhauer
Under-Secretaries-General
Economic and Social Council

Meg Martin &
Théo Thieffry
Under-Secretaries-General
Development

Roger Tseng &
Sasha Sleiman
Under-Secretaries-General
Human Rights and
Humanitarian Affairs

Cara Wagner &
Katharina Weinert
Under-Secretaries-General
Peace and Security

Martin Schäfer &
Sara Johnsson
Under-Secretaries-General
Conference Services

BOARD of DIRECTORS

Prof. Richard Reitano
President

Prof. Richard Murgo
Vice-President

Prof. Chaldeans Mensah
Treasurer

Prof. Donna Schlagheck
Secretary

Prof. Pamela Chasek

Jennifer Contreras

Prof. Eric Cox.

Prof. Kevin Grisham

H. Stephen Halloway, Esq.

Patrick R.D. Hayford

Prof. Raúl Molina-Mejía

Adam X. Storm, Esq.

Prof. Markéta Židková

Members Ex-Officio

Michael Eaton
Executive Director

The Hon. Joseph H. Melrose, Jr.
President Emeritus

Dear Delegates,

Welcome to the 2013 National Model United Nations (NMUN) Conference! We are pleased to serve on your dais for the Economic and Social Council Plenary (ECOSOC). Kristina Getty is the Director of ECOSOC for Conference A. She recently completed an MA in International Studies from the University of Denver, and is excited to return for her fourth year at NMUN-NY. Ardis Smith is the Director of ECOSOC for Conference B. She completed her MPhil and B.A. degrees in History at the University of Cambridge and Brigham Young University respectively, and this is her fourth conference on NMUN staff. Hope Berndt is the Assistant Director for Conference A. She graduated with a Masters in Political Science from Long Island University-Brooklyn Campus and currently works as a Union Organizer with the Communication Workers of America. This will be her second year on staff. Moritz Müller is the Assistant Director for Conference B. He recently graduated with a Master's in Political Science, Management, and Economics from the University of Magdeburg, Germany, and this is his second year on NMUN staff.

The topics under discussion for ECOSOC are:

1. Confronting Family Poverty and Social Exclusion
2. Strengthening Coordination of Humanitarian Assistance and Relief
3. Millennium Development Goal 2 and Increasing Access to Education

The Economic and Social Council Plenary plays a unique role within the United Nations, as a main organ tasked with discussing crosscutting issues related to development, cooperation, and international standard setting. Its mandate, endowing a broad responsibility for a wide variety of agencies, programs, and funds, allows its work to address problems in a way that other bodies cannot.

We hope you will find this Background Guide serves as an introduction to the topics listed. It is not meant to replace individual and further research and, as such, we hope you will find it useful as you delve into your country's policies. To help you gain a better understanding of your country and draft we encourage you to use the Annotated Bibliography and Bibliography as tools to further your knowledge of your country's unique position. As you prepare for the conference, each delegation will submit a position paper. The position paper will allow you to present your delegation's positions and proposals on the topics before ECOSOC, and accordingly, it is important that it is substantive in content and provide real solutions to the issues that will be discussed in March. Information on the submission process can be found in the Background Guide. Please take note of the NMUN policies on the [website](#) and in the [delegate preparation guide](#) regarding [plagiarism](#), [codes of conduct/dress code/sexual harassment](#), [awards philosophy/evaluation method](#), etc. Adherence to these guidelines is mandatory.

Do not hesitate to contact ECOSOC's Directors or the Under-Secretaries-General for ECOSOC, Yvonne Jeffery (Conference A) and Harald Eisenhauer (Conference B) with any questions that arise as you prepare for the conference. Thank you for your preparation over the coming months, and we look forward to working with you in March!

Sincerely,

Conference A
Kristina Getty
Director

Hope Berndt
Assistant Director

Conference B
Ardis Smith
Director

Moritz Müller
Assistant Director



Message from the Directors-General Regarding Position Papers for the 2013 NMUN Conference

For NMUN-New York 2013, each delegation submits one position paper for each assigned committee. A delegate's role as a Member State, Observer State, Non-Governmental Organization, etc. should affect the way a position paper is written. To understand these differences, please refer to the [Delegate Preparation Guide](#).

Position papers should review each delegation's policy regarding the topics of the committee. International and regional conventions, treaties, declarations, resolutions, and programs of action of relevance to the policy of your State should be identified and addressed. Making recommendations for action by your committee should also be considered. Position papers also serve as a blueprint for individual delegates to remember their country's position throughout the course of the Conference. NGO position papers should be constructed in the same fashion as position papers of countries. Each topic should be addressed briefly in a succinct policy statement representing the relevant views of your assigned NGO. You should also include recommendations for action to be taken by your committee. It will be judged using the same criteria as all country position papers, and is held to the same standard of timeliness.

Please be forewarned, delegates must turn in entirely original material. *The NMUN Conference will not tolerate the occurrence of plagiarism.* In this regard, the NMUN Secretariat would like to take this opportunity to remind delegates that although United Nations documentation is considered within the public domain, the Conference does not allow the verbatim re-creation of these documents. This plagiarism policy also extends to the written work of the Secretariat contained within the Committee Background Guides. Violation of this policy will be immediately reported and may result in dismissal from Conference participation. Delegates should report any incident of plagiarism to the Secretariat as soon as possible.

Delegation's position papers may be given an award as recognition of outstanding pre-Conference preparation. In order to be considered for a Position Paper Award, however, delegations must have met the formal requirements listed below and be of high substantive standard, using adequate language and showing in-depth research. While we encourage innovative proposals, we would like to remind delegates to stay within the mandate of their respective committee and keep a neutral and respectful tone. Similarly to the minus point-policy implemented at the conference to discourage disruptive behavior, position papers that use offensive language may entail negative grading when being considered for awards. Please refer to the sample paper following this message for a visual example of what your work should look like at its completion. The following format specifications are **required** for all papers:

- All papers must be typed and formatted according to the example in the Background Guides
- Length must **not** exceed two single-sided pages (one double-sided paper, if printed)
- Font must be Times New Roman sized between 10 pt. and 12 pt.
- Margins must be set at one inch for the whole paper
- Country/NGO name, school name and committee name must be clearly labeled on the first page,
- National symbols (headers, flags, etc.) are deemed inappropriate for NMUN position papers
- Agenda topics must be clearly labeled in separate sections

To be considered timely for awards, please read and follow these directions:

1. **A file of the position paper** (.doc or .pdf format required) **for each assigned committee** should be sent to the committee email address listed in the Background Guide. These e-mail addresses will be active after November 15, 2012. Delegates should carbon copy (cc:) themselves as confirmation of receipt.
2. Each delegation should also send **one set of all position papers** to the e-mail designated for their venue, Conference A: positionpapers.nya@nmun.org or Conference B: positionpapers.nyb@nmun.org. This set will serve as a back-up copy in case individual committee directors cannot open attachments. These copies will also be made available in Home Government during the week of the NMUN Conference.

Each of the above listed tasks needs to be completed no later than **March 1, 2013 (GMT-5)**.

Please use the committee name, your assignment, Conference A or B, and delegation/school name in both the e-mail subject line and in the filename (example: GA1st_Cuba_ConfA_Mars College).

A matrix of received papers will be posted online for delegations to check prior to the Conference. If you need to make other arrangements for submission, please contact Hannah Birkenkötter, Director-General (Conference A), or Nicholas Warino, Director-General (Conference B), at dirgen@nmun.org. There is an option for delegations to submit physical copies via regular mail if needed.

Once the formal requirements outlined above are met, Conference staff use the following criteria to evaluate Position Papers:

- Overall quality of writing, proper style, grammar, etc.
- Citation of relevant resolutions/documents
- General consistency with bloc/geopolitical constraints
- Consistency with the constraints of the United Nations
- Analysis of issues, rather than reiteration of the Committee Background Guide
- Outline of (official) policy aims within the committee's mandate

Each delegation can submit a copy of their position paper to the permanent mission of the country being represented, along with an explanation of the Conference. Those delegations representing NGOs do not have to send their position paper to their NGO headquarters, although it is encouraged. This will assist them in preparation for the mission briefing in New York.

Finally, please consider that over 2,000 papers will be handled and read by the Secretariat for the Conference. Your patience and cooperation in strictly adhering to the above guidelines will make this process more efficient and it is greatly appreciated. Should you have any questions please feel free to contact the Conference staff, though as we do not operate out of a central office or location, your consideration for time zone differences is appreciated.

Sincerely,

Conference A
Hannah Birkenkötter
Director-General
hannah@nmun.org

Conference B
Nicholas Warino
Director-General
nick@nmun.org

**Delegation from
The United Mexican States**

**Represented by
(Name of College)**

Position Paper for the General Assembly Plenary

The issues before the General Assembly Plenary are: The Use of Economic Sanctions for Political and Economic Compulsion; Democracy and Human Rights in Post-Conflict Regions; as well as The Promotion of Durable Peace and Sustainable Development in Africa. The Mexican Delegation first would like to convey its gratitude being elected and pride to serve as vice-president of the current General Assembly Plenary session.

I. The Use of Economic Sanctions for Political and Economic Compulsion

The principles of equal sovereignty of states and non-interference, as laid down in the Charter of the United Nations, have always been cornerstones of Mexican foreign policy. The legitimate right to interfere by the use of coercive measures, such as economic sanctions, is laid down in Article 41 of the UN-charter and reserves the right to the Security Council.

Concerning the violation of this principle by the application of unilateral measures outside the framework of the United Nations, H.E. Ambassador to the United Nations Enrique Berruga Filloy underlined in 2005 that the Mexico strongly rejects “the application of unilateral laws and measures of economic blockade against any State, as well as the implementation of coercive measures without the authorization enshrined in the Charter of the United Nations.” That is the reason, why the United Mexican States supported – for the 14th consecutive time – Resolution (A/RES/60/12) of 2006 regarding the *Necessity of ending the economic, commercial and financial embargo imposed by the United States of America against Cuba*.

In the 1990s, comprehensive economic sanctions found several applications with very mixed results, which made a critical reassessment indispensable. The United Mexican States fully supported and actively participated in the “Stockholm Process” that focused on increasing the effectiveness in the implementation of targeted sanctions. As sanctions and especially economic sanctions, pose a tool for action “between words and war” they must be regarded as a mean of last resort before war and fulfill highest requirements for their legitimate use. The United Mexican States and their partners of the “Group of Friends of the U.N. Reform” have already addressed and formulated recommendations for that take former criticism into account. Regarding the design of economic sanctions it is indispensable for the success to have the constant support by all member states and public opinion, which is to a large degree dependent on the humanitarian effects of economic sanctions. Sanctions must be tailor-made, designed to effectively target the government, while sparing to the largest degree possible the civil population. Sanction regimes must be constantly monitored and evaluated to enable the world-community to adjust their actions to the needs of the unforeseeably changing situation. Additionally, the United Mexican States propose to increase communication between the existing sanction committees and thus their effectiveness by convening regular meetings of the chairs of the sanction committees on questions of common interest.

II. Democracy and Human Rights in Post-Conflict Regions

As a founding member of the United Nations, Mexico is highly engaged in the Promotion of Democracy and Human Rights all over the world, as laid down in the *Universal Declaration on Human Rights (UDHR)* in 1948. Especially since the democratic transition of Mexico in 2000 it is one of the most urgent topics to stand for Democratization and Human Rights, and Mexico implements this vision on many different fronts.

In the Convoking Group of the intergovernmental Community of Democracies (GC), the United Mexican States uphold an approach that fosters international cooperation to promote democratic values and institution-building at the national and international level. To emphasize the strong interrelation between human rights and the building of democracy and to fortify democratic developments are further challenges Mexico deals with in this committee. A key-factor for the sustainable development of a post-conflict-region is to hold free and fair election and thus creating a democratic system. Being aware of the need of post-conflict countries for support in the preparation of democratic elections, the United Mexican States contribute since 2001 to the work of the International Institute for Democracy and Electoral Assistance (IDEA), an intergovernmental organization operating at international, regional and national level in partnership with a range of institutions. Mexico’s foreign policy regarding human rights is substantially

based on cooperation with international organizations. The Inter American Commission of Human Rights is one of the bodies, Mexico is participating, working on the promotion of Human Rights in the Americas. Furthermore, the Inter-American Court of Human Rights is the regional judicial institution for the application and interpretation of the *American Convention of Human Rights*.

The objectives Mexico pursues are to improve human rights in the country through structural changes and to fortify the legal and institutional frame for the protection of human rights on the international level. Underlining the connection between democracy, development and Human Rights, stresses the importance of cooperation with and the role of the High Commissioner on Human Rights and the reform of the Human Rights Commission to a Human rights Council.

Having in mind the diversity of challenges in enforcing democracy and Human Rights, Mexico considers regional and national approaches vital for their endorsement, as Mexico exemplifies with its *National Program for Human Rights* or the *Plan Puebla Panama*. On the global level, Mexico is encouraged in working on a greater coordination and interoperability among the United Nations and regional organizations, as well as the development of common strategies and operational policies and the sharing of best practices in civilian crisis management should be encouraged, including clear frameworks for joint operations, when applicable.

III. The Promotion of Durable Peace and Sustainable Development in Africa

The United Mexican States welcome the leadership role the African Union has taken regarding the security problems of the continent. Our delegation is furthermore convinced that The New Partnership for Africa's Development (NEPAD) can become the foundation for Africa's economic, social and democratic development as the basis for sustainable peace. Therefore it deserves the full support of the international community.

The development of the United Mexican States in the last two decades is characterized by the transition to a full democracy, the national and regional promotion of human rights and sustainable, economic growth. Mexico's development is characterized by free trade and its regional integration in the North American Free Trade Agreement. Having in mind that sustainable development is based not only on economic, but as well on social and environmental development, President Vicente Fox has made sustainable development a guiding principle in the Mexican Development Plan that includes sustainability targets for all major policy areas.

The United Nations Security Council has established not less than seven peace-keeping missions on the African continent, underlining the need for full support by the international community. In post-conflict situations, we regard national reconciliation as a precondition for a peaceful development, which is the reason why Mexico supported such committees, i.e. in the case of Sierra Leone. The United Mexican States are convinced that an other to enhance durable peace in Africa is the institutional reform of the United Nations. We therefore want to reaffirm our full support to both the establishment of the peace-building commission and the Human Rights Council. Both topics are highly interrelated and, having in mind that the breach of peace is most often linked with severest human rights' abuses, thus need to be seen as two sides of one problem and be approached in this understanding.

As most conflicts have their roots in conflicts about economic resources and development chances, human development and the eradication of poverty must be at the heart of a successful, preventive approach. Lifting people out of poverty must be seen as a precondition not only for peace, but for social development and environmental sustainability.

The United Mexican States want to express their esteem for the decision taken by the G-8 countries for a complete debt-relief for many African Highly-Indebted-Poor-Countries. Nevertheless, many commitments made by the international community that are crucial for Africa's sustainable development are unfulfilled. The developed countries agreed in the *Monterrey Consensus of the International Conference on Financing for Development* (A/CONF.198/11) to increase their Official Development Aid (ODA) "towards the target of 0,7 per cent of gross national product (GNP) as ODA to developing countries and 0,15 to 0,20 per cent of GNP of developed countries to least developed countries". Furthermore, the United Mexican States are disappointed by the result of the Hong Kong Ministerial conference of the World Trade Organization, which once more failed to meet the needs of those, to whom the round was devoted: developing countries and especially African countries, who today, more than ever, are cut off from global trade and prosperity by protectionism.

Committee History

*“The Purposes of the United Nations are: [...] 3. To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion.”*¹

Introduction

The Economic and Social Council (ECOSOC) is one of the six principal organs of the United Nations (UN). It addresses economic, social, and cultural issues. The fundamental provisions concerning ECOSOC are found in the *UN Charter*; chapter IX (Articles 55-60) sets forth the goals and purposes of the UN in the sphere of international economic and social cooperation, while chapter X (Articles 61-72) outlines ECOSOC's composition, functions, powers, and working procedure.²

Mandate

Principal organs are the main bodies of the UN, serving as the highest decision-making level in their branch.³ As with other principal organs of the UN, ECOSOC's mandate is based upon the *UN Charter*. The UN is charged by its Charter with promoting higher standards of living in economic and social fields; conditions of economic and social progress and development; international cultural and educational cooperation; and universal respect for rights and fundamental freedoms for all.⁴

Functions

According to the *Charter*, ECOSOC “may make or initiate studies and reports with respect to international economic, social, cultural, educational, health, and related matters and may make recommendations with respect to any matters to the General Assembly [GA], to the Members of the United Nations, and to specialized agencies concerned.”⁵ This outlines and defines the main tasks and the array of topics on ECOSOC's agenda. Furthermore, the *Charter* outlines in subsequent Articles that ECOSOC may make recommendations concerning its topics, prepare draft conventions for submission to the GA, call international conferences on matters falling within its competence, and coordinate the work of the Specialized Agencies; this latter item serves as the main intersection between the UN and Specialized Agencies such as the International Labour Organization, the World Health Organization, the World Food Programme, and others. Moreover ECOSOC “may furnish information to the Security Council and shall assist [it] upon request.”⁶ These provisions illustrate that ECOSOC is a deliberative body and has a coordinating role within the UN.

Composition

Initially, ECOSOC consisted of 18 Member States. This changed in 1965, when the GA decided to increase the amount of Member States to 27. Since 1971, ECOSOC has consisted of 54 members.⁷ These 54 members are elected by the General Assembly for overlapping three-year terms. There are fixed contingents with regard to geographical representation: fourteen seats are allocated to African States, eleven to Asian States, six to Eastern European States, ten to Latin American and Caribbean States, and thirteen to Western European and other States.⁸ The current president of ECOSOC is Miloš Koterec. He was elected on 10 January 2012 and is the current and permanent representative of the Slovak Republic to the United Nations in New York.⁹

Working Procedure

ECOSOC has its own rules of procedure that also administer the election process of the president, the vice-president, and the rapporteur, which are all elected for a one-year term.¹⁰ Additionally, the principle of “one country, one vote”

¹ UN General Assembly, *Charter of the United Nations*, 1945, Article 1.

² UN General Assembly, *Charter of the United Nations*, 1945, Articles 55-72.

³ UN General Assembly, *Charter of the United Nations*, 1945, Article 7.

⁴ New Zealand Ministry of Foreign Affairs and Trade, *United Nations Handbook 2010-2011*, 2010, p. 115.

⁵ UN General Assembly, *Charter of the United Nations*, 1945, Article 62.

⁶ UN General Assembly, *Charter of the United Nations*, Article 62, 63, and 65.

⁷ Spröte, *ECOSOC*, 2000, p. 662.

⁸ UN Economic and Social Council, *About ECOSOC*.

⁹ UN Economic and Social Council, *President*.

¹⁰ Spröte, *ECOSOC*, 2000, p. 663.

is effective in ECOSOC. Resolutions require a simple majority of members present and voting in order to pass.¹¹ As in the GA, it is a sign of importance of a topic if it is adopted by acclamation.¹² Until the early 1990s, there were only two sessions and one organizational meeting of ECOSOC held each year.¹³ By adopting *Resolution 45/264 (1991)*, the GA decided that ECOSOC would hold one substantive session per year taking place between May and July, alternating between New York and Geneva.¹⁴ Moreover, the session was divided into five segments.¹⁵ While the High-Level segment is the main segment, the other segments serve as fora where the topics to be discussed are determined by the name of the segment. The Coordination segment addresses topics covering the question how the UN may develop more comprehensive and integrated approaches. The Operational Activities segment deals with technical issues, e.g. the oversight of the funds and programs. The Humanitarian Affairs Segment is a forum for debate on humanitarian issues. The General Segment covers topics that do not fall under the competence of the other segments, such as special or regional issues.¹⁶

In order to facilitate the work of ECOSOC, the Council may create subsidiary bodies. In the 1960s and 1970s, the number of subsidiary bodies of ECOSOC increased significantly, due to the influence of developing countries that broadened the agenda of the UN. This group of Member States called for a stronger focus on urgent issues such as the elimination of underdevelopment, poverty, and the unequal position of their countries in the world economy.¹⁷ Today, ECOSOC supervises several subsidiary bodies that report directly to ECOSOC, such as regional commissions, functional commissions, standing committees, ad-hoc bodies, and expert bodies; examples include the Economic Commission for Africa (regional) or the Commission on the Status of Women (functional).¹⁸ Regional commissions target problems and challenges within their geographical scope, while functional commissions deal with issues related to their constituting subject. Consequently, a member of a regional commission can only be a country from this region (with one exception: the United States is a member of ESCAP), whereas the membership of functional commissions can potentially comprise any of the UN Member States.¹⁹

Current topics

One of the most notable and important documents for the work of ECOSOC is the 2005 *World Summit Outcome*.²⁰ The World Summit took place on the 14 - 16 September 2005 in New York City. It was the High-Level Plenary Meeting of the 60th Session of the UN General Assembly and a follow-up meeting of the 2000 Millennium Summit. At this meeting the concept of the “Responsibility to Protect” was discussed and initiated.²¹ The *World Summit Outcome* is also the fundamental basis for new mechanisms and concepts that concern ECOSOC, such as the Development Cooperation Forum (DCF) and the Annual Ministerial Review (AMR). Both are part of the High-Level segment of ECOSOC.²² Another item of significance on ECOSOC’s agenda is the realization of the Millennium Development Goals (MDGs). These are to be reached by 2015 and are concerning all UN bodies, thus including ECOSOC.²³ The eight MDGs are defining benchmarks to be reached in a number of diverse issues, e.g. universal primary education (MDG 2), gender equality (MDG 3), and combating HIV/AIDS, malaria, and other diseases (MDG 6).²⁴

Development Cooperation Forum

According to the 2005 World Summit Outcome, General Assembly *Resolution 60/1 (2005)*, the DCF is structured to promote greater coherence among the development activities of different development partners. Consequently, it can be seen as an advisory board that is structured around five themes, which are promoting greater coherence; accountable and transparent development cooperation; the role of various forms of cooperation including South-

¹¹ UN Economic and Social Council, *Rules of Procedure*, 1992, p. 22.

¹² Wesel, *Internationale Regime und Organisationen*, 2012, p. 186.

¹³ New Zealand Ministry of Foreign Affairs and Trade, *United Nations Handbook 2010-2011*, 2010, p. 119.

¹⁴ UN General Assembly, *Restructuring and revitalization of the UN in the economic, social, and related fields*, 1991.

¹⁵ UN Economic and Social Council, *About ECOSOC*.

¹⁶ UN Economic and Social Council, *Substantive Session 2012*.

¹⁷ Spröte, *ECOSOC*, 2000, p. 663.

¹⁸ UN Department of Public Information, *UN organizational chart*, 2011.

¹⁹ New Zealand Ministry of Foreign Affairs and Trade, *United Nations Handbook 2010-2011*, 2010, pp. 121-176.

²⁰ UN General Assembly, *2005 World Summit Outcome*, 2005.

²¹ UN General Assembly, *The 2005 World Summit*, 2005.

²² UN General Assembly, *The 2005 World Summit*, 2005.

²³ UN General Assembly, *UN Millennium Declaration*, 2000.

²⁴ UN Development Programme, *Eight Goals for 2015*. 2012.

South and triangular cooperation; the impact of multiple crises; and achieving the MDGs by 2015.²⁵ Additionally, the 2005 *World Summit Outcome* defines the tasks and responsibilities of the DCF. Hence, ECOSOC is mandated “to convene a biennial high-level DCF that would review trends in international development cooperation, including strategies, policies, and financing.”²⁶ The first DCF was held in 2008, the second in 2010, and the third took place on 5 and 6 July 2012. All forums have been held in New York City.²⁷

Annual Ministerial Review

As with the DCF, the mandate of the AMR was settled in the 2005 *World Summit Outcome*; paragraph 155 states that ECOSOC shall “hold annual ministerial-level substantive reviews [...] to assess progress, drawing on its functional and regional commissions and other international institutions, in accordance with their respective mandates.”²⁸ The annual meetings are a part of ECOSOC’s High-Level segment and are connected loosely to the eight MDGs. For example, in 2011 the AMR on Education took place under the auspices of UNESCO and ECOSOC and determined five objectives for Member States within the array of education: 1) Provide assessment of the progress of the education-related MDGs; 2) Highlight the strong links between education and the other MDGs; 3) Serve as a catalyst to the realization of the education-related goals; 4) Encourage countries to launch initiatives in support of education; and 5) Achieve broad multi-stakeholder engagement, including regional preparatory meetings.²⁹

Potential Criticism

The GA has deprived ECOSOC of further responsibilities in its specific subjects by the creation of programs and funds such as the United Nations Development Programme (UNDP) and the UN Conference on Trade and Development (UNCTAD), so that the main operational areas of activity exist in the area of human rights.³⁰ This is why some have called for the reform of ECOSOC from time to time. Journalist Linda Fasulo presents one alternative view of ECOSOC:

“ECOSOC is a key coordinator and mediator among the constituent bodies of the UN system. But it has struggled to find a clear identity among its many functions and as a result has been accused of being unfocused. [...] Admittedly, ECOSOC was created to be mainly a deliberative rather than operational body, to help other parts of the UN system examine and shape their programs. In addition to being a forum for discussing international social, economic, and humanitarian issues, it coordinates the work of nearly all UN agencies and bodies concerned with those issues.”³¹

Another proposal is that ECOSOC could become a more important body by working closely together with the Security Council on certain issues.³² The Stiglitz-Commission, on the other hand, suggests replacing it with a completely new body, to be named the *Global Economic Coordination Council*.³³ These proposals are all part of an ongoing debate about potential reform of the UN

Conclusion

No matter how one reviews the work of ECOSOC, it is of fundamental importance for the work of the UN, as it oversees and monitors the work of many subsidiary bodies. Further, it serves as a connection between the GA and other smaller bodies and is able to deal with specific topics with much more intensity than the GA and its six committees. The topics discussed within the realm of ECOSOC are highly important for the work of the UN, as they target the main challenges the world has to face. As one of the six principal organs, ECOSOC has the ability to accelerate discussion and decision-making on a number of important international topics. Since there are many

²⁵ UN Economic and Social Council, *DCF in brief*.

²⁶ UN Economic and Social Council, *DCF in brief*.

²⁷ UN Economic and Social Council, *Development Cooperation Forum*.

²⁸ UN Economic and Social Council, *AMR Mandate*.

²⁹ UNESCO, *2011 ECOSOC Annual Ministerial Review (AMR) on Education*.

³⁰ Gareis, Varwick, *Die Vereinten Nationen*, 2007, p. 47.

³¹ Fasulo, *An Insider’s Guide to the UN*, 2004, p. 153.

³² Fasulo, *An Insider’s Guide to the UN*, 2004, p. 155.

³³ Commission of Experts on Reforms of the International Monetary and Financial System (Stiglitz-Commission), *Report of the Commission of Experts of the President of the United Nations General Assembly on Reforms of the International Monetary and Financial System*, 2009, p. 91.

commissions, groups, and technical committees under the auspices of ECOSOC, its existence is and will be of crucial importance as it serves a coordinating function. Additionally, given its mandate and its position within the UN, ECOSOC is and will be able to shape the international agenda by highlighting topics it deems important.

Please note: The ECOSOC Plenary Session on the last day of the conference will see reports for information or formal approval from various sub-organs of the ECOSOC. The agenda for the last day is set by the Executive Bureau (EB), composed of a number of delegates from within the ECOSOC Plenary. By the conclusion of the first night session of the Conference, the Economic and Social Council Plenary will select five vice presidents to assist the president (chair) as members of the Council Executive Bureau. Delegates will be given a 20 minute caucus to assemble into their designated regional groups in order to elect their representatives. When the caucus is completed the regional groups will submit the elected names to the Director of the ECOSOC Plenary. The members of the EB are to be selected with regard for equitable geographic representation from the groups of African States, Asian and Pacific States, Eastern European States, Latin American States and Western European and other States.

Annotated Bibliography

Baylis, J.; Smith, S.; Owens, P. (2008). *The Globalization of World Politics: An Introduction to International Relations*. Oxford: Oxford University Press.

This extensive handbook is an essential companion for delegates studying or interested in the realm of international relations. The first part comprises several theoretical approaches of international relations. In the second part, the authors cover most topics that may evolve in international politics. In addition, one section informs readers about the United Nations and the challenges it has to face in the beginning of the 21st century.

Fasulo, L. (2004). *An Insider's Guide to the United Nations*. New Haven: Yale University Press.

The renowned journalist Fasulo provides a wide-ranging and authoritative guide to the United Nations from the insight. She gained this perspective by being a long-time UN correspondent for NBC News and MSNBC and through her interviews with leading US and UN diplomats. This textbook is written in a neutral but vivid style; many surprising and new facts can be found while reading it. Moreover, it contains first-hand information, which is why the book should not be considered a textbook, but rather a non-fiction book about the UN.

New Zealand Ministry of Foreign Affairs and Trade (2010). *United Nations Handbook 2010/2011*. Wellington: Ministry of Foreign Affairs and Trade/Manatu Aorere.

The UN Handbook is a compendium published annually by the New Zealand Ministry of Foreign Affairs and Trade and gives first-hand information and data about any of the organs, bodies, agencies, programs and funds of the UN. It is thorough, extensive and provides concise information on very little space. According to the Ministry it is use by academics, schools, members of the public, as well as diplomats and international civil servants. It helps those dealing with the work and the system of the United Nations to gain knowledge about the UN and its involvement in almost any international issue and to understand the abundance of acronyms.

United Nations General Assembly. (N.D.). *Charter of the United Nations*. Retrieved on August 7, 2012, from <http://www.un.org/en/documents/charter/index.shtml>.

The founding document of the Organization of the United Nations (UN) is an international treaty created and initially signed by 50 out of 51 Member States. It became effective on October 24, 1945, after being ratified by a majority of the signatories and the five permanent members of the Security Council. The Charter also contains the Statute for the International Court of Justice as an integral part of the treaty. It defines the six principal organs and their main powers, the subsidiary bodies, and the role of the programs and funds. The UN Charter is the fundamental document of the United Nations and a must read for everybody involved in the broad array of topics concerning the UN system. Thus, the Charter is essential for the work of ECOSOC, as it defines the tasks, responsibilities and the working procedure of the Council.

United Nations Economic and Social Council. (N.D.). *About ECOSOC*. Retrieved on August 7, 2012, from: <http://www.un.org/en/ecosoc/about/>.

This source is to be seen as the starting point for research regarding ECOSOC, as it covers all topics ECOSOC deals with. Moreover, it informs about the structure and the history of the ECOSOC. This website is comprised of a broad array of topics, tasks, and subjects ECOSOC and its subsidiary bodies discuss. For example, one is able to retrieve all resolutions adopted by ECOSOC, to get information about every subsidiary body ECOSOC supervises, or even to learn about the elections taking place and the rules of procedure of ECOSOC.

Weiss, T. G.; Daws, S. (2007) *The Oxford Handbook on the United Nations*. Oxford: Oxford University Press. *The Oxford Handbook on the United Nations is the most prominent and most reliable source of information about the UN itself, its structure, and its history. The Handbook compiles Articles written by both distinguished scholars and international relations professionals. Furthermore, it covers the challenges to come in the 21st century. Appendices include the Charter of the United Nations, the Statute of the International Court of Justice, and the Universal Declaration of Human Rights. This handbook can be seen as a crucial point of reference for those studying the UN.*

Bibliography

Baylis, J./Smith, S./Owens, P. (2008). *The Globalization of World Politics: An Introduction to International Relations*. Oxford: Oxford University Press.

Commission of Experts on Reforms of the International Monetary and Financial System (Stiglitz-Commission). (2009, September 21). Report of the Commission of Experts of the President of the United Nations General Assembly on Reforms of the International Monetary and Financial System. Retrieved August 30, 2012, from: www.un.org/ga/econcrisissummit/docs/FinalReport_CoE.pdf.

Fasulo, L. (2004). *An Insider's Guide to the United Nations*. New Haven: Yale University Press.

Gareis, S./Varwick, J. (2007). *Die Vereinten Nationen*. Opladen & Bloomfield Hills: Verlag Barbara Budrich.

Global Policy Forum (N.D.). *Social and Economic Policy*. Retrieved on August 7, 2012, from: <http://www.globalpolicy.org/social-and-economic-policy.html>

New Zealand Ministry of Foreign Affairs and Trade (2010). *United Nations Handbook 2010/2011*. Wellington: Ministry of Foreign Affairs and Trade/Manatu Aorere.

Rosenthal, G. (2004). *Economic and Social Council*. In: T.G. Weiss. *The Oxford Handbook on the United Nations* (pp. 136-148). Oxford: Oxford University Press.

Spröte, W. (2000). *Wirtschafts- und Sozialrat (ECOSOC)*. In: H. Volger. *Lexikon der Vereinten Nationen* (pp. 662-665). München, Wien: Oldenbourg Verlag.

United Nations Department of Public Information (2011). *UN Organizational Chart*. Retrieved on August 29, 2012, from: http://www.un.org/en/aboutun/structure/org_chart.shtml.

United Nations Development Programme (2012). *Eight Goals for 2015*. Retrieved September on 29, 2012, from: <http://www.undp.org/content/undp/en/home/mdgoverview.html>.

UNESCO (N.D.). *2011 ECOSOC Annual Ministerial Review (AMR) on Education*. Retrieved on August 27, 2012, from: [http://www.unesco.org/new/en/unesco/events/all-events/?tx_browser_pi1\[showUid\]=2446&cHash=8206a968b9](http://www.unesco.org/new/en/unesco/events/all-events/?tx_browser_pi1[showUid]=2446&cHash=8206a968b9).

United Nations Economic and Social Council. (N.D.). About ECOSOC. Retrieved on August 7, 2012, from: <http://www.un.org/en/ecosoc/about/>.

United Nations Economic and Social Council (N.D.). AMR Mandate. Retrieved on August 28, 2012, from: <http://www.un.org/en/ecosoc/newfunct/amrmandate.shtml>.

United Nations Economic and Social Council (N.D.). Development Cooperation Forum. Retrieved on October 20, 2012, from: <http://www.un.org/en/ecosoc/newfunct/develop.shtml>.

United Nations Economic and Social Council (N.D.). DCF in brief. Retrieved on August 28, 2012, from: www.un.org/en/ecosoc/newfunct/pdf/DCF_one-pager.pdf.

United Nations Economic and Social Council (N.D.). Key Functions. Retrieved on August 7, 2012, from: <http://www.un.org/en/ecosoc/newfunct/>.

United Nations Economic and Social Council (N.D.). President. Retrieved on August 29, 2012, from: <http://www.un.org/en/ecosoc/president/>.

United Nations Economic and Social Council (1992). Rules of Procedure. Retrieved on October 20, 2012, from: <http://www.un.org/en/ecosoc/about/pdf/rules.pdf>.

United Nations Economic and Social Council (N.D.). Substantive Session 2012. Retrieved on September 29, 2012, from: <http://www.un.org/en/ecosoc/substantive2012/>.

United Nations General Assembly (N.D.). Charter of the United Nations. Retrieved on August 7, 2012, from: <http://www.un.org/en/documents/charter/index.shtml>.

United Nations General Assembly (1991, May 13). Resolution 45/264 (1991). Retrieved on August 29, 2012, from: <http://www.un-documents.net/a45r264.htm>.

United Nations General Assembly (2005, October 24). Resolution 60/1 (2005). Retrieved on August 29, 2012, from: <http://www.un.org/Docs/journal/asp/ws.asp?m=A/RES/60/1>.

United Nations General Assembly (2005). The 2005 World Summit. Retrieved on October 20, 2012, from: <http://www.un.org/summit2005/>.

United Nations General Assembly (2000, September 18). United Nations Millennium Declaration. Retrieved on October 20, 2012, from: <http://www.un.org/millennium/declaration/ares552e.pdf>.

Volger, H. (2000). Lexikon der Vereinten Nationen. München, Wien: Oldenbourg Verlag.

Weiss, T. G./Daws, S. (2007). The Oxford Handbook on the United Nations. Oxford: Oxford University Press.

Wesel, R. (2012). Internationale Regime und Organisationen. Konstanz, München: UVK Verlagsgesellschaft.

I. Confronting Family Poverty and Social Exclusion

“The very contribution of families to the achievement of development goals continues to be largely overlooked, while there seems to be a consensus on the fact that, so far, the stability and cohesiveness of communities and societies largely rest on the strength of the family.”³⁴

Introduction

Simply stated, “[f]amilies are the basic building blocks of a society.”³⁵ Beyond the “identity, love, care and development” families offer, as the basic building blocks of society, families underscore social networks and economic exchanges vital to human development and prosperity.³⁶ Socially, families play a vital role in the socialization and development of children whilst providing meaningful support for children and all members beyond youth.³⁷ Economically, they are integral to the functioning of economies of scale, helping to redistribute resources, and offering protection against hardship.³⁸ Moreover, these economic and social roles help create solidarity, foster human capital, and overall promote “democratic, stable, and cohesive societies.”³⁹

The importance of the role of the family means that it is widely agreed that policymaking ought to focus on families in and of themselves.⁴⁰ Yet, policies more frequently “target women and children separately, and not the family unit per se.”⁴¹ This is concerning for many reasons. First, families are often confronted with unique situations of poverty and social exclusion.⁴² Second, focusing on the family offers “a comprehensive, people-centered perspective on development issues that are routinely approached from a sector-based policy or social group point of view.”⁴³ The benefits of the approach mean it is important to address them now because changes through culture or policy designed to impact the family take considerable time to materialize.⁴⁴ Finally, it is important to focus on a family perspective because the success of tactics and programs designed to alleviate poverty depend on how much, and how well, they focus on the family.⁴⁵ For example, though the Millennium Development Goals (MDGs) only refer to family in the context of family planning, most MDGs depend on how well families will be empowered to overcome poverty by increasing the education of children or reducing maternal mortality.⁴⁶ As such, tasked with the issue of family poverty and social exclusion through its involvement in the International Year of the Family (IYF) and within its mandate to support economic and social development, the Economic and Social Council (ECOSOC) Plenary must address family poverty and social exclusion to improve and strengthen societies.⁴⁷

International Year of the Family

In 1994, the United Nations (UN) held the first IYF.⁴⁸ Encapsulating the importance of the family, the year’s motto was “Building the Smallest Democracy at the Heart of Society,” corresponding with its theme “Family: resources and responsibilities in a changing world.”⁴⁹ These ideas reflected the general goal of the IYF and its follow-up process to be a “sustained, long-term effort to strengthen national institutions to formulate, implement and monitor policies in respect of families.”⁵⁰ For the IYF’s 10th Anniversary, the UN focused “on the approaches to family policy development; technology and its impact on the family; parental roles and intrafamilial support systems;

³⁴ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 4.

³⁵ UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2011, p. 3.

³⁶ OECD, *Doing Better for Families*, 2011, p. 3.

³⁷ UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2011, p. 4.

³⁸ OECD, *Doing Better for Families*, 2011, p. 3.

³⁹ OECD, *Doing Better for Families*, 2011, p. 3; UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2011, p. 4; UNDESA, *Good Practices in Family Policy Making*, 2012, p. 23.

⁴⁰ UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of IYF in 2014*, 2011, p. 4.

⁴¹ UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of IYF in 2014*, 2011, p. 4.

⁴² UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2011.

⁴³ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 3.

⁴⁴ European Commission, *Study on Poverty and Social Exclusion among Lone Parent Households*, 2007, p.10.

⁴⁵ UNDESA, *Good Practices in Family Policy Making*, 2012, p. 5.

⁴⁶ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 4.

⁴⁷ UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2011.

⁴⁸ European Alliance for Families, *Preparations for the twentieth anniversary of the International Year of the Family*, 2014.

⁴⁹ European Alliance for Families, *Preparations for the twentieth anniversary of the International Year of the Family*, 2014.

⁵⁰ UNDESA, *Good Practices in Family Policy Making*, 2012, p. 4.

statistics and indicators for family well-being and HIV/AIDS and its impact on families.”⁵¹ From these themes, and addressing the impact of the global economic recession on families, work has begun for the 20th Anniversary in 2014, which will focus on “confronting family poverty and social exclusion; ensuring work-family balance; and advancing social integration and intergenerational solidarity.”⁵² The United Nations Secretary-General has stressed that 2014 should be the target year by which “concrete efforts would be taken to improve family well-being through the implementation of effective national policies, strategies and programmes.”⁵³ So far, planning is galvanizing positive, concrete efforts such as the European Union (EU) agreeing to focus on family-oriented policies.⁵⁴

Understanding Family

The family is currently changing in unique ways that affect its role and call into question current and future family-oriented policies.⁵⁵ Therefore, it is important to understand exactly how the family is viewed, how it is changing, and how international frameworks and initiatives protect it.

Defining Family

Families are the building blocks of society as the “dominant and natural grouping in society.”⁵⁶ This does not mean that all families look the same, though, as one of the key features of families is their varied and changing forms.⁵⁷ In fact, the concept of a family is hard to define beyond that of a natural grouping.⁵⁸ The UN in particular is cognizant of this and the fact that families “exist in different social, cultural, legal and political contexts.”⁵⁹ Therefore, the UN has stressed that though the concept of “family” might differ from state to state or even regions within a state, no matter the context, if a group of people is considered a family, they are due certain rights.⁶⁰ However, from a policy perspective, different definitions can affect different policies and vice versa. Moreover, it is important to consider for development policies how family structure, functions, and stages of development are interrelated.⁶¹

To accommodate different types of families, demographers and economists typically deal with the “residential family,” to define a family as “a group of two people or more (one of whom is the householder) related by birth, marriage, or adoption and residing together.”⁶² In this definition, a “family” is akin to a “household,” with the assumption that few unrelated individuals live together.⁶³ Other scholars prefer a more contemporary approach and choose to focus on “family members [as] individuals who by birth, adoption, marriage, or declared commitment share deep, personal connections and are mutually entitled to receive and obligated to provide support of various kinds to the extent possible, especially in times of need.”⁶⁴ The key difference is not just one of self-identification, but that a residential family definition may ignore many family and living relations in the developing world.⁶⁵ A residential approach will not take into consideration non-resident family members likely to be in contact with the members of the household or those affected by policies affecting the residential family.⁶⁶ Additionally, only focusing on the wellbeing of a residential family may ignore issues such as “intra-familial interaction, such as marital quality, parental monitoring or conflict within families.”⁶⁷

⁵¹ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 12.

⁵² UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2011, p. 1; European Alliance for Families, *Preparations for the twentieth anniversary of the International Year of the Family*, 2014.

⁵³ UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2011, p. 3.

⁵⁴ European Alliance for Families, *COFACE conference examines ways to improve European families' situation*, 2010.

⁵⁵ UNDESA Social Policy and Development Division, *Twentieth Anniversary of the International Year of the Family*, 2014.

⁵⁶ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11.

⁵⁷ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11.

⁵⁸ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11.

⁵⁹ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11.

⁶⁰ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11.

⁶¹ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 12.

⁶² Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11.

⁶³ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11.

⁶⁴ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11.

⁶⁵ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11.

⁶⁶ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11.

⁶⁷ UNDESA, *Good Practices in Family Policy Making*, 2012, p. 7.

The Evolving Family

The ways in which many families are changing make them more vulnerable to poverty and social exclusion. Families seen as particularly vulnerable include: “single-parent families headed by women, refugee and displaced families, those where family members are affected by HIV/AIDS, substance dependence, child abuse and domestic violence as well as families living in poverty, families affected by war, drought, natural disasters, discrimination or violence.”⁶⁸ Families with members discriminated against for sexual orientation, families confronted with unemployment, and families living in urban slums or indigenous areas are also increasingly vulnerable.⁶⁹ Therefore, many of the factors making families more vulnerable and affecting family dynamics, including roles and functions, are unmitigated causes like war and natural disasters, while many others are cultural or due to changing societal and demographic factors.⁷⁰ For example, compared with thirty years ago, people today live longer, have fewer children, marry later, marry less, and divorce as well as remarry more.⁷¹ Today’s children have fewer siblings, are potentially raised by grandparents as there are more grandparents than children, and are more likely to be living in a non-traditional arrangement such as with one parent or with parents simply cohabitating (as opposed to being married).⁷² Additionally, they could find themselves navigating blended families with remarried parents, or coping with the stress of having both parents employed.⁷³ For many demographers, these changes are inevitable, yet the ways in which families are evolving mean they are more likely subject to poverty and social exclusion.⁷⁴

International Frameworks and Initiatives

A wide variety of mechanisms and frameworks exist on the international level to define the rights due to each family. Article 23 of the *International Covenant on Civil and Political Rights* accords families rights echoed in the *Universal Declaration of Human Rights* in Article 16 and the *International Covenant on Economic, Social and Cultural Rights* in Article 10 for protection by society and the state.⁷⁵ Human rights law mainly focuses on the right of people to marry and form families, and the rights of children to families.⁷⁶ This extends to laws specifying “state obligations to keep families together and reunify them in case of separation.”⁷⁷ Other frameworks protect certain members or subsets of families. The *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW), for example, offers policies benefitting women in families by ensuring work and family balance.⁷⁸ The *Convention on the Rights of the Child* (CRC) seeks to protect children by stressing that for children to be protected, families “should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community.”⁷⁹ These mechanisms are underwritten by an understanding that family rights and individual rights may conflict. For example, families still exist that may “enforce customs endangering the situation of women, perpetrate violence against women and children, and seek to dominate those who are weaker and defenceless.”⁸⁰ Therefore, “the authority of the family is limited by the human rights of its individual members.”⁸¹

Beyond laws and human rights mechanisms, ECOSOC, through its involvement overseeing the IYF, directs much of the work on families, though it infrequently focuses directly on the issue. Instead, the topic is more frequently discussed by functional commissions of ECOSOC such as the Commission for Social Development.⁸² Additionally, ECOSOC frequently coordinates with the UN Department of Economic and Social Affairs Division for Policy and Development Division, a division of the UN Secretariat, which holds meetings like the Expert Group Meeting on Good Practices in Family Policy Making.⁸³ ECOSOC also partners with, and entertains resolutions from organizations that reflect broad public and non-governmental support of the family. For example, the World

⁶⁸ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, pp. 12-13.

⁶⁹ Mokomane, *Anti-Poverty Family-Focused Policies in Developing Countries*, 2012, p. 4.

⁷⁰ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, pp. 12-13.

⁷¹ OECD, *Doing Better for Families*, 2011, p. 3.

⁷² OECD, *Doing Better for Families*, 2011, p. 3.

⁷³ OECD, *Doing Better for Families*, 2011, p. 3.

⁷⁴ Mokomane, *Anti-Poverty Family-Focused Policies in Developing Countries*, 2012, p. 8.

⁷⁵ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 11; UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 12.

⁷⁶ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 12.

⁷⁷ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 12.

⁷⁸ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 12.

⁷⁹ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 12.

⁸⁰ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 12.

⁸¹ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 12.

⁸² UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 16.

⁸³ UNDESA Social Policy and Development Division, *EGM on Good Practices in Family Policy Making*.

Organization of the Family has proposed a *Declaration of Family Rights* to strengthen protection and recognition of families and help develop best practices and policies.⁸⁴ Such efforts are paralleled by the World Family Summit, which submitted the *Sanya Declaration* that uniquely focuses on the relationship between families and the environment.⁸⁵

Understanding Family Poverty and Social Exclusion

Poverty is not a condition experienced in isolation: one member of a family such as a child cannot be in poverty while the rest is not.⁸⁶ Family poverty is a state in which “a family earns less than a minimum amount of income—typically \$1.25 per day per person hampering the family’s ability to adequately cover basic cost of living.”⁸⁷ Family poverty is not limited to developing countries, but is also a condition in industrialized countries; for example, in the EU 84 million individuals or 16% of the population are at risk of poverty.⁸⁸

Social exclusion is a related and reinforcing condition, as many families experience social exclusion because they are impoverished, while others become poor through a process of social exclusion. For example, poverty may lead to social exclusion as poverty may mean that beyond lacking access to food, water, and shelter, one lives in a fragile or marginalized environment from which it is difficult to participate in society.⁸⁹ Or, being poor, more psychologically, an individual may lack the choices, opportunities, and human dignity needed to participate in society.⁹⁰ Finally, an individual may face social exclusion for a factor such as race or gender, which leads to poverty, as the individual feels powerless and unable to advocate for him or her resources or to stand up to violence.⁹¹

Social exclusion thus “is a concept that can describe a condition or outcome, or a dynamic process.”⁹² As a condition, it indicates that individuals cannot participate fully in society due to their social identity like gender, caste, or religion, or social location like being remote.⁹³ As a process, “social exclusion refers to the social relations and organizational barriers that block the attainment of livelihoods, human development and equal citizenship.”⁹⁴ These barriers include things like relations, access to organizations, and power dynamics.⁹⁵ Social exclusion is also conceived as a “denial of recognition and disrespect” or as part of “a discourse about social disintegration and the rupturing of social bonds.”⁹⁶ This conception relates to the role of family and development itself as social exclusion, examining how a breakdown of solidarity and identity can lead to such negative effects as armed rebellions, the undermining of democratic transitions, urban rioting, and the dissidence of youth.⁹⁷ With even perceptions of discrimination or social exclusion leading to negative impacts, the issue is important to address.⁹⁸ Finally, no matter the way it is conceived, social exclusion is a form of injustice and a moral wrong.⁹⁹

Explaining the Causes of Family Poverty and Social Exclusion

Poverty and social exclusion often stem from social identity, long-held prejudices, and culturally ingrained beliefs. Specifically, discrimination based on race and gender prevails and “the high proportion of women that suffer from chronic poverty constitutes the clearest and most significant example of how processes of adverse incorporation and

⁸⁴ World Family Organization, *Declaration of Family Rights*.

⁸⁵ World Family Organization, *World Family Summit + 7; ECOSOC, Statement submitted by World Family Organization (E/2005/NGO/3)*, 2005.

⁸⁶ Mokomane, *Anti-Poverty Family-Focused Policies in Developing Countries*, 2012.

⁸⁷ UNDESA, *Good Practices in Family Policy Making*, 2012, p. 14.

⁸⁸ European Alliance for Families, *COFACE conference examines ways to improve European families’ situation*, 2010.

⁸⁹ Mokomane, *Anti-Poverty Family-Focused Policies in Developing Countries*, 2012, p. 3.

⁹⁰ Mokomane, *Anti-Poverty Family-Focused Policies in Developing Countries*, 2012, p. 3.

⁹¹ Mokomane, *Anti-Poverty Family-Focused Policies in Developing Countries*, 2012, p. 3.

⁹² Beall & Piron, *DFID Social Exclusion Review*, 2005, p. 8.

⁹³ Beall & Piron, *DFID Social Exclusion Review*, 2005, p. 8.

⁹⁴ Beall & Piron, *DFID Social Exclusion Review*, 2005, p. 8.

⁹⁵ Beall & Piron, *DFID Social Exclusion Review*, 2005, p. 8.

⁹⁶ Fraser, *Injustice at Intersecting Scales: On 'Social Exclusion' and the 'Global Poor'*, 2010, p. 364.

⁹⁷ Marlier & Atkinson, *Indicators of Poverty and Social Exclusion in a Global Context*, 2010, p. 286.

⁹⁸ Heshmati, Tausch, & Bajalan, *Measurement and Analysis of Child Well-Being in Middle and High Income Countries*, 2008, p. 193.

⁹⁹ Fraser, *Injustice at Intersecting Scales: On 'Social Exclusion' and the 'Global Poor'*, 2010, p. 365.

social exclusion lead to chronic poverty.”¹⁰⁰ Those who identify as lesbian, gay, bi-sexual, transgender or queer also may experience similar discrimination seen through denial of payment or exclusion from family experiences.¹⁰¹ The case of the Roma in Europe, where for example in Bulgaria nearly four-fifths of all Roma live in poverty, demonstrates this and how family poverty and social exclusion exists in the developed world.¹⁰²

Individuals with disabilities, of which there are over one billion, and their families are likely to experience social exclusion and poverty despite protections foreseen in the *Convention on the Rights of Persons with Disabilities*.¹⁰³ They face both negative attitudes and prejudice, and a lack of support and services.¹⁰⁴ This means children with disabilities may be more likely to face abuse or overprotection, or be in a broken home because of the stress on parents.¹⁰⁵ As children with disabilities must rely on their families and their families are subject to having to live in the children’s environment, families of children with disabilities are likely to experience exclusion through “the inaccessibility of places, transport, cultural events, etc.” which “may lead to the withdrawal from society of the family as a whole.”¹⁰⁶

Health factors are also significantly likely to lead to family poverty and social exclusion. For example, if a family member contracts HIV/AIDS, the family is more likely to suffer poverty and social exclusion as other members must act as caregivers or, especially in Africa, children may lose their parents if treatment is inaccessible.¹⁰⁷ The need to divert valuable resources to HIV/AIDS care and prevention may also mean families divert valuable resources that then cause, even in developed countries, families to become impoverished.¹⁰⁸ This is especially true if the primary earner is the one infected.¹⁰⁹ Vulnerable populations like migrants are also likelier to contract HIV/AIDS due to infection rates in urban areas, lack of access to services, or compromising situations like rape or forced sex work, and thus may especially affect other vulnerable populations like women and children because of where they fit in the family.¹¹⁰ Knowledge that a family member has HIV/AIDS or, in the case of orphans, that a child has lost one or both parents to the disease can lead to stigmatization or discrimination resulting in social exclusion.¹¹¹

Impacts and Outcomes

Ultimately, the reasons why many families face family poverty and social exclusion compound with changes to the modern family in ways that make certain types of families more vulnerable. For example, during times of uncertainty, like the current economic upheaval, families are hard-pressed to provide high levels of social protection because changing families might now mean there are fewer members to help or more old and unemployed to care for.¹¹² Or, as in Africa, and increasingly the United States and EU, social factors like HIV/AIDS or drug addiction might mean that more grandparents take care of children, yet grandparents are rarely included and recognized in social policies.¹¹³ This list goes on: female-headed households are impacted as women are frequently discriminated against as described above and, if they are the earner for their whole family, this negatively impacts everyone and can worsen family poverty and social exclusion. Mothers, as evidenced for Asia, might migrate for work leaving their families more vulnerable.¹¹⁴ Even environmental factors may combine with changing dynamics such that

¹⁰⁰ Hickey & du Toit, *Adverse incorporation, social exclusion and chronic poverty*, 2007, p. 19.

¹⁰¹ Fraser, *Injustice at Intersecting Scales: On 'Social Exclusion' and the 'Global Poor'*, 2010, p. 366.

¹⁰² Gabel, *The growing divide: the marginalisation of young Roma children in Bulgaria*, 2009, p. 66.

¹⁰³ UNDESA, *Good Practices in Family Policy Making*, 2012, p. 18; Richler, *The Exclusion of Families of Children with Disabilities: A Case Example*, 2012, Slide 3.

¹⁰⁴ UNDESA, *Good Practices in Family Policy Making*, 2012, p. 18.

¹⁰⁵ UNDESA, *Good Practices in Family Policy Making*, 2012, p. 18.

¹⁰⁶ COFACE, *The Family Dimension of the United Nations Convention on the Rights of Persons with Disabilities*, 2012, p. 20.

¹⁰⁷ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 20.

¹⁰⁸ UNDESA, *Men in Families and Family Policy in a Changing World (ST/ESA/322)*, 2011, p. 169; Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, pp. 107-109.

¹⁰⁹ UNDESA, *Men in Families and Family Policy in a Changing World (ST/ESA/322)*, 2011, p. 169; Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, pp. 107-109.

¹¹⁰ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, p. 20.

¹¹¹ Belsey, *AIDS and the Family: Policy Options for a Crisis in Family Capital*, 2005, pp. 80, 125.

¹¹² UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 3.

¹¹³ Butts, Thang, & Yeo, *Policies and Programmes Supporting Intergenerational Relations*. 2012, p. 18; UNDESA, *Good Practices in Family Policy Making*, 2012, p. 21.

¹¹⁴ Caparas, *Work-Family Balance and Family Poverty in Asia*, 2011, p. 10.

families migrating to cities face social exclusion because they do not have access to housing or running water, meaning that those who migrated for economic opportunity find instead exacerbated poverty.¹¹⁵ Overall, these conditions reflect how facing changing circumstances, poverty, and social exclusion sometimes means that families, while trying to improve their situation, adopt strategies that actually make them more vulnerable.¹¹⁶ Moreover, states may also be less likely to be able to care for families as they implement austerity measures and cut policies designed to help families.¹¹⁷

Solutions

Though there is an international consensus on the importance of the family, “at the international level the family is appreciated but not prioritized in development efforts.”¹¹⁸ Most work has been confined to the state and regional level where policies such as cash transfer programs, social protection provisions at the national level, and social security schemes have become popular in developing countries, and childcare services, child-oriented policies, disability policies, and general poverty reduction and focus on the poorest of the poor dominate developed country policies.¹¹⁹ Because of the IYF, there has also been some focus on family-oriented policies at the international level. Specifically, GA resolution 66/126 (2012) adopted in the run-up to the 20th Anniversary of the IYF defines ECOSOC’s role and where continued work is needed towards the areas of “confronting family poverty and social exclusion; ensuring work-family balance; and advancing social integration and intergenerational solidarity.”¹²⁰ This has led to much discussion at ECOSOC general sessions under the category of social development of the need for concrete measures and action-oriented policies. In particular, ECOSOC has acknowledged in several resolutions the need to support national policies by helping Member States design, implement, and monitor family-oriented policies.¹²¹ ECOSOC has discussed focusing on job creation, cultural programming, and sharing of best practices. Sharing of best practices is prioritized because the exchange of information at all levels is thought to “contribute to a wider development of family-oriented programmes and strategies for the benefit of families world-wide.”¹²² In these resolutions, ECOSOC also stresses that civil society has an important role to play, as do other advocacy, promotion, research, policy development, and capacity building actors.¹²³ Additionally, ECOSOC has focused on the importance of providing technical assistance.¹²⁴ ECOSOC mainly stresses its role to call for inter-agency cooperation and to generate awareness on family issues.¹²⁵ However, despite the myriad of ways in which ECOSOC is committed to trying to address family poverty and social exclusion, direct interventions and work by the committee, especially from the Plenary Council to direct the Council’s work, has been limited. Instead, ECOSOC focuses on calling for reports from the Secretary-General, supporting expert group meetings, and consulting when requested.

Conclusions and Further Questions

Ultimately, just like families are unique and changing, so are the potential challenges and policy options for crafting family-oriented policies that target family poverty and social exclusion. While many currently popular policies focus on income and in-kind support for families, they must focus on an understanding that no matter the type of support, if efforts are not supported by greater access to “social services including health, education, housing, water and sanitation,” they will not be enough.¹²⁶ The desire for growth and a simple focus on the bottom line of poverty reduction should not obscure the fact that poverty reduction in the context of families is conceived of as a way to

¹¹⁵ Caparas, *Work-Family Balance and Family Poverty in Asia*, 2011, p. 4.

¹¹⁶ Mokomane, *Anti-Poverty Family-Focused Policies in Developing Countries*, 2012.

¹¹⁷ UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2011, pp. 6-7.

¹¹⁸ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, p. 4.

¹¹⁹ Mokomane, *Social protection as a mechanism for family protection in sub-Saharan Africa*, 2012, p. 5-6.

¹²⁰ UN General Assembly, *Resolution 66/126*, (2012).

¹²¹ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010; UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2011; UN General Assembly, *Resolution 66/126*, 2012.

¹²² UNDESA, *Good Practices in Family Policy Making*, 2012, p. 6.

¹²³ UN General Assembly, *Resolution 66/126*, (2012).

¹²⁴ UN General Assembly, *Resolution 66/126*, (2012).

¹²⁵ UN General Assembly, *Resolution 66/126*, (2012).

¹²⁶ UNDESA, *Good Practices in Family Policy Making*, 2012, p. 5.

focus on building healthy, well-functioning families.¹²⁷ As such, while helping families can create improved economies and more cost-effective policies, family policy must continuously be supported by an understanding of the benefit to society of strong families.¹²⁸ The ECOSOC Plenary session must consider its role in this type of focus on the family and how it can best support state efforts as well as what types of policies are best for what types of countries.

Yet focusing on families as ends in and of themselves is difficult considering the challenges countries face both financially and logistically when designing and implementing family policies.¹²⁹ Additionally, challenges to creating a stronger international plan of action for families, like those for youth or older persons, is also inhibited by “the lack of consensus on the definition of the family and other family-sensitive considerations in the development and implementation of family-oriented policies.”¹³⁰ Indeed, while many social trends seem inevitable, debate is constant about the proper role of mothers, fathers, and the degree to which the traditional family should be preserved.¹³¹ In this way and others, the international community must consider as well how to be culturally appropriate and address larger issues such as the discrimination against women and the feminization of poverty.¹³² Additionally, faced with high budget deficits, societies and the international community as a whole are forced to pit vital services against one another and determine how best to allocate resources.¹³³ This they must do with the hard realization that changing dynamics make all of society responsible for the preservation of families. The international community must therefore determine which discussions to pursue and which efforts to prioritize to ensure that discrimination and social exclusion do not take away the opportunity of families “to plan a better future for their children.”¹³⁴

¹²⁷ UNDESA, *Good Practices in Family Policy Making*, 2012, p. 17.

¹²⁸ UNDESA, *Good Practices in Family Policy Making*, 2012, p. 7.

¹²⁹ UN General Assembly/ECOSOC, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2011, p. 4.

¹³⁰ UN Secretary-General, *Preparations for and observance of the twentieth anniversary of the IYF in 2014*, 2010, pp. 3-4.

¹³¹ ECOSOC, *On Penultimate Day of Substantive Session, Economic and Social Council Adopts Texts on Social, Humanitarian Rights Issues Submitted by Subsidiary Bodies (ECOSOC/6544)*, 2012.

¹³² UNDESA, *Good Practices in Family Policy Making*, 2012, p. 19.

¹³³ European Alliance for Families, COFACE conference examines ways to improve European families' situation, 2010.

¹³⁴ UN Secretary-General, *Message on the International Day of Families*, 2010.

Annotated Bibliography

Beall, J. & L. Piron. (2005). *DFID Social Exclusion Review*. Overseas Development Institute. Retrieved September 2, 2012, from <http://www.odi.org.uk/resources/docs/2301.pdf>

This review provides a very detailed account of social exclusion and the importance and ways in which a "social exclusion" policy frame can be utilized by policymakers and development practitioners. Specifically in terms of social exclusion, the report highlights how social exclusion can be a condition or outcome as well as a multidimensional and dynamic process. Though dense, the report also offers several short case studies on how the frame has been implemented and how within these development contexts, social exclusion has been intrinsically linked to other social phenomenon such as power and conflict.

Belsey, M. A. (2005). *AIDS and the Family: Policy Options for a Crisis in Family Capital*. New York, New York: Department of Economic and Social Affairs. Retrieved August 8, 2012, from <http://social.un.org/index/LinkClick.aspx?fileticket=SpEBVaGirEQ=&tabid=216>

Though older, this document remains the preeminent document on the way AIDS can affect the family because of its comprehensive focus on a wide variety of subtopics including those that touch on the impact of caregiving on families, the impact on children when parents are infected, and clear policy implications. Most importantly, the document highlights that poverty cannot simply be linked to HIV/AIDS, but poverty is a barrier to proper care and a cause of infection as women and other communities chose to migrate or undertake work that makes them vulnerable to HIV/AIDS. While this document is highly relevant to the issue of how health affects families, it is also a very useful document for its treatment of the defining families, specifically focusing on traditional and contemporary notions of family as well as the residential and non-residential family. Additionally, this resource is highly valuable because it explains how families are vulnerable and broadly affected by circumstances beyond their control.

Confederation of Family Organizations in the European Union. (2012). *The Family Dimension of the United Nations Convention on the Rights of Persons with Disabilities*. Retrieved August 8, 2012, from http://coface-eu.org/en/upload/07_Publications/CofaceDisability%20CRPD%20book%20en.pdf

This document explains how the lack of measures targeting poverty and social exclusion for one member of a family who has a disability can negatively affect the entire household and family. In particular, family members such as parents and siblings can directly be impacted by lack of accessibility to transportation, places, and cultural events. Moreover, the report explains that families of persons with disabilities are more likely to face poverty because of care costs and lack of social systems. Bearing this in mind, the report proposes a wide variety of ways these families can be supported. Considering the situation persons with disabilities and children especially face, this report therefore proposes a rights based approach to improving the status of people living with disabilities and explains how the family is especially crucial in realizing the rights of children with disabilities.

European Alliance for Families. (N.D.). *The European Alliance for Families*. Retrieved August 8, 2012, from <http://ec.europa.eu/social/families/>

This Web site is a great example of current regional efforts to focus on the families. While it focuses on the state of families and provides highly detailed country profiles of countries in the EU therein, it is also useful for all delegates as it gives many examples of successful state-level initiatives supporting families. It also has frequently updated reports and links to a useful glossary on key-terms and news updates.

Mokomane, Zitha (2012). *Anti-Poverty Family-Focused Policies in Developing Countries. Background Paper: Twentieth Anniversary for the International Year of the Family, 2014*. Retrieved August 8, 2012, from <http://social.un.org/index/LinkClick.aspx?fileticket=SL6RW3mlstQ%3d&tabid=1733>

This work offers an incredibly holistic report on different policies focused on alleviating poverty faced by families. The report covers what poverty and social exclusion are beyond simple definitions, specifically focusing on both as affecting human dignity. The author then also looks at different causes and effects of family poverty such as on children and families with members who

have HIV/AIDS. Most importantly, the author then moves to explain how families in poverty may pursue actions that further hurt themselves as well as many current demographic trends that may exacerbate poor family choices. Finally, the author focuses on numerous key case studies such as cash transfer programs, but concludes that no one program will be enough to address family poverty.

United Nations Department of Economic and Social Affairs. (2012). *Good Practices in Family Policy Making: Family Policy Development, Monitoring and Implementation: Lessons Learnt*. Retrieved August 8, 2012, from <http://www.un.org/esa/socdev/family/docs/egm12/EGM2012FINALREPORT.pdf>

This report is the most current and comprehensive document on preparations for the Twentieth Anniversary of the International Year of the Family in 2014. It is highly useful because of how it explains the general issue of family policy in the UN context and how has divided information with a clear recommendations section. Of the main points it makes, the report explains how family-oriented policies are gradually becoming more common, and how now is a crucial time to move forward with country-level policies through increasing institutionalization, monitoring, and sharing of best practices. There is also a specific section on policy responses to family poverty and social exclusion, which explains that most developing countries have sought to address the problem through social protection. Most importantly, this report stresses how policies that aim at poverty eradication without focusing on the family will be ineffective.

United Nations Department of Economic and Social Affairs. (2011). *Men in Families and Family Policy in a Changing World (ST/ESA/322)*. Retrieved August 8, 2012, from <http://www.un.org/esa/socdev/family/docs/men-in-families.pdf>

This document provides a highly necessary perspective that is often overlooked on the role of men in families. When dealing with the issue of exclusion, this report approaches the issue from a different perspective of how men have frequently been excluded from the process of making policies affecting families because of stereotypes and misperceptions about the role of men; however, it clearly explains family-based strategies to reducing poverty. As such, the report explains that reducing family-based poverty must focus on creating equality between men and women and must consider the roles of both in the family, with specific regard to the changing structure and configuration of families. Finally, this report offers several clear ideas for ways to focus on poverty eradication that focus on men's roles in families, but stresses that many of these policies must be considered beyond their economic implications.

United Nations General Assembly. (2012, March 9). *Resolution 66/126 (2012)*. Retrieved August 8, 2012, from <http://www.un.org/Docs/journal/asp/ws.asp?m=A/RES/66/126>

Many different bodies of the United Nations play a pivotal role in ensuring an "action-oriented follow-up" in regards to the family as this resolution, the most recent on preparations for the Twentieth Anniversary of the International Year of the Family, distinctly highlights. Moreover, as this resolution highlights, greater inter-agency collaboration is needed for progress on the issue of family poverty and social exclusion. Based on this, the resolution offers several recommendations for actions to be taken by a variety of agents.

United Nations General Assembly/Economic and Social Council. (2011, November 11). *Preparations for and observance of the twentieth anniversary of the International Year of the Family in 2014 - Report of the Secretary-General (A/67/61-E/2012/3)*. Retrieved August 8, 2012, from <http://www.un.org/Docs/journal/asp/ws.asp?m=A/67/61>

This report by the Secretary-General highlights not only the way ECOSOC is directing its work around the 30th Anniversary of the International Year of the Family, but it is also highly important because it mentions numerous state-level policy developments and civil society initiatives related to the Anniversary. It is especially useful for helping to frame the issue of family-oriented policies for other actors as well as it breaks down other preparations by international bodies such as the Commission for Social Development and the Department of Economic and Social Affairs. The report also considers some policy frameworks that are needed to address families at risk, especially in light of current economic times and austerity measures, and highlights interesting case studies like programs in South East Asia and Greece.

United Nations Secretary-General. (2010, November 29). *Preparations for and observance of the twentieth anniversary of the International Year of the Family in 2014 - Report of the Secretary-General (A/66/62-E/2011/4)*. Retrieved August 8, 2012, from <http://www.un.org/Docs/journal/asp/ws.asp?m=A/66/62>

Though not the most up-to-date document on preparations of for the twentieth anniversary of the International Year of the Family, this report of the Secretary-General is important to consider because of how it summarizes and approaches issues around the family. In particular, the report is highly valuable because it covers the "human rights instruments and outcomes of major United Nations conferences and summits as they relate to the family." While each individual document and conference mentioned deserves its own study, this approach is useful because it explains in the context of the different institutions and forums the rights and responsibilities of families. While many of these are touched upon in this background guide, delegates may find this source a good starting point for research more specifically in terms of women in families, the rights of individuals in families, and understanding the tension between protecting the rights of individuals, families, and communities. Additionally, this source is valuable as it focuses on the new challenges faced by families since the Tenth Anniversary of the International Year of the Family.

Bibliography

Beall, J. & L. Piron. (2005). *DFID Social Exclusion Review*. Overseas Development Institute. Retrieved September 2, 2012, from <http://www.odi.org.uk/resources/docs/2301.pdf>

Belsey, M. A. (2005). *AIDS and the Family: Policy Options for a Crisis in Family Capital*. Department of Economic and Social Affairs. Retrieved August 8, 2012, from: <http://social.un.org/index/LinkClick.aspx?fileticket=SpEBVaGirEQ=&tabid=216>

Butts, D., Thang, L.L., & A.H. Yeo. (2012). Policies and Programmes Supporting Intergenerational Relations. *Background Paper: Twentieth Anniversary for the International Year of the Family, 2014*. Retrieved August 8, 2012, from <http://social.un.org/index/LinkClick.aspx?fileticket=VGkxt3WSyA=&tabid=1733>

Caparas, V. (2011) *Work-Family Balance and Family Poverty in Asia: An Overview of Policy Contexts, Consequences and Challenges* Paper presented at UN Expert Group Meeting New York. Retrieved August 8, 2012, from <http://social.un.org/index/Family/MeetingsEvents/EGMonAssessingFamilyPolicies.aspx>

Confederation of Family Organizations in the European Union (2012). *The Family Dimension of the United Nations Convention on the Rights of Persons with Disabilities*. Retrieved August 8, 2012, from http://coface-eu.org/en/upload/07_Publications/CofaceDisability%20CRPD%20book%20en.pdf

Economic and Social Council. (2012, July 26). *On Penultimate Day of Substantive Session, Economic and Social Council Adopts Texts on Social, Humanitarian Rights Issues Submitted by Subsidiary Bodies (ECOSOC/6544)*. Retrieved August 8, 2012, from <http://www.un.org/News/Press/docs/2012/ecosoc6544.doc.htm>

Economic and Social Council. (2005, May 24). *Statement submitted by World Family Organization, a non-governmental organization in consultative status with the Economic and Social Council (E/2005/NGO/3)*. Retrieved August 8, 2012, from <http://www.worldfamilyorganization.org/downloads/family/sanya/un-sanya-declaration-en.pdf>

European Alliance for Families. (2010). *COFACE conference examines ways to improve European families' situation*. Retrieved August 8, 2012, from http://ec.europa.eu/social/families/index.cfm?langId=en&id=3&news_id=981&news_det=yes

European Alliance for Families. (N.D.). *The European Alliance for Families*. Retrieved August 8, 2012, from <http://ec.europa.eu/social/families/>

European Alliance for Families. (N.D.) *Preparations for the twentieth anniversary of the International Year of the Family, 2014: expert meetings in New York and Brussels*. European Union. Retrieved August 8, 2012, from http://ec.europa.eu/social/families/index.cfm?langId=en&id=3&news_id=2861&news_det=yes

European Commission. (2007). *Study on Poverty and Social Exclusion among Lone Parent Households*. European Communities. Retrieved September 1, 2012, from <http://www.apb.hu/download.php?ctag=download&docID=14778>

The Family Watch. (2012). *European Expert Group Meeting*. Retrieved August 8, 2012, from <http://www.thefamilywatch.org/act-egmb-en.php>

Fraser, N. (2010). Injustice at Intersecting Scales: On 'Social Exclusion' and the 'Global Poor'. *European Journal of Social Theory*, 13 (3): 363–371.

Gabel, S. G. 2009. The growing divide: the marginalisation of young Roma children in Bulgaria. *International Journal of Social Welfare*, 18: 65-75.

Gomes, C. (2012). *Policy response to recent trends in family poverty and social exclusion*. Retrieved August 8, 2012, from <http://www.un.org/esa/socdev/family/docs/egm12/PAPER-GOMES.pdf>

Heshmati, A., Tausch, A., & C.S.J. Bajalan. (2008). Measurement and Analysis of Child Well-Being in Middle and High Income Countries. *The European Journal of Comparative Economics*, 5 (2): 227 - 286. Retrieved August 8, 2012, from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1369128

Hickey, S. & A. du Toit. (2007). Adverse incorporation, social exclusion and chronic poverty. Chronic Poverty Research Centre Working Paper 81. Retrieved September 1, 2012, from http://www.cprc.abrc.co.uk/pdfs/81Hickey_duToit.pdf

Marlier, E. & A. B. Atkinson. (2010). Indicators of Poverty and Social Exclusion in a Global Context. *Journal of Policy Analysis and Management*, 29 (2): 285–304.

Mokomane, Zitha (2012). Anti-Poverty Family-Focused Policies in Developing Countries. *Background Paper: Twentieth Anniversary for the International Year of the Family, 2014*. Retrieved August 8, 2012, from <http://social.un.org/index/LinkClick.aspx?fileticket=SL6RW3mlstQ%3d&tabid=1733>

Mokomane, Z. (2012). Social protection as a mechanism for family protection in sub-Saharan Africa. *International Journal of Social Welfare*. Available online pre-publishing without page numbers from: <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2397.2012.00893.x/abstract>

OECD. (2011). *Doing Better for Families*. Retrieved September 1, 2012, from <http://www.oecd.org/els/socialpoliciesanddata/doingbetterforfamilies.htm>

OECD. (N.D.) *Families and Children*. Retrieved August 8, 2012, from <http://www.oecd.org/els/familiesandchildren/oecdfamilydatabase.htm>

Oxman-Martinez, J., A. Rummens, Y. Choi, L. Ogilvie, J. Moreau, M. Beiser, & R. Armstrong. 2012. Perceived Ethnic Discrimination and Social Exclusion: Newcomer Immigrant Children in Canada. *American Journal of Orthopsychiatry*, 82 (3): 376–388.

Richler, D. (2012). *The Exclusion of Families of Children with Disabilities: A Case Example*. Presentation for Expert Group Meeting on Good Practices in Family Policy-Making. Retrieved August 8, 2012, from <http://www.un.org/esa/socdev/family/docs/egm12/PRESENTATION-RICHLER.pdf>

Socias, I. (2011). *Session VIII: Work-Family Balance: The Importance of Family Focused Solutions, Challenges, Opportunities and Recommendations*. The Family Watch. Retrieved August 8, 2012, from <http://www.iffd.org/pdf/TFWNYC2011.pdf>

United Nations Department of Economic and Social Affairs (2012). *Good Practices in Family Policy Making: Family Policy Development, Monitoring and Implementation: Lessons Learnt*. Retrieved August 8, 2012, from <http://www.un.org/esa/socdev/family/docs/egm12/EGM2012FINALREPORT.pdf>

United Nations Department of Economic and Social Affairs (2011). *Men in Families and Family Policy in a Changing World (ST/ESA/322)*. Retrieved August 8, 2012, from <http://www.un.org/esa/socdev/family/docs/men-in-families.pdf>

United Nations Department of Economic and Social Affairs Social Policy and Development Division. (N.D.) *EGM on Good Practices in Family Policy Making*. Retrieved August 8, 2012, from <http://social.un.org/index/Family/EGMonGoodPracticesinFamilyPolicyMaking.aspx>

United Nations Department of Economic and Social Affairs Social Policy and Development Division. (N.D.) *Twentieth Anniversary of the International Year of the Family, 2014*. Retrieved August 8, 2012, from <http://social.un.org/index/Family/InternationalObservances/TwentiethAnniversaryofIYF2014.aspx>

United Nations General Assembly. (2012, March 9). *Resolution 66/126 (2012)*. Retrieved August 8, 2012, from <http://www.un.org/Docs/journal/asp/ws.asp?m=A/RES/66/126>

United Nations Secretary-General. (2010, May 15). *Message on the International Day of Families*. Retrieved August 8, 2012, from <http://www.worldfamilyorganization.org/archive/news/2011/11-05-12-international-day-family.html>

United Nations Secretary-General. (2010, November 29). *Preparations for and observance of the twentieth anniversary of the International Year of the Family in 2014 - Report of the Secretary-General (A/66/62-E/2011/4)*. Retrieved August 8, 2012, from <http://www.un.org/Docs/journal/asp/ws.asp?m=A/66/62>

United Nations General Assembly/Economic and Social Council. (2011, November 11). *Preparations for and observance of the twentieth anniversary of the International Year of the Family in 2014 - Report of the Secretary-General (A/67/61-E/2012/3)*. Retrieved August 8, 2012, from <http://www.un.org/Docs/journal/asp/ws.asp?m=A/67/61>

Utting, D. (2003). Tackling disadvantage: Families. In: D. Darton & J. Strelitz. *Tackling UK Poverty and Disadvantage in the Twenty-first Century* (76-90). York, United Kingdom: Joseph Rowntree Foundation. Retrieved August 8, 2012, from <http://www.jrf.org.uk/sites/files/jrf/1859350909.pdf>

World Family Organization. (N.D.). *Declaration of Family Rights*. Retrieved August 8, 2012, from <http://www.worldfamilyorganization.org/downloads/family/Declaration-FamilyRights.pdf>

World Family Organization. (N.D.). *World Family Summit + 7*. Retrieved August 8, 2012, from <http://www.worldfamilyorganization.org/WFS7/index.htm>

II. Strengthening Coordination of Humanitarian Assistance and Relief

"Global challenges – such as climate change, volatile food and energy prices, migration, rapid population growth, urbanization and environmental degradation – continue to increase people's vulnerability and humanitarian needs."¹³⁵

Introduction

Humanitarian crises and natural disasters have a direct effect upon the economic and social development of Member States.¹³⁶ Article 55, Section b, of the United Nations (UN) Charter, declares that part of the UN's mission is to address threats to the wellbeing of peoples, such as humanitarian crises.¹³⁷ General Assembly Resolution 46/182 tasked Economic and Social Council (ECOSOC) with addressing ways to strengthen humanitarian assistance, and summarizing progress toward this goal in an annual resolution to the General Assembly.¹³⁸ In order to fulfill this task, ECOSOC conducts the Humanitarian Affairs Segment (HAS) to provide "a unique opportunity for Member States to address such challenges and support operational and normative progress on the humanitarian policy agenda."¹³⁹ Representatives from UN Specialized Agencies, non-governmental organizations (NGOs), the private sector, and regional groups convene in this annual open forum to discuss challenges to providing humanitarian assistance.¹⁴⁰ In its next session, ECOSOC will review two challenges presented by the 2012 HAS, and report resulting resolutions to the General Assembly.¹⁴¹ The two challenges are developing a system of humanitarian assistance focused on prevention with regards to climate change, and the integration of data sharing using modern technologies during humanitarian crises. The HAS identified these two issues as the most important for the international community to address because the growing number of climate change related crises and the potential for improving accuracy when deploying aid.¹⁴² Therefore, it is incumbent upon the ECOSOC Plenary session to address these current challenges as mandated by Resolution 46/182.

Understanding Humanitarian Assistance and Relief and its barriers

Defining Humanitarian Assistance

To improve the humanitarian assistance system by overcoming challenges and integrating new methods, it is necessary to establish the perimeters of what constitutes humanitarian assistance. The General Assembly defines humanitarian assistance in Resolution 48/182 as assistance that meets three criteria reflected in the Humanitarian Principles, namely humanity, neutrality, and impartiality. As such, aid is to be given to those "suffering with dignity and rights respected, including women, children, and elderly;" "without engaging in hostilities or taking sides;" "without discrimination;" and "those with the most urgent cases receiving aid first."¹⁴³ Resolution 46/182 also establishes how humanitarian assistance is to be carried out through principles, prevention, preparedness, and financial capacity.¹⁴⁴ The prevention and preparedness aspects deal directly with proactive measures towards humanitarian assistance, such as the development of early warning systems.¹⁴⁵ However, it is not clear where responsibility for implementing the encouraged preventative and prepared humanitarian assistance systems lies.¹⁴⁶ The principles are to be maintained by the UN, and the financial capacity is to be maintained first by Member States, and then through assistance of regional and international groups.¹⁴⁷ To ensure compliance with this system of

¹³⁵ United Nations News Centre, *Improving humanitarian assistance crucial as needs will likely rise – UN official*, 2011.

¹³⁶ United Nations General Assembly, *Resolution 46/182*, 1991.

¹³⁷ United Nations Charter, 1945, Article 55, Section b.

¹³⁸ United Nations General Assembly, *Resolution 46/182*, 1991.

¹³⁹ United Nations General Assembly, *Resolution 55/146*, 2001; United Nations Economic and Social Council, *Humanitarian Affairs Segment*, 2012.

¹⁴⁰ United Nations Economic and Social Council, *Humanitarian Affairs Segment*, 2012.

¹⁴¹ United Nations Economic and Social Council, *Humanitarian Affairs Segment*, 2012.

¹⁴² United Nations News Centre, *Improving humanitarian assistance crucial as needs will likely rise – UN official*, 2011; Meier, *New Technologies for Crisis Response*, 2012.

¹⁴³ United Nations General Assembly, *Resolution 46/182*, 1991.

¹⁴⁴ United Nations General Assembly, *Resolution 46/182*, 1991.

¹⁴⁵ United Nations General Assembly, *Resolution 46/182*, 1991.

¹⁴⁶ United Nations General Assembly, *Resolution 46/182*, 1991.

¹⁴⁷ United Nations General Assembly, *Resolution 46/182*, 1991.

providing humanitarian assistance and to oversee the burden of humanitarian efforts, this resolution also established a new department within the UN Secretariat: the Department of Humanitarian Affairs.¹⁴⁸

United Nations Office for the Coordination of Humanitarian Affairs

The Department of Humanitarian Affairs, established in 1992, grew into a larger UN Secretariat agency known as the Office for the Coordination of Humanitarian Affairs (OCHA). The Emergency Relief Coordinator (ERC), who is a part of the UN Secretariat as the Under Secretary-General of Humanitarian Affairs, is the head of OCHA.¹⁴⁹ OCHA has a unique relationship with ECOSOC as policy decisions by ECOSOC Plenary with regards to humanitarian reform, financing, and coordination are carried out by the ERC, but the ERC does not directly report to the ECOSOC, except during the HAS.¹⁵⁰ During the annual HAS, the ERC sets the agenda for the two-day conference on the current challenges with regards to coordinating emergency efforts, information management, and enacting policies.¹⁵¹ Reports are then formulated from the content for the annual HAS by the ERC, and subsequent policy changes and the integration of approaches are made through ECOSOC Plenary resolutions.¹⁵²

The Cluster Approach

OCHA has employed the so-called Cluster Approach to coordinate humanitarian assistance.¹⁵³ Introduced in the 2005 Humanitarian Reform Review by the Inter-Agency Standing Committee (IASC), which is commissioned by the ERC, the Cluster Approach was designed to encourage the timeliness and consistency of humanitarian assistance.¹⁵⁴ In response to a specific need resulting from a humanitarian crisis, the Cluster Approach groups UN and non-UN humanitarian relief organizations into a temporary cluster, which streamlines coordination efforts and establishes leadership.¹⁵⁵ The cluster is dissolved after the humanitarian crisis has been addressed, and long-term aid is turned over to regional or national organizations.¹⁵⁶ The ideal result is a system of predictability, accountability, and partnerships.¹⁵⁷ Within each cluster coordinated by OCHA, there is a Cluster Lead Agency that coordinates global and local responses, and maintains contact with the cluster's Resident Coordinator, Humanitarian Coordinator and Humanitarian Country Team, and local government officials.¹⁵⁸ In the field, OCHA provides systems coordination and support to the Humanitarian Coordinator and Humanitarian Country Team.¹⁵⁹ The first application of the Cluster Approach was in response to the 2005 earthquake in Pakistan, and resulted in governmental officials having a “clearer and more predictable interface with the humanitarian community.”¹⁶⁰ Since 2005, OCHA has coordinated with Cluster Lead Agencies, guided and organized clusters, and supported field operations globally.¹⁶¹ In addition, OCHA is an intermediary among all the clusters, such as the global health cluster headed by the UN World Health Organization (WHO), in coordinating assistance efforts and monitoring systems.¹⁶²

After two evaluations and numerous readjustments, the Cluster Approach is a system that provides timely and consistent humanitarian assistance.¹⁶³ However, with its manner of organization (with more than one cluster applied to a crisis region, each concerned with one sector of humanitarian assistance, such as water or shelter), it is difficult for actors to address cross-cutting issues such as gender discrimination during humanitarian crises.¹⁶⁴ Even though the approach was conceived as a proactive approach, in so far as it coordinates relief efforts across sectors, in

¹⁴⁸ United Nations General Assembly, *Resolution 46/182*, 1991.

¹⁴⁹ United Nations Office for the Coordination of Humanitarian Affairs, *History of OCHA*, 2010.

¹⁵⁰ United Nations Office for the Coordination of Humanitarian Affairs, *Normative Decisions of Key Governing Bodies of Funds, Programmes and Specialized Agencies of the United Nations System in Humanitarian Assistance*, 2010, p 17.

¹⁵¹ United Nations Office for the Coordination of Humanitarian Affairs, *Policy*, 2010.

¹⁵² United Nations Office for the Coordination of Humanitarian Affairs, *Policy*, 2010.

¹⁵³ United Nations Office for the Coordination of Humanitarian Affairs, *Cluster Coordination*, 2012.

¹⁵⁴ United Nations Emergency Relief Coordinator, *Humanitarian Response Review*, 2005, p. 8.

¹⁵⁵ United Nations Office for the Coordination of Humanitarian Affairs, *Cluster Coordination*, 2012.

¹⁵⁶ United Nations Office for the Coordination of Humanitarian Affairs, *Cluster Coordination*, 2012.

¹⁵⁷ Office for the Coordination of Humanitarian Affairs Evaluation and Studies Section, *Cluster Approach Evaluation Final*, 2007.

¹⁵⁸ United Nations Office for the Coordination of Humanitarian Affairs, *OCHA on Message: The Cluster Approach*, 2012.

¹⁵⁹ United Nations Office for the Coordination of Humanitarian Affairs, *Cluster Coordination*, 2012.

¹⁶⁰ United Nations Office for the Coordination of Humanitarian Affairs, *OCHA on Message: The Cluster Approach*, 2012.

¹⁶¹ United Nations Office for the Coordination of Humanitarian Affairs, *Cluster Coordination*, 2012.

¹⁶² World Health Organization, *The Cluster Approach*, 2012; OCHA, *Cluster Coordination*, 2012.

¹⁶³ United Nations Office for the Coordination of Humanitarian Affairs, *OCHA on Message: The Cluster Approach*, 2012.

¹⁶⁴ United Nations Office for the Coordination of Humanitarian Affairs, *OCHA on Message: The Cluster Approach*, 2012; Steets, *Cluster Approach Evaluation 2 Synthesis Report*, 2010.

practice, it is reactionary.¹⁶⁵ Due to its temporary nature, therefore, the approach is unable to fully address the causes for humanitarian crises, such as climate change.¹⁶⁶

Barriers to Humanitarian Assistance and Relief

Issues confronting humanitarian assistance include factors such as financing, data, and number of crises.¹⁶⁷ According to the Global Humanitarian Assistance Report of 2012 (GHA 2012 Report) issued by Development Initiatives, an international NGO, so far in 2012 there are 61 million persons in need of humanitarian assistance, which includes 10 million exposed to food insecurity and sustained drought in the Sahel region.¹⁶⁸ A sizable reduction in the number of persons in need of humanitarian assistance occurred between 2010, a record-breaking year, and 2011.¹⁶⁹ The allocation of financial assistance from the UN Consolidated Appeals Process (CAP), a mechanism bringing together various actors in humanitarian assistance and coordinated by OCHA, reflects this decrease with US\$8.9 billion given for 61 million persons in 2011 in comparison to US\$11.3 billion for 74 million persons.¹⁷⁰ The report states that even though the number of humanitarian crises appears to be decreasing, there are still “structural vulnerabilities within the global economic system” which continue to be propagated by climate change, and that there is an increasing need for comprehensive real-time data.¹⁷¹ At the same time, with 80% of the globe now covered by mobile networks, now is the time for ECOSOC to incorporate “comprehensive, comparable and timely information” aimed at risk assessment and disaster reduction projects into an updated preventative humanitarian assistance system, which remains largely unchanged since 1991.¹⁷²

Challenge I - Preventative System of Humanitarian Assistance Regarding Development and Climate Change

Work at the 2012 Humanitarian Affairs Segment

Reports from the 2012 HAS resulted in ECOSOC Draft Resolution L.11 of 2012, which focuses on the coordination of emergency humanitarian assistance.¹⁷³ This Draft Resolution, later adopted as E/Res/2012/3, emphasizes the need to coordinate humanitarian relief efforts and development aid.¹⁷⁴ This is because many natural disaster relief assistance programs have been conducted contrary to ongoing, long-term development projects.¹⁷⁵ This halts development by redirecting the work of agencies and NGOs addressing long-term development to the emerging humanitarian crisis.¹⁷⁶ In terms of the efforts of NGOs working to mitigate climate change and promote green technologies, these assistance programs hinder the resiliency of Member States to handle future humanitarian crises caused by both “rapid and slow onset natural disasters caused by climate change.”¹⁷⁷ To address this specific disconnect, the delegates of the 2012 HAS *inter alia* discussed the necessity of integrating climate change development projects into humanitarian assistance programs.¹⁷⁸ Already in 2011, ERC Valerie Amos had emphasized the need to expand humanitarian aid “*from a reactive system that responds to emergencies to a more prepared and anticipatory system*” to curb the growing number of climate related disasters.¹⁷⁹ At the same time, ECOSOC is beholden to several established principles and the work of other organizations including the established guidelines of disaster mitigation strategies under Resolution 46/182, the work of other UN agencies engaged in

¹⁶⁵ Steets, *Cluster Approach Evaluation 2 Synthesis Report*, 2010

¹⁶⁶ United Nations Office for the Coordination of Humanitarian Affairs, *Cluster Coordination*, 2012.

¹⁶⁷ OCHA, *Information Management*, 2012.

¹⁶⁸ Poole, GHA Report 2012 Summary, 2012, p. 5; Hart, *In the Sahel region, resilience can save lives*, 2012.

¹⁶⁹ Poole, GHA Report 2012 Summary, 2012, p. 5.

¹⁷⁰ Poole, GHA Report 2012 Summary, 2012, p. 3.

¹⁷¹ Poole, GHA Report 2012 Summary, 2012, p. 4; Poole, *GHA Report 2012 is launched today exposing a humanitarian aid system struggling to adapt to the changing face of crisis*, 2012.

¹⁷² Sey, A. *Literature Review on the Impact of Public Access to Information and Communication Technologies (CIS Working Paper No. 6)*. 2009; Poole, *GHA Report 2012 is launched today exposing a humanitarian aid system struggling to adapt to the changing face of crisis*, 2012; United Nations International Strategy for Disaster Reduction, *World Conference on Disaster Reduction 06/6(2005)*, 2005.

¹⁷³ United Nations Economic and Social Council, *Draft Resolution L.11*, 2012.

¹⁷⁴ Anderson, *Rising from the Ashes: Development Strategies in Times of Disaster*, 1998, p. 8.

¹⁷⁵ Anderson, *Rising from the Ashes: Development Strategies in Times of Disaster*, 1998, p. 8.

¹⁷⁶ Anderson, *Rising from the Ashes: Development Strategies in Times of Disaster*, 1998, p. 2.

¹⁷⁷ O'Brien, *Climate Change and Disaster Management*, 2005, p. 68; O'Brien, *Climate Change and Disaster Management*, 2005, p. 69.

¹⁷⁸ United Nations Economic and Social Council, *Draft Resolution L.11*, 2012.

¹⁷⁹ United Nations News Centre, *Improving humanitarian assistance crucial as needs will likely rise – UN official*, 2011.

humanitarian relief, and tested preventative and mitigation methods, like those adopted by the United Nations International Strategy for Disaster Reduction (UNISDR).¹⁸⁰

Disaster Mitigation - Hyogo Framework for Action

Created by the UN General Assembly in 1999, UNISDR's mandate was expanded in 2001 to "ensure synergies among the disaster reduction activities of the United Nations system and regional organizations and activities in socio-economic and humanitarian fields."¹⁸¹ In 2005, 168 Member States gathered at the World Conference for Disaster Reduction adopted the *Hyogo Framework for Action* (HFA) as a follow-up to the *Yokohama Strategy for a Safer World: Guidelines for Natural Disaster Prevention, Preparedness and Mitigation and its Plan of Action*.¹⁸² In accordance with these plans of action, UNISDR is tasked with coordinating and implementing strategic plans and goals to build resilience against natural disasters.¹⁸³ The HFA lists the first strategic goal for UNISDR as the integration of "disaster risk reduction (DRR) into sustainable development policies and planning" on the local level for each Member State.¹⁸⁴ *The 2011 Global Assessment Report on Disaster Risk Reduction: Revealing risk, redefining development* (GAR 2011) issued by UNISDR introduced strategies to incorporate climate change and climate-related crises into the HFA framework on a global level, in direct response to the growing number of climate-related crises.¹⁸⁵ The GAR 2011 also details trends in previous development, in conjunction with natural disasters such as flooding or droughts, to determine those propagated by environment degradation. With this information, UNISDR can incorporate these trends into disaster risk reduction and encourage development projects to adjust accordingly.¹⁸⁶ However, UNISDR's efforts are limited because Member States are given the primary responsibility for implementation of the HFA and GAR 2011 goals; these frameworks also place the burden of "vertical synergy" of communities and local authorities on Member States.¹⁸⁷ This means Member States must begin the process of implementing the HFA goals and coordinating support through regional organizations.¹⁸⁸ Only once implemented are UN agencies able to assist with development projects to mitigate crises from natural disaster and climate change.¹⁸⁹

Challenge II - Real Time Data Sharing During Humanitarian Emergencies

In addition to focusing more concretely on climate mitigation, the other large challenge confronting humanitarian assistance is the integration of modern technologies and software, such as mobile phones and social media, to improve real time data sharing and accuracy within the UN humanitarian system and better support the Cluster Approach.¹⁹⁰ Currently, OCHA utilizes the Inter-Agency Standing Committee's (IASC) task force, Humanitarian Information Centre (HIC), on information management for data gathering amongst clusters.¹⁹¹ Whenever IASC is involved in the response effort, HIC is utilized, with a "systematic and standardized collection, processing and dissemination of information."¹⁹² With all the information IASC gathers from the various clusters, through HIC, OCHA is able to distribute the necessary data, such as national capacity and population per region, to UN and non-

¹⁸⁰ United Nations General Assembly, *Resolution 46/182*, 1991; United Nations International Strategy for Disaster Reduction, *Our Mandate*, 2012.

¹⁸¹ United Nations General Assembly, *Resolution 56/19*, 2001.

¹⁸² United Nations International Strategy for Disaster Reduction, *World Conference on Disaster Reduction 206/6*, 2005.

¹⁸³ United Nations International Strategy for Disaster Reduction, *Summary of the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (Hyogo Framework)*, 2005.

¹⁸⁴ United Nations International Strategy for Disaster Reduction, *Summary of the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (Hyogo Framework)*, 2005.

¹⁸⁵ Global Assessment Report on Disaster Risk Reduction, *Chapter 2: Revealing Risks*, 2011, p.18.

¹⁸⁶ Global Assessment Report on Disaster Risk Reduction, *Chapter 2: Revealing Risks*, 2011, p. 23-27.

¹⁸⁷ United Nations International Strategy for Disaster Reduction, *Summary of the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (Hyogo Framework)*, 2005; ISDR, *Conceptual Framework for the Mid-Term Review of the Hyogo Framework for Action*, 2010.

¹⁸⁸ United Nations International Strategy for Disaster Reduction, *Summary of the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (Hyogo Framework)*, 2005.

¹⁸⁹ United Nations International Strategy for Disaster Reduction, *Summary of the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (Hyogo Framework)*, 2005.

¹⁹⁰ Meier, *New Technologies for Crisis Response*, 2012.

¹⁹¹ United Nations Office for the Coordination of Humanitarian Affairs, *Information Management*, 2012.

¹⁹² Inter-Agency Standing Committee, *Operational Guidance on Responsibilities of Cluster/Sector Leads and OCHA in Information Management*, 2008, p. 3.

UN agencies responding to humanitarian emergencies.¹⁹³ OCHA also distributes this data through ReliefWeb.¹⁹⁴ Started in 1996 by OCHA, ReliefWeb is recognized as a reliable source of humanitarian emergency data sharing as acknowledged by General Assembly Resolution 57/153.¹⁹⁵ OCHA also relies upon Information Management Officers, who gather and assess data from those involved directly in the crisis, local governments, clusters, and the media.¹⁹⁶ Information Management Officers are the main source of real time data for OCHA during a humanitarian crisis.¹⁹⁷

Case Study - Crowdsourcing in Libya

Due to the pervasive use of social media and mobile phones, it is becoming easier for those directly affected by humanitarian crises to communicate information in real time to the international community.¹⁹⁸ This direct correspondence of persons to NGOs, UN agencies, and media, is altering the methods of data gathering during a crisis, especially those utilized by OCHA.¹⁹⁹ During the panel discussion “Improving Capacities for Evidence-based Humanitarian Decision Making” at the 2012 HAS, the issue of using mobile phones and social media as tools of data sharing during times of humanitarian crises was presented.²⁰⁰ During times of civil strife, there is a scarcity of humanitarian data coming from institutions and governments.²⁰¹ This results in a large amount of uncertainty pertaining to the humanitarian need until after the conflict, and, in some cases, the use of less effective methods for delivering humanitarian assistance to meet the immediate needs of the people.²⁰² During the 2011 Libyan revolution, civilians utilized social media, such as Twitter and Facebook to create user-generated data about the humanitarian crises occurring in locations that both the government and news sources were unable to physically access.²⁰³ Additionally, OCHA was able to compile this influx of information in a process called crowdsourcing.

Crowdsourcing, within this context, refers to using the human network created by social media and text messaging to gather information and discern usable data for OCHA and the humanitarian assistance community.²⁰⁴ However, OCHA alone was unable to handle the over abundance of information, and formed a global volunteer staff called the Standby Task Force.²⁰⁵ The Standby Task Force monitored, reported, and mapped the social media information, and processed and verified the data to be used for humanitarian relief coordination.²⁰⁶ Several other UN and non-UN humanitarian organizations were able to retrieve data from the Standby Task Force during the Libyan revolution.²⁰⁷ Since the end of the Libyan revolution, OCHA has kept the Standby Task Force active and continued to train volunteers.²⁰⁸ OCHA is reviewing this new process thoroughly by examining the reliability of old and new social media networks, the dedication of volunteers, and the accessibility of sensitive data by software partners.²⁰⁹ Ultimately, this real-time data sharing might enable data collection during the crisis and a faster, more accurate response afterwards; however, to be most effective it must overcome several challenges.

¹⁹³ Inter-Agency Standing Committee, *Operational Guidance on Responsibilities of Cluster/Sector Leads and OCHA in Information Management*, 2008, p. 3.

¹⁹⁴ ReliefWeb, *Our History*, 2011.

¹⁹⁵ ReliefWeb, *Our History*, 2011.

¹⁹⁶ United Nations Office for the Coordination of Humanitarian Affairs, *Information Management*, 2012.

¹⁹⁷ United Nations Office for the Coordination of Humanitarian Affairs, *Information Management*, 2012.

¹⁹⁸ Sey, A. *Literature Review on the Impact of Public Access to Information and Communication Technologies (CIS Working Paper No. 6)*. 2009

¹⁹⁹ United Nations Economic and Social Council, *Panel discussion - Improving capacities for evidence-based humanitarian decision-making - Humanitarian affairs segment - 36th Meeting*, 2012.

²⁰⁰ United Nations Economic and Social Council, *Panel discussion - Improving capacities for evidence-based humanitarian decision-making - Humanitarian affairs segment - 36th Meeting*, 2012.

²⁰¹ Meier, *New Technologies for Crisis Response*, 2012.

²⁰² The Standby Task Force, *Libya Crisis Map Deployment 2011 Report*, 2011.

²⁰³ Meier, *New Technologies for Crisis Response*, 2012.

²⁰⁴ Crowdsourcing.org, *About the Site*, 2012.

²⁰⁵ The Standby Task Force, *Libya Crisis Map Deployment 2011 Report*, 2011.

²⁰⁶ The Standby Task Force, *Libya Crisis Map Deployment 2011 Report*, 2011.

²⁰⁷ Meier, *New Technologies for Crisis Response*, 2012.

²⁰⁸ Meier, *New Technologies for Crisis Response*, 2012.

²⁰⁹ United Nations Office for the Coordination of Humanitarian Affairs, *OCHA Lessons Learned - Collaboration with VTCs in Libya and Japan*, 2011.

From this example and others, such as crowdsourcing projects following the 2010 earthquake in Haiti and the 2011 tsunami and nuclear power plant melt down in Japan, many lessons can be drawn.²¹⁰ In both the cases of Haiti and Japan, the non-profit organization Ushahidi conducted information monitoring from social media sites and data processing.²¹¹ Ushahidi was started in 2008 to map violence occurring in Kenya by retrieving information shared and reported to a local website by those affected.²¹² Since 2008, Ushahidi has coordinated efforts with NGOs, governmental groups, and UN agencies such as the World Food Program and WHO, to share and map the data.²¹³ However, the humanitarian community is hesitant to rely on information coming from groups like Ushahidi and the Standby Task Force.²¹⁴ Humanitarian groups, for example, speculate as to the reliability and consistency of the data being shared through social media.²¹⁵ In addition, the data gathered in this method needs "assessments and field visits" for verification by humanitarian organizations and UN agencies.²¹⁶

Conclusion

Although the two challenges of developing a more preventative system of humanitarian assistance with regards to climate change and development, and the integration of data sharing using modern technologies during humanitarian crises have been addressed separately in other UN agencies (such as the United Nations Environment Programme and the United Nations Educational, Scientific and Cultural Organization), it is within this committee that the common thread of humanitarian assistance ties them together. Therefore, it is the responsibility of the ECOSOC Plenary to consider the topics from the annual Humanitarian Relief Segment to devise a comprehensive resolution.²¹⁷ This resolution can address policy changes when necessary, or strengthen already standing policies for the ERC to enact. Both challenges are relatively new issues facing OCHA, and when addressed will begin the necessary steps to expand humanitarian relief and assistance towards a proactive approach.

Current methods in response to natural disasters will be unable to keep up with the growing demand for assistance. Climate-related humanitarian crises have already strained the reactive system.²¹⁸ The cases of the drought in the Horn of Africa in 2011 and in the Sahel region in 2012 illustrate how incorporating development efforts into a proactive, preventative humanitarian relief system is one option towards mitigation and building resilience.²¹⁹ However, the Cluster Approach employed by OCHA lacks the long-term commitment needed to take on the disaster risk reduction (DRR) under the HFA.²²⁰ This might be partially due to the lack of funding from donors who are unwilling to support preventative types of humanitarian aid, in spite of "clear indications of impending crises", because of the absence of a fully preventative system.²²¹ The 2012 HAS poses the challenge to ECOSOC to update the humanitarian system to incorporate DRR in a way that will inspire donors to invest in preventative and prepared methods to combat climate-related crises, while maintaining coordination and transparency.²²²

At the same time, expanding current methods for data sharing during humanitarian emergencies is proving to be effective.²²³ Utilizing real time data could be a way to improve response time and accuracy, but encouraging Member States and the humanitarian assistance community to trust in the Standby Task Force and NGOs such as

²¹⁰ Sternberg, *Japan crisis showcases social media's muscle*, 2012.

²¹¹ Ushahidi, *About Us*, 2012.

²¹² Ushahidi, *About Us*, 2012.

²¹³ Sternberg, *Japan crisis showcases social media's muscle*, 2012.

²¹⁴ ReliefWeb, *How To: Put accountability into practice*, 2012.

²¹⁵ ReliefWeb, *How To: Put accountability into practice*, 2012.

²¹⁶ ReliefWeb, *How To: Put accountability into practice*, 2012.

²¹⁷ United Nations General Assembly, *Resolution 46/182*, 1991.

²¹⁸ O'Brien, *Climate Change and Disaster Management*, 2005, p. 72.

²¹⁹ United Nations Office at Geneva, *ECOSOC adopts resolution on strengthening coordination of emergency humanitarian assistance of the United Nations*, 2011; UN News Centre, *UN relief coordinator warns over humanitarian crisis in Africa's drought-hit Sahel*, 2012; Hart, *In the Sahel region, resilience can save lives*, 2012.

²²⁰ United Nations Office for the Coordination of Humanitarian Affairs, *Cluster Coordination*, 2012; ISDR, *Summary of the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (Hyogo Framework)*, 2005.

²²¹ United Nations Department of Public Information, *Press Conference on Launch of 2012 Global Humanitarian Assistance Report*, 2012.

²²² United Nations Department of Public Information, *Press Conference on Launch of 2012 Global Humanitarian Assistance Report*, 2012.

²²³ Meier, *New Technologies for Crisis Response*, 2012.

Ushahidi could prove difficult. Reliable data is crucial for emergencies, and information retrieved by crowdsourcing methods is questionable.²²⁴ Delegates will need to think innovatively to address these new challenges. How could this body go about improving or strengthening systems and methods already in place? What would be new policies to address these challenges while moving away from reactionary methods? Could the humanitarian relief system become more proactive and preventative? Would Member States, especially developing states, be able to support this shift in focus from the ERC? To continue the decreasing trend of persons in humanitarian crises, ECOSOC Plenary must expand its humanitarian assistance system in a way that addresses the issues of crowdsourcing, and incorporates this new form of data sharing into an updated preventative approach toward humanitarian assistance.

²²⁴ ReliefWeb, *How To: Put accountability into practice*, 2012.

Annotated Bibliography

United Nations Economic and Social Council. (2012). *Humanitarian Affairs Segment*. Retrieved August 5, 2012, from <http://www.un.org/en/ecosoc/julyhls/has2012.shtml>

Since the adoptions of A/Res/55/146 and A/Res/46/182, ECOSOC Plenary Committee established a format for the annual Humanitarian Affairs Segment (HAS), in which the Emergency Relief Coordinator sets the agenda of reports given to ECOSOC Plenary. From these reports, ECOSOC is able to monitor the progress of the Emergency Relief Coordinator and receive the challenges and issues after the Humanitarian Affairs Segment, after which the ECOSOC Plenary votes upon which two agenda topics are to be addressed in an annual resolution. ECOSOC Plenary may chose to provide operational and normative support to areas of progress. Funding for humanitarian policies are also addressed during this substantive meeting.

United Nations Economic and Social Council. (2012, July 11). *Draft Resolution L.11(2012)*. Retrieved August 6, 2012, from http://www.un.org/ga/search/view_doc.asp?symbol=E/2012/L.11

Being a draft resolution, these policies were adopted as E/Res/2012/3 by the ECOSOC Plenary this year. This document was viewed by the Council for consideration for future agenda topics in the 2013 Humanitarian Affairs Segment as issues that need to be addressed. Draft Resolution L.11 is the source for the two challenges presented in this background guide. This Draft Resolution illustrates the direction the Humanitarian Affairs Segment and ECOSOC Plenary are taking with regards to integrating climate change development into the humanitarian assistance system.

United Nation Economic and Social Council (July 21, 2011). *Resolution 2011/8(2011)*. Retrieved on August 5, 2012, from <http://www.un.org/en/ecosoc/docs/2011/res%202011.8>

E/Res/2011/8 is the 2011 policy regarding humanitarian preparedness efforts. The resolution briefly address preparedness efforts in response to climate change, but lacks any prescribed methods of implementation, such as the Hyogo Framework and the 2011 Global Assessment Report on Disaster Risk Reduction for the United Nations International Strategy for Disaster Reduction. Under E/Res/2011/8 preparedness for climate change is dependent upon a Member States' adaptability and capacity to respond to humanitarian crises. This resolution continues to support the established policies, but only raises awareness of the challenge climate change has on the humanitarian assistance system.

United Nations Economic and Social Council and United Nations General Assembly. (2012, May 25). *Strengthening of the Coordination of Emergency Humanitarian Assistance of the United Nations - Joint Report to the Secretary-General*. Retrieved August 6, 2012, from http://www.un.org/ga/search/view_doc.asp?symbol=E/2012/77

These adopted policies from the 2012 joint report address data sharing amongst clusters. Accordingly, this document makes the Office for the Coordination of Humanitarian Affairs responsible for coordinating data and relating back to the clusters on a global level. The Inter-Agency Standing Committee is tasked with being the information management team for the Office for the Coordination of Humanitarian Affairs. Also, contained within this document, Member States are encouraged to have open data sources to facilitate clusters during humanitarian crises. However, the resolution does not call on clusters to be informed of Member States' sustainable development projects or mitigation efforts.

United Nations Economic and Social Council. (July 20, 2012). *2012 Humanitarian Affairs Segment Panel Discussion - Improving capacities for evidence-based humanitarian decision-making - 36th meeting*. UN Webcast. Retrieved August 6, 2012, from <http://webtv.un.org/watch/ecosoc:-panel-discussion-improving-capacities-for-evidence-based-humanitarian-decision-making-humanitarian-affairs-segment-36th-meeting/1743652754001#full-text>

This particular panel discussion from the 2012 Humanitarian Affairs Segment addresses the challenges to, and importance of data openness as well as the use of new technology in humanitarian crises. The main question presented is, how will the data be used in times of humanitarian relief? When conducting humanitarian relief there is need to have accurate and reliable data, however many Member States, regional entities, and international organizations either lack the capacity to gather and update crucial data or do not address the necessity to have open data policies surrounding compiled data. Two approaches to

filling the data gap are discussed: policy implementation of open data and the use of social media during humanitarian crises.

United Nations General Assembly (1991, 19 January). *Resolution 46/182 (1991)*. Retrieved August 5, 2012, from <http://www.un.org/documents/ga/res/46/a46r182.htm>

A/Res/46/182 established the framework by which all humanitarian affairs should be conducted within the United Nations. It established guidelines for the principles for humanitarian aid, crisis prevention, preparedness of aid, capacity building, coordination and leadership, appeals for continued aid, and the continuation of rehabilitation and development. These guidelines are the bases for ECOSO Humanitarian Affairs Segment forums, which are annually occurring conferences. The annual resolutions from the General Assembly and ECOSOC are to be combined into a report to the Secretary-General, highlighting progress and challenges in humanitarian relief. The Office for the Coordination of Humanitarian Affairs and the Emergency Relief Coordinator, also known as the Under-Secretary General of Humanitarian Affairs, were also created through this resolution and they both oversee the annual Humanitarian Affairs Segment forums.

United Nations General Assembly (2001, February 7). *Resolution 55/146 (2001)*. Retrieved August 5, 2012, from http://www.ion.int/jahia/webdav/shared/shared/mainsite/policy_and_research/un/55/A_RES_55_164_en.pdf

This resolution established the Humanitarian Affairs Segment as an annual substantive meeting in which the Emergency Relief Coordinator arranges a two-day agenda of reports for the ECOSOC Plenary to review. By the guidelines of this resolution, the first of these meetings was held in 2001. It included several panel discussions and reports from UN and non-UN agencies. Under the framework of this resolution, the current system for the annual Humanitarian Affairs Segment is founded. Also, the resolution allows the Emergency Relief Coordinator to expand the length of time for each Segment and the addition of side panel discussions as needed.

United Nations International Strategy for Disaster Reduction. (2005, January 18-22). *World Conference on Disaster Reduction 06/6(2005)*. Retrieved August 6, 2012, from <http://www.unisdr.org/2005/wcdr/intergover/official-doc/L-docs/Hyogo-framework-for-action-english.pdf>

Under A/Res/46/182 the definitions of prevention and preparedness focus primarily on the mitigation of humanitarian crises from natural disaster. The World Conference on Disaster Reduction followed up with the Yokohama Strategy, from which the Hyogo Framework for Action was developed. This plan incorporates the necessity for preparedness methods within efforts of reducing vulnerabilities. This document does not directly address humanitarian relief and assistance, but does illustrate how under the established definitions, preventative and preparedness efforts remain unchanged from 1991.

Meier, P. (2012). *New Technologies for Crisis Response*. Retrieved August 5, 2012, from <http://www.unocha.org/ecosoc2012>

This report was a part of the agenda during the panel discussion "Improving capacities for evidence-based humanitarian decision-making" at the 2012 HAS. This presentation introduces three case studies in which social media and mobile phone technologies were successful in data gathering and sharing during emergency and long-term humanitarian crises. This topic, although discussed, was not addressed within the 2012 annual ECOSOC resolution at the conclusion of the Humanitarian Affairs Segment. This report to ECOSOC Plenary highlights current progress with data openness, but also exposes new challenges for data gathering within the humanitarian system.

United Nations Office for the Coordination of Humanitarian Affairs Evaluation and Studies Section, conducted by Stoddard, Dr. A, A. Harmer, K. Haver, Dr. D. Salomons, and V. Wheeler. (November 2007). *Cluster Approach Evaluation Final*. Retrieved September 21, from <http://www.humanitarianoutcomes.org/pdf/ClusterApproachEvaluation.pdf>

This evaluation was conducted two years after the 2005 introduction of the Cluster Approach by an independent team outside of the United Nations system. The evaluation concluded that the Cluster Approach was effective in streamlining international, regional, and national humanitarian organizations under a single leadership to address a crisis. According to the report, this then provided better data

sharing, accountability, and partnerships. However, the evaluation found problems to this method and addressed them as recommendations.

Bibliography

- Anderson, M. and P., Woodrow. (1998). *Rising from the Ashes: Development Strategies in Times of Disaster*. Boulder CO, Lynne Rienner Publishers.
- Crowdsourcing.org. (2012). *About the Site*. Retrieved September 21, 2012, from <http://www.crowdsourcing.org/faq#anchor3>
- Global Humanitarian Assistance. (2012). *Basic Concepts and Definitions*. Retrieved September 28, 2012, from <http://www.globalhumanitarianassistance.org/data-guides/concepts-definitions>
- Global Humanitarian Assistance. (2012). *Defining Humanitarian Aid*. Retrieved September 8, 2012, from <http://www.globalhumanitarianassistance.org/data-guides/defining-humanitarian-aid>
- Hart, M. (2012, June 15). *In the Sahel region, resilience can save lives*. Oxfam America. Retrieved August 6, 2012 from <http://www.oxfamamerica.org/press/pressreleases/in-the-sahel-region-resilience-can-save-lives>
- Inter-Agency Standing Committee. (2008). *Operational Guidance on Responsibilities of Cluster/Sector Leads and OCHA in Information Management*. Retrieved September 6, 2012, from <http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-products-products&bodyid=73&publish=0>
- O'Brien, G., Phil O'Keefe, Joanne Ross & B. Wisne, *Climate Change and Disaster*. (2005) Retrieved August, 2012, from <http://www.clacc.net/Documents/report/j.1467-9523.2006.00307.pdf>
- Poole, L. (2012). *GHA Report 2012 Summary*. Global Humanitarian Assistance: A Development Institute. Retrieved October 19, 2012, from <http://www.globalhumanitarianassistance.org/gha-report-2012-is-launched-today-exposing-a-humanitarian-aid-system-struggling-to-adapt-to-the-changing-face-of-crisis-3694.html>
- Poole, L. (2012, August 19). *GHA Report 2012 is launched today exposing a humanitarian aid system struggling to adapt to the changing face of crisis*. Global Humanitarian Assistance: A Development Institute. Retrieved October 19, 2012, from <http://www.globalhumanitarianassistance.org/gha-report-2012-is-launched-today-exposing-a-humanitarian-aid-system-struggling-to-adapt-to-the-changing-face-of-crisis-3694.html>
- ReliefWeb. (2010). *Cluster Approach Evaluation 2, Synthesis Report*. Retrieved September 22, 2012, from <http://reliefweb.int/report/chad/cluster-approach-evaluation-2-synthesis-report>
- ReliefWeb. (2009, July 9). *ECOSOC holds general discussion on strengthening coordination of humanitarian assistance*. Retrieved September 28, 2012, from <http://reliefweb.int/report/china/ecosoc-holds-general-discussion-strengthening-coordination-humanitarian-assistance>
- ReliefWeb. (2012, July 22). *Economic and Social Council Adopts Text on Strengthening Humanitarian Assistance; Data Collection, Decision-Making, Partnerships, Funding among Issues Highlighted*. Retrieved September 21, 2012, from <http://reliefweb.int/report/world/economic-and-social-council-adopts-text-strengthening-humanitarian-assistance-data>
- ReliefWeb. (2011). *Our History*. Retrieved September 25, 2012, from <http://reliefweb.int/history>
- ReliefWeb. (2012, July 4). *How To: Put accountability into practice*. Retrieved September 21, 2012, from <http://reliefweb.int/report/world/how-put-accountability-practice>
- Sey, A. (2009). Literature Review on the Impact of Public Access to Information and Communication Technologies

(CIS Working Paper No. 6). *Center for Information and Society at the University of Washington*. Retrieved October 19, 2012, from http://www.globalimpactstudy.org/wp-content/uploads/2010/12/TASCHA_Public-Access-Review_2009.pdf

Steets J., F. Grünewald, A. Binder, V. de Geoffroy, D. Kauffmann, S. Krüger, C. Meier, & B. Sokpoh. (2010). *Cluster Approach Evaluation 2 Synthesis Report*, IASC Cluster Approach Evaluation 2nd Approach. Retrieved September 28, 2012, from http://www.gppi.net/fileadmin/gppi/gppi_urd_Cluster_Incep_Rep_eng.pdf

Sternberg, S. (2012, April 12). "Japan crisis showcases social media's muscle." *USA Today*. Retrieved August 6, 2012 from http://usatoday30.usatoday.com/tech/news/2011-04-11-japan-social-media_N.htm

The Standby Task Force. (2012). *About*. Retrieved September 5, 2012, from <http://blog.standbytaskforce.com/about/>

The Standby Task Force. (2011). *Libya Crisis Map Deployment 2011 Report*. Retrieved August 6, 2012, from <http://blog.standbytaskforce.com/libya-crisis-map-report/>

The United Nations Office at Geneva. (2011, July 21). *ECOSOC adopts resolution on strengthening coordination of emergency humanitarian assistance of the United Nations*. Retrieved August 6, 2012, from [http://www.unog.ch/80256EDD006B9C2E/\(httpNewsByYear_en\)/05B157F9FC425337C12578D4004CEC11?OpenDocument](http://www.unog.ch/80256EDD006B9C2E/(httpNewsByYear_en)/05B157F9FC425337C12578D4004CEC11?OpenDocument)

United Nations Charter. (1945). Retrieved August 5, 2012, from <http://www.un.org/en/documents/charter/chapter9.shtml>

UN News Centre. (2011 July 19). *Improving humanitarian assistance crucial as needs will likely rise – UN official*. Retrieved August 5, 2012, from <http://www.un.org/apps/news/story.asp?NewsID=39082>

UN News Centre. (2012, May 24). *UN relief coordinator warns over humanitarian crisis in Africa's drought-hit Sahel*. UN News Centre. Retrieved August 6, 2012, from <http://www.un.org/apps/news/story.asp?NewsID=42085>

United Nations Department of Public Information: News and Media Division. (2012, July 19). *Press Conference on Launch of 2012 Global Humanitarian Assistance Report*. Retrieved October 19, 2012, from http://www.un.org/News/briefings/docs//2012//120719_Humanitarian.doc.htm

United Nations Emergency Relief Coordinator and Under-Secretary-General for Humanitarian Affairs. (2005). *Humanitarian Response Review*. Retrieved on September 25, 2012, from http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCkQFjAB&url=http%3A%2F%2Fwww.humanitarianinfo.org%2Ffiasc%2Fdownloaddoc.aspx%3FdocID%3D4910%26type%3Dpdf&ei=dm2IUPyTEvK30AGPgoHYBw&usq=AFQjCNFCKWcRu13Lvuv2w7LSGiH0pzd_g&sig2=IJsLx4djTaztQoywRIFetA

United Nations General Assembly (2001). *Resolution 56/195 (2001)*. Retrieved September 24, 2012, from <http://www.un.org/Depts/dhl/resguide/r56.htm>

United Nations Global Assessment Report on Disaster Risk Reduction. (2011). *2011 Global Assessment Report on Disaster Risk Reduction: Revealing risk, redefining development*. Retrieved September 2, 2012, from <http://www.preventionweb.net/english/hyogo/gar/2011/en/home/download.html>

United Nations Global Assessment Report on Disaster Risk Reduction. (2011). *2011 Global Assessment Report on Disaster Risk Reduction: Revealing risk, redefining development. Progress against the Hyogo Framework for Action, p 79 - 81*, Retrieved September 2, 2012, from http://www.preventionweb.net/english/hyogo/gar/2011/en/bgdocs/GAR-2011/GAR2011_Report_Chapter4.pdf

United Nations International Strategy for Disaster Reduction. (2005). *Summary of the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (Hyogo Framework)* Retrieved September 24, 2012, from http://www.unisdr.org/files/8720_summaryHFP20052015.pdf

United Nations International Strategy for Disaster Reduction. (2010). *Conceptual Framework for the Mid-Term Review of the Hyogo Framework for Action*. Retrieved September 25, 2012, from <http://www.preventionweb.net/english/hyogo/hfa-mtr/documents/MTR-Conceptual-FmWrk.pdf>

United Nations Office for the Coordination of Humanitarian Affairs. (2012). *Cluster Coordination*. Retrieved September 27, 2012, from <http://www.unocha.org/what-we-do/coordination-tools/cluster-coordination>

United Nations Office for the Coordination of Humanitarian Affairs. (2010). *History of OCHA*. Retrieved August 5, 2012, from <http://www.unocha.org/about-us/who-we-are/history>

United Nations Office for the Coordination of Humanitarian Assistance. (2010). *Information Management*. Retrieved September 21, 2012, from <http://www.unocha.org/what-we-do/information-management/overview>

United Nations Office of the Coordination of Humanitarian Affairs. (2010) *Normative decisions of key governing bodies of funds, programmes and specialized agencies of the United Nations System in humanitarian assistance*. Section 64-66, p 17. Retrieved September 25, 2012, from <http://ochanet.unocha.org/p/Documents/Reference%20Guide%20-%20Phase%20II%20-%20Independent%20Analysis.pdf>

United Nations Office of the Coordination of Humanitarian Assistance. (2011) *OCHA Lessons Learned - Collaboration with VTCs in Libya and Japan*. Retrieved August 5, 2012, from https://docs.google.com/document/d/1wut8oDRo9BYSIc0hQ34Ng8qQ-pLVGIRO95WOvR3MN78/edit?hl=en_US&pli=1

United Nations Office for the Coordination of Humanitarian Affairs. (2012). *OCHA on Message: The Cluster Approach*. Retrieved September 25, 2012, from http://ochanet.unocha.org/p/Documents/120320_OOMClusterApproach_eng.pdf

United Nations Office for the Coordination of Humanitarian Affairs. (2010). *Policy*. Retrieved August 5, 2012, from <http://www.unocha.org/what-we-do/policy/overview>

United Nations World Conference on Disaster Reduction. (2005). *A/CONF.206/L.1. Review of the Yokohama Strategy and Plan of Action for a Safer World*. Retrieved September 2, 2012, from <http://www.unisdr.org/2005/wcdr/intergover/official-doc/L-docs/Yokohama-Strategy-English.pdf>

United Nations World Health Organization. (2012). *The Cluster Approach*. Retrieved September 28, 2012, from http://www.who.int/hac/techguidance/tools/manuals/who_field_handbook/annex_7/en/index.html

Ushahidi. (2012). *About Us/Our History*. Retrieved September 24, 2012 from <http://ushahidi.com/about-us>

III. Millennium Development Goal 2 and Increasing Access to Education

Introduction: A Case Study in Educational Access

In August 2012, United Nations (UN) Secretary-General Ban Ki-moon and UN Special Envoy on Global Education Gordon Brown visited the Cassait Basic Education Centre in Timor-Leste.²²⁵ The Cassait school joined the UN Children's Fund's (UNICEF) Child Friendly School program in 2009, and since its inclusion in the UNICEF effort, the Centre has improved attendance by 11% and increased the percentage of students staying in school by 4%.²²⁶ While at the school, Ban applauded the country for its efforts to increase access to education, and emphasized the need of appropriate access for all primary-aged students:

“Every time a child studies even one page of problems, they build a better life. Many of you are education experts here. You know that the value of this school resonates far beyond this school. Education promotes equality. Learning lifts people out of poverty. Life skills can even prevent disease and save lives. And whole economies can prosper. [...] We need to have a quality education, a relevant education and inclusive education.”²²⁷

Ban's emphasis on access to quality primary education reflects the current efforts of the UN as a whole in relation to providing primary education to all children worldwide. Increasing access to education does not solely benefit the education of individuals; instead, education has a measurable impact on local, regional, national, and international communities, as well as in economic, social, and cultural life.²²⁸ Conversely, inaccessible or inadequate education can negatively affect individuals, cultures, and Member States, and can impede development.²²⁹ In fact, education encourages development – not simply the development of a mind, but development within a country or region.²³⁰ To the same extent, education does not only teach basic skills such as reading and writing – it empowers students to become involved within the international community, and teaches each “to become a good [and] global citizen.”²³¹

Furthermore, as Brown emphasized in Timor-Leste, to be truly effective for participants, education must be universally available to all. During his visit, the Special Envoy said: “It is a great achievement that in Timor-Leste, 90 per cent of children enter primary school [and] 65 per cent of children are completing primary school,” but he emphasized that “we want it to be 100 per cent.”²³² The participation of Timor-Leste students in education also reflects an international concern: there is still a large percentage of children who do not have access to primary education, and although the international community in 2000 decided upon the Millennium Development Goal (MDG) to achieve universal primary education by 2015, much remains to be done if this goal is to be met.²³³ As Timor-Leste illustrates, while international efforts to increase access to education have been largely successful in recent years, much must still be done to provide universal access to education to the global community.

Education as a Priority within the United Nations

Early UN Precedence

The UN has recognized the importance of education since its inception. When the UN Charter was signed in 1945, Article 73 outlined that Member States have an obligation for the “political, economic, social and educational advancement” of individuals in regions where self-government was not possible.²³⁴ Three years later, the *Universal Declaration of Human Rights (UDHR)* further expanded UN discussion on the importance of education, stating in Article 26 that education is a human right, primary education should be universal, and that higher education and

²²⁵ Ban, *Productive Societies Built “One Lesson At A Time”*, 2012; United Nations Department of Public Information, *Secretary-General Appoints Former United Kingdom Prime Minister Gordon Brown*, 2012.

²²⁶ United Nations Children's Fund, *Timor-Leste: Ban Ki-moon and Gordon Brown Visit UNICEF-Supported School*.

²²⁷ Ban, *Productive Societies Built “One Lesson At A Time”*, 2012.

²²⁸ Ban, *Productive Societies Built “One Lesson At A Time”*, 2012.

²²⁹ Ban, *Productive Societies Built “One Lesson At A Time”*, 2012.

²³⁰ United Nations Educational, Scientific and Cultural Organization, *Education and the Millennium Development Goals*.

²³¹ Ban, *Productive Societies Built “One Lesson At A Time”*, 2012.

²³² UN News Centre, *Investing in Education Crucial for Timor-Leste's Development – Ban*, 2012.

²³³ United Nations Department of Public Information, *Goal 2: Achieve Universal Primary Education*, 2010.

²³⁴ United Nations, *Charter of the United Nations*, 1945, Article 73.

other forms of adult educational opportunities should be accessible.²³⁵ The *UDHR* also recognized the necessity of education as a means of influencing the international community on a larger scale; it emphasized that education leads “to the full development of the human personality” and can “promote understanding, tolerance and friendship among all nations, racial or religious groups”.²³⁶

Since the 1940s, many UN bodies and documents have further emphasized educational access throughout the world. The UN Educational, Scientific and Cultural Organization (UNESCO) originated as a meeting of European nations interested in educational infrastructure during World War II; following the war, UNESCO was formed at an international education conference.²³⁷ Since then, UNESCO has concentrated much of its efforts upon the encouragement of educational topics worldwide.²³⁸ In 1966, the General Assembly (GA) adopted the *International Covenant on Economic, Social and Cultural Rights (ICESCR)*, which notes that “[p]rimary education shall be compulsory and available free to all”; that secondary and higher education should be “equally accessible”; and that emphasis should be placed on building and cultivating educational systems.²³⁹ In 1989, the GA adopted the *Convention on the Rights of the Child (CRC)*, which recognizes basic rights to be shared amongst all children, and that education is a key element in “protect[ing] the child from all forms of physical or mental violence, injury or abuse”.²⁴⁰ Education, and particularly access to primary education, is thus not only a much-discussed topic, but a human rights obligation incumbent on all states that have ratified the *ICESCR* or the *CRC*.

The Millennium Development Goals

UN international precedence established an early concentration on education; however, even though access to education had been emphasized as an essential human right and universal education had been previously lauded, the international community was still far from realizing this access at the eve of the new millennium. In 2000, the GA adopted *A/RES/55/2*, known as the *United Nations Millennium Declaration*, which outlined a series of efforts that all Member States pledged to support, with the overall goal of eradicating poverty.²⁴¹ From the ideas within that document, the eight Millennium Development Goals (MDGs) were formed and listed in an Annex of the *Road Map Towards the Implementation of the United Nations Millennium Declaration (A/RES/56/326)*.²⁴² Since then, the MDGs have been at the center of attention of the UN and its Member States, in the attempt to meet the targets of the eight goals, which include promoting gender equality and empowering women, reducing child mortality, developing a global partnership for development, and MDG2, achieving universal primary education.²⁴³

The main target of MDG2 is to “[e]nsure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.”²⁴⁴ While the overall goal focuses on universal primary education, there are many relevant subtopics that are discussed with MDG2, including enrollment; retention; teacher training and attendance; poverty; illiteracy; and secondary schools, training, and higher education.²⁴⁵ MDG2 is a multi-faceted goal that must be addressed through a variety of international approaches in order to improve access to education. Furthermore, although MDG2 specifically discusses education, all eight MDGs are closely connected to the topic of education and can be improved through increased access to education.²⁴⁶ For example, education is linked to decreasing child and mother death (MDGs 4 and 5), as further training contributes to safer births.²⁴⁷ Education decreases poverty (MDG1), increases gender equality and empowers women (MDG3), fights disease directly and indirectly (MDG6), educates the discussion on sustainability (MDG7), and promotes development from a globalized perspective (MDG8).²⁴⁸ In order to achieve MDG2, attention must be given to all MDGs, as education serves as a key subject to approach in all eight goals.

²³⁵ United Nations General Assembly, *Universal Declaration of Human Rights*, 1948, Article 26.

²³⁶ United Nations General Assembly, *Universal Declaration of Human Rights*, 1948, Article 26.

²³⁷ United Nations Educational, Scientific and Cultural Organization, *History of the Education Sector*, 2012.

²³⁸ United Nations Educational, Scientific and Cultural Organization, *Education Themes: Listed Alphabetically*, 2012.

²³⁹ United Nations General Assembly, *International Covenant on Economic, Social and Cultural Rights*, 1966.

²⁴⁰ United Nations General Assembly, *Convention on the Rights of the Child*, Resolution 44/25, 1989.

²⁴¹ United Nations, *Background*, 2012.

²⁴² United Nations General Assembly, *Road Map Towards the Implementation of the United Nations Millennium Declaration*, 2001.

²⁴³ United Nations Development Programme, *The Millennium Development Goals*, 2012.

²⁴⁴ United Nations, *Millennium Development Goals Reports 2012*, p. 16.

²⁴⁵ United Nations, *Millennium Development Goals Reports 2012*, pp. 16-19.

²⁴⁶ United Nations Educational, Scientific and Cultural Organization, *Education and the Millennium Development Goals*.

²⁴⁷ Veneman, *Education is Key to Reducing Child Mortality: The Link Between Maternal Health and Education*, 2007.

²⁴⁸ United Nations Educational, Scientific and Cultural Organization, *Eight Reasons Why Education is Important*, 2012.

Education For All

During the same year that the MDGs were established, another educational movement gained momentum – the Education for All (EFA) initiative. EFA was originally created at the 1990 UNESCO World Conference on Education for All in Jomtien, Thailand.²⁴⁹ In April 2000, 164 countries met at the World Education Forum in Dakar, Senegal.²⁵⁰ As a result of the conference, the *Dakar Framework for Action* was created, and attending nations agreed to six EFA goals: improving early childhood education; ensuring that all children have access to appropriate primary education, with particular attention on girls, those in difficult circumstances, and ethnic minorities; providing access to training and learning for young adults and adults; a 50% increase in adult literacy; combating gender inequality in all levels of education; and enhancing all aspects of education globally.²⁵¹ Regional frameworks were also created for different regions and were also included in the *Dakar Framework for Action*.²⁵² As with the MDGs, the target for achieving the EFA goals is 2015.²⁵³ EFA has proved to be a successful effort in coordination among UN bodies, Member States, and other participants in relation to both MDG2 and Education For All.²⁵⁴ UNESCO provides monitoring for EFA in its yearly *Education For All Global Monitoring Report*.²⁵⁵ EFA and MDG2 are closely connected in goals and achievements, and efforts of EFA have also contributed to educational access.

ECOSOC and Millennium Development Goal 2

Recently, ECOSOC has discussed the importance of education as a method for improving international conditions.²⁵⁶ One of the most important discussions was the 2011 ECOSOC Annual Ministerial Review (AMR) on “Implementing the internationally agreed upon goals and commitments in regard to education,” resulting in a Ministerial Declaration.²⁵⁷ As a part of the AMR, ten countries delivered National Voluntary Presentations (NVPs) on effective educational strategies in their countries that tied together international commitments with the MDGs.²⁵⁸ The following year, the UN Secretary-General submitted his report to ECOSOC’s July 2012 Coordination Segment regarding MDG2-related educational goals.²⁵⁹ In the conclusions and recommendations of this document, *E/2012/66*, the Secretary-General acknowledged that there was a “positive momentum within the United Nations system” in terms of educational opportunities available, but also emphasized, “that much more needs to be done in order to realize the right of everyone, including the poor, to education.”²⁶⁰ With this document and with recent ECOSOC and UN conversations on education, ECOSOC has emphasized the importance of MDG2 and the ability of such to impact multiple levels of development.²⁶¹

MDG2: Achievements and Challenges

What Has Been Achieved

As the 2012 Secretary-General’s report to the ECOSOC Coordination Segment *E/2012/66* refers to, much has been accomplished since the initial creation of MDG2 in 2000.²⁶² Attention to MDG2 and the EFA goals have further strengthened the relationships between international bodies, national governments, and donors, which has in turn also strengthened access to education and how education is approached internationally.²⁶³ Governments have taken more responsibility in integrating and approaching educational goals into national agendas and budgets, many administrative and educational decisions have been de-centralized to local communities to improve and target area-

²⁴⁹ United Nations Educational, Scientific and Cultural Organization, *Education for All: History*, 2012.

²⁵⁰ United Nations Educational, Scientific and Cultural Organization, *Education For All (EFA)*, 2012.

²⁵¹ United Nations Educational, Scientific and Cultural Organization, *The Dakar Framework for Action*, 2000.

²⁵² United Nations Educational, Scientific and Cultural Organization, *The Dakar Framework for Action*, 2000.

²⁵³ United Nations Educational, Scientific and Cultural Organization, *Education For All (EFA)*, 2012.

²⁵⁴ United Nations Economic and Social Council, *E/2012/66*, 2012.

²⁵⁵ United Nations Economic and Social Council, *E/2012/66*, 2012.

²⁵⁶ United Nations Economic and Social Council, *E-Discussion on Education*, 2011.

²⁵⁷ United Nations Economic and Social Council, *E-Discussion on Education*, 2011.

²⁵⁸ United Nations Economic and Social Council, *2011 Annual Ministerial Review*, 2011.

²⁵⁹ United Nations Economic and Social Council, *Education For All*, 2011; United Nations Economic and Social Council, *ECOSOC 2012 Substantive Session – Coordination Segment*, 2012.

²⁶⁰ United Nations Economic and Social Council, *E/2012/66*, 2012.

²⁶¹ United Nations Economic and Social Council, *E/2012/66*, 2012.

²⁶² United Nations Economic and Social Council, *E/2012/66*, 2012.

²⁶³ United Nations Development Group, *Thematic Paper on MDG 2*, 2010, p. 2.

specific concerns, and concentration has also been paid towards how improving teacher training can improve access to and quality of education.²⁶⁴ And directly, access to education throughout the world has dramatically increased.

Across the board, since the creation of the MDGs and EFA, access to primary school has grown globally.²⁶⁵ All regions within the world have increased the percentage of primary school attendance; the most growth occurred in Sub-Saharan Africa, which has grown from 58% school enrollment in 1999 to 76% enrollment in 2010, and Southern Asia, which went from 77% enrollment to 93% in the same time period.²⁶⁶ While developed areas in the world have remained at a consistent 97% enrollment from 1999 to 2010, developing regions have increased from 82% to 90%.²⁶⁷ All regions have at least 90% enrollment rates, except for Sub-Saharan Africa.²⁶⁸ School completion rates have also increased – while 81% of students worldwide completed primary education in 1999, 90% did so in 2010.²⁶⁹ These statistics reflect that MDG2 has achieved substantial success since 2000, and such success has influenced the lives of millions throughout the world.

Challenges and What Has Yet to Have Been Achieved

While educational access has increased significantly, there are many aspects of universal access that linger behind proposed goals, and it currently does not appear that MDG2 will be met by 2015.²⁷⁰ Many areas of MDG2 and EFA have yet to be achieved at the levels hoped for.²⁷¹ Although MDG2 is not on target to be met, national and international attention to education has decreased in recent years.²⁷² It appears that most growth in access to education throughout the world occurred from 1999 and 2004, and that growth since that time period is not as significant.²⁷³ Globally, cultural practices and societal compositions inhibit access to education, based upon factors such as income levels, gender, and ethnicity.²⁷⁴ Adult illiteracy remains of a significant concern, as inequitable access to education in past decades has left approximately one-sixth of the adult population unable to read.²⁷⁵ Education largely remains gendered, and large majorities of girls in Southern and Western Asia and in Northern Africa do not attend primary school.²⁷⁶ Although Sub-Saharan Africa and Southern Asia have had the highest increase of primary school enrollment since 1999, they also continue to be among the lowest enrollment rates in the world, and forty-six million of the 61 million children not enrolled in school live either in sub-Saharan Africa (33 million children) or Southern Asia (13 million).²⁷⁷ It is also pertinent that, as the international community approaches universal primary education, the importance of secondary and tertiary education is not forgotten.²⁷⁸ Such educational opportunities allow for further growth in students who have had adequate primary educations, but also can provide learning experiences to young adults and adults who have previously experienced inadequate schooling.²⁷⁹ These factors must be incorporated into approaches to education to more fully promote learning opportunities throughout the world.

Successful Strategies for Increasing Access to Education

Decreasing Gendered Approaches to Education and Increasing Educational Gender Equality

Throughout the world, educational access remains gendered, with girls and women having less learning opportunities than boys and men.²⁸⁰ Accordingly, gender inequity within education threatens the achievement of

²⁶⁴ United Nations Development Group, *Thematic Paper on MDG 2*, 2010, pp. 2-3.

²⁶⁵ United Nations, Millennium Development Goals Report 2012, p. 16.

²⁶⁶ United Nations, Millennium Development Goals Report 2012, p. 16.

²⁶⁷ United Nations, Millennium Development Goals Report 2012, p. 16.

²⁶⁸ United Nations, Millennium Development Goals Report 2012, p. 17.

²⁶⁹ United Nations, Millennium Development Goals Report 2012, p. 18.

²⁷⁰ United Nations Department of Public Information, *Goal 2: Achieve Universal Primary Education*, 2010.

²⁷¹ United Nations, Millennium Development Goals Report 2012, p. 17.

²⁷² United Nations Educational, Scientific and Cultural Organization, *The Central Role of Education in the Millennium Development Goals*, 2010.

²⁷³ United Nations, Millennium Development Goals Report 2012, p. 17.

²⁷⁴ United Nations Educational, Scientific and Cultural Organization, *EFA Global Monitoring Report 2010*, 2010, 2.

²⁷⁵ United Nations Development Group, *Thematic Paper on MDG 2*, 2010, p. 1.

²⁷⁶ United Nations, Millennium Development Goals Report 2012, p. 18.

²⁷⁷ United Nations, Millennium Development Goals Report 2012, pp. 16-17.

²⁷⁸ UN News Centre, *Countries Struggling to Meet Rising Demand for Secondary Education – UN*, 2011.

²⁷⁹ UN News Centre, *Countries Struggling to Meet Rising Demand for Secondary Education – UN*, 2011.

²⁸⁰ United Nations, *Goal 2: Achieve Universal Primary Education*.

universal primary education.²⁸¹ Just as it appears the MDG2 will not be universally met, MDG3, promoting gender equality and the empowerment of women, is also not yet on track for 2015.²⁸² MDG2 and MDG3 are closely connected to one another – in order to truly promote access to education, there must be gender equality within education, and conversely, to promote gender equality, education is key. In addition, a sub-target of MDG3 is to eradicate gender equality throughout all schooling.²⁸³ Gender equality is also a central part of the EFA goals.²⁸⁴ UN Secretary-General Ban Ki-moon has stated that an education is not truly effective unless it is an “inclusive education,” one in which “[b]oys and girls [...] have been given equal opportunities.”²⁸⁵ When girls and women have access to education, both men and women prosper, not only through educational opportunities, but also in all facets of community and national life.²⁸⁶ And yet, the statistics on gender discrimination in learning processes reflects that a gendered experience remains within education.

Given the gendered discrepancy between the educations of the sexes, a large concentration of both the MDGs and EFA has focused upon decreasing gender inequality, achieving real advancement. Since 2000, gender discrimination within education has decreased, while female access to educational opportunities on primary, secondary, and tertiary levels has increased.²⁸⁷ Enrollment of girls has grown at a quicker rate than boys, primary school is much more available to girls throughout the world than in previous decades, girls have a larger percentage of academic success once in school, and women have become the majority of enrollments in higher education and achieve a higher percentage of graduate degrees.²⁸⁸ While poverty remains a hindrance for all students, female students are disproportionately more affected by household poverty, and efforts to address poverty can increase female access to education.²⁸⁹ Once enrolled in school, girls can succeed further in education when they have examples of female success in education, such as female teachers, signifying the importance of providing all levels of education to women.²⁹⁰ On the other hand, discrimination continues within most levels of education, and challenges to educational participation put female students at a disadvantage. Most countries, whether wealthy or otherwise, face some level of gendered educational access.²⁹¹ In some countries, girls are expected to provide domestic care to their families, while boys are given preferential access to education.²⁹² Pressures to marry early, cultural violence, and discriminatory schooling infrastructures also hinder educational opportunities, and gendered traditions learned in early childhood also inform how children learn once they enter formal education.²⁹³

UNICEF Educational Programs

UNICEF has often emphasized the influence of education on children, and the organization has developed several priorities and programs for approaching educational access, with the goal that “all children – regardless of gender, ethnicity, socioeconomic background or circumstances – realize their right to a quality education.”²⁹⁴ To focus on early childhood education as a method to prepare students for primary education, UNICEF has developed the Getting Ready for School: A Child-to-Child Approach, through which older students help younger students in developing countries as a method to encourage primary school enrollment.²⁹⁵ The organization stresses the need for equal educational access between girls and boys, the poor and the rich, and approaches the topic with a dual strategy of improving data on children not in school and working with Member States to offer education without school fees.²⁹⁶ In order to approach educational quality, the organization has created Child Friendly Schools, a model that

²⁸¹ United Nations, *Goal 2: Achieve Universal Primary Education*.

²⁸² United Nations, *Millennium Development Goals Report 2012*, Foreword.

²⁸³ United Nations Educational, Scientific and Cultural Organization, *The Central Role of Education in the Millennium Development Goals*, 2010, p. 4.

²⁸⁴ United Nations Educational, Scientific and Cultural Organization, *World Atlas of Gender Equality in Education*, 2012, p. 1.

²⁸⁵ Ban, *Productive Societies Built “One Lesson At A Time”*, 2012.

²⁸⁶ United Nations, *Millennium Development Goals Report 2012*, 2012, p. 20.

²⁸⁷ United Nations Educational, Scientific and Cultural Organization, *World Atlas of Gender Equality in Education*, 2012, p. 3.

²⁸⁸ United Nations Educational, Scientific and Cultural Organization, *World Atlas of Gender Equality in Education*, 2012, p. 3.

²⁸⁹ United Nations, *Millennium Development Goals Report 2012*, 2012, p. 22.

²⁹⁰ United Nations Educational, Scientific and Cultural Organization, *World Atlas of Gender Equality in Education*, 2012, p. 3.

²⁹¹ United Nations Educational, Scientific and Cultural Organization, *World Atlas of Gender Equality in Education*, 2012, p. 25.

²⁹² United Nations Educational, Scientific and Cultural Organization, *World Atlas of Gender Equality in Education*, 2012, p. 25.

²⁹³ United Nations Educational, Scientific and Cultural Organization, *World Atlas of Gender Equality in Education*, 2012, p. 25. United Nations Children’s Fund, *Childhood Education and School Readiness*, 2012.

²⁹⁴ United Nations Children’s Fund, *UNICEF Priorities*, 2012.

²⁹⁵ United Nations Children’s Fund, *Childhood Education and School Readiness*, 2012.

²⁹⁶ United Nations Children’s Fund, *Out-of-School Children Initiative*, 2012; United Nations Children’s Fund, *Equitable Access*, 2012.

emphasizes that access to education is not enough; instead, education must be of a certain quality in order to be able to fully benefit students.²⁹⁷ UNICEF's concentrated efforts have influenced educational access for children internationally, and stand as an example of successful programs through which learning opportunities can flourish.

The Global Initiative on Education

Another UN effort to promote MDG2 and educational access is the Global Initiative on Education. The Initiative, also known as Education First, is a program that the Secretary-General started on September 26, 2012.²⁹⁸ Education First is the first UN-wide educational initiative in the organization's history, and its existence further points to the continued emphasis that the UN has placed in recent years on increasing access to education.²⁹⁹ In E/2012/66, the Secretary-General recommended that "[t]he United Nations system should support the efforts of the Secretary-General [...] to spur global movement to achieve quality, relevant and inclusive education", also including efforts towards MDGs and EFA within that call to action.³⁰⁰ UN support for Education First will directly affect access to education for children globally and will emphasize the need for continual focus on MDG2 as the 2015 approaches.

MDG2 Beyond 2015

In 2015, the MDGs as they are currently structured will be completed. And yet, MDGs successes do not take away from the fact that international issues will remain once the deadline is exhausted. Within the last year, the post-2015 agenda has increasingly been discussed, and in 2011, the Secretary-General created a UN System Task Team to formulate plans for development once the MDG timetable has been exhausted.³⁰¹ The Task Team will help educate the current and upcoming dialogue on questions such as whether the MDGs should continue in a format similar to the current, should be ended as an official international goal, or should be retained but altered in content.³⁰² In June 2012, the Task Team produced its first report, in which it recommended to the Secretary-General that, among other considerations, the main structure of the MDGs has proven successful and should be incorporated post-2015, but that the content of such framework should include attention to social and economic development, sustainability concerns, and peace and security.³⁰³ The report identifies upcoming entities that will inform the post-2015 decision, mentioning that ECOSOC's AMR will play a part in educating the post-2015 development agenda.³⁰⁴ In July 2012, the Secretary-General also created a High-Level Panel to discuss post-2015 plans.³⁰⁵ In the next several years, conversations on post-2015 will continue to escalate as the international community identifies current successes, attempts yet to be made, and decides upon what ultimately should be done in relation to MDG2 and the other goals. It will remain important for ECOSOC to continue to contribute to educational growth worldwide, while also beginning to debate how MDG2 and access to education can and should remain relevant after 2015.³⁰⁶

Conclusion

MDG2 and the emphasis placed on increasing access to education since 2000 have dramatically fostered learning opportunities for students throughout the world. International precedence reflects that past UN efforts have informed current educational foci, and that access to education is a topic which remains currently relevant to ECOSOC and to in the international community as a whole. Much has been achieved with MDG2, but much remains to be accomplished as 2015 approaches, in order to fully acquire equitable learning opportunities throughout the world. As the UN decides on what should be done following 2015 in relation to the MDGs, MDG2 and access to education remain on the forefront of the UN, and must continue to be addressed in order to improve all levels of economic and social life for individuals, communities, and Member States throughout the world.

Questions to Consider

²⁹⁷ United Nations Children's Fund, *Child Friendly Schools*, 2012.

²⁹⁸ UN News Centre, *Investing in Education Crucial for Timor-Leste's Development – Ban*, 2012.

²⁹⁹ Ban, *Productive Societies Built "One Lesson At A Time"*, 2012.

³⁰⁰ United Nations Economic and Social Council, E/2012/66, 2012, p. 19.

³⁰¹ United Nations Educational, Scientific and Cultural Organization, *Education and Skills For Inclusive and Sustainable Development Beyond 2015*, 2012.

³⁰² Nayar, *The MDGs after 2015: Some Reflections on the Possibilities*, 2012, p. 10.

³⁰³ UN System Task Team, *Realizing the Future We Want for All*, 2012, p. 1.

³⁰⁴ UN System Task Team, *Realizing the Future We Want for All*, 2012, p. 42.

³⁰⁵ UN Department of Public Information, *UN Secretary-General Appoints High-Level Panel*, 2012.

³⁰⁶ United Nations Economic and Social Council, *Deputy Secretary-General Welcomes ECOSOC High-Level Segment's Focus on Education*, 2011.

How has educational access increased in your Member State? In your region? What area-specific strategies for learning opportunities have proven successful in your region, what challenges does your region and your Member State uniquely face, and what strategies can be incorporated in other States? How can a gendered approach increase access to education? What is the condition of gender equality in education within your Member State? What percentage of girls is enrolled, when compared to the enrollment of boys? What are aspects of the MDGs, and specifically MDG2, that have proven successful and that should be retained in the post-2015 development agenda?

Annotated Bibliography

United Nations. (2012). *Beyond 2015*. Retrieved on August 7, 2012, from: <http://www.un.org/millenniumgoals/beyond2015.shtml>.

As the 2015 deadline for the Millennium Development Goals (MDGs) fast approaches, the United Nations (UN) conversation on the Goals has turned not only to what can be done in the remaining years of the Goals, but also what can and should be done after 2015. In July 2012, Secretary-General Ban Ki-moon established a High-Level Panel appointed to make recommendations in 2013 on what post-2015 emphases should be. This website provides current information on this discussion of what should occur "Beyond 2015". It includes an overview of the post-deadline discussion, a timeline, resources, and think pieces on what topics may particularly remain relevant after 2015. The resources on this website are significant because, while much has been accomplished in relation to the MDGs since 2000, the Goals will remain to be pertinent to the international community following 2015, and the UN must determine how to approach the Goals after that deadline.

United Nations. (2012). *Millennium Development Goals Report 2012*. Retrieved on August 7, 2012, from: <http://www.un.org/en/development/desa/publications/mdg-report-2012.html>.

Each year, the UN publishes a report on the current status of each of the eight MDGs, successes and failures during the previous year, and a discussion of what remains to be done in order for the 2015 deadline to be met. The most recent MDGs Report, the Report for 2012, was published in July 2012 and provides some of the most current information available in relation to the efforts of the MDGs. On pages 16-19, the report details at length the targets of MDG2, data on what has been accomplished in each region of the world and in developed and developing countries, discussion on regions of particular worry, the connection between primary and secondary education, and statistics on global and regional access to education. It also emphasizes that "Gender equality and women's empowerment are key" to achieving the MDGs. The MDGs Report is a key document for understanding the current status of each of the MDGs, and particularly of MDG2; accordingly, all delegates should consult it within their research.

United Nations. (1948, December 10). *Universal Declaration of Human Rights*. Retrieved on August 7, 2012, from: <http://www.un.org/en/documents/udhr/>.

The Universal Declaration of Human Rights (UDHR) is the foundational document on shared inherent rights belonging to all members of the international community. It was adopted by the General Assembly in December 1948, three years after the creation of the UN. Rights discussed in the UDHR include freedom of thought and movement, privacy, government involvement, access to employment, and quality of living. The significance of education within the realm of ensuring human rights is highly emphasized within the UDHR; before naming any of the inherent rights that are upheld by the UDHR, the preamble notes that "training and education" are essential to encouraging human rights internationally. Furthermore, Article 26 establishes that all have the right to universal primary education, that education should promote development of the individual and cooperation between the international community, and that parents have the right to determine method of education for their children. The UDHR provides important information on the rights that all UN interactions are based upon.

United Nations Development Group. (2010). *Thematic Paper on MDG 2: Achieve Universal Primary Education*. Retrieved on September 10, 2012, from: http://www.undg.org/docs/11421/MDG2_1954-UNDG-MDG2-LR.pdf.

In 2010, the United Nations Development Group (UNDG) produced a series of documents that present the findings on the MDG Task Force on seven of the eight MDGs (with the UN Gap Task Force focusing on the goal for global development). The Thematic Paper on MDG2 accordingly provides a substantial amount of data on what has been achieved and what remains to be achieved in relation to MDG2, focusing specifically on the period between 2005 and 2010. In the Thematic Paper, delegates can find specific statistics on educational access in all global regions, as well as discussions on how to improve education through subjects such as attention to marginalized students, improving quality of education, reducing schooling costs, training both students and teachers to be successful in the learning process, and decentralized administration as a method for encouraging learning opportunities.

United Nations Development Programme. (2012). *MDG Monitor: Achieve Universal Primary Education*. Retrieved on August 7, 2012, from: <http://www.mdgmonitor.org/goal2.cfm>.

MDGMonitor is “an initiative of the United Nations,” organized by the UN Development Programme (UNDP), that aims to track data related to the eight MDGs of the UN and provides information on what has been and what remains to be done for each of the Goals. It includes an overview on the targets of MDG2, a countdown of time until 2015, stories of successful efforts relating to the Goal, recent news related to international education and MDGs, options to browse by goals or locations, and a navigable map of efforts. Although some of the information on this website appears to not have been updated recently, this website remains particularly relevant for its “Support” link, which provides an extensive list of UN entities that support the MDGs and links directly to the MDGs webpage for that entity.

United Nations Economic and Social Council. (2011). *2011 Annual Ministerial Review*. Retrieved on September 13, 2012, from: <http://www.un.org/en/ecosoc/newfunct/amr2011.shtml>.

In 2011, ECOSOC discussed the topic of “implementing the internationally agreed goals and commitments in regards to education” as its Annual Ministerial Review (AMR) topic. The AMR is a part of the High-Level Segment of ECOSOC, which is in turn part of the committee’s substantive session. (Many events were held and documents created in preparation for ECOSOC debate on the topic, which would also prove helpful to delegate research.) ECOSOC’s website provides a discussion of the AMR, a copy of the Secretary-General’s report on which the AMR was founded, information about the ten countries who voluntarily gave presentations on educational access and international implementation during the session, and the outcome document of the AMR. It will prove useful in understand ECOSOC’s recent discussions and its Ministerial Declaration on educational access, as well as the interconnections between international entities, Member States, donors, and students.

United Nations Economic and Social Council. (2012, May 8). *E/2012/66*. Retrieved on August 7, 2012, from: http://www.un.org/ga/search/view_doc.asp?symbol=E/2012/66.

At the 2012 Coordination Segment of the Economic and Social Council (ECOSOC), one of the main areas of concentration was a re-examination of a 2011 Ministerial Declaration that discussed supporting and addressing international educational efforts. Considered during this ECOSOC discussion was an ECOSOC report by the Secretary-General on the “Role of the United Nations system in implementing the internationally agreed development goals and commitments in regard to education” This report discusses at length ECOSOC’s commitments and views related to educational goals, and includes sections on increasing inter-agency partnerships related to education, strengthening relationships between the UN and other organizations, what can be done in the future related to the topic, and recommendations on what should be emphasized in international education commitments. This report provides an extensive amount of information regarding international efforts regarding education, and therefore is a significant resource for delegate research related to successful programs and initiatives.

United Nations Educational, Scientific and Cultural Organization. (2000). *Dakar Framework for Action*. Retrieved on September 13, 2012, from: <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>.

In April 2000, a World Education Forum was held in Dakar, Senegal. At this forum, 164 Member States met and agreed to uphold a set of six established goals, known as the Education for All (EFA) movement, previously established in 1990. The EFA movement has been a significant, concurrent initiative with the Millennium Development Goals, and coordination between MDG2 and EFA account for much of educational access success over the past decade. The Dakar Framework for Action is the accepted document that established and detailed EFA. It provides information on each of the six goals, and it also includes regional frameworks for educational access developed for each region of the world previous to the conference. EFA has and continues to be an important aspect of achieving MDG2, and accordingly the Dakar Framework for Action can provide delegates with general information on EFA and specific regional methods for success.

United Nations Educational, Scientific and Cultural Organization. (2012). *World Atlas of Gender Equality in Education*. Retrieved on September 12, 2012, from: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/gender-and-education/resources/the-world-atlas-of-gender-equality-in-education/>.

Gender inequality is a significant detriment to educational progress, and increasing access to education for girls and women directly benefits those involved, as well as communities at large. In addition, UNESCO has placed a large emphasis on education in its international efforts. Accordingly, the World Atlas of Gender Equality, produced by UNESCO, is a pertinent document that provides detailed discussion on what

works in promoting access and why education remains gendered in many ways. Topics discussed within the report include education as a human, and female, right; girls and enrollment in primary, secondary, and higher education; educational retention and women; gendered literacy approaches; and policy influences on education. It also provides a plethora of statistical information on each of these topics. The World Atlas of Gender Equality is an essential resource to the crucial subject of increasing gender equality in education.

United Nations System Task Team on the Post-2015 UN Development Agenda. (2012, June). *Realizing the Future We Want for All: Report to the Secretary General*. Retrieved on September 12, 2012, from: http://www.un.org/millenniumgoals/pdf/UNTTreport_10July.pdf.

One of the main current concentrations of the ECOSOC and the UN, which will continue to escalate in conversations in the next several years, is what should happen to the MDGs after the 2015 deadline. To further examine the post-2015 period, the Secretary-General has appointed a System Task Team on the Post-2015 UN Development Agenda, and in July 2012, the UN System Task Team published its first report. This report includes information on successes and challenges with the MDGs and substantial initial recommendations on what should be done structurally in regards to the development agenda in a few years. This report is pertinent, as it does not appear that universal education will be achieved by 2015, and the post-2015 debate will influence what can and will be implemented internationally in coming years, as well as how much progress may continue to occur.

Bibliography

Ban, K. (2012, August 16). *Productive Societies Built “One Lesson At A Time”*, Secretary-General Says During Visit to Timor-Leste Basic Education Centre. Retrieved on September 12, 2012, from: <http://www.un.org/News/Press/docs/2012/sgsm14468.doc.htm>.

Global Campaign for Education. *About Education For All*. Retrieved on August 7, 2012, from: <http://www.campaignforeducation.org/en/about-us/about-education-for-all>.

Nayyar, D. (2011). *The MDGs After 2015: Some Reflections on the Possibilities*. Retrieved on September 12, 2012, from: http://www.un.org/millenniumgoals/pdf/deepak_nayyar_Aug.pdf.

United Nations. (2012). *Background*. Retrieved on September 12, 2012, from: <http://www.un.org/millenniumgoals/bkgd.shtml>.

United Nations. (2012). *Beyond 2015*. Retrieved on August 7, 2012, from: <http://www.un.org/millenniumgoals/beyond2015.shtml>.

United Nations. (1945). *Charter of the United Nations*. Retrieved on September 12, 2012, from: <http://www.un.org/en/documents/charter/>.

United Nations. (2012). *Goal 2: Achieve Universal Primary Education*. Retrieved on September 13, 2012, from: <http://www.un.org/millenniumgoals/education.shtml>.

United Nations. (2012). *Millennium Development Goals: Progress Chart*. Retrieved on August 7, 2012, from: http://www.un.org/millenniumgoals/pdf/2012_Progress_E.pdf.

United Nations. (2012). *Millennium Development Goals Report 2012*. Retrieved on August 7, 2012, from: <http://www.un.org/en/development/desa/publications/mdg-report-2012.html>.

United Nations. (2012). *Millennium Development Goals Reports*. Retrieved on August 7, 2012, from: <http://www.un.org/millenniumgoals/reports.shtml>.

United Nations. (1948, December 10). *Universal Declaration of Human Rights*. Retrieved on August 7, 2012, from: <http://www.un.org/en/documents/udhr/>.

United Nations Children's Fund. (2012). *Basic Education and Gender Equality*. Retrieved on August 7, 2012, from: <http://www.unicef.org/education/index.php>.

United Nations Children's Fund. (2012). *Child Friendly Schools*. Retrieved on September 13, 2012, from: <http://www.unicef.org/cfs/>.

United Nations Children's Fund. (2012). *Childhood Education and School Readiness*. Retrieved on September 13, 2012, from: http://www.unicef.org/education/bege_61627.html.

United Nations. (2012). *Equitable Access*. Retrieved on September 13, 2012, from: http://www.unicef.org/education/bege_61657.html.

United Nations Children's Fund. (2012). *Out-of-School Children Initiative*. Retrieved on September 13, 2012, from: http://www.unicef.org/education/bege_61659.html.

United Nations Children's Fund. (2011). *The Role of Education in Peacebuilding: A Synthesis Report of Findings from Lebanon, Nepal and Sierra Leone*. Retrieved on October 23, 2012, from: http://www.unicef.org/education/files/EEPCT_PeacebuildingSynthesisReport.pdf.

United Nations Children's Fund. (2012, August 16). *Timor-Leste: Ban Ki-moon and Gordon Brown Visit UNICEF-Supported School*. Retrieved on September 12, 2012, from: http://www.unicef.org/media/media_65555.html.

United Nations Children's Fund. (2012). *UNICEF Priorities*. Retrieved September 13, 2012, from: http://www.unicef.org/education/bege_61625.html.

United Nations Department of Economic and Social Affairs. (2011, July 14). *ECOSOC Adopts Ministerial Declaration Reaffirming the Right to Education and the Need for Its Full Realization*. Retrieved on August 7, 2012, from: <http://social.un.org/index/Home/tabid/40/news/136/Default.aspx>.

United Nations Department of Public Information. (2010). *Achieve Universal Primary Education*. Retrieved on September 12, 2012, from: www.un.org/millenniumgoals/pdf/MDG_FS_2_EN.pdf.

United Nations Department of Public Information. (2012, July 13). *Secretary-General Appoints Former United Kingdom Prime Minister Gordon Brown United Nations Special Envoy For Global Education*. Retrieved on September 13, 2012 from <http://www.un.org/News/Press/docs/2012/sga1357.doc.htm>

United Nations Department of Public Information. (2012, 31 July). *Secretary-General Appoints High-Level Panel on Post-2015 Development Agenda*. Retrieved on September 12, 2012, from: http://www.un.org/millenniumgoals/pdf/Press%20release_post-2015panel_FINAL.pdf.

United Nations Development Group. (2010). *Thematic Paper on MDG 2: Achieve Universal Primary Education*. Retrieved on September 10, 2012, from: http://www.undg.org/docs/11421/MDG2_1954-UNDG-MDG2-LR.pdf.

United Nations Development Programme. (2012). *MDG Monitor: Achieve Universal Primary Education*. Retrieved on August 7, 2012, from: <http://www.mdgmonitor.org/goal2.cfm>.

United Nations Development Programme. (2012). *The Millennium Development Goals*. Retrieved on September 12, 2012, from: <http://www.undp.org/content/undp/en/home/mdgoverview.html>.

United Nations Educational, Scientific and Cultural Organization. (2000). *Dakar Framework for Action*. Retrieved on September 13, 2012, from: <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>.

United Nations Educational, Scientific and Cultural Organization. (2012). *Education and Skills For Inclusive and Sustainable Development Beyond 2015*. Retrieved on September 12, 2012, from: http://www.un.org/millenniumgoals/pdf/Think%20Pieces/4_education.pdf.

United Nations Educational, Scientific and Cultural Organization. (2012). *Education and the Millennium Development Goals*. Retrieved on August 7, 2012, from: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-and-the-mdgs/>.

United Nations Educational, Scientific and Cultural Organization. (2012). *Education for All (EFA)*. Retrieved on September 13, 2012, from: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>.

United Nations Educational, Scientific and Cultural Organization. (2012) *Education Themes: Listed Alphabetically*. Retrieved on September 12, 2012, from: <http://www.unesco.org/new/en/education/themes/>.

United Nations Educational, Scientific and Cultural Organization. (2012). *EFA Global Monitoring Report 2010: Reaching the Marginalized*. Retrieved on September 13, 2012, from: <http://unesdoc.unesco.org/images/0018/001866/186606E.pdf>.

United Nations Educational, Scientific and Cultural Organization. (2012). *Eight Reasons Why Education is Important to Achieve the MDGs*. Retrieved September 10, 2012, from: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-and-the-mdgs/eight-reasons-to-achieve-the-mdgs/>.

United Nations Educational, Scientific and Cultural Organization. (2012). *History of the Education Sector*. Retrieved on September 12, 2012, from: <http://www.unesco.org/new/en/education/about-us/who-we-are/history/>.

United Nations Educational, Scientific and Cultural Organization. (2012). *The Central Role of Education in the Millennium Development Goals*. Retrieved on September 10, 2012, from: <http://unesdoc.unesco.org/images/0019/001905/190587e.pdf>.

United Nations Educational, Scientific and Cultural Organization. (2012). *World Atlas of Gender Equality in Education*. Retrieved on September 12, 2012, from: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/gender-and-education/resources/the-world-atlas-of-gender-equality-in-education/>.

United Nations Economic and Social Council. (2011). *2011 Annual Ministerial Review*. Retrieved on September 13, 2012, from: <http://www.un.org/en/ecosoc/newfunct/amr2011.shtml>.

United Nations Economic and Social Council. (2012). *Coordination Segment*. Retrieved on August 7, 2012, from: <http://www.un.org/en/ecosoc/julyhls/cs2012.shtml>.

United Nations Economic and Social Council. (2011, July 5). *Deputy Secretary-General Welcomes ECOSOC High-Level Segment's Focus on Education, While Warning That 'Getting Kids Into School is Only Half the Battle'*. Retrieved September 13, 2012, from: <http://www.un.org/News/Press/docs/2011/dsgsm565.doc.htm>.

United Nations Economic and Social Council. (2011, July 5). *E/2011/L.28*. Retrieved on August 7, 2012, from: http://www.un.org/ga/search/view_doc.asp?symbol=E/2011/L.28.

United Nations Economic and Social Council. (2012, May 8). *E/2012/66*. Retrieved on August 7, 2012, from: http://www.un.org/ga/search/view_doc.asp?symbol=E/2012/66.

United Nations Economic and Social Council. (2011). *E-Discussion on Education*. Retrieved on September 13, 2012, from: <http://www.un.org/en/ecosoc/newfunct/amredis2011.shtml>.

United Nations Economic and Social Council. (2012). *ECOSOC 2012 Substantive Session – Coordination Segment*. Retrieved on September 13, 2012, from: <http://esango.un.org/irene/ecosoc.html?page=viewContent&nr=18376&type=8>.

United Nations Economic and Social Council. (2011). *Education For All*. Retrieved on September 13, 2012, from: <http://www.un.org/en/ecosoc/philanthropy/index.shtml>.

United Nations General Assembly. (1966, December 16). *Resolution 2200A (XXI)*. Retrieved on September 12, 2012, from: <http://www2.ohchr.org/english/law/cescr.htm>.

United Nations General Assembly. (1989, November 20). *Resolution 44/25*. Retrieved on September 10, 2012, from: <http://www2.ohchr.org/english/law/crc.htm>.

United Nations General Assembly. (1994, December 23). *Resolution 49/184*. Retrieved on September 12, 2012, from: <http://www.un-documents.net/a49r184.htm>.

United Nations General Assembly. (2000, September 18). *Resolution 55/2*. Retrieved on September 12, 2012, from: <http://www.un.org/millennium/declaration/ares552e.pdf>.

United Nations General Assembly. (2001, 6 September). *Road Map Towards the Implementation of the United Nations Millennium Declaration*. Retrieved on October 20, 2012, from: www.un.org/documents/ga/docs/56/a56326.pdf.

United Nations News Centre. (2011, 25 October). *Countries Struggling to Meet Rising Demand for Secondary Education – UN*. Retrieved on October 23, 2012, from: <http://www.un.org/apps/news/story.asp?NewsID=40188&Cr=education&Cr1#.UJaqYob4WSo>.

United Nations News Centre. (2012, August 16). *Investing in Education Crucial for Timor-Leste's Development – Ban*. Retrieved on September 12, 2012, from: [http://www.un.org/apps/news/story.asp?NewsID=42692&Cr=timor-
leste&Cr1#.UFFIEb8n26s](http://www.un.org/apps/news/story.asp?NewsID=42692&Cr=timor-leste&Cr1#.UFFIEb8n26s).

United Nations System Task Team on the Post-2015 UN Development Agenda. (2012, June). *Realizing the Future We Want for All: Report to the Secretary General*. Retrieved on September 12, 2012, from: http://www.un.org/millenniumgoals/pdf/UNTTreport_10July.pdf.

Veneman, A. (2007, January 12). *Education is Key to Reducing Child Mortality: The Link Between Maternal Health and Education*. Retrieved on September 13, 2012, from: <http://www.un.org/wcm/content/site/chronicle/lang/en/home/archive/issues2007/themdgsareweontrack/educationiskeytoreducingchildmortalitythelinkbetweenmaternalhealthandeducation>.

Rules of Procedure Economic and Social Council

Introduction

1. These rules shall be the only rules which apply to the Economic and Social Council (hereinafter referred to as “the Council”) and shall be considered adopted by the Council prior to its first meeting.
2. For purposes of these rules, the Plenary Director, the Assistant Director(s), the Under-Secretaries-General, and the Assistant Secretaries-General, are designates and agents of the Secretary-General and Director-General, and are collectively referred to as the “Secretariat.”
3. Interpretation of the rules shall be reserved exclusively to the Director-General or her or his designate. Such interpretation shall be in accordance with the philosophy and principles of the National Model United Nations and in furtherance of the educational mission of that organization.
4. For the purposes of these rules, “President” shall refer to the chairperson or acting chairperson of the Council.

I. SESSIONS

Rule 1 - Dates of convening and adjournment

The Council shall meet every year in regular session, commencing and closing on the dates designated by the Secretary-General. The Council’s

Rule 2 - Place of sessions

The Council shall meet at a location designated by the Secretary-General.

II. AGENDA

Rule 3 - Provisional agenda

The provisional agenda shall be drawn up by the Secretary-General and communicated to the Members of the Council at least sixty days before the opening of the session. This rule is without prejudice to the agenda concerning review of the reports of the Council’s subsidiary and expert bodies, including all Functional and Regional Commissions, as outlined in Rule 42 of these Rules of Procedure.

Rule 4 - Adoption of the agenda

The agenda provided by the Secretary-General shall be considered adopted as of the beginning of the session. The order of the agenda items shall be determined by a majority vote of those present and voting. Items on the agenda may be amended or deleted by the Council by a two-thirds majority of the members present and voting.

The vote described in this rule is a procedural vote and, as such, observers are permitted to cast a vote. For purposes of this rule, those present and voting means those Member States and observers, in attendance at the meeting during which this motion comes to a vote. Should the Committee not reach a decision by conclusion of the first night’s meeting, the agenda will be automatically set in the order in which it was first communicated.

Rule 5 - Revision of the agenda

During a session, the Council may revise the agenda by adding, deleting, deferring or amending items. Only important and urgent items shall be added to the agenda during a session. Debate on the inclusion of an item in the agenda shall be limited to three speakers in favor of, and three against, the inclusion. Additional items of an important and urgent character, proposed for inclusion in the agenda less than thirty days before the opening of a session, may be placed on the agenda if the Council so decides by a two-thirds majority of the members present and voting. No additional item may, unless the Council decides otherwise by a two-thirds majority of the members present and voting, be considered until a committee has reported on the question concerned.

For purposes of this rule, the determination of an item of an important and urgent character is subject to the discretion of the Director-General, or his or her designate, and any such determination is final. If an item is determined to be of such a character, then it requires a two-thirds vote of the Council to be placed on the agenda. The votes described in this rule are substantive votes, and, as such, observers are not permitted to cast a vote. For

purposes of this rule, —the members present and voting — means members (not including observers) in attendance at the session during which this motion comes to vote.

Rule 6 - Explanatory memorandum

Any item proposed for inclusion in the agenda shall be accompanied by an explanatory memorandum and, if possible, by basic documents.

III. SECRETARIAT

Rule 7 - Duties of the Secretary-General

1. The Secretary-General or her/his designate shall act in this capacity in all meetings of the Council.
2. The Secretary-General shall provide and direct the staff required by the Council and be responsible for all the arrangements that may be necessary for its meetings.

Rule 8 - Duties of the Secretariat

The Secretariat shall receive, print, and distribute documents, reports, and resolutions of the Council, and shall distribute documents of the Council to the Members, and generally perform all other work which the Council may require.

Rule 9 - Statements by the Secretariat

The Secretary-General, or her/his representative, may make oral as well as written statements to the Council concerning any question under consideration.

Rule 10 - Selection of the President

The Secretary-General or her/his designate shall appoint, from applications received by the Secretariat, a President who shall hold office and, *inter alia*, chair the Council for the duration of the session, unless otherwise decided by the Secretary-General.

Rule 11 - Replacement of the President

If the President is unable to perform her/his functions, a new President shall be appointed for the unexpired term at the discretion of the Secretary-General.

IV. LANGUAGE

Rule 12 - Official and working language

English shall be the official and working language of the Council.

Rule 13 - Interpretation (oral) or translation (written)

Any representative wishing to address any body or submit a document in a language other than English shall provide interpretation or translation into English.

This rule does not affect the total speaking time allotted to those representatives wishing to address the body in a language other than English. As such, both the speech and the interpretation must be within the set time limit.

V. CONDUCT OF BUSINESS

Rule 14 – Quorum

The President may declare a meeting open and permit debate to proceed when representatives of at least one third of the members of the Council are present. The presence of representatives of a majority of the members of the Council shall be required for any decision to be taken.

For purposes of this rule, “members of the Council” means the total number of members (not including observers) in attendance at the first night’s meeting.

Rule 15 - General powers of the President

In addition to exercising the powers conferred upon him or her elsewhere by these rules, the President shall declare the opening and closing of each meeting of the Council, direct the discussions, ensure observance of these rules, accord the right to speak, put questions to the vote and announce decisions. The President, subject to these rules, shall have complete control of the proceedings of the Council and over the maintenance of order at its meetings. He or she shall rule on points of order. He or she may propose to the Council the closure of the list of speakers, a limitation on the time to be allowed to speakers and on the number of times the representative of each member may speak on an item, the adjournment or closure of the debate, and the suspension or adjournment of a meeting.

Included in these enumerated powers is the President's power to assign speaking times for all speeches incidental to motions and amendment. Further, the President is to use her/his discretion, upon the advice and at the consent of the Secretariat, to determine whether to entertain a particular motion based on the philosophy and principles of the NMUN. Such discretion should be used on a limited basis and only under circumstances where it is necessary to advance the educational mission of the Conference and is limited to entertaining motions.

Rule 16 – Authority of the Council

The President, in the exercise of her or his functions, remains under the authority of the Council.

Rule 17 – Voting rights on procedural matters

Unless otherwise stated, all votes pertaining to the conduct of business shall require a majority of the members present and voting in order to pass.

For purposes of this rule, the members present and voting mean those members (including observers) in attendance at the meeting during which this rule is applied. Note that observers may vote on all procedural votes; they may, however, not vote on substantive matters (see Chapter VI). There is no possibility to abstain on procedural votes.

Rule 18 - Points of order

During the discussion of any matter, a representative may rise to a point of order, which shall be decided immediately by the President. Any appeal of the decision of the President shall be immediately put to a vote, and the ruling of the President shall stand unless overruled by a majority of the members present and voting.

Such points of order should not under any circumstances interrupt the speech of a fellow representative. They should be used exclusively to correct an error in procedure. Any questions on order arising during a speech made by a representative should be raised at the conclusion of the speech, or can be addressed by the President, sua sponte, during the speech. For purposes of this rule, the members present and voting mean those members (including observers) in attendance at the meeting during which this motion comes to vote.

Rule 19 - Speeches

No representative may address the Committee without having previously obtained the permission of the President. The President shall call upon speakers in the order in which they signify their desire to speak. The President may call a speaker to order if his remarks are not relevant to the subject under discussion.

In line with the philosophy and principles of the NMUN, in furtherance of its educational mission, and for the purpose of facilitating debate, the Secretariat will set a time limit for all speeches which may be amended by the President at his/her discretion. Consequently, motions to alter the speaker's time will not be entertained by the President.

Rule 20 - Closing of list of speakers

Members may only be on the list of speakers once but may be added again after having spoken. During the course of a debate the President may announce the list of speakers and, with the consent of the Council, declare the list closed. When there are no more speakers, the President shall declare the debate closed. Such closure shall have the same effect as closure by decision of the Council.

The decision to announce the list of speakers is within the discretion of the President and should not be the subject of a motion by the Council. A motion to close the speakers list is within the purview of the Council and the President should not act on her/his own motion.

Rule 21 - Right of reply

If a remark impugns the integrity of a representative's State, the President may permit that representative to exercise her/his right of reply following the conclusion of the controversial speech, and shall determine an appropriate time limit for the reply. No ruling on this question shall be subject to appeal.

For purposes of this rule, a remark that "impugns the integrity of a representative's State" is one directed at the governing authority of that State and/or one that puts into question that State's sovereignty or a portion thereof. All interventions in the exercise of the right of reply shall be addressed in writing to the Secretariat and shall not be raised as a point of order or motion. The reply shall be read to the Council by the representative only upon approval of the Secretariat, and in no case after voting has concluded on all matters relating to the agenda topic, during the discussion of which, the right arose.

Rule 22 - Suspension of the meeting

During the discussion of any matter, a representative may move the suspension of the meeting, specifying a time for reconvening. Such motions shall not be debated but shall be put to a vote immediately, requiring the support of a majority of the members present and voting to pass.

Rule 23 - Adjournment of the meeting

During the discussion of any matter, a representative may move the adjournment of the meeting. Such motions shall not be debated but shall be put to the vote immediately, requiring the support of a majority of the members present and voting to pass. After adjournment, the Council shall reconvene at its next regularly scheduled meeting time.

As this motion, if successful, would end the meeting until the Council's next regularly scheduled session the following year, and in accordance with the philosophy and principles of the NMUN and in furtherance of its educational mission, the President will not entertain such a motion until the end of the last meeting of the Council.

Rule 24 - Adjournment of debate

During the discussion of any matter, a representative may move the adjournment of the debate on the item under discussion. Two representatives may speak in favor of, and two against, the motion, after which the motion shall be immediately put to the vote. The President may limit the time to be allowed to speakers under this rule.

Rule 25 - Closure of debate

A representative may at any time move the closure of debate on the item under discussion, whether or not any other representative has signified her/his wish to speak. Permission to speak on the motion shall be accorded only to two representatives opposing the closure, after which the motion shall be put to the vote immediately. Closure of debate shall require a two-thirds majority of the members present and voting. If the Council favors the closure of debate, the Council shall immediately move to vote on all proposals introduced under that agenda item.

Rule 26 - Order of motions

Subject to rule 18, the motions indicated below shall have precedence in the following order over all proposals or other motions before the meeting:

- a) To suspend the meeting;
- b) To adjourn the meeting;
- c) To adjourn the debate on the item under discussion;
- d) To close the debate on the item under discussion.

Rule 27 - Proposals and amendments

Proposals and amendments shall normally be submitted in writing to the Secretariat. Any proposal or amendment that relates to the substance of any matter under discussion shall require the signature of twenty percent of the members of the Council [sponsors]. The Secretariat may, at its discretion, approve the proposal or amendment for circulation among the delegations. As a general rule, no proposal shall be put to the vote at any meeting of the Council unless copies of it have been circulated to all delegations. The President may, however, permit the discussion and consideration of amendments or of motions as to procedure, even though such amendments and motions have not been circulated. If the sponsors agree to the adoption of a proposed amendment, the proposal shall be modified accordingly and no vote shall be taken on the proposed amendment. A document modified in this

manner shall be considered as the proposal pending before the Council for all purposes, including subsequent amendments.

For purposes of this rule, all proposals shall be in the form of working papers prior to their approval by the Secretariat. Working papers will not be copied, or in any other way distributed, to the Council by the Secretariat. The distribution of such working papers is solely the responsibility of the sponsors of the working papers. Along these lines, and in furtherance of the philosophy and principles of the NMUN and for the purpose of advancing its educational mission, representatives should not directly refer to the substance of a working paper that has not yet been accepted as a draft resolution. After approval of a working paper, the proposal becomes a draft resolution and will be copied by the Secretariat for distribution to the Council. These draft resolutions are the collective property of the Council and, as such, the names of the original sponsors will be removed. The copying and distribution of amendments is at the discretion of the Secretariat, but the substance of all such amendments will be made available to all representatives in some form.

Rule 28 - Withdrawal of motions

A motion may be withdrawn by its proposer at any time before voting has commenced, provided that the motion has not been amended. A motion thus withdrawn may be reintroduced by any member.

Rule 29 - Reconsideration of a topic

When a topic has been adjourned, it may not be reconsidered at the same session unless the Council, by a two-thirds majority of those present and voting, so decides. Reconsideration can only be moved by a representative who voted on the prevailing side of the original motion to adjourn. Permission to speak on a motion to reconsider shall be accorded only to two speakers opposing the motion, after which it shall be put to the vote immediately.

VI. VOTING

Rule 30 - Voting rights

Each member of the Council shall have one vote.

This rule applies to substantive voting on amendments, draft resolutions, and portions of draft resolutions divided out by motion. As such, all references to —member(s) do not include observers, who are not permitted to cast votes on substantive matters.

Rule 31 - Request for a vote

A proposal or motion before the Council for decision shall be voted upon if any member so requests. Where no member requests a vote, the Council may adopt proposals or motions without a vote.

For purposes of this rule, proposal means any draft resolution, an amendment thereto, or a portion of a draft resolution divided out by motion. Just prior to a vote on a particular proposal or motion, the President may ask if there are any objections to passing the proposal or motion by acclamation, or a member may move to accept the proposal or motion by acclamation. If there are no objections to the proposal or motion, then it is adopted without a vote.

Rule 32 - Majority required

1. Unless specified otherwise in these rules, decisions of the Council shall be made by a majority of the members present and voting.
2. For the purpose of tabulation, the phrase “members present and voting” means members casting an affirmative or negative vote. Members which abstain from voting are considered as not voting.

All members declaring their representative States as “present and voting” during the attendance role call for the meeting during which the substantive voting occurs, must cast an affirmative or negative vote, and cannot abstain.

Rule 33 - Method of voting

1. The Council shall normally vote by a show of placards, except that a representative may request a roll call, which shall be taken in the English alphabetical order of the names of the members, beginning with the member whose name is randomly selected by the President. The name of each present member shall

be called in any roll call, and one of its representatives shall reply “yes,” “no,” “abstention,” or “pass.”

Only those members who designate themselves as “present” or “present and voting” during the attendance roll call, or in some other manner communicate their attendance to the President and/or Secretariat, are permitted to vote and, as such, no others will be called during a roll-call vote. Any representatives replying “pass”, must, on the second time through, respond with either “yes” or “no”. A “pass” cannot be followed by a second “pass” for the same proposal or amendment, nor can it be followed by an abstention on that same proposal or amendment.

2. When the Council votes by mechanical means, a non-recorded vote shall replace a vote by show of placards and a recorded vote shall replace a roll-call vote. A representative may request a recorded vote. In the case of a recorded vote, the Council shall dispense with the procedure of calling out the names of the members.
3. The vote of each member participating in a roll call or a recorded vote shall be inserted in the record.

Rule 34 - Explanations of vote

Representatives may make brief statements consisting solely of explanation of their votes after the voting has been completed. The representatives of a member sponsoring a proposal or motion shall not speak in explanation of vote thereon, except if it has been amended, and the member has voted against the proposal or motion.

All explanations of vote must be submitted to the President in writing before debate on the topic is closed, except where the representative is of a member sponsoring the proposal, as described in the second clause, in which case the explanation of vote must be submitted to the President in writing immediately after voting on the topic ends.

Rule 35 - Conduct during voting

After the President has announced the commencement of voting, no representatives shall interrupt the voting except on a point of order in connection with the actual process of voting.

For purposes of this rule, there shall be no communication amongst delegates, and if any delegate leaves the Committee room during voting procedure, they will not be allowed back into the room until the Committee has convened voting procedure.

Rule 36 - Division of proposals and amendments

Immediately before a proposal or amendment comes to a vote, a representative may move that parts of a proposal or of an amendment should be voted on separately. If there are calls for multiple divisions, those shall be voted upon in an order to be set by the President where the most radical division will be voted upon first. If objection is made to the motion for division, the request for division shall be voted upon, requiring the support of a majority of those present and voting to pass. Permission to speak on the motion for division shall be given only to two speakers in favor and two speakers against. If the motion for division is carried, those parts of the proposal or of the amendment which are involved shall then be put to a vote. If all operative parts of the proposal or of the amendment have been rejected, the proposal or the amendment shall be considered to have been rejected as a whole.

For purposes of this rule, “most radical division” means the division that will remove the greatest substance from the draft resolution, but not necessarily the one that will remove the most words or clauses. The determination of which division is “most radical” is subject to the discretion of the Secretariat, and any such determination is final.

Rule 37 - Amendments

An amendment is a proposal that does no more than add to, delete from, or revise part of another proposal.

An amendment can add, amend, or delete operative clauses, but cannot in any manner add, amend, delete, or otherwise affect preambulatory clauses.

Rule 38 - Order of voting on amendments

When an amendment is moved to a proposal, the amendment shall be voted on first. When two or more amendments are moved to a proposal, the amendment furthest removed in substance from the original proposal shall be voted on

first and then the amendment next furthest removed there from, and so on until all the amendments have been put to the vote. Where, however, the adoption of one amendment necessarily implies the rejection of another amendment, the latter shall not be put to the vote. If one or more amendments are adopted, the amended proposal shall then be voted on.

For purposes of this rule, "furthest removed in substance" means the amendment that will have the most significant impact on the draft resolution. The determination of which amendment is "furthest removed in substance" is subject to the discretion of the Secretariat, and any such determination is final.

Rule 39 - Order of voting on proposals

If two or more proposals, other than amendments, relate to the same question, they shall, unless the Council decides otherwise, be voted on in the order in which they were submitted.

Rule 40 - The President shall not vote

The President shall not vote but may designate another member of her/his delegation to vote in her/his place.

VII. EXECUTIVE BUREAU

Rule 41 – Election of the Bureau

Each year, at the commencement of its first meeting, the Council shall elect five Vice-Presidents from among the representatives of its members. The Vice-Presidents shall constitute the Bureau. In the election of the Vice-Presidents, regard shall be had for the equitable geographical distribution from the regional groups.

Rule 42 – Functions of the Bureau

The Bureau shall be responsible for determining the Council's agenda concerning review of the reports of the Council's subsidiary and expert bodies, including all Functional and Regional Commissions. To this end, it shall convene prior to the review session at a time and place designated by the President.

VIII. CREDENTIALS

Rule 43 - Credentials

The credentials of representatives and the names of members of a delegation shall be submitted to the Secretary-General prior to the opening of a session.

Rule 44 – Authority of the General Assembly

The Council shall be bound by the actions of the General Assembly in all credentials matters and shall take no action regarding the credentials of any member.

IX. PARTICIPATION OF NON-MEMBERS OF THE COUNCIL

Rule 45 - Participation of non-Member States

1. The Council shall invite any Member of the United Nations that is not a member of the Council and any other State, to participate in its deliberations on any matter of particular concern to that State.
2. A commission or sessional body of the Council shall invite any State that is not one of its own members to participate in its deliberations on any matter of particular concern to that State.
3. A State thus invited shall not have the right to vote, but may submit proposals which may be put to the vote on request of any member of the body concerned.

If the Council considers that the presence of a Member invited according to this rule is no longer necessary, it may withdraw the invitation again. Delegates invited to the Council according to this rule should also keep in mind their role and obligations in the committee that they were originally assigned to. For educational purposes of the NMUN Conference, the Secretariat may thus ask a delegate to return to his or her committee when his or her presence in the Council is no longer required.

Rule 46 - Participation of and consultation with specialized agencies

In accordance with the agreements concluded between the United Nations and the specialized agencies, the specialized agencies shall be entitled: a) To be represented at meetings of the Council and its subsidiary organs; b) To participate, without the right to vote, through their representatives, in deliberations with respect to items of concern to them and to submit proposals regarding such items, which may be put to the vote at the request of any member of the Council or of the subsidiary organ concerned.

Rule 47 - Participation of non-governmental organization and intergovernmental organizations

Representatives of non-governmental organizations/intergovernmental organizations accorded consultative observer status by the Council and other non-governmental organizations/intergovernmental organizations designated on an ad hoc or a continuing basis by the Council on the recommendation of the Bureau, may participate, with the procedural right to vote, but not the substantive right to vote, in the deliberations of the Council on questions within the scope of the activities of the organizations.