

NMUN • NY

GENERAL ASSEMBLY THIRD COMMITTEE



NATIONAL MODEL
UNITED NATIONS

5-9 April 2009 - Sheraton
7-11 April 2009 - Marriott

www.nmun.org

BACKGROUND GUIDE 2009

NATIONAL
COLLEGIATE CONFERENCE
association™

WRITTEN BY:
Sameer Kanal
Rob Killian
Lindsay Erickson
Rachel Johnson

Please consult the FAQ section of www.nmun.org for answers to your questions. If you do not find a satisfactory answer you may also contact the individuals below for personal assistance. They may answer your question(s) or refer you to the best source for an answer.

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NMUN•NY 2009 IMPORTANT DATES

IMPORTANT NOTICE: To make hotel reservations, you must use the forms at www.nmun.org and include a \$1,000 deposit. Discount rates are available until the room block is full or one month before the conference – whichever comes first. **PLEASE BOOK EARLY!**

SHERATON

MARRIOTT

31 January 2009

31 January 2009

- Confirm Attendance & Delegate Count. (Count may be changed up to 1 March)
- Make Transportation Arrangements - DON'T FORGET!
(We recommend confirming hotel accommodations prior to booking flights.)

15 February 2009

15 February 2009

- Committee Updates Posted to www.nmun.org.

1 March 2009

1 March 2009

- Hotel Registration with FULL PRE-PAYMENT Due to Hotel - Register Early! Registration is first-come, first-served.
- Any Changes to Delegate Numbers Must be Confirmed to karen@nmun.org
- Two Copies of Each Position Paper Due via E-mail
(See opposite page for instructions).
- ***All Conference Fees Due to NMUN for confirmed delegates.***
(\$125 per delegate if paid by 1 March; \$150 per delegate if received after 1 March.) Fee is not refundable after this deadline.

NATIONAL MODEL UNITED NATIONS

The 2009 National Model UN Conference

- 5 - 9 April – Sheraton New York
- 7 - 11 April – New York Marriott Marquis

Two copies of each position paper should be sent via e-mail by 1 MARCH 2009

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 below. Mail papers by 1 March to the e-mail address listed for your particular venue. These e-mail addresses will be active after 15 November. Delegates should carbon copy (cc:) themselves as confirmation of receipt. Please put committee and assignment in the subject line (Example: GAPLEN_Greece).

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.sheraton@nmun.org or positionpapers.marriott@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 put committee, assignment and delegation name in the subject line (Example: Cuba_U_of_ABC). If you have any questions, please contact the Director-General at dirgen@nmun.org.

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OTHER USEFUL CONTACTS:

Entire Set of Delegation Position Papers (send only to e-mail for your assigned venue)	positionpapers.sheraton@nmun.org positionpapers.marriott@nmun.org
NMUN Director of Programs	karen@nmun.org
Secretary-General	secgen@nmun.org
Director(s)-General	dirgen@nmun.org

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THE 2009 NATIONAL MODEL UNITED NATIONS

SPONSORED BY THE NATIONAL COLLEGIATE CONFERENCE ASSOCIATION

New York City, 5-9 April (Sheraton) & 7-11 April (Marriott) • www.nmun.org

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Dear Delegates,

The staff of the General Assembly Third Committee would like to welcome you to the 2009 National Model United Nations (NMUN). This year's General Assembly Third Committee staff is: Directors Sameer Kanal and Rob Killian and Assistant Directors Lindsay Erickson and Rachel Johnson. Sameer is an alumnus of the University of Washington in Seattle with a degree in Political Science and Economics, where he also founded and ran the Model United Nations program for three years. This is his eighth year doing Model United Nations, and his sixth at National Model United Nations; this is also his fourth year on staff at NMUN. Rob Killian is a recent graduate of the University of Montana in Communication Studies where he served as Secretary General of Montana Model United Nations. He is pursuing graduate work in the field of Organizational Communication. This is Rob's second year as an NMUN staff member. Lindsay Erickson graduated in 2008 from the University of Montana. Her degree is in Political Science with options in American Politics and Public Administration. Lindsay recently moved to Seattle where she now works for the Department of Justice. Lindsay was a staff member at Montana Model United Nations and this is her first year as NMUN staff. Rachel Johnson is a graduate of Sonoma State University with a degree in Global Studies. She is spending 8 months as an English Language Assistant at a secondary school in Lille, France. After France, she hopes to work for the Department of Energy in Washington D.C.

The topics for discussion in the General Assembly Third Committee are:

1. Examining the Uses and Implementation of Technology in Education and Social Development
2. Promotion and Protection of the Rights of Children in Conflict
3. Improving Emergency Response through Humanitarian Reform

This background guide will serve as a springboard to further research on these topics. Provided is an overview of the history of this committee and an introduction to each of the topics. These should give a brief understanding of each of these topics as well as provide a resource for finding material relevant to the topics and your assigned country's positions. Make sure to use additional resources in your own research as these guides do not serve the purpose of country specific research. The annotated bibliographies in the background guide are an excellent method to begin your search. The United Nations website has many pertinent documents on these topics including ambassador statements and resolutions. We encourage you to contact an embassy of your country and request materials specific to your topics. They are usually willing to provide many resources and help you in further research.

Each delegation must submit a position paper. Position papers are due by March 1st, 2009 for each venue. Please refer to the letter from your Director General explaining the NMUN position paper requirements and restrictions. Delegates' adherence to these guidelines is crucial. NMUN can be one of the most rewarding academic experiences of your college career. We hope that this year's conference will not only intrigue you to participate again, but also that you find it as beneficial as we have. If you have any questions regarding preparation, please feel free to contact any of the General Assembly Third Committee staff or the Under-Secretaries General for the Department of General Assembly and Security Council, Amanda Williams (Marriott) and Rüdiger Schöch (Sheraton).

Good luck in your preparation for the conference. We look forward to seeing you in March!

Sheraton Venue

Sameer Kanal
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Marriott Venue

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Message from the Directors-General Regarding Position Papers for the 2009 NMUN Conference

At the 2009 NMUN New York Conference, each delegation submits one position paper for each committee it is assigned to. Delegates should be aware that their role in a respective committee has some impact on the way a position paper should be written. While most delegates will serve as representatives of Member States, some may also serve as observers, NGOs or judicial or technical experts. To understand these fine differences, please refer to Delegate Preparation Guide.

Position papers should provide a concise review of each delegation's policy regarding the topic areas under discussion and establish precise policies and recommendations in regard to the topics before 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. Discussing recommendations for action to be taken by your committee is another portion of the position paper that should 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 traditional position papers. 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 material that is entirely original. *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 to faculty advisors 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 can be awarded 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. Please refer to the sample paper on the following page 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 one double-sided page (two single-sided pages is **not** acceptable)
- Font **must** be Times New Roman sized between 10 pt. and 12 pt.
- Margins must be set at 1 inch for whole paper
- Country/NGO name, School name and committee name clearly labeled on the first page; the use of national symbols is highly discouraged
- Agenda topics 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) **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, 2008. 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: positionpapers.sheraton@nmun.org or positionpapers.marriott@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, 2009 for Delegations attending the NMUN conference at either the Sheraton or the Marriott venue.**

PLEASE TITLE EACH E-MAIL/DOCUMENT WITH THE NAME OF THE COMMITTEE, ASSIGNMENT AND DELEGATION NAME (Example: AU_Namibia_University of Caprivi)

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 Sarah Tulley, Director-General, Sheraton venue, or Lauren Judy, Director-General, Marriott venue 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 uses 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 should 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 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 yours,

Sheraton Venue
Sarah Tulley
Director-General

sarah@nmun.org

Marriott Venue
Lauren Judy
Director-General

lauren@nmun.org

Sample Position Paper

The following position paper is designed to be a sample of the standard format that an NMUN position paper should follow. While delegates are encouraged to use the front and back of a single page in order to fully address all topics before the committee, please remember that only a maximum of one double-sided page (or two pages total in an electronic file) will be accepted. Only the first double-sided page of any submissions (or two pages of an electronic file) will be considered for awards.

Delegation from
Canada

Represented by
(Name of College)

Position Paper for General Assembly Plenary

The topics before the General Assembly Plenary are: Breaking the link between Diamonds and Armed Conflict; the Promotion of Alternative Sources of Energy; and the Implementation of the 2001-2010 International Decade to Roll Back Malaria in Developing Countries, Particularly in Africa. Canada is dedicated to collaborative multilateral approaches to ensuring protection and promotion of human security and advancement of sustainable development.

I. Breaking the link between Diamonds and Armed Conflict

Canada endorses the Kimberly Process in promoting accountability, transparency, and effective governmental regulation of trade in rough diamonds. We believe the Kimberly Process Certification Scheme (KPCS) is an essential international regulatory mechanism and encourage all Member States to contribute to market accountability by seeking membership, participation, and compliance with its mandate. Canada urges Member States to follow the recommendations of the 2007 Kimberley Process Communiqué to strengthen government oversight of rough diamond trading and manufacturing by developing domestic legal frameworks similar to the Extractive Industries Transparency Initiative. We call upon participating States to act in accordance with the KPCS's comprehensive and credible systems of peer review to monitor the continued implementation of the Kimberley Process and ensure full transparency and self-examination of domestic diamond industries. We draw attention to our domestic programs for diamond regulation including Implementing the Export and Import of Rough Diamonds Act and urge Member States to consider these programs in developing the type of domestic regulatory frameworks called for in A/RES/55/56. We recommend Member States implement the 2007 Brussels Declaration on Internal Controls of Participants and, in cooperation with established diamond industries, increase controls for record keeping, spot checks of trading companies, physical inspections of imports and exports, and maintenance of verifiable records of rough diamond inventories. Pursuant to Article 41 of the Charter of the United Nations and in conjunction with S/RES/1346, we support renewed targeted sanctions on Côte d'Ivoire, initiated under Paragraph 1 of S/RES/1782, and recommend the Security Council use targeted sanctions and embargos to offset illicit exploitation of diamond trading. Canada recognizes the crucial role of non-governmental organizations (NGOs) in the review of rough diamond control measures developed through the Kimberly Process and encourages States to include NGOs, such as Global Witness and Partnership Africa Canada, in the review processes called for in A/RES/58/290. We urge Member States to act in accordance with A/RES/60/182 to optimize the beneficial development impact of artisanal and alluvial diamond miners by establishing a coordinating mechanism for financial and technical assistance through the Working Group of the Kimberly Process of Artisanal Alluvial Producers. Canada calls upon States and NGOs to provide basic educational material regarding diamond valuation and market prices for artisanal diggers, as recommended by the Diamond Development Initiative. Canada will continue to adhere to the 2007 Brussels Declaration on Internal Controls of Participants and is dedicated to ensuring accountability, transparency, and effective regulation of the rough diamond trade through the utilization of voluntary peer review systems and the promotion of increased measures of internal control within all diamond producing States.

II. The Promotion of Alternative Sources of Energy

Canada is dedicated to integrating alternative energy sources into climate change frameworks by diversifying the energy market while improving competitiveness in a sustainable economy, as exemplified through our Turning Corners Report and Project Green climate strategies. We view the international commitment to the promotion of alternative sources of energy called for in the Kyoto Protocol and the United Nations Framework Convention on Climate Control (UNFCCC) as a catalyst to sustainable development and emission reduction. Canada fulfills its obligations to Article 4 of the UNFCCC by continuing to provide development assistance through the Climate

Change Development Fund and calls upon Member States to commit substantial financial and technical investment toward the transfer of sustainable energy technologies and clean energy mechanisms to developing States. We emphasize the need for Member States to follow the recommendations of the 2005 Beijing International Renewable Energy Conference to strengthen domestic policy frameworks to promote clean energy technologies. Canada views dissemination of technology information called for in the 2007 Group of Eight Growth and Responsibility in the World Economy Declaration as a vital step in energy diversification from conventional energy generation. We call upon Member States to integrate clean electricity from renewable sources into their domestic energy sector by employing investment campaigns similar to our \$1.48 billion initiative ecoENERGY for Renewable Power. Canada encourages States to develop domestic policies of energy efficiency, utilizing regulatory and financing frameworks to accelerate the deployment of clean low-emitting technologies. We call upon Member States to provide knowledge-based advisory services for expanding access to energy in order to fulfill their commitments to Goal 1 of the Millennium Development Goals (MDGs). Canada emphasizes the need for States to establish domestic regulatory bodies similar to the Use, Development, Deployment, and Transfer of Technology Program to work in cooperation with the private sector to increase the transfer of alternative energy technologies. Highlighting the contributions of the Canadian Initiative for International Technology Transfer and the International Initiative for Technology Development Program, we urge Member States to facilitate the development and implementation of climate change technology transfer projects. Canada urges States to address the concerns of the 2007 Human Development Report by promoting tax incentives, similar to the Capital Cost Allowances and Canadian Renewable and Conservation Expenses, to encourage private sector development of energy conservation and renewable energy projects. As a member of the Renewable Energy and Energy Efficiency Partnership, Canada is committed to accelerating the development of renewable energy projects, information sharing mechanisms, and energy efficient systems through the voluntary carbon offset system. We are dedicated to leading international efforts toward the development and sharing of best practices on clean energy technologies and highlight our release of the Renewable Energy Technologies Screen software for public and private stakeholders developing projects in energy efficiency, cogeneration, and renewable energy. Canada believes the integration of clean energy into State specific strategies called for in A/62/419/Add.9 will strengthen energy diversification, promote the use of cogeneration, and achieve a synergy between promoting alternative energy while allowing for competitiveness in a sustainable economy.

III. Implementation of the 2001-2010 International Decade to Roll Back Malaria in Developing Countries, Particularly in Africa

Canada views the full implementation of the treatment and prevention targets of the 2001-2010 International Decade to Roll Back Malaria in Developing Countries, Especially in Africa, as essential to eradicating malaria and assisting African States to achieve Target 8 of Goal 6 of the MDGs by 2015. We recommend Member States cooperate with the World Health Organization to ensure transparency in the collection of statistical information for Indicators 21 and 22 of the MDGs. Canada reaffirms the targets of the Abuja Declaration Plan of Action stressing regional cooperation in the implementation, monitoring, and management of malaria prevention and treatment initiatives in Africa. To fully implement A/RES/61/228, Canada believes developed States must balance trade and intellectual property obligations with the humanitarian objective of the Doha Declaration on the TRIPS Agreement and Public Health. We continue to implement Paragraph 6 of the Doha Declaration on the TRIPS Agreement and Public Health into our compulsory licensing framework through the Jean Chrétien Pledge to Africa Act. We urge Member States to support compulsory licensing for essential generic medicines by including anti-malarial vaccines and initiating domestic provisions to permit export-only compulsory licenses to domestic pharmaceutical manufacturers, similar to Canada's Access to Medicines Regime. Canada calls upon Member States to establish advanced market commitments on the distribution of pneumococcal vaccines to developing States in cooperation with PATH and the Malaria Vaccine Initiative. We emphasize the need for greater membership in the Roll Back Malaria initiative to strengthen malaria control planning, funding, implementation, and evaluation by promoting increased investment in healthcare systems and greater incorporation of malaria control into all relevant multi-sector activities. Canada continues to implement the Canadian International Development Agency's (CIDA) New Agenda for Action on Health to reduce malaria infection rates among marginalized populations in Africa, increase routine immunizations rates, and reduce infection rates of other neglected infections. Canada will achieve the goal of doubling aid to Africa by 2008-2009 by providing assistance to the Global Fund to Fight Aids, Tuberculosis, and Malaria. We urge Member States to increase donations to intergovernmental organizations and NGOs that support malaria programming in Africa, exemplified by CIDA's contribution of \$26 million to the Canadian Red Cross. We continue our efforts to provide accessible and affordable vector control methods to African States through the Red Cross' Malaria Bed Net Campaign and the African Medical Research Foundation Canada by supplying insecticide-treated mosquito nets and Participatory Malaria Prevention and Treatment tool kits. We support the Initiative to

Save a Million Lives Now 2007 Campaign to improve healthcare for impoverished mothers and children and reaffirm the need for standardization of healthcare systems to ensure adequate training of healthcare officials. We call upon Member States to assist in the capacity building of developing States' healthcare frameworks to provide adequate training, equipment, and deployment to new and existing African healthcare personnel. Canada places strong emphasis on ensuring increased accessibility to health services, improved standards of living, and reduction in mortality rates through our \$450 million contribution to the African Health Systems Initiative. Pursuant to Article VII of the A/55/2, we will continue to exhibit leadership in the implementation of A/RES/61/228 to mitigate the effects of malaria in developing States, particularly in Africa, and remain dedicated to the strengthening of healthcare systems to improve malaria prevention and treatment.

History of the General Assembly Third Committee

Introduction

The expanding agenda of the United Nations (UN) indicates its continual involvement and leadership in global affairs, a development consistent with the statement above from Secretary-General Ban Ki-moon at the opening of the 62nd Session of the General Assembly (GA) in September 2007. During that session, the GA addressed many important issues facing its Member States in addition to responding to the call of its President, Srgjan Kerim of the former Yugoslav Republic of Macedonia, to make its work “more effective and more relevant to the lives of the global public.”¹ Mr. Kerim opened the session emphasizing the GA’s global leadership on difficult issues and need for a lasting consensus forged through deepened cooperation and effective multilateralism.²

Creation of the Third Committee

The GA was established in 1945 under the *Charter of the United Nations* and is the first principal organ mentioned in the document.³ Any topic within the scope of the United Nations can be considered by the General Assembly and its subsidiary committees, except cases of peace and security, which are debated by the Security Council.⁴ Regular sessions of the GA typically last from early September to mid-December. During the First Session of the GA in 1946, six main committees were established for the purpose of discussing and drafting resolutions within varying topic areas. The Social, Humanitarian and Cultural Committee, known as the Third Committee, was created at this time.⁵ The Third Committee reports to the GA and sessions also typically run from September to December.

Voting

Under the *Charter of the United Nations*, the GA has a number of functions and powers, including the power to receive and consider reports from the Security Council (SC) and other United Nations organs, such as the Third Committee.⁶ The Third Committee is comprised of all 192 United Nations Member States, with each Member State having one vote.⁷ At the beginning of each session, elections are held in which one Chairperson, three Vice-Chairs, and one Rapporteur, known collectively as the Third Committee Bureau, are selected to guide the Third Committee sessions.⁸ During regular sessions, Member States gather to debate agenda items and to create draft resolutions, which are passed by a simple majority.⁹ All draft resolutions passed in the Third Committee and all other main committees of the GA, are presented to the GA Plenary where they may be adopted by acclamation, recorded vote, or roll-call vote.¹⁰ During the 62nd Session, the GA Plenary took action on 54 resolutions and 12 decisions on the recommendation of the Third Committee regarding a number of landmark issues.¹¹ These resolutions are “formal expressions of the opinion or will of United Nations organs” and generally consist of two sections: a preamble and an operative part.¹² In contrast, a decision that is adopted is used by the UN to “designate formal actions, other than resolutions, dealing with non-substantive or routine matters such as elections, appointments, the time and place of meetings and the taking note of reports” or used to “record the adoption of a text representing the consensus of the members of a given organ.”¹³

Key Issues in Today’s Third Committee

Human rights topics make up a vital part of the agenda items assigned to the Third Committee by the General Assembly.¹⁴ During the 61st Session of the GA in particular, 31 of the 62 draft resolutions considered by the Third

¹ United Nations General Assembly, *Highlights of the Sixty-Second General Assembly*, 2007.

² *Ibid.*

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

⁴ *Ibid.*, Article 11(1).

⁵ International Organization, *The General Assembly*, 1947, p. 46.

⁶ United Nations, *Functions and Powers of the General Assembly*.

⁷ United Nations Association of the United States of America: A Guide to Delegate Preparation, *The Principal Organs of the United Nations* 2004.

⁸ United Nations General Assembly, *Highlights of the Sixty-Second General Assembly*, 2007.

⁹ United Nations Association of the United States of America: A Guide to Delegate Preparation, *The Principal Organs of the United Nations* 2004.

¹⁰ *Ibid.*

¹¹ United Nations General Assembly, *Highlights of the Sixty-Second General Assembly*, 2007.

¹² United Nations. *United Nations Documentation: Research Guide*, 2008.

¹³ *Ibid.*

¹⁴ United Nations, *Third Committee*, 2007.

Committee were under the human rights agenda items.¹⁵ Currently, a number of human rights issues in the Third Committee are related to the newly created Human Rights Council (HRC), and the Third Committee is responsible for hearing and interacting with the various special rapporteurs that have been established to report on a number of different human rights topic, independent experts, and chairpersons of working groups of the HRC.¹⁶

The HRC was established during the 60th Session of the GA and adopted as Resolution *A/RES/60/251* in March 2006, replacing the Commission on Human Rights.¹⁷ The HRC, a subsidiary body of the General Assembly, was created to address situations of human rights violations and make recommendations for actions.¹⁸ During the 62nd Session, debates continued in the Third Committee over any continued role it may have following the creation of the newly established Council.¹⁹ A resolution on procedures used by the HRC, referred to as the HRC's "institution-building package", was included in this debate.²⁰ One of the procedures, which were adopted by the HRC in June 2007, included a Universal Review mechanism, which would regularly examine the status of human rights in every Member State of the HRC.²¹

The sovereignty of States, especially as it is related to human rights violations, is routinely discussed in the Third Committee with the introduction of resolutions addressing country-specific human rights violations. Although only four resolutions targeting country-specific human rights violations were introduced in the Third Committee during the 62nd Session, notably fewer than in previous sessions, it was argued that the HRC would be the most appropriate body to address such concerns.²² The four country-specific resolutions introduced in the Third Committee addressed human rights issues in Belarus, the Democratic People's Republic of Korea, Iran, and Myanmar, and were approved by the Third Committee although a large number of abstentions were recorded, indicating that there was not a clear majority.²³

The Third Committee recommends action on a wide range of human rights related issues for approval by the General Assembly.²⁴ During the 62nd Session, the Third Committee presented reports to the Plenary on items such as the *Promotion and protection of the rights of children (A/62/435)*, the *Advancement of women (A/62/433 and A/62/433)*, and the *Convention on the Rights of Persons with Disabilities (A/62/439/Add.5)*.²⁵ Indigenous issues, the treatment of refugees, and important social development questions relating to youth, family, crime prevention, criminal justice, and drug control are important topics addressed by the Third Committee as well.²⁶

Another key resolution adopted by the Third Committee during the 62nd Session addressed the death penalty and makes the abolition of the death penalty a precondition for membership in the United Nations.²⁷ Two similar proposals about the death penalty had reached the GA in the 1990s but were either defeated by a narrow margin or withdrawn at the last minute.²⁸ This particular resolution of the 62nd Session was debated for more than 10 hours in the Third Committee and later approved by a recorded vote of 99 in favor and 52 against, with 33 abstentions, only after 14 written and three oral amendments offered by opponents of the resolution were rejected.²⁹ The sovereignty of Member States was again emphasized in the debate, as the death penalty resolution challenged the right of each Member State to establish their own legal systems.³⁰

Conclusion

¹⁵ *Ibid.*

¹⁶ *Ibid.*

¹⁷ United Nations General Assembly, *Establishing the Human Rights Council (A/RES/60/251)*, 2006.

¹⁸ United Nations Office for the High Commissioner for Human Rights, *The Human Rights Council*.

¹⁹ United Nations General Assembly, *Highlights of the Sixty-Second General Assembly*, 2007.

²⁰ *Ibid.*

²¹ *Ibid.*

²² *Ibid.*

²³ *Ibid.*

²⁴ United Nations Third Committee, *Reports to the Plenary*, 2007.

²⁵ *Ibid.*

²⁶ United Nations. *Third Committee*, 2007.

²⁷ United Nations General Assembly, *Highlights of the Sixty-Second General Assembly*, 2007.

²⁸ *Ibid.*

²⁹ *Ibid.*

³⁰ *Ibid.*

The social, humanitarian, and cultural issues brought to the GA Third Committee by all of the Member States have an impact on individuals throughout the world. The negotiations and draft resolutions are the result of Member States working together to create solutions that will ideally be implemented on a global scale. Every action of the GA is influenced by the national sovereignty of Member States, and although vital, this element has proven to be a significant source of disagreement within the General Assembly and its Main Committees.³¹ Creating resolutions that provide actions and solutions to global issues while preserving national sovereignty has proven to be a formidable task for the GA. Keeping in mind the words of Secretary General Ban Ki-moon at the start of the 62nd General Assembly, it is important that Member States maintain flexibility in negotiations for the purpose of “getting things done” in the UN and around the world.³²

I. Examining the Uses and Implementation of Technology in Education and Social Development

“Education is the primary means of halting the intergenerational reproduction of poverty and has become even more important because globalization has increased the need for workers who are capable of engaging in new modes of production and international competition. Women and men need broad skills that can be adapted to rapidly changing economic requirements and the appropriate basic skills that will enable them to benefit from information technology.”³³

Introduction

One of the core values and fundamental goals established in 1945 by the United Nations Charter is the promotion of international cultural and educational cooperation as well as social development.³⁴ 60 years later, the United Nations (UN) still places an emphasis on the necessity for equal education and social development around the world. In recognition of the fact that some common and broad issues such as hunger and education demanded global action, the UN Member States established the Millennium Development Goals (MDGs), a collection of internationally selected benchmarks for social and economic development in the early 21st century.³⁵ To address problems of access to education, the MDGs stipulate that achieving universal primary education by 2015 is an ideal that every country must strive for together.³⁶ Additionally, the third MDG calls for the promotion of gender equality and the empowerment of women, a goal with roots in eliminating the gender bias in all levels of education worldwide.³⁷

While the significance and importance of education is not in question, the future of education around the globe remains unclear. The latest MDG report states that nearly 72 million children of primary school age did not attend school in 2005.³⁸ 57% of these children are girls.³⁹ Lack of access to educational facilities decreases the likelihood of children attending primary or secondary schools.⁴⁰

Technology provides one option through which in education and social development programs may be strengthened and therefore may assist in the achievement of the UN MDGs. Information and communication technologies have the ability to improve numerous sectors in many regions of the world, particularly in rural areas where lack of consistent and equal access to schools and programs creates many obstacles.⁴¹ Inexpensive devices such as radios, cell phones or personal computers allow for the ability to share information and increase the potential for new development.

³¹ *Ibid.*

³² United Nations General Assembly, *Highlights of the Sixty-Second General Assembly*, 2007.

³³ United Nations. General Assembly. 59th Session, *Globalization and Interdependence: Report of the Secretary General*. (A/RES/59/312), 2004.

³⁴ *Charter of the United Nations*, 1945. art. 57. *International Economic and Social Co-Operation*.

³⁵ United Nations. *Millennium Development Goals*, 2005.

³⁶ *Ibid.*

³⁷ *United Nations. Millennium Development Goals Report*, 2007. p.13.

³⁸ *Ibid.*, p.11.

³⁹ *Ibid.*, p.11.

⁴⁰ *Ibid.*, p.11.

⁴¹ Hamelink, United Nations Research Institute for Social Development. *New Information and Communication Technologies, Social Development and Cultural Change*, 1997. p.14.

Information and Communication Technologies and Development

Information and Communication Technologies (ICTs) prevalent today are vastly different and provide many alternatives to technologies employed in the past. The United Nations Educational, Scientific and Cultural Organization (UNESCO) states that newer, more rapidly evolving ICTs include “desktops, notebooks, and handheld computers; digital cameras; local area networking; the Internet and the World Wide Web; CD ROMs and DVDs; and applications such as word processors, spreadsheets, tutorials, simulations, electronic mail (email), digital libraries, computer mediated conferencing, videoconferencing, and virtual reality.”⁴² These newer technologies combined with older technologies (VCRs, outdated computers, etc...), if used appropriately, have the capacity to educate children on numerous subjects. Furthermore, ICTs yield the potential to enable these youth to enter into a workforce with a solid base knowledge on the usage of ICTs.⁴³

The United Nations General Assembly (GA) has repeatedly emphasized the need for new and updated technologies in the world’s developing and least developed countries (LDCs). LDCs are classified as states that meet both a low income criterion, as determined by Gross National Income (GNI), a human resource weakness criterion and finally an economic vulnerability criterion.⁴⁴ In 1995, the GA 3rd Committee issued a report acknowledging needed improvement in the accessibility of technology to women in rural areas.⁴⁵ This report highlighted the potential benefits of using ICTs to educate and improve the lives of rural women around the world. The GA officially endorsed the findings made in the Monterrey Consensus, requesting Official Development Assistance (ODA) policy reflect the need for ICTs in education and social development.⁴⁶ The Monterrey Consensus underscored the need for economic and social development especially in areas of the world where education is inaccessible or below standard.⁴⁷ The appeal was also made for each developed nation to contribute at least 0.7% of their GNP.⁴⁸ The GA also supports the efforts of the World Summit on the Information Society (WSIS).⁴⁹ The Geneva 2003 and Tunis 2005 WSIS conferences and the International Telecommunication Union (ITU) both sought to aid in the successful achievement of the MDGs through the use of ICTs.⁵⁰ The WSIS stressed that the use and equal dispersal of ICTs is vital to the advancement of women worldwide, achieving universal primary education as well as the eradication of poverty.⁵¹ The ITU World Information Society Day in 2006 highlighted the importance of increasing worldwide connection using ICTs.⁵² A speech made by former United Nations Secretary General Kofi Annan implored the international community to work together to “connect the unconnected... [To] spur the development for all the world’s people.”⁵³ Kofi Annan further explains the concept of “connected” and “unconnected” (or the “haves” and the “have nots”) in his Challenge to Silicon Valley.⁵⁴

Globalization allows many new technologies to be showcased to the world; however, there continues to be an ever prevalent digital divide.⁵⁵ This digital divide is examined closely in the United Nations’ Conference on Trade and Development (UNCTAD) *Digital Divide Report*.⁵⁶ According to the report, poverty is the leading factor in the digital divide.⁵⁷ Individuals living in high income states are over 22 times more likely to use the internet in

⁴² Blurton, *New Directions of ICT-Use in Education*, 1999. p.2.

⁴³ *Ibid.*, p.5 & p.17.

⁴⁴ United Nations. General Assembly. 62nd Session, *Science and Technology for Development*. (A/RES/62/421/Add.2). 2008; and United Nations. *Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States*. n.d.

⁴⁵ United Nations. General Assembly 3rd Committee. 50th Session, *Advancement of Women*. (A/RES/50/630). 1995.

⁴⁶ United Nations. General Assembly. 56th Session, *International Conference on Financing for Development*. (A/RES/56/210 B) 2002; and United Nations. *Report of the International Conference on Financing for Development, Monterrey, Mexico*. (A/CONF.198/11) 2002.

⁴⁷ United Nations, *Report of the International Conference on Financing for Development, Monterrey, Mexico (A/CONF.198/11)*, 2002.

⁴⁸ *Ibid.*

⁴⁹ United Nations General Assembly, *World Summit on the Information Society (A/RES/60/252)*, 2006.

⁵⁰ United Nations World Summit on the Information Society Geneva 2003- Tunis 2005, *Declaration of Principles Building the Information Society: a Global Challenge in the New Millennium (WSIS-03/GENEVA/DOC/4-E)*, 2003.

⁵¹ *Ibid.*

⁵² Annan, *Message of the UN Secretary General, World Information Society Day*, 2006.

⁵³ *Ibid.*

⁵⁴ Annan, *Perspective: Kofi Annan’s IT Challenge to Silicon Valley*, 2002.

⁵⁵ *Ibid.*

⁵⁶ United Nations Conference on Trade and Development, *The Digital Divide Report: ICT Diffusion Index*, 2005.

⁵⁷ *Ibid.*

comparison to individuals living in low income states.⁵⁸

To counteract this dynamic and bridge the digital divide gap, the United Nations Economic and Social Council (ECOSOC) requested then Secretary General Kofi Annan to approve the creation of an ICT Task Force in 2001.⁵⁹ The main objective of this Task Force is provide overall leadership and propose recommendations for strategies on how to incorporate ICT technologies into the role of social development.⁶⁰ This Task Force recognizes the disproportionate spread of ICT technologies between developing and developed countries and seeks to “promote action to ensure that ICT produce optimal benefits on the basis of fairness.”⁶¹ In 2002, the GA showed full support of the ICT Task Force during the 56th Session.⁶²

Technology, Education and Social Development

The right to education is recognized as fundamental for each citizen; however, the reality is that access to facilities is universal. Education in the developing world is itself in crisis, namely because the essentials for effective education systems are entirely lacking or are suffering from crippling deficiencies, of which teacher shortages and lack of quality training are just two examples.⁶³ In some deeply impoverished States less than half of the children are in primary school and fewer than 20% proceed to secondary school.⁶⁴ A total of 114 million children do not receive even a basic education.⁶⁵ Today, 584 million women are illiterate.⁶⁶ Technology can provide a practical and enabling solution for improving the quality and quantity of education and in encouraging further supplemental learning by students in their homes.⁶⁷

UNESCO promotes the notion that science and technology in education and social development is an indispensable tool that is necessary to promote literacy as well as career preparation in an increasingly digital world.⁶⁸ UNESCO’s Institute for Information Technologies in Education (IITE) further campaigns for the ideal that ICTs should be accessible to all and studies the current impact of ICTs in education.⁶⁹ UNESCO further supports the advancement of these principles through the Science and Technology Education Programme (STE).⁷⁰ The STE Programme also recognizes the importance if ICTs in building life skills and how socially beneficial ICTs can be when used to promote gender equality in education and day to day life, thus stimulating social development on a broader scale.⁷¹

The ICT Task Force has also had a heavy amount of involvement and input regarding technology and education, specifically concerning how ICTs can achieve universal primary education by 2015 (the second MDG). In the Task Force’s 2005 report, several recommendations were made and goals were outlined. For example, it was noted that an additional 15 to 35 million educated and trained teachers will be needed over the next decade if all countries are to be able to provide an education to all primary school aged children and that ICT based distance training could be a potential solution to overcome the shortage of primary school teachers.⁷²

⁵⁸ *Ibid.*

⁵⁹ United Nations Information and Communication Technologies Task Force, *About*, n.d.

⁶⁰ *Ibid.*

⁶¹ *Ibid.*

⁶² United Nations General Assembly, *Meeting of the General Assembly Devoted to Information and Communication Technologies for Development (A/RES/56/258)*, 2002.

⁶³ Sachs, *The End of Poverty: Economic Possibilities of Our Time*, 2005, p.257.

⁶⁴ [United Nations Millennium Project, *Fast Facts: The Faces of Poverty*](#), 2006.

⁶⁵ *Ibid.*

⁶⁶ *Ibid.*

⁶⁷ Organization for Economic Co-Operation and Development, *Education at a Glance*, 2003, p.21.

⁶⁸ United Nations Educational, Scientific and Cultural Organization, *Secondary, Vocational and Science Education: The Science and Technology Education Programme (STE)*, n.d.

⁶⁹ United Nations Educational, Cultural and Scientific Organization Institute for Information Technologies in Education, *IITE Focal Points 2001-2007*, n.d.

⁷⁰ Organization for Economic Co-Operation and Development, *Education at a Glance*, 2003, p.21

⁷¹ United Nations. Educational, Scientific and Cultural Organization, *Secondary, Vocational and Science Education: The Science and Technology Education Programme (STE): Gender*, 2005.

⁷² United Nations ICT Task Force, *Innovation and Investment: Information and Communication Technologies and the Millennium Development Goals Report Prepared for the United Nations ICT Task Force in Support of the Science, Technology & Innovation Task Force of the United Nations Millennium Project*, 2005.

In an attempt to ensure ICTs and other technologies were being appropriately promoted and utilized in developing countries, former Secretary General Kofi Annan and his wife Nane Annan initiated a program titled the Global E Schools and Communities Initiative (GeSci) at the WSIS conference, which was subsequently supported by the General Assembly.⁷³ GeSci works at local, national and international levels and concentrates on delivery, offering practical assistance and ICT support.⁷⁴ GeSci identified five education building blocks with respect to key educational challenges and ICT solutions desired by schools: teachers trained adequately to use ICTs (TV or computer), infrastructure allowing for remote distance learning via ICTs, curriculum and content incorporating ICT skills, teaching and learning tools such as ICT equipped laboratories, and an administration with a knowledge of basic ICT applications.⁷⁵

The Issue of Funding

The ICT Task Force does warn that funding to ensure these building blocks are a facet of every school remains a key issue. Based on the 2.5 million schools in the developing world, it is estimated governments spend approximately \$250 to 300 billion on education annually, or about \$100 000 per school. ICT spending in developing countries is about \$150 to 200 billion per year, compared to \$6 to 8 billion needed to deliver ICT solutions to all schools.⁷⁶ In 2008, the General Assembly discussed this issue and called for support to increase the ODA to 10% per year for basic education by 2010 to meet the recognized financing gap.⁷⁷

Another major source of current funding is The World Bank Education for All (EFA) Fast Track Initiative (FTI). This initiative was launched in 2002 as a major effort to mobilize resources to developing countries that show a commitment to the MDG of achieving universal primary education. Two funds were established in accordance with the EFA FTI: the Catalytic Fund (CF) and the Education Program Development Fund (EPDF).⁷⁸ The EPDF was created in November 2004 to enable more low income countries to access the FTI. The EPDF has garnered monetary commitments totaling about \$91 million dollars for the period 2005 to 2009.⁷⁹ To date, 60 developing countries have received support through the EPDF.⁸⁰ The CF has acquired \$1.236 billion dollars in pledges.⁸¹ These funds assist FTI countries that “have completed a Poverty Reduction Strategy and whose education sector plans have been endorsed by donors through the FTI review process, but which have difficulty mobilizing additional external funding at the country level due to a relatively limited donor presence.”⁸² At present, there are 35 countries benefiting from the FTI.⁸³

Case Study: African Virtual University

The African Virtual University (AVU) originated in Kenya under the direction of the World Bank in 1998 with the aspiration to increase the quality of education available in Africa through the use of new technologies and distance education.⁸⁴ Initially linking 25 learning sites and 15 countries, the AVU has grown to include more than 50 partner institutions in more than 27 countries in Africa and offers online classes with the potential to lead to a certificate and/or degree in both French and English.⁸⁵ The AVU also features a “Gender Mainstreaming” project which seeks to encourage women in Africa to take part in more science based education programs.

In the 10 years since its inception, the AVU has experienced some controversy. The costs of tuition and fees to take

⁷³ Global E-Schools and Communities Initiative. *The Founding of GeSci*. n.d.; United Nations General Assembly, *World Summit on the Information Society (A/RES/60/252)*, 2006.

⁷⁴ United Nations ICT Task Force, *Harnessing the Potential of ICT in Education: A Multistakeholder Approach*, n.d.

⁷⁵ United Nations ICT Task Force, *Innovation and Investment: Information and Communication Technologies and the Millennium Development Goals Report Prepared for the United Nations ICT Task Force in Support of the Science, Technology & Innovation Task Force of the United Nations Millennium Project*, 2005.

⁷⁶ *Ibid.*

⁷⁷ United Nations, *Summary of the General Assembly Thematic Debate on the Millennium Development Goals: MDGs by 2015, Recognizing the Achievements, Addressing the Challenges, and Getting Back on Track*, 2008, p.5.

⁷⁸ The World Bank Group. *EFA Fast Track Initiative and the World Bank*. n.d.

⁷⁹ The World Bank FTI Secretariat, *Education Program Development Fund*, n.d.

⁸⁰ *Ibid.*

⁸¹ The World Bank FTI Secretariat, *Catalytic Fund*, n.d.

⁸² *Ibid.*

⁸³ The World Bank FTI Secretariat, *Developing Countries*, n.d.

⁸⁴ AfricanVirtual University, *Background*, n.d.

⁸⁵ AfricanVirtual University, *Partner Institutions*, n.d.

part in an online course were often higher per term than other local universities, thus limiting its ability to draw many African students.⁸⁶ Another barrier to an ideal virtual university project in Africa had to do with the electricity supply in many of the participating countries. ICTs require a stable supply and distribution of electrical power. Kenya, for example, has an erratic and scarce supply of electricity and power supply is limited to mostly urban areas (92%).⁸⁷ High costs of satellites, hardware and learning packages as well as the realization that the program was not ideally suited for higher learning institutions in Africa led to an overhaul in 2003.⁸⁸ For the first 5 years, the poor state of Internet and telecommunication infrastructures became apparent as well as the ineffectiveness of relying heavily on high cost satellites. Accordingly, the AVU's technological focus shifted towards employing VSAT (Very Small Aperture Terminal) for Internet access to universities in its network.⁸⁹

The changes made by the AVU signifies the importance of creating ICT and technology based educational programs with the awareness that initial funding for high cost materials may not carry the organization or institution for a long period of time. Infrastructure and structural concerns are necessary to consider prior to developing programs. The AVU perhaps also demonstrates the need for long term investment in educational programs with the realization that benefits may not be seen in the course of a few months, or even a few years.

Conclusion

The use of ICTs has the potential to create a world where there is a limitless flow of information benefiting everyone, regardless of social class, gender or age. Implementing ICTs into schools and universities can deliver enormous benefits to local communities in employment, adult education and skill building, and communication. However it must be noted that ICTs are, at present, largely available to a select few. The challenge facing the United Nations and the world is a question of how to level the playing field and allow computers, the internet, wireless technologies, telecommunications and various other ICTs to span all over the globe and reach the people who are in desperate need of them. The method for capitalizing on the potential for ICTs is nearly as important as the end product as Jeffrey Sachs explains, "Do not look for micro finance to carry Africa, especially rural Africa, out of extreme poverty if there is no water, electricity, roads, public health, basic education – it is getting the order wrong. Build the basic infrastructure, which will provide a base for all that goes on in the real economy."⁹⁰ To tackle this issue and unleash the full promise of ICTs and media as an enabler of economic and social development throughout the developing world, global and prioritized policy and practice breakthroughs are essential. With the tactical, thorough, widespread and innovative use of ICTs and media used in education and social development policies, the ambitious agenda of the MDGs becomes that much more possible to attain.

However, as the current disparity is quite severe, several questions remain for consideration. How has the United Nations and the GA 3rd in particular managed to incorporate technologies into education on a global scale? Have any programs been particularly successful or found answers to problems such as electricity generation, for example? What should be the process for implementing technologies into education fields, particularly in LDCs? What can the GA 3rd do to further promote current resolutions and findings by the United Nations regarding the importance of ICTs in education and social development? How can the GA 3rd determine which technologies to promote in LDCs? What should the GA 3rd do to encourage countries and other United Nations organizations to recognize the need for technology in education when attempting to achieve the Millennium Development Goals?

II. Protection and Promotion of the Rights of Children in Conflict

"We cannot waste our precious children. Not another one, not another day. It is long past time for us to act on their behalf -- the impact of conflict on children is everyone's responsibility and it must be everyone's concern. Children are both our reason to struggle to eliminate the worst

⁸⁶ Amutabi, *Experimenting in Distance Education: the African Virtual University (AVU) and the Paradox of the World Bank in Kenya*, 2003, p.64-65.

⁸⁷ Amutabi, *Prospects and Dilemmas of Information and Communication Technology (ICT) in University Education in Africa: The Case of Kenya*, 2004, p.16.

⁸⁸ Juma, *Kenyatta University-African Virtual University, Kenya: An Evolution of an Existing Institution*, 2006, p.2.

⁸⁹ *Ibid*, p.3.

⁹⁰ Sachs, *Harnessing the Potential of ICT for Education, A Multistakeholder Approach: Proceedings from the Dublin Global Forum of the United Nations ICT Task Force*, 2005, p.24.

aspects of warfare, and our best hope for succeeding at it.”⁹¹

The Rights of Children in Conflict, Prior to the United Nations

The modern era in children’s rights as well as human rights has been brought on by the actions of the United Nations since its inception in 1945; prior to this, the rights of children were rarely delineated separately from human rights in general. There were a few noteworthy exceptions. Soon after the Russian Revolution, the Soviet Union passed, in Moscow, a *Declaration of Children’s Rights*, which gave Moscow children control over their schooling and religious faith, and even gave children the right to self-emancipation.⁹² In the United States of America (U.S.), the Fair Labor Standards Act of 1938 included the protection of rights for children through the creation of industry-specific age limits on labor for children and workplace safety standards for workplaces that included children.⁹³ These and similar domestic legislation in other countries laid the groundwork for future international action by establishing the precedent of viewing children as separate entities with rights to be protected separately.

The first international recognition of rights for children can be found in the *Geneva Declaration on the Rights of the Child*, adopted by the League of Nations on September 26, 1924.⁹⁴ There are five recognitions that signatories to the Declaration made, including that “[t]he child must be the first to receive relief in times of distress.”⁹⁵ It also calls upon adults to aid children who may need aid for various reasons, ostensibly including the ravages of conflict.⁹⁶ Orphans are specifically addressed; the document provides that they must be “sheltered and succored.”⁹⁷

The Fourth Geneva Convention, formally known as the *Convention Relative to the Protection of Civilian Persons in Time of War* (1949), provides that “children under fifteen” and “mothers of children under seven” could be included in the list of classes of citizens of parties to a conflict to be protected in “hospital and safety zones and localities” during hostilities.⁹⁸ The Convention also provides that States party to it should attempt to remove children from areas under siege.⁹⁹ Article 24 of the Fourth Geneva Convention exclusively addresses the rights of children orphaned or unable to be with their parents during wartime, and the responsibility of the parties to a conflict to defend children in conflict areas from harm and the consequences of war.¹⁰⁰ Additionally, the Convention requires occupying powers to continue the previous government’s preferential treatment to certain protected classes, included in which are “children under fifteen” and “mothers of children under seven”.¹⁰¹

United Nations Involvement in the Rights of Children

In 1948, the United Nations General Assembly (GA) adopted the *Universal Declaration of Human Rights* (UDHR), which included the protection of children generally, most notably in terms of their right to education, but gave no specific rights in times of conflict.¹⁰² This issue was addressed when the United Nations (UN) approved a version of the 1924 *Declaration on the Rights of the Child*, expanded upon significantly but bearing the same name, in 1959 through *GA Resolution 1386*.¹⁰³ While most protected rights do not apply to conflict directly, Principle 9 of the UN version of the Declaration explicitly outlaws “occupation or employment which would prejudice his health,” which was the UN’s first statement opposing the use of children as soldiers, if only implicitly.¹⁰⁴

Other documents protect rights that are indirectly related to armed conflict, including the *International Covenant on Civil and Political Rights* (ICCPR), which gives children the right to an identity and a nationality.¹⁰⁵ Despite the fact that these documents, as well as the UDHR, do not protect conflict-specific rights, they protect rights for people

⁹¹ United Nations, *Statement to the General Assembly Third Committee Agenda Item 68 (a)*, 2007.

⁹² Mally, *Culture of the Future: The Proletkult Movement in Revolutionary Russia*, 1990, p. 173-183.

⁹³ Hakim, *A History of Us: War, Peace and all that Jazz*, 1995, p. 43.

⁹⁴ League of Nations, *Geneva Declaration on the Rights of the Child*, 1924.

⁹⁵ *Ibid.*

⁹⁶ *Ibid.*, Article 3.

⁹⁷ *Ibid.*, Article 2.

⁹⁸ *Fourth Geneva Convention Relative to the Protection of Civilian Persons in Time of War*, 1949, Article 14.

⁹⁹ *Ibid.*, Article 17.

¹⁰⁰ *Ibid.*, Article 24.

¹⁰¹ *Ibid.*, Article 50.

¹⁰² United Nations General Assembly, *Universal Declaration of Human Rights*, 1948, Articles 25-26.

¹⁰³ United Nations General Assembly, *Geneva Declaration on the Rights of the Child*, 1959.

¹⁰⁴ *Ibid.*, Principle 9.

¹⁰⁵ United Nations General Assembly, *International Covenant on Civil and Political Rights*, 1966, Article 24.

often deprived of them during periods of armed conflict. Similarly, the *International Covenant on Economic, Social and Cultural Rights* (ICESCR) includes a clause implicitly prohibiting use of children in military settings by preventing occupations that are “harmful to their [...] health or dangerous to life.”¹⁰⁶ The *Declaration on the Protection of Women and Children in Emergency and Armed Conflict* upholds these rights and draws specific attention to their implementation in the protection of women and children; it was passed as Resolution A/3318 on December 14, 1974 by the GA.¹⁰⁷ While these documents and agreements are indirectly relevant due to their prevention of the use of children as soldiers, their impact was strengthened by contributing to the development of the *Convention on the Rights of the Child*.¹⁰⁸

Along with the agreements listed above the United Nations has been active in other respects as well. In 1996, the Secretary-General created the post of Special Representative of the Secretary-General for Children and Armed Conflict (SRSG).¹⁰⁹ The SRSG is charged with monitoring conflict situations around the globe and how they relate to children, as well as advocating on the rights of children in conflict situations. The current representative, Radhika Coomaraswamy, is particularly active in three main areas: “child soldiers, sexual violence against children, safety and access of humanitarian aid, and rehabilitation and reintegration of children.”¹¹⁰ Along with the SRSG, the General Assembly and the Third Committee regularly adopt resolutions relating to the Rights of the Child, including the most recent resolution A/RES/62/141; the GA has also declared 2001-2010 the International Decade for a Culture of Peace and Non-violence for the Children of the World.¹¹¹

Convention on the Rights of the Child

In 1989, various international leaders came to the consensus that due to the special status of children, defined as individuals less than eighteen years of age, they need particular care and protection.¹¹² Therefore, a document outlining these protected rights was needed to enshrine them not only in law, but in the collective mindset of humanity.¹¹³ The outcome was the UN’s *Convention on the Rights of the Child* (CRC), which came into effect on September 2, 1990.¹¹⁴ The CRC primarily focuses on bringing existing rights previously protected by the UDHR, the ICCPR, and the ICESCR under the category of “children’s rights” by declaring explicitly the child’s right to, *inter alia*, life, identity and nationality, freedom of speech and expression, a free and fair trial, and the freedom of religious choice.¹¹⁵ Another significant portion of the rights enshrined in the CRC are unique to children, such as the right to remain with their parents and the child’s rights to education and access to adoption and foster care.¹¹⁶

Article 38 of the CRC contains four separate provisions related to children in armed conflict.¹¹⁷ The first of the four tasks State parties to the CRC with upholding international humanitarian law applicable to children during conflicts.¹¹⁸ The second explicitly establishes the responsibility of States party to ensure that no child under fifteen has a “direct part in hostilities” which includes the utilization of child soldiers.¹¹⁹ The third provision expands upon the second by prohibiting States party from recruiting children under fifteen, and calls upon them to create a recruiting policy that prioritizes recruitment of individuals over the age of eighteen higher than the recruitment of children aged fifteen through eighteen.¹²⁰ The fourth establishes State responsibility for care of children whose lives

¹⁰⁶ United Nations General Assembly, *International Covenant on Economic, Social and Cultural Rights*, 1966, Article 10(3).

¹⁰⁷ United Nations General Assembly, *Declaration on the Protection of Women and Children in Emergency and Armed Conflict*, 1974.

¹⁰⁸ United Nations Department of Public Information, *Background Note: Children’s Rights*, 1995, Par. 31.

¹⁰⁹ Kher, *Groups push for special child protector at UN*, 2007.

¹¹⁰ United Nations Office at Geneva, *Human Rights Council Discusses Report of Secretary-General’s Special Representative on Children and Armed Conflict*, 2007.

¹¹¹ United Nations General Assembly, *Rights of the Child (A/RES/62/141)*, 2007; United Nations General Assembly, *International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010 (A/RES/62/89)*, 2007.

¹¹² United Nations Children’s Fund, *Convention on the Rights of the Child*, Par. 3.

¹¹³ *Ibid.*

¹¹⁴ United Nations General Assembly, *Convention on the Rights of the Child*, 1989.

¹¹⁵ *Ibid.*, Articles 6, 7-8, 12-13, 40, 14.

¹¹⁶ *Ibid.*, Articles 9, 28, 20.

¹¹⁷ *Ibid.*, Article 38

¹¹⁸ *Ibid.*, Article 38 (1)

¹¹⁹ *Ibid.*, Article 38 (2)

¹²⁰ *Ibid.*, Article 38 (3)

are affected by armed conflict.¹²¹

Additionally, the CRC established the Committee on the Rights of the Child, which consists of expert individuals elected by States party to the Convention, to review issues related to compliance with the CRC.¹²² Additionally, States party must submit reports to the Committee, which can be compared and contrasted with Non-Governmental Organization (NGO) reports for verification and to start “a dialogue between members of the Committee, the Government of a ratifying State, and the public in that country.”¹²³ The CRC-initiated Committee on the Rights of the Child is the primary international nexus of debate on children’s rights at the State level.¹²⁴

Building upon the CRC, as well as the precedent in the creation of the International Criminal Court (ICC) and its *Rome Statute*, the GA Plenary created two optional protocols to the CRC: *The Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography* and the *Optional Protocol on Children and Armed Conflict*.¹²⁵ The GA passed the protocols by acclamation via *Resolution A/RES/54/263* on May 25, 2000.¹²⁶ The CRC has been acceded to or ratified by 192 States, including all United Nations Member States except Somalia and the U.S., as well as the non-member Nation-States of Niue and the Cook Islands.¹²⁷ The U.S., however, is among the 72 States party to the *Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict*.¹²⁸

The *Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict* (CRCOPAC) entered into effect on February 12, 2002.¹²⁹ The CRCOPAC prohibits “compulsory recruitment” or conscription into the armed forces of any State of children, which, as in the CRC, are defined as individuals under the age of eighteen.¹³⁰ Regarding children in the armed forces of a State, the CRCOPAC requires States to place them in non-combat roles.¹³¹ It also expands the prohibitions to include “armed groups that are distinct from the armed forces of a State” as entities prevented from utilizing children in combat roles.¹³² The CRCOPAC places regulations upon the recruitment of children into the armed forces, if a State should choose to maintain a minimum military age below eighteen, by requiring voluntary recruitment entered into by the child with full disclosure by the recruiting State of what such service would entail.¹³³ Additionally, the CRCOPAC requires the establishment and increase of a minimum age for military service by States party.¹³⁴

Challenges to the Rights of Children in Armed Conflict, Case Study: Colombia

The conflict in Colombia between the Revolutionary Armed Forces of Colombia – People’s Army (Fuerzas Armadas Revolucionarias de Colombia – Ejército del Pueblo, or FARC-EP), the United Self-Defense Forces of Colombia (AUC), and the Government of Colombia is responsible for negatively impacting the lives of children throughout the country.¹³⁵ A Colombian NGO network, the Coalition Against the Involvement of Boys, Girls, and Youth in Colombia, stated in 2003 that “children and youth are constant victims of war crimes and crimes against

¹²¹ *Ibid*, Article 38 (4)

¹²² *Ibid*, Part 3

¹²³ United Nations General Assembly, *Convention on the Rights of the Child*, 1989, Part 3; United Nations Department of Public Information, *Background Note: Children’s Rights*. 1995, par. 44.

¹²⁴ United Nations Department of Public Information, *Background Note: Children’s Rights*, 1995, par. 43-44.

¹²⁵ United Nations Children’s Fund, *Optional Protocols to the Convention on the Rights of the Child*, par. 1; United Nations General Assembly, *Optional Protocol to the Convention on the Rights of the Child Relating to Armed Conflict*, 2000.

¹²⁶ United Nations General Assembly, *Optional protocols to the Convention on the Rights of the Child on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography (A/RES/54/263)*, 2000.

¹²⁷ United Nations High Commissioner for Human Rights, *Ratification Status of the Convention on the Rights of the Child and Optional Protocols*.

¹²⁸ Office of the Spokesman, *The Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography*, 2002; United Nations High Commissioner for Human Rights, *Ratification Status of the Convention on the Rights of the Child and Optional Protocols*, page 12.

¹²⁹ United Nations General Assembly, *Optional Protocol to the Convention on the Rights of the Child Relating to Armed Conflict*, 2000, Article 1.

¹³⁰ *Ibid*, Article 2.

¹³¹ *Ibid*, Article 1.

¹³² *Ibid*, Article 4.

¹³³ *Ibid*, Article 3.

¹³⁴ *Ibid*, Article 3.

¹³⁵ Watch List on Children and Armed Conflict, *Colombia’s War on Children*, 2004, page 2.

humanity”, due to the violent deaths of children which occur daily, as well as to the use of children as soldiers in armed groups such as the FARC-EP and AUC.¹³⁶ According to the 2005 UN Secretary-General’s *Report on Children and Armed Conflict*, “members of illegal armed groups [are] alleged to have killed and maimed children as well as committed rape and other forms of sexual violence against children.”¹³⁷ The chaos has also threatened the stability of neighboring Ecuador and Venezuela; in Ecuador alone there are over 500,000 people who have fled from Colombia.¹³⁸ This number includes numerous children who are not awarded the same rights as asylum seekers because Ecuadorian domestic legislation prevents individuals who took part in the Colombian conflict from claiming these rights and makes no exception for former child soldiers who were forcibly recruited and have since fled across the Colombian-Ecuadorian border.¹³⁹

An estimated 11,000 children are involved as soldiers in the armed conflict in Colombia, which amounts to nearly 1 in every 4 combatants in that conflict; this figure is among the highest totals in the world.¹⁴⁰ As recent as 2007, the FARC-EP and the National Liberation Army (Ejército de Liberación Nacional, or ELN) were identified by the UN as organizations which continued to recruit and use children.¹⁴¹ One method for recruitment utilized by the FARC-EP and the ELN is visiting schools at which they persuade children to join their ranks with the promise of safety and an income.¹⁴² In 2005, following the adoption of Security Council (SC) *Resolution 1612*, which established a monitoring and reporting mechanism on the use of child soldiers, the Children and Armed Conflict Working Group was convened by the United Nations Children’s Fund (UNICEF) and began work in Colombia, consisting of national and international NGOs, State entities responsible for monitoring child rights violations, and UN agencies.¹⁴³ Although this inter-agency effort was praised, the political environment within Colombia has been dangerous for civil society organizations, leading many NGOs to appeal for action to the Government or UN organizations, such as UNICEF.¹⁴⁴

Up until 2007, the Government of Colombia was accused of using children for intelligence purposes, in spite of the fact that they officially stated that they did not engage in that practice.¹⁴⁵ As a result of pressure from the international community and civil society, the Government issued an official directive “prohibiting all members of the armed forces from utilizing children for intelligence activities, especially children recovered from armed groups”; but in spite of this, children are still thought to be participating, although at lower levels, in government activities against the illegal armed groups.¹⁴⁶ Although the Government uses children for intelligence purposes, they are clear and open about their practice to keep children out of their ranks unless given consent by the parents.¹⁴⁷ The CRCOPAC, adopted by Colombia in 2005, is seen by them as a way of solidifying this stance to the international community; this view is also taken by Colombia with regards to the 2007 Paris Commitments, which developed from the ‘Free Children From War’ conference of fifty-eight countries in February of that year, and which prohibits recruitment of individuals under eighteen into armed forces.¹⁴⁸ As a way of taking action to assist in these commitments, the Colombian Family Welfare Institute (CFWI) became active in the demobilization of children who were involved in illegal armed groups.¹⁴⁹ By early 2007, CFWI had assisted in demobilizing over 3,000 children who had been soldiers in illegal armed groups.¹⁵⁰ CFWI is not alone in its work; other organizations, such as the International Organization for Migration (IOM), have also become active in disarming, demobilizing, and reintegrating indigenous and Afro-Colombian children, populations that require special attention due to their already

¹³⁶ *Ibid.*

¹³⁷ United Nations General Assembly, *Children and armed conflict: Report of the Secretary-General*, 2005, par. 38.

¹³⁸ Coalition to Stop the Use of Child Soldiers, *Armed Conflict in Colombia Report – Frontiers: Childhood at the Borderline*, 2007, p. 12-14.

¹³⁹ *Ibid.*, p. 15.

¹⁴⁰ Human Rights Watch, *Colombia: Armed Groups Send Children to War*, 2005, par. 4.

¹⁴¹ United Nations General Assembly, *Children and armed conflict: Report of the Secretary-General*, 2007, par. 114.

¹⁴² *Ibid.*

¹⁴³ Watch List on Children and Armed Conflict, *Colombia’s War on Children*, 2004, p. 3.

¹⁴⁴ *Ibid.*

¹⁴⁵ Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report 2008: Colombia*, 2008, p. 2.

¹⁴⁶ Watch List on Children and Armed Conflict, *Colombia’s War on Children*, 2004, p. 12.

¹⁴⁷ *Ibid.*

¹⁴⁸ UNICEF, *Child Protection from Violence, Exploitation and Abuse*, 2007, par. 1-2.

¹⁴⁹ Watch List on Children and Armed Conflict, *Colombia’s War on Children*, 2004, p. 12.

¹⁵⁰ Y Care International, *Overcoming Lost Childhoods*, 2007, p. 15.

marginalized status within the country.¹⁵¹

Despite the significant amount of progress that has been made in a relatively short amount of time, there are still reports of killings of children by illegal armed groups and government security forces.¹⁵² Between 2006 and 2007, 37 children were reported killed by the government, according to the UN High Commissioner for Human Rights (UNHCHR).¹⁵³ Some of these children died as a result of extrajudicial executions following their identification as guerrilla members.¹⁵⁴ There are continual reports of rape and other sexual violence and exploitation carried out by illegal armed groups and some State forces, including forced abortions perpetrated by the FARC-EP in particular.¹⁵⁵ The situation in Colombia has illuminated the need for increased monitoring and enforcement mechanisms, as well as increased awareness building and policy making within governments that will contribute to the disarmament of child soldiers.¹⁵⁶

Conclusion

As the world has come to recognize the rights of children as separate from those of adults and as deriving from the status of the person as a child, numerous documents have outlined the rights that should be protected for children, including protection against use as a child soldier, and protection against the ravages of war. The CRC in 1989, and the CRCOPAC in 2001 provided specific rights for children, the latter outlining those rights in the specific context of armed conflict. Despite these provisions, armed conflict around the world continues, and the rights of children are not protected by the actors in those conflicts; children of all ages are still recruited as child soldiers, girls are subjected to sexual assault and rape, and the social context in which children can thrive, including resources for survival, education and welfare, are not spared the damages of the conflicts.

However, as is evidenced by the Colombian example, there are some causes for hope, including DDR programs and the increasing rhetoric from State governments, inter-governmental organizations such as the United Nations, and even paramilitary groups that child soldiers are not a part of the plans in conflict, and that children must be spared and excluded from the conflicts in their entirety. What steps must be taken to ensure that these groups uphold the international principles and human rights for children in armed conflict? What are the best practices for reintegration of children into society? What must be done to prevent children from being recruited in the first place? How can the 3rd committee assist in efforts of disarmament, demobilization and reintegration? What can the 3rd committee do for children that are not combatants but have suffered under conflict? Children and their families need to be educated as well, and methods for the education about the rights children hold must be developed as well. What types of education programs should be developed? How can education programs be best implemented by national governments? What has the 3rd Committee done in relation to educational programs in conflict and post-conflict regions? Finally, delegates must determine the best course of action for coordination of governmental, inter-governmental and civil society efforts to meet the previous goals, in order to assure that the answer to a problem that occurs in numerous countries is an equally global solution. What organizations are most active in combating the use of child soldiers? What types of coordination do they already undertake with one another and how could this be improved? What can the 3rd committee do to enhance coordination of these groups?

III. Improving Emergency Response through Humanitarian Reform

“We now have a real opportunity to address some of the critical weaknesses of our humanitarian response system. These reforms will no doubt involve changes in the way we work but I trust that these changes will improve our ability to respond effectively to future crises.”¹⁵⁷

¹⁵¹ United Nations General Assembly, *Fifty-Ninth Session Report of the Secretary-General: Children and Armed Conflict*, 2005, p. 9.

¹⁵² United Nations General Assembly, *Sixty-Second Session Report of the Secretary General: Children and Armed Conflict*, 2007, p. 27.

¹⁵³ *Ibid.*

¹⁵⁴ *Ibid.*

¹⁵⁵ *Ibid.*; Plan International, *Because I am a Girl: The State of the World's Girls 2008*, 2008, p. 67.

¹⁵⁶ *Ibid.*

¹⁵⁷ Office of Coordinated and Humanitarian Affairs, *Update on Humanitarian Reform*, 2006.

Introduction

The international humanitarian community faces crises that range greatly in scope and size. Emergencies include a variety of events from natural disasters and man-made crises such as armed conflicts, to less obvious, long term issues like the AIDS/HIV epidemic.¹⁵⁸ The working definition of an emergency response as defined by The United States Environmental Protection Agency is "a response action to situations which may cause immediate and serious harm to people and/or the environment."¹⁵⁹ In the 2007-2008 fiscal year, 2.9 billion USD was spent on humanitarian assistance to assist in emergencies.¹⁶⁰ With this high level of expenditure as well as the great need for humanitarian relief projects, it is vital that humanitarian assistance be both effective and well coordinated.

The General Assembly 3rd Committee plays a key role in monitoring the manner in which the United Nations (UN) responds to humanitarian emergencies.¹⁶¹ The GA 3rd Committee also attempts to improve coordinated relief efforts through providing an arena to discuss international mechanism for administration of aid.¹⁶² Additionally, over the last several decades, a growing number of Non-Governmental Organizations (NGOs) have collaborated with the UN in providing humanitarian assistance to Member States during crisis situations.¹⁶³ While this wide network of groups may collectively possess the resources necessary to alleviate suffering in emergency situations, the manner in which the aid is provided requires coordination, leadership, and the clear delineation of roles.¹⁶⁴ Humanitarian reform efforts have thus attempted to streamline a previously unorganized system with gaps in service and overlapping coverage.¹⁶⁵ In 2005, the international humanitarian community launched a reform process that attempts to address these problems by improving the effectiveness of humanitarian response through ensuring greater predictability, accountability and partnership.¹⁶⁶

Historic Efforts for Humanitarian Reform

Humanitarian aid has evolved greatly since the late 1800s, as war technology was developing and battlefield medical support lacked any organizational effort. The International Committee of the Red Cross (ICRC), one of the first international bodies dedicated to providing unbiased aid, was formed in 1863 by Henry Dunant in reaction to witnessing the lack of care to the wounded in the Austro-Sardinian War.¹⁶⁷ The ICRC held the *Geneva Convention for the Amelioration of the Condition of the Wounded in Armies in the Field*, producing landmark resolutions outlining guidelines for treatment of the wounded in battles; the beginning of humanitarian law.¹⁶⁸ Over the following 20 years, a variety of relief organizations with different missions and duties emerged to meet specific national, regional or global needs.¹⁶⁹ The League of Red Cross Societies (later renamed the International Federation of Red Cross and Red Crescent Societies (IFRC)), was formed in 1919 to operate as a coordinator for the smaller, national Red Cross societies.¹⁷⁰

World War II brought devastation to much of the world and left millions of people without their basic needs being met.¹⁷¹ In 1946, to care for the children left homeless, malnourished, and without basic medical care in post-war Europe, the UN General Assembly responded to the devastation by forming the United Nations International Children's Emergency Fund (UNICEF).¹⁷² UNICEF, an advocate for rights and aid to children, pushed for the adoption by the General Assembly of the Declaration of the Rights of the Child.¹⁷³ Civil war over the Nigerian area known as Biafra exposed major flaws in the ICRC and its administration of humanitarian aid.¹⁷⁴ The ICRC, bound

¹⁵⁸ United States Mission to the United Nations, *Global Humanitarian Emergencies*, 1996.

¹⁵⁹ United States Environmental Protection Agency, *Glossary*, nd.

¹⁶⁰ Development Initiatives, *Global Humanitarian Assistance 2007-2008*, 2008.

¹⁶¹ United Nations General Assembly, *Allocation of Agenda items to the Third Committee (A/C.3/62/1)*, 2007.

¹⁶² *Ibid.*

¹⁶³ United Nations Emergency Relief Coordinator, *Humanitarian Response Review*, 2005

¹⁶⁴ *Ibid.*

¹⁶⁵ *Ibid.*

¹⁶⁶ Office of Coordinated and Humanitarian Affairs, *Humanitarian Reform*, n.d.

¹⁶⁷ International Committee of the Red Cross, *History of the International Committee of the Red Cross*, n.d.

¹⁶⁸ International Committee of the Red Cross, *Geneva Convention of 1864*, 1864.

¹⁶⁹ *Ibid.*

¹⁷⁰ *Ibid.*

¹⁷¹ United Nations International Children's Emergency Fund, *About UNICEF: Who We Are*, n.d.

¹⁷² *Ibid.*

¹⁷³ United Nations General Assembly, 14th Session, *Declaration of the Rights of the Child*, 1959.

¹⁷⁴ *Ibid.*

to the Geneva Conventions, was at the will of the Nigerian Government and was forced to comply with a blockade of the region.¹⁷⁵ In response, Médecins Sans Frontières (Doctors Without Borders) was formed with a mission to administer aid, regardless of border, political, and religious affiliations.¹⁷⁶

In 1972, humanitarian aid agencies came together to create the Steering Committee for Humanitarian Response (SCHR), thus representing an early attempt by the key stakeholders to coordinate their actions.¹⁷⁷ Members of the SCHR included private aid organizations including the ICRC the IFRC, Oxfam, and Care International, among others. The SCHR developed the Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief.¹⁷⁸ The Code of Conduct established new guidelines for those in humanitarian positions and their actions while providing aid.¹⁷⁹ These guidelines are a strong basis for principles of administering aid. Though not enforced, the guidelines have been adopted in whole and part by many organizations providing aid today.¹⁸⁰

Current Humanitarian Efforts

General Assembly Resolution 44/236 declared the 1990s an “International Decade for Natural Disaster Reduction.”¹⁸¹ This resolution called upon governments to prepare disaster mitigation plans, inform their population of dangers, and prepare for known natural threats.¹⁸² The need for a focus on continued improvement in disaster mitigation was expressed by the General Assembly.¹⁸³ The successors to the program, The International Strategy for Disaster Reduction (ISDR) and the Inter-Agency Task Force for Disaster Reduction were made permanent in General Assembly Resolution 56/195.¹⁸⁴ The theme of strengthened communication and networking present in this work was significant progress, while a focus on implementation of aid and clear lines of command continued to struggle. The World Conference on Disaster Reduction, held in Kobe, Japan, produced the Hyogo Framework for Action 2005-2015. This work is a guide for preparation and anticipation of disasters. These projects are limited in scope, considering that many humanitarian emergencies are not naturally caused.¹⁸⁵ The Sphere Project, established in 1997, was a similar effort to standardize organizations of aid workers for efficiency, stressing a need for accountability.¹⁸⁶ The Sphere Project has gone through three project-oriented phases, producing *The Humanitarian Charter and Minimum Standards* for aid workers, educating on the Principles of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes and other “International Humanitarian, Human Rights, and Refugee law.”¹⁸⁷ The Sphere Handbook addresses humanitarian aid accountability. The handbook has been comprised by over 400 organizations.¹⁸⁸ the Humanitarian Charter justifies the need for humanitarian aid in terms of human rights, as all humans have the right to live with dignity, and that dignity comes from being healthy, safe, and out of harm's way.¹⁸⁹

The Four Pillars of Reform

The basis of recent reform in humanitarian aid organizations stemmed from the Humanitarian Response Review, commissioned in 2005 by the USG/ERC.¹⁹⁰ This report recommended a number of reforms to standardize, streamline, and increase efficiency in implementation of humanitarian aid in emergency response. The commission

¹⁷⁵ Inter-Agency Steering Committee, *Steering Committee for Humanitarian Response (SCHR)*, n.d.

¹⁷⁶ Doctors Without Borders, *About Us: Timeline*, n.d.

¹⁷⁷ Inter-Agency Steering Committee, *Steering Committee for Humanitarian Response (SCHR)*, n.d.

¹⁷⁸ International Federation of Red Cross and Red Crescent Societies, *Publications: The Code of Conduct*, n.d.

¹⁷⁹ Ibid

¹⁸⁰ Ibid.

¹⁸¹ United Nations General Assembly, *International Decade for Disaster Reduction (A/Res/44/236)*, 1989.

¹⁸² Ibid.

¹⁸³ United Nations General Assembly, *International Decade for Natural Disaster Reduction: successor arrangements (A/Res/54/219)*, 2000.

¹⁸⁴ United Nations General Assembly, *International Strategy for Disaster Reduction (A/Res/56/195)*, 2001.

¹⁸⁵ International Strategy for Disaster Reduction, *Hyogo Framework for Action 2005-2015*, 2005.

¹⁸⁶ Buchanan-Smith, *How the Sphere Project Came into Being: A Case Study of Policy-Making in the Humanitarian Aid Sector and the Relative Influence of Research*, 2003.

¹⁸⁷ The Sphere Project, *Sphere in Brief*, 2006.

¹⁸⁸ The Sphere Project, *The Humanitarian Charter and Minimum Standards in Disaster Response*, 2004.

¹⁸⁹ Young, Taylor, Way, & Leaning, *Linking Rights and Standards: The process of Developing 'Rights-based' Minimum Standards on Food Security, Nutrition and Food Aid*, 2004.

¹⁹⁰ United Nations Emergency Relief Coordinator, *Humanitarian Response Review*, 2005.

recommended four "Pillars of Reform," in which the system could be improved.¹⁹¹ The four pillars of reform are: Predictable Response, Predictable Funding, Strengthened partnerships, and Strengthened country level coordination.¹⁹² These areas are starting points for reform, giving strong goals and areas to focus on improvement of application of aid.

Improving Coordination Efforts in Humanitarian Aid

Because of the large number of stakeholders that work to provide humanitarian aid during crisis situations, a principle goal of humanitarian aid reform is organization and coordination between involved groups. The "Cluster Approach" represents one attempt to organize groups that was formulated from the Humanitarian Response Review.¹⁹³ The cluster approach divided humanitarian roles into nine separate sectors with clearly delineated roles and leadership.¹⁹⁴ The IASC has now designated 11 clearly defined sectors, with a clear hierarchy of command and reporting, along with a list of dedicated organizations included in each. These clusters are Agriculture, Camp Coordination and Camp Management, Early Recovery, Education, Emergency Shelter, Emergency Telecommunications, Health, Logistics, Nutrition, Protection, and Water Sanitation and Hygiene.¹⁹⁵ The cluster approach is recommended to improve accountability and services provided. Recent reviews of the system have highlighted its improvements although it has been criticized for its weaknesses in disaster assessment, NGO cooperation, and Local/National Cooperation as well as a lack of support for internally displaced persons.¹⁹⁶ Each sector has a "Cluster Lead." This agency is delegated the responsibility of evaluation of preparedness, ability to deploy, and other organizational needs.¹⁹⁷

Coordinating Bodies

The United Nations has a number of agencies and offices delegated the responsibility of evaluation, coordination and implementation of humanitarian assistance. The system itself is thus complex with many different actors. In 1991, The UN General Assembly established the Department of Humanitarian Affairs (DHA), renamed the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) in 1997.¹⁹⁸ OCHA is therefore the primary UN body that coordinates with additional United Nations agencies in the emergency implementation of humanitarian aid. The focus of OCHA is two-fold and includes the coordination of humanitarian issues as well as issue advocacy. Some organizations and stake holders with which OCHA coordinates include: UN Member States, NGOs, The International Red Cross and Red Crescent Movement (ICRC), UN Agencies such as the UN High Commissioner on Human Rights, UNICEF, the Economic and Social Council, and UN Resident Coordinators and Humanitarian Coordinators.¹⁹⁹ Headed by Under-Secretary General for Humanitarian Affairs and Emergency Relief Coordinator (USG/ERC), John Holmes, OCHA employs a force of 540 staff members based in administrative jobs internationally and 1045 staff members based in countries in emergency coordination roles.²⁰⁰ OCHA operates as in intermediary for the many actors in the aid process and is divided between three entities: the Office of the Director, NY, the Coordination and Response Division (CRD), The Office of the Director, Geneva.²⁰¹

Under the Office of the Director, which is also located in Geneva, the Emergency Services Branch (ESB) is directly responsible for immediate reaction to emergency situations. The Field Coordination Support Section dispatches the United Nations Disaster Assessment and Coordination (UNDAC) team within hours to assess an emergency situation.²⁰² Comprised of 213 Active National members as well as 15 UN Agencies and International/Regional Organizations, UNDAC can be on the ground in 24 hours, methodologically evaluating emergency situations and

¹⁹¹ *Ibid.*

¹⁹² Office for the Coordination of Humanitarian Affairs, *Humanitarian Reform*, n.d.

¹⁹³ *Ibid.*

¹⁹⁴ *Ibid.*

¹⁹⁵ Inter-Agency Standing Committee, *Cluster/Sector Leadership Training*, 2007.

¹⁹⁶ United Nations Emergency Relief Coordinator, *Humanitarian Response Review*, 2005; ICVA, *Newsletter TALK BACK*, 2005.

¹⁹⁷ Inter-Agency Standing Committee, *Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response*, 2006.

¹⁹⁸ United Nations General Assembly, *Strengthening the Coordination of Humanitarian Emergency Assistance of the United Nations (A/RES/46/182)*, 1991.

¹⁹⁹ Office of Coordinated and Humanitarian Affairs, *OCHA Presence in 2008*, 2008.

²⁰⁰ Office of Coordinated and Humanitarian Affairs, *John Holmes Under-Secretary General 2007 – current*, 2008; Office of Coordinated and Humanitarian Affairs, *OCHA Mission Statement*, 2008.

²⁰¹ Office of Coordinated and Humanitarian Affairs, *Office of Coordinated and Humanitarian Affairs*, 2008.

²⁰² Office of Coordinated and Humanitarian Affairs, *Field Coordination Support Section*, 2008.

relaying information to the appropriate agencies.²⁰³ The Civil-Military Coordination Section (CMCS), previously titled Military and Civil Defence Unit, coordinates local and international aid providers in an emergency location. Through an evaluation of emergency needs, available resources, and the Register of Military, Civil Defence and Civil Protection assets (MCDA Register), CMCS will request additional support if deemed necessary.²⁰⁴

The Central Emergency Response Fund (CERF) was organized in General Assembly Resolution 60/124 as a replacement for the Central Emergency Revolving Fund.²⁰⁵ This is the financial backbone of United Nations humanitarian assistance in emergencies. Funded by contributions from private and public entities, CERF operates two funds, an emergency grant component, in the form of a “rapid response deployment”, or an “underfunded emergency grants” of \$450 million and a loan component of \$50 million.²⁰⁶ As of 8 August 2008, CERF has dispersed \$592.9 million in rapid response deployment and \$301.8 million to underfunded crises.²⁰⁷

Humanitarian Coordinators

Humanitarian Coordinators are people designated to oversee the entire operation of aid in a situation. This may be someone already stationed in the country (a resident coordinator) or someone brought from another location or country (a humanitarian coordinator).²⁰⁸ More effective Humanitarian Coordinators are necessary to improve emergency response in humanitarian aid. The IASC developed an action plan to strengthen Humanitarian Coordination. The action plan suggests five areas in which strengthening humanitarian coordination should take place:

- Strengthened commitment to coordination at the field level by all humanitarian partners.
- Greater inclusiveness, transparency, and ownership in the appointment of Humanitarian Coordinators.
- Clearer accountability of Humanitarian Coordinators to the humanitarian community.
- Appropriate training and induction in place to prepare and support Humanitarian Coordinators to take over their functions.
- Humanitarian Coordinators are adequately supported in their work.²⁰⁹

The need for an increased communication between sectors is evident in the OCHA Cluster Evaluation. The role of Humanitarian Coordination needs to be strengthened further in information gathering and dissemination.²¹⁰

Partnerships between UN and Non-UN Actors

Further partnerships in humanitarian assistance providers are necessary for improvement of emergency response. The IASC has weaknesses in coordinating meetings between NGO's and other UN bodies. The 2003 External Review of the IASC explained the need for an improved dialogue integrating NGO participation, in particular, NGO member input.²¹¹ The Global Humanitarian Platform (GHP), a meeting of UN and other humanitarian agencies dedicated to improving collaboration between all aid groups, developed the Principles of Partnership, a guideline for members of the organization to use in building partnerships.²¹² The group completed the “Action Plan 2007-2009” in July 2007, a set of responsibilities to be completed by 2009.²¹³ The Platform is scheduled to conclude in 2009, while talk of continuation was discussed in the GHP 2008 Meeting Summary Report.²¹⁴

Financing Humanitarian Aid

Humanitarian aid may come from a variety of sources. OCHA held the Humanitarian Financing Workshop in Addis

²⁰³ *Ibid.*

²⁰⁴ Office of Coordinated and Humanitarian Affairs, *Military and Civil Defense Assets*, 2007.

²⁰⁵ United Nations General Assembly, *Strengthening of the Coordination of Emergency Humanitarian Assistance of the United Nations (A/Res/60/124)*, 2006.

²⁰⁶ Central Emergency Response Fund, *CERF Pledges and Contributions*, 2008; United Nations General Assembly, *Improvement of Central Emergency Revolving Fund: Report of the Secretary General*, 2005; Office of Coordinated and Humanitarian Affairs, *OCHA in 2008*, 2008.

²⁰⁷ Central Emergency Response Fund, *CERF Figures*, 2008.

²⁰⁸ Office of Coordination of Humanitarian Affairs, *Humanitarian Reform*, nd.

²⁰⁹ Inter Agency Standing Committee, *Strengthening the Humanitarian Coordinator's System: What is our Goal and How do We Get There?*, 2006.

²¹⁰ United Nations Emergency Relief Coordinator, *Humanitarian Response Review*, 2005.

²¹¹ Humanitarian Reform, *Partnerships: Introduction*, n.d.

²¹² Global Humanitarian Platform, *An Outline*, 2007.

²¹³ Global Humanitarian Platform, *Action Plan 2007 – 2009*, n.d.

²¹⁴ Global Humanitarian Platform, *Summary Report of the 2008 Global Humanitarian Platform Meeting*, 2008.

Ababa January 2007.²¹⁵ This conference explored this topic in depth and created numerous recommendations on how to improve funding for emergency relief.²¹⁶ Emergency response funds (ERFs) need to be used in conjunction with the CERF fund and other Good Humanitarian Donorship. These initiatives all raise money for humanitarian aid, however may only be released in certain ways. Pooling these funds and allocating from there may improve emergency response and humanitarian aid.²¹⁷ The Good Humanitarian Donorship organization seeks to improve donor response to humanitarian crises. The Good Humanitarian Initiative of April 2007 describes in great detail methods to improve resource allocation from donors as well as further plans for discussion. Policies such as receiving un-earmarked funding, sustainable donorship, and needs-based donations are among the recommendations of the Initiative.²¹⁸

Conclusion

Humanitarian assistance through the United Nations is a complex system of many advisory agencies and bodies. The General Assembly 3rd Committee deals specifically with Social and Humanitarian issues. Improving Emergency Response is clearly a topic delegated to this body for discussion and progress. Emergency response has improved in quality, efficiency, and accountability over the last decades however more improvement is necessary to provide better care to those in need. The "Four Pillars of Reform" have been partially implemented. Which areas need continued improvement or support? Does the United Nations do enough to be impartial in its administration of aid? Does it follow the ICRC Code of Conduct? How might the United Nations contribute to improving coordination amongst NGOs with similar missions? Has the cluster approach improved the lines of command in dispersing humanitarian aid? Do the nine sectors overlook additional needs of persons in need? Which areas of humanitarian assistance need the most reform? Have recent reforms worked to improve response to emergencies? How can the General Assembly Third Committee learn from implementation of these reforms?

Annotated Bibliography

History of the General Assembly Third Committee

(1947, February). The General Assembly. *International Organization*, 1(1), 46-73. Retrieved August 3, 2008, from <http://www.jstor.org/stable/2703519>

Written as the first summary of GA work, this journal article dating back to 1947 provides delegates with a unique perspective of the beginning actions of the UN, and more specifically, the Third Committee. The article was written shortly after the first UN session and gives unique perspective into the initial actions and concerns of the Member States at the time. Information regarding the creation of the six specific GA Committees will assist delegates in gaining a more fundamental understanding of the Third Committee.

Charter of the United Nations, June 26, 1945, 59 Stat. 1031, TS No. 993, 3 Bevans 1153.. Retrieved July 18, 2008, from United Nations Web site: <http://www.un.org/aboutun/charter/>

The UN Charter is the main governing document for the UN and its principal bodies. Delegates will use this source as a tool for further understanding of the UN's duties and goals. In particular, the UN Charter identifies the role of the GA and its Committees, giving delegates of the Third Committee a more thorough understanding of the Committee's powers.

United Nations. General Assembly. 60th Session. (2006, April 3). *Establishing the Human Rights Council (A/RES/60/251)*. Retrieved August 3, 2008, from

http://www2.ohchr.org/english/bodies/hrcouncil/docs/A.RES.60.251_En.pdf

Adopted by the General Assembly (GA), this resolution creates the Human Rights Council (HRC), a subsidiary body closely linked to the Third Committee. The resolution outlines procedural details of the HRC and the basis upon which the HRC was created. Considering its dedication to the topic of human rights, delegates to the Third Committee will gain an understanding of the most fundamental human rights issues impacting the United Nations (UN) and its Member States.

²¹⁵ Office of Coordinated and Humanitarian Affairs, *Humanitarian Financing Workshop Report*, n.d.

²¹⁶ *Ibid.*

²¹⁷ Humanitarian Reform, *Emergency Response Funds*, n.d.

²¹⁸ Good Humanitarian Donorship, *Good Humanitarian Donorship Initiative*, 2007.

- United Nations. *Functions and Powers of the General Assembly* [Fact Sheet]. (n.d.). Retrieved July 18, 2008, from <http://www.un.org/ga/about/background.shtml>
Available through the UN Web site, this source provides comprehensive information regarding the duties and powers of the General Assembly and its main bodies. Delegates will find this source useful when searching for facts such as the number of members, date of establishment, and method of voting used by the committees. The Web site also provides links for easy access to a variety of other UN research material.
- General Assembly: Resolutions/Decisions. (2008, May 12). *United Nations Documentation: Research Guide*. Retrieved August 29, 2008, from <http://www.un.org/Depts/dhl/resguide/gares.htm>
This helpful Research Guide, accessible through the UN Web site, can assist delegates in understanding the detailed nature of UN document organization and voting information. The site is easy to navigate and discusses the smaller aspects of the UN which are vital to the general understanding of the organization. In particular, this Research Guide defines terms, explains the numbering system, and explains how to conduct online research on all GA resolutions.
- United Nations Office of the High Commissioner for Human Rights. (n.d.). *The Human Rights Council*. Retrieved September 16, 2008, from <http://www2.ohchr.org/english/bodies/hrcouncil/>
The Human Rights Council (HRC) Web site provides easily accessible information regarding this newly-created body. From the main page, delegates can quickly obtain information ranging from the resolution first creating the HRC to links to its first nine regular sessions. Due to its Third Committee importance, delegates may find it useful to familiarize themselves with the resources provided in this Web site.
- United Nations General Assembly Third Committee. 62nd Session. (2007, December 12). *Reports to the Plenary*. Retrieved September 15, 2008, from <http://www.un.org/ga/third/62/reports.shtml>
The Reports of the Third Committee to the Plenary give a great overview of the topics addressed by the Third Committee. The Web site not only lists many of the reports of the 62nd Session but also provides links for the full text of the reports presented to the Plenary. This is a great resource for delegates as they explore the varying topics and issues that are reported out of the Third Committee.
- United Nations. *Highlights of the Sixty-Second General Assembly* [Press release]. (2007, December 24). Retrieved July 17, 2008, from <http://www.un.org/News/Press/docs/2007/ga10686.doc.htm>
The United Nations provides a press release highlighting and summarizing the important actions taken by the General Assembly Plenary and Main Committees during the 62nd session. The source is broken up into summaries of each committee, and the section on the Third Committee is of particular relevance. Delegates are provided with a summary that is both concise and simple to comprehend, especially give the detailed nature of the committees and related actions.
- United Nations General Assembly. (2007, October 4). *Third Committee*. Retrieved July 18, 2008, from <http://www.un.org/ga/third/index.shtml>
This source provides delegates with a general overview of the Third Committee and important events of the previous session, as summarized by the UN. It is the main page of the Third Committee Web site through the UN and provides delegates with additional sources to utilize when conducting research on topics. The page provides delegates with useful links for the documents, press releases, bureau, secretariat, etc. of the Third Committee.
- United Nations Association of the United States of America. (2004). The principal organs of the U.N. In S. A. Leslie (Ed.), *A Guide to Delegate Preparation* (2004 ed., pp. 49-66). New York, NY: United Nations Association of the United States of America.
When preparing for the conference, delegates will find this source particularly helpful for a variety of research tasks. The chapter of the book used to gather information on the GA provides additional information on other UN principal organs, while the rest of the book can be utilized for general delegate preparation. A list of glossary terms and acronyms is also provided in the back of the book and would be of particular help to newer delegates.

Additional Sources

United Nations. *Sixty-Second General Assembly Plenary 1st Meeting* [Press release]. (2007, September 18). Retrieved July 17, 2008, from <http://www.un.org/News/Press/docs/2007/ga10616.doc.htm>
The discussion of issues at the first meeting of the GA Plenary during the 62nd Session is accessible through this UN Web site. The source comes in the form of a press release and provides delegates with the key statements from the GA's incoming President at the start of the body's most recent session and outlines his goals and objectives for the Assembly. In addition, the source outlines the topics of particular importance to this 62nd GA and its Third Committee.

I. Examining the Uses and Implementation of Technology in Education and Social Development

African Virtual University (n.d.). *Background*. Retrieved August 10, 2008, from http://www.avu.org/inner.asp?active_page_id=233|227|130|224|36|81|133|59|235|230|57|25|59|137|130|247|199|247|88|2|5|229|230|84|33|195|250|204|236|221|65|94|229|226|32|14|138|216|97|96|118
This website provides further information regarding the Case Study discussed in this background guide. This website should be a guide into the general background of the African Virtual University. This specific site highlights the current achievements and basic information about the AVU.

Amutabi, M., & Oketch, M. (2003). Experimenting in distance Education: The African Virtual University (AVU) and the Paradox of the World Bank in Kenya. *International Journal of Educational Development*, 23, 57-73. Retrieved August 8, 2008 from JSTOR.
This journal article examines the efforts of the World Bank and the African Virtual University and notes major deficiencies in the education system leading up to 2003. This article also gives recommendations on how to improve the AVU. This can of use for delegates to take note on potential failures of technology and education based projects and how they can perhaps be prevented.

Annan, K. (2002, November 5). Perspective: Kofi Annan's IT challenge to Silicon Valley. In *CNET News*. Retrieved June 30, 2008, from <http://news.cnet.com/2010-1069-964507.html>
In 2002, then Secretary General Kofi Annan appealed to the private sector to aid in the creation of new technologies to help benefit developing nations. He highlighted advancements in the field of ICTs; however, he stressed the importance of continued innovation. Goals he suggested included opening an "Open International University" and discovering new ways of bringing wireless fidelity (WIFI) to all areas of the world.

Annan, K. (2006, April 26). In Message for World Information Society Day, Secretary General calls for International Countermeasures To Enhance Cybersecurity (UN Doc. SG/SM/10433/OBV/553 /PI/1711). In *United Nations 60: A time for renewal*. Retrieved July 31, 2008, from <http://www.un.org/News/Press/docs/2006/sgsm10433.doc.htm>
On World Information Society Day, then Secretary General Kofi Annan commended the efforts made by the World Summit on the Information Society (WSIS). He discusses the need for cybersecurity in a day and age where the world relies heavily on the use of ICTs. In closing, he noted the ideal that the world should work towards creating a free and safe information society, thus stimulating social development.

Baehr, P. R., & Gordenker, L. (2005). *The United Nations: Reality and Ideal* (4th ed.). New York, NY: Palgrave Macmillan.
This book is a useful resource regarding the history, present and future of the United Nations. The authors explain the creation and current state of many UN bodies and organizations as well as go into depth about their functions and purpose. They also detail global conferences of social significance that will be of interest to delegates of the GA 3rd Committee.

Blurton, C. (1999). New Directions of ICT-Use in Education. In *UNESCO's World Communication and Information Report*. Retrieved August 21, 2008, from <http://www.unesco.org/education/educprog/lwf/dl/edict.pdf>
This document details the many ICTs available for use in education and social development. Blurton also highlights the evolution of ICTs and their accessibility over the years. This is definitely a valuable resource to aid in understanding what constitutes an ICT and exactly how it can be used as well as possible

issue the ICT could create. The value of teacher training is also discussed in this document.

Catalytic fund. (n.d.). *Education for All- Fast Track Initiative* . Retrieved August 21, 2008, from <http://www.undemocracy.com/A-RES-56-258.pdf>

Two major sources of funding to provide technologies in the education sector world wide stem from the World Bank, the Catalytic Fund and the Education Program Development Fund. This website is a major source of valuable information on the topic in that it gives hard data regarding how much money is actually spent on this issue. Of interest is the list of countries that have pledged fiscal support for this cause as well as the countries that have benefited from the 1.236 billion dollars raised so far.

Directorate for Science, Technology and Industry Committee for Information, Computer and Communications Policy. (2005, November). Guide to measuring the information society. *Working Party on Indicators for the Information Society*, 6, 201. Retrieved August 3, 2008, from <http://www.oecd.org/dataoecd/41/12/36177203.pdf>

This guide documents research made by the Working Party on Indicators for the Information Society (WPIIS) originally established by the OECD. The WPIIS panel is meant to provide a forum every year for national experts to meet and share respective knowledge on the current state of ICTs. This guide is a compilation of that knowledge including information on topics such as ICT infrastructure, supply and access.

Friedman, T. L. (2005). *The World Is Flat: A Brief History of the 21st Century*. New York: Farrar, Straus and Giroux.

Thomas Friedman's book suggests that globalization and new innovations in ICT technologies have created a "flat" world, where opportunity is not limited by borders. According to Friedman, the internet, mobile phones and media allow for a limitless flow of knowledge that has leveled the global playing field. He details advances made by a few countries (India and China, for example) due to advancements in ICT usage.

Global e-School and Communities Initiative. (n.d.). The founding of GeSCI. In *ICT in Society-Global E-School and Communities Initiative, Transforming Education, Empowering Communities, Promoting Development*. Retrieved August 2, 2008, from

http://www.gesci.org/index.php?option=com_content&task=view&id=6&Itemid=10

The GeSCI website is a helpful tool not only in when researching this particular initiative, but also for the general use of ICTs in education. There is a section devoted to providing resources on the topic and goes into depth on various e-learning projects around the world. The website provides articles on connectivity and teacher training as well as a digital library with videos highlighting education from many different countries.

Hamelink, C. J. (1997, June). New information and Communication Technologies, Social Development and Cultural Change. *United Nation Research Institute For Social Development, DP 86*, 37. Retrieved July 16, 2008, from

[http://www.unrisd.org/80256B3C005BCCF9/httpNetITFramePDF?ReadForm&parentunid=398D6A861127084780256B640051A497&parentdoctype=paper&netitpath=80256B3C005BCCF9/\(httpAuxPages\)/398D6A861127084780256B640051A497/\\$file/dp86.pdf](http://www.unrisd.org/80256B3C005BCCF9/httpNetITFramePDF?ReadForm&parentunid=398D6A861127084780256B640051A497&parentdoctype=paper&netitpath=80256B3C005BCCF9/(httpAuxPages)/398D6A861127084780256B640051A497/$file/dp86.pdf)

In this source, the author places an emphasis on the social changes that need to take place in order for ICTs to reach their full capacity. He explores the social implications of digitization and disparities between developed and developing nations. He concludes that social and institutional frameworks have a large impact on the success rates of ICTs.

International Telecommunication Union. (2003, December). Plan of Action. *World Summit on the Information Society, WSIS-03/GENEVA/DOC/5-E*. Retrieved August 3, 2008, from http://www.itu.int/dms_pub/itu-s/md/03/wsis/doc/S03-WSIS-DOC-0005!!PDF-E.pdf

One of the main goals of the World Summit on the Information Societies two conferences in Geneva and Tunis is to acknowledge the digital divide and devise strategies and ways to eliminate such disparities. The WSIS noted the possibility of ICTs aiding in the MDG of achieving universal primary education. One of the main controversies debated during the WSIS conferences in Geneva and Tunis was the question of

internet governance and which country or organization would maintain ultimate control.

Juma, M. N. (2006). *The Virtual University: Case Updates* (S. D'Antoni, Ed.). Retrieved August 11, 2008, from UNESCO Web site: http://www.unesco.org/iiep/virtualuniversity/media/document/Ch10_AVU_Juma.pdf
This report explores the African Virtual University as well as the general concept of online and distance learning. It notes specific downfalls with the AVU as well as successes the AVU has been able to undertake since its establishment. The report also notes issues with infrastructure in Kenya and the issue the AVU subsequently faced.

Kennedy, P. (2006). *The Parliament of Man: The Past, Present and Future of the United Nations*. New York: Random House.
In discussing the evolution of international bodies and organizations and how they led to the formation of the United Nations, Kennedy sheds light on the ideals that still govern the UN. He includes chapters on the "softer" side of the UN describing economic and social contributions the organization has made over the years as well its potential for the future. The chapter entitled, Economic Agendas North and South may be of particular interest to GA 3rd delegates.

Sachs, J. D. (2005). *The End of Poverty: Economic Possibilities for Our Time*. New York, NY: Penguin Books.
This book describes the current state of poverty-stricken countries and ideas as to why certain areas of the world seem to be stuck in a continuous cycle of economic difficulty. He goes on to explain how various technologies and strategies can help to lift countries out of these cycles. Jeffrey Sachs has also been heavily involved with the promotion and implementation of the MDGs.

Simsek, C. S. (2005, May). Students' Attitudes Towards Integration of ICTs in a Reading Course: A Case in Turkey. *ScienceDirect*, 2, 210. Retrieved August 3, 2008. doi:10.1016
This is an interesting case study showing the benefits of ICTs in a classroom. Students responded well in this study to ICT based language programs in comparison to traditional methods of learning. The conclusion of this study stipulates that children and young adults can benefit greatly from the appropriate use of ICTs in the classroom.

United Nations. (n.d.). Goal 2: Achieve Universal Primary Education. In *Millennium Development Goals: End Poverty 2015*. Retrieved July 9, 2008, from <http://www.un.org/millenniumgoals/education.shtml>
189 countries have agreed to accomplish 8 Millennium Development Goals by 2015. The MDG website provides an excellent resource on the topic of ICT use in education, in particular the second MDG of achieving universal primary education. The MDG monitor for the second goal links to numerous success stories and provides relevant and current news relating to the goal.

United Nations. (1945). Article 57, International Economic and Social Co-Operation. In *Charter of the United Nations*. Retrieved August 4, 2008, from <http://www.un.org/aboutun/charter/>
The United Nations Charter is a highly appropriate resource for all delegates. Articles forming many of the bodies and organizations of the UN are still highly significant today as the UN works to create a world that includes the same ideals that established it over 60 years ago. Delegates should take time to peruse the entire document as it is still maintains considerable relevance.

United Nations. (2002). Report of the International Conference on Financing for Development, Monterrey, Mexico (UN Doc. A/CONF.198/11). In *Monterrey Consensus*. Retrieved August 8, 2008, from <http://www.un.org/esa/ffd/monterrey/MonterreyConsensus.pdf>
The Monterrey Consensus was created during the Monterrey Convention in 2002. Over fifty Heads of State and two hundred Ministers of Finance, Foreign Affairs, Development and Trade attended the conference. The consensus focuses on the financial means to promote social development. A large part of this consensus deals with the necessity of basic education.

United Nations, & Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States. (n.d.) *The Criteria for the Identification of the LDCs*. Retrieved September 10, 2008, from <http://www.un.org/special-rep/ohrlls/lcd/lcd%20criteria.htm>.
This is a highly useful resource in that it describes the determinates for LDCs. Navigating through this

website will also allow delegates to find a list of current LDCs. Resolutions and reports on the topic of LDCs are also available in this location. Delegates can benefit greatly from perusing the “statistics” tab which makes available many statistics on LDCs.

United Nations. Economic and Social Council. (2004). Committee for Development Policy. *Report on the sixth Session*. (UN Doc. E/2004/33). Retrieved September 9, 2008 from <http://www.un.org/special-rep/ohrls/ldc/E-2004-33.pdf>.

This committee report focuses mainly on issues involving poverty and LDCs with specific references to the 2003 triennial review of LDCs. The report highlights major issues in the mobilization of resources to LDCs and how this may be a factor in the continual economic crisis many LDCs face. The report also helps to clarify how the body classifies a country as an LDC and goes into great detail on the subject.

United Nations. (2007). *The Millennium Development Goals Report*. Retrieved July 8, 2008, from <http://www.un.org/millenniumgoals/pdf/mdg2007.pdf>.

This document reports on the progress of every MDG. The success rate of MDGs is somewhat inconsistent, as seen by this progress report. Some countries and regions are achieving MDGs at a noteworthy rate while others have not been so successful.

United Nations, & International Telecommunications Union. (2003, December 12). Building the Information Society: a Global Challenge in the New Millennium (UN Doc. WSIS-03/GENEVA/DOC/4-E). In *WSIS: declaration of principles*. Retrieved June 30, 2008, from <http://www.itu.int/wsis/docs/geneva/official/dop.html>

The WSIS declaration of principles clearly outlines the purpose of the summits. All attendees of the Geneva conference agreed on ideals mentioned in this document. Delegates can use this as a resource to view how the international community places priority on access to ICTs and implementation of new technologies in developing nations.

United Nations, & United Nations Information and Communications Technologies Task Force. (2005, April).

Innovation and investment: information and communication technologies and the Millennium Development Goals. Retrieved August 21, 2008 from

http://www.unmillenniumproject.org/documents/Innovation_InvestmentMaster.pdf

This is a highly valuable resource, especially in regards to the topic of education and ICTs. This report describes how ICTs are influencing every MDG. The report also continues to address the digital divide and ways to combat this issue.

United Nations Information and Communications Task Force. (n.d.). *About*. Retrieved August 3, 2008, from <http://www.unicttaskforce.org/about/>

This website can provide an introductory knowledge to the ICT Task Force, an organization highly involved in the activity of attempting to rid of the world of a digital divide. The ICT Task Force also outlines their goals and current efforts under the Plan of Action section. Both short term and long term objectives of using ICTs in education are explained.

United Nations. General Assembly. 56th Session. (2002). Meeting of the General Assembly devoted to Information and Communication Technologies for Development. (UN Doc. A/RES/56/258). In *General Assembly*. Retrieved August 20, 2008, from <http://www.undemocracy.com/A-RES-56-258.pdf>

In this resolution, the General Assembly notes that technologies do present both opportunities and challenges to LDCs. Challenges aside, the resolution clearly states that there is a necessity for the United Nations to aide in the expansion of ICTs world wide. This resolution also alludes to the fact that the private sector is not capable of bridging the digital divide on its own.

United Nations 3rd Committee. 50th Session. (1995). Advancement of Women (UN Doc. A/RES/50/630). In *General Assembly*. Retrieved August 20, 2008, from

<http://www.unhabitat.org/downloads/docs/resolutions/50-165.pdf>

In its 50th session the GA 3rd Committee discussed the advancement of women, especially those in rural areas of the world, cut off from technology and other resources. This resolution notes that access to appropriate technologies is a necessary right for all women and important to ensure equal treatment in the

future.

United Nations. Conference on Trade and Development. (2006). The Digital Divide Report: IT Diffusion Index 2005. In *The United Nations Conference on Trade and Development*. Retrieved July 15, 2008, from http://www.unctad.org/en/docs/iteipc20065_en.pdf.

This report approaches the necessary development of ICTs worldwide and notes the digital divide as a hindrance to the advancement of ICTs. This report also presents several case studies and examples of how ICTs have had a positive influence on numerous sectors in various regions of the world.

United Nations Educational, Cultural and Scientific Organization. (2005). Secondary, Vocational and Science Education. In *UNESCO: Education: The Science and Technology Education Programme*. Retrieved July 3, 2008, from http://portal.unesco.org/education/en/ev.php-URL_ID=41326&URL_DO=DO_TOPIC&URL_SECTION=201.html

This is an introductory site to UNESCO's STE program. This program was born from the recommendation on the World Conference on Science in Budapest in 1999. Delegates can further examine the site and notice an area devoted to ICTs in education.

United Nations. General Assembly. 56th Session. (2002). International Conference on Financing for Development (UN Doc. A/RES/56/210-B). In *Financing for development documents 2002 conference*. Retrieved September 1, 2008, from http://www.un.org/esa/ffd/documents/2003preconf_docs.htm

This resolution shows the General Assembly's support for topics discussed and actions taken during the Monterrey Consensus. The Financing for Development website also provides an excellent option for further research regarding the General Assembly's stance on economic development as evidenced by other resolutions and statements. This website has also posted information about conference following-up the Monterrey Conference. The new conference is set to take place in Doha, Qatar November 29-December 2, 2008.

United Nations. General Assembly. 59th Session. (2004, August 31). Globalization and Interdependence: Report of the Secretary-General (UN Doc. A/RES/59/312). In *59th General Assembly Session: Session documentation*. Retrieved August 21, 2008, from <http://www.un.org/ga/59/documentation/list3.html>

This resolution stresses the importance of ICTs in education. It also further notes the education should be seen as a strategic intervention to ensure economic growth in developing countries. The resolution recommends that scaling up of new technologies should be done at the national level.

United Nations. General Assembly. 60th Session. (2006). World Summit on the Information Society (UN Doc. A/RES/60/252). In *United Nations General Assembly resolution A/RES/60/252*. Retrieved July 9, 2008, from <http://www.itu.int/wisd/2006/res-60-252.html>

In this resolution, the General Assembly declares support for the World Summit on the Information Society as well as the efforts of the International Telecommunications Union. In response to the Geneva and Tunis conferences, the GA also requested that the Secretary-General set up a forum on Internet governance. The GA also recognizes the need for ICTs in development efforts across the world.

United Nations. General Assembly. 62nd Session. (2008). Science and Technology for Development (UN Doc. A/RES/62/421/Add.2). In *General Assembly Sixty-Second Session 78th Plenary Meeting*. Retrieved August 20, 2008, from <http://www.un.org/webcast/pdfs/ga071219.pdf>

This is a resolution from the most recent session held by the General Assembly and it continues to reiterate the GA's support for science and technology in education. This resolution stresses the need to bridge the gap of the digital divide and use ICTs for the full potential in the economic and social development worldwide. This highlights many of the overall issues of ICT use as well as takes note of their full potential.

United Nations. Information and Communications Technologies Task Force. (n.d.). About. In *UN ICT Task Force*. Retrieved July 11, 2008, from <http://www.unicttaskforce.org/about/>

The ICT Task Force has been a major figure in the promotion of ICTs since its inception in 2001. This Task Force was created to provide "overall leadership" regarding strategies for ICT development and uses. A major tenant of this organization is that it is a collaborative institution, working with experts from around the world as well as the private sector.

United Nations. Millennium Project. (2006). Fast Facts: The Faces of Poverty. In *UN Millennium Project*. Retrieved July 3, 2008, from http://www.unmillenniumproject.org/resources/fastfacts_e.htm
The Millennium Project was established in 2002 by the Secretary General to help the United Nations achieve the Millennium Development Goals. It is headed by Professor Jeffrey Sachs and works to eliminate extreme hunger. Delegates may appreciate the information provided by this “Fast Fact” page, which is full of relevant statistics and data.

II. Protection and Promotion of the Rights of Children in Conflict

Coalition to Stop the Use of Child Soldiers. (2007). *Armed Conflict in Colombia Report – Frontiers: Childhood at the Borderline*. Retrieved October 11, 2008, from <http://www.child-soldiers.org/document/get?id=1238>
This document was produced by the Coalition to Stop the Use of Child Soldiers and the Coalición contra la vinculación de niños, niñas y jóvenes al conflicto armado en Colombia (Coalico – Coalition against the involvement of children and young people in the armed conflict in Colombia), in an effort to describe the experiences of children in Colombia who are involved in armed conflict. The report analyzes the diverse methods of recruitment utilized in Colombia, particularly on the border. The document is divided into six parts: the first three address the national situation in Colombia, Ecuador and Venezuela and the existing legislation; the fourth discusses internal displacement and the border situation; the fifth focuses on the specific policies within Colombia; and the sixth outlines the challenges and provides recommendations for future action.

Coalition to Stop the Use of Child Soldiers. (2008). *Child Soldiers Global Report 2008: Colombia*. Retrieved October 12, 2008, from http://www.child-soldiers.org/library/global-reports?root_id=159&directory_id=216
This report details the international efforts made over the past year to end the recruitment and use of child soldiers. The report documents military recruitment legislation, policy and practice in all UN Member States and shows that there are tens of thousands of children still in the ranks of non-state armed groups all over the world. This document is very helpful for delegates because it provides some of the most recent data on children and their role in conflict globally.

Fourth Geneva Convention Relative to the Protection of Civilian Persons in Time of War. (1949, August 12). Retrieved July 29, 2008, from <http://www.unhchr.ch/html/menu3/b/92.htm>
This is the full text of the Fourth Geneva Convention. The Convention was an agreement outside of the United Nations system regarding treatment of non-combatants during war. Delegates may find this source useful as early precursors of later, more specific protection of rights for children during war.

Hakim, J. (1995). *A History of Us: War, Peace and all that Jazz*. New York: Oxford University Press.
This source is a popular-history book covering U.S. history during the first half of the twentieth century. It summarizes major laws in child protection, notably those included within labor and safety laws in the Progressive Era up until and including the New Deal. Delegates will find this source useful as an example of domestic legislation protecting children as individuals with rights specific to their status as children.

Human Rights Watch. (2005, February 22). *Colombia: Armed Groups Send Children to War*. Retrieved August 1, 2008, from <http://www.hrw.org/english/docs/2005/02/22/colomb10202.htm>
Human Rights Watch’s Human Rights News published an article in 2005 documenting Colombian child soldiers. In this article, facts are cited regarding Colombian use of child soldiers, including the statistic that 1 in 4 irregulars in Colombia are children. Delegates will find this source useful for a snapshot of events in 2005 in Colombia, and information from a NGO perspective on the Colombian situation.

League of Nations. (1924, September 26). *Geneva Declaration of the Rights of the Child*. Retrieved August 15, 2008, from <http://www1.umn.edu/humanrts/instreet/childrights.html>
The League of Nations drafted the Geneva Declaration on the Rights of the Child in 1924. It establishes early protection for children, including those rights already afforded to all individuals but not specifically spelled out for children. Delegates will find this source useful as the first international organization-based

consensus on children-specific rights.

Mally, L. (1990). *The Proletarian Family*. In *Culture of the Future: The Proletkult Movement in Revolutionary Russia* (pp. 173-183). Berkeley: University of California Press.

This source is a historical review of a specific subset of revolutionary Russian culture. In it, the author explains a Moscow city ordinance allowing children to self-emancipate, among other rights. Delegates will find this source useful as an example of domestic legislation defining specific rights of children, including those specific to their status as children.

United States State Department. Office of the Spokesman. (2002, December 24). *The Optional Protocol to the United Nations Convention on the Rights of the Child on the Sale of Children, Child Prostitution, and Child Pornography*. Retrieved August 26, 2008, from <http://www.state.gov/r/pa/prs/ps/2002/16216.htm>

The Office of the Spokesman of the US State Department maintains a website including the full text of the Optional Protocol to the CRC relating to the Sale of Children, Child Prostitution and Child Pornography. It was used to give general background information on the other optional protocol to the CRC (the one more cited in this guide being the Optional Protocol relating to Armed Conflict). While it does protect specific rights of children, this document does not relate directly to armed conflict but does provide important perspective on the optional protocols and their shared history.

Plan International. (2008). *Because I am a Girl: The State of the World's Girls 2008, Special Focus: In the Shadow of War*. Retrieved October 11, 2008, from

[http://www.crin.org/docs/plan_because_I_am_a_Girl_2008\[1\].pdf](http://www.crin.org/docs/plan_because_I_am_a_Girl_2008[1].pdf)

This report is one in a series of reports aimed at bringing global attention to importance of women and girls in the achievement of the Millennium Development Goals. This particular report is focused on girls and armed conflict and attempts to reveal why and how girls' rights are being violated in countries at risk of, in the midst of, or emerging from armed conflict. The document outlines the impact of conflict on girls and provides recommendations on ways to build a better future for girls after conflict.

United Nations Children's Fund. (n.d.). *Convention on the Rights of the Child*. Retrieved August 6, 2008, from

<http://www.unicef.org/crc/>

This source is a UNICEF background guide on the Convention on the Rights of the Child. It outlines the process of the CRC and its significance when contrasted with earlier human rights documentation. Delegates will find this useful to further their general knowledge of the CRC and its importance.

United Nations Children's Fund. (n.d.). *Optional Protocols to the Convention on the Rights of the Child*. Retrieved August 28, 2008, from http://www.unicef.org/crc/index_protocols.html

This source is a UNICEF background guide to the Optional Protocols to the Convention on the Rights of the Child. It outlines the process of the creation of the Optional Protocols to the CRC. Delegates will find this useful to further their general knowledge of the CRC and the human rights infrastructure it creates.

United Nations Children's Fund. (2007). *Child protection from violence, exploitation and abuse*. Retrieved August 16, 2008, from http://www.unicef.org/protection/index_38242.html

This article provides an overview of the 2007 high level conference held in Paris focused on the recruitment and use of children in armed conflict. The document provides some historical background on the conference, as well as some insight into the impact the resulting documents will have in the future. This article is a great source for delegates on the Paris conference and should be used for anyone doing research on children and conflict.

United Nations. (2007, October 17). *Statement to the General Assembly Third Committee Agenda Item 68 (a)*. Retrieved August 16, 2008, from <http://www.un.org/children/conflict/english/17oct2007stateme.html>

This document is a statement given by Radhika Coomaraswamy, Special Representative of the Secretary-General for Children and Armed Conflict, to the United Nations General Assembly. This statement was used for general background knowledge on the status of children's rights in regions affected by armed conflict. Additionally, the opening quote was cited from this statement.

United Nations Department of Public Information. (1995, December). *Background Note: Children's Rights*.

Retrieved September 1, 2008, from United Nations Web site: <http://www.un.org/rights/dpi1765e.htm>
The United Nations Department of Public Information maintains this page as a resource on the children's rights infrastructure, with specific concentration on the United Nations portion. Delegates will find this useful as an introduction to children's rights in the United Nations system. It cites a great deal of different United Nations agencies and documents and implementation of the protection of specific rights worldwide.

United Nations General Assembly. (2007, December 17). *International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010 (A/RES/62/89)*, Retrieved October 19, 2008 from <http://daccess-ods.un.org/TMP/5699908.html>
The International Decade that was created by the General Assembly was established to bring attention to the need for non-violence in the international community, particularly among children. The mandate for the Decade specifically emphasizes the need for the international community to recognize and implement strategies to focus on and ensure assistance for children exposed to harmful and violent situations, including conflict.

United Nations General Assembly (2007, December 18). *Rights of the child (A/RES/62/141)*. Retrieved October 19, 2008 from <http://daccess-ods.un.org/TMP/9029830.html>
For a number of years running, the General Assembly has adopted a resolution on the Rights of the Child, of which this is the most recent adopted. A key part of each resolution is the call for all Member States to adopt the Convention on the Rights of the Child and its Optional Protocols. It also makes a number of recommendations for Member States to adopt in order to guarantee that all children have the rights guaranteed to them by international law.

United Nations General Assembly. (1948, December 10). *Universal Declaration of Human Rights*. Retrieved August 19, 2008, from <http://www.un.org/Overview/rights.html>
The Universal Declaration of Human Rights was passed by the General Assembly on December 10, 1948. It was the United Nations' first landmark document dealing with human rights. Delegates will find this source useful to determine which rights all people (including children) are entitled to the exercise of and the status of children's rights prior to the next major document in the United Nations related to this (the 1959 renewal of the League of Nations' Geneva Declaration).

United Nations General Assembly. (1959). *Geneva Declaration on the Rights of the Child*. Retrieved August 19, 2008, from <http://www.unhchr.ch/html/menu3/b/25.htm>
This source is the full text of the 1959 United Nations renewal of the Geneva Declaration on the Rights of the Child. This document was the first United Nations-based protector of children's rights, though it lacked implementation rules and mechanisms. Delegates will find this source useful to compare and contrast with the League of Nations' version.

United Nations General Assembly. (1966). *International Covenant on Civil and Political Rights*. Retrieved August 22, 2008, from http://www.unhchr.ch/html/menu3/b/a_ccpr.htm
The International Covenant on Civil and Political Rights was adopted by the General Assembly in 1966. It defines "negative rights" (or actions that cannot be taken against those who hold the rights; this contrasts with the ICESCR) available to all people that do not fall within the UDHR. Delegates will find this document useful as a non-child-specific international agreement on rights that relates to political conflict, and thus indirectly to armed conflict.

United Nations General Assembly. (1966, December 16). *International Covenant on Economic, Social and Cultural Rights*. Retrieved August 24, 2008, from <http://www2.ohchr.org/english/law/cescr.htm>
The International Covenant on Economic, Social and Cultural Rights was adopted by the General Assembly in 1966. It defines "positive rights" (or options that may be exercised by those who hold the rights; this contrasts with the ICCPR) available to all people that do not fall within the UDHR. Delegates will find this document useful to define the rights to one's own religion, culture, etc. that are often abridged for all people, including children, during periods of armed conflict.

United Nations General Assembly. (1974, December 14). *Declaration on the Protection of Women and Children in Emergency and Armed Conflict (A/3318)*. Retrieved August 9, 2008, from <http://daccess->

ods.un.org/TMP/7727387.html

The Declaration on the Protection of Women and Children in Emergency and Armed Conflict was proclaimed by the General Assembly on December 14, 1974. This document creates a State responsibility for the welfare of women and children (which are equated with “non-combatants” in this document). Delegates will find this document useful in establishing State responsibility for child welfare more expansively than it had been in the two Geneva Declarations.

United Nations General Assembly. (1989, November 20). *Convention on the Rights of the Child*. Retrieved August 25, 2008, from <http://www2.ohchr.org/english/law/crc.htm>

This document is the full text of the United Nations’ Convention on the Rights of the Child. This document is the foundation of children’s rights in the modern era and was the first of its kind since the 1959 United Nations adaptation of the League of Nations’ 1924 Geneva Declaration on the Rights of the Child. Delegates may use this source to find specific articles that countries are bound to follow, and rights they are bound to uphold for children within their borders.

United Nations General Assembly. (2000, May 25). *Optional protocols to the Convention on the Rights of the Child on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography (A/RES/54/263)*. Retrieved August 26, 2008, from <http://www.un.org/Docs/asp/ws.asp?m=A/RES/54/263>

A/RES/54/263 was adopted by the General Assembly on March 16, 2001. It adopts and opens for ratification the Optional Protocol to the CRC related to the Sale of Children, Child Prostitution and Child Pornography. This source will be useful for delegates seeking broader understanding of the Optional Protocol’s genesis in the United Nations General Assembly.

United Nations General Assembly. (2000, May 25). *Optional Protocol to the Convention on the Rights of the Child Relating to Armed Conflict*. Retrieved August 14, 2008, from <http://www2.ohchr.org/english/law/crc-conflict.htm>

This document is the full text of the United Nations’ Convention on the Rights of the Child’s Optional Protocol Relating to Armed Conflict (CRCOPAC). This document is the primary document within the topic area that establishes what rights children have during armed conflict. Delegates will find this source useful for nearly every conceivable protection given to children during armed conflict is either established or reaffirmed in the CRCOPAC.

United Nations General Assembly. (2005). *Fifty-Ninth Session Report of the Secretary-General: Children and Armed Conflict*. Retrieved August 27, 2008, from <http://www.un.org/children/conflict/english/reports.html>

This document is the report of the UN Secretary-General to the Fifty-ninth Session of the UN General Assembly on the topic of Children and Armed Conflict. The report provides detailed information on the progress and compliance of states in ending the recruitment and use of children, as well as summaries of success in preventing other violations from being committed against children. In addition, the report outlines the monitoring, reporting, and compliance mechanism as well as “best practices” in programs addressing all aspects of demobilization, disarmament and reintegration of women. This document is extremely useful when doing research on this subject and should be considered one of the best resources on the issue.

United Nations General Assembly. (2007). *Sixty-Second Session Report of the Secretary General: Children and Armed Conflict*. Retrieved August 27, 2008, from <http://www.un.org/children/conflict/english/reports.html>

This document is a report submitted by the UN Secretary-General to the Sixty-second session of the UN General Assembly as was requested in Security Council Resolutions 1379 (2001), 1460 (2003), 1539 (2004) and 1612 (2005). This document, similar to past reports, contains details regarding the compliance by Member States in ending the recruitment and use of children in armed conflict in accordance with international law. This report also details the progress made in the implementation of the monitoring and reporting mechanism and other action plans as well as details regarding the progress made on the mainstreaming of child protection into UN peacekeeping operations. This document is another key resource for further research on the issue and should be referred to by delegates desiring the most up to date information on the subject.

United Nations High Commissioner for Human Rights. (n.d.). *Ratification Status of the Convention on the Rights of the Child and Optional Protocols*. Retrieved August 20, 2008, from <http://www.unhchr.ch/html/menu2/6/crc/treaties/status-crc.htm>

This source is a chart showing the ratification and signatory status of eight major human rights documents. It was used to determine the non-State party status of the U.S. and Somalia with regards to the CRC, and the State party status of the U.S. with regards to the CRCOPAC. Delegates will find this document useful in their research on other Member States when determining ratification statuses of numerous agreements.

United Nations Office at Geneva. (2007). *Human Rights Council Discusses Report of Secretary-General's Special Representative on Children and Armed Conflict*. Retrieved October 19, 2008 from [http://www.unog.ch/80256EDD006B9C2E/\(httpNewsByYear_en\)/15C0B1F6BBAB0186C125735D004DB168?OpenDocument](http://www.unog.ch/80256EDD006B9C2E/(httpNewsByYear_en)/15C0B1F6BBAB0186C125735D004DB168?OpenDocument)

In this thorough press release, the SRSR's report to the Human Rights Council is covered in depth. It covers not only the report that was given by the SRSR but also the debate that occurred in the Council regarding the topic. Numerous statements by both Member States and Intergovernmental Organizations are covered in this release, which will provide delegates with an overview of how states both experiencing and not experiencing view the topic of children in times of conflict.

Watchlist on Children and Armed Conflict. (2008). *Getting it done and doing it right*. Retrieved August 24, 2008, from <http://www.watchlist.org/reports/pdf/colombia-v5-web.pdf>

This source is a result of a global study which was undertaken by the Watchlist on Children and Armed Conflict with the goal of monitoring and implementing the UN led mechanism to monitor and report (MRM) violations of children's rights. This document analyzes the lessons learned, challenges and successes in the efforts, and also provides recommendations for decision-maker. This document provides a solid overview of monitoring efforts globally, as well as providing analysis helpful in gaining a better understanding of what is needed to address this issue adequately.

Y Care International. (2008). *Colombia: Overcoming Lost Childhoods – Lessons learned from the rehabilitation and reintegration of former soldiers*. Retrieved October 11, 2008, from <http://www.ycareinternational.org/download.php?id=39> .

This research report was published by Y Care International and based on field work carried out in Bogota, Colombia. It focuses on the experiences of former child soldiers as they try to rehabilitate in the midst of a conflict. Not only does it detail the experiences of children in Colombia but it also highlights lessons learned around the world.

Additional Sources

British Broadcasting Corporation News. (n.d.). *Children of Conflict*. Retrieved October 7, 2008, from <http://www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/>

This source is an informational website on children in conflict zones created by the British Broadcasting Corporation BBC News for the BBC World Service. It is broken up into sections encompassing children as soldiers, children who are wounded in war, or captured, abducted or missing as a result of war. It also has a section on child-headed households, an increasing phenomenon in a post-conflict setting as well as during armed conflicts. Delegates will find this useful for determining the current state of the world's children in conflict zones, and describing multiple challenges facing those children.

Canadian Forum on Children and Armed Conflict. (2008). *Preventative Strategies for Children and Armed Conflict: Implementation of Resolution 1612 and Other Policies*. Retrieved October 11, 2008, from <http://www.crin.org/docs/Preventive%20Strategies%20for%20Children%20and%20Armed%20Conflict%20-%20final.pdf>

This document was recently published by the Canadian Forum on Children and Armed Conflict, resulting from an intensive research and consultation process conducted over several years. The report not only focuses on preventative strategies for the short and long term, but also aims to strengthen aspects of Security Council Resolution 1612 as well as draw attention to threat armed conflict poses to children. This document is key in any research being conducted by delegates because it provides comprehensive technical information and useful suggestions for future action.

Security Council. (2008, July 14). *Update Report No. 2: Children and Armed Conflict*. Retrieved October 5, 2008, from <http://www.securitycouncilreport.org/site/c.glKWLeMTIsG/b.4343539/#und>
This website provides comprehensive information on the July 2008 open debate of the Security Council which focused on the annual report of the Security Council Working Group on Children and Armed Conflict. The webpage details the expected council action, recent developments, alternate options, key issues, dynamics within the Security Council on the issue, and links to resources. This website is invaluable in providing a very detailed look at the internal workings of the Council on this issue.

United Nations General Assembly. (1996). *Promotion and Protection of the Rights of Children: Impact of armed conflict on children – Note by the Secretary-General*. Retrieved October 6, 2008, from <http://www.un.org/children/conflict/english/machel-reports.html>
This landmark 1996 UN report “Impact of armed conflict on children” (A/51/306) was lauded as groundbreaking due to the comprehensive actions taken as a result of it. Not only did the report establish the mandate of the Special Representative of the Secretary-General for Children and Armed conflict, but it also has grown to be the foundation for programs and advocacy efforts in the field of children and armed conflict. This document is very useful for delegates doing research on this topic because it serves as the cornerstone of current action on this topic.

United Nations General Assembly. (2001). *The Machel Review 1996-2000: A Critical Analysis of Progress Made and Obstacles Encountered in Increasing Protection for War-Affected Children*. Retrieved October 6, 2008, from <http://www.un.org/children/conflict/english/machel-reports.html>
Ten years after the Convention on the Rights of the Child went into force, Canada hosted the International Conference on War-Affected Children. In preparation for the conference, the Machel Review was commissioned to review progress in protecting war-affected children from 1996-2000 and follow-up to the groundbreaking Machel Report which was issued in 1996. The document provided the principal background document of the Conference, and can serve the same purpose for delegates researching this topic.

United Nations Human Rights Council. (2008). *Promotion and Protection of All Human Rights, Civil, Political, Economic, Social and Cultural Rights, Including the Right to Development: Annual report of the Special Representative of the Secretary-General for Children and Armed Conflict, Radhika Coomaraswamy*. Retrieved October 6, 2008, from [http://www.crin.org/docs/G0814615\[1\].pdf](http://www.crin.org/docs/G0814615[1].pdf)
This resource was presented to the Human Rights Council by Ms. Radhika Coomaraswamy, the Special Representative of the Secretary-General for Children and Armed Conflict in early September 2008. The document draws attention to the impact of the changing nature of conflict on children and to the need to take action to stop grave violations of their rights in situations of conflict. In addition, the report underscores the importance strengthening humanitarian law, particularly in regards to the fight against impunity for violations of children’s rights in terms of achieving compliance with existing legal frameworks. This document is helpful in providing the most current and up to date information on the subject to delegates.

United Nations Security Council. (2007, June). *Report on the activities of the Working Group of the Security Council on Children and Armed Conflict, established pursuant to resolution 1612 (2005)*. Retrieved September 30, 2008, from <http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/CAC%20S%202007%20428.pdf>
This report documents the activities of the Working Group of the Security Council on Children and Armed Conflict from July 2006 to June 2007. Among the highlights include, details of the dialogue between civil society and UN Member States as well as the efforts of the UN System in upholding resolution 1612. This document is useful for delegates doing research on recent actions taken by the international community.

III. Improving Emergency Response through Humanitarian Reform

Buchanan-Smith, M. (n.d.). *How the Sphere Project Came into Being: A Case Study of Policy-Making in the Humanitarian Aid Sector and the Relative Influence of Research*. Retrieved from Overseas Development Institute Web site: http://www.odi.org.uk/rapid/Publications/RAPID_WP_215.htm
This report is a comprehensive review of the Sphere Project. The author gives a complete history of the

need for change in the humanitarian aid sector evident in the 1990's. The genocide in Rwanda proved the major flaws in the system and the Sphere project came into existence to improve accountability and quality of humanitarian aid. This report presents many views of humanitarian reform and which areas might best be reformed.

Doctors Without Borders/édecins Sans Frontières. (n.d.). *About Us - Timeline*. Retrieved July 10, 2008, from <http://www.doctorswithoutborders.org/>

Doctors Without Borders/édecins Sans Frontières (MSF) is an organization dedicated to the principles of victim advocacy and assistance. Formed as a response to the weaknesses in ICRC policies on impartiality, MSF holds no allegiance to any political, governmental or religious groups. This group, formed by doctors and journalists in 1972 continues to provide assistance based solely on a mission of medical ethics and human rights. This page provides a good history of work of the organization as well as information on what it believes are the policies fundamental to humanitarian aid disbursement.

Dufresne, C. (2007, April 23). *Workshop Report: Cluster/Sector Leadership Training*. Retrieved from Inter-Agency Standing Committee Web site: <http://aidsandemergencies.org/.../Cluster lead training report April 2007.pdf>
This is a report from the first Cluster/Leadership Training. The report finds several areas in which sector leadership can be improved as well as educational goals for the participants. These are good guidelines for improving the efficiency of the cluster approach to humanitarian aid.

Global Humanitarian Assistance. (n.d.). Retrieved from Development Initiatives Web site:

<http://www.globalhumanitarianassistance.org/%202007.pdf>

This report is an extensive, highly detailed evaluation of humanitarian aid in action. It describes how, where, and why aid is given in many emergencies. In great detail, the report describes the pillars of reform, and evaluates them on a case by case basis.

Global Humanitarian Platform. (n.d.). *GHP Action Plan 2007-2009*. Retrieved July 17, 2008, from

<http://www.icva.ch/doc>

This document provides a framework for implementation of the Principles of Partnership. It also establishes a long list of goals and deadlines. These are good starting points for research on improving humanitarian aid from an communication perspective.

Global Humanitarian Platform. (2006, December). *The Global Humanitarian Platform (GHP): An Outline*.

Retrieved July 16, 2008, from

[http://www.google.com/?sa=t&source=web&ct=res&cd=1&url=http%3A%2F%2Fwww.humanitarianreform.org%2Fhumanitarianreform%2FPortals%2F1%2Fcluster%2520approach%2520page%2FGHP%2520-%2520an%2520outline%2520\(ICVA\).doc&ei=UwnSSNXiN6HUpgTWurjiCA&usq=AFQjCNEYnxunDixa2lkUXkcJ9huf2Z2NKw&sig2=yUK-bVxTKZWq5jv4wchyYg](http://www.google.com/?sa=t&source=web&ct=res&cd=1&url=http%3A%2F%2Fwww.humanitarianreform.org%2Fhumanitarianreform%2FPortals%2F1%2Fcluster%2520approach%2520page%2FGHP%2520-%2520an%2520outline%2520(ICVA).doc&ei=UwnSSNXiN6HUpgTWurjiCA&usq=AFQjCNEYnxunDixa2lkUXkcJ9huf2Z2NKw&sig2=yUK-bVxTKZWq5jv4wchyYg)

The Global Humanitarian Platform is a forum for discussion of humanitarian issues. The GHP developed the Principles of Partnership as a guide for the group of leaders in the humanitarian sector. This document is a good guide for information on the GHP.

Humanitarian Reform. (n.d.). *Partnerships*. Retrieved July 14, 2008, from

<http://www.humanitarianreform.org//.aspx?tabid=73>

This site is a good starting point for research on improving UN partnerships as well as NGO coordination. Increasing NGO participation in cooperative decision-making on humanitarian issues can improve aid administration. Partnerships, in general, have the ability to specifically harness the abilities of various factions.

Inter-Agency Standing Committee. (n.d.). *SCHR - Steering Committee for Humanitarian Response*. Retrieved July

10, 2008, from <http://humanitarianinfo.org/iasc/pageloader.aspx?page=content-about-schr>

This site provides an overview of the work of the SCHR. The SCHR focuses on three main areas: field program, quality and accountability, and UN relationships through the IASC. This site is a good place to find information on the work of the body as well as its member organizations.

Inter-Agency Standing Committee. (2006, April 24). *Strengthening the Humanitarian Coordinator's System: What*

is our goal and how do we get there? Retrieved July 13, 2008, from <http://www.icva.ch/doc00001572.html>
This is a complete plan to improve the effectiveness of the humanitarian coordinator system. This document reflects many of the improvements to be made in the system along with a timeline for formulating a system to do so. A clear outline of recommendations to improve the leadership roles of humanitarian/coordinators, this document provides many good leads for research.

Inter-Agency Standing Committee. (2006, November 24). *Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response*. Retrieved July 10, 2008, from http://www.who.int/hac/network/interagency/news/cluster_approach/en/index.html
This report is a comprehensive look at the Cluster approach and is a good source of detailed information on the transparency in leadership goals of humanitarian reform. This document lays out the original nine clusters and their supervision. Also in this document is a clear system of which organizations belong to each cluster and to whom they report.

International Committee of the Red Cross. (n.d.). *History of the International Committee of the Red Cross*. Retrieved July 10, 2008, from <http://www.icrc.org>
This website provides a good understanding of the History of the International Committee of the Red Cross. This site describes the relationship between the ICRC and its relationship with the League of Red Cross Societies. Humanitarian aid laws, are explored and evaluated here also.

International Committee of the Red Cross. (1864, August 22). *International Humanitarian Law - Resolutions Geneva Convention 1864*. Retrieved September 9, 2008, from <http://www.icrc.org/Web/Eng/siteeng0.nsf/htmlall/genevaconventions>
This is the foundation document for all humanitarian law. Additional conventions since the 1864 convention have taken place on separate issues in humanitarian aid. The fundamentals of impartial care for the wounded and those affected by emergencies are outlined here.

International Red Cross and Red Crescent Movement. (n.d.). *The Code of Conduct*. Retrieved July 10, 2008, from <http://www.icrc.org/web/eng/siteeng0.nsf/htmlall/64zahh?opendocument>
This document provides solid guidelines for aid workers to follow in administration of relief work. The principles of this document have been adopted by aid organizations other than the IFRC. Developed by the SCHR, this is an example of collaborative effort among aid providers to improve care to those in need.

International Strategy for Disaster Reduction. (n.d.). *Hyogo Framework for Action: 2005-2015*. Retrieved from <http://www.unisdr.org/eng/hfa/hfa.htm>
This is the product of the World Conference on Disaster Reduction held in Kobe, Japan, in January of 2005. Although focusing on natural disasters, this framework gives guidelines in improving preparedness for administering humanitarian aid. A solid look at communication networks and information management, this framework is a good place to look for ideas to improve emergency response.

OCHA in 2008. (2007, December). Retrieved from Office of The Coordination of Humanitarian Affairs Web site: <http://ochaonline.un.org/.aspx?link=ocha&docId=1085708>
This extensive report details all the activities, subdivisions, and financing of the Office for the Coordination of Humanitarian Affairs. This work may help you further understand how the branches of this office work together to coordinate humanitarian aid. In addition to a detailed description of the body, its internal workings are explored and case studies are examined in detail. This is a great place to look for specific details on OCHA.

Sphere Project. (n.d.). *Sphere in Brief*. Retrieved July 10, 2008, from <http://www.sphereproject.org/content/view/229/232>
This site provides an overview of the actions of the Sphere Project and its separate phases. The Sphere Project operates on the principles of human rights, dignity and how suffering in disasters or conflict is a violation of these rights. This organization, established in 1997, provides operating guidelines for aid workers and a standardized handbook for those working in the field. The work of the Sphere project is done by members in the humanitarian aid sector, who often participate in other similar bodies.

- The Sphere Project. (n.d.). What is Sphere? In *Humanitarian Charter and Minimum Standards in Disaster Response* (pp. (5-14)). (Original work published 2004) Retrieved July 11, 2008, from http://www.sphereproject.org//com_docman/cat_view/17/26/English/
This is the part of the Sphere Handbook useful for understanding the measurement of accountability and efficiency of aid given. This guide provides indicators, clear standards of what a solved humanitarian problem is. Particularly useful are the comparison of standards and indicators in understanding this issue.
- United Nations Childrens Fund. (n.d.). *UNICEF - About UNICEF - Who We Are*. Retrieved July 10, 2008, from http://www.unicef.org/about/who/index_history.html
This website provides a history of UNICEF's work in humanitarian emergencies. Its role as a provider of aid to children in post-war Europe has expanded greatly. This website tracks the growth of UNICEF from aid provider to policy advocate. Additional links here are useful for learning about individual actions of UNICEF in emergency actions.
- United Nations General Assembly, 14th Session. (1959, November 20). *Declaration of the Rights of the Child*. Retrieved September 6, 2008, from <http://www.unhchr.ch/html/menu3/b/25.htm>
This declaration is a legal extension of human rights especially to children of the world. A product of UNICEF and the International Union of Child Welfare, this work combines principles in the League of Nations' Geneva Declaration of the Rights of the Child as well as the Universal Declaration of Human Rights.
- United Nations General Assembly, 44th Session. (1989, December 22). *International Decade for Natural Disaster Reduction (A/RES/44/236)*. Retrieved July 10, 2008, from <http://daccess-ods.un.org/TMP/568152.5.html>
This resolution declared the 1990's to be a decade for disaster reduction. While only one section of emergency humanitarian response, this is an area where many have suffered recently and improvements are possible. Natural disasters, though not predictable, are an area where risk assessment and preparedness can improve the quality of response to a humanitarian emergency.
- United Nations General Assembly 46th Session. (1991). *Strengthening the Coordination of Humanitarian Emergency Assistance of the United Nations (A/RES/46/182)*. Retrieved July 9, 2008, from <http://daccess-ods.un.org/TMP/5029093.html>
This resolution established the Department of Humanitarian Assistance, later renamed to the Office of The Coordination of Humanitarian Assistance. The resolution also establishes the Central Emergency Response Fund, as well as acknowledges guidelines for administration of humanitarian aid.
- United Nations General Assembly, 54th Session. (2000, February 3). *International Decade for Disaster Reduction (A/RES/54/219)*. Retrieved September 10, 2008, from <http://daccess-ods.un.org/TMP/43386.76.html>
The International Decade for Disaster Reduction had expired and still technological and communications improvements were happening at an incredible rate. The General Assembly, on recommendation from its Second Committee, established a temporary successor to the program. This resolution gave authority to the Secretary General to establish an agency dedicated to natural disaster mitigation.
- United Nations General Assembly, 56th Session. (2002, January 21). *International Strategy for Disaster Reduction*. Retrieved July 9, 2008, from http://www.unisdr.org//_isd/ docs/resolution/res-56-195-eng.pdf
This resolution highlighted the works of the IASC and cooperative efforts on disaster mitigation and emergency humanitarian aid. This resolution called for changes in the International Strategy for Disaster Reduction. Enhancing some of the roles played by the agency, this resolution set forth additional guidelines for use of the program.
- United Nations General Assembly 60th Session. (n.d.). *Strengthening of the Coordination of Emergency Humanitarian Assistance of the United Nations (A/RES/60/124)*. Retrieved July 9, 2008, from <http://daccess-ods.un.org/TMP/61526.73.html>
This resolution establishes the Central Emergency Response Fund. This fund is comprised of a \$450 Million grant division and a \$50 Million loan division. The Central Emergency Revolving fund is replaced as well as requesting the Economic and Social Council to discuss the implementation of the fund.

United Nations General Assembly, 62nd Session. (2007, September 21). *Allocation of Agenda Items to the Third Committee (A/C.3/62/1)*. Retrieved October 12, 2008, from [http://unbisnet.un.org:8080/ipac20/ipac.jsp?session=1220417M76R5C.22480&profile=voting&uri=link=3100015~!722959~!3100001~!3100040&aspect=alpha&menu=search&ri=1&source=~!horizon&term=A%2F62%2F251+7J3+UN.+GENERAL+ASSEMBLY+\(62nd+SESS.+%3A+2007-2008\).+3RD+COMMITTEE--WORK+ORGANIZATION&index=](http://unbisnet.un.org:8080/ipac20/ipac.jsp?session=1220417M76R5C.22480&profile=voting&uri=link=3100015~!722959~!3100001~!3100040&aspect=alpha&menu=search&ri=1&source=~!horizon&term=A%2F62%2F251+7J3+UN.+GENERAL+ASSEMBLY+(62nd+SESS.+%3A+2007-2008).+3RD+COMMITTEE--WORK+ORGANIZATION&index=)

This document is the General Assembly document assigning certain issues to the 3rd Committee. Known also as the "Social and Humanitarian" (SOCHUM), this committee deals with issues before the UN General Assembly regarding human rights, humanitarian affairs and social development.

United Nations Office for The Coordination of Humanitarian Affairs. (n.d.). *CERF Figures*. Retrieved July 10, 2008, from <http://ochaonline.un.org>
This Website is a financial overview of the Central Emergency Response Fund. Figures are given in a range of areas. A complete breakdown of funding by country, agency, sector and window (Rapid Response Grant/Emergency Loan).

United Nations Office for The Coordination of Humanitarian Aid. (n.d.). *CERF Pledges and Contributions*. Retrieved September 10, 2008, from http://ochaonline.un.org/2008_290808.pdf
This document is a chart of the complete breakdown of contributions to the Central Emergency Response Fund. A vast majority of the donations are from governments. The private sector contributes financially as well.

United States Environmental Protection Agency. (n.d.). *Glossary Region 5 Superfund*. Retrieved October 10, 2008, from <http://www.epa.gov/Super/glossary.html>
This resource is a good place to look up working definitions of a number of humanitarian related terms. The US EPA is a good resource for information on particular humanitarian aid implementation practices. As one of the principle leaders in humanitarian response, the United States' methods merit study along with the efforts made by other significant players (EU Member States, for example.)

United States Mission to the United Nations. (1996). *Global Humanitarian Emergencies*. Retrieved October 12, 2008, from <http://www.reliefweb.int/1.html>
This document is a brief overview of humanitarian emergencies. This gives examples of what constitutes a humanitarian emergency and discusses briefly the needs for reform. It will greatly assist those wishing to build a basic knowledge of humanitarian affairs.

Update on Humanitarian Reform. (2006, March). Retrieved from United Nations Office for The Coordination of Humanitarian Affairs Web site: <http://www.reliefweb.int/rw/lib.nsf/db900sid/DPAS-6MMLSH?OpenDocument>
This report is a good summary of the Humanitarian Response Review. It explores the separate "pillars" of reform and discusses needs for improvement. Descriptions of the areas of reform are explored along with goals and means to achieve them.

Young, H., & Harvey, P. (2004, June 2). The Sphere Project: The Humanitarian Charter and Minimum Standards in Disaster Response: Introduction. *Disasters*, 28(2), 99. Retrieved July 10, 2008, from Blackwell-Synergy database.
This article provides an overview of the human rights justification for improvement of humanitarian aid. As people suffer, they lose human dignity, and that is a fundamental human right. The Sphere project is a organization comprised of NGO and UN representatives dedicated to the improvement of humanitarian aid administration.

Additional Resources

Global Compact Office, & Loupforest, C. (2006). *The UN-Business Focal Point*. Retrieved October 12, 2008, from <http://www.enebuilder.net/article000614343.cfm?x=b11,0,w>
This page is a good overview of the pillars of reform. If humanitarian reform and its many areas confuse

you, I would go here. This article gives a simple understanding of the areas of humanitarian aid needing reform. The complex ideas are boiled down to some tangible concepts and ideas.

International Council of Voluntary Agencies. (n.d.). *Information Resources*. Retrieved October 12, 2008, from <http://www.icva.ch/html>

This site gives a vast amount of information regarding reform of the humanitarian aid and emergency response sector. Many different crises are explored in depth as well as topic areas in reform. Numerous UN documents as well as those presented by NGOs are available for download.

People in Action. (n.d.). *Humanitarian Emergencies*. Retrieved October 12, 2008, from <http://peopleinaction.com/>

This website is a good starting point for research on humanitarian aid and reform of the system. A brief overview of some humanitarian aid disbursements as well as many links to other relevant websites and non-governmental organizations involved in the aid process are among the resources presented here. I would look especially at the links to other resources as well as the featured website or news link.

United Nations News Service. (n.d.). News on Humanitarian Aid, Refugees. In *UN News Centre*. Retrieved October 12, 2008, from <http://www.un.org/.asp?SubjectID=3>

This site is full of recent information on humanitarian crises. The news presented here is often unbiased and presented in a light that normal news organizations would not. This would be a good site to keep informed on humanitarian crises as the conference comes closer.

United Nations Office for the Coordination of Humanitarian Affairs. (n.d.). *ReliefWeb*. Retrieved October 12, 2008, from <http://www.reliefweb.int/.nsf/?OpenForm>

This is an OCHA website tracking humanitarian emergencies in recent times. The resources here are deep and in great detail. This would be a good place to look for specific examples for your country or region. The website contains links to many relevant sources of information on aid actions and figures.

Rules of Procedure

General Assembly Social, Humanitarian and Cultural Committee (GA3rd)

Introduction

1. These rules shall be the only rules which apply to the General Assembly Social, Humanitarian and Cultural Committee (hereinafter referred to as “the Assembly”) and shall be considered adopted by the Assembly 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 Assembly.

I. SESSIONS

Rule 1 - Dates of convening and adjournment

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

Rule 2 - Place of sessions

The Assembly 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 United Nations at least sixty days before the opening of the session.

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 Assembly 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 delegates, including observers, in attendance at the meeting during which this motion comes to a vote.

Rule 5 - Revision of the agenda

During a session, the Assembly 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. Permission to speak on a motion to revise the agenda shall be accorded only to three representatives in favor of, and three opposed to, the revision. 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 Assembly so decides by a two-thirds majority of the members present and voting. No additional item may, unless the General Assembly decides otherwise by a two-thirds majority of the members present and voting, be considered until a committee has reported on the question concerned.

As the General Assembly Plenary determines the agenda for its Committees, this rule is applicable only to the Plenary body. Items cannot be amended or added to the agenda by any of the Committees of the Assembly. For purposes of this rule, the determination of an item of an “important and urgent character” is subject to the discretion of the Secretariat, 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 Assembly to be placed on the agenda. It will, however, not be considered by the Assembly until a committee has reported on the question, or a second two-thirds vote is successful to keep the Plenary body seized of the matter. The votes described in this rule are substantive vote, and, as such, observers are not permitted to cast a vote. For purposes of this rule, "the members present and voting" means those 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 Assembly.
2. The Secretary-General shall provide and direct the staff required by the Assembly 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 Assembly, and shall distribute documents of the Assembly to the Members of the United Nations, and generally perform all other work which the Assembly 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 Assembly 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 Assembly for the duration of the session, unless otherwise decided by the Secretary-General. The Assembly shall have twenty-one Vice-Presidents, based on the same apportionment as the Vice-Presidents recognized in the Assembly.

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 Assembly.

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

Any representative wishing to address any United Nations organ 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 Assembly are present. The presence of representatives of a majority of the members of the

Assembly shall be required for any decision to be taken.

For purposes of this rule, “members of the Assembly” 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 Assembly, 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 Assembly 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 Assembly 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. For purposes of this rule, the President’s power to “propose to the Assembly” entails her/his power to “entertain” motions, and not to move the body on his or her own motion.

Rule 16

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

Rule 17 - 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. 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 (not including observers) in attendance at the meeting during which this motion comes to vote.

Rule 18

A representative may not, in rising to a point of order, speak on the substance of the matter under discussion.

Rule 19 - Speeches

1. No one may address the Assembly 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.
2. Debate shall be confined to the question before the Assembly, and the President may call a speaker to order if her/his remarks are not relevant to the subject under discussion.
3. The Assembly may limit the time allowed to speakers and all representatives may speak on any question. Permission to speak on a motion to set such limits shall be accorded only to two representatives favoring and two opposing such limits, after which the motion shall be put to the vote immediately. When debate is limited and a speaker exceeds the allotted time, the President shall call her or him to order without delay.

In line with the philosophy and principles of the NMUN, in furtherance of its educational mission, and for the purpose of facilitating debate, if the President determines that the Assembly in large part does not want to deviate from the limits to the speaker’s time as it is then set, and that any additional motions will not be well received by the body, the President, in her/his discretion, and on the advice and consent of the Secretariat, may rule as dilatory any additional motions to change the limits of the speaker’s time.

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 Assembly, 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 Assembly.

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 Assembly. A motion to close the speakers list is within the purview of the Assembly 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 Assembly 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 Assembly shall reconvene at its next regularly scheduled meeting time.

As this motion, if successful, would end the meeting until the Assembly'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 Assembly.

Rule 24 - Adjournment of debate

A representative may at any time move the adjournment of debate on the topic under discussion. Permission to speak on the motion shall be accorded to two representatives favoring and two opposing adjournment, after which the motion shall be put to a vote immediately, requiring the support of a majority of the members present and voting to pass. If a motion for adjournment passes, the topic is considered dismissed and no action will be taken on it.

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 Assembly favors the closure of debate, the Assembly shall immediately move to vote on all proposals introduced under that agenda item.

Rule 26 - Order of motions

Subject to rule 23, 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 substantive amendments shall normally be submitted in writing to the Secretariat, with the names of twenty percent of the members of the Assembly would like the Assembly to consider the proposal or amendment. 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 Assembly 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 Assembly 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 Assembly 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 Assembly. These draft resolutions are the collective property of the Assembly 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 proposal or a motion may be withdrawn by its sponsor at any time before voting has commenced, provided that it has not been amended. A motion thus withdrawn may be reintroduced by any representative.

Rule 29 - Reconsideration of a topic

When a topic has been adjourned, it may not be reconsidered at the same session unless the Assembly, 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.

For purposes of this rule, "those present and voting" means those representatives, including observers, in attendance at the meeting during which this motion is voted upon by the body.

VI. VOTING

Rule 30 - Voting rights

Each member of the Assembly 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 Assembly for decision shall be voted upon if any member so requests. Where no member requests a vote, the Assembly 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 Assembly 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 roll call for the meeting during which the substantive voting occurs, must cast an affirmative or negative vote, and cannot abstain.

Rule 33 - Omitted

Rule 34 - Method of voting

1. The Assembly 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 Assembly 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 Assembly 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 35 - 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 36 - 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.

Rule 37 - 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 38 - 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 perambulatory clauses.

Rule 39 - 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 40 - Order of voting on proposals

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

Rule 41 - 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. CREDENTIALS

Rule 42 - Submission of 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 43 - Credentials Committee

A Credentials Committee, consisting of nine members, shall be appointed by the Secretary-General at the beginning of each session. It shall examine the credentials of representatives and report without delay. The Main Committees shall be bound by the actions of the Plenary in all matters relating to credentials and shall take no action regarding the credentials of any Member State.

Rule 44 - Provisional admission to a session

Any representative to whose admission a member has made objection shall be seated provisionally with the same rights as other representatives until the Credentials Committee has reported and the Assembly has given its decision.

VIII. GENERAL COMMITTEE

Rule 45 - Composition

The General Committee shall comprise the President of the Assembly, who shall preside, the twenty-one Vice Presidents and the Chairpersons of the six Main Committees.

Rule 46 - Functions

In considering matters relating to the agenda of the Assembly, the General Committee shall not discuss the substance of any item except in so far as this bears upon the question whether the General Committee should recommend the inclusion of the item in the agenda and what priority should be accorded to an item the inclusion of which has been recommended.

Rule 47

The General Committee shall assist the President and the Assembly in drawing up the agenda for each plenary meeting, in determining the priority of its items, and in coordinating the proceedings of all committees of the Assembly. It shall assist the President in the general conduct of the work of the General Assembly which falls within the competence of the President. It shall not, however, decide any political question.

Rule 48 - Participation by members requesting the inclusion of items in the agenda

A member of the Assembly which has no representative on the General Committee and which has requested the inclusion of an item in the agenda shall be entitled to attend any meeting of the General Committee at which its request is discussed and may participate, without a vote, in the discussion of that item.

IX. MINUTE OF SILENT PRAYER OR MEDITATION

Rule 49 - Invitation to silent prayer or meditation

Immediately after the opening of the first plenary meeting of the Assembly, representatives may request to observe one minute of silence dedicated to prayer or meditation. This is the only time this motion will be entertained and its approval is at the discretion of the Secretariat.

X. COMMITTEES

Rule 50 - Establishment of committees

The Assembly may establish such committees as it deems necessary for the performance of its functions.

Rule 51 - Categories of subjects

Items relating to the same category of subjects shall be referred to the committee or committees dealing with that category of subjects. Committees shall not introduce new items on their own initiative.

Rule 52 - Main Committees

The Main Committees of the Assembly are the following:

- a) Political and Security Committee (First Committee)
- b) Economic and Financial Committee (Second Committee)
- c) Social, Humanitarian and Cultural Committee (Third Committee)
- d) Special Political and Decolonization Committee (Fourth Committee)
- e) Administrative and Budgetary Committee (Fifth Committee)
- f) Legal Committee (Sixth Committee)

Rule 53 - Organization of work

Each committee, taking into account the closing date of the session, shall adopt its own priorities and meet as may be necessary to complete consideration of the items referred to it.

Rule 54 - Discussion of reports of Main Committees

Discussion of a report of a Main Committee in a plenary meeting of the Assembly shall take place if at least one third of the members present and voting at the plenary meeting consider such a discussion to be necessary. Any proposal to this effect shall not be debated but shall be immediately put to a vote.

XI. ADMISSION OF NEW MEMBERS

Rule 55 - Applications

Any State which desires to become a Member of the United Nations shall submit an application to the Secretary-General. Such application shall contain a declaration, made in formal instrument that the State in question accepts

the obligations contained in the Charter.

Rule 56 - Notification of applications

The Secretary-General shall, for information, send a copy of the application to the General Assembly, or to the Members of the United Nations if the Assembly is not in session.

Rule 57 - Consideration of applications and decisions thereon

If the Security Council recommends the applicant State for membership, the Assembly shall consider whether the applicant is a peace-loving State and is able and willing to carry out the obligations contained in the Charter and shall decide, by a two-thirds majority of the members present and voting, upon its application for membership.

Rule 58

If the Security Council does not recommend the applicant State for membership or postpones the consideration of the application, the General Assembly may, after full consideration of a special report of the Security Council, send the application back to the Council, together with a full record of the discussion in the Assembly, for further consideration and recommendation or report.

Rule 59 - Notification of decision and effective date of membership

The Secretary-General shall inform the applicant State of the decision of the Assembly. If the applicant is approved, membership shall become effective on the date on which the Assembly takes its decision on the application.