



NMUN • NY

# GENERAL ASSEMBLY THIRD COMMITTEE

BACKGROUND GUIDE 2010



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## NATIONAL MODEL UNITED NATIONS

28 March - 1 April 2010 - Sheraton  
30 March - 3 April 2010 - Marriott

WRITTEN BY: Annika Schönfeld, Dave Verge, Sheryn Barham, Andrea Wong

## CONTACT THE NMUN

Please consult the FAQ section of [www.nmun.org](http://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.

NMUN Secretary-General  
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 T: +1.651.204.9310 Ext. 10 phone (NY Time Zone)

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 Amanda Williams | [dirgen@nmun.org](mailto:dirgen@nmun.org)

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NMUN Director-General (Marriott)  
 Ronny Heintze | [dirgen@nmun.org](mailto:dirgen@nmun.org)

### NMUN•NY 2010 Important Dates

**IMPORTANT NOTICE:** To make hotel reservations, you must use the forms at [www.nmun.org](http://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!**

31 January 2010	31 January 2010	<ul style="list-style-type: none"> <li>• Confirm Attendance &amp; Delegate Count. (Count may be changed up to 1 March)</li> <li>• Make Transportation Arrangements - DON'T FORGET! (We recommend confirming hotel accommodations prior to booking flights.)</li> </ul>
15 February 2010	15 February 2010	<ul style="list-style-type: none"> <li>• Committee Updates Posted to <a href="http://www.nmun.org">www.nmun.org</a></li> </ul>
1 March 2010	1 March 2010	<ul style="list-style-type: none"> <li>• Hotel Registration with FULL PRE-PAYMENT Due to Hotel - Register Early! Group Rates on hotel rooms are available on a first come, first served basis until sold out. Group rates, if still available, may not be honored after that date. See hotel reservation form for date final payment is due.</li> <li>• Any Changes to Delegate Numbers Must be Confirmed to: <a href="mailto:karen@nmun.org">karen@nmun.org</a></li> <li>• Two Copies of Each Position Paper Due via E-mail (See Delegate Preparation Guide for instructions).</li> <li>• Preferred deadline for submission of Chair / Rapp applications to Committee Chairs</li> </ul>
1 March 2010	1 March 2010	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
NATIONAL MODEL UNITED NATIONS		<p>The 2010 National Model UN Conference</p> <ul style="list-style-type: none"> <li>• 28 March - 1 April – Sheraton New York</li> <li>• 30 March - 3 April – New York Marriott Marquis</li> </ul>

## POSITION PAPER INSTRUCTIONS

**Two copies of each position paper should be sent via e-mail by 1 MARCH 2010**

### 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 when background guides are available. 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.

[www.nmun.org](http://www.nmun.org)  
for more information

### COMMITTEE

### EMAIL - SHERATON

General Assembly Plenary .....	gaplenary.sheraton@nmun.org
General Assembly First Committee .....	ga1st.sheraton@nmun.org
General Assembly Second Committee .....	ga2nd.sheraton@nmun.org
General Assembly Third Committee .....	ga3rd.sheraton@nmun.org
Security Council .....	sc.sheraton@nmun.org
Security Council 2 .....	sc2.sheraton@nmun.org
SC Working Group: Children and Armed Conflict .....	caac.sheraton@nmun.org
International Court of Justice .....	icj.sheraton@nmun.org
ECOSOC Plenary .....	ecosoc.sheraton@nmun.org
Committee for Development Policy .....	cdp.sheraton@nmun.org
Commission for Sustainable Development .....	csustd.sheraton@nmun.org
Commission on the Status of Women .....	csw.sheraton@nmun.org
Econ. Commission for Latin America & the Caribbean .....	eclac.sheraton@nmun.org
International Atomic Energy Agency .....	iaea.sheraton@nmun.org
Office of the UN High Commissioner for Refugees .....	unhcr.sheraton@nmun.org
United Nations Children's Fund .....	unicef.sheraton@nmun.org
World Food Programme .....	wfp.sheraton@nmun.org
African Union .....	au.sheraton@nmun.org
Association of Southeast Asian Nations .....	asean.sheraton@nmun.org
North Atlantic Treaty Organization .....	nato.sheraton@nmun.org
Organisation of The Islamic Conference .....	oic.sheraton@nmun.org

### COMMITTEE

### EMAIL - MARRIOTT

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General Assembly First Committee .....	ga1st.marriott@nmun.org
General Assembly Second Committee .....	ga2nd.marriott@nmun.org
General Assembly Third Committee .....	ga3rd.marriott@nmun.org
Security Council .....	sc.marriott@nmun.org
Security Council 2 .....	sc2.marriott@nmun.org
SC Working Group: Children and Armed Conflict .....	caac.marriott@nmun.org
International Court of Justice .....	icj.marriott@nmun.org
ECOSOC Plenary .....	ecosoc.marriott@nmun.org
Committee for Development Policy .....	cdp.marriott@nmun.org
Commission for Sustainable Development .....	csustd.marriott@nmun.org
Commission on the Status of Women .....	csw.marriott@nmun.org
Econ. Commission for Latin America & the Caribbean .....	eclac.marriott@nmun.org
International Atomic Energy Agency .....	iaea.marriott@nmun.org
Office of the UN High Commissioner for Refugees .....	unhcr.marriott@nmun.org
United Nations Children's Fund .....	unicef.marriott@nmun.org
World Food Programme .....	wfp.marriott@nmun.org
African Union .....	au.marriott@nmun.org
Association of Southeast Asian Nations .....	asean.marriott@nmun.org
North Atlantic Treaty Organization .....	nato.marriott@nmun.org
Organisation of The Islamic Conference .....	oic.marriott@nmun.org

### OTHER USEFUL CONTACTS

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

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Dear Delegates,

Welcome to the 2010 National Model United Nations (NMUN)! We are very pleased to be serving as your Directors and Assistant Directors for the General Assembly Third Committee (GA 3<sup>rd</sup>) at the Sheraton and Marriott Venues this spring.

We would like to introduce ourselves, as we will be your first contacts for questions or suggestions, which we are more than happy to receive. Dave Verge, Director for the Sheraton Venue, holds a Bachelor's degree in Political Economy and a Master's in International Conflict Analysis from the Brussels School of International Studies. Originally from Canada, Dave is currently working for the EastWest Institute's Preventive Diplomacy Initiatives in Brussels. His Assistant Director will be Andrea Wong, who is completing a Bachelor's degree in English and political science at the University of Ottawa. She currently works for The Alder Group, a consulting firm that specializes in the areas of social policy and health promotion. Annika Schönfeld, Director for the Marriott Committee, holds a Bachelor's Degree in Political Science and a Master's Degree in Peace Research and International Politics from the University of Tübingen, Germany. She is currently working in the Evaluation Department of the German Development Agency near Frankfurt. Her Assistant Director will be Sheryn Barham, 4<sup>th</sup> year student of International Relations and Political Science at the Universidad San Francisco de Quito, Ecuador. She is currently a Political Science exchange student at the Coastal Carolina University in Conway, South Carolina.

The topics under discussion for the GA 3<sup>rd</sup> are:

1. Advancing Development to Progress Peace and Development;
2. The Implementation of a Global Standard of Education; and
3. Implementing the Geneva Declaration on Armed Violence and Development.

The GA 3<sup>rd</sup> plays a crucial role in addressing social and humanitarian affairs as well as human rights issues that are affecting people all over the world. In order to prepare for Committee session, delegates are strongly encouraged to familiarize themselves with the work of the Committee and its role within the United Nations System as well as with current events. This background guide will serve as an introduction to the three topics listed, and is not meant as an all-inclusive analysis, but as the groundwork for your own research.

Every delegation is required to submit a position paper prior to attending the conference. NMUN will accept position papers via email for both the Sheraton and the Marriott Venue by March 1<sup>st</sup>, 2010. Please refer to the message from your Director-General explaining NMUN's position paper requirements and restrictions, as adherence to these guidelines is of utmost importance.

Your experience in the General Assembly Third Committee will be challenging, but very enriching at the same time. The quality of our Committee and the NMUN Conference depends on the quality of your preparation. Please do not hesitate to direct any questions or concerns toward your Director. We wish you the best of luck in your pre-conference planning and research and look forward to meeting you in New York.

Sincerely yours,

*Sheraton Venue*  
David Verge  
Director  
Andrea Wong  
Assistant Director  
[ga3rd.sheraton@nmun.org](mailto:ga3rd.sheraton@nmun.org)

*Marriott Venue*  
Annika Schönfeld  
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Sheryn Barham  
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[ga3rd.marriott@nmun.org](mailto:ga3rd.marriott@nmun.org)

## Message from the Directors-General Regarding Position Papers for the 2010 NMUN Conference

At the 2010 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 each committee impacts 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 experts. To understand these fine differences, please refer to the 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. Making recommendations for action by your committee should also be considered. Position papers also serve as a blueprint for individual delegates to remember their country's position throughout the course of the Conference. NGO position papers should be constructed in the same fashion as 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 two single spaced pages (one double sided paper, if printed)
- Font **must** be Times New Roman sized between 10 pt. and 12 pt.
- Margins must be set at 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, 2009. 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](mailto:positionpapers.sheraton@nmun.org) or [positionpapers.marriott@nmun.org](mailto: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, 2010 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 Amanda Williams, Director-General, Sheraton venue, or Ronny Heintze, Director-General, Marriott venue at [dirgen@nmun.org](mailto:dirgen@nmun.org). There is an option for delegations to submit physical copies via regular mail if needed.*

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

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

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

Finally, please consider that over 2,000 papers will be handled and read by the Secretariat for the Conference. Your patience and cooperation in strictly adhering to the above guidelines will make this process more efficient and 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*  
Amanda Williams, LCSW  
Director-General

*Marriott Venue*  
Ronny Heintze  
Director-General

[amanda@nmun.org](mailto:amanda@nmun.org)

[ronny@nmun.org](mailto:ronny@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.

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*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. 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 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.



## History of the General Assembly Third Committee

### *Formation*

In the devastating wake of World War II, the international community sought a successor to the largely ineffectual League of Nations.<sup>1</sup> It was hoped that such a successor would be able to prevent another global conflict, especially by fostering international cooperation and promoting social and economic development.<sup>2</sup> On October 24, 1945, the United Nations (UN) was founded by “51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights.”<sup>3</sup> Both the membership and the purview of the UN have since greatly expanded: there are now 192 Member States, and the organization now addresses issues as diverse as disaster relief, counter-terrorism, and expanding food production.<sup>4</sup>

### *Structure and Procedure*

The General Assembly (GA) was designed to allow “the entire membership [of the United Nations to] . . . deliberate on and identify solutions to the various political, military, economic, and social problems of the day.”<sup>5</sup> It is the only main body of the United Nations that includes representatives from every Member State.<sup>6</sup> Consequently, “it provides a unique forum for multilateral discussion of the full spectrum of international issues covered by the [Charter of the United Nations].”<sup>7</sup> Though the GA “is empowered to make only non-binding recommendations to States, . . . it has, nonetheless, initiated actions . . . which have affected the lives of millions of people throughout the world.”<sup>8</sup>

The Third Committee is one of the six Main Committees of the General Assembly. Each Main Committee has a different mandate, and is therefore assigned different agenda topics for discussion at the beginning of each session, “seeking where possible to harmonize the various approaches of States, [and] present[ing] to a plenary meeting of the Assembly draft resolutions and decisions for consideration.”<sup>9</sup> The Third Committee specifically addresses social, humanitarian and cultural issues, which include the protection of children, the promotion of the right to self-determination, sustainable development, criminal justice, education, and human rights questions.<sup>10</sup>

Within the Third Committee, each Member State has one vote. Most questions may be resolved through a simple majority, but “designated important issues, such as recommendations on peace and security, . . . require a two-thirds majority.”<sup>11</sup> Observer States, including the Holy See and the Palestinian Authority, may speak before the Committee, but may not vote on resolutions.<sup>12</sup>

### *Recent Actions: The 63<sup>rd</sup> Session of the General Assembly*

During the 63<sup>rd</sup> session of the GA, which began in September 2008, the Third Committee was allocated agenda items in the following broad categories: maintenance of international peace and security; promotion of sustained economic growth and sustainable development in accordance with the relevant resolutions of the General Assembly and recent United Nations conferences; promotion of human rights; drug control, crime prevention and combating international terrorism in all its forms and manifestations; and organizational, administrative and other matters.<sup>13</sup>

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<sup>1</sup> Peterson, *The UN General Assembly*, 2006, p.10.

<sup>2</sup> Peterson, *The UN General Assembly*, 2006, p.10.

<sup>3</sup> United Nations, *The United Nations at a glance*, 2008.

<sup>4</sup> United Nations, *The United Nations at a glance*, 2008.

<sup>5</sup> Peterson, *The UN General Assembly*, 2006, p.9.

<sup>6</sup> Bloom & Vriens, *The role of the UN General Assembly*, 2008.

<sup>7</sup> United Nations General Assembly, *Functions and powers of the General Assembly*, 2008.

<sup>8</sup> United Nations General Assembly, *Functions and powers of the General Assembly*, 2008.

<sup>9</sup> United Nations General Assembly, *Main Committees*, 2008.

<sup>10</sup> United Nations General Assembly, *Third Committee: Social, humanitarian & cultural*, 2008.

<sup>11</sup> United Nations General Assembly, *Functions and powers of the General Assembly*, 2008.

<sup>12</sup> Bloom & Vriens, *The role of the UN General Assembly*, 2008.

<sup>13</sup> United Nations General Assembly, *Allocation of agenda items for the sixty-third session of the General Assembly (A/63/252)*, p.12-13.

Regarding social development, the Third Committee reaffirmed commitment to the goals of literacy and basic education, which are “essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy.”<sup>14</sup> It acknowledged “that a renewed collective commitment will be needed” to meet previously established literacy goals, and thus called upon Member States to revitalize their efforts in this respect, both independently and in concert with one another.<sup>15</sup>

The Third Committee is always actively engaged with issues pertaining to human rights: “At the sixty-second session of the General Assembly, the Third Committee considered 67 draft resolutions, more than half of which were submitted under the human rights agenda item alone.”<sup>16</sup> True to precedent, the Third Committee tackled similar human rights issues during the 63<sup>rd</sup> session, passing resolutions that addressed the right to food, the rights of the child, the rights of persons with disabilities, and the elimination of racial discrimination.<sup>17</sup> It also discussed human rights situations in specific countries, including Myanmar, North Korea, and Iran, and reaffirmed the moratorium on the death penalty.<sup>18</sup> At the end of the session, the Third Committee decided “to recommend, for adoption by the General Assembly, guidelines on human rights programme planning that would include a reference to the follow-up to the Durban Declaration and Programme of Action.”<sup>19</sup>

The Third Committee also continued to work closely with the Human Rights Council (HRC), which was established during the 60<sup>th</sup> session by A/RES/60/251 to replace “the Commission on Human Rights as a subsidiary organ of the General Assembly.”<sup>20</sup> In October 2008, the Third Committee heard 25 “special rapporteurs, independent experts, and chairpersons of working groups of the Human Rights Council.”<sup>21</sup> Furthermore, discussion of the report of the HRC was included in the Third Committee’s agenda, “on the understanding that the Third Committee would consider and act on all recommendations of the Human Rights Council to the Assembly, including those that deal with the development of international law in the field of human rights.”<sup>22</sup>

### ***Key Issues in the Third Committee for the 64<sup>th</sup> Session***

As the GA begins its 64<sup>th</sup> session, the Third Committee will be faced with similar matters.<sup>23</sup> Human rights will be particularly prominent: again, the report of the Human Rights Council will be on the agenda, as will indigenous issues, the elimination of racism, and the rights of children.<sup>24</sup> The Third Committee will deal with ongoing controversy regarding human rights situations around the world, especially in countries such as North Korea and Israel, and Member States will seek out effective measures with which to address these difficulties.<sup>25</sup>

As a whole, the GA will face certain trials, including the need for reform and the maintenance of relevance within the international community of the 21<sup>st</sup> century.<sup>26</sup> At the closing of the General Debate in September 2009, H.E. Dr. Ali Abdussalam Treki, the President of the 64<sup>th</sup> session of the GA, expressed his belief that, though formidable, such

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<sup>14</sup> United Nations General Assembly, *United Nations Literacy Decade: Education for all (A/RES/63/154)*, 2009.

<sup>15</sup> United Nations General Assembly, *United Nations Literacy Decade: Education for all (A/RES/63/154)*, 2009.

<sup>16</sup> United Nations General Assembly, *Third Committee: Social, humanitarian & cultural*, 2008.

<sup>17</sup> United Nations General Assembly, *Resolutions*, 2009.

<sup>18</sup> United Nations General Assembly, *Resolutions*, 2009.

<sup>19</sup> United Nations Department of Public Information, *Third Committee approves human rights programme for 2010-2011, concludes 2008 session*, 2008.

<sup>20</sup> United Nations General Assembly, *Annotated preliminary list of items to be included in the provisional agenda of the sixty-fourth regular session of the General Assembly (A/64/100)*, 2009, p.98.

<sup>21</sup> United Nations General Assembly, *Third Committee: Social, humanitarian & cultural*, 2008.

<sup>22</sup> United Nations General Assembly, *Allocation of agenda items for the sixty-third session of the General Assembly, Addendum 2 (A/63/252/Add.2)*, p.1.

<sup>23</sup> United Nations General Assembly, *Annotated preliminary list of items to be included in the provisional agenda of the sixty-fourth regular session of the General Assembly (A/64/100)*, 2009.

<sup>24</sup> United Nations General Assembly, *Annotated preliminary list of items to be included in the provisional agenda of the sixty-fourth regular session of the General Assembly (A/64/100)*, 2009.

<sup>25</sup> United Nations Department of Public Information, *Third Committee approves human rights programme for 2010-2011, concludes 2008 session*, 2008.

<sup>26</sup> Bloom & Vriens, *The role of the UN General Assembly*, 2008.

trials can be conquered through collaboration.<sup>27</sup> To this end, Member States must participate wholly in multilateralism and dialogue as they work towards international peace, security and development: “Our increasing inter-dependence calls for concerted and united responses to [the world’s greatest] challenges based on common understanding, enhanced international cooperation and shared responsibilities.”<sup>28</sup> Thus if Member States remain united in purpose and in means, the Third Committee will be well equipped to help achieve the collective goals of the international community.<sup>29</sup>

### ***Must Reads***

Mertus, J. (2009). *The United Nations and human rights: A guide for a new era* (2nd ed.). Global institutions. Abingdon: Routledge. (Original work published 2005)  
*Human rights constitute an integral part of the Third Committee’s agenda each year; however, the Third Committee is not the only United Nations body that handles human rights issues. Mertus delves into the history of the relationship between human rights and the United Nations as a whole, offering a comprehensive look at the different structures and mechanisms that the United Nations uses to address issues concerning human rights. He thus illustrates how the Third Committee functions within a broader spectrum of processes dedicated to the same goals.*

Peterson, M. J. (2006). *The U.N. General Assembly*. Global institutions. Abingdon: Routledge.  
*This book provides an excellent guide to the past, present, and future of the General Assembly. It discusses the General Assembly’s foundation, structure, and continued evolution. Chapter 5 reflects upon common criticisms of the institution, presenting an informed perspective of the United Nations and revealing certain difficulties that have yet to be overcome. Finally, the book ends with an enlightening section that considers the role of the General Assembly in years to come.*

United Nations General Assembly. (2008, December 16). *Third Committee: Documents of the 63rd session*. Retrieved July 23, 2009, from <http://www.un.org/ga/third/63/documentation.shtml>  
*The documents available through this page provide more detailed insight into the procedural aspects of the Third Committee. Notable resources include the Third Committee’s calendar of scheduled meetings and reports to the Plenary. Voting records are available, and may be consulted to observe a specific Member State’s participation throughout the 63rd session. Also accessible is a full list of the Third Committee’s agenda items, specifying exactly what was to be discussed this year.*

United Nations General Assembly. (2009). *Resolutions*. Retrieved July 23, 2009, from <http://www.un.org/ga/63/resolutions.shtml>  
*The General Assembly has published the text of every resolution passed by its committees during its 63rd session, which began on September 16, 2008. A comprehensive table of these resolutions can be found here, sorted by date. Also provided for each resolution is the relevant agenda item number and topic. The abbreviation “C.3” denotes resolutions passed by the Third Committee.*

United Nations General Assembly. 63rd Session. (2008, September 19). *Allocation of agenda items for the sixty-third session of the General Assembly (A/63/252)*. Retrieved August 14, 2009, from [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/63/252](http://www.un.org/ga/search/view_doc.asp?symbol=A/63/252)  
*This list supplies an exhaustive catalogue of the issues delegated to each General Assembly committee during the 63rd session. It aids in situating the Third Committee within the structure of the General Assembly as a whole, and demonstrates the manner in which responsibilities are divided amongst the different committees. Further, it reveals the wide scope of the social, humanitarian and cultural issues pertinent to the Third Committee.*

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<sup>27</sup> Treki, *At the Closing of the General Debate*, 2009.

<sup>28</sup> Treki, *At the Closing of the General Debate*, 2009.

<sup>29</sup> Treki, *At the Closing of the General Debate*, 2009.

## I. Advancing Technology to Progress Development and Peace

*“We are the first generation to possess the resources, knowledge and skills to eliminate poverty. Experience shows that where there is strong political resolve, we see progress. And where there is partnership, there are gains. Poor people around the world look to their governments and to the United Nations for help and solidarity. We are accountable to them. So let us live up to our responsibility.”<sup>30</sup>*

### **Introduction**

Already in its Charter (1945), the United Nations (UN) acknowledges the importance of promoting “higher standards of living, full employment, and conditions of economic and social progress and development” as well as “solutions of international economic, social, health, and related problems.”<sup>31</sup> While the text of the Charter is not referring explicitly to the role of advancing technology in order to reach these objectives, it is clear that in today’s interconnected and partly highly developed world, technological progress plays an important role in supporting development and peace. When Heads of State and Government gathered in 2000 for the Millennium Summit to discuss the role of the United Nations in the new Millennium, they underlined that particularly new technologies represent a tool for mutual understanding and common action, which should lead to better global governance and to faster development.<sup>32</sup> This goal of enabling people to get access to new technologies, especially information and communications, was also included into the Millennium Development Goals (MDGs) as one of the targets of Goal 8: Develop a Global Partnership for Development.<sup>33</sup> Consequently, giving people the opportunity to benefit from the positive effects of new technologies is one aspect of development and constitutes a priority of the United Nations. In the context of the Millennium Development Project, the necessity of mobilizing support for scientific research and development to address the needs of poor countries and regions is pivotal.<sup>34</sup> The areas referred to in this context are health, agriculture, natural resource and environmental management, energy, and climate.<sup>35</sup> But advancing technologies in developing countries to progress development and peace does not only mean the transfer of technological knowledge and resources from the developed world to the developing world.<sup>36</sup> It is, on the contrary, more and more important to connect this transfer of technologies to capacity development.<sup>37</sup> Capacities, in the context of the United Nations, relate to the knowledge about how to use and manage resources, to the commitment of leaders, and to the ability of the organizational structures to deliver benefits.<sup>38</sup> It also refers to the wider policy and institutional environment of a country, which needs to contribute to achieving these goals.<sup>39</sup> Technological knowledge should thus not just be transferred. It rather needs to be acquired by local people and combined with local knowledge in order to play a role in advancing development.<sup>40</sup>

### **How are Development and Peace Interconnected?**

According to Mabub ul Haq, initiator of the Human Development Reports, human development is mainly about enlarging people’s choices.<sup>41</sup> Those choices can be related to greater access to knowledge, better nutrition and health services, cultural and political freedoms or enjoying more secure livelihoods.<sup>42</sup> Development, in a more general way, is mostly associated with reducing poverty. As the General Assembly stated in its Resolution (A/RES/63/212) on Implementation of Agenda 21, the Programme for the Further Implementation of Agenda 21 and the outcomes of the World Summit on Sustainable Development: “Eradicating poverty is the greatest global

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<sup>30</sup> Ban, *UN Development Goals Report 2009*, 2009, p.60.

<sup>31</sup> *Charter of the United Nations*, 1945.

<sup>32</sup> Annan, *We the Peoples: Executive Summary*, 2000.

<sup>33</sup> United Nations, *Goal 8: Develop a Global Partnership for Development*, 2008.

<sup>34</sup> United Nations Development Programme, *Goal 8: Develop a Global Partnership for Development*, n.d.

<sup>35</sup> United Nations Development Programme, *Goal 8: Develop a Global Partnership for Development*, n.d.

<sup>36</sup> Browne, *Introduction: Rethinking Capacity Development for Today’s Challenges*, 2002, p.3.

<sup>37</sup> Browne, *Introduction: Rethinking Capacity Development for Today’s Challenges*, 2002, p.4.

<sup>38</sup> Browne, *Introduction: Rethinking Capacity Development for Today’s Challenges*, 2002.

<sup>39</sup> Browne, *Introduction: Rethinking Capacity Development for Today’s Challenges*, 2002.

<sup>40</sup> Browne, *Introduction: Rethinking Capacity Development for Today’s Challenges*, 2002, p.9.

<sup>41</sup> United Nations Development Programme, *The Human Development Concept*, n.d.

<sup>42</sup> United Nations Development Programme, *The Human Development Concept*, n.d.

challenge facing the world today and an indispensable requirement for sustainable development.”<sup>43</sup> The United Nations Development Programme (UNDP) defines poverty reduction as one of its main objectives as well.<sup>44</sup> Further aspects that are key to sustainable development are democratic governance, crisis prevention, and recovery, the question of energy and environment, as well as HIV/AIDS.<sup>45</sup> While development thus consists of many different but complementary aspects, world leaders and policy experts are widely agreeing that development is strongly linked with peace and security and global stability.<sup>46</sup> Poor countries often are more likely than rich countries to experience civil war: “A wide range of empirical research finds that per capita GDP has an important, statistically significant relationship with the likelihood of civil war outbreak.”<sup>47</sup> Almost one third of all developing countries is considered to be at risk of violent conflict or is facing chronic instability.<sup>48</sup>

This connection was first acknowledged during the 1990s, when it became apparent that many newly emerging and developing countries had not only failed to benefit significantly from development assistance over the last fifty years.<sup>49</sup> They were also prone to human insecurity, political instability and violent conflict.<sup>50</sup> The answer to this problem soon evolved as being a multi-dimensional approach, which covered both development questions, as well as security questions.<sup>51</sup> Within the United Nations Systems, the Agenda for Peace (1992) and the Agenda for Development (1994) were the first documents to take a more holistic look at the interlinkage between development and peace: “Development is a fundamental human right. Development is the most secure basis for peace.”<sup>52</sup> This position was further strengthened during the High Level Panel on Threats, Challenges and Change (2004), when then Secretary-General Kofi Annan characterized development as the main tool to establish a collective security system that takes prevention seriously.<sup>53</sup> This development approach had been formulated already in the above mentioned Millennium Development Goals but formulated in more detail by Secretary-General Annan: “Combating poverty will not only save millions of lives, but also strengthen States’ capacity to combat terrorism, organized crime and proliferation.”<sup>54</sup>

But it is not only well-known and accepted among international actors that poverty and poor development-performance can cause a volatile mix of desperation and instability.<sup>55</sup> It has, on the other hand, also become evident that the destabilizing effects of conflict and instability make it harder for state leaders, national, and international institutions, and external actors to promote economic and human development.<sup>56</sup> Breaking this cycle of conflict and poor development performance is thus even more important, especially to enable people to enlarge their choices and to live decent lives.<sup>57</sup> As technology transfer and capacity-building have been identified as one way to reduce poverty and to progress development, this approach can ultimately contribute to peace and greater stability in many regions of the world.<sup>58</sup> One example of this connection between technological development and conflict prevention is the advancement of information and communications technologies.<sup>59</sup> This is a promising approach insofar access to these technologies can help identifying conflict situations through early warning mechanisms.<sup>60</sup> It can also help to

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<sup>43</sup> United Nations General Assembly, *Implementation of Agenda 21, the Programme for the Further Implementation of Agenda 21 and the Outcomes of the World Summit on Sustainable Development (A/RES/63/212)*, 2009, p.2.

<sup>44</sup> United Nations Development Programme, *About UNDP. A world of Development Experience*, n.d.

<sup>45</sup> United Nations Development Programme, *About UNDP. A world of Development Experience*, n.d.

<sup>46</sup> Brainard, Chollet & LaFleur, *The Tangled Web: the Poverty-Insecurity Nexus*, 2007, p.2.

<sup>47</sup> Rice, *Poverty Breeds Insecurity*, 2007, p.37.

<sup>48</sup> Tschirgi, *Security and Development Policies: Untangling the Relationship*, 2006, p.52.

<sup>49</sup> Tschirgi, *Security and Development Policies: Untangling the Relationship*, 2006, p.50.

<sup>50</sup> Tschirgi, *Security and Development Policies: Untangling the Relationship*, 2006.

<sup>51</sup> Tschirgi, *Security and Development Policies: Untangling the Relationship*, 2006.

<sup>52</sup> United Nations, *An Agenda for Development. Report of the Secretary-General (A/48/935)*, 1994.

<sup>53</sup> United Nations, *Executive Summary. A More Secure World: Our Shared Responsibility. Report of the Secretary-General’s High Level Panel on Threats, Challenges and Change*, 2004, p.2.

<sup>54</sup> United Nations, *Executive Summary. A More Secure World: Our Shared Responsibility. Report of the Secretary-General’s High Level Panel on Threats, Challenges and Change*, 2004.

<sup>55</sup> Brainard, Chollet & LaFleur, *The Tangled Web: the Poverty-Insecurity Nexus*, 2007, p.2.

<sup>56</sup> Brainard, Chollet & LaFleur, *The Tangled Web: the Poverty-Insecurity Nexus*, 2007, p.2.

<sup>57</sup> Brainard, Chollet & LaFleur, *The Tangled Web: the Poverty-Insecurity Nexus*, 2007, p.2.

<sup>58</sup> Brainard, Chollet & LaFleur, *The Tangled Web: the Poverty-Insecurity Nexus*, 2007, p.2.

<sup>59</sup> Hattotuwa, *Papers and Research on ICT in Peacebuilding, Online Dispute Resolution, Conflict Early Warning, Disaster Mitigation and Response*, 2008.

<sup>60</sup> Hattotuwa, *Papers and Research on ICT in Peacebuilding, Online Dispute Resolution, Conflict Early Warning, Disaster Mitigation and Response*, 2008.

coordinate peacebuilding missions.<sup>61</sup> Contrary to common assumptions mentioned above, the examples of the conflict-ridden states of the Democratic Republic of the Congo, of Afghanistan and of Somalia show evidence that investments, particularly in the mobile phone sector, are successful even during conflict.<sup>62</sup> This communication network can then be used to increase personal safety, to quickly learn where to find nutrition and to finally initiate economic prosperity by being able to quickly have access to market prices and needs in neighboring communities, once the conflict has decreased.<sup>63</sup>

### ***Advancing Technology as a Means for Capacity Development in Developing Countries***

While the relationship between development and peace is widely acknowledged by international actors and researchers, the relationship between technology and development is, after all, sometimes questioned.<sup>64</sup> According to the United Nations Development Programme (UNDP), critics have argued that developing countries might not benefit adequately from new technologies and that those technologies could actually widen the already existing inequalities between the rich North and the poor South.<sup>65</sup> It is, of course, true that economic growth and prosperity do create opportunities for people to better benefit from and have access to technologies. But history has proven that technology has also always been a powerful tool for human development and poverty reduction, for example the invention of antibiotics and vaccines in the 20<sup>th</sup> century.<sup>66</sup> Today's innovations in health, nutrition, crop yields, and employment are also often technology-driven, usually have a multiplier effect as people can circulate the new knowledge, and are thus building capacity for future developments.<sup>67</sup> But in order to use these technological advantages, developing countries increasingly need to invest in education and training of its people and to be able to adapt global technologies to local needs.<sup>68</sup>

In 2008, the General Assembly adopted Resolution (A/RES/63/212) on the Implementation of Agenda 21, the Programme for the Further Implementation of Agenda 21 and the outcomes of the World Summit on Sustainable Development, in which Member States underlined the importance of mobilizing financial and technological resources, "as well as capacity-building programs, in particular for developing countries."<sup>69</sup> Equally, the Commission on Science and Technology for Development (CSTD) stressed that science and technology have the ability to play an important role in developing solutions for current problems facing the world today.<sup>70</sup> These include climate change, the food and energy crises, access to clean water, as well as the loss of biodiversity.<sup>71</sup> One of the most important aspects for enabling developing countries to use technological innovations is capacity development, both at institutional and individual level. This strengthening of the state by improving its institutions and their arrangements, the overall knowledge and information system as well as accountability is especially crucial in the context of technologies.<sup>72</sup> In all these areas, expertise is a prerequisite for success.<sup>73</sup> Important for this process to happen is the political commitment of state leaders in developing countries as well as the ability and

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<sup>61</sup> Hattotuwa, *Papers and Research on ICT in Peacebuilding, Online Dispute Resolution, Conflict Early Warning, Disaster Mitigation and Response*, 2008.

<sup>62</sup> Konkel & Heeks, *Challenging Conventional Views on Mobile Telecommunications Investment: Evidence from Conflict Zones*, 2008, p.4.

<sup>63</sup> Nielinger, *Afrika und der UN-Gipfel zur Informationsgesellschaft*, 2003, p.3.

<sup>64</sup> United Nations Development Programme, *Human Development Report 2001: Making New Technologies Work for Human Development*, 2001, p.1.

<sup>65</sup> United Nations Development Programme, *Human Development Report 2001: Making New Technologies Work for Human Development*, 2001, p.1.

<sup>66</sup> United Nations Development Programme, *Human Development Report 2001: Making New Technologies Work for Human Development*, 2001, p.2.

<sup>67</sup> United Nations Development Programme, *Human Development Report 2001: Making New Technologies Work for Human Development*, 2001.

<sup>68</sup> United Nations Development Programme, *Human Development Report 2001: Making New Technologies Work for Human Development*, 2001, p.5.

<sup>69</sup> United Nations General Assembly, *Implementation of Agenda 21, the Programme for the Further Implementation of Agenda 21 and the Outcomes of the World Summit on Sustainable Development (A/RES/63/212)*, 2009, p.5.

<sup>70</sup> Commission on Science and Technology for Development, *Draft Resolution on "Science and Technology for Development"*, May 2009, p.3.

<sup>71</sup> United Nations Development Programme, *UNDP and Frameworks and Strategies for Sustainable Development*, n.d.

<sup>72</sup> United Nations Development Programme, *Capacity is Development' 2009 Campaign: The Urgency of 'How' – What Works for Capacity Development?*, 2009, p.2.

<sup>73</sup> United Nations Development Programme, *Capacity is Development' 2009 Campaign: The Urgency of 'How' – What Works for Capacity Development?*, 2009.

readiness of developed countries and their development agencies to build on existing capacities in developing countries.<sup>74</sup>

In terms of the role of capacity-building in advancing technology and ultimately development, it is important to remember that skills, knowledge, institutions, and relationships need to be in place in order to ensure that existing or transferred technology is being used effectively and sustainably.<sup>75</sup> An evaluation of the development situation in Afghanistan provides a good example in this regard; a country in which a lack of human and material resources as well as government institutions at all levels poses a serious challenge to the Afghan reconstruction process.<sup>76</sup>

Although this problem is well-known, international and bilateral development agencies have so far mostly relied on technical cooperation without having built-up knowledge and skills amongst the local population.<sup>77</sup> What can be learnt from this experience is that technological advancements always have to go hand-in-hand with capacity development. But it also shows that supporting technology transfer can foster capacity-building as local people realize the benefits of both having the technology and the knowledge to use it in order to benefit from it in the long-term.<sup>78</sup>

### ***Promoting Technology Transfer to Progress Development***

Besides capacity development, transferring technology has been identified as the second promising component to advance development. In their *Rio Declaration on Environment and Development*, the Member States participating in the United Nations Conference on Environment and Development in 1992, identified technology transfer as an important option to advance environmentally sound technologies (Principle 9): “States should cooperate to strengthen endogenous capacity-building for sustainable development by [...] enhancing the development, adaption, diffusion and transfer of technologies, including new and innovative technologies.”<sup>79</sup> More precisely, technology transfer can be defined as “a process for conceiving of a new application for an existing technology” and as “a process for converting research into economic development.”<sup>80</sup> The promotion and transfer of new technologies constitutes one aspect of the MDGs (Goal 8) and progress has been achieved according to newest data in respect to increasing the number of fixed telephone lines and cellular subscribers significantly.<sup>81</sup> Compared to the year 2000, when 16 people out of 100 people had fixed telephone lines, in 2007, 19 out of 100 people now have access to their own telephone.<sup>82</sup> Similarly, in 2007, 50.3 out of 100 people owned a cellular subscription, compared to only 12.1 % in the year 2000.<sup>83</sup> Other ways of technology transfer, like improving and modernizing traditional technologies and transferring second-hand goods, represent a promising and less costly path to development and peace.<sup>84</sup> According to a recent study, second-hand machinery and equipment up to the value of more than \$100 billion are sold every year and the import of second-hand goods from developed to developing countries and emerging markets already represent a large proportion of all machinery imports.<sup>85</sup> Similar developments can be identified in the case of trade in second-hand vehicles where trade is flourishing and accounts for a value of approximately \$50 billion annually.<sup>86</sup> While this development seems, at first sight, to be a good way of advancing development in many regions of the world, especially in countries where the financial resources for new and highly advanced technology is lacking,

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<sup>74</sup> United Nations Development Programme, *Capacity is Development' 2009 Campaign: The Urgency of 'How' – What Works for Capacity Development?*, 2009, p.3.

<sup>75</sup> Gray Molina & Chávez, *Bolivia: The Political Context of Capacity Development*, 2002, p.63.

<sup>76</sup> United Nations Development Programme, *Outcome of the Conference on Public Sector Capacity Development Assistance in Afghanistan*, 2009, p.3.

<sup>77</sup> United Nations Development Programme, *Outcome of the Conference on Public Sector Capacity Development Assistance in Afghanistan*, 2009, p.3.

<sup>78</sup> United Nations Development Programme, *Capacity is Development' 2009 Campaign: The Urgency of 'How' – What Works for Capacity Development?*, 2009.

<sup>79</sup> United Nations, *Rio Declaration on Environment and Development*, 1992.

<sup>80</sup> Srinivas, *Technology Transfer for Sustainable Development*, n.d.

<sup>81</sup> United Nations Statistics Division, *Millennium Development Goals Indicators. World and Regional Trends*, 2009, p.21.

<sup>82</sup> United Nations Statistics Division, *Millennium Development Goals Indicators. World and Regional Trends*, 2009.

<sup>83</sup> United Nations Statistics Division, *Millennium Development Goals Indicators. World and Regional Trends*, 2009.

<sup>84</sup> German Council for Sustainable Development, *The Export of Second-Hand Goods and the Transfer of Technology. An Obstacle to Sustainable Development in Developing Countries and Emerging Markets?*, 2003, p.iii.

<sup>85</sup> German Council for Sustainable Development, *The Export of Second-Hand Goods and the Transfer of Technology. An Obstacle to Sustainable Development in Developing Countries and Emerging Markets?*, 2003.

<sup>86</sup> German Council for Sustainable Development, *The Export of Second-Hand Goods and the Transfer of Technology. An Obstacle to Sustainable Development in Developing Countries and Emerging Markets?*, 2003.

there is, however, a downside of this process.<sup>87</sup> The main concern regarding this approach to technology transfer is of environmental nature. Second-hand machinery and vehicles are not equipped with the up-to-date technology in terms of environmental standards, for example regarding carbon emissions.<sup>88</sup> As a result, “the multiplicity of small amounts of imported goods can cause substantial environmental damage in the accumulated effect.”<sup>89</sup> One example illustrates this danger very well: because of the transfer of used fossil power stations (overall capacity of 23 gigawatts), an additional 2.2 billion tons of CO<sub>2</sub> over a ten year period are released in the atmosphere when compared to modern power stations.<sup>90</sup> In addition to the environmental reasoning, cleaner technologies might be crowded out and the development of domestic technological capacity in developing countries prolonged. It can thus be questioned whether the transfer of second-hand goods can be generally seen as a good and sustainable solution to bridge the gap between developing and developed countries in terms of access and use of technology for development.<sup>91</sup>

### ***Case Study: Making Technology Transfer Environmentally Sustainable***

One approach to support technology transfer, capacity-building, and to assure that these efforts are supporting the necessary decarbonization of energy generation is provided by the United Nations Framework Convention on Climate Change (UNFCCC).<sup>92</sup> It already entered into force in March 1994 and recognizes that all governments need to work together to assure the stability of the shared climate system which can be affected by industrial and other emissions of carbon dioxide and other greenhouse gases.<sup>93</sup> Article 9 of the Framework Convention establishes a Subsidiary Body for Scientific and Technological Advice.<sup>94</sup> It is mandated to provide the Conference of the Parties to the Framework Convention with information and advice on scientific and technological matters relating to the Convention.<sup>95</sup> The principles and commitments of the UNFCCC were made legally binding with the adoption of the Kyoto Protocol in 1997.<sup>96</sup> It entered into force on February 16, 2005.<sup>97</sup> The “establishment of funding, insurance and finance of technology” is explicitly mentioned in Article 3, paragraph 14, and particularly refers to the agreement to reduce the overall emission of greenhouse gases by at least five per cent below 1990 levels in the period between 2008 and 2012 (Article 3, paragraph 1) in cooperation with developing countries.<sup>98</sup> One of the mechanisms of technology transfer outlined in the Kyoto Protocol in Article 12 is the Clean Development Mechanism (CDM) that “allows a country with an emission-reduction or emission-limitation commitment under the Kyoto Protocol (Annex B Party) to implement an emission-reduction project in developing countries.”<sup>99</sup> As developed countries can use the mechanism to meet their Kyoto targets and at the same time, it enables developing countries to profit from the newest and environmentally sound technologies, such as solar panels, CDM can be seen as a mechanism that stimulates emission reductions, as well as technology transfer.<sup>100</sup> An example of such a project is the Shanghai Dong Hai Bridge Offshore Windfarm Project in China’s Shanghai Sea, which seeks to generate renewable energy from wind and sell the generated power to the East China Power Grid.<sup>101</sup>

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<sup>87</sup> German Council for Sustainable Development, *The Export of Second-Hand Goods and the Transfer of Technology. An Obstacle to Sustainable Development in Developing Countries and Emerging Markets?*, 2003.

<sup>88</sup> German Council for Sustainable Development, *The Export of Second-Hand Goods and the Transfer of Technology. An Obstacle to Sustainable Development in Developing Countries and Emerging Markets?*, 2003, p.iv.

<sup>89</sup> German Council for Sustainable Development, *The Export of Second-Hand Goods and the Transfer of Technology. An Obstacle to Sustainable Development in Developing Countries and Emerging Markets?*, 2003.

<sup>90</sup> German Council for Sustainable Development, *The Export of Second-Hand Goods and the Transfer of Technology. An Obstacle to Sustainable Development in Developing Countries and Emerging Markets?*, 2003.

<sup>91</sup> German Council for Sustainable Development, *The Export of Second-Hand Goods and the Transfer of Technology. An Obstacle to Sustainable Development in Developing Countries and Emerging Markets?*, 2003.

<sup>92</sup> United Nations Framework Convention on Climate Change, *Cooperation & Support*, n.d.

<sup>93</sup> United Nations Framework Convention on Climate Change, *The United Nations Convention on Climate Change*, n.d.

<sup>94</sup> United Nations Framework Convention on Climate Change, *Article 9*, 1992.

<sup>95</sup> United Nations Framework Convention on Climate Change, *Article 9*, 1992.

<sup>96</sup> United Nations Framework Convention on Climate Change, *Kyoto Protocol*, n.d.

<sup>97</sup> United Nations Framework Convention on Climate Change, *Kyoto Protocol*, n.d.

<sup>98</sup> United Nations, *Kyoto Protocol to the United Nations Framework Convention on Climate Change*, 1997, pp.3&5.

<sup>99</sup> United Nations Framework Convention on Climate Change, *Clean Development Mechanism (CDM)*, n.d.

<sup>100</sup> United Nations Framework Convention on Climate Change, *Clean Development Mechanism (CDM)*, n.d.

<sup>101</sup> Clean Development Mechanism Executive Board, *Clean Development Mechanism Project Design Document Form (CDM-PDD)*, 2006, p.2.



A total of 34 wind turbines with an overall capacity of 120MW will be installed.<sup>102</sup> The project is expected to lead to an emission reduction of 246,058 tons of CO<sub>2</sub> per year.<sup>103</sup> As it is initiated and implemented by the government of the United Kingdom of Great Britain and Northern Ireland, it will transfer expertise on grid-connected wind power technologies and markets to China and will help to promote sustainable renewable energy industry development, to create new employment opportunities in the region, and create emission credits for the British firms to meet their Kyoto-commitments.<sup>104</sup> Projects of this sort thus help to promote development while at the same time contributing to a more sustainable energy generation structure in developing countries.<sup>105</sup>

Another mechanism in this context is called “Joint Implementation” as established in Article 6 of the Kyoto Protocol, allows “a country with an emission reduction or limitation commitment” to earn emission reduction units from a project in another Annex B Party, which is meant to support emission-reduction or limitation.<sup>106</sup> These units can then be counted towards meeting the Kyoto target and thus, the mechanism provides a possibility for industrialized countries to cooperate in the effort to reduce emissions.<sup>107</sup>

### ***Case study: Promoting Regional Technologies to Advance Development and Peace***

Besides transferring highly advanced technologies, building on local technologies and habits to improve the everyday-life of people in developing countries constitutes another approach. This so-called “appropriate technology” approach is getting more and more attention by the UN, researchers, and non-governmental organizations (NGOs).<sup>108</sup> Appropriate technology refers to the goal to develop “good pragmatic local responses to local opportunities, working within local constraints.”<sup>109</sup> Instead of applying highly-advanced technologies and knowledge in developing countries, appropriate technology looks at peoples’ needs and tries to find solutions for local problems by using simple and low-cost technologies in order to improve productivity and the local economy.<sup>110</sup> This approach emphasizes the use of locally available materials and the involvement of local people in the innovation process, which also ensures that the new technologies are more likely to comply with local traditions and cultures.<sup>111</sup> Although these techniques are labor-intensive, they are more productive than many traditional technologies and most important, they can be maintained and further developed by villagers and thus do not rely on highly specified knowledge and materials.<sup>112</sup>

In the course of the Human Development Report 2006, the United Nations Development Programme (UNDP) acknowledged the importance of these appropriate technologies and published a paper on “Appropriate Sanitation Technologies for Addressing Deficiencies in Provision and Low- and Middle Income Countries.”<sup>113</sup> One example in this context is the Orangi Pilot Project in informal settlements in Karachi, Pakistan. The aim of the projects is to reach low-income households with infrastructure that is good quality, sustainable and affordable.<sup>114</sup> The local inhabitants are involved the process as they are given the responsibility for planning, installing, financing, and managing the pipes for sanitation, the lane sewer to which each household’s toilet connects.<sup>115</sup> As local material

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<sup>102</sup> Clean Development Mechanism Executive Board, *Clean Development Mechanism Project Design Document Form (CDM-PDD)*, 2006.

<sup>103</sup> Clean Development Mechanism Executive Board, *Clean Development Mechanism Project Design Document Form (CDM-PDD)*, 2006.

<sup>104</sup> Clean Development Mechanism Executive Board, *Clean Development Mechanism Project Design Document Form (CDM-PDD)*, 2006.

<sup>105</sup> Clean Development Mechanism Executive Board, *Clean Development Mechanism Project Design Document Form (CDM-PDD)*, 2006.

<sup>106</sup> United Nations Framework Convention on Climate Change. *Joint Implementation (JI)*, n.d.

<sup>107</sup> United Nations Framework Convention on Climate Change. *Joint Implementation (JI)*, n.d.

<sup>108</sup> Satterthwaite, *Appropriate Sanitation Technologies for Addressing Deficiencies in Provision in Low-and Middle Income Nations*, 2006, p.2.

<sup>109</sup> Satterthwaite, *Appropriate Sanitation Technologies for Addressing Deficiencies in Provision in Low-and Middle Income Nations*, 2006, p.2.

<sup>110</sup> Village Earth, *Introduction to the Appropriate Technology Sourcebook*, n.d.

<sup>111</sup> Village Earth, *Introduction to the Appropriate Technology Sourcebook*, n.d.

<sup>112</sup> Village Earth, *Introduction to the Appropriate Technology Sourcebook*, n.d.

<sup>113</sup> Satterthwaite, *Appropriate Sanitation Technologies for Addressing Deficiencies in Provision in Low-and Middle Income Nations*, 2006.

<sup>114</sup> Satterthwaite, *Appropriate Sanitation Technologies for Addressing Deficiencies in Provision in Low-and Middle Income Nations*, 2006, p.44.

<sup>115</sup> Satterthwaite, *Appropriate Sanitation Technologies for Addressing Deficiencies in Provision in Low-and Middle Income Nations*, 2006.

was used for constructing the facilities and pipes and as people were responsible for the financial aspects, costs were much lower than they would have been by hiring external experts and at the same time, people developed the knowledge and capacity to maintain the facilities in the future.<sup>116</sup>

Another example of appropriate technology is a project in Compone, a village located in the Sacred Valley of the Incas, Peru. In the region, corn is the most important source of food. While the kernels are used for meals, the corncobs are burned in the earthen stoves used for cooking and to heat the houses.<sup>117</sup> All over the world, people use raw biomass, like agricultural waste, dung and straw, for energy.<sup>118</sup> But the smoke from these indoor fires causes respiratory infections, which are the leading cause of death for children under the age of five.<sup>119</sup> By developing techniques to turn corncobs into charcoal, however, much less smoke is produced and people can breathe better inside their homes. By placing corncobs into a drum, lighting them, and lowering the drum into the ground, sealing the top with a steel lid and dirt, the corncobs slowly carbonize in the course of several hours.<sup>120</sup> Thus, by bringing simple techniques into villages, people develop the capacity to improve their lives and health.

### **Conclusion**

Advancing technologies is not a simple topic to find solutions to. The different approaches, of which a selection has been discussed earlier, to the question of how technologies can progress development and peace make it hard for states, researchers, and practitioners to find the best-suited solutions for their country or field of action. However, two major approaches have been outlined in the course of this chapter: technology transfer and capacity-building. While the first one mainly refers to the transfer of technological knowledge and the technologies themselves from one country to another, capacity-building highlights a sustainable approach to the use of these technologies in the long-term. Without the appropriate expertise of the people on the ground, technologies, especially new technologies, will not have the envisaged effect to progress development and peace. This is why it has been argued that simple and low-cost technologies might be better suited in some contexts as they increase local ownership and do not need advanced technological knowledge.

Because of the breadth of the topic, delegates should aim to have a general debate on the role of technology in the UN context and the different approaches that are available to progress development and peace through the use of technology. They should also discuss whether the UN's mechanisms and activities are sufficient in this context and if not, how they can be improved. What is Member States' evaluation regarding faster access to technologies versus "legitimate" profits from innovation and protection of patents and copyrights? In what contexts is it necessary to protect local knowledge and traditional approaches to development and in what contexts is it beneficial to add additional technological knowledge? What is the role of industrialized countries in transferring technologies? Is there a need for restrictions of what should be transferred and what should not? Is the classic transfer model from industrialized to developing countries still the dominant and best one? What role is there for South-South technology and knowledge transfer? What dangers are associated with the advancement of technology and is there a role for civil society to point out possible risks as well as ameliorations? How can the UN profit from researchers' knowledge on technology in order to use it for the benefit of people in developing countries?

### **Must Read Section**

Browne, S. (2002). Introduction: Rethinking capacity development for today's challenges. In *Developing Capacity Through Technical Cooperation. Country Experiences*. (pp. 1-14). London: Earthscan Publications.

*Technical cooperation is used by many donor countries to better influence the use of their development aid. The chapter gives an overview about possible positive effects but also challenges of technical cooperation. It is a crucial source for delegates when dealing with capacity development through technologies.*

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<sup>116</sup> Satterthwaite, *Appropriate Sanitation Technologies for Addressing Deficiencies in Provision in Low-and Middle Income Nations*, 2006, p.5.

<sup>117</sup> Ward, *MIT's Guru of Low-Tech Engineering Fixes the World on \$2 a Day*, 2008.

<sup>118</sup> Ward, *MIT's Guru of Low-Tech Engineering Fixes the World on \$2 a Day*, 2008.

<sup>119</sup> Ward, *MIT's Guru of Low-Tech Engineering Fixes the World on \$2 a Day*, 2008.

<sup>120</sup> Ward, *MIT's Guru of Low-Tech Engineering Fixes the World on \$2 a Day*, 2008.

German Council for Sustainable Development. (2003, May). *The Export of Second-Hand Goods and the Transfer of Technology. An Obstacle to Sustainable Development in Developing Countries and Emerging Markets?* Retrieved September 19, 2009, from [http://www.nachhaltigkeitsrat.de/fileadmin/user\\_upload/English/pdf/pdf/Study\\_Second-hand\\_goods\\_and\\_transfer\\_of\\_technology.pdf](http://www.nachhaltigkeitsrat.de/fileadmin/user_upload/English/pdf/pdf/Study_Second-hand_goods_and_transfer_of_technology.pdf)

*While the transfer of technologies is often regarded as a positive tool to progress development, this approach can also cause problems. When second-hand goods are transferred, ecological considerations are often not taken into account. The document is crucial for delegates who wish to get a more complete picture of all aspects of technology transfer.*

Srinivas, H. (n.d.). *Technology Transfer for Sustainable Development*. Retrieved September 18, 2009, from <http://www.gdrc.org/techtran/techtran-sustdev.html>

*As technology transfer can also have its downsides, focusing on sustainable development in this context has proven to be very important. The article provides delegates with a definition of technology transfer and discusses its relation to international conventions and agreements. It's a very valuable source for delegates as it also talks about transparency, good governance and accountability when it comes to technology transfer.*

United Nations Framework Convention on Climate Change. (n.d.). *Clean Development Mechanism (CDM)*. Retrieved September 24, 2009, from

[http://unfccc.int/kyoto\\_protocol/mechanisms/clean\\_development\\_mechanism/items/2718.php](http://unfccc.int/kyoto_protocol/mechanisms/clean_development_mechanism/items/2718.php)

*As part of the Kyoto Protocol, the Clean Development Mechanism provides State Parties with a tool to at the same time fulfill their commitments and to transfer technologies and knowledge to developing countries. This transfer is especially crucial in the environmental area as technological transfer should not lead to increasing greenhouse gas emissions. Delegates should think about future possibilities to develop similar mechanisms which reduce greenhouse gas emissions and provide for sustainable development.*

## II. The Implementation of a Global Standard of Education

*“Education [...] plays an empowering and essential role in reducing poverty and building better livelihoods [...] quite apart from being a Millennium Development Goal in and of itself, education can also be a catalyst for progress towards other goals, such as public health and gender equality. It is, in short, the lifeblood for a nation’s future economic growth and prosperity.”<sup>121</sup>*

### Introduction

Advancing enrolment levels and the quality of education constitutes, as enshrined in the Hamburg Declaration on Adult Learning as adopted by UNESCO’s Fifth International Conference on Adult Education, an overriding tool for the promotion and further enhancement of cost-effective sustainable development, the improvement of democratic values and practices, the promotion, exercise and protection of justice, gender equality, human dignity; the achievement of scientific, social and economic development and for the edification of a steady peaceful world order based on dialogue and mutual understanding rather than one based on conflict.<sup>122</sup> Hence, education represents the baseline in achieving better standards of living that will contribute to a reduction in the levels of poverty, the prevalence of fatal diseases as HIV and malaria, improve child and maternal health, promote gender equality, while enhancing the capacity of reaching environmental sustainability, global partnership efforts and improving worldwide development, as envisaged by the 2015 Millennium Development Goals (MDGs).<sup>123</sup> In this regard, major

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<sup>121</sup> Ban, Secretary-General, at High-Level Event on Financing Education, *Calls Schooling Lifeblood of Nation, Basis for Sure Footing Towards Stable, Fulfilling Future*, 2008.

<sup>122</sup> United Nations Educational, Scientific and Cultural Organization, *Fifth International Conference on Adult Education*, 1997; See also: United Nations Educational, Scientific and Cultural Organization, *The Hamburg Declaration on Adult Learning*, 1997.

<sup>123</sup> United Nations, *UN to review Progress on the Millennium Development Goals*, 2008.

challenges have been attained. In 2007, an increase in the enrolment of primary level education in developing nations was reported, reaching 88% from 83% in 2000.<sup>124</sup> In 2009, the United Nations Educational, Scientific and Cultural Organization (UNESCO) reported a rise of 28 million children in school attendance.<sup>125</sup> However, much needs to be done in order to attain by 2015 the MDG Goal 2 to “Achieve Universal Primary Education.”<sup>126</sup> One key aspect in that is to achieve primary education for all boys and girls, while special consideration has to be paid to the situation of the latter.<sup>127</sup> According to UNESCO’s Summary on the Education for All - Literacy for All Initiative, an approximate of 100 million children have not enrolled in any primary schooling program, 55% of the total are female children and 23 countries are prone to fail in the attainment of universal primary education by 2015 since their percentage of educational enrolment ratios are in decline.<sup>128</sup> Major constraints in the enhancement and further universally-encompassing education need to be addressed. Gender-based barriers to education, low educational quality, high household and related expenses, shortage in accurately trained educators and lack of public spending and financial aid are among the major barriers.<sup>129</sup> Furthermore, the current financial crisis that the world is facing constitutes a major setback in the achievement of universal education.<sup>130</sup> In this regard, global policies and standards are to be accomplished agreed to set a common blue print that will enable actors to tackle the several challenges at hand. As acknowledged in the Millennium Declaration (A/RES/55/2) of 2000, states have a shared responsibility regarding the surveillance and direction of universal economic and social development and further international affairs; hence, policies and approaches should be tackled on a multilateral basis.<sup>131</sup>

### ***Historical Overview and Current Situation***

Article 26 of the 1948 Universal Declaration of Human Rights declares that “everyone has the right to education. Education shall be free [...] Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.”<sup>132</sup> Accordingly, the access to education should be understood as a basic, inalienable right of every human being, without any exception. Furthermore, the right to education is acknowledged as universal and all-encompassing under Article 13 of the International Covenant on Economic, Social and Cultural Rights.<sup>133</sup> In addition, as of September 2000, education became one of the Millennium Development Goals to be tackled by 2015 under the United Nations Millennium Declaration after 189 states recognized the need to enhance education levels worldwide as a means to lessening poverty occurrence.<sup>134</sup> As a result of acknowledging the need to improve education and literacy levels worldwide, several approaches have been undertaken by the United Nations, regional and international cooperation agencies and states. Still, a major collective response needs to be initiated, hence the necessity of a global standard of education that will guide all states and actors in the matter to address the issue at hand under similar strategies that will lead to one common goal: achieving sustainable development through assuring universal and quality education.

### ***The Millennium Declaration, the Education for All Initiative and the Dakar Framework***

“Education [...] has been made a global priority by the UN [...] MDGs and Education for All (EFA) goals. [...] These initiatives call for universal completion of primary school, elimination of gender disparity and improvement in the quality of education.”<sup>135</sup> Several multilateral commitments have been undertaken in an effort to improve and further educational goals as envisioned in the United Nations Millennium Declaration, the Education for All (EFA) initiative and the Dakar Framework.

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<sup>124</sup> United Nations, *Millennium Development Goals Report 2009*, 2009, p.4.

<sup>125</sup> Watkins & Montjourides, *The Millennium Development Goals – Bankable Pledge or Sub-Prime Asset?*, 2009.

<sup>126</sup> United Nations, *Goal 2: Achieve Universal Primary Education*, 2009.

<sup>127</sup> United Nations, *Goal 2: Achieve Universal Primary Education*, 2009.

<sup>128</sup> UNESCO, *Education for All Global Monitoring Report: Literacy for Life*, 2006, p.1.

<sup>129</sup> United Nations, *Goal 2: Achieve Universal Primary Education, High-level Event on the Millennium Development Goals*, 2008.

<sup>130</sup> UNESCO International Institute for Educational Planning, *Education and the Economic Crisis*, 2009, p.3.

<sup>131</sup> United Nations General Assembly, *United Nations Millennium Declaration*, 2000.

<sup>132</sup> United Nations, *The Universal Declaration of Human Rights*, 1948.

<sup>133</sup> United Nations General Assembly, *International Covenant on Economic, Social and Cultural Rights*, 1966.

<sup>134</sup> United Nations Development Group, *The Millennium Declaration and the MDGs*, 2009.

<sup>135</sup> UNESCO Institute for Statistics, *A View Inside Primary Schools. A World Education Indicators (WEI) Cross-National Study*, 2008.

In September 2000, in an effort to implement global standards for achieving sustainable development, 189 countries adopted the United Nations Millennium Declaration.<sup>136</sup> Regarded as a universal mandate, the Millennium Declaration intends to set an action framework that will guide states and international actors to implement specific measures directed at improving key objectives, identifying education as a main goal in order to halve world's poverty and achieve higher and sustainable development levels.<sup>137</sup> UN's Millennium Declaration outlines the major challenges that the world faces regarding development in the new millennium. Hence, the Declaration delineates a set of responses to be undertaken as to counter these challenges, while establishing concrete actions and procedures to be implemented through a line of inter-related commitments and targets related to development, good governance, a culture of peace, security and human rights.<sup>138</sup>

Additionally, in 1990, along with the United Nations Children's Fund, the United Nations Development Programme, the United Nations Population Fund and the World Bank, UNESCO launched an international educational initiative, Education for All (EFA) in Jomtien, Thailand.<sup>139</sup> EFA comprises six goals that ultimately aim to "bring the benefits of education to 'every citizen in every society'."<sup>140</sup> The goals were reaffirmed in the Dakar Framework of Action, adopted at the 2000 World Education Forum.<sup>141</sup> Accordingly, "[t]he Education For All (EFA)/Dakar Framework calls for the development or strengthening of national plans of action and the reinforcing of national, regional and international mechanisms to coordinate global efforts to accelerate progress towards [EFA]."<sup>142</sup> The EFA/Dakar objectives are stipulated as follows: a) mounting and enhancing the levels of inclusive childhood care and education; b) guaranteeing the all-encompassing access to free primary schooling by 2015; c) ensuring the achievement of learning needs through equitable wide-ranging access to learning and life-skills development programs; d) attaining, by 2015, a 50% increase in adult literacy rates while advancing an evenhanded access to adult education; e) accomplishing educational gender equality by 2015, placing a special focus on the equal access of females to good quality basic education and; f) to develop higher standards in the quality of education while ensuring the achievement of literacy, numeracy and essential life skills.<sup>143</sup> Hence, the Dakar Framework of action entails a "collective commitment to action" that sets up a blueprint, which governments that have committed to it have to implement "through broad-based partnerships within countries, supported by co-operation with regional and international agencies and institutions."<sup>144</sup> Both the EFA and the Dakar Framework are interrelated, as on the one hand the EFA portrays the aims to be attained by putting into practice what has been agreed on in the Dakar Framework. In this regard, the first one could be taken as the ultimate goal, while the latter defines strategies to achieve it.

### ***Education as a Human Right***

As acknowledged under the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966) the Convention on the Rights of the Child (1989), the Hamburg Declaration (1997) and the Vienna Declaration (1993): "states should strive to eradicate illiteracy and should direct education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms."<sup>145</sup> Free access to qualified primary education is envisaged as a universal human right for to all human beings, without exception. Education constitutes one of the primordial necessities to achieve

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<sup>136</sup> United Nations General Assembly, *Roadmap Towards the Implementation of the United Nations Millennium Declaration*, 2001.

<sup>137</sup> United Nations General Assembly, *Millennium Declaration*, 2000.

<sup>138</sup> United Nations Development Group, *The Millennium Declaration and the MDGs*, 2009.

<sup>139</sup> United Nations Educational, Scientific and Cultural Organization, *10 Things to Know About EFA*, 2009.

<sup>140</sup> The World Bank, *Education For All*, 2009.

<sup>141</sup> World Education Forum, *The Dakar Framework for Action. Education for all: Meeting our Collective Commitments*, 2000.

<sup>142</sup> United Nations General Assembly, *Roadmap Towards the Implementation of the United Nations Millennium Declaration*, 2001.

<sup>143</sup> UNESCO, *Education for All Global Monitoring Report: Literacy for Life*, 2006, p.3.

<sup>144</sup> World Education Forum, *The Dakar Framework for Action. Education for All: Meeting our Collective Commitments*, 2000.

<sup>145</sup> United Nations General Assembly, *Vienna Declaration and Programme of Action*, 1993, art.79;

See also: United Nations, *The Universal Declaration of Human Rights*, 1948;

See also: United Nations General Assembly, *International Covenant on Economic, Social and Cultural Rights*, 1966;

See also: United Nations General Assembly, *Convention on the Rights of the Child*, 1989;

See also: United Nations Educational, Scientific and Cultural Organization, *The Hamburg Declaration on Adult Learning*, 1997;

See also: United Nations Development Group, *The Millennium Declaration and the MDGs*, 2009.

“[t]he full development of the human personality and the sense of its dignity.”<sup>146</sup> Moreover, it entails the starting point for the achievement and execution of further human rights such as that of life, liberty and security of person; civil, political, social and cultural and rights; the right to work in dignity and a dignified standard of living among others present in the Universal Declaration of Human Rights and related documents.<sup>147</sup> Thus, education comprehends “an indispensable means for effective participation in the societies and economies of the twenty-first century.”<sup>148</sup>

### ***Education as a Catalyst for Achieving the Millennium Development Goals***

“The [MDGs] are the world’s time-bound and quantified targets for addressing extreme poverty in its many dimensions [...] while promoting gender equality, education, and environmental sustainability. They are also basic human rights [...] as pledged in the Universal Declaration of Human Rights and the UN Millennium Declaration.”<sup>149</sup> As stated in the above paragraph, education is the basis for the achievement of several other human rights. Nonetheless, education as a Millennium Development Goal constitutes not only a part of the objectives to be attained, but part of the means in the process of achieving all MDGs in 2015.<sup>150</sup> How is education primordial and necessary in the achievement of all MDGs? According to Oxford English Dictionary, education can be defined as the process of acquiring information, literacy and knowledge about all known to exist; entails the development of understanding the world through the formation of critical thinking. Further, “through education and training, persons living in poverty can develop the skills necessary to take advantage of better employment opportunities and work conditions, gain a better understanding of their rights and access to legal information and the court system, and participate more fully in all aspects of economic, social and cultural life.”<sup>151</sup> Education “comprise[s] both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.”<sup>152</sup> Consequently, the attainment of knowledge about maternal health care, child health care, HIV/Aids, malaria and other diseases will help increase awareness in the matters cited, and will therefore help reducing child mortality rates (Goal 4), improve maternal health (Goal 5) and reduce the incidence of HIV/Aids, malaria and other diseases (Goal 6).<sup>153</sup> Basic education will help world citizens gain acquaintance regarding their human, social, civil and political rights, which will lead to a better respect for their rights, especially those of women, and hence, will help promote gender equality and the empowerment of women worldwide (Goal 3).<sup>154</sup> In addition, learning about ecology, pollution, and measures to improve environmental standards and how to achieve environmental sustainability will contribute to the achievement of Goal 7.<sup>155</sup> Likewise, in order to carry out efforts to improve education quality and enrolment rates, the development of global partnerships are needed in order to attain common and collective actions to tackle these global aims. Hence, Goal 8 would be fostered. Finally, the achievement of better education will enhance and develop people’s aptitudes and will improve their capacity of obtaining employment that will enhance standards of living by raising incomes and, as a result, eradicating extreme poverty and hunger (Goal 1).<sup>156</sup> “Education remains one of the most powerful instruments for reducing poverty and inequality and helps lay a foundation for sustained economic growth.”<sup>157</sup>

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<sup>146</sup> United Nations General Assembly, *International Covenant on Economic, Social and Cultural Rights*, 1966.

<sup>147</sup> United Nations, *The Universal Declaration of Human Rights*, 1948.

<sup>148</sup> UNESCO, *Education for All Global Monitoring Report: Literacy for Life*, 2006, p.16.

<sup>149</sup> United Nations, *Why the MDGs are Important, Where we Stand, and Why we’re Falling Short*, 2006.

<sup>150</sup> United Nations, *Millennium Development Goals Report 2009*, 2009, p.15.

<sup>151</sup> United Nations General Assembly, *Follow-up in the Implementation of the World Summit for Social Development and the Twenty-Fourth Special Session of the General Assembly*, 2009, p.6.

<sup>152</sup> UNESCO, *Education for All Global Monitoring Report: Literacy for Life*, 2006, p.16.

<sup>153</sup> United Nations Development Programme, *Millennium Development Goals. About the MDGs: Basics. What are the Millennium Development Goals?*, 2006.

<sup>154</sup> United Nations Development Programme, *Millennium Development Goals. About the MDGs: Basics. What are the Millennium Development Goals?*, 2006.

<sup>155</sup> United Nations Development Programme, *Millennium Development Goals. About the MDGs: Basics. What are the Millennium Development Goals?*, 2006.

<sup>156</sup> United Nations Development Programme, *Millennium Development Goals. About the MDGs: Basics. What are the Millennium Development Goals?*, 2006.

<sup>157</sup> The World Bank, *Education*, 2009.

### ***Major Stakeholders: UNESCO and the World Bank***

Global partnerships and collective efforts have become a major feature in the international endeavor to achieve universal education. The United Nations has played a major role in bringing together states and other international actors. Through its specialized agency, UNESCO, the UN has approached the matter by adopting and implementing several measures such as “coordinat[ing] the global drive towards Education for All and lead[ing] the United Nations Literacy Decade (UNLD), the United Nations Decade of Education for Sustainable Development (UNDESD) and the UNAIDS Global Initiative on Education and AIDS.”<sup>158</sup> International cooperation agencies have joined the UN’s effort to implement these programs and initiatives. In this sense, the World Bank has committed itself to work along states and international and regional organizations to accomplish the second Millennium Development Goal.

UNESCO’s mission is “to promote education as a fundamental right, to improve the quality of education and to facilitate policy dialogue, knowledge sharing and capacity building.”<sup>159</sup> In this regard, it has adopted five strategic aims to execute and achieve its mission.<sup>160</sup> In the first place, it has positioned itself as an international forum for the development of intellectual and attentive guidance in the design of educational measures that will enable state governments to develop more accurate approaches on the matter.<sup>161</sup> It entails a think tank that develops educational policy recommendations through thorough analysis and evidence gathering.<sup>162</sup> UNESCO is an “international catalyst” that encourages universal dialogue amongst the several stakeholders and, at the same time, promotes and exchange of accurate and successful educational measures and practices to be implemented in other countries. Finally, a pivotal function attended by UNESCO is that of defining the international and universal set of principles, norms and institutional framework under which educational programs and policies should be based on.<sup>163</sup>

As a major international financial institution, the World Bank is a pivotal and large “source of financial and technical assistance to developing countries.”<sup>164</sup> In 1963 the Bank started its activity as the major source of educational financing for the developing world.<sup>165</sup> Accordingly, the Bank’s main activities consist of giving loans, financial credits and grants directed solely to the funding of educational policies.<sup>166</sup> In addition to its financial activities, “[it] serves as a knowledge bank for data, research findings, and best practices in policy design and implementation.”<sup>167</sup> In the last five years, the World Bank has granted an approximate of US\$2 billion per year in financial loans, credits and grants.<sup>168</sup> The Bank holds “a lead role in many countries in terms of education policy advice, sector analysis, and aid coordination” while focusing in its lending activities on educational investments strongly correlated to promoting economic growth.”<sup>169</sup>

### ***What Needs to be Done: Current and Future Challenges***

“According to the 2009 [EFA] Global Monitoring Report, nearly 75 million children are out of school. Governments and the global community will fall short of the goal of universal primary education in 2015 by around 30 million children.”<sup>170</sup> Despite countless efforts, much needs to be done in order to accomplish the 2015 target, in particular in the aftermath of the world’s worst financial crisis since the Great Depression.<sup>171</sup> The current economic situation is a major challenge as financial aid donors are currently falling short by \$35 billion per year of the amount needed to accomplish universal and all-inclusive education by 2015.<sup>172</sup>

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<sup>158</sup> United Nations Educational, Social and Cultural Organization, *Strategy*, 2009.

<sup>159</sup> United Nations Educational, Social and Cultural Organization, *Strategy*, 2009.

<sup>160</sup> United Nations Educational, Social and Cultural Organization, *Strategy*, 2009.

<sup>161</sup> United Nations Educational, Social and Cultural Organization, *Strategy*, 2009.

<sup>162</sup> United Nations Educational, Social and Cultural Organization, *Strategy*, 2009.

<sup>163</sup> United Nations Educational, Social and Cultural Organization, *Strategy*, 2009.

<sup>164</sup> The World Bank, *About Us*, 2009.

<sup>165</sup> The World Bank, *Education at a Glance*, 2009.

<sup>166</sup> The World Bank, *Education at a Glance*, 2009.

<sup>167</sup> The World Bank, *Education at a Glance*, 2009.

<sup>168</sup> The World Bank, *Education at a Glance*, 2009.

<sup>169</sup> The World Bank, *Education at a Glance*, 2009.

<sup>170</sup> International Institute for Educational Planning, *Education and the Economic Crisis*, 2009, p.2.

<sup>171</sup> Schwarz, *Life in (and After) Our Great Recession*, 2009, p.92.

<sup>172</sup> United Nations, *UN Takes a Stand in Global Aid, Trade and Debt Commitments, as G20 Prepare to Meet*, 2009.

Furthermore, the Official Development Assistance (ODA) share in gross national income of donor countries, even though presenting an increase from 0.28% in 2007 to 0.30% in 2008, the amount continues to clearly fall short of the 0.7% target.<sup>173</sup> “The global economic crisis has put aid budgets of donor countries under pressure, making it harder to meet that intermediate target.”<sup>174</sup>

Among other challenges, gender parity in school enrollment is of great importance. In 2007, girls accounted for 54% of the world’s out-of-school population.<sup>175</sup> Furthermore, according to the EFA Monitoring Report Team, 86 countries are at risk of not achieving educational gender equality by 2015.<sup>176</sup> In addition, a shortage in trained educators has increased the limitations to achieve what was stipulated under the MDGs and the Education for All initiative. In the same sense, higher quality of education is an issue that needs to be addressed. Improvements in education can be achieved by more effectively training teachers and ensuring that sufficient schooling materials are provided.<sup>177</sup> Ensuring the completion of at least primary schooling is among the most pivotal urgencies in order to achieve universal education. Guaranteeing constant and rising school enrollment is needed in order to assure sustainable education. One of the core issues in this regard is the high incidence of drop-outs from school. School enrollment has risen, but nonetheless millions of children that start school eventually withdraw from educational institutions.<sup>178</sup> Hence, numerous actions can be taken as means to encourage children and their parents to join schooling initiatives. Offering children with transportation from their domiciles to school, offering free health services and meal plans at school, lessening or eliminating costs for school materials and further school fees can work as incentives to make more children enroll and finish at the least, primary levels of education.<sup>179</sup>

### **Conclusion**

While many efforts to enhance worldwide education enrollment to achieve universal, all-inclusive and qualified education have been proposed and some undertaken, states still need to work on a multilateral basis to adopt a common global set of policies and measures aimed at attaining universal primary education by 2015. Data shows improvement in the matter, but much more needs to be accomplished in a time of mounting globalization and the worst financial crisis in the last 60 years. Several challenges need to be faced at an epoch of economic uncertainty. In this regard, collective actions and international partnerships are key if a successful outcome is to be achieved in attaining the UN’s MDG Goal 2. The need for a global standard of education rises as a result. The implementation of an inclusive educational standard comes to be a starting point in the accomplishment of universal education. In this sense, cooperation is to play a key role in the establishment of the path to be followed. A universal response is required to deal with this responsibility and goal.

The Third Committee on Social, Humanitarian and Cultural Affairs of the United Nations General Assembly is faced with a number of questions. How can financial aid directed to the implementation of education policies be enhanced in a period of economic crisis? What measures should be taken in order to achieve education parity by 2015? Does the international community need to activate additional resources in support of EFA, the UNLD and UNDESD? How can the implementation of the goals of the Dakar Action Framework be assured? Is there sufficient and effective coordination between the various programs and policies affecting global education? Is the progress for achieving the MDGs sufficient or should the UN take additional measures to foster global education?

### **Must Read Section**

United Nations. (2009). *Millennium Development Goals Report 2009*. Retrieved October 1, 2009, from [http://www.un.org/millenniumgoals/pdf/MDG\\_Report\\_2009\\_ENG.pdf](http://www.un.org/millenniumgoals/pdf/MDG_Report_2009_ENG.pdf)

*As Member States are implementing policies in pursuit of the Millennium Development Goals, the 2009 Millennium Development Goals Report gives an in-depth overview of the current status of each of the 8 MDGs by offering relevant data. In this sense, this document accounts for the*

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<sup>173</sup> United Nations, *UN Takes a Stand in Global Aid, Trade and Debt Commitments, as G20 Prepare to Meet*, 2009.

<sup>174</sup> United Nations, *UN Takes a Stand in Global Aid, Trade and Debt Commitments, as G20 Prepare to Meet*, 2009.

<sup>175</sup> United Nations, *The Millennium Development Goals Report*, 2009, p.16.

<sup>176</sup> UNESCO, *Education for All Global Monitoring Report: Literacy for Life*, 2006, p.12.

<sup>177</sup> United Nations Department of Public Information, *Goal 2: Achieve Universal Primary Education*, 2008.

<sup>178</sup> United Nations, *The Millennium Development Goals Report*, 2009, p.16.

<sup>179</sup> United Nations Department of Public Information, *Goal 2: Achieve Universal Primary Education*, 2008.



*progress made so far in each of the Millennium Development Goals and touches upon what needs to be done in order to attain the 2015 targets. Delegates have to be well aware of the progress made so far globally in the field of education, as well as its regional differences and the situation in their own country..*

United Nations. (2009). *Why the MDGs are Important, Where we Stand, and Why we're Falling Short*. Retrieved October 2, 2009, from

<http://www.unmillenniumproject.org/documents/MainReportChapter1-lowres.pdf>

*This document is of great importance to the matter as it entails a report of the achievements made so far and it gives a thorough explanation of why goals were missed and the challenges and possible policies needed to achieve the MDGs. Hence, the document will be of great importance for the debate regarding the institutionalization and implementation of a global standard of education as it delineates the steps that need to be taken in order to attain the targets agreed upon.*

United Nations. Development Group. (2009). *The Millennium Declaration and the MDGs*.

Retrieved October 2, 2009, from <http://www.undg.org/index.cfm?P=70>

*This Web page offers a quick but inclusive overview of the Millennium Declaration and the MDGs, its basics and the policies taken to attain them. Moreover, this source enables delegates to understand the Millennium Declaration and its goals, as it gives a quick review of the campaign, implementation of measures, donors, as well as providing monitoring and report documents. Delegates need to comprehend the interconnectedness of the MDGs and the crucial role that education is having for their achievement.*

United Nations Educational, Social, and Cultural Organization. (2009). *Education for All Global Monitoring Report*. Retrieved October 4, 2009, from <http://www.unesco.org/en/efareport>

*This is UNESCO's annual report on the progress made on its Education for All initiative. The report provides a warning for stakeholders as it shows a possible failure in the achievement of MDG Goal 2 if educational figures do not improve in the upcoming years. Furthermore, it congratulates on the efforts conducted, but emphasizes the need for higher aid or else, the world will fall short from achieving universal education by 2015.*

United Nations Educational, Social, and Cultural Organization. (2000, April 2008). *The Dakar Framework for Action. Education for All: Meeting our Collective Commitments*. Retrieved

October 3, 2009, from [http://www.unesco.org/education/efa/ed\\_for\\_all/dakfram\\_eng.shtml](http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml)

*The Dakar Framework of Actions contains the set of actions and policies to be taken collectively as the strategy to achieve the Millennium Development Goals. Hence, this document stipulates the numerous actions that should be implemented by states in order to achieve their 2015 commitments for universal education. In addition, it provides specific regional frameworks of action, which delegates will find helpful in their preparation. Delegates should critically think about possible positive and negative implications of this framework and the status of its implementation.*

### **III. Implementing the Geneva Declaration on Armed Violence and Development**

*“Must we starve our children to increase our defense expenditure?*

*When our children cry for milk in the middle of the night, shall we give them guns instead?”<sup>180</sup>*

#### ***Armed violence and development***

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<sup>180</sup> Mahbub al-Haq, creator of the Human Development Index and founder of the UNDP's annual Human Development Report, quoted in IANSA, *From principles to practice: Speech by Dr. Oscar Arias (President of Costa Rica)*, 2006.

The negative impacts of armed violence on development are widely recognized; the African Development Bank's African Development Report 2008/2009, for example, states that the social and economic costs of conflict, while difficult to quantify, are very high, and "include loss of income and assets, cuts in social spending, increased opportunism in economic transactions, capital flight, and a legacy of poor policy."<sup>181</sup> Armed violence costs hundreds of billions of dollars annually, mostly borne by the poorest and most vulnerable in society; over 90% of violence-related deaths occur in low- to middle-income countries.<sup>182</sup> The costs of violence include economic instability; lost productive capital from damage to infrastructure and other assets; lost financial capital due to inflation, capital flight; lost human capital due to increases in communicable diseases, loss of educational opportunities, reduced nutrition, and forced displacement; and rising transaction costs which further impede the economy and worsen instability.<sup>183</sup> The rising transaction costs and heightened risk have another disastrous consequence as development assistance is diverted away from the violence-affected regions that need it most, and into safer environments.<sup>184</sup> The Geneva Declaration on Armed Violence and Development states, "Armed violence destroys lives and livelihoods, breeds insecurity, fear and terror, and has a profoundly negative impact on human development."<sup>185</sup> Addressing the 2006 Geneva Summit on Armed Violence and Development, Jacob Kellenberger, the President of the International Committee of the Red Cross, said, "The unending stream of armed violence affecting civilian populations in communities across the globe... destroys lives, perpetuates poverty and undermines development."<sup>186</sup> At the same 2006 summit, Oscar Arias, President of Costa Rica, stated, "When it comes to the link between conventional weapons, armed violence and crippled development, the evidence is so overwhelming that practically no one disputes it."<sup>187</sup> The 2005 World Summit Outcome document recognized the strong relationship between development, peace, security, and human rights.<sup>188</sup> Civil society, states, and intergovernmental organizations have all recognized the detrimental effects of armed violence upon development. Despite this general recognition that "sustainable development requires security, and sustainable security requires development, international agencies and actors have struggled to reconcile peace and security with development concerns."<sup>189</sup> One attempt at reconciling peace, security, and development concerns is the 2006 Geneva Declaration on Armed Violence and Development (Geneva Declaration).

In October 2008 the United Nations (UN) General Assembly passed a resolution that took note of the Geneva Declaration and of the various regional declarations, such as the Africa Declaration on Armed Violence and Development and the Asia-Pacific Declaration on Armed Violence and Development, and stressed "the need for a coherent and integrated approach to the prevention of armed violence, with a view to achieving sustainable peace and development."<sup>190</sup> The resolution requested that the Secretary-General report to the 64<sup>th</sup> General Assembly on the interrelation between armed violence and development.<sup>191</sup>

### ***The Geneva Declaration***

Signed in 2006 by 42 countries, the Geneva Declaration on Armed Violence and Development built upon the 1997 Organisation for Economic Cooperation and Development - Development Assistance Committee (OECD-DAC) Guidelines on Helping Prevent Violent Conflict and the 2001 UN Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All Its Aspects.<sup>192</sup> Recognizing that a successful approach to reconciling the peace and security and development agendas must involve all relevant actors, the

<sup>181</sup> African Development Bank, *African Development Report 2008/2009*, 2009, p.20.

<sup>182</sup> Geneva Declaration, *Global Burden of Armed Violence*, 2008, p.90; Bowman et al., *The impact of violence on development in low- to middle-income countries*, 2008, p.209.

<sup>183</sup> Geneva Declaration, *Global Burden of Armed Violence*, 2008, pp.90-91.

<sup>184</sup> Geneva Declaration, *Global Burden of Armed Violence*, 2008, pp.91.

<sup>185</sup> *The Geneva Declaration on Armed Violence and Development*, 2006, p.1.

<sup>186</sup> ICRC, *Armed violence and development*, 2006.

<sup>187</sup> IANSA, *From principles to practice: Speech by Dr. Oscar Arias (President of Costa Rica)*, 2006.

<sup>188</sup> *The Geneva Declaration on Armed Violence and Development*, 2006, p.1.

<sup>189</sup> Muggah and Krause, *Closing the gap between peace operations and post-conflict insecurity: Towards a violence reduction agenda*, 2009, p.136.

<sup>190</sup> United Nations General Assembly, *Promoting development through the reduction and prevention of armed violence (A/63/23)*, 2008.

<sup>191</sup> United Nations General Assembly, *Promoting development through the reduction and prevention of armed violence (A/63/23)*, 2008.

<sup>192</sup> Geneva Declaration, *Context*, 2008.

Geneva Declaration highlights the critical role to be played not only by states, but also by civil society, in “preventing and reducing violence associated with war, crime, and social unrest.”<sup>193</sup> The signatories met in November 2008 to assess progress, and at that time committed to meeting again no later than 2011.<sup>194</sup> As of July 2009, 108 states have signed the Declaration. The Declaration has a permanent Secretariat in Geneva, one of the goals of which is to further the implementation of the Declaration’s recommendations.<sup>195</sup>

Signatories to the Geneva Declaration pledge to work individually and together at the national, regional, and multilateral levels to implement practical measures that:

- Promote conflict prevention and resolution, and support post-conflict peacebuilding and reconstruction;
- Address the proliferation of small arms and light weapons;
- Foster respect for human rights; strengthen the accountability of public security institutions;
- Address the specific needs of men and women, and boys and girls, in accordance with UN Security Council Resolutions 1325 and 1612; and
- Are linked to programmes for sustainable alternative livelihoods for groups identified as at risk for violence.<sup>196</sup>

The aim of the Declaration is “to achieve, by 2015, measurable reductions in the global burden of armed violence and tangible improvements in human security worldwide.”<sup>197</sup> While the signatories to the Declaration are states, they also pledge to “work in partnership with the development, peace and security-building, public health, humanitarian, human rights and criminal justice communities, and promote active partnerships between governments, international organizations and civil society.”<sup>198</sup> Furthermore, signatories pledge to work to advance the issue within the United Nations.<sup>199</sup> One key means of achieving its goal is the Geneva Declaration’s recognition of the need to fully implement existing instruments that will help to meet the Declaration’s goal, such as the UN Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All Its Aspects.<sup>200</sup>

### **Regional Declarations**

In April 2007, the first regional meeting in support of the Geneva Declaration brought together countries of the Latin American and Caribbean region, resulting in the Guatemala Declaration on Armed Violence and Development, which stated, “The GD [Geneva Declaration] is not only a Declaration but one step in a coherent process which aims to provide concrete responses to the challenges posed by armed violence.”<sup>201</sup> This process has continued with a series of other regional meetings.

In October 2007, representatives of 28 African states met in Nairobi, Kenya, and adopted the Africa Declaration on Armed Violence and Development, “affirm[ing their] support and commitment to the Geneva Declaration on Armed Violence and Development... and to work to prevent and reduce armed violence.”<sup>202</sup> In May 2008, 27 states came together in Bangkok, Thailand, and adopted the Asia-Pacific Declaration on Armed Violence and Development, similarly affirming support for the Geneva Declaration and committing “to work to raise awareness of countries within the Asia-Pacific Region of the importance of the linkage between armed violence and development.”<sup>203</sup> Both of these regional declarations also make the commitment to reinforce existing mechanisms, such as the UN Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All

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<sup>193</sup> Geneva Declaration, *Context*, 2008.

<sup>194</sup> Review Summit of the Geneva Declaration on Armed Violence and Development, *Summit Statement*, 12 September 2008.

<sup>195</sup> Geneva Declaration, *Context*, 2008.

<sup>196</sup> *The Geneva Declaration on Armed Violence and Development*, 2006, p.1-2.

<sup>197</sup> *The Geneva Declaration on Armed Violence and Development*, 2006, p.2.

<sup>198</sup> *The Geneva Declaration on Armed Violence and Development*, 2006, p.2.

<sup>199</sup> *The Geneva Declaration on Armed Violence and Development*, 2006, p.2.

<sup>200</sup> *The Geneva Declaration on Armed Violence and Development*, 2006, p.2.

<sup>201</sup> *Guatemala Declaration on Armed Violence and Development*, 2007, p.1.

<sup>202</sup> *Africa Declaration on Armed Violence and Development*, 2007, p.1.

<sup>203</sup> *Asia-Pacific Declaration on Armed Violence and Ddevelopment*, 2008, p.1.

Its Aspects.<sup>204</sup> Both also reiterate the necessity of cooperation at all levels – national, regional, and multilateral – as well as between governments, civil society, and regional and international organizations.<sup>205</sup>

In November 2008, 14 countries from South-Eastern and Eastern Europe and the Caucasus came together and adopted the Sarajevo Declaration.<sup>206</sup> In April 2009, Member States of the Central American Integration System came together with UN agencies and civil society representatives in Cartagena, Colombia, in a seminar aiming “to understand the different forms of armed violence and its multiple causes and contexts accurately and to share and develop strategies to prevent and reduce armed violence and promote development.”<sup>207</sup> Currently, a meeting for the Near and Middle East is in the preparation stages.<sup>208</sup>

### ***Framework for the Implementation of the Geneva Declaration***

A group of 12 countries, coordinated by Switzerland, leads efforts to advance the goals of the Geneva Declaration.<sup>209</sup> The Core Group meets several times a year, and works closely with the United Nations Development Programme (UNDP), the OECD, and the Small Arms Survey.<sup>210</sup> The Framework for the Implementation of the Geneva Declaration was finalized in June 2007 by the Core Group.<sup>211</sup> Aiming to set out measurable targets along the way to full implementation, the Framework has goals focused in three clusters: advocacy, dissemination, and coordination; measurability and research; and programming.<sup>212</sup>

The advocacy, dissemination, and coordination cluster contains six sub-objectives that aim at building and broadening the base of support for the Geneva Declaration.<sup>213</sup> Reflecting the importance of building support, this cluster takes up more than half of the seven page Framework document.<sup>214</sup> One criticism that has emerged of the Millennium Development Goals is the lack of any “security for development” goals; the Geneva Declaration *Framework* includes as an objective the translation of increased support for the Declaration into support for placing the adoption of “security for development” goals on the UN agenda.<sup>215</sup>

The measurability and monitoring cluster seeks to “define targets and indicators for measuring armed violence.”<sup>216</sup> The measurement of armed violence includes in-country studies as baseline assessments; Guatemala agreed to be the first focus country for such an assessment.<sup>217</sup> Measuring armed violence is crucial to the achievement of the Declaration’s goal to achieve a “measurable reduction” in armed violence by the year 2015, and includes such elements as mapping the scope and distribution of violence, the risk of violence, and vulnerability to the effects of violence.<sup>218</sup>

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<sup>204</sup> *Africa Declaration on Armed Violence and Development*, 2007, p.1; *Asia-Pacific Declaration on Armed Violence and Development*, 2008, p.1.

<sup>205</sup> *Africa Declaration on Armed Violence and Development*, 2007, p.1-2; *Asia-Pacific Declaration on Armed Violence and Development*, 2008, p.1-2.

<sup>206</sup> Geneva Declaration, *Regional Declarations on Armed Violence and Development*, 2008.

<sup>207</sup> Geneva Declaration, *Regional Declarations on Armed Violence and Development*, 2008.

<sup>208</sup> Geneva Declaration, *Regional Declarations on Armed Violence and Development*, 2008.

<sup>209</sup> Geneva Declaration, *Activities*, 2008.

<sup>210</sup> Geneva Declaration, *Activities*, 2008.

<sup>211</sup> Geneva Declaration, *Activities*, 2008.

<sup>212</sup> Geneva Declaration, *Activities*, 2008.

<sup>213</sup> Geneva Declaration, *Framework for the Implementation of the Geneva Declaration on Armed Violence and Development*, 2008.

<sup>214</sup> Geneva Declaration, *Framework for the Implementation of the Geneva Declaration on Armed Violence and Development*, 2008.

<sup>215</sup> Geneva Declaration, *Framework for the Implementation of the Geneva Declaration on Armed Violence and Development*, 2008, p.2; United Nations Department of Public Information, *Threat posed to international peace by uncontrolled trade in small arms cannot be overemphasized, Security Council told as it holds day-long debate on issue*, 2008.

<sup>216</sup> Geneva Declaration, *Framework for the Implementation of the Geneva Declaration on Armed Violence and Development*, 2008, p.5.

<sup>217</sup> Geneva Declaration, *Framework for the Implementation of the Geneva Declaration on Armed Violence and Development*, 2008, p.5.

<sup>218</sup> Geneva Declaration, *Framework for the Implementation of the Geneva Declaration on Armed Violence and Development*, 2008, p.5.

The third cluster of goals in the Framework is the programming cluster. This contains activities that aim to mainstream armed violence reduction strategies into national and multinational development frameworks, build capacities in affected countries, and increase donor awareness of the need for supporting such violence reduction programs in affected countries.<sup>219</sup> The Core Group aims to create linkages between the Declaration and OECD-DAC guidelines, and to encourage cooperative partnerships between donor countries and countries affected by armed violence.<sup>220</sup> It also encourages countries affected by violence to request assistance in creating and implementing armed violence prevention and reduction programs.<sup>221</sup>

### ***UN General Assembly Resolution 63/23***

On 16 December 2008, without reference to a Main Committee, the UN General Assembly adopted Resolution A/63/23, entitled Promoting Development Through the Reduction and Prevention of Armed Violence. This resolution noted a number of milestones, such as the UN Millennium Declaration, the 2005 World Summit outcome, the 2001 UN Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All Its Aspects, the Geneva Declaration on Armed Violence and Development, and the regional declarations signed in Guatemala, Kenya, and Thailand.<sup>222</sup> The resolution stressed the vital relationship between disarmament and development, and affirmed the mutually reinforcing link between peace and security and development.<sup>223</sup> It also emphasized “the need for a coherent and integrated approach to the prevention of armed violence, with a view to achieving sustainable peace and development,” and called upon the Secretary-General to consult with the relevant organs of the UN and report to the 64<sup>th</sup> General Assembly on the interrelation between armed violence and development.<sup>224</sup>

### ***Questioning the Premise***

While acceptance of the inverse relationship between armed violence and development is very widespread, it is not universal. Robert Muggah and Keith Krause, both of whom have written extensively on the relationship between small arms, armed violence, and development, examined the efficacy of programmes of disarmament, demobilization, and reintegration (DDR) and small arms control. They found that while DDR programmes are increasingly implemented as part of broader socioeconomic development plans, “the extent to which such interventions practically enhance safety remains largely unknown. There has been comparatively little serious discussion of how to measure whether DDR and small arms regulation is effective.”<sup>225</sup>

Simon Elhawary takes this one step further, examining the example of Colombia and arguing that the armed violence in that country is a critical stage in the capitalist evolution of the state.<sup>226</sup> The assumption that violent conflict is an obstacle to development, he argues, “underestimates the conflictual processes that characterize transitions to capitalist modes of production and state formation.”<sup>227</sup> The failure of Colombian institutions to peacefully negotiate between divergent interests has led to the emergence of parallel institutions, based on violence, that seek to affect the distribution of power and wealth – the same goals which were not achieved by the country’s peaceful institutions.<sup>228</sup> Furthermore, he argues, even after violence has been quelled, it must be remembered and understood, because the institutions and state structures which emerge post-conflict are in fact products of the dynamics of violence and conflict.<sup>229</sup> This fact is missed by most development and peacebuilding agencies,

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<sup>219</sup> Geneva Declaration, *Framework for the Implementation of the Geneva Declaration on Armed Violence and Development*, 2008, p.5-6.

<sup>220</sup> Geneva Declaration, *Framework for the Implementation of the Geneva Declaration on Armed Violence and Development*, 2008, p.7.

<sup>221</sup> Geneva Declaration, *Framework for the Implementation of the Geneva Declaration on Armed Violence and Development*, 2008, p.7.

<sup>222</sup> United Nations General Assembly, *Resolution A/63/23*, 2008.

<sup>223</sup> United Nations General Assembly, *Resolution A/63/23*, 2008.

<sup>224</sup> United Nations General Assembly, *Resolution A/63/23*, 2008.

<sup>225</sup> Muggah and Krause, *Closing the gap between peace operations and post-conflict insecurity: Towards a violence reduction agenda*, 2009, p.139.

<sup>226</sup> Elhawary, *Violent paths to peace?* 2009, pp.89-95.

<sup>227</sup> Elhawary, *Violent paths to Peace?* 2009, p.98.

<sup>228</sup> Elhawary, *Violent Paths to Peace?* 2009, p.98.

<sup>229</sup> Elhawary, *Violent Paths to Peace?* 2009, p.98.

impeding their ability to build a durable peace as they overlook the progressive elements that are actually driving the violence.<sup>230</sup>

In other ways, armed violence can also create opportunities in the illicit economy, creating income which is not captured by official measurements. Narcotics production, natural resource exploitation, and trade in contraband may undermine the legitimacy of the state, but such activities also add household income which in many cases is desperately needed and may not be available in the absence of violence.<sup>231</sup> Violence and its aftermath also provide opportunities for entrepreneurs to benefit from emerging niches in the economy, bringing gain to a small but not insignificant sector of society.<sup>232</sup>

### ***Conclusion and Points for Further Consideration***

The idea that armed violence negatively impacts development is one which is widely held throughout the international community, and one which has motivated efforts by the Geneva Declaration Core Group to reduce the global burden of armed violence. A few have pointed to the lack of empirical evidence for this idea, and even pointed to evidence that violence “can often lie at the centre of transitional processes of development.”<sup>233</sup> Resolving these issues might go some way to overcoming the gap between the Declaration and its full implementation. The Secretary-General’s report to the 64<sup>th</sup> General Assembly may begin to address this knowledge gap, but full implementation will take much more than simple acknowledgment – the premise is already widely recognized, and yet the movement from rhetoric to reality has been slow.

Resolution A/63/23 notes “the primary responsibility of national Governments for curbing armed violence and for fostering the Millennium Development Goals.”<sup>234</sup> Given that delegates are representatives of the Member States, it is crucial to bear in mind the role played by their own governments in reducing the global burden of armed violence. The General Assembly cannot make binding demands upon Member States, but it can help to create the conditions that support efforts already underway, and encourage others to join in those efforts.<sup>235</sup>

The Geneva Declaration commits signatories to “fully implementing existing instruments... and promoting the development of further international instruments, *including legally binding ones*.”<sup>236</sup> There are a number of instruments, many of which have been mentioned here, that do not carry the force of international law. The Geneva Declaration’s specificity as to the need for legally binding instruments should be borne in mind when deciding what the General Assembly can do to support the formulation of new and the implementation of existing instruments.

When debating what action the Committee can take to support the implementation of the Geneva Declaration, delegates should bear in mind these points, as well as a few questions. What purpose will one more resolution serve? There are so many agreements and commitments already that any new one must add something new to the mix, must address some gap or take some concrete action to move forward a previous commitment. How can those previous commitments be met? What practical action can the General Assembly take that will realistically have an effect upon the global burden of armed violence? What recommendations can be made, and at whom should they be aimed? Delegates should also ask themselves some questions about their own specific country’s experience with armed violence? Has their country signed the Geneva Declaration or one of the associated regional declarations? If not, why not? If it has signed, what action has it taken to implement the Declaration’s principles? Thinking of these questions and their answers will guide delegates as they explore the impact of armed violence upon socio-economic development.

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<sup>230</sup> Elhawary, *Violent Paths to Peace?* 2009, p.98.

<sup>231</sup> Geneva Declaration, *Global Burden of Armed Violence*, 2008, p.101-103.

<sup>232</sup> Geneva Declaration, *Global Burden of Armed Violence*, 2008, p.102-104.

<sup>233</sup> Elhawary, *Violent paths to peace?*, 2009, p.87.

<sup>234</sup> United Nations General Assembly, *Resolution A/63/23*, 2008.

<sup>235</sup> Smith, *Politics and Process at the United Nations*, 2006, pp.147-162.

<sup>236</sup> *The Geneva Declaration on Armed Violence and Development*, 2006, p.2.

## **Must Read Section**

Bowman, Brett, Matzopoulos, Richard, Butchart, Alexander, and Mercy, James A. (December 2008). The Impact of violence on development in low- to middle-income countries, *International Journal of Injury Control and Safety Promotion*. Vol.15, No.4, pp.209-219.

*Violence not only has the obvious consequences of negative health impacts and increased mortality, but it also impacts all aspects of socioeconomic development. The Millennium Development Goals, aimed at improving living conditions in some of the world's poorest countries, set targets which are directly jeopardised by armed violence. Analysing the Goals one by one, and demonstrating the negative effects of violence upon progress toward achieving each, this article demonstrates clearly the necessity of addressing the impacts of violence upon development.*

Geneva Declaration. (2008). *Framework for the Implementation of the Geneva Declaration on Armed Violence and Development*. Retrieved August 29, 2009 from the Geneva Declaration Web site <http://www.genevadeclaration.org/fileadmin/docs/Geneva-Declaration-Framework-Implementation.pdf>  
*The Core Group has devised a detailed plan for achieving the goals of the Geneva Declaration. The Framework outlines these goals, the actions that need to be taken to reach those goals, the expected results of those actions, the indicators of success, and the timeline for achievement of each sub-objective. This gives countries a clear and consistent means of measuring the progress of the Declaration's objective of reducing the global burden of armed violence.*

Geneva Declaration. (September 2008). *Global Burden of Armed Violence*. Retrieved February 14<sup>th</sup>, 2010 from the Geneva Declaration Web site <http://www.genevadeclaration.org/measurability/global-burden-of-armed-violence.html>

*Armed violence affects all states and societies to some extent, whether they are at war, post-conflict, or at peace and experiencing common criminal activity. This report examines the dimensions of armed violence, its causes and consequences, and its victims. It is essential reading for those who seek to gain a concrete understanding of the problem of armed violence and its impact on development.*

*The Geneva Declaration on Armed Violence and Development*. (2006, June 7). Retrieved July 22, 2009 from the Geneva Declaration Web site

<http://www.genevadeclaration.org/the-geneva-declaration.html>

*In June 2006, Ministers and representatives of 42 countries, representing all regions of the globe, gathered in Geneva, Switzerland, in an attempt to "strengthen... efforts to integrate armed violence reduction and conflict prevention programmes into national, regional and multilateral development frameworks, institutions and strategies, as well as into humanitarian assistance, emergency, and crisis management initiatives." The Geneva Declaration on Armed Violence and Development aims to reduce armed violence and its negative impact on development. Signatories agree to work together at the national and international levels to implement measures that work toward six goals: promoting conflict prevention; controlling illegal flows of small arms and light weapons; promoting the rule of law; strengthening public security institutions; including provisions for gender in planning for the reduction of armed violence; and ensuring that programmes provide alternative livelihoods for specific groups at risk of armed violence. The Declaration aims at reducing, by 2015, the global burden of armed violence and improving human security conditions worldwide.*

Muggah, Robert, and Krause, Keith. (February 2009). "Closing the gap between peace operations and post-conflict insecurity: Towards a violence reduction agenda," *International Peacekeeping*, Vol.16, No.1, pp.136-150.

*Current instruments for addressing the sources of armed violence often fail to effectively encompass the fragile and volatile nature of post-conflict scenarios. It is not enough to deal exclusively with what are traditionally considered to be security issues – the proliferation of arms, for example. A truly effective approach must also address the political and economic motives of the potential perpetrators of violence. The authors employ the analogies of criminal justice and health care, two fields which focus heavily on prevention and rehabilitation, and conclude that post-conflict reconstruction efforts must adopt a similar approach if they are to effectively create sustainable human security.*

## Annotated Bibliography

### *Committee History*

Bloom, R., & Vriens, L. (2008, September 19). *The role of the UN General Assembly*. Retrieved August 14, 2009, from Council on Foreign Relations Web site:

<http://www.cfr.org/publication/13490/>

*Bloom and Vriens provide a brief backgrounder on the General Assembly, organized in a highly accessible question-and-answer format. They give succinct answers to basic enquiries about the institution: What is the UN General Assembly? What is the General Assembly's membership? They also give a quick overview of several of the General Assembly's most well known actions.*

Treki, A. A. (2009, September 29). *At the closing of the General Debate*. Address presented at the closing of the General Debate of the General Assembly, New York. Retrieved October 2, 2009, from <http://www.un.org/ga/president/64/statements/gadebate290909.shtml>

*H.E. Dr. Ali Abdussalam Treki, the President of the 64<sup>th</sup> session of the General Assembly, offered a statement at the end of the General Debate in September 2009. He indicated the direction in which he wished the General Assembly to move, stressing the importance of multilateralism and dialogue amongst Member States. He also drew attention to what he believes are the most significant challenges presently facing the international community, including climate change, the situation in the Middle East, and disarmament.*

United Nations. (2008). *The United Nations at a glance*. Retrieved August 14, 2009, from

<http://www.un.org/en/aboutun/index.shtml>

*The official introduction to the United Nations presents general facts about the organization and its purpose. A compilation of useful links follows, arranged in categories such as "Structure and Organization" and "Who's Who." The page allows for convenient access to disparate areas of the United Nations Web site.*

United Nations Department of Public Information. (2008, November 26). *Third Committee approves human rights programme for 2010-2011, concludes 2008 session*. Retrieved August 14, 2009, from <http://www.un.org/News/Press/docs/2008/gashc3943.doc.htm>

*This press release details the last meeting of the Third Committee during the 63<sup>rd</sup> session. It includes a description of the human rights programme approved by the Third Committee, as well as of the debate that surrounded it. The description of the meeting also gives insight into the actual workings of the Third Committee.*

United Nations General Assembly. (2009). *Annotated preliminary list of items to be included in the provisional agenda of the sixty-fourth regular session of the General Assembly (A/64/100)*. Retrieved September 11, 2009, from

[http://www.un.org/ga/search/view\\_doc.asp?symbol=A/64/100](http://www.un.org/ga/search/view_doc.asp?symbol=A/64/100)

*The agenda for the upcoming 64<sup>th</sup> session has largely already been determined. The General Assembly has published a list of provisional agenda items along with helpful annotations. This list reveals the broad range of issues that can be addressed by the UN and that will remain important to the international community this year. References to relevant documents from previous sessions are also provided for each item.*

United Nations General Assembly. (2008). *Functions and powers of the General Assembly*.

Retrieved July 23, 2009, from <http://www.un.org/ga/about/background.shtml>

*This page is an introduction to the General Assembly. It briefly describes the institution's formation, membership, and voting procedure. More significantly, it details the abilities and limitations of the General Assembly, distinguishing it from other bodies such as the Security Council.*

United Nations General Assembly. (2008). *Main Committees*. Retrieved August 14, 2009, from



<http://www.un.org/ga/maincommittees.shtml>

*As an introduction to the organization of the General Assembly, this page lists the main committees and briefly describes their respective mandates. It includes links to the homepages of each of the main committees. Also included are links to the other committees of the General Assembly: the Credentials Committee and the General Committee.*

United Nations General Assembly. (2008). *Third Committee: Social, humanitarian & cultural.*

Retrieved August 14, 2009, from <http://www.un.org/ga/third/index.shtml>

*The official page of the Third Committee gives a short introduction of the committee and its activities. All other official resources related to the Third Committee during the current session, as well as during previous sessions, may be accessed through this page. Examples of such resources include press releases, a list of agenda items, and information about the bureau and the secretariat.*

United Nations General Assembly. 63rd Session. (2008, October 30). *Allocation of agenda items*

*for the sixty-third session of the General Assembly, Addendum 2 (A/63/252/Add.2).* Retrieved

August 14, 2009, from [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/63/252/Add.2](http://www.un.org/ga/search/view_doc.asp?symbol=A/63/252/Add.2)

*In a significant amendment to the original allocation of agenda items, the General Assembly added the Report of the Human Rights Council to the agenda of the Third Committee. Collaboration between the two bodies stems from commonalities between their respective mandates. Though their relationship has not been officially defined, continued cooperation between the Human Rights Council and the Third Committee further strengthens their efficacy and testifies to their shared commitment to the protection of human rights.*

United Nations General Assembly. 63rd Session. (2009, February 11). *United Nations Literacy*

*Decade: Education for all (A/RES/63/154).* Retrieved August 14, 2009, from

<http://www.un.org/Docs/journal/asp/ws.asp?m=A/RES/63/154>

*In this resolution, the Third Committee addresses literacy and education, issues that are related to one of the committee topics. The Third Committee recalls and reaffirms the importance of the goals of the United Nations Literacy Decade, and appeals to Member States to remain dedicated to meeting them. The resolution gives examples of what the Third Committee can actually do to address the matters that have been brought before it.*

## **I. Advancing Technology to Progress Development and Peace**

Annan, K. (2000). *We the Peoples: Executive Summary.* Retrieved September 6, 2009, from

<http://www.un.org/millennium/sg/report/summ.htm>

*When focusing on the role of the United Nations in the 21st century, then Secretary-General Kofi Annan laid the foundation for discussions in the following years. Delegates should therefore be aware of this very important speech since it provides them with an analysis of current and future international challenges. The document also discussed different approaches to security and the crucial role of development on the international and national level.*

Brainard, L., Chollet, D., & LaFleur, V. (2007). *The Tangled Web: The Poverty-Insecurity Nexus.*

In L. Brainard & D. Chollet (Eds.), *Too Poor for Peace? Global Poverty, Conflict, and Security in the 21st Century* (pp. 1-30). Washington, D.C.: The Brookings Institution.

*In their chapter, the authors are developing an argument for a connection between security and development. They are arguing that poorly developed countries are more likely to experience conflict than developed countries. Delegates get a good experience about the different aspects and preconditions for security.*

*Charter of the United Nations* (June 26, 1945). 59 Stat. 1031, TS No. 993, 3 Bevans 1153.

*As the central document of the United Nations, delegates should be well aware of its content and provisions. This is especially crucial in the context of peace and security as well as of*

*development. It is also helpful for delegates as regards rules and procedures of the General Assembly and its Committees.*

Clean Development Mechanism Executive Board. (2006, July). *Clean Development Mechanism Project Design Document Form (CDM-PDD)*. Retrieved September 27, 2009, from

<http://cdm.unfccc.int/FileStorage/WX9I3FUVH5MQEYLJP6GD4O20NKZS>

*Under the Clean Development Mechanism, many industrialized countries are conducting projects in developing countries and emerging markets. The project example here promotes offshore wind farms in China as an emerging market. It is especially interesting for delegates to get to know a project design as it enables them to think of ways to transfer this project design to other contexts and countries as well.*

Commission on Science and Technology for Development. (2009, May). *Draft Resolution on "Science and Technology for Development"*. Retrieved September 13, 2009, from

[http://www.unctad.org//162009-ResolutionCSTD\\_en.pdf](http://www.unctad.org//162009-ResolutionCSTD_en.pdf)

*Science and Technology do play an important role in advancing development. The recommendations made by the Commission on Science and Technology for Development (CSTD), a subsidiary body of the Economic and Social Council, are interesting for delegates to get knowledge about the role technology can play in development. As many different areas of science and technology are addressed, it is a valuable source for possible approaches for discussion.*

Gray Molina, G., & Chávez, G. (2002). Bolivia: The Political Context of Capacity Development. In S. Browne (Ed.), *Developing Capacity Through Technical Cooperation. Country Experience* (pp. 57-88). London: Earthscan Publications.

*Creating the basis for advancing technology is essentially intertwined with capacity-building. In countries like Bolivia, where there exists a wide gap between rich and poor, education constitutes the foundation for further development. Delegates should think about different approaches to capacity-building in different contexts and settings.*

Hattotuwa, S. (2008). *Papers and Research on ICT in Peacebuilding, Online Dispute Resolution, Conflict Early Warning, Disaster Mitigation and Response*. ICT for Peacebuilding Series.

Retrieved October 2, 2009, from <http://ict4peace.wordpress.com/2008/04/06/papers-and-research-on-ict-in-peacebuilding-online-dispute-resolution-conflict-early-warning-disaster-mitigation-and-response/>

*For delegates who wish to get further information about the role of information and telecommunication technologies, this Web site constitutes an interesting source. This does not mean that it judges the role of ICT only in a positive way. The example of Sri Lanka shows that ICT can benefit the warring parties in a conflict. Delegates should also have a closer look at the chapter on the role of Computer Supported Cooperative Frameworks in transforming conflicts.*

Konkel, A. & Heeks, R. (2008). Challenging Conventional Views on Mobile Telecommunications Investment: Evidence from Conflict Zones. *Development Informatics Short Papers*, No.9. Manchester. Retrieved October 2, 2009, from

[http://www.sed.manchester.ac.uk/idpm/research/publications/wp/di/short/di\\_sp09.pdf](http://www.sed.manchester.ac.uk/idpm/research/publications/wp/di/short/di_sp09.pdf)

*The interesting findings of this paper are that conflict does not necessarily prevent investments. Delegates could use this statement as a starting point for further research on this aspect as further evidence here might initiate a new initiative from Member States who wish to give their people access to better communicate. It can also be an interesting starting point for Member States whose companies wish to have access to new markets.*

Nielinger, O. (2003). *Afrika und der UN-Gipfel zur Informationsgesellschaft*. Afrika im Blickpunkt No.4. Institute of African Affairs. Hamburg: German Institute of Global and Area Studies. Retrieved October 2, 2009, from <http://www.giga-hamburg.de/content/iaa/archiv/aib/AiB4-03.pdf>

*In 2003, the first World Summit on the Information Society was held in Geneva, Switzerland. The objective was to create the foundation for making communication technologies accessible to*

*developing countries in order to spur development. Delegates whose states wish to promote these new technologies in their country should do further research on the outcome and follow-up of this Summit and they should especially think about the role communication can have in advancing their economies and giving people new choices in life.*

Rice, S. E. (2007). Poverty Breeds Insecurity. In L. Brainard & D. Chollet (Eds.), *Too Poor for Peace? Global Poverty, Conflict, and Security in the 21st Century* (pp. 31-49). Washington, D.C.: The Brookings Institution.

*Poverty and insecurity are reinforcing each other. The author gives evidence for this statement and also provides examples of different policy areas where this linkage becomes apparent. It also provides delegates with an introduction to the problems of different countries in this context.*

Satterthwaite, D. (2006). *Appropriate Sanitation Technologies for Addressing Deficiencies in Provision in Low- and Middle Income Nations*. Retrieved September 27, 2009, from

<http://hdr.undp.org/en/reports/global/hdr2006/papers/satterthwaite%20david.pdf>

*An example of appropriate technology comes from the area of sanitation. Providing several examples, the author discusses a range of approaches to provide people in urban areas with access to clean and affordable sanitation. Delegates should think about its feasibility as well as of the possibility to apply these examples to rural settings.*

Tschirgi, N. (2006). Security and Development Policies; Untangling the Relationship. In S. Klingebiel (Ed.), *New Interfaces Between Security and Development. Changing Concepts and Approaches* (pp. 39-68). Bonn: German Institute for Development Policy.

*In earlier years, development was rarely mentioned in the same sentence with security. This has changed during the 1990s to give way to a more comprehensive approach to development, an approach which also includes security questions. Delegates receive a good introduction to recent developments in development politics, especially in relation to conflict.*

United Nations. (1994). *An Agenda for Development. Report of the Secretary-General (A/48/935)*. Retrieved September 12, 2009, from <http://www.un.org/Docs/SG/agdev.html>

*Besides the Agenda for Peace, the Agenda for Development represents one of the foundations about today's approach to development and peace. It is an important document for delegates in order to better understand the development of current discussions on the topic. They should also read the Agenda for Peace as provided by the Secretary-General.*

United Nations. (1997, December 10). *Kyoto Protocol to the United Nations Framework Convention on Climate Change*. (FCCC/CP/1997/7/Add.1), 37 I.L.M. 22 (1998). Retrieved September 24, 2009, from <http://unfccc.int/resource/docs/convkp/kpeng.pdf>

*With the Kyoto Protocol, State Parties agreed on legally binding commitments to reduce greenhouse gas emissions. Although it only entered into force in 2005, it always constituted reminder for states keep in mind their commitment. Delegates interested in discussing the role of technology in this context are advised to especially focus on this section on page 21.*

United Nations. (2004). *Executive Summary. A More Secure World: Our Shared Responsibility. Report of the Secretary-General's High Level Panel on Threats, Challenges and Change*.

Retrieved September 12, 2009, from <http://www.un.org/secureworld/brochure.pdf>

*In his speech before heads of states, the Secretary-General addressed pressing international challenges and warned Member States not to be inactive in these regards. He especially addressed the questions of peace and security but also of prevention and development as responses to current threats and challenges. As it is a very important speech, delegates need to be aware of its content.*

United Nations. (2008). *Goal 8: Develop a Global Partnership for Development*. Retrieved September 6, 2009, from <http://www.un.org/millenniumgoals/global.shtml>

*Until this day, people around the world are expecting the international community to act in order to reach the Millennium Development Goals. Goal 8 is of crucial importance also for the other*

*Goals since international cooperation is key for advancing development worldwide. It is helpful for delegates to further think about this inter-linkage.*

United Nations. (2009). *The Millennium Development Goals Report 2009*. Retrieved September 6, 2009, from

[http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2009/MDG\\_Report\\_2009\\_En.pdf](http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2009/MDG_Report_2009_En.pdf)

*The agreement on the Millennium Development Goals can be seen as one of the milestones of international cooperation in recent years. In the context of the role of technologies in progressing development, Goal number 8 is of great importance since it acknowledges the importance of technology in development. For delegates, the Millennium Development Goals Report 2009 is a very valuable source to acquire up to date knowledge about progress in implementing and reaching the provisions of Goal 8.*

United Nations Development Programme. (n.d.). *About UNDP. A World of Development*

*Experience*. Retrieved September 7, 2009, from <http://www.undp.org/about>

*The United Nations Development Programme (UNDP) is the world's leading organizing for development. Delegates learn about UNDP's priority areas. They also provide links to speeches and publications of UNDP for further research.*

United Nations Development Programme. (n.d.). *Goal 8: Develop a Global Partnership for*

*Development*. Retrieved September 7, 2009, from <http://www.undp.org/mdg/goal8.shtml>

*In the context of Goal 8 of the Millennium Development Goals, delegates should pay special attention to Target 8f. It is referring to the commitment to advance technologies, especially information and communications, to progress development. Delegates should do further research about the positive and negative effects of these new technologies.*

United Nations Development Programme. (n.d.). *The Human Development Concept*. Retrieved

September 6, 2009, from <http://hdr.undp.org/en/humandev/>

*Mahbub ul Haq is one of the most known economists worldwide and the founder of the Human Development Report. This Web site explains his view on human development and its application to the United Nations development concept. It is a very important source for delegates in order to get a better understanding of today's development approach.*

United Nations Development Programme. (n.d.). *UNDP and Frameworks and Strategies for*

*Sustainable Development*. Retrieved September 13, 2009, from

[http://www.undp.org/fssd/about\\_us.html](http://www.undp.org/fssd/about_us.html)

*Creating an environment for sustainable development is one of the main objectives of UNDP. This Web site is a gateway to further research on the different aspects of sustainable development, such as water, energy and land management. It also provides delegates with an overview about UNDP programmes and projects in this field of work.*

United Nations Development Programme. (2001). *Human Development Report 2001: Making new*

*Technology work for Human Development*. Retrieved September 13, 2009, from

<http://hdr.undp.org/en/reports/global/hdr2001/chapters/>

*Each year, the United Nations Development Programme publishes its Human Development Report. It provides up-to-date data on different areas of human development and always focuses on a specific topic of current interest and relevance. Delegates should be especially aware of the content of the 2001 Human Development Report as it deals with the role of new technologies in development.*

United Nations Development Programme. (2009). *'Capacity is Development' 2009 Campaign:*

*The Urgency of 'How' – What Works for Capacity Development?* Retrieved September 13, 2009,

from <http://www.undp.org/capacity/>

*Capacity development is a concept that gains more and more attention amongst international and bilateral development actors. The 'Capacity is Development' 2009 Campaign contributes to the*

*discussion about the positive effects and the current shortfalls of this approach. The document is an interesting source for delegates who wish to gain more insight into capacity development.*

United Nations Development Programme. (2009, April). *Outcome of the Conference on Public Sector Capacity Development Assistance in Afghanistan*. Retrieved September 25, 2009, from [http://www.undp.org.af/Projects/CAP/Report\\_Conference\\_PublicSector\\_CAP.pdf](http://www.undp.org.af/Projects/CAP/Report_Conference_PublicSector_CAP.pdf)  
*When a country recovers from conflict, capacity development is crucial to make the peace sustainable. Much efforts has been put into the Afghan reconstruction in recent years, but less into actual capacity-building. The report of the conference sheds light on this dilemma and gives a good impression about the connection between capacity-building, development and peace.*

United Nations Environment Programme. (1992, June). *Rio Declaration on Environment and Development*. Retrieved September 18, 2009, from <http://www.unep.org/Documents.Multilingual/Default.asp?documentID=78&articleID=1163>  
*When discussing development in terms of environmental sustainability, the Rio Declaration is of utmost importance as it laid the groundwork for future efforts in the field. Since it also refers to technology and the benefits that can come with it, delegates need to be aware of the Declaration's content. Principle 9 is particularly crucial in this context.*

United Nations Framework Convention on Climate Change. (n.d.). *Cooperation & Support*. Retrieved from [http://unfccc.int/cooperation\\_and\\_support/items/2664.php](http://unfccc.int/cooperation_and_support/items/2664.php)  
*International support and cooperation are essential while making efforts to implement the United Nations Framework Convention on Climate Change. The Web site provides delegates with access to information on technology transfer and technological progress in the context of climate change. It also gives an overview about further aspects of the Convention, like financial mechanisms and least developed countries.*

United Nations Framework Convention on Climate Change. (n.d.). *Joint Implementation (JI)*. Retrieved October 2, 2009, from [http://unfccc.int/kyoto\\_protocol/mechanisms/joint\\_implementation/items/1674.php](http://unfccc.int/kyoto_protocol/mechanisms/joint_implementation/items/1674.php)  
*While the Clean Development Mechanism (CDM) provides for increased cooperation between the industrialized world and developing countries, the Joint Implementation Mechanism promotes cooperation between industrialized countries themselves. This is a good starting point for further discussion as some Member States might criticize both or one of these mechanisms which somehow allow countries to relocate the problem of greenhouse gas emissions to other parts of the world. On the other hand, they allow for better cooperation, knowledge transfer and capacity-building and might build the foundation for emission reductions in the long run.*

United Nations Framework Convention on Climate Change. (1992). *Article 9*. Retrieved September 24, 2009, from [http://unfccc.int/not\\_assigned/b/items/1372.php](http://unfccc.int/not_assigned/b/items/1372.php)  
*When discussing the role of technology in climate change, delegates should be aware of Article 9 of the Framework Convention. It explains the mandate of the subsidiary body for scientific and technological advice. It also clarifies that it is an important source of information for Member States on the topic at hand.*

United Nations Framework Convention on Climate Change. (n.d.). *Kyoto Protocol*. Retrieved September 25, 2009, from [http://unfccc.int/kyoto\\_protocol/items/2830.php](http://unfccc.int/kyoto_protocol/items/2830.php)  
*The Kyoto Protocol was adopted in 1997 and entered into force in 2005. It is an international agreement linked to the UNFCCC and set legally binding targets for 37 industrial countries to reduce greenhouse gas emissions. When discussing this document and its provisions, delegates should also have in mind that new commitments on reducing greenhouse gas emissions are currently discussed and that new achievements in this area are crucial to stop climate change.*

United Nations Framework Convention on Climate Change. (1992). *The United Nations Framework Convention on Climate Change*. Retrieved September 18, 2009, from [http://unfccc.int/essential\\_background/convention/items/2627.php](http://unfccc.int/essential_background/convention/items/2627.php)

*The United Nations Convention on Climate Change entered into force on 21 March 1994. It was later amended by the Kyoto Protocol which made the provisions therein legally binding. The Web site gives access to the full text and a quick overview about the content of the UNFCCC, such as the convention bodies, of which the expert group on technology transfer is of special relevance to the topic.*

United Nations General Assembly. (2009, February 18). *Implementation of Agenda 21, the Programme for the Further Implementation of Agenda 21 and the Outcomes of the World Summit on Sustainable Development (A/RES/62/212)*. Retrieved September 13, 2009, from <http://www.un.org/ga/63/resolutions.shtml>

*The 1990s saw an increasing number of summits and conferences on sustainable development and related areas. This resolution reaffirms Member States' commitment to the objectives agreed on in previous sessions when it comes to supporting initiatives for sustainable development. Delegates should especially focus on the paragraphs which discuss the role of technology in progressing development.*

United Nations Statistics Division. (2009, July). *Millennium Development Goals Indicators. World and Regional Trends*. Retrieved September 19, 2009, from <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Data/Trends.htm>

*Each year, the United Nations Statistics Division publishes new data on progress and failures in achieving the Millennium Development Goals. The 2009 edition this provides delegates with up-to-date information, also regarding Goal 8, which refers to transferring technology. However, the data only refers to communication technology and should not be regarded as the only area in which technology transfer can take place.*

Village Earth. (n.d.). *Introduction to the Appropriate Technology Sourcebook*. Retrieved September 27, 2009, from

[http://www.villageearth.org/pages/Appropriate\\_Technology/ATSourcebook/Introduction.php](http://www.villageearth.org/pages/Appropriate_Technology/ATSourcebook/Introduction.php)

*Small-scale technologies are not always taken into consideration when technology transfer is discussed. The Web site provides an introduction on the main characteristics of these appropriate technologies and how people in developing countries can actually benefit from innovations of traditional techniques. Delegates should especially consider this option of development which takes into account the real needs of the people.*

Ward, L. (2008, August). *MIT's Guru of Low-Tech Engineering Fixes the World on \$2 a day*. Retrieved September 27, 2009, from Popular Mechanics Web site:

<http://www.popularmechanics.com/technology/upgrade/4273674.html>

*This article provides delegates with practical examples on how simple technological improvements can ease the daily constraints of farmers all over the world. It is of course clear that highly advanced technologies are necessary for long-term development as well. But by advancing low-cost and simple but innovative technologies, people can benefit in a direct and non-bureaucratic way. Delegates should do research on how lives of the people in their represented country can be improved by this appropriate technology.*

## **II. The Implementation of a Global Standard of Education**

Schwarz, B. (2009, October). *Life In (and After) Our Great Recession*. In: *The Atlantic*. Retrieved October 5, 2009 from <http://www.theatlantic.com/doc/200910/middle-class>

*This editorial will provide the reader with essential information regarding the 1929 Great Depression and its resemblance to the current Financial Crisis, while giving an explanation of possible facts that may have contributed to the eruption of a second economic crisis. It is particularly necessary for delegates to think about the implications of the current financial crisis for education worldwide. Hence, this article will provide a slight analysis on the current crisis which could be useful during the discussion of the topic and the possible measures needed to counter its effects.*

The World Bank. (2009). *About Us*. Retrieved September 4, 2009, from <http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/0..pagePK:50004410~piPK:36602~theSitePK:29708.00.html>

*The World Bank Web page provides delegates a brief overview to the efforts being conducted through and under the scope of the World Bank. Although it provides an account of the grants and further assets destined to educational programmes, this source should not be taken as the only source of reference regarding the efforts undertaken by the World Bank on the educational sphere as this site accounts no more than facts and figures.*

The World Bank (2009, September). *Education at a Glance*. Retrieved October 11, 2009 from <http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0..contentMDK:20040939~menuPK:34480~pagePK:34370~theSitePK:4607.00.html>

*The Issue Brief provides information on the World Bank's activities in the field of education. It summarizes the bank's history of financing education and underscores the crucial role especially primary education has for human development. Activities by the bank in the framework of the Education for All Fast-Track Initiative are presented and discussed with regard to their ability to sustain human and economic development.*

The World Bank. (n.d.). *Education for All*. Retrieved September 29, 2009, from <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0..contentMDK:20374062~menuPK:540090~pagePK:148956~piPK:216618~theSitePK:282386.00.html>

*The World Bank Web site offers delegates a broad amount of facts and data pertinent to the understanding of the Education for All initiative. It gives a brief but rather all-encompassing view of the major facts of the EFA. It also offers an analysis of the importance of the initiative and the actions taken by the World Bank in this respect. Additionally, this site puts forward information regarding different sub-topics of education: female education, education as a development mechanism and economic factor as well as education in relation to health issues.*

United Nations. (1948, December 10). *The Universal Declaration of Human Rights (A/RES/3/217 A)*. Retrieved October 6, 2009, from <http://www.un.org/en/documents/udhr/>

*The Universal Declaration of Human Rights is the major source of international law regarding the basic freedoms, liberties and necessities a human being is entitled in order to fulfill his needs and human capacities. Education is recognized under the Universal Declaration of Human Rights in its article 26 that acknowledges that education as a universal right of all individuals. Hence, the Declaration is a universal legal instrument to foster further compromise and action by states in implementing the right of all individuals to attain free primary education.*

United Nations General Assembly. (1966, December 16). *International Covenant on Economic, Social and Cultural Rights*. Retrieved October 5, 2009 from <http://www2.ohchr.org/english/law/cescr.htm>

*The International Covenant on Economic, Social and Cultural Rights is one of the main sources of international law regarding the most primordial rights a person is entitled under his status of human being. Furthermore, under article 13, the document recognizes the universality of education as a basic human right in the development of the human personality. In this regard, the document portrays an international source of law that guarantees the recognition of education as vital, and its enhancement as binding for states part to the Covenant.*

United Nations. (1993, June 25). *Vienna Declaration and Programme of Action (A/CONF.157/23)*. Retrieved October 6, 2009, from <http://www.un-documents.net/ac157-23.htm>

*The Vienna Declaration acknowledges the universal commitment made regarding the respect and compliance of human rights without distinction. In addition, the Declaration emphasizes the importance of collective efforts to promote, protect and enhance the exercise of human rights, including education. It calls upon the international community to take the steps necessary to achieve universal respect for human rights.*

United Nations. (2000, March 23). *Millennium Summit of the United Nations (A/RES/54/254)*. Retrieved from <http://www.un.org/millennium/documents/ares54254e.pdf>  
*The Millennium Summit was born as a response to the 1998 adoption of General Assembly resolution (A/RES/53/202) and as the implementation of General Assembly resolution (A/RES/54/254). The Summit was held as a plenary meeting that adopted the United Nations Millennium Declaration (A/RES/55/2). All delegates are expected to be familiar with the Millennium Summit and the Millennium Declaration and its Development Goals adopted at the summit.*

United Nations. (2000, September 8). *United Nations Millennium Declaration (GA/RES/55/2)*. Retrieved September 30, 2009, from <http://www.un.org/millennium/declaration/ares552e.htm>  
*The United Nations Millennium Declaration was adopted in September 2000 as a response to the need of setting a global policy plan to improving worldwide development for the new millennium. It outlines the measures agreed by States to be taken, in order to improve peace, security and disarmament, environment, human rights, democracy and good governance, meeting the needs of Africa, strengthening the United Nations, among other matters of great importance for achieving world development. The Millennium Declaration and the goals outlined in it are one of the most significant policy initiatives by the UN in the field of development.*

United Nations. (2001, September 6). *Roadmap Towards the Implementation of the United Nations Millennium Declaration (A/56/326)*. Retrieved October 6, 2009, from <http://unpan1.un.org/intradoc/groups/public/documents/UN/UNPAN004152.pdf>  
*This report presented by the United Nations Secretary-General contains an overview of the process of the implementation of the Millennium Declaration. It outlines challenges and possible measures that will facilitate the achievement of the Millennium Development Goals. In addition, the document touches on seven specific spheres of development, their current situation, efforts taken and future challenges. It is paramount for delegates to explore and analyze the document at hand as it signals the success and failures of schooling measures.*

United Nations. (2008, September 25). *Goal 2: Achieve Universal Primary Education. High Level Event on the Millennium Development Goals*. Retrieved October 5, 2009, from UN Department of Public Information Web site: <http://www.un.org/millenniumgoals/2008highlevel/pdf/newsroom/Goal%202%20FINAL.pdf>  
*This document entails a brief fact sheet on certain achievements in the process of attaining MDG Goal 2. Additionally, it offers a couple of examples regarding the implementation of successful policies that have enabled other countries to enhance the education standards in their countries. Finally, the document offers a list of issues that need to be addressed in order to achieve universal education.*

United Nations. (2008). *United Nations Millennium Development Goals*. Retrieved September 30, 2009, from United Nations Web site: <http://www.un.org/millenniumgoals/>  
*This is the official United Nations link of the Millennium Development Goals. It gives a thorough background, reports, statistics, calendar of events, statements, newsroom, actions being taken, UN Partners regarding the MDGs and offers further information regarding the process of achieving the Millennium Development Goals. In addition, this Web link is essential for delegates to obtain latest news, reports and documents on the MDGs. Delegates are expected to use this pivotal source in acquiring information regarding the development of educational improvement.*

United Nations. (2009). *Goal2: Achieve Universal Primary Education*. Retrieved October 2, 2009, from United Nations Web site: <http://www.un.org/millenniumgoals/education.shtml>  
*This is the official link of the United Nations to the Millennium Development Goals; nonetheless, this specific link will connect delegates directly to information related only with MDG Goal 2. It will provide delegates with basics on the topic and articles on the matter to help you achieve a better view of where the MDG Goal 2 stands currently. Even so, this source only contains essential information as a starting ground and delegates are required to go further on the investigation process.*



United Nations. (2009). *The Millennium Development Goals Report 2009*. Retrieved October 6, 2009, from [http://www.un.org/millenniumgoals/pdf/MDG\\_Report\\_2009\\_ENG.pdf](http://www.un.org/millenniumgoals/pdf/MDG_Report_2009_ENG.pdf)  
*Briefing the delegates on the Millennium Development Goals status, this document gives a rather encompassing report on the successes or failures of states to achieve the targets and goals agreed under the Millennium Declaration. This report accounts the efforts of stakeholders in achieving the goals for 2015. In this regard, this document entails a great source of information for delegates to research the efforts undertaken by their countries and the rest of the international community.*

United Nations. (2009, September 16). *UN Takes a Stand in Global Aid, Trade and Debt Commitments, as G20 Prepare to Meet*. Retrieved October 2, 2009, from [http://www.un.org/millenniumgoals/pdf/Press\\_release\\_MDG\\_Gap\\_2009.pdf](http://www.un.org/millenniumgoals/pdf/Press_release_MDG_Gap_2009.pdf)  
*This press release of September 16, 2009 accounts the steps and commitments taken by the United Nations in the fight against global poverty, aiming at giving G20 leaders a briefing as they come to prepare themselves for the Pittsburgh summit. It gives a brief description of UN's and agencies' collaborative expenditures in the development of strategies aimed at halting extreme poverty. Besides, it gives an immediate report on the improvements achieved under the Official Development Aid (ODA), information that will supply readers with records on the matter, which are of great focus in the determination of universal educational standards that will facilitate the progress on achieving global education.*

United Nations. Development Programme. (2006). *Millennium Development Goals. About the MDGs: Basics. What are the Millennium Development Goals*. Retrieved September 1, 2009, from <http://www.undp.org/mdg/basics.shtml>  
*The Millennium Development Goals mark the cornerstones of the UN's development policies. This UNDP Web site will help readers and delegates in understanding the basics of the Millennium Development Goals: indicators to be taken into consideration, UNDP's efforts in the issue at hand; as well as providing several reports on the evolution of the process. Education plays a central role in these not only for MDG goal 2, but as a catalyst in achieving all other goals as well. Delegates are expected to have a very good understanding of the MDGs.*

United Nations. Educational, Social and Cultural Organization. (1997, July 18). *Final Report. Fifth International Convention Adult Education*, Retrieved October 6, 2009, from <http://www.unesco.org/education/uie/confintea/repeng.html>  
*Convened by UNESCO's General-Director, the Fifth Convention on Adult Education's main objective was to set parameters and practices to achieve adult literacy and universal education. In this sense, this report presents the reader with a great amount of information regarding the steps being taken towards implementing adult education. Different from most educational efforts, the conference focused on adult education as a way to achieve universal education through a better prepared adulthood.*

United Nations. Educational, Social and Cultural Organization. (1997, July 18). *The Hamburg Declaration on Adult Learning*. Retrieved from <http://www.unesco.org/education/uie/confintea/declaeng.htm>  
*The Hamburg Declaration on Adult Education is a document achieved after the Fifth International Conference on Adult Education convened by UNESCO. The Declaration delineates the importance of education in adult life and appeals for collective action in order to achieve successful rates of adult literacy and education enrollment. Furthermore, it underscores the approach to adult education as a means for achieving universal schooling as it emphasizes the role of adults as role models for younger generations. Accordingly, delegates may find valuable parallels in ideas from the implementation of adult education and literacy as means of achieving universal education.*

United Nations. Educational, Social and Cultural Organization. (2006). *Education for All Global Monitoring Report: Literacy for Life*. Retrieved October 11, 2009 from <http://www.unesco.org/en/efareport/reports/2006-literacy/>  
*EFA's 2006 Global Monitoring Report puts its focus on literacy, primary education and gender parity. The report concludes that while overall achievements have been made, these are insufficient to meet the 2015 MDGs. The report outlines the foremost challenges in achieving these goals and discusses instruments to achieve this. With regard to its literacy focus, the report underscores the interconnectedness of primary and adult education, as both are necessary to improve literacy and sustain development. The page numbers used in the text refer to the summary version of the report. However, delegates should also take a look at the regional reports, as well as the full version for deeper research, both available at the same URL.*

United Nations. Educational, Social and Cultural Organization. (2008). *A View Inside Primary Schools. A World Education Indicators (WEI) Cross-National Study*. Retrieved October 5, 2009, from <http://www.uis.unesco.org/template/pdf/wei/sps/ExecSum.pdf>  
*This document provides an extensive and comprehensive analysis of cross-country World Education Indicators (WEI) made by UNESCO's Institute for Statistics. The aim of this document is to provide data based information on the education levels and status of the 11 countries part of the WEI: Argentina, Brazil, Chile, India, Malaysia, Paraguay, Peru, the Philippines Sri Lanka, Tunisia and Uruguay. Thus, it provides important insight into the practice of comparing international educational standards.*

United Nations. Educational, Social and Cultural Organization. (2009). *Strategy*. Retrieved September 29, 2009, from <http://www.unesco.org/en/efa-international-coordination/strategy/>  
*This UNESCO Web page offers an overview of the several efforts taken in order to achieve universal education. It touches upon strategies taken under the EFA framework, the promotion of partnership as means to achieving collective actions, the mobilization of resources, the monitoring and allocation of aid processes, etc.*

United Nations. Educational, Social and Cultural Organization. (2009). *10 Things to Know About EFA*. Retrieved October 1, 2009, from <http://www.unesco.org/en/efa-international-coordination/the-efa-movement/10-things-to-know-about-efa/>  
*The Web page at hand gives ten brief and basic facts to know about the Education for All initiative. It can serve as a starting source to look up first-impressions on the matter, however is cannot be taken as the single source of information. Delegates should understand this Web site as a brief overview on the initiative.*

UNESCO International Institute for Educational Planning. (2009). *Education and the Economic Crisis. iiep news letter, XXVII(2)*. Retrieved from [http://www.iiep.unesco.org/fileadmin/user\\_upload/Info\\_Services\\_Newsletter/pdf/eng/2009/2009\\_2En.pdf](http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Newsletter/pdf/eng/2009/2009_2En.pdf)  
*The iiep News Letter gives a comprehensive account of the challenges to global education policy posted by the economic crisis. In this sense, it is a great basis to analyze the setbacks for educational goals that have occurred due to the crisis. The contribution of this document lies in its analysis of the importance of securing financing for education as well as the need to make education a priority in the face of the economic and financial austerity. This challenge marks the greatest vulnerability that educational systems are confronted with at the moment and which has a crucial impact on the achievement of the substantial goals of the UN's educational policy goals.*

United Nations. General Assembly (1989, November 20). *Convention on the Rights of the Child (GA/RES/44/25)*. Retrieved October 6, 2009, from <http://www.un.org/documents/ga/res/44/a44r025.htm>  
*The Convention on the Rights of the Child emphasizes the special rights of children that are essential in order to guarantee human development and a life with dignity. As the Universal Declaration of Human Rights, the Convention on the Rights of the Child portrays a universal system comprised of legally accepted practices, standards and obligations that states have*

*acknowledged, including children's' right to education, of which at least primary education shall be free.*

United Nations. General Assembly (2009, July 16). *Follow-Up in the Implementation of the World Summit for Social Development and the Twenty-Fourth Special Session of the General Assembly (A/64/157)*. Retrieved October 6, 2009, from <http://www.un.org/esa/socdev/un-reports.html>  
*This follow-up on the World Summit for Social Development is of great importance for the matter as it gives a comprehensive analysis on the implementation of the World Summit's program. The report highlights the essential role of education in abolishing social exclusion, especially of women in some developing countries, and in lifting people out of poverty. In addition to that, the report discusses the challenges to social development posed by the economic and financial crisis and analysis the recognition of social development in the New Economic Partnership for Africa, to which it also presents recommendations.*

United Nations. Secretary-General. (2008, December 1). *Secretary-General, at High-Level Event on Financing Education, Calls Schooling Lifeblood of Nation, Basis for Sure Footing Towards Stable, Fulfilling Future*. Retrieved October 5, 2009, from <http://www.un.org/News/Press/docs/2008/sgsm11968.doc.htm>  
*This link puts forward a brief statement made at the High-Level Event on Financing Education to Achieve the Education for All Goals, on December 2008 by UN Secretary-General Ban Ki-moon. In his speech, the Secretary-General addresses the important role that education plays in a person's life, as well as its importance for the achievement of the seven MDGs not directly related to education. Furthermore, he encourages all Member States present at the meeting to reinforce commitments that will reach universal education as it is "essential for development and peace."*

Watkins, K. & Montjourides, P. (2009, March 2). *The Millennium Development Goals (MDGs) – Bankable Pledge or Sub-Prime Asset?*. Retrieved October 2, 2009, from UNESCO Web site: <http://www.unesco.org/en/efareport/resources/news-archive/the-global-crisis/>  
*This Web site and the articles offered are of paramount significance for delegations present at the UN's General Assembly Third Committee as they address the importance and repercussions of the current financial crisis on the accomplishment of universal education. In addition, it presents a comprehensive analysis on the measures to be undertaken in order to increase state's capacities to attain a fully educated population. Consistent with the global current crisis, delegates are expected to delineate policies and measures that will seek to lessen the effects of the global financial weakness in future efforts and states' development capabilities and will, furthermore, prevent the crisis from eroding achieved educational successes.*

### **III. Implementing the Geneva Declaration on Armed Violence and Development**

African Development Bank. (2009). *African Development Report 2008/2009*. Oxford University Press.  
*The African Development Bank's annual report is thematically focused on conflict resolution, peace, and reconstruction in Africa. Of particular interest is chapter two, which deals with the consequences of conflict. It detail a number of social and economic effects of violent conflict. Chapter three details ways that violent conflict can more effectively be prevented, offering strategies that states and other actors can employ to prevent the outbreak of violence.*

*The Africa Declaration on Armed Violence and Development*. (2007, Oct. 31). Retrieved July 22, 2009 from the Geneva Declaration Web site [http://www.genevadeclaration.org/pdfs/Africa\\_Declaration\\_English.pdf](http://www.genevadeclaration.org/pdfs/Africa_Declaration_English.pdf)  
*The governments of 28 African states met in Nairobi, Kenya, in October 2007. Over two days, they reaffirmed their commitment to realizing the goals of the Geneva Declaration. They "resolve[d] to work to prevent and reduce armed violence taking into account an integrated and comprehensive perspective to social and economic issues in the countries of the region."*

*The Asia-Pacific Declaration on Armed Violence and Development.* (2008, May 9). Retrieved July 22, 2009 from the Geneva Declaration Web site

<http://www.genevadeclaration.org/pdfs/Bangkok-AVD-Declaration.pdf>

*The governments of more than 20 states from the Asia-Pacific region met in Bangkok, Thailand, in May 2008. Over two days, they reaffirmed their commitment to realizing the goals of the Geneva Declaration. Their agreement involved a commitment to work cooperatively at all levels “in multi-disciplinary partnership with the development, peace and security-building, public health, humanitarian, human rights and criminal justice communities.”*

Elhawary, Samir. (June 2008). “Violent paths to peace?” *Colombia Internacional*, Issue 67, pp.84-100. Retrieved August 15, 2009 from

[http://dialnet.unirioja.es/servlet/fichero\\_articulo?codigo=2922441&orden=0](http://dialnet.unirioja.es/servlet/fichero_articulo?codigo=2922441&orden=0)

*Elhawary examines the assumption of an inverse relationship between violence and development. With Colombia as a case study, he demonstrates that widespread violence can in fact be a transitional phase in a state’s evolution toward capitalist democracy. The failure to comprehend this fact leads to misguided aid and development policy that, rather than curbing violent conflict, actually complicates the resolution of violence.*

Geneva Declaration. (2008). *Activities*. Retrieved August 29, 2009 from the Geneva Declaration Web site <http://genevadeclaration.org/activities.html>

*A Core Group of 12 countries, coordinated by Switzerland, meets every two to three months, taking decisions by consensus on how best to advance the goals of the Declaration. Having developed the Framework for the Implementation of the Geneva Declaration, the Core Group now works to achieve the milestones laid out in that framework. It also identifies focus countries in which Declaration’s objectives are tested on the ground, in real situations of armed violence prevention efforts.*

Geneva Declaration. (2008). *Context*. Retrieved July 22, 2009 from the Geneva Declaration Web site

<http://www.genevadeclaration.org/context.html>

*“The impacts of armed violence on social and economic development and the lack of development as a cause for armed violence are well known.” The Geneva Declaration is an attempt by the international community to render measurable the effects of armed violence and to alleviate the negative impact of violence on development. More than 100 states have signed the Geneva Declaration, committing to incorporate the reduction of armed violence and the prevention of violent conflict into national and multilateral policy planning strategies.*

Geneva Declaration. (2008). *Regional Declarations on Armed Violence and Development*.

Retrieved August 29, 2009 from the Geneva Declaration Web site

<http://genevadeclaration.org/regional-declarations.html>

*Regional consultations on armed violence and development are a key part of the Geneva Declaration’s implementation strategy. Regional consultations not only help to increase the number of signatories to the Declaration, but also ensure that regional and subregional perspectives are adequately reflected in the process. Several regional meetings have taken place to date, and a meeting in the Near and Middle East is currently in preparation.*

*The Guatemala Declaration on Armed Violence and Development.* (2007). Retrieved August 6, 2009 from the UNDP Web site

[http://www.undp.org/cpr/documents/we\\_do/guatemala\\_article\\_armed.pdf](http://www.undp.org/cpr/documents/we_do/guatemala_article_armed.pdf)

*Over two days in April 2007, 12 countries came to an agreement on measures to “reduce armed violence within a development perspective.” The meeting confirmed that the Geneva Declaration is “but one step in a coherent process.” The regional meetings are the next step toward bringing together all relevant actors to promote development through the reduction of armed violence.*

International Action Network on Small Arms (IANSA). (2006). *From principles to practice: Speech by Dr. Oscar Arias (President of Costa Rica)*. Retrieved August 11, 2009 from the IANSA Web site <http://www.iansa.org/regions/camerica/arias-speech.htm>  
*President Oscar Arias of Costa Rica addressed the Geneva Summit on Armed Violence and Development in July 2006. He talked of the World Cup, being held in Germany, and stated, "If the global arms trade were governed by half as many rules as a World Cup match, there would be no need for this summit." The lack of effective regulation over the trade in small arms, and the impact of the trade in small arms, "cripple[s] development."*

International Committee of the Red Cross (ICRC). (July 6, 2006). *Armed violence and development*. Retrieved August 2, 2009 from the ICRC Web site <http://www.icrc.org/web/eng/siteeng0.nsf/html/small-arms-statement-070606>  
*Jakob Kellenberger, President of the International Committee of the Red Cross, addressed the Geneva Summit on Armed Violence and Development in July 2006. He stressed that the lack of control on small arms and the widespread misuse of legally traded arms "undermines socioeconomic development." He also stressed, however, that it is not enough to simply address the arms themselves, but to support and offer hope to those who have already become the victims of armed violence*

Review Summit of the Geneva Declaration on Armed Violence and Development. (September 12, 2008). *Summit Statement*. Retrieved August 29, 2009 from the Geneva Declaration Web site <http://genevadeclaration.org/pdfs/Geneva-Declaration-Review-Summit-Statement-final-12092008-ENGLISH.pdf>  
*In September 2008, representatives of 85 countries met in Geneva to assess progress made toward implementing the principles of the Geneva Declaration. The Summit Statement recognizes that "armed violence may hinder the achievement of the Millennium Development Goals" and encourages states and regional organizations to implement the various Regional Declarations on Armed Violence and Development.*

Smith, Courtney B. (2006). *Politics and Process at the United Nations: The Global Dance*. Boulder: Lynne Rienner.  
*Smith gives a comprehensive overview of the operational side of UN Headquarters. The book details not only the mechanics on paper of the UN, but also the role played by various actors within the system: the Secretary-General, the secretariat, permanent representatives, and so on. Particularly pertinent is chapter six, which gives an in-depth explanation of the formal structures of decision-making within the UN system.*

United Nations. Department of Public Information. (April 30, 2008). *Threat posed to international peace by uncontrolled trade in small arms cannot be overemphasized, Security Council told as it holds day-long debate on issue*. Retrieved August 29, 2009 from the United Nations Web site <http://www.un.org/News/Press/docs/2008/sc9316.doc.htm>  
*In an April 2008 day-long debate, almost 50 speakers addressed the Security Council on the issue of small arms. During the debate, Ambassador Andreas Baum of Switzerland stated that the creation of a set of security for development goals would help to alleviate the negative impacts on development brought about by the proliferation of small arms. He also stated that the global burden of armed violence remained a major obstacle to achieving the Millennium Development Goals.*

United Nations. General Assembly. 63<sup>rd</sup> Session. (2008, December 16). *Promoting development through the reduction and prevention of armed violence (A/63/23)*. Retrieved July 22, 2009 from the Geneva Declaration Web site <http://www.genevadeclaration.org/pdfs/UNGA-Resolution-AVD-2008-final-english.pdf>  
*The General Assembly noted the Geneva Declaration, and requested that the Secretary-General consult with Member States and the relevant UN bodies, including the three UN regional centres for peace and disarmament. The Secretary-General is now to report to the 64<sup>th</sup> General Assembly regarding his findings on the relationship between armed violence and development.*

## ***Additional Sources***

Buvinic, Mayra, and Morrison, Andrew. (n.d.) *Violence as an Obstacle to Development*. Inter-American Development Bank, Sustainable Development Department, Social Development Division. Retrieved September 22, 2009 from the Inter-American Development Bank Web site <http://www.iadb.org/sds/doc/SOCTechnicalNote4E.pdf>

*Violence hinders opportunities for development in a number of ways, not the least of which is its negative impact on domestic and foreign investment, leading to a decline in long-term growth. This article addresses the ways in which the costs of violence can be measured, and presents data on the costs of violence in Latin America and the Caribbean.*

Geneva Declaration. (June 2008). *Armed Violence Prevention and Reduction: A Challenge for Achieving the Millennium Development Goals*. Retrieved August 28, 2009 from the Geneva Declaration Web site <http://genevadeclaration.org/pdfs/GD%20Background%20Paper.pdf>

*This background paper examines the various contexts in which armed violence occurs, and the links between violence and development. It explores the gaps in global efforts to address the problems of armed violence, explains the Geneva Declaration, and offers three country case studies.*

Hazen, Jennifer. (May 2008). *Armed Violence in Asia and the Pacific*. United Nations Development Programme. Retrieved September 25, 2009, from the Geneva Declaration Web site <http://www.genevadeclaration.org/pdfs/AV%20AsiaPacific%20UNDP.pdf>

*Home to 3/5 of the world's population and some of the world's poorest countries, Asia has the highest incidence of armed conflict in the world. Many of these conflicts have carried on for years, and even decades. The costs of these conflicts weigh heavily on development efforts across the entire continent. One challenge facing efforts to address the issue of violence in Asia is the availability of reliable data. Limited information limits the array of responses available to violence prevention and reduction practitioners.*

Kirsten, Adèle. (October 2007). *Guns and Roses: Gender and Armed Violence in Africa*. United Nations Development Programme. Retrieved September 25, 2009 from the Geneva Declaration Web site <http://www.genevadeclaration.org/pdfs/gender.pdf>

*Armed violence affects men and women in different ways. Men and women are subject to different forms of violence. Over 90% of firearm-related homicides occur among men. Women experience war differently, not only as soldiers, but also frequently as 'war booty' to be captured. Furthermore, during times of war, women often find themselves also faced with the task of heading the household with little or no support. Domestic abuse increases during and following conflict, and demobilisation, disarmament, and reintegration processes have tended to neglect the needs of women as victims of conflict. Integrating proper support for women in the development process is a crucial aspect of building a sustainable peace.*

Muggah, Robert, and Batchelor, Peter. (April 2002). *"Development Held Hostage": Assessing the Effects of Small Arms on Human Development*. New York: United Nations Development Programme. Retrieved March 10, 2009 from the Web site

[http://www.reliefweb.int/rw/lib.nsf/db900SID/OCHA-6BSDKN/\\$FILE/undp-gen-apr2002.pdf?OpenElement](http://www.reliefweb.int/rw/lib.nsf/db900SID/OCHA-6BSDKN/$FILE/undp-gen-apr2002.pdf?OpenElement)

*"[S]mall arms are often the primary instruments that can set back the development process years or sometimes decades" (p.3). This UNDP report examines the facts of the proliferation of small arms, of which there are more than half a billion in global circulation. The direct impacts of armed violence include over half a million deaths annually. Indirect costs include the collapse of social services like health and education, mass displacements of people, reduced economic activity, reduced government revenues, and, in a cruel twist of irony, the withdrawal of development assistance. The report examines both the supply of small arms and the demand.*

Muggah, Robert, and Krause, Keith. (n.d.) *Framing Contexts and Responses to Armed Violence; Perspectives from Latin America and the Caribbean*. Small Arms Survey. Retrieved September 25, 2009 from the Geneva Declaration Web site <http://www.genevadeclaration.org/pdfs/Framing-Contexts-and-Responses-to-Armed-Violence-Perspectives-from-Latin-America-and-the-Caribbean.pdf>

*Violence in Latin America and the Caribbean is reaching epidemic levels, with “tremendous consequences for human security”, and posing serious constraints to development in the region. Data suggests that attempts to address the causes of violence, and overcome the obstacles it presents to development in the region must engage local populations if they are to be successful. Multi-sector, integrated interventions also appear to offer the greatest chance of success, combining development efforts with violence prevention and reduction efforts in a mutually reinforcing approach.*

Small Arms Survey. (2003). *Small Arms Survey 2003: Development Denied*. Oxford University Press.

*Global production of small arms stands at around USD 7.4 billion annually, produced in nearly 100 countries by well over 1000 companies. Of particular interest when studying the Geneva Declaration is Chapter Four: “Development and Small Arms.” It is extremely difficult to demonstrate a direct causal relationship between poverty and armed violence, especially at the macro level. This is one reason why the Geneva Declaration’s efforts at developing a methodology for measuring armed violence are so important.*

## **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 role call for the meeting during which the substantive voting occurs, must cast an affirmative or negative vote, and cannot abstain.*

**Rule 33 - Important questions**

1. The Assembly may declare a question as important. Motions to declare a topic an important question must be made at the outset of the voting procedure for that topic; such motions may only be made by the Assembly. On such a motion, two members may speak in favor of the motion and two may speak against it. The motion shall then be immediately put to the vote, requiring the support of a majority of the members present and voting to pass. Decisions of the General Assembly on important questions shall be made by a two-thirds majority of the members present and voting. These questions shall include: recommendations with respect to the maintenance of international peace and security, the election of non-permanent members of the Security Council, the election of members of the Economic and Social Council, the election of the members of the Trusteeship Council, the admission of new Members to the United Nations, the suspension of the rights and privileges of membership, the expulsion of members, questions relating to the operation of the trusteeship system, and budgetary questions.
2. Decisions of the Assembly on amendments to proposals relating to important questions, and on parts of such proposals put to the vote separately, shall be made by a two-thirds majority of the members present.

**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.