

Distinguished Delegates and Advisors,

Welcome to the 2013 Baylor Model United Nations Conference! Since 1994 Baylor's Model United Nations Conference has provided an environment for outstanding high school students to discuss and formulate solutions to international problems. Being an outstanding delegate requires not only good speaking skills, but also the ability to research effectively various topics and work alongside other delegates. The experience delegates will take away will not only prepare them for future MUN conferences, but will also prepare you for college and the professional world.

The developing modern world is the focus of this year's conference, and in committee, delegates will consider some of the most pressing dilemmas facing the international community today. Our topics cover a broad range of issues, from drone strikes to media censorship to global immunization, and we hope delegates will find something that appeals to them whether their interests lie in international security, human rights or science and technology.

As a participating member of the 2013 Baylor Model United Nations Conference we hope that you advance your knowledge of both the United Nations and Baylor University. Baylor is strongly committed to fostering graduates who will make a difference in the world, whether it be diplomatically, academically or spiritually; as the Baylor school song says, "We'll fling our green and gold afar to light the ways of time." We welcome you to experience our commitment to making the world a better place, and we hope that this event will encourage you to pursue further intellectual endeavors that will someday have a positive impact on the world.

Sincerely,

Renie Saenz

Secretary General,
2013 Baylor University High School Model UN Conference

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Committee Background Guides



Research Tips for Delegates

Each of the committee background guides includes:

- a brief introduction to the committee, including its membership and purpose
- the history and past actions taken by the United Nations for the two topics your committee will address
- questions and/or possible solutions to guide your research on these topics
- a bibliography, with some key sources annotated, to get you started on your research

In addition to the bibliography provided for each of the committees, the following print and internet resources will also be helpful as you research your topics.

- Full-text of The Charter of the United Nations: <http://www.un.org/en/documents/charter/index.shtml>
- Baylor MUN Research Guide: <http://researchguides.baylor.edu/mun>
- The UN: <http://www.un.org/>
- UN Cyber School Bus: <http://www.un.org/Pubs/CyberSchoolBus/>
- UNA- USA 's Global Classrooms: <http://www.unausa.org>

History of the General Assembly 1st Committee

Disarmament and international security (DISEC) are central to the UN Mission, and the General Assembly First Committee is responsible for these issues, including assessing threats to global security, dealing with weapons of mass destruction, and eliminating conventional arms. The very first GA resolution in 1946 dealt with nuclear disarmament, and the UN and the First Committee still grapple with these important and complex issues today.

The First Committee maintains an egalitarian structure with all member nations participating, and works towards deliberation, consensus building, and policy. The diverse interest of all member states in one committee encourages the body to search for areas of common ground and is typically successful. In fact, more than 75% of the GA resolutions since 1991 have passed by acclamation.

Unlike the Security Council, the General Assembly resolutions are non-binding and thus only as strong as the international support they garner. The First Committee seeks to build peace and security not by force, but through agreements among states for cooperative security, deescalating conflict through disarmament, and other peaceful means. Their goals are therefore often ambitious and long-term and have been criticized by some as ineffective or indecisive. Resolutions sometimes develop or utilize new —language which can help set international law and guide policy-making in member states. It can also put pressure on other states whose aggression and lack of cooperation becomes more transparent in light of the —moral consensus of the international community.

The First Committee also faces a set of challenges: due to their resolutions' non-binding nature, states do not always carry out their resolutions; delegates can choose to merely restate national policies without engaging in substantive debate; states have significant disagreements whereby consensus cannot easily be reached; the body can rush to a premature and impractical consensus; and sometimes the problems of disarmament and international security are so complex that countries cannot find solutions to appease all parties involved. All of these pose obstacles to the First Committee's objective to create a more peaceful world.

GA 1st Topic 1:Regulating Small Arms and Light Weapons

Background Information/ Past UN Action:

Since the United Nations was first established in 1945, the illicit trade of small arms and light weapons has been an international problem.¹ Insurgents, armed gang members, rebels, pirates, and terrorist groups have used illegally acquired firearms to gain and maintain power through acts of violence.² The Report of the United Nations Conference on the Illicit Trade in Small Arms and Light Weapons in All Its Aspects defines the term illicit in regards to a small arm and or light weapon if it falls under the following categories defined by the *International Tracing Instrument*:³

- a) "They are considered illicit under the law of the State within whose territorial jurisdiction the small arm or light weapon is found;
- b) "They are transferred in violation of arms embargoes decided by the Security Council in accordance with the Charter of the United Nations;
- c) "They are not marked in accordance with the provisions of this instrument;

¹ <http://www.un.org/disarmament/convarms/SALW/>

² Ibid.

³ <http://www.poa-iss.org/InternationalTracing/InternationalTracing.aspx>

- d) "They are manufactured or assembled without a license or authorization from the competent authority of the State where the manufacture or assembly takes place; or
- e) "Encourage manufacturers of small arms and light weapons to develop measures against the removal or alteration of markings."⁴

The majority of the deaths suffered during conflict are a result of the use of small arms.⁵ Small arms and light weapons are convenient due to the fact that they are considered to be "man-portable" ranging from handheld revolvers to mortars.⁶ Small arms play a large role in the continuation of these problems and have been described by the United Nations Office for Disarmament Affairs (UNODA) as "the weapon of choice in contemporary conflict."⁷ Over 550,000 deaths occur every year as a result of small arms.⁸ The number of unknown deaths caused by armed violence is considerably higher and may outnumber deaths 27 to 1.⁹ The estimated number of small weapons that have been acquired illegally is approximately 900 million with an estimated worth of \$700 billion a year.¹⁰

The United Nations has made diligent efforts over the years to help eradicate the illicit arms trade of small arms and light weapons. The first major step taken by the United Nations to combat the illegal trade of arms was the 2001 UN Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All Its Aspects (PoA)¹¹, which calls upon member states to implement control measures at both the regional and global level.¹² In 2005, the United Nations implemented the International Instrument to Enable States to Identify and Trace, in a Timely and Reliable Manner, Illicit Small Arms and Light Weapons (ITI).¹³ The ITI "identified the tracing of illicit small arms and light weapons as a key mechanism for national, regional and/or international efforts to prevent, combat and eradicate illicit small arms and light weapons."¹⁴ The purpose of this instrument is:

"To promote and facilitate international cooperation and assistance in marking and tracing and to enhance the effectiveness of, and complement, existing bilateral, regional and international agreements to prevent, combat and eradicate the illicit trade in small arms and light weapons in all its aspects."¹⁵

In order help trace illicitly manufactured and traded small arms and light weapons the ITI works to make sure these weapons are recorded when they are produced.¹⁶

In 2005, the UN Firearm protocol was adopted, becoming the first legally binding Protocol aimed at curbing the illicit small arms and light weapons trade.¹⁷ By ratifying the Protocol, member states "commit themselves to adopting a series of crime-control measures and introduce into their legislation provision to criminalize manufacture and trade of firearms."¹⁸ Along with

⁴ http://www.un.org/events/smallarms2006/pdf/international_instrument.pdf

⁵ <http://www.un.org/disarmament/convarms/SALW/>

⁶ http://www.nmun.org/ny13_downloads/BGG13GA1.pdf

⁷ <http://www.un.org/disarmament/convarms/SALW/>

⁸ http://www.nmun.org/ny13_downloads/BGG13GA1.pdf

⁹ Ibid.

¹⁰ <http://www.poa-iss.org/poa/S-2011-255-smallarms-en.pdf>

¹¹ <http://www.poa-iss.org/poa/poahtml.aspx>

¹² <http://cns.miis.edu/inventory/pdfs/apsarms.pdf>

¹³ <http://www.unodc.org/documents/organized-crime/Firearms/ITI.pdf>

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ http://www.eu-un.europa.eu/articles/en/article_11115_en.htm

¹⁷ <http://www.unodc.org/newsletter/en/200504/page005.html>

¹⁸ <http://www.unodc.org/newsletter/en/200504/page005.html>

criminalization, the Protocol requires that states implement a series of control measures such as: maintaining records on firearms markings and transaction, marking firearms for identification and tracing, and establishing effective export, import, and transit licensing.¹⁹ The Protocol also requires mandatory marking at the time of manufacture and at the time of import for the identification and tracing of each firearm.²⁰

Recent Developments and the Current Situation:

Although the UN has taken action to help curb the illicit arms trade, many countries in central Africa are still facing the ramifications of the illegal arms trade. Approximately 7 million small arms and light weapons have been produced and marketed in central Africa in the past 15 years.²¹ The accessibility and easily concealed components of small arms and light weapons make them the weapons of choice for insurgents and criminal groups, contributing to conflict.²² The total estimated number of small arms and light weapons found in Africa alone is 100 million.²³ The African Union (AU) calls the illicit trade of small arms and light weapons the “development of a culture of violence that has destroyed the social fabric of many countries in Africa.”²⁴ During the six-year war, lasting from 1993-1999 in the Democratic Republic of Congo, over 740,000 weapons had been acquired by the militia.²⁵ The main six suppliers of small arms and light weapons to the Democratic Republic of Congo are: China, Egypt, France, South Africa, Ukraine, and the United States.²⁶ Although the Democratic Republic of Congo is doing its best to end the illicit arms trade by implementing the Programme of Action, the country is still plagued by instability.²⁷ The illicit trades of small arms and light weapons have given insurgents the power and tools they need to rule based on fear. The unlawful killings and rapes are still persistent in this region and will continue unless the UN takes further action.²⁸

The instability in Africa is a prime example of why an Arms Trade Treaty is necessary in order to eradicate the illicit trade of small arms and light weapons. By allowing these illegal weapons to fall into the wrong hands, member states have contributed to the increase in conflict and human rights violations in many of the African states.²⁹ Negotiations over the Arms Trade Treaty lasted for seven years before the adoption of a treaty on March 28, 2013.³⁰ The purpose of the Arms Trade Treaty is to regulate and limit trades in arms in cases of human rights violations.³¹ The Treaty was approved by a vote of 154 in favor, 3 against along with 23 abstentions.³² Iran, Syria, and the DPRK were the only nations to vote against the Arms Trade Treaty.³³ China and Russia, two of the major arms contributors and permanent members of the Security Council, abstained with the other twenty-one member states.³⁴ The Treaty will regulate all conventional arms that fall into these categories: battle tanks, armored combat vehicles, large-caliber artillery system, combat aircrafts, attack helicopters, warships, missiles, and missile

¹⁹ <http://www.poa-iss.org/FirearmsProtocol/FirearmsProtocol.aspx>

²⁰ Ibid.

²¹ <http://www.un.org/News/Press/docs/2010/sc9886.doc.htm>

²² http://www.consultancyafrica.com/index.php?option=com_content&view=article&id=1149:the-arms-trade-in-africa-would-an-arms-trade-treaty-have-a-real-impact&catid=57:africa-watch-discussion-papers&Itemid=263

²³ Ibid.

²⁴ http://www.africa-union.org/root/au/AUC/Departments/PSC/Small_Arms.htm

²⁵ Ibid.

²⁶ <http://www.amnesty.org/en/news/dr-congo-arms-supplies-fuelling-unlawful-killings-and-rape-2012-06-11>

²⁷ Ibid.

²⁸ Ibid.

²⁹ <http://www.isn.ethz.ch/isn/Digital-Library/Articles/Special-Feature/Detail/?lng=en&id=152393&contextid774=152393&contextid775=152383&tabid=1453315360>

³⁰ http://www.un.org/ga/search/view_doc.asp?symbol=A/67/L.58&Lang=E

³¹ <http://www.cfr.org/syria/effect-un-arms-trade-treaty-syrian-conflict/p30593>

³² <http://www.reuters.com/article/2013/04/02/us-arms-treaty-un-idUSBRE9310MN20130402>

³³ Ibid.

³⁴ Ibid.

launchers, along with small arms and light weapons.³⁵ The Treaty also includes a “prohibition on the transfer of arms which would be used in the commission of genocide, crimes against humanity and certain war crimes.”³⁶ The Treaty will open up for signatories on June 1st of 2013.

Questions to consider:

The Idea of an Arms Trade Treaty is excellent in theory, but can it actually work in practice? As noted before, the UN has made previous attempts in controlling the illicit arms trade on small arms and light weapons, but acts of violence are still present today in regions where these weapons are easily accessible. Consider possible solutions for how the UN can make the Arms Trade Treaty work in practice without infringing on state sovereignty.

How can member states be encouraged to sign the legally binding Arms Trade Treaty?

How can the P-5 be persuaded to comply with the provisions of the treaty so that they will no longer be major contributors to the illegal arms trade?

How can the Arms Trade Treaty deter many of the current situations circulating the globe?

What types of consequences should be considered for members who violate the Arms Trade Treaty?

GA 1 Topic 1 Bibliography:

Primary Sources (titles in bold)

<http://cns.miis.edu/inventory/pdfs/aptsarms.pdf>

A/CONF.192/15 (2001) This source provides the text of the United Nations Programme of Action To Prevent, Combat and Eradicate the Illicit Trade In Small Arms and Light Weapons In All Its Aspects. Here you can find all the provisions of the document and what the PoA entails. This was one of the first steps towards the Arms Trade Treaty.

http://www.un.org/events/smallarms2006/pdf/international_instrument.pdf

A/CONF.192/15 (2006). This is an overview of the United Nations Small Arms Conference held in 2006. Definitions of small arms and light weapons are provided. Key events from the conference are highlighted along with a brief follow up to the conference.

<http://www.un.org/News/Press/docs/2006/dc3032.doc.htm>

DC/3023 (2006) Overview of the General Assembly 2006 conference discussing the Arms Trade Treaty. The Arms Trade Treaty took seven years to negotiate.

<http://www.poa-iss.org/FirearmsProtocol/FirearmsProtocol.aspx>

This is the United Nations page for the **Firearms Protocol** that came into full force in 2005. The Firearms protocol is important because until recently, it was the only global legally binding instrument addressing the issue of small arms.

<http://www.unodc.org/documents/organized-crime/Firearms/ITI.pdf>

This document contains the information of the **International Instrument to Enable States to Identify and Trace, in a Timely and Reliable Manner, Illicit Small Arms and Light Weapons**. The ITI came into existence after the PoA was adopted. Like the PoA, the adoption of the ITI was a major step towards combatting and the illegal trade of small arms and light weapons.

³⁵<http://www.un.org/apps/news/story.asp?NewsID=44553&Cr=arms+trade&Cr1=&Kw1=Arms+Trade+Treaty&Kw2=&Kw3=#.UWWAyaVgOFI>

³⁶ Ibid.

<http://www.poa-iss.org/InternationalTracing/InternationalTracing.aspx>

This is the website for the United Nations Programme of Action (PoA). The PoA calls upon member states to implement control measures at both the regional and global levels. Here you will be able to access important documents along with past and recent meetings. Information about the **International Tracing** Instrument (ITI) is found here as well.

<http://www.poa-iss.org/poa/S-2011-255-smallarms-en.pdf>

S/2011/255 (2011). This document is a report of the Secretary General of the United Nations. The Security Council reports builds upon the previous one, written in 2008, providing up to date information on particular topics that need attention.

<http://www.un.org/disarmament/convarms/SALW/>

This is the site for the United Nations Office for Disarmament Affairs. The web site includes information about the negative impact the illegal arms trade has had throughout the world. Past resolutions dealing with **small arms** and light weapons are achieved as well.

http://www.africa-union.org/root/au/AUC/Departments/PSC/Small_Arms.htm

This is the page for the African Union (AU) which is dedicated to addressing the totality of the problem that the continent is facing with small arms and light weapons. Africa has suffered from severe instability within in most of its countries due to **small arms and light weapons**.

http://www.un.org/ga/search/view_doc.asp?symbol=A/67/L.58&Lang=E

This document is the **United Nations Arms Trade Treaty**. The Treaty was passed March 28, 2013 and is the first treaty created to combat the illegal arms trade.

Secondary Sources (titles in bold)

[http://www.isn.ethz.ch/isn/Digital-Library/Articles/Special-](http://www.isn.ethz.ch/isn/Digital-Library/Articles/Special-Feature/Detail/?lng=en&id=152393&contextid774=152393&contextid775=152383&tabid=1453315360)

[Feature/Detail/?lng=en&id=152393&contextid774=152393&contextid775=152383&tabid=1453315360](http://www.isn.ethz.ch/isn/Digital-Library/Articles/Special-Feature/Detail/?lng=en&id=152393&contextid774=152393&contextid775=152383&tabid=1453315360)

Title: Arms Flows to Sub-Saharan Africa

This is another article that is about the arms transfer to the Sub-Saharan region of Africa. The arms transfers in this region have led to continued armed conflicts.

http://www.consultancyafrica.com/index.php?option=com_content&view=article&id=1149:the-arms-trade-in-africa-would-an-arms-trade-treaty-have-a-real-impact&catid=57:africa-watch-discussion-papers&Itemid=263

Consultancy Africa Intelligence.

Title: The Arms Trade in Africa: Would an arms trade treaty have a real impact?

This article takes into consideration the major issues that Africa has with the illegal arms trade and the benefits that the Arms Trade Treaty would provide to combatting the problem. This article also addresses problems that may arise from the treaty.

<http://www.un.org/apps/news/story.asp?NewsID=42578&Cr=Arms+Trade&Cr1=&Kw1=Arms+Trade+Treaty&Kw2=&Kw3=#.UWWDgKVgOFI>

Title: Countries Must Regulate Arms Trade to Prevent Human Rights Violations (Article: UN News July 27, 2012)

This article, written by a UN expert, expresses to concern and need for the members of the UN to negotiate an Arms Trade Treaty. The illicit arms trade has resulted in human violations in multiple countries. The article addresses the corner that has arisen from the very limited progress of the negotiations that took place in 2012.

<http://www.amnesty.org/en/news/dr-congo-arms-supplies-fuelling-unlawful-killings-and-rape-2012-06-11>

Title: DR Congo: Arms supplies fueling unlawful killings and rape

This is an article from Amnesty International about the arms supply in the Democratic Republic of Congo that has led to mass human right violations and unlawful killings.

<http://www.reuters.com/article/2013/04/02/us-arms-treaty-un-idUSBRE9310MN20130402>

Title: U.N overwhelmingly approves global arms trade treaty

Article providing information about the adoption of the 2013 Arms Trade Treaty.

<http://www.cfr.org/syria/effect-un-arms-trade-treaty-syrian-conflict/p30593>

Title: What will be the effect of the UN Arms Trade Treaty on the Syrian conflict?

Council on Foreign Relations. This is an article that discusses the possible effect that the Arms Trade Treaty may or may not have on the Syrian conflict.

GA 1st Topic 2: Drug Trafficking and Security

Background:

Drug trafficking is not a new phenomenon in the world. Approximately 230 million adults have used illicit drugs, and 27 million are addicted users.³⁷ The increase in drug users throughout the world appears in developing countries more than developed countries.³⁸ Drug trafficking is flourishing in developing countries because developing countries lack the institutional measures to combat a full force drug trafficking eradication program. Drugs are trafficked through these developing regions into the developed consumption region.³⁹ Three classifications are used to describe a countries position within the worldwide drug trafficking epidemic; producers, traffickers, consumers.

Producers are designated for countries which are the main source of production for a drug. Traffickers are countries which are intermediate regions between the producing country and the consuming country. Consumers are the countries which the majority of drugs are consumed.⁴⁰ Central Asia and south-east Asia are the major source for heroin and opium production, which is then trafficked through neighboring regions into consumption countries of Russia and Western Europe.⁴¹ The Andean region of north-west South America is the producing region for cocaine, which is transported through Central America into the consumption region of North America.⁴² To better understand the consequences of drug trafficking, this report will focus on the production, transportation, and consumption of the drug cocaine. This analysis is a blueprint for heroin, and other illicit markets that follow the producer, trafficker, consumption model.

Cocaine Transportation

Approximately 90% of cocaine consumed in the consumption region of North America originated in Colombia and the Andean region.⁴³ Cocaine was previously transported through the south-eastern region of the United States. However, the U.S. and Colombian governments during the 1980s-1990s sought to end this production and transportation of cocaine from Colombia

³⁷ "World Drug Report 2012." *United Nations Office on Drugs and Crime*. UNODC, 2012.

³⁸ "World Drug Report 2012." *United Nations Office on Drugs and Crime*. UNODC, 2012.

³⁹ "Crime and Instability: Case Studies of Transnational Threats." *United Nations Office on Drug and Crime*. UNODC, Feb. 2010.

⁴⁰ "Cocaine." *United Nations Office on Drugs and Crime*. UNODC

⁴¹ "Crime and Instability: Case Studies of Transnational Threats." *United Nations Office on Drug and Crime*. UNODC, Feb. 2010.

⁴² "The Threat of Narco-Trafficking in the Americas." *United Nations Office on Drug and Crime*. UNODC, Oct. 2008.

⁴³ "Cocaine." *United Nations Office on Drugs and Crime*. UNODC

into the U.S. through Plan Colombia⁴⁴ Two major initiatives curbed production and transportation through this region. The first was the use of Colombian forces to target the Cali and Medellin Cartels which were the major producers of cocaine not only in the region, but the world.⁴⁵ Concurrently, the U.S. passed the Maritime Drug Law Enforcement Act⁴⁶ and the Airbridge Denial Program.⁴⁷ These programs sought to eliminate the production of cocaine by the cartels and transportation of the drug through sea and air measures into the U.S. However, what occurred is the “blowback” effect.⁴⁸ The crackdown on the market shifted the transportation away from the south-east region into the U.S. to the transportation through Central America and the southern border of the U.S. This “blowback” effect shows that while the attempt to end the old transportation routes through the south-east region worked, it did not end the transportation of the drug at all. It merely displaced the drug to a new region for means of transportation.

Cocaine is now transported chiefly through Central America into the U.S. The major country for transportation is Mexico. Given Mexico’s history of drug trafficking into the U.S., the routes were already in place to accommodate cocaine trafficking.⁴⁹ The shift of the cocaine market through Central America, and specifically Mexico occurred at a time when Latin American countries were shifting towards democratic states. This shift to democratic states created an institutional instability as the law enforcement, judicial, and political institutions were forced to operate under democratic principles.⁵⁰ The influence of the drug trade has inhibited the democratic transition of these institutions as drug cartels use corruption and coercion to continue their illicit operations during this transition period.⁵¹

Case Study: Mexico

Mexico has been a trafficking country since the early 1900s.⁵² However, the “blowback” of the cocaine market has inserted a new trafficking market.⁵³ The geographical rearranging of the cocaine market was ground breaking for Mexican drug cartels because to cocaine market itself was a \$500 billion dollar market, and U.S. consumers spent twice as much on cocaine then both the heroin and marijuana market combined.⁵⁴ The profitability of the cocaine market created violence within the state of Mexico as cartels fought each other for a share of the market. This is seen by the increase in crime in the state by 70% from 1991-1998.⁵⁵ Crime escalated in the northern region of Mexico where the transportation routes are located.⁵⁶

During this shift of the Mexican drug trafficking market with the introduction of cocaine, Mexico was undergoing a governmental transition. For seventy years Mexico was ruled under authoritarian measures by the Institutional Revolutionary Party (PRI). However, the PRI began to lose its hegemonic control during the 1980s, and by 2000 lost control of the presidency, through a democratically held election, which it had retained since 1934. This shift to a democracy from 1980-2000 occurred during the same time that the drug trade was shifting as a result of the “blowback” of the cocaine market to Mexico. The shift to democracy is important because during the authoritarian era the PRI and drug cartels had a mutual relationship that allowed the cartels to operate their illicit operations in return for low levels of violence.⁵⁷ However, the shift

⁴⁴ "03/28/00: Fact Sheet: Plan Colombia." *U.S. Department of State*.

⁴⁵ "The Colombian Cartels." *PBS*.

⁴⁶ Sheehy, John O. *Connecticut Law Review*

⁴⁷ "U.S. GAO- Drug Control..." U.S. Governmental Accountability Office

⁴⁸ Gootenberg, Paul. Chapel Hill: University of North Carolina Press, 2008

⁴⁹ Bonner, Robert C. *Foreign Affairs* 89.4 (2010)

⁵⁰ Johnson, Stephen. *Center For Strategic and International Studies* Feb. 2012

⁵¹ Peters *NationalJournal.com*. 12 Apr. 2011.

⁵² Recio, Gabriela. Cambridge University Press, Feb. 2002.

⁵³ Gootenberg, Paul. Chapel Hill: University of North Carolina Press, 2008

⁵⁴ Willoughby, Randy. *Crime, Law and Social Change*, Volume 40, Number 1 (July 2003)

⁵⁵ Willoughby, Randy. *Crime, Law and Social Change*, Volume 40, Number 1 (July 2003)

⁵⁶ Beittel, June S. " *Federation of American Scientists*. Congressional Research Service, 3 Aug. 2012.

⁵⁷ O’Neil, Shannon. *Foreign Affairs* 88.4 (2009)

to democracy meant that law enforcement, and political institutions were required to operate under democratic principles by applying the rule of law equally to all citizens.

In 2006, former Mexican President Felipe Calderón pledged the “war on drugs”. This was an attempt to eradicate the cartel influence in Mexico. The police forces were too inefficient to combat the cartels.⁵⁸ Calderón deployed 50,000 troops to combat the cartels, and within the first eight months, 5,000 troops were fired because of connections to drug cartels.⁵⁹ What ensued during the sexennial⁶⁰ of Felipe Calderón was a death toll that is already 50 times deadlier than the standard threshold used to define the onset of a civil war, and has already killed five times more people than the median civil war death toll of 10,500 casualties.⁶¹ Mexico is faced with the challenge of trying to consolidate its fledgling democracy, while combating the lawless group of drug trafficking cartels. The cartels not only pose a threat to Mexico’s democracy and security, but also to the entire region.

UN Past Action:

The first major initiative to combat drug trafficking was *The 1961 Single Convention* which consisted of 51 articles from defining substances, to controls on production, trade and consumption.⁶² The *1972 Protocol amending the Single Convention* added 22 amendments to the Single Convention and sought to strengthen the Single Convention and increase efforts in illicit production.⁶³ As organized crime continued to become involved in the drug market, *The 1988 United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances* consisted of 34 articles targeted the international fight against drug trafficking. The program sought to more comprehensively address all aspects of the drug industry specifically, organized criminal groups.⁶⁴ The convention brought together the notion that fighting the drug industry was a global, multinational effort. This was further promulgated in the *Special session of the General Assembly devoted to countering the world drug problem together, June 1998*. The efforts of this session were to further progress the notion that combatting drug trade required a multination effort from political discourse, eradication campaigns, and action against trafficking.⁶⁵

Problems to consider:

The efforts to eradicate the drug industry have had successes and failures. However, the unintended consequence at selectively or regionally combatting the drug industry is that while it may be successful in that region, the industry shifts to a new region. This has been exemplified in the shift of the cocaine market as a result of the crackdown on Colombian and the southeastern trade routes. This shift in the trade route has shifted into Central America and Caribbean countries that have only within the past fifty years become democratic nations. As these countries still search for political stability, the influence of organized crime as a result of the drug trade has hindered the quality of democracy and security offered within the region.⁶⁶ Organized crime fuels insurgency and deters the peace building process through undermining the rule of law within the region.⁶⁷

⁵⁸ Johnson, Stephen. *Center For Strategic and International Studies* Feb. 2012

⁵⁹ "Organized Crime in Mexico: Under the Volcano | The Economist."

⁶⁰ A sexennial is the term used to describe the six years a president is in power. Mexico does not allow the reelection of a president. All presidents serve one six-year term.

⁶¹ Osorio, Javier. *Prepared for the Workshop of the Program on Order, Conflict and Violence at Yale University*

⁶² "Bulletin on Narcotics- Volume LIX, Nos. 1 and 2, 2007: A Century of International Drug Control." *United Nations Office on Drug and Crime*. UNODC, 2007

⁶³ "Bulletin on Narcotics- Volume LIX, Nos. 1 and 2, 2007: A Century of International Drug Control." *United Nations Office on Drug and Crime*. UNODC, 2007

⁶⁴ "Bulletin on Narcotics- Volume LIX, Nos. 1 and 2, 2007: A Century of International Drug Control." *United Nations Office on Drug and Crime*. UNODC, 2007

⁶⁵ "Bulletin on Narcotics- Volume LIX, Nos. 1 and 2, 2007: A Century of International Drug Control." *United Nations Office on Drug and Crime*. UNODC, 2007

⁶⁶ "Transnational Organized Crime in Central America and The Caribbean: A Threat Assessment Executive Summary." Sept. 2012.

⁶⁷ "Crime and Instability: Case Studies of Transnational Threats." Feb. 2010.

One only has to look to Mexico as an example of the effect of drug trafficking in a region. The influx of drug trafficking as a result of multilateral action to combat drug trafficking in the Andean region shifted the drug and the accompanying violence to Mexico. Mexico is now faced with two major issues, growing its democratic institutions, and combating the security crisis within the state.

Questions to consider:

While combatting the drug trafficking industry is necessarily a multinational effort, how do regions better equip themselves so that the “blowback” effect does not continue to occur when successful suppression of the drug industry in one region occurs?

Have multinational efforts to help train police and law enforcement agencies in fledgling democracies occurred? And to what success?

How can nations that are not facing major drug trafficking problems help those that are affected by this industry?

GA 1 Topic 2 Bibliography:

"World Drug Report 2010." *United Nations Office on Drugs and Crime*. UNODC, 2010. Web. 9 Apr. 2013.

http://www.unodc.org/documents/wdr/WDR_2010/World_Drug_Report_2010_lo-res.pdf.

This document provides extensive history on the drug trafficking throughout the world. Furthermore, it details the specific regions, statistics, and trends of heroin, cocaine, cannabis, and amphetamines. Beyond the statistics, this document outlines part of the UN goal in relation to drug epidemic; health, development, security and human rights. The first, health, is universal access to drug therapy, and the universal access to therapy by means of drugs. Development is seen as a deterrent to drug trafficking. Security has become an issue for many countries due to the lucrative market of drug trafficking as it has become the major source of income for organized crime. Finally, human rights, must be maintained, with the attempt to send people to treatment not jail for drug use.

"Transnational Organized Crime in Central America and The Caribbean: A Threat Assessment Executive Summary." *United Nations Office on Drug and Crime*. UNODC, Sept. 2012. Web. 9 Apr. 2013.

http://www.unodc.org/documents/dataandanalysis/Studies/TOC_Central_America_and_the_Caribbean_Exsum_english.pdf.

This document provides important detail into drug trafficking in Central America and how the shift in the drug trade market in Mexico is spilling over into surrounding regions. Furthermore, this document explains the difference between different organized crime groups in Mexico's bordering countries and how they operate in the illicit markets. The security issues facing these countries are then discussed as the past efforts of militarization are briefly analyzed and future avenues for security are discussed such as law enforcement reform, use of the United Nations Police (UNPOL), as well as using development and state building as a means to deter illicit operations.

"Crime and Instability: Case Studies of Transnational Threats." *United Nations Office on Drug and Crime*. UNODC, Feb. 2010. Web. 9 Apr. 2013. http://www.unodc.org/documents/frontpage/Crime_and_instability_2010_final_low_res.pdf.

This document is important because it details three important issues. The first, is how organized crime fuels insurgency and deters the peace building process, undermines the rule of law through violence and corruption, and finally how it is necessary for a global and local cooperation to create stability. Second, this document provides a case study on the Andean region which is the chief supplier of cocaine into Mesoamerica. Understanding the source of illicit drugs into Mesoamerica is necessary for adopting policies to help reform Mesoamerica. The third case study is over Mesoamerica and details the organized crime threat Mexico is experiencing. This case study overviews the cartels in Mexico, how organized crime has destabilized governmental institutions, and the stability threat they pose to the region.

"The Threat of Narco-Trafficking in the Americas." *United Nations Office on Drug and Crime*. UNODC, Oct. 2008. Web. 9 Apr. 2013.

http://www.unodc.org/documents/data-and-analysis/Studies/OAS_Study_2008.pdf .

This document is important because it details the different struggles posed to different regions of the Americas as a result of narco-trafficking. This document explains not only the four production, trafficking, and consumption of the four major types of drugs; cocaine, heroin, cannabis, and amphetamine's, but also how the different American regions play into the market. Specifically, how South America is the major producer, Central America is the major trafficker, and North America is the major consumer. This leads to the notion that the ability to combat narco-trafficking must be a cooperative effort and not focused solely on specific localities for rectification.

"Bulletin on Narcotics- Volume LIX, Nos. 1 and 2, 2007: A Century of International Drug Control." *United Nations Office on Drug and Crime*. UNODC, 2007. Web. 9 Apr. 2013.

http://www.unodc.org/documents/dataandanalysis/bulletin/2007/Century_of_Drug_Control-E-WEB_FILE.pdf .

This journal provides important information regarding previous UN strategy to combat the global drug epidemic. Specifically, this document provides important information regarding major conventions that have taken place to address this issue. Notably, The 1981 International Drug Abuse Control Strategy, The 1987 declaration of the international Conference on Drug Abuse and Illicit Trafficking, and The 1988 United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances. Beyond the analysis of previous convention works, this document details special sessions of the General Assembly devoted to countering the drug problem through means as; declarations on the guiding principles of drug demand reduction, action plans on international cooperation on the eradication of illicit drug crops and on alternative development, and political declaration and plan of actions on international cooperation towards an integrated and balanced strategy to counter the world drug problem.

"Struggle against Organized Crime, Corruption, Drug Trafficking Connected; Too Big for Countries to Confront on Their Own, Third Committee Told." *United Nations*. UN, 10 June 2010. Web. 09 Apr. 2013. (GA/SHC/3975)

<http://www.un.org/News/Press/docs/2010/gashc3975.doc.htm> .

This report addresses the issue of funding for combating drugs and crime associated with drugs. This report applauding the cooperative effort of nations to address the global epidemic of drug use and the effects of drug trafficking on nations and the global economy. Furthermore, this report affirms the notion that no country alone can be responsible for eliminating the drug chain that reaches all corners of the globe. Specifically, Yanerit Morgan of Mexico explains how Mexico has actively sought to destabilize organized crime which destabilizing the "social fabric" of Mexico. Morgan further notes how it is necessary for the international community to undertake this problem and cooperate together to rectify this issue. Morgan further noted how countries must address related crimes such as money-laundering and arms trafficking as they help perpetuate the drug conflict at hand.

Johnson, Stephen, Johanna M. Forman, and Katherine Bliss. "Police Reform in Latin America Implications for U.S. Policy." *Center For Strategic and International Studies*. Center For Strategic and International Studies, Feb. 2012. Web. 9 Apr. 2013.

http://csis.org/files/publication/120228_Johnson_PoliceReform_web.pdf .

The article is important when discussing types of reform that is necessary to combat drug trafficking. Many ideas stem from the notion that reform must begin at the local level and gravitate upward. This article details the different efforts not only within Mexico, but Latin America in general in the different types of problems faced with police reform. Furthermore, this article details how the U.S. has intervened not only in Mexico, but Latin America and how different efforts can be discussed when the issue of police reform is addressed.

Beittel, June S. "Mexico's Drug Trafficking Organizations: Source and Scope of the Rising Violence." *Federation of American Scientists*. Congressional Research Service, 3 Aug. 2012. Web. 9 Apr. 2013.

<http://www.fas.org/sgp/crs/row/R41576.pdf> .

This article is important because it details the violence occurring in Mexico as a result of drug trafficking organizations (DTOs). This article examines the increase in violence during the sexennial of former President Felipe Calderón. Under the Calderón administration, Mexico sought to militarize the war on drugs within its borders and has consequently created a security crisis where over 50,000 people were killed within the first five years of the campaign. Furthermore, even with the successful attempts of removing prominent figures of DTOs, the violence continues to wage on and escalate in certain regions.

Gootenberg, Paul. "Cocaine's 'Blowback' North: A Commodity Chain Pre-History of the Mexican Drug Crisis." This Draws from His Book: "Andean Cocaine: The Making of a Global Drug" (Chapel Hill: University of North Carolina Press, 2008). n.d. Web. 9 Apr. 2013. http://www2.lse.ac.uk/IDEAS/publications/reports/pdf/SR014/Gootenberg_Paul.pdf .

This article is important because it sheds a theory that the war on drugs, and the drug epidemic in Mexico is a blowback effect from the US intervention in Colombia in the 1980s. It explains the notion of the Blowback, and how when cocaine was crackdown in Colombia by the US and the Colombian government, it merely shifted hands to Mexico and was transported through Mexico. The importance of this is that the crackdown in cocaine trafficking did not end cocaine trafficking, it merely shifted the means of transportation and made the business more lucrative.

"Organized Crime in Mexico: Under the Volcano | The Economist." *The Economist - World News, Politics, Economics, Business & Finance*. 14 Oct. 2010. Web. 9 Apr. 2013. http://www.economist.com/node/17249102?story_id=17249102 .

This article is important because it gives more detail into the reach of the drug cartels, and what the current situation is facing the government. An important note that this article does is compare Mexico's violence in relation to other Latin American countries and finds that Mexico is much safer than other regions. However, this article details the reach of the cartel violence and what processes are inhibiting reform from taking place, such as a slow judicial process.

Peters, Katherine McIntire. "How Drug Cartels Try to Corrupt Federal Employees - Katherine McIntire Peters, Government Executive." *NationalJournal.com*. 12 Apr. 2011. Web. 9 Apr. 2013. <http://www.nationaljournal.com/how-drug-cartels-try-to-corrupt-federal-employees-20110412> .

This article details how the cartels attempt to influence the agencies which are designed to hold them accountable. Through bribery the cartels have been able to systematically influence positions such as in the Center for Border Patrol. Beyond just bribery, cartels are now sending their members to these agencies to apply for work as members of these agencies.

P. O'Day . The Mexican Army as Cartel. *Journal of Contemporary Criminal Justice*, Volume 17, Number 3 (August 1, 2001), pp. 278-295, <http://ejournals.ebsco.com/direct.asp?ArticleID=1QUYPEEPE7J345NY0H7J>

This article is important because it details how the military are not exempt from the influence of the cartels. Politicians and law enforcement agencies are readily chastised for their cooperation or corruption by cartels. However, this article details how the military are also culpable to cartel operations.

"03/28/00: Fact Sheet: Plan Colombia." *U.S. Department of State*. U.S. Department of State, n.d. Web. 30 Apr. 2013. http://www.state.gov/www/regions/wha/colombia/fs_000328_plancolombia.html .

Bonner, Robert C. "The new cocaine cowboys: how to defeat Mexico's drug cartels." *Foreign Affairs* 89.4 (2010): 35.

"Cocaine." *United Nations Office on Drugs and Crime*. UNODC, n.d. Web. 30 Apr. 2013.
<http://www.unodc.org/documents/data-and-analysis/tocta/4.Cocaine.pdf> .

O'Neil, Shannon. "The real war in Mexico: how democracy can defeat the drug cartels." *Foreign Affairs* 88.4 (2009): 63+. *General OneFile*. Web. 17 Oct. 2011.
<http://go.galegroup.com/ps/i.do?&id=GALE%7CA202705202&v=2.1&u=txshracd2488&it=r&p=ITOF&sw=w>

Osorio, Javier. "Democratization and Drug Violence in Mexico." *Prepared for the Workshop of the Program on Order, Conflict and Violence at Yale University* (n.d.): 1-42. Web. 25 Feb. 2013.
http://www3.nd.edu/~fosorioz/Papers/Osorio_Democratization_drug_violence_OCV.pdf .

Recio, Gabriela. "Drugs and Alcohol: US Prohibition and the Origins of the Drug Trade in Mexico, 1910-1930." *JSTOR*. Cambridge University Press, Feb. 2002. Web. 20 Feb. 2013.
<http://www.jstor.org/stable/3875386> .

Sheehy, John O. "False perceptions on limitation: why imposing a nexus requirement under the maritime drug law enforcement act would not significantly discourage efforts to prosecute maritime drug trafficking." *Connecticut Law Review*. Connecticut Law Review, July 2011. Web. 20 Feb. 2013. <http://uconn.lawreviewnetwork.com/files/documents/Sheehy.pdf> .

"The Colombian Cartels." *PBS*. PBS, n.d. Web. 30 Apr. 2013.
<http://www.pbs.org/wgbh/pages/frontline/shows/drugs/business/inside/colombian.html> .

"U.S. GAO - Drug Control: Air Bridge Denial Program in Colombia Has Implemented New Safeguards, but Its Effect on Drug Trafficking Is Not Clear." *U.S. GAO - Drug Control: Air Bridge Denial Program in Colombia Has Implemented New Safeguards, but Its Effect on Drug Trafficking Is Not Clear*. U.S. Governmental Accountability Office, 6 Sept. 2005. Web. 30 Apr. 2013. <http://www.gao.gov/products/GAO-05-970>

Willoughby, Randy. Crouching Fox, Hidden Eagle: Drug trafficking and transnational security – A perspective from the Tijuana-San Diego border. *Crime, Law and Social Change*, Volume 40, Number 1 (July 2003), pp. 113-142,
<http://ejournals.ebsco.com/direct.asp?ArticleID=YXJ4ABHCN27HN9AVGMVU>

"World Drug Report 2012." *United Nations Office on Drugs and Crime*. UNODC, 2012. Web. 30 Apr. 2013.
http://www.unodc.org/documents/dataandanalysis/WDR2012/WDR_2012_web_small.pdf .

History of General Assembly 2nd Committee

The General Assembly second committee (GA2) deals with mainly economic and financial world issues. Usually the topics brought to the GA2 deal with macroeconomic policy considerations, sustainable development, human settlements, poverty eradication, globalization, operational activities for development, and more recently both information and communication technologies for development (ICT) and climate change's impact on development⁶⁸. The second committee also considers the issues of least developed countries and landlocked developing countries, which face problems different from those nations that are more developed or that have coastal boundaries.⁶⁹ The GA2 works very closely on the 8th Millennium Development Goal, Develop a Global Partnership for Development, by considering measures to expand trade, addressing the special needs of least developed land locked nations and dealing with world debt⁷⁰.

GA 2nd Topic 1: Promoting Urban Sustainability

Background:

Approximately 51% of Earth's seven billion people live in urban areas. The population is growing faster in urban areas than rural around the world. By 2050 6 out of every 10 people will live in cities; by 2050 the number will be 7 out of every 10 people living in cities.⁷¹

Due to population increases, world energy demand is expected to be 80% higher in 2050 than present day. The dependence on fossil fuels to fulfill energy needs is expected to be at 85%.⁷² The heavy reliance on fossil fuels and increased demand for energy will drastically increase the amount of green house gas emissions in the environment. Carbon dioxide emissions are expected to increase 70% by the year 2050 over the 30.6 gigatonnes in 2010.⁷³

Moreover, deforestation is a result of urbanization. Between 12 and 15 hectares of forest are lost every year.⁷⁴ Deforestation most often occurs in industrializing nations, with Brazil and India at the forefront. Some regions urbanize at the pace of 50 acres of forested land daily.⁷⁵

UN Action:

The UN has participated in several conferences on climate change. The most notable are Rio de Janeiro, Stockholm, and Johannesburg. These conferences are agreements to cap green house gas emissions in addition to taking other sustainable measures.

In 1992 the Earth Summit was held in Rio de Janeiro, Brazil. The Earth Summit was ground breaking for the United Nations. The Summit encourages nations to take transformative actions to help the environment. For focuses of Rio de Janeiro were:

1. Means of production – securitization of the production of toxins such as lead in gasoline and hazardous wastes
2. Alternative energy – seeking to replace the heavy reliance on fossil fuels with alternative energy

⁶⁸ <http://www.un.org/en/ga/second/>

⁶⁹ <http://www.un.org/en/ga/second/>

⁷⁰ Mingst, Karen A., and Margaret P. Karns. *The United Nations in the 21st Century*. Boulder, CO: Westview, 2012. 184. Print.

⁷¹ World Health Organization

⁷² Organisation for Economic Co-operation and Development

⁷³ Reuters

⁷⁴ WWF

⁷⁵ Time Magazine

3. Public transportation – increase use of public transportation to reduce green house gas emission, congestion in cities, and smog in cities
4. Water scarcity – awareness and concern for the scarcity of water globally.

All subsequent United Nations conferences have been influenced by the Earth Summit. The conferences have gone on to examine the relationships between things like human rights, population growth, and city growth; and the need for environmentally sustainable means of development. For example: the World Conference on Human Rights (Vienna, 1993) emphasized the human right to a healthy environment and to development. Recognition of these rights has been controversial and resisted by UN Member States prior to Rio de Janeiro.⁷⁶

The World Summit on Sustainable Development in Johannesburg, or Rio+10, represents the ten-year anniversary of the Earth Summit in Rio de Janeiro. Johannesburg reaffirmed the goals of the original Rio. It also focused on additional goals such as: the eradication of poverty and extreme poverty, replenishing fish populations, reducing the loss of biodiversity, increasing the use of sustainable and renewable energy, and reducing the number of those suffering from hunger and lack of clean drinking water.⁷⁷

The Stockholm Convention is a global treaty ratified in 2004 by 150 countries. Stockholm focuses on protecting both human health and the environment from persistent organic pollutants (POPs). The five goals of the Stockholm Convention are:

1. Eliminate dangerous POPs, starting with the 12 worst
2. Support the transition to safer alternatives
3. Target additional POPs for action
4. Cleanup old stockpiles and equipment containing POPs
5. Work together for a POPs-free future⁷⁸

Finally, Rio+20 marks the twenty-year anniversary of the Earth Summit in Rio de Janeiro. This conference is another reaffirmation of the Earth Summit and a furthering of the goals for sustainability. Rio+20 has focused on two key themes. The first is the need for a green economy that is both environmentally sustainable and efficient in eradicating poverty. The second theme is institutionalizing framework for sustainable development. These two key themes address several problem areas: jobs, energy, sustainable cities, food security and sustainable agriculture, water, oceans and disaster readiness.⁷⁹

Aside from conferences, the UN is taking action by promoting sustainable development by either passing resolutions or the backing of programs. The UN resolution “The future we want”, A/RES/66/288, emphasizes the relationship between social justice and environmental sustainability. It also reaffirms past Rio commitments to increased environmental awareness and sustainability.

More specifically, the United Nations has begun combating deforestation around the world by backing the World Resources Institute’s program Global Forest Watch 2.0. This program uses satellite technology to keep accurate and real time observations on the globe’s forests, effectively allowing for immediate knowledge of the world’s forests. It will allow scientist around the world to immediately know of any impact on forests by human civilizations such as deforestation and threats or loss of biodiversity. The health of the world’s forest can be accurately monitored. Forest watch technology was tested in Brazil and

⁷⁶ UN Conference on Environment and Development, 1992

⁷⁷ World Summit on Sustainable Development

⁷⁸ The Stockholm Convention

⁷⁹ Rio+20 Conference

proved effective in reducing the rate of deforestation by 80% since 2004. The Global Forest Watch 2.0 program is expected to launch in May 2013.⁸⁰

The United Nations has expressed the need for natural and quality public spaces in HSP/GC/23/CRP.4/Rev.1, “Draft resolution on sustainable urban development through access to quality urban public spaces.” The resolution encourages sustainable city planning that includes access to natural public spaces and to implement principles to social and environmental justice in regards to city planning.

Problems and Possible Solutions to Consider:

One of the most serious problems that will arise from global population growth is air pollution. The increased demand on energy with a high dependence of fossil fuels will drastically increase the amount of fossil fuel emissions. Stated above, carbon dioxide emissions are expected to increase 70% by the year 2050. This is expected to result in a temperature change of 3 to 6 degrees Celsius by the year 2100.⁸¹

According to the article *Air Pollution 'will Become Bigger Global Killer than Dirty Water,'* in 2010 air pollution resulted in 1.2 million deaths in China and 620,000 pollution related deaths in India. At current pollution rates it is estimated that 3.6 million people will die prematurely each year due to air pollution by the year 2050.⁸² This will make air pollution the leading cause of environmentally related premature deaths, ahead of poor water sanitation.⁸³

Delegates ought to consider all approaches to the issue of air pollution paying close attention to past actions that have been tried while looking toward new solutions and innovations. Solutions to the problem of air pollution ought to be considered on the national and the local levels. Farming to algae oil proves to be an interesting solution as the algae can be grown in urban facilities and absorb carbon dioxide while growing. See the annotated bibliography for more detailed information on the oil production of algae and on farming methods.

Trees can be beneficial to solving the problem of air pollution in urban areas. Trees absorb carbon dioxide and also pull harmful particulates out of the air.⁸⁴ Furthermore, roof top gardens can provide plants in urban areas that have the same benefits of trees.⁸⁵ These gardens are both beneficial to city air quality and quality of life to those living in urban areas. As the UN resolution above suggests, quality outdoor spaces are beneficial to the lives, happiness, and health of those living in urban areas.

Questions to Consider as you Prepare:

What actions can be taken by UN Member States to alleviate global climate change and air pollution?

In what ways can your nation implement policies that are more sustainable?

How can your nation reduce and reverse air pollution?

How should UN Member States deal with the increased energy demand in a sustainable way?

⁸⁰ UN News Centre

⁸¹ Reuters

⁸² The New York Times

⁸³ The Guardian

⁸⁴ Time Magazine

⁸⁵ National Geographic

What has your nation done to alleviate global climate change? What more can your nation do?

Are solutions to this problem best made on the local, regional, or international level?

GA 2 Topic 1 Bibliography:

UN Resolutions:

A/RES/66/288 – “The future we want”

HSP/GC/23/CRP.4/Rev.1 – “Draft resolution on sustainable urban development through access to quality urban public spaces”

Annotated Bibliography:

"Algae Oil Information." Oilgae, n.d. Web. 09 Apr. 2013. <<http://www.oilgae.com/algae/oil/oil.html>>.

Algae can yield up to 15,000 of oil per acre per year. This yield is significantly higher than any other oil producer (such as corn, palm, coconut, etc.). Algae can be farmed without replacing arable land. Algae absorbs CO2 from the air.

Chestney, Nina. "Emissions Set to Surge 50 Pct by 2050-OECD." Reuters, 15 Mar. 2012. Web. 1 Apr. 2013.

<<http://www.reuters.com/article/2012/03/15/oecd-environment-idUSL5E8EE68W20120315>>.

If energy demand increased by 80% by the year 2050 with an 85% dependence on fossil fuels, carbon dioxide emissions will increase by 70%. This will result in a temperature change of 3 to 6 degrees Celsius by the year 2100.

Cray, Dan. "Why Cities Are Uprooting Trees." *Time*. Time, 21 June 2007. Web. 10 Apr. 2013.

<<http://www.time.com/time/magazine/article/0,9171,1635842,00.html>>.

Trees in cities serve an important environmental function. Trees help absorb CO2 and pull particulates from the air. Urban deforestation leads to a decrease in the air quality in cities and increased temperatures.

"Deforestation." WWF. WWF Global, n.d. Web. 01 May 2013.

<http://wwf.panda.org/about_our_earth/about_forests/deforestation/>

"Environment: Act Now or Face Costly Consequences, Warns OECD." *Organisation for Economic Co-operation and Development*. Newsroom, 15 Mar. 2012. Web. 29 Mar. 2013.

<<http://www.oecd.org/newsroom/environmentactnoworfacecostlyconsequenceswarnsoecd.htm>>.

By 2050 world energy demand will be 80% higher and the world will still be 85% reliant on fossil fuels. This will result in a 50% green house gas emission increase. Air pollution will become the top environmental cause of mortality. Global biodiversity on land is expected to decline 10%. Demands on water will increase by 55% and place 40% of the populations in area of water stress.

Espinoza, Mauricio. "Algae Farming Technology Yields Renewable Fuel, Uses Waste as Fertilizer." *College of Food, Agricultural, and Environmental Science*. Ohio State University, 9 Jan. 2013. Web. 29 Mar. 2013.

<<http://cfaes.osu.edu/news/articles/algae-farming-technology-yields-renewable-fuel-uses-waste-fertilizer>>.

Algae doubles its mass every 24 to 48 hours, meaning that it consumes a lot of CO2 from the air. Algae can be farmed in indoor farms and ware houses placed in non grow-able climates or in cities. "Four ponds at Cedar Lane Farms can produce some 2,000 gallons of oil per year -- approximately 10 times more oil than what soybeans could yield on the same area of land."

Harvey, Fiona. "Air Pollution 'will Become Bigger Global Killer than Dirty Water'" *The Guardian*. Guardian News and Media, 15 Mar. 2012. Web. 29 Mar. 2013. <<http://www.guardian.co.uk/environment/2012/mar/15/air-pollution-biggest-killer-water>>. *Air pollution will result in more environmentally related deaths in 2050 than more sanitation. Diesel produces less green house gases than gasoline, but it releases more particulates into the air that contribute to air pollution and are extremely harmful to human and animal health. Removal of fossil fuel subsidies could help combat the problem.*

"New UN-backed Monitoring Tool Aims to Help Combat Deforestation." *UN News Centre*. United Nations, 9 Apr. 2013. Web. 9 Apr. 2013. <<http://www.un.org/apps/news/story.asp?NewsID=44600&Cr=forests&Cr1=-.UWTcCkYQ7A>>. *The United Nations Forum on Forests has developed a tool to help combat deforestation. Global Forest Watch 2.0 monitors forests through satellite technology, data sharing, and human networking. This allows for immediate knowledge of the world's forests and the impacts humans have. Similar forest watch methods have already proven effective at combating deforestation in the Brazilian Amazon.*

"Population." *GlobalHealthFacts.org*. U.S. Public Health Policy, n.d. Web. 01 May 2013. <<http://www.globalhealthfacts.org/data/topic/map.aspx?ind=79>>.

"Rio 20 - United Nations Conference on Sustainable Development." *Rio 20 - United Nations Conference on Sustainable Development*. N.p., n.d. Web. 13 May 2013. <<http://www.uncsd2012.org/about.html>>.

Sibley, Adam. "World Summit on Sustainable Development (WSSD), Johannesburg, South Africa." *The Encyclopedia of the Earth*. N.p., 29 Oct. 2007. Web. 13 May 2013. <[http://www.eoearth.org/article/World_Summit_on_Sustainable_Development_\(WSSD\),_Johannesburg,_South_Africa](http://www.eoearth.org/article/World_Summit_on_Sustainable_Development_(WSSD),_Johannesburg,_South_Africa)>.

"The Stockholm Convention." *The United Nations Industrial Development Organization*. United Nations, n.d. Web. 13 May 2013. <<http://www.unido.org/what-we-do/environment/capacity-building-for-the-implementation-of-multilateral-environmental-agreements/the-stockholm-convention.html>>.

"UN Conference on Environment and Development (1992)." *UN News Center*. UN, 23 May 1997. Web. 13 May 2013. <<http://www.un.org/geninfo/bp/enviro.html>>.

"Urban Population Growth." *WHO*. World Health Organization, n.d. Web. 9 Apr. 2013. <http://www.who.int/gho/urban_health/situation_trends/urban_population_growth_text/en/>.

By 2050 7 out of 10 people will live in urban areas. Urban populations grow by 60 million every year. Most of the urban growth will take place in developing countries.

"Water Pollution." *National Geographic*. National Geographic, n.d. Web. 9 Apr. 2013. <<http://environment.nationalgeographic.com/environment/freshwater/pollution/>>.

70% of waste in developing countries is dumped into the water. 99 million pounds of fertilizers and chemicals are used each year, contributing to runoff pollution. Vegetated rooftops in urban areas prevent sewer overflows, cool urban temperatures, and consume CO2.

Wong, Edward. "Air Pollution Linked to 1.2 Million Premature Deaths in China." *The New York Times*. The New York Times, 01 Apr. 2013. Web. 9 Apr. 2013. <http://www.nytimes.com/2013/04/02/world/asia/air-pollution-linked-to-1-2-million-deaths-in-china.html?_r=0>.

Air pollution has led to 1.2 million deaths in China in 2010. In India there were 620,000 pollution related deaths in 2010. It is estimated that 3.6 million people will die prematurely each year due to air pollution.

GA 2nd Topic 2: Promoting Rural Agricultural Technology and Growth

“Agriculture is our wisest pursuit, because it will in the end contribute most to real wealth, good morals, and happiness.” – Thomas Jefferson

Background:

In 2009 the number of undernourished people in the world reached over 1 billion for the first time in history. In addition, there are 3.1 billion people in the world living in rural areas of the world, which is about fifty-five percent of the global population. At today’s growth rate, global food production will need to be increased by between 70%-100% to feed the growing population by 2050. In many parts of the world, food and agricultural systems are outdated, having been shaped by the so-called green revolution of the 1960’s and 70’s. With the amount of agricultural output that needs to be increased, these outdated technologies simply will not suffice. It is necessary to create efficient and advanced agricultural systems which will stimulate economic growth in the developing world as well as create a sustainable way of living for the impoverished.

One way that developing countries have been able to increase agricultural production is through diversified seed varieties. Diversifying seed and crop varieties helps to decrease vulnerability to droughts and other limiting factors on growth, thus increasing output yields. Without the high quantity of production resulting from these practices in the 1980s and 1990s, world cereal prices would have been 18 to 21 percent higher in the year 2000 meaning more families would have faced starvation. Over the past 40 years, public breeding programs as well as private seed companies have released over 8,000 varieties of seeds.

Recent advances in agricultural biotechnology have also been enormously beneficial to farmers across the globe, including small-scale farmers in developing countries. Thanks to new bio-technology, the breeding and experimentation of new crop varieties has become much easier. Recently, the discussion on improved crop varieties and agricultural technology has centered on the development and use of genetically modified organisms (GMOs). The first generations of GMOs were engineered by introducing specific genes in the crop-facilitating pest and herbicide resistance. There has been much debate on whether GMOs should be used with valid costs and benefits on both sides. Supporters of GMOs argue for their increased nutritional value, resistance to pests and drought while those against claim that GMOs are dangerous because they will result in a loss of biodiversity and may have some health risks like allergenicity.¹

Past UN Action:

The UN has created and implemented many programs like the Food and Agriculture Organization (FAO), the Organisation for Economic Co-operation and Development (OECD) and others who are specifically mandated to research and address issues like agricultural technology growth in rural areas of the world. In November of 2009, the FAO held the World Summit on Food Security. At this summit the Five Rome Principles for Sustainable Global Food Security were established.

- Principle 1: *Invest in country-owned plans, aimed at channeling resources to well-designed and results-based programs and partnerships.*
- Principle 2: *Foster strategic coordination at national, regional and global levels to improve governance, promote better allocation of resources, avoid duplication of efforts and identify resource gaps.*
- Principle 3: *strive for a comprehensive twin-track approach to food security that consists of: 1) direct action to immediately tackle hunger 2) medium- and long-term sustainable agricultural, food security and rural development programs.*
- Principle 4: *multilateral support and improvements in efficiency, responsiveness, coordination and effectiveness.*

- **Principle 5:** *Ensure sustained and substantial commitment by all partners to invest in agriculture and food security and nutrition, with provision of necessary resources in a timely and reliable fashion, aimed at multi-year plans and programmes.*²

The World Economic and Social Survey that ECOSOC, published in 2011, also talks about some action that needs to be taken in agricultural development. The survey calls for a “truly green agricultural revolution”. The green revolution of the 1960s and 1970s increased agricultural yields through the proliferated the use of irrigation water as well as environmentally harmful chemical fertilizers and pesticides. With environmentally friendly technology becoming increasingly more available the survey claims that food security should now be attained through the use of green technology. Using green technology in agriculture would help us reduce the use of chemical inputs like fertilizers and pesticides and help us make more efficient use of energy, water and natural resources. Using new technology to improve food storage facilities would also reduce waste, allowing farmers to sell and/or consume a higher proportion of harvested crops. Also discussed, is the use of other improved farming practices like: low-tillage farming, crop rotation and, interplanting, and water harvesting and recycling.³

In May 2011 the Fourth United Nations Conference on the Least Developed Countries created the Programme of Action for the Least Developed Countries in the coming Decade of 2011-2020. This document outlines specific actions that should to be taken by the 48 least developed countries in the world in the coming decade in order to improve the status of their nations in all aspects of development. It explains the necessity for these nations to develop rural agriculture through technological advances and innovation. This document lists actions that should be taken by governments like: increase infrastructure, promote frameworks for foreign direct investments as well as enhance land tenure security. The problem is that it does not tell these countries specific steps they can take towards implementing these policies and changes. It is pretty obvious that changes need to be made but countries and governments either do not know how or do not have the resources to do this.⁴

In August of 2012 the GA released the resolution entitled “Agricultural development and food security”. This report outlines challenges to attaining food security and also discusses the launch of the New Alliance for Food Security and Nutrition. One of the specific aims of this initiative is to vastly increase new technologies and innovations focused on increasing agricultural productivity that would effectively lift 50 million people out of poverty over the next decade. Also covered in this resolution is an update on the progress in achieving sustainable agricultural policies and practices that follow under the Five Rome Principles for Sustainable Global Food Security. Resulting from the establishment of these principles there has been increased cooperation among countries and international organizations.⁵

The Current Situation in Nigeria:

Nigeria is a great example of an extremely rural and impoverished nation that has implemented a few technological innovations in their agricultural system resulting in a tremendous boost to the economy. Nigeria has a population of 162.5 million with about 81.8 million people living in rural areas mostly dependent on agriculture. As of 2007 there were only 24,800 tractors in the whole country. This equates to one tractor for every 6,552 people in Nigeria. On the other hand, there are 4.4 million tractors in the US meaning about 1 in 70 American’s own a tractor. This gap is extremely low, especially taking into account how many more people in Nigeria depend on agriculture for their livelihood. Though tractors are not cheap, they are a pretty basic form of technology and these low numbers point to how desperately agricultural technology needs to be revamped in rural Nigeria as well as other developing countries.⁶

In one study of 120 families in rural Nigeria, technologies such as the use of animals/tractors, soil management techniques, improved management practices, and chemical inputs like fertilizers resulted in an increase in crop yield in 100% of those cases studied. Further, 97.5% said this increased productivity reduced their vulnerability to hunger, and 95% said availability of food was guaranteed. Also very interesting, was the vast increase of the standard of living in respondents, there was a: 10%

increase in the amount that owned TV's, 47% increase in those who owned motorcycles, 10% built a new house and 30% of respondents were now able to pay their children's school fees.

This study shows that advancements in agriculture can have an enormous effect on the quality of life of farmers who implement advanced agricultural technologies and practices. It also suggests that more attention should be paid to agricultural technologies and not just “structural improvements” to the economy—if farming is improved sufficiently enough it will naturally stimulate other parts of the economy.⁷

Possible Solutions and Questions:

Agriculture plays an extremely crucial, if not necessary role in the growth of almost all developing countries. Agriculture is so important because in many cases it is the first step to developing the economy as a whole. There are two main ways that technological advancement in agriculture acts on poverty. Directly, by raising the welfare of the farmer adopting the innovation through things like higher sales and lower production costs, and indirectly, by offering benefits to both urban and rural poor who spend most of their money on food. The biggest impact of the applications of technologies such as the ones used in Nigeria, is the lowering of food costs that will result in: easier access to food, in turn affecting nutrition and health, which then allows money that used to be spent on food to be spent in other areas of the economy. If citizens of a country are able to spend their money on consumer goods, education, medical care and areas other than agriculture this will greatly help to stimulate the economy as a whole. Once everyone in a country is ensured food security they can begin to focus their time and resources on things that will promote their empowerment and independence.

What lessons can be learned from the case study on Nigeria? Can some of the same ideas be applied to other cases around the world? If so, how?

What has your country done in relation to development of agricultural technologies? What can be learned from the success or failure of your country's application of agricultural technologies to stimulate economic growth?

What are some specific and easily applicable and attainable technologies and innovative practices that can be implemented by farmers?

How can information about practical and efficient farming practices be passed along to small-scale farmers in rural areas?

As explained above, the United Nations has outlined what large-scale actions need to be taken to promote growth and development in least developed countries, but the problem is the governments of these countries do not know how to get to this point. What beginning and intermediate steps can developing countries take to help them improve agricultural practices and development? How can this be communicated to them?

GA 2 Topic 2 Bibliography:

1. “Rural Poverty Report 2011”. *International Fund for Agricultural Development*. Rome, Italy: Quintily, 2010. Web. 29 April 2013. <<http://www.ifad.org/rpr2011/report/e/rpr2011.pdf>>
Provides and extensively in-depth survey and explanation of the state of poverty around the world today. Topics covered include how opportunities and areas for advancement in agriculture that can help lead to poverty reduction.
2. “Declaration of the World Food Summit on Food Security”. *World Summit on Food Security*. Rome, Italy: Food and Agricultural Organization, 2009). Web. 01 May 2013.
http://www.fao.org/fileadmin/templates/wsfs/Summit/Docs/Final_Declaration/WSFS09_Declaration.pdf *Reports on the*

outcomes and decisions of the World Food Summit on Food Security, describing strategic objectives and actions that were decided on. This report also lists and explains the establishment of the Five Rome Principles for Sustainable Global Food Security.

3. E/2011/50 (2011) “World Economic and Social Survey 2011: The Great Green Technological Transformation”. Web 01 May 2010. <http://www.un.org/en/development/desa/policy/wess/wess_current/2011wess.pdf> *This survey analyzes the challenges and options available which will allow us to achieve more sustainable and renewable energy technologies as well as agricultural technologies which, in turn, will guarantee food security. It also emphasizes the role of national governments and international cooperation in making these necessary adjustments*
4. A/Conf.219/3 (2011), “Programme of Action for the Least Developed Countries for the Decade 2011-2020”. Web. 07 Apr. 2013. <<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/329/47/PDF/N1132947.pdf?OpenElement>> *This document outlines specific actions that need to be taken by the 48 least developed countries in the world in the coming decade in order to improve the status of their nations. It extensively explains actions that should be taken by these nations to develop rural agriculture through technological advances.*
5. A/67/294 (2012), “Agriculture development and food security”. Web. 01 May 2013. <Can be accessed from: <http://www.un.org/en/ga/documents/symbol.shtml>> *This report outlines challenges to attaining food security as well as an update on the progress in achieving sustainable agricultural policies and practices that follow under the Five Rome Principles for Sustainable Global Food Security.*
6. *Agriculture and Rural Development*. The World Bank Group, 2013. Web. 01 May 2013. <<http://data.worldbank.org/topic/agriculture-and-rural-development>> *This section of the World Bank website provides extremely extensive data on hundreds of aspects of rural and agricultural development. Data findings can be view by country, region or by the data set itself.*
7. “The Role of Agricultural Technology in poverty reduction among crop farmers in Ohaji Area of Imo state, Nigeria”. *Journal of Emerging Trends in Engineering and Applied Sciences*. Scholarlink Resource Institute Journals, 2012. Web. 01 May 2013. <http://jeteas.scholarlinkresearch.org/articles/The%20Role%20of%20Agricultural%20Technology%20In%20Poverty%20Reduction.pdf> *This publication disproves many opinions that claim that agricultural technologies lead to poverty reduction. The author finds that the differences in poverty level between farmers in Nigeria who incorporated the use of agricultural technologies and those who did not are strikingly low.*
8. A/Res/66/195 (2012), “Agricultural technology for development”. Web. 01 May 2013. <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/470/52/PDF/N1147052.pdf?OpenElement>
9. A/Res/66/211 (2012), “Science and technology for development”. Web. 01 May 2013. http://www.un.org/ga/search/view_doc.asp?symbol=%20A/RES/66/211
10. Department for International Development: *Technology and its Contribution to pro-poor agricultural development*. Web. 01 May 2013. <http://dfid-agriculture-consultation.nri.org/summaries/dfidwp4.pdf>
11. Organisation for Economic Co-operation and Development : *Promoting pro-poor growth*. Web. 01 May 2013. <http://www.oecd.org/development/povertyreduction/37585378.pdf>

History of General Assembly 3rd Committee

The General Assembly Third Committee, formally referred to as the General Assembly Social Humanitarian and Cultural Affairs Committee (SOCHUM), was established in 1948 as a direct result of the humanitarian crises that took place during the Second World War. The Third Committee's scope is broad and can coincide with the issues addressed by the General Assembly Second Committee and the Economic and Social Council (ECOSOC). Unlike ECOSOC, however, every member nation has representation in the Third Committee. Due to the large range of affairs it governs, the Committee considers many topics, including:

- Advancement of women and protection of children
- Rights of indigenous peoples and status and treatment of refugees
- Elimination of racism and racial discrimination
- Crime prevention and drug control
- Rights of the elderly and disabled

As these issues are far-reaching and complex, the GA3 works with other UN organs and NGOs, including ECOSOC and the United Nations High Commissioner for Refugees (UNHCR), to ensure that the resolutions passed are properly implemented. With the recent creation of the Human Rights Council (HRC), the Third Committee has taken a special interest in expanding human rights and fundamental freedoms. It is an important liaison between the HRC (based in Geneva) and the General Assembly (based in New York). Though the Committee considers many draft resolutions, many have criticized that its time is allocated inefficiently: a large amount of time and effort is put toward amending past resolutions but result in minor textual changes. Additionally, informal negotiating between Member States absorbs much of the energy in the GA3.

In its last session, the Committee considered 56 draft resolutions, over half of which fell under the human rights agenda. In order to ensure efficient and knowledgeable resolutions, it heard from 36 special rapporteurs, independent experts, and chairpersons of different working groups within the Human Rights Council. Some of the resolutions it forwarded to the General Assembly Plenary included topics such as Revitalization of the work of the General Assembly; Torture and other cruel, inhuman or degrading treatment or punishment; and Social development. Currently under the chairmanship of Mr. Hussein Haniff from Malaysia, the Third Committee seeks to continue its progress heading into its sixty-sixth session.

GA 3rd Topic 1: Human Trafficking and Rights of a Child

Background:

Human trafficking has grown exponentially throughout the years and has become the world's second largest illegal industry as it rakes in an estimated \$32 billion each year.⁸⁶ Perhaps one of the critical reasons this industry is so difficult to dismantle is because of the gross misconceptions surrounding this criminal industry. The word "trafficking" tends to imply the movement of a victim from one physical place to another, but this is not always the case. It should be made clear that victims need not be moved anywhere to be trafficked; it should also be noted that there are very few cases that involve kidnapping.⁸⁷ The *Protocol to Prevent, Suppress, and Punish Trafficking in Persons* was adopted by the UN in 2000.⁸⁸ In this document, human trafficking has three critical components:

⁸⁶ Haken, Jeremy. "Transnational Crime In The Developing World". Global Financial Integrity. Retrieved 25 June 2011.

⁸⁷ A/RES/54/263

⁸⁸ *Ibid*

- Act—Recruitment, transfer of, or harboring of persons
- Means—threat, use of force, coercion, deception, and abuse of power
- Purpose—Exploitation of any kind (forced labor, sexual services, harvesting organs, etc.)

On the forefront of human trafficking is internet child pornography (or ICP) which can easily lead to more cases of exploitation that goes beyond the internet and into child prostitution.⁸⁹ ICP is a form of Human Trafficking by definition as children are recruited (act), coerced, deceived, and often threatened with violence (means) and their bodies are exploited for visual sexual services (videos and pictures) along with the sexual gratification of the adults involved (purpose). In most cases, the abuse is not a one-time event, but rather ongoing victimization which progresses over months or years and the ages of the victims are progressively getting younger.⁹⁰ Because of the staggering number of victims, there is also a great need for their protection and the prosecution of those who have taken part in their exploitation.

Vehicles for Criminal Activity:

Because this industry has gone international, the cooperation and coordination of law enforcement agencies is imperative. Understanding what entails child pornography is one crucial step that needs to be taken in order to begin to formulate international law protecting children from this sort of exploitation and punishing those who are involved. Child pornography has three stages: Production, Distribution, and Possession.⁹¹ All three of these stages require the use of the dark crevices of the internet, which takes some special knowledge to access. The internet plays a critical role in this industry through two generally unfamiliar places which include the Deep Web and the Darknet.

The Deep Web is simply the term for the hidden portion of the internet which consists of websites that are not indexed in search engines⁹² such as Google or Bing. The only way to access a Deep Web site is by knowing the exact URL of where you are going. On the other end of the spectrum is the Darknet which consists of private networks where access is strictly limited to “insiders” in P2P, or peer to peer networks which allow access to “trusted peers” only.⁹³ Access to a P2P network can be approached from a trusted “friend” on the internet or from obtaining a special kind of software that is sold publicly. This network is valuable to criminals because it keeps people anonymous and IP addresses untraceable. The darknet is a primary host for most “underground web communications and technologies [often] associated with illegal activity or political dissent.”⁹⁴

Past UN Action:

The protection of children from sexual exploitation is a relatively new concept.⁹⁵ In 1989 the United Nations held the first *Convention on the Rights of a Child* (CRC). It was agreed that children are entitled to protection from exploitation of any manner from individuals and the state.⁹⁶ Even though efforts have been made in an attempt to protect children from exploitation, the international community has yet to define and accept universal definitions for both “child” and “pornography.” However, the UN has determined that the sexual exploitation or prostitution of anyone less than 18 years of age is automatically deemed to be an offence of human trafficking.⁹⁷

⁸⁹ Natarajan, Mangai. Chapter 23: Child Pornography.

⁹⁰ US Department of Justice Website: <http://www.justice.gov/criminal/ceos/subjectareas/childporn.html>

⁹¹ Natarajan, Mangai. Chapter 23: Child Pornography.

⁹² Bergman, Michael. "The Deep Web: Surfacing Hidden Value." *The Journal of Electronic Publishing* 7.1 (2001).

⁹³ Wood, Jessica. "The Darknet: A Digital Copyright Revolution." *Richmond Journal of Law and Technology* 16.4 (2010).

⁹⁴ *Ibid*

⁹⁵ Natarajan, Mangai. Chapter 6: Children and International Criminal Justice.

⁹⁶ <http://www.unicef.org/crc/>.

⁹⁷ <http://www.unicef.org/crc/>

The General Assembly adopted A/RES/54/263⁹⁸ which serves today as the UN's only plan to combat sexual exploitation of a child. Modern ICP has yet to be explicitly targeted by the General Assembly. In 1999 the International Conference on Combating Child Pornography on the Internet held its first (and only) meeting. The summit calls for international criminalization of: "the production, distribution, exportation, transmission, importation, intentional possession and advertising of child pornography."

Past NGO Actions:

The Endangered Child Alert Program (ECAP) in the United States is a proactive approach to identifying unknown individuals involved in the sexual abuse of children and the production of child pornography by seeking national and international exposure of unknown adults whose distinguishing characteristics are visible in child pornographic images. They are then posted to the FBI's website and other media outlets to be identified by the general public.⁹⁹ The ECAP has been successful in identifying child victims and prosecuting criminal offenders.

Another successful program is *Save the Children Sweden*. This NGO "influences public opinion and supports children at risk" worldwide by "exert[ing] an influence on decision makers – from local authorities to the United Nations – to see to the best interests of the child."¹⁰⁰ In alliance with 120 countries worldwide, a hotline was created in 2000 for reporting incidents of ICP and continues to successfully combat online pedophilia. Like ECAP, this program has exposed numerous online criminals who are reported by the general public.

Problems and Possible Solutions to Consider:

Lack of Cohesiveness in International Law:

Since there is no single internationally-recognized definition for what age defines a "child" and what explicitly defines "pornography," it is extremely hard to prevent and punish individuals from viewing ICP in another country. This must be taken into account as you consider the actions that can be taken by the international community.

The Problems with Deterrence:

Some argue that prevention is impossible given the fluidity of the internet; instead, concerns about civil rights, and instead, deterrence should be the focus. Deterrence would be better-accomplished by creating strict and binding international laws regarding ICP since a lack of cohesive international law encourages illegal activity on the internet. Others say that new laws are not necessary and that the focus should be on enforcement of existing ones.

Preventing ICP:

The first thought on preventing internet child pornography centers on the internet and taking down the very websites and networks that they are circulated through, but this is an extremely difficult task than most people realize. Even if the dark side of the internet was effectively destroyed, this would cause the criminals involved in the making or viewing of ICP to find another way to continue their trade such as through child abductions which would be even harder to monitor and manage. As law enforcement has chased this trade deeper into the internet, it has become harder to take-down; but on the other hand, it has simultaneously become more difficult for others to get their hands on.

Responding to ICP:

With criminals using their havens in the Deep Web or the IP concealing resources on the Darknet it is extremely difficult to determine who is producing the pornography and who is viewing it.

⁹⁸ A/RES/54/263 Optional protocols to the Convention on the Rights of the Child on the involvement of children in armed conflict and on the sale of children, child prostitution, and child pornography on 25 March, 2000

⁹⁹ "Innocent Images: Endangered Child Alert Program." *FBI.gov*.

¹⁰⁰ <http://www.savethechildren.se/About-Us/The-organization/>

Authorities have managed to break into some of these “safe zones” and found that the ICP is produced locally and accessed in another country. This causes confusion over who is responsible for prosecuting the criminals on both ends which can infringe on another nation’s sovereignty.

The Vigilante and the Law:

There are numerous countries that explicitly prohibit the efforts of vigilante groups interfering with government or local law enforcement; but when a state lacks the resources necessary to fight illicit activity on the internet, they need to be open to help from the outside. (See Anonymous and the FBI article).¹⁰¹ How does your state view vigilantes?

Alert Programs:

The Endangered Child Alert Program (ECAP) in the United States is a proactive approach to identifying unknown individuals involved in the sexual abuse of children and the production of child pornography by seeking national and international exposure of unknown adults whose distinguishing characteristics are visible in child pornographic images. They are then posted to media outlets to be identified by the general public. The ECAP has been successful in identifying child victims and prosecuting criminal offenders. Should something like this be a program sponsored by the UN?

Questions to Consider as you Prepare:

Even though the government has good intentions with monitoring the internet for criminal activity, interference with every day-internet activity can lead to an abridgement of free speech and private communication online. How does the government in your state view civil rights on the internet? What policies need to be improved?

Is your state in alliance with *Save the Children Sweden*? If not, could this program be adopted by your nation? Or should an alternative be considered?

Can ICP realistically be prevented? Is monitoring an appropriate measure for government to take, or is it an unnecessary infringement on civil rights?

Is current law (domestic and international) enough for responding to ICP? Or is new legislation necessary?

Should criminals be prosecuted in a domestic setting or internationally at the International Criminal Court (ICC) or the International Court of Justice (ICJ)? Would this be an infringement on the sovereignty of a nation?

GA 3 Topic 1 Bibliography:

A/RES/54/263, “Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography.” 16 March 2001:

<http://www.undemocracy.com/A-RES-54-263.pdf>

GA/9711: “Assembly Adopts Two Protocols in the Rights of a Child.” UN 97th plenary meeting, 25 May 2000:

<http://www.un.org/News/Press/docs/2000/20000525.ga9711.doc.html>

Åström, Per-Erik. *Beyond All Tolerance: A Growing Problem Demanding New Counter-measures*. Stockholm: UNICEF, 2004. *Save the Children Sweden*. Web. http://www.unicef.org/magic/media/documents/beyond_all_tolerance.pdf .

¹⁰¹ <http://www.pcmag.com/article2/0,2817,2395171,00.asp>

This document explains the basics behind this underground industry from society's view on internet child pornography to how online predators operate through the "technological dynamics of the internet". In addition, Save the Children Sweden established a hotline in 1999/2000 for reporting local and international incidents. In its inception, the Hotline was established based on three principles formulated at the 1999 UN conference on child pornography on the Internet in Vienna and continues to successfully combat pedophilia on the internet

Bergman, Michael . "The Deep Web: Surfacing Hidden Value." *The Journal of Electronic Publishing* 7.1 (2001). Web <http://quod.lib.umich.edu/cgi/t/text/idx/jjep/3336451.0007.104/--white-paper-the-deep-web-surfacing-hidden-value?rgn=main;view=fulltext>

The Deep Web is a term used for the hidden portion of the internet. It consists of websites that are not indexed in standard search engines such as Google. The trick to navigating to a website that is part of the Deep Web is in knowing exactly where you are going. Anything lying within the Deep Web cannot be accessed unless it has been indexed by a company (such as Deep Web Technologies, access is limited) or by knowing the exact address of the site.

"Child Exploitation and Obscenity Section." *US Department of Justice*. N.p., n.d. Web. <http://www.justice.gov/criminal/ceos/subjectareas/childporn.html>

This website is a good place to go for basic information on the topic, particularly for a little more insight on how negatively child pornography can affect the victims for the rest of their lives. Victims of child pornography suffer from sexual abuse inflicted upon them in the production of ICP. In most child pornography cases, the abuse is not a one-time event, but rather ongoing victimization which progresses over months or years and the ages of the victims are getting younger.

"Child Sexual Abuse." *The European Commission*. The European Union, n.d. Web. http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/organized-crime-and-humantrafficking/child-sexual-abuse/index_en.htm

This website is a very informative hub for this particular topic with a concentration on both Europe and the global community. Child exploitation with an emphasis on child pornography is explained thoroughly. In addition to giving the scope of the issue, this page also notes what is being done and what can be through the following programs including the recent Global Alliance against Child Sexual Abuse Online and the Safer Internet Programme.

"Innocent Images: Endangered Child Alert Program." *FBI.gov*. Federal Bureau of Investigation, 21 Feb. 2004. Web. http://www.fbi.gov/about-us/investigate/vc_majorthefts/innocent/endangered-child-alert-program

"The Endangered Child Alert Program (ECAP) is a new proactive approach to identifying unknown individuals involved in the sexual abuse of children and the production of child pornography." This effort seeks national and international exposure of unknown adults whose distinguishing characteristics are visible in child pornographic images. They are then posted to the Seeking Information section of the FBI website and other media outlets.

Natarajan, Mangai. "Chapter 6: Children and International Criminal Justice." *International crime and justice*. Cambridge: Cambridge University Press, 2011. Print.

This chapter discusses the basic rights of a child and how justice is sought for them. A large step in this direction taken was a widely-ratified treaty, Convention on the Rights of a Child (CRC) in 1989, which entitles children to protection from individuals and the state and to basic rights: "life, health care, education, and protection from harm and exploitation." From this the Optimal Protocol on the Sale of Children, Child Prostitution, and Child Pornography demands the criminalization of these activities.

Natarajan, Mangai. "Chapter 23: Child Pornography." *International Crime and Justice*. Cambridge: Cambridge University, 2011. Print.

This chapter outlines the basic information needed to understand what entails child pornography. It also make note the protection of children from sexual exploitation is relatively new and that the definitions of both "child" and "pornography" vary considerably around the globe. In other words, there is yet to be an internationally-set standard for these definitions (like there is a set-standard for human trafficking provided by the UN). Because this industry has gone international it is imperative for the cooperation and coordination of law enforcement agencies.

"On Preventing and Combating Trafficking in Human Beings and Protecting Its Victims, and Replacing Council Framework Decision 2002/629/JHA." The European Parliament and of the Council of 5 April 2011, 5 Apr. 2011. Web.

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2011:101:0001:0011:EN:PDF>

Human trafficking is explicitly prohibited by the Charter of Fundamental Rights of the European Union. This document outlines what it means to be trafficked, mandated penalties for exploiting individuals, protective measures for victims, and the prevention of human trafficking and exploitation.

Wood, Jessica. "The Darknet: A Digital Copyright Revolution." *Richmond Journal of Law and Technology* 16.4 (2010).

The Darknet refers to private networks where access is strictly limited to a ring of "trusted peers" known as P2P or peer to peer. The users of this network remain absolutely anonymous due to the fact that IP addresses remain hidden and untraceable. Access to such a ring can be approached from a connection or a "friend" on the internet or from obtaining a special kind of software. The darknet is a primary host for most "underground web communications and technologies, most commonly those associated with illegal activity or dissent."

Wortley, Richard, and Stephen Smallbone (2012). *Internet Child Pornography: Causes, Investigation, and Prevention*. Santa Barbara, CA: Praeger. Print.

This book is an excellent resource on internet child pornography (ICP) in all of its aspects, most notably, the effects of the abuse. Children who are sexually abused have been found to suffer from anxiety and depression, have somatic complaints, social withdrawal, anger, and behavioral problems. Some of which can be short or long-term. The most troubling outcome is that the victims (for females in particular) are at an increased risk for being revictimized.

Additional Resources

Convention on the rights of a child: <http://www.unicef.org/crc/>.

Haken, Jeremy. "Transnational Crime in the Developing World". Global Financial Integrity. Retrieved 25 June 2011.

Summary of EU Legislation: Preventing and combating trafficking in human beings.

http://europa.eu/legislation_summaries/justice_freedom_security/fight_against_trafficking_in_human_beings/jl0058_en.htm

GA 3rd Topic 2: Strengthening Press Freedom

Background – Defining Press Freedom:

Press freedom is the freedom of communication and expression through both online and published media. Many countries around the world explicitly call for a free press in their constitutions, yet do not protect that freedom in practice. States impede this freedom by outright censorship of stories, paying journalists to write favorable stories, and even imprisoning, torturing, and killing journalists who write or publish stories that the government does not approve.

In 2012, there were 72 journalists killed with the highest numbers in Syria, Somalia and Pakistan. 232 journalists were also imprisoned, with Iran, Turkey and China housing the most journalist detainees.¹⁰²

Along with the expansion of the internet, the idea of a “press” has also expanded. In many states, where professional journalism is outlawed, citizens have taken it upon themselves to blog stories accounting daily events. These citizen journalists also need to be protected.

Past UN Action:

Press freedom was first addressed by the United Nations in Article 19 of the Universal Declaration of Human Rights of 1948. It states, “Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media regardless of frontiers”.¹⁰³ The issue of press freedom was not raised again until 1993 when UNESCO enacted World Press Freedom Day. Annually, on May 3, the UN puts on events to raise awareness for the plight of journalists and to generate discussion about what can be done to help them.

In 2011, UNESCO also had its 2nd inter-agency meeting on the safety of journalists and the issue of impunity. This meeting was held in Vienna with the purpose of establishing a UN Plan of Action to keep journalists safe and protected. In 2012, the final plan of action passed which calls for the incorporation of media development and freedom of expression into the wider UN agenda. It also suggests the member states keep an open media environment and take measures to protect journalists as well as other recommendations.¹⁰⁴

In 2012 the UN’s Human Rights Council passed two resolutions regarding press freedom. One was the Resolution on the Safety of Journalists and the other was The Promotion, Protection, and Enjoyment of Human Rights on the Internet. The Resolution on the Safety of Journalists stressed the importance of protecting journalists and urged states to adopt actions to promote a safe media environment and prevent impunity and attacks.¹⁰⁵ Impunity is the exemption of punishment for crimes, including the beating and killing of journalists. The second resolution of the Promotion, Protection, and Enjoyment of Human Rights on the Internet is particularly important because it is the first resolution which protects rights in the digital world. It states that individuals should have the same rights online as offline in regard to freedoms of speech and expression. It explicitly recognizes the Internet as a powerful tool for human rights and stresses their protection.¹⁰⁶

World Conditions:

States use many different techniques to either quiet or control the press. China pays software companies large sums of money

¹⁰² Committee to Protect Journalists: <http://www.cpj.org/killed/2012/>

¹⁰³ Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/index.shtml>

¹⁰⁴ UN Plan of Action:

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/WPFD/UN%20Plan%20of%20Action_Safety%20of%20Journalists.pdf

¹⁰⁵ A/HRC/RES/21/12: http://www.cfom.org.uk/wpcontent/uploads/2012/10/Resolution_Safety_of_Journalists_-_as_adopted_on_27_Sept_2012.pdf

¹⁰⁶ A/HRC/RES/20/L13: http://www.loc.gov/lawweb/servlet/lloc_news?disp3_l205403231_text

to develop software which allows them to block certain keywords on search engines and sites as a whole. The Chinese government also holds to power to call up a company such as Yahoo! or Google and demand that they erase sites or block content in their Chinese versions or risk losing the Chinese market altogether.¹⁰⁷ Similar practices have spread to other Southeast Asia countries such as Vietnam.¹⁰⁸

Pakistan has an interesting policy regarding journalists. Internal journalists can act freely and mostly unrestricted, but there are harsh penalties for foreign journalists. Pakistani news organizations are free to criticize the government, without fear of punishment.¹⁰⁹ News organizations suffer in the Democratic Republic of the Congo due to their lack of independent funding. Most journalists are living in poverty and thus more likely to receive bribes from corporations or government officials to write stories which favor them. This approach diminishes the quality of the reporting and the credibility of the news when the published stories are completely fictional.¹¹⁰

Another problem also arises when non-state actors or other state actors are the ones censoring the media. In Mexico, it's not the state that is imprisoning journalists, but the drug cartels killing them and their families.¹¹¹ This is one country where citizen journalism has really taken off. Stories are written by ordinary citizens and exported to the United States to be published anonymously. A similar situation occurs in Palestine. The Palestinian government wants to develop a free media program where Palestinian journalists would be free to expose injustices by the Israeli police without fear of death. Israel also does not allow foreign journalists to enter Palestine to keep these stories from getting out and allowing Israel to have the only word on the current situation.¹¹²

Case Study - Zimbabwe:

The media situation in Zimbabwe is pretty dire. It is ranked 133 out of the 178 countries on the World Press Freedom Index.¹¹³ President Mugabe strictly controls the media in the state. This is one of the countries where media freedom is written in the Constitution, but it's not practice in reality.

Recently in Zimbabwe, a professor was arrested and tortured for showing students in his class videos of the Arab Spring in Egypt on YouTube. His purpose was not to incite the students to overthrow the government, but encourage a discussion about democracy. He was charged with treason, has no trial date, and still imprisoned. Unlike China in Zimbabwe, YouTube, is not outright blocked by the government, but watching it is seen as a capital offense.¹¹⁴

Police have also raided homes in order to confiscate radios. The radios were distributed by NGOs to give Zimbabweans unbiased news about their upcoming elections. The government did not want any outside media to interfere with the media messages given by the state to ensure re-election. They declared the radios promoted "hate speech," and anyone that did not give them up would also be charged with treason.¹¹⁵

It is difficult for foreign journalists to cover the events in Zimbabwe due to heavy burdens placed upon them. They must pay heavy licensing fees to even enter Zimbabwe and many times their equipment may not be permitted to exit with them. A filmmaker may have been allowed to film in Zimbabwe, but upon leaving the country may have the leave his film behind or he

¹⁰⁷ The Guardian: <http://www.guardian.co.uk/commentisfree/2008/nov/17/censorship-internet>

¹⁰⁸ BBC: <http://www.bbc.co.uk/news/technology-17313793>

¹⁰⁹ Freedom House: <http://www.freedomhouse.org/report/freedom-world/2012/pakistan>

¹¹⁰ African Renewal: <http://www.un.org/africarenewal/magazine/april-2007/congolese-media-defend-democracy>

¹¹¹ Washington Post: <http://www.washingtonpost.com/wp-dyn/content/article/2010/08/01/AR2010080103481.html>

¹¹² Yussef Kanann: <http://www.un.org/en/ga/coi/31/statements/palestine.pdf>

¹¹³ Reporters Without Borders: <http://en.rsf.org/press-freedom-index-2013,1054.html>

¹¹⁴ Wired: <http://www.wired.com/dangerroom/2011/02/prof-arrested-tortured-for-watching-viral-vids/>

¹¹⁵ Committee to Protect Journalists: <http://www.cpj.org/2013/02/zimbabwean-police-seize-radios-in-run-up-to-electi.php>

may be forced to erase it in front of an officer. Arrests of journalists are also common.¹¹⁶

In March 2013, a new constitution was approved and voted upon by the public. This constitution is believed to be a stepping stone to expanding the rights of citizens, especially in regard to speech and expression. Delegates should monitor Zimbabwe to see if changes are enacted or if more action needs to be taken.

Case Study - Myanmar

Myanmar (or Burma) is currently ranked 151 on the World Press Freedom Index; a huge improvement from its 172 ranking in 2012.¹¹⁷ Beginning in 1991 both the UN General Assembly and the Human Rights Council have passed multiple resolutions urging Myanmar to protect the rights of its citizens, as well as the press.¹¹⁸

News during this period often consisted of a draft sheet of information being given to a journalist by government officials for publication. Journalists were seen as mere mouth pieces for the government instead of an independent check on government. The journalists and editors were often untrained and were placed by government officials instead of chosen by talent. The majority of the media organizations were also run by ex-military officers or their families which kept publication in line with the views of the government.

In March 2011, President TheinSein stated the media's role must be respected. He immediately gave amnesties to many imprisoned journalists and bloggers and unblocked several news sites including YouTube, BBC and Reuters. In August of 2012, he announced the end of pre-publication censorship and closed the censorship office a month later. Even though Myanmar made many drastic improvements in its media environment, it still has a long way to go. Some journalists are still being detained under unlawful association or treason charges. Internet access is typically limited only to Cyber Cafes which remain restricted. External drives and international phone calls are both expressly prohibited.¹¹⁹

In 2013 fears began to heighten, when a new agency was created to oversee journalists.¹²⁰ In March, a draft law was sent to parliament bearing a strong resemblance to the laws recently overthrown. Its purpose was to control the media through licensing and declare off-limits topics for publication. It included penalties such jail time for media license violations and a ban on criticizing the military-drafted constitution.¹²¹

There have also been many journalists harmed in the crossfire of violence between Muslims and Buddhists in Myanmar's central provinces. Rioters have smashed cameras, memory cards and even threatened the lives of journalists capturing the events. In response to these events, the President declared it was not his obligation to protect the press, but only to allow them to publish.¹²²

Nevertheless, changes continue to be made.. April 2013 was the first time independent daily newspapers were allowed to be published since 1964. Due to the historic conditions, however, there is much fear over self-censorship in these papers. The journalists and editors don't want to push their boundaries and instead stay away from topics that may be controversial instead of exposing governmental injustices.¹²³

¹¹⁶ CPJ: <http://www.cpj.org/2012/02/attacks-on-the-press-in-2011-zimbabwe.php>

¹¹⁷ Reporters Without Borders: <http://en.rsf.org/press-freedom-index-2013,1054.html>

¹¹⁸ Altsean: <http://www.altsean.org/Research/UN%20Dossier/UNGA.htm>

¹¹⁹ Reporters Without Borders: <http://en.rsf.org/burma-burma-12-03-2012,42076.html>

¹²⁰ Democratic Voice of Burma: <http://www.dvb.no/tag/press-freedom>

¹²¹ LA Times: <http://articles.latimes.com/2013/mar/16/world/la-fg-myanmar-media-20130317>

¹²² WAN-IFRA: <http://www.wan-ifra.org/articles/2013/04/12/myanmar-violence-hampers-press-freedom>

¹²³ National Multimedia: <http://www.nationmultimedia.com/opinion/A-challenge-for-Myanmars-media-and-authorities-30204110.html>

Questions to Guide your Research:

- Many journalists and news organizations censor themselves out of fear; what can be done to achieve a higher quality news product under such dire conditions?
- How do we ensure that international standards for the safety of journalists and combating impunity are respected and adopted in member states?
- How can public awareness be developed to ensure that press freedom is valued and that public opinion will not tolerate attacks on journalists?
- What are the challenges of investigating crimes against press freedom when they are committed by non-state actors including extremist organizations or criminal enterprises?
- What emerging and possible new threats endanger the safety of journalists, bloggers and others expressing themselves in the digital realm?
- What is the press situation like in your assigned nation and how can it be improved?

GA 3 Topic 2 Bibliography:

Reporters Without Borders. “Press Freedom Index.” 2013. <http://en.rsf.org/press-freedom-index-2013,1054.html>

The Press Freedom Index is a list of every country and their press freedom rankings. The full report highlights many countries and explains the reasoning behind the ranking they were given.

UNESCO. “2nd UN Inter-Agency Meeting on the Safety of Journalists and the Issue of Impunity.” 2012.

<http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/safety-of-journalists/2nd-un-inter-agency-meeting-on-the-safety-of-journalists-and-the-issue-of-impunity/>

The meeting in Vienna where the plan of action was discussed is detailed. Also there are several links with updated information on the current progress of the plan and similar working documents.

Allen, Paddy. “Internet Censorship: Who Controls What?” *The Guardian*. 2009.

<http://www.guardian.co.uk/world/interactive/2009/jun/30/internet-freedom-of-information>

This map is a helpful guide for which countries censor the Internet the most. Some countries are interactive and can be clicked on for more information about how the Internet is censored and why.

UNESCO. “UN Plan of Action of the Safety of Journalists and the Issue of Impunity.” 2012.

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/WPFD/UN%20Plan%20of%20Action_Safety%20of%20Journalists.pdf

This is a current plan by UNESCO’s International Programme for the Development of Communication to increase safety of journalists and promote media openness. It calls for an incorporation of media development and freedom of expression into the wider UN agenda as well as recommendations for member states.

A/HRC/RES/21/12. “Resolution on the Safety of Journalists.”

http://www.cfom.org.uk/wpcontent/uploads/2012/10/Resolution_Safety_of_Journalists_-_as_adopted_on_27_Sept_2012.pdf

Human Rights Council resolution stressing the importance of protecting journalists and urging states to adopt actions to promote a safe media environment and prevent impunity and attacks.

A/HRC/RES/20/L13. “The Promotion, Protection, and Enjoyment of Human Rights on the Internet.”

http://www.loc.gov/lawweb/servlet/lloc_news?disp3_l205403231_text

This is the first resolution which protects rights in the digital world. It states that individuals should have the same rights online as offline in regard to freedoms of speech and expression. It recognizes the Internet as a powerful tool for human rights and it needs to be protected.

UNESCO. “2nd UN Inter-Agency Meeting on the Safety of Journalists and the Issue of Impunity.” 2012.

<http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/safety-of-journalists/2nd-un-inter-agency-meeting-on-the-safety-of-journalists-and-the-issue-of-impunity/>

The meeting in Vienna where the plan of action was discussed is detailed. Also there are several links with updated information on the current progress of the plan and similar working documents.

UN News Centre. “Press Freedom More Relevant than ever in Digital Era, UN Stresses.” 2011.

<http://www.un.org/apps/news/story.asp?NewsID=38250&Cr=press+freedom&Cr1#.UWW1O5MsmSp>

This is a report from World Press Freedom Day in 2011. The digital era is giving rise to more ways of expression, but also more ways for states to curtail it. It gives a call to action for protection of reporters and bloggers and congratulates their courageous.

Fleishman, Michael. “Congolese media defend democracy.” African Renewal. 2007. <http://www.un.org/africarenewal/magazine/april-2007/congolese-media-defend-democracy>

This article discusses media in the Congo. Due to the dire financial circumstances, many journalists are paid to write stories by the elite and governments. An NGO has come in to help strengthen the media environment and allow governmental abuses to be exposed.

Kanaan, Yusef. “Statement by Mr. Yusse Kanaan Senior Adviser to the Permanent Observer Mission of Palestine to the United Nations Committee on Information.” 2009.

<http://www.un.org/en/ga/coi/31/statements/palestine.pdf>

Kanaan desires to develop the media in Palestine through a training program for Palestinian journalists to expose inhumane Israeli practices without fear of death or imprisonment. Israel has also prohibited foreign journalists from entering Palestinian territories.

UN News Centre. “UN highlights role of press freedom as a catalyst for social and political change.” 2012.

<http://www.un.org/apps/news/story.asp?NewsID=41911#.UWWrspMsmSo>

UN recognizes the power of media freedom to transform societies after Arab Spring. It also urges for the same protection of bloggers as journalists.

GA res. 217A (III), UN Doc A/810 at 71 (1948) “The Universal Declaration of Human Rights”

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

Article 19 of this document is often mentioned in regards to press freedom. It states, “Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”

UNESCO. “World Press Freedom Day 2013.”

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/WPFD/concept_note_wpfd_2013_en.pdf

This is a concept note about the themes for the upcoming World Press Freedom Day on May 3. It gives a good overview of the growing importance of press freedom and what the UN is currently doing to promote and protect it. Further, it contains three sub-topics and discusses how UN resolutions and plans on press freedom play into those discussions.

Glanville, Jo. “The Big Business of Net Censorship.” The Guardian. 2008.

<http://www.guardian.co.uk/commentisfree/2008/nov/17/censorship-internet>

This article discusses how many Western corporations profit off of software that allows authoritarian regimes to censor the Internet.

BBC. “China’s social networks hit by censorship, says study.” BBC News. 2012. <http://www.bbc.co.uk/news/technology-17313793>

A US study has shown that China has extended its web censorship to social media in order to stop discussions on banned topics.

Gustin, Sam. "Zimbabwe professor arrested for watching viral videos." Wired. 2009. <http://www.wired.com/dangerroom/2011/02/prof-arrested-tortured-for-watching-viral-vids/>

Zimbabwe law professor was arrested and "brutally tortured" for showing his students Arab Spring videos with the purpose of holding a discussion about democracy. His charge was treason. In Zimbabwe watching Internet videos can be a capital offense.

Committee to Protect Journalists. "Zimbabwean police seize radios in run-up to elections." 2013.

<http://www.cpj.org/2013/02/zimbabwean-police-seize-radios-in-run-up-to-electi.php>

Due to the upcoming elections, police seize radios from citizens which have been distributed by NGOs. Radios are the primary communication tool for Zimbabweans and citizens can't receive news from non-governmental sources.

Committee to Protect Journalists. "Zimbabwe detains, deports award-winning photojournalist." 2013.

<http://www.cpj.org/2012/05/zimbabwe-detains-deports-award-winning-photojourna.php>

An international journalist reporting on the fleeing of Zimbabweans to South Africa was detained, and then deported from the country by government officials.

Committee to Protect Journalists. "Attacks on the Press 2011: Zimbabwe." 2011. <http://www.cpj.org/2012/02/attacks-on-the-press-in-2011-zimbabwe.php>

An overview of media conditions in Zimbabwe.

Phiri, Gift. "Zimbabwe Looks to heal rift with referendum." Al-Jazeera. 2011.

<http://www.aljazeera.com/indepth/features/2013/02/201322514337299920.html>

This article is a discussion of Zimbabwe's new constitution, which passed March 16, 2013. It discusses how it's supposed to increase civil rights of citizens and limit the power of the government.

History of the Security Council

The United Nations Security Council is one of the six Principal Organs of the United Nations and is the only Principal Organ with authority to make binding resolutions for Member States.

The Security Council has 15 members, five of which are permanent members:

United States France Russia China United Kingdom

These permanent members - the —P5 - each possess a veto on any measure considered by the Security Council. The ten non-permanent members of the Security Council are elected by the General Assembly for two year terms and do not possess veto power. The current non-permanent members are:

Terms ending in 2013

Azerbaijan
Guatemala
Morocco
Pakistan
Togo

Terms ending in 2014

Argentina
Australia
Luxembourg
Republic of Korea
Rwanda

States that are members of the United Nations but not of the Security Council may sit in on discussions and take part in mediation but are not allowed to vote on resolutions passed by this body.

According to Article 24 of the Charter of the United Nations, the Security Council's primary responsibility is to maintain international peace and security. The function, powers, and procedural guidelines for the Security Council are outlined in Chapter Five of the Charter of the United Nations, and Chapters Six and Seven outline the procedures for mediating international conflicts.

When the Security Council is advised about a situation threatening international peace or security, the Council will first attempt to affect a peaceful solution. However, if violence has already broken out, then the Security Council will help mediate between the parties involved by issuing cease-fires, implementing sanctions or sending United Nations troops to enforce Security Council resolutions. However, the presence of conflict doesn't guarantee that the Security Council will intervene. During the Cold War, the Security Council was often unable to act given the competing interests of veto-bearing P5 members. In the post-Cold War era, the Security Council has become more active, responding to conflicts in Iraq, Somalia, and Bosnia in the 1990's, Afghanistan, and North Korea in the 2000's, and most recently, Libya in 2010, to name a few.

Security Council Topic 1

Note:

This information is current as of May 15. As the UN is currently dealing with this issue and the situation is likely to change before the conference, an update will be posted on our website mid-September to help delegates prepare.

Background: ¹²⁴

The Syrian unrest began in the southern city of Deraa in March 2011 when locals protested the release of 14 school children arrested under the accusation of writing on a wall the well-known slogan of the popular uprisings in Tunisia and Egypt. The protestors called for democracy and freedom, but did not specifically ask for the resignation of President Assad. When people

¹²⁴ <http://www.cfr.org/syria/syrias-crisis-global-response/p28402>

marched peacefully through the city after Friday prayers on March 18th 2011, security forces opened fire on the crowd and killed 4 people. The next day they shot at mourners at the victims' funerals, killing another individual. Unrest in Deraa began and caused the situation to get out of control. The army's fourth armored possession was sent to crush the protestors. This resulted in the death of multiple protestors, while tanks shelled residential areas and troops entered homes.¹²⁵

The attempted crackdown by the Bashar Al-Assad regime failed to stop the unrest in Deraa. It instead led to the triggering of anti-government protests across the rest of the country, particularly in Baniyas, Homs, Hama, and the suburbs of Damascus. By mid May 2011, the death toll reached to about a 1000. Once security forces opened fire on peaceful demonstrations, the international community demanded that Bashar Al-Assad must resign. His refusal to step down further sparked violence amongst the Syrians. Since then the continued perseverance of President Al-Assad to stay in power has caused Syria to spiral out of control.

In August 2011, the Free Syrian Army was founded with the intent to present a unified front and to depose Assad. The FSA went through a restructuring system in December 2012 and is now led by Brigadier General Selim Idris who has pledged to regroup the 100,000 plus rebel fighters from disparate groups all over Syria into a single and unified force. The FSA serves as the major armed Syrian opposition force for the civil war.

The National Coalition of Syrian Revolutionary and Opposition Forces was formed in November 2012. This resulted in opening doors for foreign financing and military aid. This group replaced the Syrian National Council and more than a 100 nations, with the exception of Russia and China, have recognized the coalition. Both the FSA and Coalition run their forces in Syria across the border in Turkey.

Past International Action:

Early in the conflict, the Arab League remained quiet. The group did call for an end to the violence but hesitated over suggesting any actions because of political and strategic considerations. In November 2011, Qatar and Saudi Arabia led the League by voting to suspend Syria in an effort to force Assad to end the crackdown. The League also imposed economic sanctions when the Syrian government hesitated to withdraw its troops from the streets of Damascus. The League then sought help from the Security Council for its Syrian reform plan that was rejected by Damascus because it risked infringing on Syrian sovereignty. However, the UN draft resolution that supported the Syrian reform plan was vetoed by Russia and China.¹²⁶

In March 2012, the UN dispatched a special envoy, former UN Secretary General Kofi Annan, to Syria. Mr. Annan made the proposal of a six-point peace plan to President Assad.¹²⁷ This called for a ceasefire by all parties supervised by the UN, a political process to address the needs of the Syrian people, the release of the detainees, delivery of aid, right to protest as well as the right of free press. Mr. Annan announced that the Syrians had accepted the peace plan on 27th March 2012. On April 14th, 2012 the Security Council adopted the first resolution on Syria, Resolution 2042. The resolution “demanded that the Syrian government comply with the peace plan, and granted broad powers of investigation to the observer mission.”¹²⁸

This resolution ultimately deployed 30 military observers to Syria. The next Security Council Resolution, adopted on 21st April 2012, established the United Nations Supervision Mission in Syria (UNSMIS). The resolution passed on July 30th 2012 extended UNSMIS for a final period of 20 days.¹²⁹ Security Council action since January 2013, has only been records of Council meetings, Presidential Statements, and Council Letters, mostly in regards to the refugee and humanitarian crisis.

¹²⁵ <http://www.cnn.com/2012/08/24/world/meast/syria-101>

¹²⁶ <http://online.wsj.com/article/SB10000872396390444097904577536793560681930.html>

¹²⁷ <http://www.un.org/News/Press/docs/2012/sc10583.doc.htm>

¹²⁸ <http://www.undispatch.com/un-security-council-adopts-resolution-on-syria>

¹²⁹ <http://www.securitycouncilreport.org/un-documents/syria/>

On February 11th, 2013 Secretary-General Ban Ki-moon addressed a think tank in the United States saying “The situation cries out for action by the Security Council in particular,” and “The Security Council must no longer stand on the sidelines, dead-locked, silently witnessing the slaughter. It must be willing, at long last, to come together and establish the parameters for the democratic transition that could save Syria.”¹³⁰ Secretary-General Ban Ki-moon also pointed that in order for a positive outcome to occur, “close and patient engagement” is needed as well as “the international community [fulfilling its] duty to accompany [future] transitions with meaningful contributions”¹³¹ would make a difference.

Current Situation:

Humanitarian Issues

“If the violence continues unabated, we could, in the short term, see considerably more than the current four million in need of urgent assistance and more than two million internally displaced in Syria,” the spokesperson for the UN Office for the Coordination of Humanitarian Affairs (OCHA), Jens Laerke, informed a news conference in Geneva.¹³² There is an urgent need for surgeons, medicine, food, clean medical instruments, and sanitary hospitals, but due to the fighting, aiding injured Syrians is proving to be a very difficult task. Diseases like Hepatitis A are also becoming a grave concern because of lack of clean water and sanitation.

As of April 18th, 2013, the latest figures in a letter from Valerie Amos, Under-Secretary General for Humanitarian Affairs, show 6.8 million people in need, 4.25 million people internally displaced and an additional 1.3 million have sought refuge in neighboring countries.¹³³ In Aleppo where over 3,500 war-wounded patients have reportedly been treated, there is no blood bank and doctors are performing surgery at times without anesthetic or even suture thread. The hospital and its staff are regularly hit during fighting. About 70,000 people have been killed since the crisis began in 2011.

Chemical Weapons

In May of this year the United States and many of its European allies were given evidence that Syria had used chemical weapons against its own people. Currently, patients that are being brought into Turkish hospitals are being tested for chemical weapon presence in their injuries.¹³⁴ This news is arguably among the most crucial in the war because many argue these countries now have justification to supply the rebels with supplies.¹³⁵ The UN inspection is still not allowed in Syria, meaning the UN has no access to any kind of credible and comprehensive investigations in the country. Secretary-General Ban Ki-moon at a press conference has said: “I take seriously the recent intelligence report of the United States about the use of chemical weapons in Syria. On-site activities are essential if the United Nations is to be able to establish the facts and clear up all the doubts surrounding this issue.”¹³⁶

The Israeli airstrike on Syria to attack a Hezbollah-bound missile shipment has caused recent unrest as well because of Hezbollah’s intervention in the conflict. There is a concern that if Syria does possess chemical weapons, it would assist arming Hezbollah who would directly target Israel. This would create further disruption in efforts to attain a stable Syria and cause the conflict to spread to other nations.¹³⁷

¹³⁰ <http://www.un.org/apps/news/story.asp?NewsID=44121#.UZFADruh6s5>

¹³¹ Ibid

¹³² <http://www.un.org/apps/news/story.asp?NewsID=44073#.UZFZuruh6s5>

¹³³ <http://reliefweb.int/sites/reliefweb.int/files/resources/USG%20Amos%20Security%20Council%20on%20Syria%2018%20April%202013%20CAD.pdf>

¹³⁴ http://www.cnn.com/2013/05/10/world/meast/syria-turkey-chemical-weapons/?hpt=hp_t2

¹³⁵ <http://www.reuters.com/article/2013/06/27/us-syria-crisis-chemicalweapons-idUSBRE95Q0X220130627>

¹³⁶ <http://www.un.org/apps/news/story.asp?NewsID=44776&Cr=syria&Cr1=chemical#.UZFkkruh6s4>

¹³⁷ <http://www.ibtimes.co.uk/articles/465228/20130507/syria-chemical-weapons-hezbollah-israel-airstrike-mortar.htm>

Questions to Consider:

Apart from the economic sanctions and diplomatic pressures being applied to Syria, what action can the Security Council take in order to quickly achieve peace in the region?

What actions should be taken to control and secure Assad's chemical weapons if in fact the Assad government loses control?

What immediate steps should be implemented to control the humanitarian crisis?

If chemical weapons are proven to be used, what actions should the Security Council use in order to effectively punish the user?

How can the Security Council help neighboring countries being affected by the Syrian civil war?

How can the Security Council better support a democratic transition in Syria?

Security Council Topic 1 Bibliography:Key Primary Sources

Almond, Kyle. "Syria Explained: What You Need To Know". CNN. August 24 2012. Web.

<http://www.cnn.com/2012/08/24/world/meast/syria-101>

This news link is a detailed explanation of the Bashar Al-Assad regime and also provides more information useful to keep in mind for the historical documentation of the conflict.

Brown, Hayes. "UN Security Council Adopts Resolution on Syria" UN Dispatch. April 14 2012. Web.

<http://www.undispatch.com/un-security-council-adopts-resolution-on-syria>

The following article highlights the first resolution that was adopted by the Security Council. This is key to take note of in order to refer to what has already been added to the resolution.

"'Huge consequences' of climate change, Syrian crisis must be faced, Ban tells think tank". UN News Center. February 11 2013. Web.

<http://www.un.org/apps/news/story.asp?NewsID=44121#.UWTVJ7uh6s4>

This article discusses Secretary-General Ban Ki-moon's statement in regards to the deteriorating situation in Syria, the lack of international response to it, and the need for the Security Council's action toward it. He makes an important point of many countries desire to keep an arms length from the issues at Syria and therefore encourages Security Council to take immediate action.

Jonathan Masters. "Syria's Crisis and the Global Response" Council on Foreign Relations. May 8 2013. Web.

<http://www.cfr.org/syria/syrias-crisis-global-response/p28402>

The following source consists of questions ranging from explaining what the Syrian opposition movement is to what the policy options are. The article is based on a question/answer format and is essential in explaining background information regarding Syria's conflict.

"News Focus: Syria". UN News Center. Web

<http://www.un.org/apps/news/infocusRel.asp?infocusID=146&Body=Syria&Body1=>

This website is the main news center for the UN and is specifically focused on news updates regarding the Syrian conflict. With Syria's constant shifts in the crisis situation, it is fundamental to refer to this website for recent articles that cover the current happenings.

“Russia, China Veto Syria Resolution at U.N.” Wall Street Journal. July 19 2012. Web.
<http://online.wsj.com/article/SB10000872396390444097904577536793560681930.html>
The news link provides a detailed account of China and Russia's veto.

S/PRST/2012/6. Security Council Presidential Statement. 21 March 2012. Web.
<http://www.un.org/News/Press/docs/2012/sc10583.doc.htm>
This document highlights the Presidential Statement where Security Council gives full support to efforts of joint Special Envoy of United Nations, Arab League to end violence in Syria. Also calls on government and opposition to work in good faith to implement the six-point proposal presented to the Syrian Authorities.

“Security Council must act now to address Syria crisis, UN-Arab League envoy stresses”. UN News Center. January 29 2013. Web.
<http://www.un.org/apps/news/story.asp?NewsID=44034#.UWTQDLuh6s4>
This article also calls attention to the Security Council response for the Syrian Crisis. Comments from the Joint Special Representative of the UN and the League of Arab States, Lakhdar Brahimi, provide concrete examples of representatives pushing to implement action in Syria.

Sridharan, Vasudevan. “Will Syria Supply Chemical Weapons to Hezbollah?”. May 7 2013. Web.
<http://www.ibtimes.co.uk/articles/465228/20130507/syria-chemical-weapons-hezbollah-israel-airstrike-mortar.htm>
Article on concerns of potential chemical weapon use by Syria and Hezbollah's potential involvement with this.

“Syria: Ban renews call for on-site access for chemical weapons probe team”. UN News Center. April 29 2013. Web.
<http://www.un.org/apps/news/story.asp?NewsID=44776&Cr=syria&Cr1=chemical#.UZFkkruh6s4>
UN News article discussing Secretary-General Ban Ki-Moon's position on the potential use of chemical weapons by the Assad government against the rebels.

“UN Documents for Syria”. Security Council Report. Web. <http://www.securitycouncilreport.org/un-documents/syria/>
A comprehensive collection of Security Council resolutions in regards to the Syrian Crisis that will be useful for reference. It dates back to July 2012 when the UN began to take action in regards to the erupting crisis in Syria.

Watson, Ivy and Tuysuz, Gul. “Source: Patients from Syria being tested for chemical weapons”. CNN. May 10 2013. Web.
http://www.cnn.com/2013/05/10/world/meast/syria-turkey-chemical-weapons/?hpt=hp_t2
This news link provides recent updates on potential chemical weapon use by Syria.

Key Secondary Sources

Amos, Valerie. Letter to the “Security Council Briefing on Syria”. UNHCR. April 18 2013. Web.
<http://reliefweb.int/sites/reliefweb.int/files/resources/USG%20Amos%20Security%20Council%20on%20Syria%2018%20April%202013%20CAD.pdf>
Letter from Valerie Amos adamantly declaring the Security Council's need to pay attention to the Humanitarian issue in Syria.

Jordans, Frank. "Syria Crisis: Turkey Slams UN Security Council Over Indecision". Huffington Post-World. October 13 2012. Web. http://www.huffingtonpost.com/2012/10/13/syria-crisis-turkey_n_1963514.html

This news source from the Huffington Post critiques the Security Council for its lack of action in regards to the Syrian Crisis. Addressing the lack of initial action by the Security Council in the background guide would allow for fewer questions from delegations in regards to the fact that immediate protocol was not taken by the members of the Security Council.

"UN Security Council: Heed Call for Justice in Syria". Human Rights Watch. January 14 2013. Web.

<http://www.hrw.org/news/2013/01/14/un-security-council-heed-call-justice-syria>

This article, taken from the Human Rights Watch website, is a detailed account of the Security Council response to human rights concerns in Syria. It discusses the reactions of Security Council members in regards to signatories. It also makes a point of Russia and China's refusal to sign.

"UN Security Council Discusses Syrian Crisis". Radio Free Europe Radio Liberty. September 27 2012. Web.

<http://www.rferl.org/content/syria-united-nations-security-council-/24721147.html>

This is a brief of the meeting that the Security Council had in September 2012 about the escalating crisis in Syria. This also covers information about the United States' split decision regarding intervention in Syria, which would be important to note.

"UN Warns of deepening humanitarian crisis in Syria" UN News Center. February 5 2013. Web.

<http://www.un.org/apps/news/story.asp?NewsID=44073#.UWTRtbuh6s4>

This news article focuses on the humanitarian situation in Syria. It sheds light on the lack of hospital care due to the damage done by the fighting. It discusses the gravity of the humanitarian concern in Syria.

Security Council Topic 2: International Drone Strike Policies

Background¹³⁸:

Unmanned aerial vehicles (UAV's), also known as drones, are remotely operated aircraft that fly without a human pilot onboard. Drones are usually controlled by operators in a foreign country and primarily serve as a form of reconnaissance, a preliminary survey to gain information, and surveillance for military forces. Modern drones, specifically those used by the United States, have been weaponized to allow for attacks to be carried out on enemy forces without the threat of human loss. This poses a number of important questions. Most notably: does the ability to launch a precise and direct attack from an unmanned vehicle, also called a drone strike, fall outside the historic rules and international laws that govern warfare?¹³⁹ As the realities of warfare expand, international law and policies must be updated to keep pace, and ethical considerations on the use of lethal technology must be discussed.

History of Drones¹⁴⁰:

The use of drones dates back to the American Civil War where unmanned balloons carrying explosives were deployed with little success. World War I was the first time the United States used aerial reconnaissance, which led to the development and testing of simple radio-controlled unmanned aircraft. These small aircraft were used for a number of tasks: adjustment for indirect fires, information regarding enemy movements, battle damage assessment, and target acquisition. World War II saw the further development of drones by the British Royal Navy and Nazi Germany. The Nazis used armed drones to fly into nonmilitary targets across Britain, resulting in close to 1,000 deaths. The United States then developed the AQM-34 Ryan Firebee, a UAV launched from a host plane and controlled by operators within that plane. The Firebee was used throughout the war in Vietnam.

The modern day drone was developed in Israel during the late 1970s and early 1980s. The Scout and Pioneer were developed as light, glider aircraft with the capability of transmitting video feed with a 360-degree view. Their small size and low cost made them a valuable asset to the Israelis and caught the attention of the United States who was working at home to develop their own drone technology. After acquiring the Pioneer from Israel in 1986, the United States utilized them in the Gulf War. Following the Gulf War, and noting its potential, the United States made the greatest advancement in drone technology since its birth: the Predator.

The initial design of the Predator allowed it to fly up to 25,000 feet and could remain in the air for over 20 hours.¹⁴¹ It was first deployed in Bosnia in July 1995 and has been utilized in every major US conflict since. In 2001 the US successfully fired a Hellfire air-ground missile from the Predator at a stationary ground target. This marked the first time in history that a drone had been used to successfully attack a ground target with precision and accuracy.

Despite its successful offensive capabilities, the Predator was initially designed as a reconnaissance asset with the capability of attacking a ground target. The United States saw the need for a different type of drone, one whose primary purpose was to search for and destroy enemy targets. This led to the development of the Reaper. While the Predator is a surveillance platform with weapons capabilities; the Reaper is a hunter/killer with surveillance capabilities.

The Reaper is capable of flying twice as fast as the Predator with top speeds of 300 mph. It can fly roughly nine times farther and twice as high. It has the capability of being armed with four Hellfire missiles and a pair of 500-pound (226-kilogram)

¹³⁸ United States. Department of Defense Science Board. Role of Autonomy in DoD Systems. 2012. Print.

¹³⁹ Shah, Sikander Ahmed. "War on Terrorism: Self Defense, Operation Enduring Freedom, and the Legality of U.S. Drone Attacks in Pakistan." Washington University Global Studies Law Review. 9.77 77-127. Print.

¹⁴⁰ Blom, John. "Unmanned Aerial Systems: A Historical Perspective." Combat Studies Institute Press. 37 (2010): n. page. Print.

¹⁴¹ <http://www.af.mil/information/factsheets/factsheet.asp?fsID=122>

laser-guided bombs. These weapons can target and destroy troops and vehicles that are both stationary and on the move and can penetrate hardened structures.¹⁴²

US Drone Strikes:

The first known drone strike took place in 2002 under President George W. Bush and targeted Qaed Salim Sinan al-Harethi, a Yemeni al-Qaeda lieutenant. Since then, these strikes have been used to hit targets in countries such as Afghanistan, Pakistan, and Yemen.¹⁴³ Primarily used to target trans-national terrorist organizations like Al-Qaeda, drones strikes have been instrumental in the United States' Global War on Terrorism (GWOT) and have been an effective tool in carrying out covert strikes against enemy combatants and High Value Targets (HVTs). One of the main issues with these drone strikes is their effect on civilians. As the number of drone strikes has multiplied, so has the civilian death toll. The figures below show the estimated total of US drone strikes from 2004-2013 in Pakistan and Yemen, the two primary battlegrounds where the US attacks via drone strike.¹⁴⁴

Strikes: 428
 Total killed: 2,439 to 3,982
 Militants killed: 1,982 - 3,251
 Unknown Killed: 200-330
 Civilians Killed: 276-368

As the numbers indicate, civilian and unknown deaths (not determined if civilian or militant) are an unavoidable consequence of US drone strikes. Out of the above numbers, 51 high level terrorist leaders have been killed. This includes the August 24, 2012 attack that killed Badruddin Haqqani, commander of military operations and third-in-command of the Haqqani Network, the June 4, 2012 attack that killed Abu Yahya al-Libi, al Qaeda's second-in-command, and the August 22, 2011 attack that killed Atiyah Abd al-Rahman, Al-Qaeda's previous number two.¹⁴⁵ These drone strikes have been extremely effective at killing high level terrorist leaders, but are they worth the possible civilian loss?

Current Situation / UN Involvement:

Since the United States is currently the only country who uses drone strikes on a regular basis, their policies must serve as the primary case study for future international policy development. In looking at the United Nations position on this issue, we must first turn to Chapter VII, Article 51 of the chart of the United Nations. It reads:

*Nothing in the present Charter shall impair the inherent right of individual or collective self-defense if an armed attack occurs against a Member of the United Nations, until the Security Council has taken measures necessary to maintain international peace and security. Measures taken by Members in the exercise of this right of self-defense shall be immediately reported to the Security Council and shall not in any way affect the authority and responsibility of the Security Council under the present Charter to take at any time such action as it deems necessary in order to maintain or restore international peace and security.*¹⁴⁶

Article 51 is the primary document that discusses a nation's ability to defend itself. As long as their actions do not interfere with Security Council policy, individuals and nations may defend themselves against any attack. We must also turn to U.N. General Assembly Resolution 2625(XXV), which establishes that states have an inherent responsibility to not support

¹⁴² <http://www.af.mil/information/factsheets/factsheet.asp?id=6405>

¹⁴³ "The drones of war." International Institute for Strategic Studies. 15.4 (2009): n. page. Print.

¹⁴⁴ <http://counterterrorism.newamerica.net/drones>

¹⁴⁵ <http://counterterrorism.newamerica.net/about/militants>

¹⁴⁶ United Nations, Charter of the United Nations, 24 October 1945, 1 UNTS XVI, available at: <http://www.unwebsite.com/charter>

terrorism and if they fail to do so, the injured states have a right to act.¹⁴⁷ But does this mean that if any state believes that another is supporting terrorism within their borders, that a drone strike is considered appropriate action to defend against the possibility of a future attack on their soil?

The United Nations special rapporteur on human rights and counterterrorism, Ben Emmerson, released a report on March 15, 2013 that declared, "As a matter of international law, the U.S. drone campaign in Pakistan is ... being conducted without the consent of the elected representatives of the people, or the legitimate Government of the State," and "It involves the use of force on the territory of another state without its consent and is therefore a violation of Pakistan's sovereignty". Of note, the investigation was requested by a number of countries including China and Russia, two fellow member of the UN Security Council. Therefore, we see a divide among the P5 on this issue which could have a significant effect on any resolutions that might be drafted.

Problems and Solutions to Consider:

Four main issues arise when discussing International Drone Strike Policies:

1. Do drone strikes, when used outside of a declared wartime, violate international borders and a state's sovereignty?
2. What constitutes a state's support for terrorism or failure to not support it? Are drone strikes an appropriate action in these cases?
3. Is the international law currently in place sufficient to address the use of drones for surveillance and armed strikes?
4. What are the moral and ethical implications of drone strikes? What are the psychological implications for civilian populations?

On the subject of border violations and state sovereignty, some argue that the United States is engaged in an armed conflict, and that Authorization for Use of Military Force, a law passed by Congress one week after the attacks of Sept. 11 states this. It does not specify any specific country, so it can be read that any place harboring terrorists is a war zone.¹⁴⁸ But should this law passed by one country be acceptable to the international community? Many outside of the United States argue against it.

One study, "Unmanned, Unprecedented, and Unresolved: The Status of American Drone Strikes in Pakistan Under International Law" by Andrew Orr, argues that US drone strikes in Pakistan do not violate international law. His reasoning is that Pakistan has failed to control terrorists groups within their border, and the US has the right to defend itself, with or without Pakistan's permission.¹⁴⁹

On the other hand, not all strikes in Pakistan are against terrorist groups. A study by the Pakistan Center for Research and Security found that less than 20 percent of the targets of US drone strikes are members of Al-Qaeda.¹⁵⁰ The other attacks are against local Pakistani groups such as Tehrik-e-Taliban Pakistan (TTP) or other militant groups such as the Haqqani network. While these groups might assist Al Qaeda, they are still a Pakistani militant group that has not directly attacked the United States. So the question of what constitutes terrorist activities must be answered.

The moral and ethical ramifications of drone strikes must also be debated.¹⁵¹ In Yemen on September 3, 2012, a drone strike killed 13 civilians near the town of Rada, while targeting two nearby militants who fled unharmed.¹⁵² This is just one example

¹⁴⁷ A/RES/25/2625

¹⁴⁸ O'Connell, Mary Ellen. "The International Law of Drones." American Society of International Law. 14.36 (2010): n. page. Print.

¹⁴⁹ Orr, Andrew. "Unmanned, Unprecedented, and Unresolved: The Status of American Drone Strikes in Pakistan Under International Law." Cornell International Law Journal. 44. (2011): 729-752. Print.

¹⁵⁰ Shah, Sikander Ahmed. "War on Terrorism: Self Defense, Operation Enduring Freedom, and the Legality of U.S. Drone Attacks in Pakistan." Washington University Global Studies Law Review. 9.77 77-127. Print.

¹⁵¹ "The Civilian Impact of Drones: Unexamined Costs, Unanswered Questions." Columbia Law Human Rights Journal. (2012): n. page. Print.

¹⁵² "The drones of war." International Institute for Strategic Studies. 15.4 (2009): n. page. Print.

of civilian deaths resulting from drone strikes. Is the death of one civilian worth the killing of a high level terrorist leader? Secondly, drone pilots may be depersonalized from war, as they may launch a deadly strike against a militant from behind a computer screen. Does this depersonalization of killing redefine the boundaries of war? Should the killing of anyone be done thousands of miles away from behind a screen? Civilians on the ground are also in constant fear of a drone strike that might accidentally kill a child, family member or loved one.

These are just a few of the issues that must be debated and discussed before developing internationally accepted drone strike policies.

Security Council Topic 2 Bibliography:

Primary

United States. Department of Defense Science Board. *Role of Autonomy in DoD Systems*. 2012. Print.

This is a report by the United States Department of Defense (DOD) on the impact unmanned aerial vehicles (UAVs) have on DOD objectives worldwide. While UAVs are making significant contributions in DOD operations, their primary role is not to replace humans directly, but to complement human capabilities while reducing their exposure to tasks that are life threatening.

European Union. Commission Staff. *Towards a European strategy for the development of civil applications of Remotely Piloted Aircraft Systems*. Brussels: , 2012. Print.

This report discusses the civilian application of UAVs in Europe and their ability to be a source of growth and jobs. Recognizing that most applications for UAVs are military in nature, the report discusses the potential civilian (corporate, commercial, or government non-military) application of these aircraft.

O'Connell, Mary Ellen. "The International Law of Drones." *American Society of International Law*. 14.36 (2010): n. page. Print.

This report by the American Society of International Law surveys the international laws that apply to the use of drones, specifically their weaponization. They find that current laws governing battlefield launch vehicles are sufficient for regulating drones, but that there will be the potential of future laws to outline their uses in a variety of applications.

Orr, Andrew. "Unmanned, Unprecedented, and Unresolved: The Status of American Drone Strikes in Pakistan Under International Law." *Cornell International Law Journal*. 44. (2011): 729-752. Print.

This report discusses international law as it relates to US drone strikes in Pakistan. It looks at it through the larger framework of international relations theory, and determines that at the present, states are going to defend themselves as they see fit, which will always supersede international laws.

Dolan, Alissa M., and Richard M. Thompson II. United States. Congressional Research Service. *Integration of Drones into Domestic Airspace: Selected Legal Issues*. Washington D.C.: , 2013. Print.

This report discusses the legal implications of the domestic use of drones in the United States. As the civilian application of drones spreads, the United States must balance constitutional protections with local, state, and federal laws. Since the United States is the largest producer and user of drones, the jurisprudence put forth domestically will likely dictate the international application of drones as the technology spreads.

"The drones of war." *International Institute for Strategic Studies*. 15.4 (2009): n. page. Print.

This report discusses the current state of drones that are being used in Afghanistan and Pakistan. It highlights their capabilities and uses, and also shows the current effect they are having on combat operations in the region.

Shah, Sikander Ahmed. "War on Terrorism: Self Defense, Operation Enduring Freedom, and the Legality of U.S. Drone Attacks in Pakistan." *Washington University Global Studies Law Review*. 9.77 77-127. Print.

This report discusses the legality of US Drone Attacks in Pakistan. It approaches it from two different perspectives. First, it looks at it strictly from the standpoint of the right to self-defense. It then discusses it in relation to international law that is currently in place. It concludes that the US is violating international law on a number of levels through their use of drones.

"The Civilian Impact of Drones: Unexamined Costs, Unanswered Questions." *Columbia Law Human Rights Journal*. (2012): n. page. Print.

This report discusses the impact that weaponized drones have on civilian populations. It looks at weaponized drones from a number of perspectives, and then it lays out recommendations for the use of these drones for various government agencies. It concludes that the use of weaponized drones has significant psychological, social, and political implications on civilian populations.

Easton, Ian M., and L.C. Russell Hsiao. "The Chinese People's Liberation Army's Unmanned Aerial Vehicle Project: Organizational Capacities and Operational Capabilities." Project 2049 Institute. (2009): n. page. Print.

This report discusses China's growing UAV program and its current capabilities and force structure. China has put considerable resources into modernizing the Army via drone technology. This growth poses serious implications for the world as China grows as a regional and world power.

Roberts, Kristin. "When the World has Drones." *National Journal*. (2013): n. page. Print.

This article discusses the issues that will stem from the proliferation of drone technology beyond the United States and its allies. It discusses the implications of radical regimes, and various state actors possessing drone technology, and how the future will look with drones being available world-wide.

Secondary

Blom , John. "Unmanned Aerial Systems: A Historical Perspective." *Combat Studies Institute Press*. 37 (2010): n. page. Print.

"MQ-1B Predator Fact Sheet." *US Air Force*. US Air Force, 23 Apr 2013. Web. 1 May 2013.

<http://www.af.mil/information/factsheets/factsheet.asp?fsID=122> .

"MQ-9 Reaper Fact Sheet." *US Air Force*. US Air Force, 23 Apr 2013. Web. 1 May 2013.

<http://www.af.mil/information/factsheets/factsheet.asp?id=6405> .

"The Year of the Drone." *New America Foundation*. New America Foundation, n.d. Web. 1 May 2013.

<http://counterterrorism.newamerica.net/drones> .

"The Year of the Drone: Leaders Killed." *New America Foundation*. New America Foundation, n.d. Web. 1 May 2013.

<http://counterterrorism.newamerica.net/drones> .

United Nations General Assembly, 25th Session, A/RES/25/2625 (1970). <http://www.un-documents.net/a25r2625.htm>

History of UNESCO

In 1942 European countries part of the Allied forces met in the United Kingdom to establish a way to efficiently rebuild the education systems of the countries affected by World War II conflict. The nations represented met under the name of the Conference of Allied Ministers of Education (CAME)¹⁵³. Upon the request of the relatively new organization, the United Nations called for establishment of an educational and cultural organization named (ECO/CONF) and established a conference in November of that year¹⁵⁴. By the end of this conference 30 nations had signed the Constitution of UNESCO, and the United Nations Economic, Scientific, Educational, and Cultural Organization was born.

UNESCO is classified as a specialized agency, which means it is an autonomous organization that works alongside the United Nations. Like other agencies such as the World Health Organization (WHO) and International Monetary Fund (IMF), UNESCO coordinates with the Economic and Social Council (ECOSOC) on its myriad projects. Today, UNESCO has grown to 195 members along with 8 associate members¹⁵⁵. UNESCO's main mission "is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information"¹⁵⁶. UNESCO focuses on a number of issues, but it identifies its two most important global priorities to be development in Africa and promoting gender equality.¹⁵⁷

Along with these global priorities, UNESCO's work is concentrated in five areas:

- Education for all
- Sustainable Development
- Addressing social and ethical challenges
- Cultural diversity, intercultural dialogue and culture of peace
- Information and Communication

For this conference, delegates will be researching and discussing UNESCO's work in the area of education, and the two topics you will explore are tied directly to UNESCO's two global priorities.

UNESCO Topic 1: Addressing Gender Discrimination in Education

"I have the right of education. I have the right to play. I have the right to sing. I have the right to talk. I have the right to go to market. I have the right to speak up."—Malala Yousafazi, 2011 CNN Interview

Background:

Since its inception in 1945, the United Nations has placed a special emphasis on education. One of the first official affirmations made by the UN was the Universal Declaration of Human Rights, which, among many other things, established the precedent of "Education for All" (EFA)—the idea that everyone has a right to education and that all levels of education should be equally accessible on the basis of merit alone.¹⁵⁸ Despite EFA's widespread approval, Member States did not begin

¹⁵³ <http://www.unesco.org/new/en/unesco/about-us/who-we-are/history/>

¹⁵⁴ <http://www.unesco.org/new/en/unesco/about-us/who-we-are/history/>

¹⁵⁵ http://portal.unesco.org/en/ev.php-URL_ID=11170&URL_DO=DO_TOPIC&URL_SECTION=201.html

¹⁵⁶ <http://www.unesco.org/new/en/unesco/about-us/who-we-are/introducing-unesco/>

¹⁵⁷ <http://www.unesco.org/new/en/unesco/about-us/who-we-are/introducing-unesco/>

¹⁵⁸ The Universal Declaration of Human Rights: Article 26.1. <http://www.un.org/en/documents/udhr/>

taking substantial steps towards implementation it until the 1990's, beginning with the Convention on the Rights of the Child (CRC) in 1990. The Convention established that access to development as an individual through education is a fundamental right of the child.¹⁵⁹ Later that year, nations gathered together in Jomtiem, Thailand for the World Conference on Education for All. There, Member States began to explore concrete steps that could be taken to expand access to education¹⁶⁰. For example, the conference encouraged enhancement of the learning environment and partnerships between regional bodies and between different levels of bureaucracy within a state. In the aftermath of the conference, Member States worked together within regional bodies to provide reports monitoring their progress. Ten years later in 2000, at the second World Conference for EFA in Dakar, it was decided that even greater specificity and accountability was necessary to see progress in education. This decision resulted in the Dakar Framework for Action (DFA). The DFA was composed of a set of six goals for the international community to strive to achieve by 2015.¹⁶¹ Among other things, the DFA created the first statement regarding the gender gap between the education of boys and girls. In its goals, it aimed to create gender parity in primary and secondary education by 2005 and achieve gender equality in education by 2015.

Millennium Development Goals

The capstone of the effort to improve international education was the creation of the Millennium Development Goals (MDGs) in 2000. Eight goals were established by the United Nations Millennium Declaration, all calling for improvements in human rights to be achieved by Member States before 2013.¹⁶² Of these, two pertained directly to education. MDG2 aimed to “ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.” MDG3 was in a similar vein, declaring the intention of Member States to fulfill the DFA goal of eliminating gender disparity in all levels by 2015.

Progress:

Today, there are 30 million more children in school than in 2000.¹⁶³ The concerted efforts of Member States have resulted in substantial improvement in the availability of education for all people, even in those areas where rates of education were the lowest, such as in South Asia and sub-Saharan Africa. From 1999 to 2010, there was an increase of 82% to 90% primary enrollment in developing countries.¹⁶⁴ Global primary completion has continued to rise as well: from 1999 to 2010, there was an increase from 81% primary completion to 90%. Furthermore, great strides have been made towards achieving gender parity in education. The primary goal of MDG3 of achieving gender parity in primary and secondary schools by 2015 has been realized for primary schools. The global average Gender Parity Index (GPI) is 97 girls attending school for every 100 boys—a figure that is considered parity with the accounting for +/- 3 percentage points. Secondary education remains a challenge, especially in sub-Saharan Africa where the current GPI is 82 girls per 100 boys—a disparity that is mirrored in several different regions.¹⁶⁵ However, the enormous achievement of arriving at gender parity in primary schools should be applauded, especially in those nations where gender discrepancy has been a great challenge, such as Bangladesh, Benin, Nepal, and India. The accomplishments and future goals of Member States in regards to girls' education are reflected in *A/RES/66/140*, “The Girl Child,” which addresses with great specificity the challenges facing girls in the world today and the constructive measures that

¹⁵⁹ “Convention on the Rights of the Child”: Articles 28-29 <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

¹⁶⁰ “Meeting Basic Learning Needs: A Vision for the 1990's. Proc. of World Conference on Education for All”: <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

¹⁶¹ “The Dakar Framework for Action” (2000): <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

¹⁶² *A/RES/55/2* (2000) “United Nations Millennium Declaration.”: Goal 2,3: <http://www.unmillenniumproject.org/documents/ares552e.pdf>

¹⁶³ “Eight Reasons Why Education Is Important to Achieve the MDGs.”: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-and-the-mdgs/eight-reasons-to-achieve-the-mdgs/>

¹⁶⁴ *The Millennium Development Goals Report 2012*: p.17

¹⁶⁵ *The Millennium Development Goals Report 2012*: p.21

Member States are taking to confront these. In addition, the resolution calls upon Member States to ameliorate the gender gap in terms of both education enrollment and quality thereof.¹⁶⁶

Challenges and Solutions to Explore:

There are still 75 million children out of school worldwide, 50% of whom live in Sub-Saharan Africa. Gains are being made, but not at a fast enough rate to achieve MDG2: it is estimated that about 56 million children will still be out of school in 2015.¹⁶⁷ The biggest impediment for realizing EFA remains the “education poor”—those on the fringes of society who are denied access to education due to their minority status, income levels, ethnicity, or gender. 54% of the world’s children out of school are girls, and twenty-eight nations continue to see rates of nine girls in school for every ten boys.¹⁶⁸ What’s more, gender disparities increase as education level increases. Whereas pre-primary and primary education have achieved parity between boys and girls, secondary and tertiary education continue to have a substantial gap between boys’ and girls’ enrollment. The practices that keep girls out of school are often the same factors that deny them equality and freedom within society: violence, early marriage traditions, early pregnancy, education laws that discriminate on the basis of gender, distant schools, negative attitudes in the community, and the burden of expectation that they remain at home to help their mothers run the household.¹⁶⁹

Gender-Based Violence

Gender-Based Violence (GBV), particularly School-Related Gender-Based Violence (SRGBV) continues to be a factor keeping many girls out of school or affecting their in-school performance, whether because of a decision on the girl’s part to stay out of school or a desire by their parents to protect them.¹⁷⁰ GBV can be psychological, physical, or sexual, but is always a violation of human rights. Practical solutions to address GBV include sensitization programs for both teachers and students and teacher training programs that can inform teachers how to best avoid GBV in the classroom by giving them useful strategies such as treating boys and girls equally, being aware of gender biases, and helping schools to establish programs to celebrate gender differences.

Textbooks:

Another important factor to address regarding GBV as well as other discriminatory issues towards girls are the textbooks and materials used in the classroom.¹⁷¹ Textbooks act as an important means of transmitting a society’s values to its next generation—a function that is magnified in societies where written materials are rare. UNESCO has had an important role in advising the formulation of textbooks since 1960 with its Conference on Discrimination in Education and thus has the purview to address the most pressing issues concerning the link between gender discrimination and textbooks:

1. When a limited number of textbooks are distributed in the classroom, they are most often given to boys rather than girls.
2. There is a substantial disparity in the representation of girls vs. boys in textbook materials.

¹⁶⁶ A/RES/66/140 (2012) “The Girl Child.”: <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/467/22/PDF/N1146722.pdf?OpenElement>

¹⁶⁷ “Eight Reasons Why Education Is Important to Achieve the MDGs.”

¹⁶⁸ *EFA Global Monitoring Report: Gender Overview*:

http://unesdoc.unesco.org/images/0021/002185/218569e.pdf#xml=http://www.unesco.org/ulis/cgi-bin/ulis.pl?database=&set=51604B26_0_351&hits_rec=10&hits_lng=eng

¹⁶⁹ “Gender and Education.” *UNESCO*: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/gender-and-education/>

¹⁷⁰ “Gender-based Violence (GBV).” *UNESCO*: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/gender-and-education/gender-based-violence-gbv/>

¹⁷¹ *Promoting Gender Equality Through Textbooks: A Methodological Guide*. Rep. United Nations Educational, Scientific, and Cultural Organization, 2009: p.7: <http://unesdoc.unesco.org/images/0015/001588/158897E.pdf>

Female Teachers

Female teachers have been found to have a substantial impact on girls' education; there is evidence of a direct correlation between the number of women teachers a school has and the enrollment of female students.¹⁷² Nations where there is a generally equal ratio of male teachers to female teachers have a corresponding parity of enrollment of male students to female students. There are several reasons for this connection. In some conservative societies (such as Pakistan, Bangladesh, and Afghanistan), girls are not permitted to be taught by male teachers. Even in more lenient cultures, parents often feel more comfortable sending their daughters to be taught by a female teacher rather than a male teacher.¹⁷³ Furthermore, there is a positive correlation between female teachers and girls' achievement/retention, especially in cases where female teachers act as role models and mentors to girl students. Where teacher training programs do exist, few are directed specifically towards women and the issues that they might encounter.¹⁷⁴ Creativity is essential to devise means of attracting qualified women to schools and to provide them with support, professional development, and equal treatment once they are employed.

Conclusion:

A 2010 report of the Secretary General on the status of Member States' achievement of the MDGs highlights those factors that have had the greatest role in assuring success of various educational development programs.¹⁷⁵ Effective governmental leadership as well as the capacity within the government to enact the policies set forth before them is fundamental, as is civil and societal involvement and empowerment. For, once the community becomes involved in the realization of the MDGs, movements gain momentum and power. Success cannot be achieved only at the local level, however. Global partnerships across non-governmental organizations (NGOs) and regional bodies are essential, as are increases in the quantity, quality, and focus of investments from Member States. However, as 2013 rapidly comes to a close, it has come time for Member States to explore what the future of education development will be after the MDGs have expired. The far-reaching impact that education has on all facets of society demands that Member States carefully consider what the future will hold and how they can commit to improving educational opportunities for all peoples.

Questions to Consider:

What strategies for increasing access to education have been particularly effective in your Member State / region and how can they perhaps be expanded successfully to other Member States? What is the current status of gender equality within your Member State? What steps can be taken to not only increase female enrollment in primary and secondary education, but to ensure that they receive the same quality education as boys? How can Education for All be expanded to deal not only with enrollment, but with the quality of education given to students? How can education be designed to better equip students for future employment and sustainable living? What should be brought into consideration for the post-2015 MDG agenda?

UNESCO Topic 1 Bibliography:

A/RES/44/35 (1989) "Convention on the Rights of the Child."

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> .

This convention is an important addition to any discussion of childhood education because it set the stage for the Education For All in the 1990's by first establishing the fact that access to development as an individual (i.e.: education) is a fundamental right of a child (See articles 28-29). Furthermore, it addresses issues of inequality for minorities and ways that Member States can improve upon this (See articles 17, 30).

¹⁷² *Advocacy Brief: The Impact of Women Teachers on Girls' Education*: United Nations Educational, Scientific and Cultural Organization. Rep. Asia-Pacific Program of Education for All, 2006: p.3: <http://unesdoc.unesco.org/images/0014/001459/145990e.pdf>

¹⁷³ *Advocacy Brief: The Impact of Women Teachers on Girls' Education*: p. 3

¹⁷⁴ *Advocacy Brief: The Impact of Women Teachers on Girls' Education*: p.6

¹⁷⁵ A/64/665 (2010) "Keeping the promise: a forward-looking review to promote an agreed action agenda to achieve the Millennium Development Goals by 2015.": p.16: http://www.un.org/ga/search/view_doc.asp?symbol=A/64/665

A/RES/55/2 (2000) “United Nations Millennium Declaration.”
<http://www.unmillenniumproject.org/documents/ares552e.pdf> .

A/64/665 (2010) “Keeping the promise: a forward-looking review to promote an agreed action agenda to achieve the Millennium Development Goals by 2015.”
http://www.un.org/ga/search/view_doc.asp?symbol=A/64/665 .

This report from Secretary-General Ban Ki Moon was in response to the findings in the 2010 Millennium Development Goals Report. Whereas the latter report was predominately focused on the current state of the goals, the Secretary-General's report has a large focus on what future challenges will be to achieving the MDGs.

A/RES/66/140 (2012) “The Girl Child.” <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/467/22/PDF/N1146722.pdf?OpenElement> .

This resolution from GA3 addresses with great specificity the challenges facing girls in the world today and the Member States that are attempting to improve these. Furthermore, the resolution actually gives Member States specific strategies that they can appropriate to better incorporate girls into the education system.

Barry, Ulrika P., and Karine Brun, eds. Proc. of World Education Forum, Dakar, Senegal.
 UNESCO. *The Dakar Framework for Action*. UNESCO, 29 Apr. 2000. Web. 6 Apr. 2013.
<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf> .

This is the Dakar Framework for Action agreed upon at the 2000 World Education Forum. A great deal of the document addresses discrimination in education It summarizes the outcomes of regional EFA conferences and the goals that they all agreed on. Note especially goals 1, 2, and 5 (found on pages 15-16)

Brugeilles, Carole, and Sylvie Cromer. Promoting Gender Equality Through Textbooks: A Methodological Guide. Rep. United Nations Educational, Scientific, and Cultural Organization, 2009. Web. 13 Apr. 2013.
<http://unesdoc.unesco.org/images/0015/001588/158897E.pdf> .

EFA Global Monitoring Report: Gender Overview. Rep. UNESCO, 2013. Web. 6 Apr. 2013.
http://unesdoc.unesco.org/images/0021/002185/218569e.pdf#xml=http://www.unesco.org/ulis/cgi-bin/ulis.pl?database=&set=51604B26_0_351&hits_rec=10&hits_lng=eng .

This recent report reflects the current state of gender equality in education. With ample figures and diagrams, it reveals the extent to which some progress has been made towards gender equality while elsewhere it has fallen flat. This report is most valuable for its regency, as well as its particular focus on gender equality.

"Gender and Education." United Nations Educational, Scientific and Cultural Organization: Education. UNESCO, 2012. Web. 13 Apr. 2013.
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/gender-and-education/> .

"Gender-based Violence (GBV)." Education | United Nations Educational, Scientific and Cultural Organization. UNESCO, 2012. Web. 13 Apr. 2013.
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/gender-and-education/gender-based-violence-gbv/> .

Kirk, Jackie. United Nations Educational, Scientific and Cultural Organization. Rep. Asia-Pacific Program of Education for All, 2006. Web. 13 Apr. 2013.
<http://unesdoc.unesco.org/images/0014/001459/145990e.pdf> .

Meeting Basic Learning Needs: A Vision for the 1990's. Proc. of World Conference on Education for All, Jomtiem, Thailand. New York: Inter-Agency Commission for the World Conference on Education for All, 1990. *World Conference on Education for All*. UNESCO, Apr. 1990. Web. 6 Apr. 2013.
<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf> .

The Millennium Development Goals Report. Rep. United Nations, 2012. Web. 06 Apr. 2013.
<http://www.un.org/millenniumgoals/pdf/MDG%20Report%202012.pdf> .

This comprehensive report details the progress that has been made towards the Millennium Development Goals in the decade (now longer) since their creation. For the purposes of this subject, a dual focus on Goal 2 (Achieving Universal Primary Education) and Goal 3 (Promoting gender equality and empowering women) would be most beneficial. This document also includes lots of clear and well-designed diagrams that demonstrate recent improvements (or lack thereof) towards these goals.

"The Universal Declaration of Human Rights." UN News Center. UN, n.d. Web. 06 Apr. 2013.
<http://www.un.org/en/documents/udhr/> .

"UNESCO Constitution." United Nations Education, Scientific, and Cultural Organization.
http://portal.unesco.org/en/ev.php-URL_ID=15244&URL_DO=DO_TOPIC&URL_SECTION=201.html .

OECD (2012), *Education at a Glance 2012: Highlights*, OECD Publishing.
http://dx.doi.org/10.1787/eag_highlights-2012-15-en .

UNESCO Topic 2: Using ICTs to Increase the Effectiveness of Education

Introduction to ICTs:

Information communication technologies (ICTs) is akin to information technology (IT), but more comprehensive. Where IT refers to acquiring, processing, and storing digital information with computers, ICT refers more broadly to audio, visual, and interactive mediums working in a unified manner to accomplish the sharing and presentation of information.

ICTs are playing an increasingly large role in education as globalization ensues and the classroom is becoming more tech savvy. Access to communication technology is constantly growing. Global cell phone penetration sits at 96% (and is only slightly lower in developing countries, at 89%). The cost for broadband internet has decreased 82%, making it more accessible worldwide. The processing capability of computers is increasing exponentially; Cisco predicts that by 2050, a \$1,000 computer will equal the processing power of all the human brains on Earth.¹⁷⁶ With the prominence of technology, two issues rise regarding education: how can classrooms ride the tech wave to more effectively teach students, and how can we insure that the gap in student experience between more and less developed countries does not widen as a result?

176 Evans, Dave. "Top 25 Future Technology Predictions." *Cisco IBSG Innovations Practice*. Cisco Systems, Dec. 2009. Web.

IT such as laptops, cell phones, projectors, and data management databases all contribute to the educational experience. ICTs, however, are more concerned with the specific technology which provides access to the wealth of information and opportunities available on the internet. E-books, smart boards, video conferencing, and interactive interfaces are all methods used to this end. Also, online education expects to harness adaptive artificial intelligence to individualize and streamline educational processes.

Contextual Background - United Nations Work on Education:

The Dakar World Education Forum (A/C.3/52/L.II/Rev.1) produced the *Dakar Framework for Action* to promote education for all. Acknowledging that opportunity to benefit from education is a basic human right, goals were set regarding gender equality, free and compulsory primary education, and the teaching of life skills. Led by UNESCO Institute for Education, UNESCO Institute of Statistics, and Regional/Subregional Education for All Forums, the Framework calls for the international community as a whole to join in the effort and hold each other accountable.

A/RES/55/2, which outlines the UN Millennium Development Goals created in an effort to promote quantifiable global development, places priority on education. Under this initiative, the UN and its member states aim for universal primary education by 2015. 90% enrollment was achieved in 2010 and the number continues to grow, but over 60 million children are estimated to still be out of school. The global rate of non-participation in primary schooling has been cut in half since the 1990s. The gender gap seems to be improving as well; only 53% of out of school children are girls.¹⁷⁷ In fact, the parity level between girls and boys' enrollment is currently at an acceptable point according to the goals set. While most countries have reached levels significantly above 80% primary enrollment, countries such as Djibouti (59%) and Eritrea (47%) are still facing major struggles. However, even those countries with low enrollment rates have experienced strong improvement; Djibouti's enrollment rate has risen 30% since 2000. As participation improves, the focus must shift to secondary school, tertiary education opportunities, and the overall quality of the education. Secondary school participation shows poor numbers in Africa in particular. Likewise tertiary school enrollment in some countries in Africa is almost nonexistent: 3% in the Central African Republic and 2% in Chad. The gender gap appears much more prevalent in secondary school and continues to degrade in tertiary schooling in developing and less developed countries. For instance, 47% of children participating in Guinea's primary schooling are females, but that number drops to 39% in secondary education and degrades further to 26% in tertiary education.¹⁷⁸

Case study- South Sudan:

Again, participation is not all that must be considered. An estimated 250 million children in school are not even learning basic skills¹⁷⁹. One reason for this lack of quality learning is that the growth in participation has not been matched with a growth in material capacity. Prior to the Peace Agreement in South Sudan being signed, only 2% of the population had completed primary school. Post agreement, the completion rate rose to 21%. However, this growth had limited actual effect because the schools lacked educational materials. South Sudan maintains the largest class sizes in Africa due to the resource shortages as a result.

This is an issue ICTs show great promise in solving. One proposed solution to this resource deficiency is education by MP3. Lifeplayer MP3s are solar powered information storage devices that play audio files containing educational instruction, partially offsetting the need for teachers. Lifeplayer Energy supplements these audio files with solar powered radio broadcast systems. These systems broadcast lessons to the devices, which also come preloaded with lessons. Students can stay up to date

¹⁷⁷The Millenium Development Goals Report 2012. Rep. United Nations New York, 2012. Web.

¹⁷⁸"Millennium Development Goals." *Data*. The World Bank, 2013. Web. Apr. 2013. <http://data.worldbank.org/about/millennium-development-goals>

¹⁷⁹Seki, Ismael. *The Importance of ICT for the Knowledge Economy: A Total Factor Productivity Analysis for Selected OECD Countries*. Publication. Turkey: Ege University. "; Twenty Percent of Young People in Developing Countries Fail to Complete Primary School and Lack Skills for Work." *Media Services*. UNESCO, 16 Dec. 2012. Web. Apr. 2013.

with school without needing to be in the classroom. Furthermore, students that are nomadic due to conflicts and natural disasters can maintain their lessons as long as they hold on to the small MP3 device.¹⁸⁰

This case study presents an opportunity for expanding education throughout the developing world. Virtual classrooms would allow any student with access to a network to take lessons online whenever they can and from the best professors available. As such, the cost of education would entail only network access costs. However, there are tradeoffs that must be considered, namely the need for person-to-person contact and the potentially negative impact that ICTs could have on employment prospects for teachers.

Past UN Action:

The Information and Communication Technology Task Force was created through resolution *E/2000/INF/2/Add.2* in 2000. This task force is focused on integrating private-sector companies, such as IBM and Cisco Systems, with NGOs and governments to pursue growth in the technology across variable economies. Sweden and Ireland, members of the task force, joined Canada and Switzerland to create the Global E-Schools & Communities Initiative (GeSCI). Then Secretary-General Kofi Annan noted that the initiative had “not only the potential to improve education, but also empower people, strengthen government, open up new markets, and galvanize our efforts to achieve the Millennium Development Goals.” The GeSCI is still being enacted by the task force, who has activated Fast Track Initiatives in regions experiencing particular difficulty in meeting their goals as the deadline for MDG’s approach. Those regions are Sub-Sahara Africa, West Asia, and the Arab State.¹⁸¹

Another organization was created in 2006 for promoting the integration of technology and education: the United Nations Global Alliance for Information and Communication Technology Development (UN GAID) (*DEV/2572/2006*). This organization’s mission is to foster dialogue between stakeholders to innovate and create solutions for education problems using technology. UN GAID established a flagship advocacy program called the Global Initiative for Inclusive Information and Communication Technology (G3ict). This initiative focuses specifically on “facilitating and supporting the implementation of the dispositions of the Convention on the Rights of Persons with Disabilities on the accessibility of ICTs and assistive technology.” Since its enactment in 2006, this initiative claims to have benefited an estimated one billion persons living with disabilities by making ICTs accessibly as measure of assistance.

The World Bank has also played a prominent role in supporting the evolution of education through ICTs. The bank’s flagship program, the Systems Approach for Better Education Results (SABER), is currently in the works. SABER collects and analyzes data regarding the use of ICTs and other educational methods worldwide. By comparing different policies and institutions in different regions, the initiative aims to disseminate the most effective strategies for learning. AusAid, CIFF, DFID, JICA, MEST, the New Zealand Ministry of Education, TALIS, READ, UNESCO, and UNICEF all stand behind SABER as it attempts to gain momentum and acceptance by the international community.¹⁸²

ITU is a specialized United Nation agency responsible for providing the technology statistics that make the aforementioned missions possible and quantifiable. ITU originally stood for International Telegraph Union, which was founded in Paris, 1865. In 1932 it was changed to International Telecommunications Union and was adopted as a specialized agency of the United Nations in 1947 comprised of 193 countries and 700 private-sector entities.¹⁸³

180 Pearson, Kristen. "Educating South Sudanese Students with MP3s." *ForumBlog*. World Education Foundation, 13 May 2013. Apr. 2013.

181 "The Knowledge Society." *ICT in Education*. GESCI, n.d. Web. <http://www.gesci.org/>.

182 "SABER." *SABER - Systems Approach for Better Education Results*. The World Bank, <http://siteresources.worldbank.org/EDUCATION/Resources/278200-1221666119663/saber.html>.

183 "About." *ITU: Committed to Connecting the World*. United Nations. <http://www.itu.int/en/Pages/default.aspx>

Private Sector:

The private sector both recognizes the need for ICTs in education and the opportunity. The Education World Forum is one testament to its recognition of the present need. The conference is well attended and boasts representatives for 70% of the world's population. A recent initiative developed at the forum is Assessment & Teaching of 21st Century Skills (ATC21S). The purpose of ATC21S is to create assessment mechanisms adequate to discover the level of learning students are obtaining concerning 21st century skills such as digital literacy and collaboration. In light of the results of such assessments curriculum may be shaped to properly prepare students for the current job market.¹⁸⁴

Furthermore, the necessary evolution of the classroom presents vast opportunities for corporations. At the Education World Forum, Pauline Rose, director of the Education for All Global Monitoring Report, discussed the need for leaders like Bill Gates to prioritize education. The Gates Foundation alone raised US\$ 4.3 billion for vaccinations against HIV/AIDS and tuberculosis. In order to put all the out of school children in classrooms, the cost is an estimated US\$ 16 billion per year. Currently, the private sector only spends \$683 million annually in support of education in developing countries. Private aid to developing countries' education accounts for just 5% of total education aid and less than .5% of only the world's ten largest companies' annual profits.¹⁸⁵ The support of the private sector is necessary to retain students by ensuring their efforts create real value.

What is the incentive for private sector involvement? Rose's report estimates that "if all children in low-income countries left school with basic reading skills, poverty would fall by 12%." Such a significant decrease in the poverty level by such a simple improvement would create entire new markets for business. Moreover, technology revolution opens doors for innovation. There is now the largely unexplored territory of making existing technology cheaper and more efficient to provide education to the masses in developing countries. With support from governments and international agencies, these companies could not only support the provision of a fundamental human right, but also garner substantial profits.

Samsung is spearheading the effort to provide education and is very active in Africa as well as Brazil. Its Blue Education initiative is aiming to provide Internet via solar powered ICT infrastructure that will reach 2.5 million students in South Africa, Kenya, Nigeria, Senegal, and Sudan by 2015.¹⁸⁶ Samsung also understands the need for sustainability by empowering educators and entrepreneurs. The company has recently opened its second Engineering Academy in Nigeria to facilitate the advanced education of students. Dell has approached the education challenge by forming an NGO that provides awards to tech innovations that solve problems in developing nations, incentivizing social entrepreneurship.¹⁸⁷

Issues to Consider Looking Forward:

The push to utilize ICT in education, especially regarding developing nations, is centrally to reform industrial economies and create knowledge economies. A knowledge economy places less emphasis on physical labor and more emphasis on research, discovery, and applying minds to create effective processes. The newness of this issue provides some difficulties. The largest current problem is the lack of a complete knowledgebase. While gaps in technology access and ability are clear, the usefulness of ICT in pursuit of knowledge-based economies has yet to be consistently and clearly affirmed.¹⁸⁸ Also, the efficacy of currently applications of ICTs is questionable. For instance, the United States is the number one investor in ICT research, but is only ranked 15th in capability and use.¹⁸⁹ Enlaces, a Chilean project to spread the use of ICT in school, has successfully

184"About ATC21S." *Assessment & Teaching of 21st-Century Skills*. University of Melbourne. <http://atc21s.org/>.

185"Education Needs a Bill Gates." *Opinion*. Al Jazeera/World Economic Forum, 22 Jan. 2013. Web.

<http://www.aljazeera.com/indepth/opinion/2013/01/2013121141327686972.html>.

186"Goals and Visions." *Samsung Blue Education*. Samsung, 2013. Web. May 2013.

187 "Books International (BI)." Dell Social Innovation Challenge. Dell, 2013. Web. May 2013. <http://www.dellchallenge.org/projects/books-international-bi>.

188Seki (2012).

189International Telecommunication Agency. *Measuring the Information Society*. Tech. Geneva: 2012.

proliferated the technology through their school systems. However, as that phase of the projected was only completed in 2007 with 95% of students having access to computers, there is not yet enough evidence to judge the effectiveness of the program.¹⁹⁰

A large barrier to overcome for successful implementation of ICT in classrooms is training teachers. While ICT is now prevalent in Chile, only half of the teachers are adequately trained. The education level of teachers is a limiting factor for the usefulness of ICT as students cannot take advantage of the technology without instruction. Also, there must be support systems in place to problem solve difficulties, both technical and otherwise. Additionally, the potential of ICTs to train teachers in general education practices is yet to be fully explored.

Questions for Consideration:

Some benefits of ICTs in education are clear if properly pursued, such as the cost effectiveness of virtual classrooms. ICTs also present greater opportunity to customize learning strategies for individual students, interact with the global community, and engage technology that is prevalent in today's job market. However, these benefits do not come without risks that must be closely monitored by the international community.

Can we insure that increasing the use of technology in education will not degrade social skills and other real environment abilities? What will limit technology from increasing to the point where certain students are alienated because they do not function well with the given process?

Also, is there a way to prevent families and business from taking advantage of students' ability to learn from home by expecting them to work during school time, thereby making their learning process even *more* strenuous?

What if virtual classrooms displace individual teachers, will teachers be out of work? Given the significant role teachers may play in students' lives, will a virtual replacement really be sufficient?

Finally, if education becomes a more globalized and connected system, how will the international community handle conflicts between countries and their influence on the citizens of other nations?

All of these potential issues should be taken into consideration while deliberating the next steps in fostering the best educational environment for every global citizen.¹⁹¹

UNESCO Topic 2 Bibliography:

Farrell, Glen; Isaacs, Shafika & Trucano, Michael (eds.). 2007. Survey of ICT and Education in Africa (Volume 2): 53 Country Reports. Washington, DC: infoDev / World Bank

This report from the Information for Development Program provides survey results concerning ICT's in Africa. The results include 53 individual African country reports with information on current status of education, status of ICT's, current projects, country goals, and forward looking commentary.

Price Waterhouse Coopers. *Information and Communication Technology for Education in India and South Asia*. Rep. Vol. 1. N.p.: n.p., 2010. ICT4E.*InfoDev*. Web. 7 Apr. 2013. <http://www.infodev.org/en/Publication.889.html> .

190 Hinostroza, Enrique, Pedro Hepp, and Ernesto Laval. *Enlaces: The Chilean ICT Experience in Education*. MirandaNet. Instituto De Informática Educativa - Universidad De La Frontera Red Enlaces - Ministerio De Educación De Chile, Web. May 2013.

191 "ICT and Education- Key Issues." *Education*. The World Bank, n.d. Web. 13 May 2013.

This report, undertaken by Price Waterhouse Coopers, details the use and extent of ICT's in South Asia and India. It includes country snapshots, information on training teachers for and with technology, and insights on ICT's in developing countries based on analysis of these regions.

Gaible, Edmond. 2008. Survey of ICT and Education in the Caribbean: A summary report, Based on 16 Country Surveys. Washington, DC: infoDev / World Bank.

This report from the Information for Development Program provides survey results concerning ICT's in the Caribbean. The results include 16 individual Caribbean country reports and analysis of regional trends of impact technology has on education.

International Bureau of Education, 66th Session, UNESCO/BIE/C.62/Proceedings and Decisions Geneva, 15 February 2013

This record includes the report of the director of the IBE. The report breaks down the IBE's mission(s), expectations, and strategic objectives for 2008-2013. It includes each specific category (i.e. Knowledge Production and Management) and its current status.

Transforming Education: The Power of ICT Policies. Rep. Paris: UNESCO, 2011.

This source illuminates the value of ICT's for educational transformation. It features 5 case studies to validate its claims. It goes further to explore the potential of greater future investment in ICT's for educational purposes.

Trucano, Michael. *What Do We Know about the Effective Uses of Information and Communication Technologies in Education in Developing Countries?* Working paper. Cheju Island: OECD International Expert Seminar of New Millenium Learners, 2007. Print. InfoDev.

This draft paper explores what is known and unknown regarding ICT's and their impact on education. It provides key insights on effectiveness, costs, and misunderstandings, then advises actions to address these issues.

UNESS. *Global Synthesis of the Findings of UNESS Documents.* Working paper. Vol. Progress Report. N.p.: UNESCO, 2009. Print. Education Policies and Strategies.

This progress report compiles documents from UNESS that detail the socio-economic status of educational development, government needs, donor responses, and specific country needs that are inadequately addressed.

"Education and ICTs: Projects." *Education.* The World Bank Group, Web.

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20533886~menuPK:617610~pagePK:148956~piPK:216618~theSitePK:282386~isCURL:Y,00.html>

"The State of Education." *EdStats.* The World Bank Group, Web.

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,contentMDK:21528857~menuPK:4324013~pagePK:64168445~piPK:64168309~theSitePK:3232764,00.html> .

These two sources feature databases/search engines to find information on the state of education in different states as well as projects going on involving education and the World Bank all over the world.

"SABER." *Education*. The World Bank Group, Web.

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:22710669~menuPK:282391~pagePK:148956~piPK:216618~theSitePK:282386,00.html> .

This website outlines and give links for more details regarding the Systems Approach for Better Education Results (SABER). SABER is the strategic initiative for increasing the quality of education by the World Bank and has been signed on to by many countries, but is still technically in its draft stages.

Sjoberg, Sien. "Science and Technology Education: Current Challenges and Possible Solutions." *Jenkins, Edgar (ed) VIII* (2002): *UNESCO*.

Albeit a bit dated, Sjoberg give a detailed, technical description of the problems societies face approaching education in science and technology. He breaks down the issues and offers specific solutions, showing, if not the problems still prevalent today, the view from a decade ago.

Mimicopoulos, Michael G. *The Global Economy in the Knowledge Era*. Tech. New York: DPADM/DESA, *United Nations Knowledge Management Branch*. Web. <http://unpan1.un.org/intradoc/groups/public/documents/un/unpan024391.pdf> .

Mimicopoulos defines a knowledge economy and outlines its benefits. As our world advances, transition to a knowledge economy is essential for continued growth and sustainable living. Science and technology in education play a large role in this transition.

Current Challenges in Basic Science Education. Publication. Paris: UNESCO, Education Sector.

This UNESCO report gives all the necessary information on the UN view on science education. It includes issues such as diversity, ICTs, teaching, assessing, and transference to the real world.

History of World Health Organization

“Health is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.” -World Health Organization, 1948

The World Health Organization (WHO) is a specialized agency in the United Nations led by the World Health Assembly. It provides leadership in understanding, documenting, and addressing the health problems that face the world. From recommending new ways to treat AIDS/HIV patients in Africa to delivering life-saving vaccinations to people in the deepest parts of the Amazon, the WHO’s work is as diverse as it is far-reaching. There are 193 member states that currently follow the Organization’s constitution and support its humanitarian efforts. Each country has its own needs and challenges that the WHO and its 34-member Executive Board try to meet.

The Organization is responsible for fulfilling its core functions of leading in matters paramount to health, determining the needed areas of research and knowledge, specifying standards, producing substantive policy options, providing support to its programs and projects, and monitoring disconcerting health situations around the world. It is especially concerned with combating infectious diseases and promoting general health of people in developing countries. The WHO in order to improve health opportunities worldwide uses a six-point agenda. These include:

- promoting development
- fostering health security
- strengthening health systems
- enhancing partnerships
- improving performance
- harnessing research, information, and evidence

These core functions are the guiding framework for the WHO and are set out in greater detail in the 11th General Programme of Work. Effective from 2006 to 2015, this program helps countries meet their Millennium Developmental Goals by working to eliminate the gaps in social justice, responsibility, implementation, and knowledge. Meanwhile, it focuses on reducing poverty, building health security, promoting gender equality, harnessing the developmental powers of science and technology, and other issues that have great potential in making a difference in troubled countries.

The WHO also serves as a primary resource for data and statistics involving water facts, disease, causes of death, life expectancy, mortality, diabetes, HIV/AIDS, immunizations, maternal and neonatal care, nutrition, and many more things. This information can be accessed on the Internet through the Global Health Observatory (GHO), the WHO Global InfoBase, and the Global Health Atlas. The Organization has all of its positions and opinions on the education, treatment, and prevention of health related issues accessible on the Internet along with its governing constitution and other important documents that are relevant to a delegate’s research and preparation for this committee.

WHO Topic 1: Developing Strategies to Prevent and Treat HIV/AIDS

Introduction, Background and Current Situation:

34 million people are currently suffering from human immunodeficiency virus infection / acquired immunodeficiency syndrome (HIV/AIDS). Seven million of these living with HIV are eligible for and still waiting on medication.¹⁹² These individuals disproportionately reside in the developing world; the World Bank reports that a “staggering 99% of people who die from AIDS, malaria, and tuberculosis (TB) live in the developing world.”¹⁹³ However, this virus is not confined to the developing world. It is estimated that in the United States 650,000 to 900,000 people are infected with HIV, and (most importantly) roughly 200,000 of these people do not know they have the virus.¹⁹⁴

HIV is a malicious virus that attacks the immune system and reduces the body's natural ability to fight off infection. At the virus's most advanced stage, (sometimes 10-15 years after infection), the infection becomes synonymous with AIDS, which is the term for the effects associated with prolonged exposure to HIV. Antiretroviral drugs can inhibit this process, but no clinical trials have proven any substance effective in eliminating the effects of HIV. This virus can be “transmitted through unprotected sexual intercourse (...), transfusion of contaminated blood, sharing of contaminated needles, and between a mother and her infant during pregnancy, childbirth and breastfeeding.”¹⁹⁵

This virus continues to spread rapidly, especially through sex workers. In fact, it is estimated that one out of every five sex workers have contracted this virus.¹⁹⁶ Children involved in the sex industry are increasingly at risk because they are poorly educated, do not partake in protected sex, and, by definition, have multiple sexual partners. Sub-Saharan Africa is at the heart of the epidemic, where 70% of newly infected adults and 91% of newly infected children live. The International Development Association (IDA) is a generous provider of ARV medication to children, reaching more than 2 million lives and giving them hope for a future.¹⁹⁷ However, less than 38% of infected children receive anti-viral medicines, leaving a large opportunity for improvement. Other treatments are available for persons in relationships where only one partner is infected with HIV/AIDS. These include pre-exposure prophylaxis (PrEP) and ART, an ARV therapy treatment. Of particular concern is protection for health workers who face the possibility of accidental exposure., though some post-exposure prophylaxis (PEP) treatments are available. These treatments consist of a set of ARVs taken no more that 72 hours after exposure attempt to prevent seroconversion, but are not perfectly effective.

Past UN Action:

The WHO's current goals are to “revolutionize HIV prevention, eliminate new HIV infections in children, catalyze the next phase of treatment, care and support, provide comprehensive and integrated services for key populations.”¹⁹⁸ One way the WHO is involved in the fight against HIV/AIDS is by proxy through UNAIDS, a partnership cultivated mostly for the purpose of coordinating research. Because the WHO is held in high regard by research institutions from around the world, they are in a unique position to serve as a partner in coordinating research and sharing data. This capacity allowed the WHO to play a central role in assisting UNAIDS in fulfilling S/RES/1308 (2000), which called upon UNAIDS to ensure cooperation between organizations involved in the fight against HIV/AIDS.

192 “WHO | HIV/AIDS.” *World Health Organization*. n.d. Web. 11 June 2013. <http://www.who.int/hiv/en/index.html>

193 “Combat HIV/AIDS, Malaria, and Other Diseases by 2015.” *The World Bank*. n.d. Web. 11 June 2013.

194 Fauci (1999).

¹⁹⁵ “HIV/AIDS.”

196 “Human Trafficking, HIV/AIDS, and the Sex Sector: Human Rights for All.”

197 “Combat HIV/AIDS, Malaria, and Other Diseases by 2015.”

198 “Global Health Sector Strategy on HIV/AIDS 2011-2015.”

Another aim, addressed in S/RES/1983 (2011), is to ensure gender equality and provide “assistance to women living with or affected by HIV in conflict and post-conflict situations.”¹⁹⁹ Noting that AIDS disproportionately affects women and girls (particularly in warzones and areas of conflict), this resolution mandates the inclusion of HIV prevention programs into peacekeeping missions.

The WHO's largest initiative is Treatment 2.0, which aims to prevent the deaths of over 10 million people by 2025.²⁰⁰ This program's primary goal is efficiency: allowing new ARVs to quickly scale up production and distribution. Underneath the auspices of Treatment 2.0, 1.4 million additional people began receiving treatment in 2010 alone.²⁰¹ As more patients are received into the program, the risk that HIV will continue to spread from these participants drops tremendously, making the task of eradication more straightforward when a cure or prevention is discovered.

One of the UN's central initiatives consists of the Millennium Development Goals (MDG). Of these eight MDGs, one was dedicated to combating HIV/AIDS (along with some other diseases). A target included in this MDG was universal treatment by 2010 (a metric that, unfortunately, has not been met). Another target aims to halt and reverse the spread of the virus by 2015. The UN Summit in September 2010 was a meeting of the General Assembly to take the measures needed to ensure the achievement of the original MDGs. Member states examined the goals that had not been accomplished or were not close to being accomplished and revised strategies so that the UN would remain active in their endeavors to meet the MDGs.

Education was a central strategy identified by member states during this summit: particularly in developing countries, few citizens understand the various ways the virus may be transmitted, proper care for someone infected with HIV, or preventative measures that can be taken. For instance, Vietnam reports that the results of a reproductive health and HIV prevention curriculum have been positive. The 2012 MDG Progress Report notes that including education methods in programming such as TV dramas was effective in reducing the transmission rate of HIV. TV dramas featuring education about HIV aired in many developing countries. In Nairobi, Kenya 90% of viewers reported a change in how they thought of HIV/AIDS. Because of these initiatives, today there are more people living with HIV/AIDS than ever before. Paradoxically, this is a good thing, as it shows people are receiving the necessary medical treatments to extend their life span. Additionally, decreases in the number of people newly infected by HIV shows that UN efforts are accomplishing positive results.²⁰²

Questions to Consider:

As shown in Vietnam and in the case of the TV dramas, public education about AIDS is important to ensure that both children and adults understand proper prevention methods. What methods can be used to ensure this understanding reaches at-risk individuals in developing countries?

How far along is your country with meeting the sixth MDG and its constituent targets? Are there any unique programs being developed in your nation that could be expanded worldwide?

A major challenge for expanding the Treatment 2.0 initiative is a lack of funding and resources. Given that distributing ARVs is the best method for controlling the spread of the HIV/AIDS epidemic, where can the WHO turn for additional assistance? How can the private sector help to create a more efficient distribution system?

199 S/RES/1983(2011).

200 “Millennium Development Goals: Tracking Progress on HIV/AIDS.”

201 “Treatment 2.0 At-A-Glance.” *World Health Organization*. n.d. Web. 11 June 2013.

202 *The Millennium Development Goals Report 2012* (2012).

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S/RES/1308(2000). "Joint United Nations Program on HIV/AIDS (UNAIDS)." Full-text available online at:

<http://www.un.org/en/ecosoc/docs/2009/resolution%202009-6.pdf>

The Economic and Social Council stresses the major concern this global emergency places upon nations. This resolution calls for focus to be placed more on MDGs dealing with health initiatives and for greater support to be shown to governments in nations where HIV/AIDS is most prevalent.

S/RES/1983(2011). "Resolution 1983 (2011)." Full-text available online at:

http://www.unaids.org/en/media/unaids/contentassets/documents/document/2011/unsc/20110607_UNSC-Resolution1983.pdf

This resolution calls nations to remember that without gender equality, HIV/AIDS cannot be fully suppressed. Peacekeeping efforts need to be employed to support prevention measures, response to sexual violence and HIV/AIDS treatments.

S/RES/1308 (2000). "The Responsibility of the Security Council in the Maintenance of International Peace and Security: HIV/AIDS and Peace Keeping Operations." Full-text available online at:

http://data.unaids.org/pub/basedocument/2000/20000717_un_sresolution_1308_en.pdf

In this resolution, the Security Council moves to employ the joint efforts of UN organizations in inhibiting the spread of HIV/AIDS. Specifically, it encourages long-term strategies which focus on HIV/AIDS prevention education, improved testing and counseling.

Secondary Sources

Fauci, Anthony S. "The AIDS Epidemic — Considerations for the 21st Century." *New England Journal of Medicine* 341.14 (1999): 1046-050. Print. <http://www.nejm.org/doi/full/10.1056/nejm199909303411406> .

This article discusses the origin of HIV/AIDS from Chimpanzees and its inevitable spread due to factors such as migration and the sex trade. It serves to draw attention to the scope of the problem and its staggering economic effects.

"Global Health Sector Strategy on HIV/AIDS 2011-2015." *World Health Organization*, n.d. Print. 28 Apr. 2013.

http://www.who.int/immunization/documents/WHO_IVB_ISBN9789241500661/en/index.html .

This article paints a vivid picture of the WHO's current efforts and future goals, as well as its previous endeavors to stop the spread of HIV/AIDS spread throughout the world.

"HIV/AIDS." *World Health Organization*, 2013. Web. 28 Apr. 2013. http://www.who.int/topics/hiv_aids/en/

This website provides statistics of the HIV epidemic, and generic information on policies used by the WHO to combat the virus. It is a well drawn out look through the eyes of WHO, their goals and their plans on achieving these. It includes a well explained account of HIV/AIDS from what the virus does to treatments available.

"Exploring Vulnerabilities and Responses in South Asia." Colombo: UNDP Regional Centre, 2007. Human Trafficking and HIV. Print. http://www.unodc.org/documents/hiv-aids/publications/human_traffick_hiv_undp2007.pdf .

Because of the link between HIV and human trafficking (which is often associated with the sex trade), this article focuses on education, labor policies, and advocacy as possible contributing solutions to the HIV epidemic. This article goes through many South Asian states, presenting various policy initiatives that have worked in these nations.

"Human Trafficking, HIV/AIDS, and the Sex Sector: Human Rights for All." *Gender Health*. Center for Health and Gender Equity and the Center for Human Rights and Humanitarian Law at American University Washington College of Law, Oct. 2010. Print.

http://www.genderhealth.org/files/uploads/change/publications/Human_Trafficking_HIVAIDS_and_the_Sex_Sector.pdf.

This article argues that the expansion of human rights is key to inhibiting the growth of HIV/AIDS and highlights many of the United States' initiatives and laws that ensure such human rights while emphasizing the need for a multilateral effort. This article contains many case studies from sex workers about why they chose this lifestyle.

"Millennium Development Goals." *The World Bank*. The World Bank, n.d. Web. 10 Apr. 2013.

<http://www.worldbank.org/mdgs/diseases.html>.

This article expounds on the World Bank's support for the supply of ARVs to the developing world.

The Millennium Development Goals Report 2012. Rep. New York: United Nations, 2012. Print.

<http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2012/English2012.pdf#page=40>.

This report highlights the efforts to diminish the spread of HIV/AIDS globally, with particular attention paid to the disproportionate risk born by women and girls.

"Millennium Development Goals: Tracking Progress on HIV/AIDS." *The Guardian*. Guardian Development Network, 22 Sept. 2010. Web. 04 Apr. 2013. <http://www.guardian.co.uk/global-development/2010/sep/22/millennium-development-goals-hiv-aids>.

The author makes note of gaps in HIV/AIDS prevention (particularly, the provision of ARVs to already-infected individuals), implying that without addressing these gaps, the overall outcome of the MDGs cannot be reached.

Piot, Peter, and Awa Marie C. Seck. "International Response to the HIV/AIDS Epidemic: Planning for Success." *Bulletin of the World Health Organization* 79.12 (2001): 1106-112. Print. <http://www.scielosp.org/pdf/bwho/v79n12/bu1540.pdf>.

The author explains how cultural stigmas can often hinder the decline of the HIV/AIDS epidemic, and how wealthier countries are just as much at risk as developing countries. He encourages changes in behavioral patterns as a prevention method.

"UN Global Initiative to Fight Human Trafficking." *Human Trafficking and HIV-AIDS*. UNODC, n.d. Web. 07 Apr. 2013.

<http://www.ungift.org/knowledgehub/en/about/human-trafficking-and-hiv-aids.html>.

This article discusses the close correlation and common factors between HIV and human trafficking. These factors include poverty, discrimination, unsafe sex and mobility. Development issues within a country perpetuate problems with human trafficking and HIV/AIDS.

"We Can End Poverty 2015." *United Nations Summit* (2010): 1-2. Print.

http://www.un.org/millenniumgoals/pdf/MDG_FS_6_EN.pdf.

This article shows strategies that are implemented and working today, such as Vietnam's curriculum on Reproductive Health and HIV prevention.

WHO Topic 2: Eradicated Diseases and the Distribution of Vaccines

Background:

Vaccines have, of all the advances in public health technology, provided perhaps the foremost defense against disease. Immunizations have the unique ability to prevent disease – not just mediate the effects of it – thus making the benefits of vaccines of particular importance in areas where consistent proper medical services are impossible. However, the development of vaccines can require the use of the live virus itself in research, thus raising ethical questions about the morality of holding a potentially devastating weapon. In addition, vaccines that are not properly stored can result in a public health danger if they are distributed – a danger that is particularly potent in cases where immunizations are most necessary (third-world/southern nations).

One disease that disproportionately affects these nations is HIV/AIDS. Attempts to create a vaccine for this disease have proven ineffective at best and harmful at worst, with the latest attempt resulting in a higher rate of infection amongst those who received the vaccine than those given the placebo.²⁰³ Attempts to create a vaccine have been scattered across many countries. The World Health Organization is currently involved in the fight against AIDS mostly by proxy, through the Joint United Nations Programme on HIV/AIDS.

The effects of preventable disease are seen in developed countries as well. Even nations such as France, Italy, Spain, and the United Kingdom have seen outbreaks of measles due to large portions of unvaccinated populations.²⁰⁴ Worldwide, 80% of infants are given basic immunizations.²⁰⁵ The WHO and others have emphasized that although this is great progress, the remaining 20% creates opportunities outbreaks (specifically for polio, a mostly eradicated disease). Some experts even predict that, if vaccination programs are expanded appropriately, polio could be eradicated by 2018. Most prominently, vaccination programs avert roughly 2-3 million deaths every year. Vaccines, therefore, for both their tremendous contribution to public health in the past and their future potential to prevent disease, deserve attention from the WHO.

Past UN Action:

The WHO has established guidelines for the proper care and transportation of vaccines, usually involving sub-zero temperature freezers. Genetic material used in vaccines breaks down quickly when not stored properly or if frozen and thawed multiple times. If correct genetic material is not within the vaccine when administered, then the immune system cannot correctly recognize it as a pathogen and the vaccine is ineffective. Therefore, proper care and storage of immunizations is critical. Even though these guidelines have been established, the ability of organizations to ensure these guidelines are followed is handicapped by a lack of resources and infrastructure, particularly in third-world nations.²⁰⁶

In terms of research, the WHO has specifically requested that the variola smallpox virus being held by research labs in the United States and Russia be destroyed.²⁰⁷ In neither case has this request been honored. However, the WHO has made no generalized judgment on the holding of eradicated diseases or potentially dangerous biological material. In addition, attempts to encourage research on vaccines for diseases which have not been eradicated have been halted or slowed by concerns about profit margins (since research is conducted by for-profit corporations) and protection of intellectual property.²⁰⁸ It is easy for

203Varughese, Ansa. “Experimental HIV Vaccine Fails, Government Stops Clinical Trials.” *Medical Daily*. 25 April 2013. Web. 26 April 2013.

204“What are some of the myths – and facts – about vaccination?” *World Health Organization*. April 2013. Web. 10 May 2013.

205“UN-backed Global Vaccine Summit aims to boost efforts to eliminate polio and other diseases.” *United Nations News Centre*.25 April 2013. Web. 10 May 2013.

206 “Global Vaccine Safety Blueprint” (2012)

207A60/1 (2007). “Smallpox Eradication: destruction of variola virus stocks,” https://apps.who.int/gb/ebwha/pdf_files/WHASSA_WHA60-Rec1/E/reso-60-en.pdf

208 “Intellectual Property Rights and Vaccines in Developing Countries” (2004)

biochemists to synthesize the vaccines, so some companies are hesitant to allow vaccines to be distributed without oversight, which handicaps efficient distribution thereof.

Possibilities for Future Action:

The *Global Immunization Vision and Strategy 2006-2015* identifies several areas in which the WHO's assistance will be needed. It notes that the creation of an international knowledgebase on new vaccines would eliminate a large barrier to the adoption of new immunizations. For instance, as new vaccines are released (particularly rotavirus and pneumococcal immunizations), a ready supply of medical expertise is needed in order to ensure these vaccines are distributed correctly to where it is most necessary. The report notes that “[w]ays need to be found to maximize the cost-effectiveness of contacts with immunization services (such as spreading the cost of these contacts across relevant health initiatives) and to strengthen national capability to project financial needs and obtain the required resources.”²⁰⁹ In both of these areas, the WHO can provide expert assistance without necessarily requesting that a great burden be placed on its monetary donors.

Additionally, the *Strategy*, along with many other official WHO documents, notes that “[t]here is a need to improve the quality of existing vaccine safety data, to enhance local analytic capacity, to establish health-care databases and to enhance information sharing within and across countries.” The same document notes that this would be best accomplished within an international support structure which assists in the development of training and standardized tools/techniques. Because medical expertise varies so widely, many doctors administering the immunizations may be unfamiliar with the proper storage and administration for each vaccine. Training varies significantly from provider to provider; the World Health Organization could work to standardize this training so as to bring the best expertise from individual organizations into a larger framework to ensure the benefits from vaccines are maximized.

The final pressing issue for the WHO to address is access to sensitive genetic material. The Organization dealt with this in 2010 when considering the necessity of maintaining samples of the variola Smallpox virus for the development of a more effective vaccine. This debate prompted one paper to remark “new technologies in synthetic biology have also created unanticipated problems for controlling access to variola genetic materials... new technologies in genome synthesis could confound existing strategies for containment of the virus.”²¹⁰ This challenge is not specific to variola smallpox. Other viruses, such as anthrax, are being considered for further therapeutic drug and immunization development. However, fears over the release of sensitive biological material have complicated these research efforts. Therefore, the WHO should consider providing some definition the bounds of ethical medical research on eradicated diseases (such as variola smallpox) and nearly eradicated diseases (such as polio).

Questions for Consideration:

Is it ethical for organizations to continue research on eradicated diseases?

Should it be permissible to use sensitive biological material in the development of new immunizations (considering the risk of bioterrorism incurred by distributing such biological material)?

How extensively are vaccines distributed and administered in your nation? Are there any immunization programs which need to be implemented or expanded?

Does your nation contribute to or receive assistance from the World Health Organization? What expertise could it provide?

How else can the WHO assist in encouraging the distribution of immunizations to poverty- and disease- stricken areas?

²⁰⁹“Global Immunization Vision,” 10.

²¹⁰“WHO Advisory Committee,” 22.

How can the WHO ensure vaccine programs in developed nations continue to be successful in preventing outbreaks?

World Health Organization Topic 2 Bibliography:

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A61/10 (2008). “Global immunization strategy: Report by the Secretariat.” Full-text available online at:

http://apps.who.int/gb/ebwha/pdf_files/A61/A61_10-en.pdf

A66/17 (2013). “Pandemic influenza preparedness: sharing of influenza viruses and access to vaccines and other benefits:

Pandemic Influenza Preparedness Framework 2013 biennial report.” Full-text available online at:

http://apps.who.int/gb/ebwha/pdf_files/WHA66/A66_17-en.pdf

A66/19 (2013). “Global vaccine action plan: Report by the Secretariat.” Full-text available online at:

http://apps.who.int/gb/ebwha/pdf_files/WHA66/A66_19-en.pdf

“Global Immunization Vision and Strategy 2006-2015.” *World Health Organization*. October 2005. Web. 9 April 2013.

http://whqlibdoc.who.int/hq/2005/WHO_IVB_05.05.pdf

This document, entitled “Global Immunization Vision and Strategy 2006-2015,” lays out a comprehensive review of the measures intended by the WHO to expand both access to and the extent of immunization. Additionally, it addresses the increasingly global nature of public health, and reviews immunization strategies in light of this development. This should provide a foundation for future decisions made by the WHO, in both an advisory role, and as a document which stipulates what has been previously accomplished.

“Global Vaccine Safety Blueprint: The Landscape Analysis.” *World Health Organization*. March 2012. Web. 9 April 2013.

http://whqlibdoc.who.int/hq/2012/WHO_IVB_12.04_eng.pdf

The “Global Vaccine Safety Blueprint” identifies various technical challenges facing immunization programs around the world. Published in 2012 by the Quality, Safety and Standards unit of the Department of Immunization, Vaccines and Biologicals within the WHO, it recounts the difficulties involved in storing, transferring, and administering vaccines: particularly in low-income countries where the public health facilities are often subpar. This could provide direction for a future endeavors to advance immunization programs.

“Intellectual Property Rights and Vaccines in Developing Countries.” *World Health Organization*. April 2004. Web. 9 April

2013. http://www.who.int/intellectualproperty/events/en/Background_paper.pdf

This paper, published in 2004 by the World Health Organization, chronicles the difficulties inherent in making vaccines produced only after the investment of much capital by private corporations available to the public at a low cost. If the WHO is to expand access to immunizations to low-income nations, they must accomplish the dual purposes of compensating corporations (and thus incentivizing them to continue research) and offsetting the cost of this compensation. This paper suggests various complexities surrounding this goal.

“WHO Advisory Committee on Variola Virus Research: Report of the Twelfth Meetings.” *World Health Organization*.

November 2010. Web. 9 April 2013. http://whqlibdoc.who.int/hq/2010/WHO_HSE_GAR_BDP_2010.5_eng.pdf

The official Report of the Twelfth Meeting of the WHO Advisory Committee on Variola Virus Research, published November 2010 provides a wealth of information on the extent of knowledge and status of current research on variola smallpox. Included is the Committee’s position on various research reports, including, but not limited to, the utility of

possessing a live virus and additional gaps in the knowledge-base which prevent proper preparation for a potential pandemic.

“State of the World’s Vaccines and Immunization: Executive Summary.” *World Health Organization*. 2009. Web. 9 April 2013. http://whqlibdoc.who.int/hq/2009/WHO_IVB_09.10_eng.pdf

This web document is the executive summary of the WHO’s 2009 State of the World’s Vaccines and Immunization. It provides an abbreviated encyclopedic recitation of current efforts to expand investment in immunizations, in addition to policy measures currently in place to expand access and distribution of new vaccines.

“2013-2018 Polio Eradication and Endgame Strategic Plan.” *Global Polio Eradication Initiative*. 9 April 2013. Web. 10 May 2013. http://www.polioeradication.org/Portals/0/Document/Resources/StrategyWork/EndgameStratPlan_20130409_ENG.pdf

This report, published in response to a 2012 resolution from the World Health Assembly (WHA), details the objectives and methods currently being used to pursue the eradication of polio worldwide.

Key Secondary Sources

Poland, G., Jacobson, R., Tilbert, J., Nichol, K.: *The Social, Political, Ethical, and Economic Aspects of Biodefense Vaccines*, in *Vaccine* vol. 27, sup. 4, November 2009, p.D23. Web. 9 April 2013.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2831650/>

The primary topic of this November 2009 article, written by four researchers from the Mayo Clinic and published in the medical journal Vaccine, addresses the need for effective tools to combat potential bioterrorism. The article points to vaccines as the primary biodefense mechanism, as vaccines may be deployed proactively to unaffected populations, and prevent potential damage. However, because the development of such vaccines can actually trigger the weaponization of the very threat it is intended to mitigate, the authors question the extent to which immunization should be a tool in unilateral biodefense, and suggest that such endeavors may be best managed by multilateral organizations.

Lane, Michael: *Remaining Questions about Clinical Variola Major*. *EID Journal*, Vol. 17 No. 4, April 2011, n.p. Web.

http://wwwnc.cdc.gov/eid/article/17/4/10-1960_article.htm

Michael Lane, of the Emory University School of Medicine, published his 2011 article “Remaining Questions about Clinical Variola Major” in the Emerging Infectious Diseases Journal of the Center for Disease Control. He addresses various potential uses for the live virus in medical research, before concluding that the utility of maintaining the virus does not outweigh the threat posed by the virus’ very existence. This conclusion, however, is a subjective one and may provide a valuable direction for the WHO’s deliberation.

“Vaccine Preventable Diseases and Migrant Population in the Mediterranean Countries and Balkans.” *EpiSouth*. April 2010. Web. 9 April 2013.

http://www.episouth.org/outputs/wp7/4_EpiSouth%20Strategic%20document%20on%20Vaccine%20Rev%20luglio%202010.pdf

This 2010 report by EpiSouth, the Network for Communicable Diseases in Southern Europe and Mediterranean Countries combines the expertise of European nations to identify and address the causes of low vaccine rates amongst migrant populations. These problems are not specific to Europe, and may be generalized across many low-income nations. Thus, many of these same solutions could be generalized by the WHO to globally advance best practices in immunization.

McFadden, Grant. *Killing a Killer: What Next for Smallpox?* PLOS Pathogens, vol. 6, issue 1, January 2010. Web. 9 April 2013. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2813274/>

This article by Glenn McFadden of the department of Molecular Genetics and Microbiology from the University of Florida addresses the challenges posed by advances in biochemistry to the continued prevention of bioterrorism. The article notes that orthopoxviruses, such as the variola smallpox virus which exists currently only in secured laboratories, may be reproduced from elemental chemicals if given enough money and motivation. McFaden concludes that ethical issues exist with continuing research on variola smallpox, even as fears of an international pandemic provide a compelling reason to do so. The World Health Organization, as an international organization with access to medical experts is in a uniquely optimal situation to determine the boundaries of ethical research on eradicated diseases.

“Live Variola Virus: Considerations for Further Research.” *Institute of Medicine*, July 2009. Web. 9 April 2013. <http://www.iom.edu/~media/Files/Report%20Files/2009/LiveVariolaVirusContinuingResearch/Variola%20Virus%20report%20brief%20for%20web%20final.pdf>

This 2009 report from the Institute of Medicine attempts to provide a comprehensive account of the utility of keeping current stocks of the variola smallpox virus. The report addresses the ability of scientists to do research for the purpose of developing immunizations and therapeutic drugs without possession or testing on the actual virus. It concludes that genomic sequencing can act as a viable substitute for the live virus in most research, with the notable exception of research done for the purpose of developing therapeutic drugs.

Delegate Guide



Baylor MUN Delegate Policies

Code of Conduct

Delegates are expected to remain in character at all times during committee sessions by adhering to the policies and interests of their assigned country. This entails displaying respect for the opinions and ideals of fellow delegates, even if these opinions and ideals conflict with their own priorities or the interests of their own assigned country.

Decorum

Delegates are expected to maintain decorum by displaying utmost courtesy and professionalism at all times. Delegates are expected to behave as professional adults both in respect for fellow delegates, respect and courtesy toward Baylor MUN staff, and respect for the facilities at Baylor MUN. In this regard, delegates are responsible for their own trash and may not bring food into the committee rooms. After each committee session, each delegate is to clean his/her own area before leaving the room.

Note Passing

Note passing is allowed, except during voting procedure. Note passing allows delegates to send formal notes to fellow delegates in order to ask questions, inform another delegate about an opinion or to ask for support for your own resolution, and as such it is an extremely effective tool to network for your resolution. As note passing is intended to support the diplomatic discussion, informal, personal, or notes otherwise deemed inappropriate will be collected by the chair and the delegate may be dismissed from committee immediately, at the discretion of the chair.

Attire

All clothing must portray professionalism and modesty. If a delegate's attire is deemed inappropriate by Baylor MUN staff, the delegate will be asked to leave the session and return with appropriate attire. In preparation for the conference, if the appropriateness of a certain outfit is in question, the delegate should opt for more professional attire.

- Standard delegate attire for the conference is business jacket, slacks (or skirts for women), dress shirt (with tie for men) and dress shoes.
- Shorts, ball caps, jeans, sneakers, and sunglasses are considered too casual.
- It is not appropriate for delegates to display any national symbols such as flags, pins, crests, etc. on their person during sessions. UN symbols are acceptable.
- Western business dress is preferred. Traditional dress is only permitted for international delegates in whose native countries professional business dress includes traditional cultural dress. Baylor MUN will not tolerate any delegate's attempt to portray a character using traditional cultural attire as costume.

Awards Philosophy

Awards are not intended to promote a spirit of hostile competition. Rather, they recognize excellence in committee, which is evaluated based upon consideration of the Delegate's participation in all aspects of the committee's work in formal session and unmoderated caucus. The best delegates will be those who stay in character as their assigned country and contribute not simply through giving speeches but also through working alongside other students to negotiate and formulate resolutions.

There will be awards given for Best Delegate in each committee as well as "Best Country Delegation," which recognizes excellence across committees. There will be awards given for Best Large Delegation and Best Small Delegation, which takes into consideration the overall excellence of the entire team while factoring in the total number of students on the team. The categories for these two awards will be announced prior to the conference once registration is closed and the size of the

delegations is known. Past examples are available on the website. Finally, there will be an award for Position Papers, which are optional, completed prior to conference, and considered separately from the at conference awards.

Academic Dishonesty and Other Unauthorized Assistance

Plagiarism will not be tolerated, nor should “prewritten” resolutions be brought to conference. Resolutions should be the product of work at the conference. While advisers and coaches are welcome to attend the sessions as observers, they should not interfere with the formal proceedings or participate in caucuses. Delegates may ask their advisers or coaches questions during a suspension of the meeting, but at no time should advisers or coaches take part in writing or editing the Delegates’ resolutions. In sum, attempts to gain an unfair advantage will have the opposite effect.

Electronics Policy

In our attempt to foster environmental husbandry, delegates may use laptops, iPads, etc. during unmoderated caucus to access research completed *before* conference that is saved on the computer in lieu of bringing paper copies of this material. However, these devices may not be used during formal session. Internet access will not be available in the conference rooms, nor should delegates use their own internet plans on their tablets or phones at any time. If delegates have questions about resolution content, they are welcome to ask their chairs or rapporteurs for guidance.

At no time should Delegates be using cell phones during committees. Delegates are encouraged to leave their phones with their adult chaperones to eliminate the temptation to send texts or check phones during committee.

Baylor Model United Nations Parliamentary Procedure Rules

Rules Philosophy

These rules will be used for all committees at the Baylor Model United Nations High School Conference. Each conference on the high school and collegiate level adopts its own rules of procedure. This set of rules was formulated with two primary goals in mind: 1) to simulate as closely as possible the procedures of the United Nations, and 2) to provide rules that make the most of the limited time available at conference.

Rules are intended to make sessions run smoothly and thus should not be abused or used in such a way that disrupts the primary purpose of the conference, which is to have an informed consideration of important global issues. Members should be familiar with these rules when they arrive at conference and should not rely on “points of information” to learn the rules at conference.

Rule 1: Duties of the Chair

The chair of the committee will open and close the committee’s meetings, oversee the debate and discussion, enforce the rules of procedure, delegate speaking privileges, count votes, and announce results. The chair may also propose motions including closing the speaker’s list, closing debate, and suspending or adjourning the meeting.

Rule 2: Conference Agenda

The Secretariat establishes the topic agenda for each committee, which is announced prior to the conference on the website and is outlined in the committee background guides. No additional topics may be added to the agenda during committee sessions, unless the committee’s agenda is specified as an “open” one.

Rule 3: Quorum

The chair may open a meeting or allow a procedural vote when at least one-fourth of the committee is present. However, one-half of the committee is required to be present before substantive votes shall be taken.

Rule 4: Voting

Each Member State will have one vote. Members who are “present and voting” must vote on all resolutions and amendments; others may abstain during substantive votes. All members must vote on all procedural motions (e.g. setting the time limits for speakers, setting topic order for the agenda). Votes shall be cast by show of placards unless a member requests a roll-call vote. However, the chair may deny the request for a roll-call vote if it is clear this is being requested to be disruptive, or if the privilege is abused. During voting procedure, proper decorum will be maintained, and members may not speak, pass notes or leave and enter the room.

Rule 5: Agenda Setting in Committee

Members of the committee may vote on the order in which to address the agenda topics, requiring a simple majority in order to pass. Proposed agendas will be voted on in the order they were first received.

Rule 6: Time Limits for Speeches

The committee shall vote on the time limit for the speaker after setting the agenda. The chair may appoint two members, one for and one against, to speak on the time limit proposed before putting the motion to vote; these speeches will be limited to 30 seconds. The committee needs a simple majority to set a limit on the speaker’s time. The chair may entertain additional motions later during the session to change the speaker’s time at his/her discretion.

Rule 7: Formal Session and the Speaker's List

Once the agenda is set and speaker's time decided, the chair will create a speaker's list for members to address the committee in an orderly fashion during formal sessions of committee; this is the process that is used by the United Nations during their sessions. Speakers will be given the floor in the order that their names appear on this list. Members may withdraw themselves from the speaker's list at any time and request to be added to the list by sending a note to either the chair or rapporteur. However, members may not trade spots on the speaker's list with other delegations, nor may they request to be added to the speaker's list if they are already on the list and are waiting to speak. After a delegate has spoken and are removed from the list, they may immediately request to be added again via a note to the chair or rapporteur.

After a speech is given, there will not be a formal period for questions or "points of inquiries" for the individual who delivered the speech. These queries can be made via note to the delegate or addressed during unmoderated caucus. At the chair's discretion, after a number of speeches are delivered, the chair will ask if there are any motions. At this time, delegates may request a suspension of the meeting for an unmoderated caucus or other motion that is in order. If there are no motions, the speeches will continue as ordered on the speaker's list.

Members of the committee may vote to close the speaker's list by earning a majority vote according the amount of members present and voting. This means no additional names can be added to the list. Members of the committee may vote to reopen the speaker's list by the same qualifications given there was at least one member remaining on the speaker's list. Once the speaker's list is exhausted, the committee automatically moves into the voting process.

Rule 8: Unmoderated Caucusing and Suspension of the Meeting

At this conference "unmoderated caucuses" will be utilized for the purpose of facilitating discussion among delegates as they work together to write resolutions. Unmoderated simply means that unlike "formal sessions" which are organized using the speaker's list, the chairs and rapporteurs will not recognize delegates and give them "turns" to speak. Rather, the Members will need to work cooperatively and engage in small group negotiation at this time. *Note that unmoderated does not mean unsupervised.* The chairs and rapporteurs will circulate in the room and observe the caucusing process to see that students are both being diplomatic and participating in the caucus. Unmoderated caucuses are a *key* part of the awards evaluation process. Members who are rude to fellow delegates, overbearing and attempt to dominate the caucus, or do not contribute to discussion in these caucuses will hinder their chance for an in-committee award, even if they are the best public speaker in formal session. Bottom line: being a good public speaker is not the only part of success at a Model UN conference.

To request an unmoderated caucus, members should move for a "Suspension of the Meeting" and specify an amount of time requested for caucusing. For example, a delegate may say, "I move for a 15 minute suspension of the meeting for a caucus". This motion requires a second, and there will be no speakers for or against these motions. As these are procedural votes, all delegates must cast a vote, and if a majority of the delegates vote in favor of the motion, the formal session is suspended and an unmoderated caucus begins immediately.

Rule 9: Working Papers, Draft Resolutions, and Amendments

A "working paper" is the rough draft of a resolution that students work on in caucuses. In order to achieve the status of a "draft resolution", these working papers must have a requisite number of sponsors or signatories. For this conference, 20% of the committee members present must be listed as either a sponsor or signatory before the paper becomes a draft resolution. The specific number required to achieve this 20% will be announced in committee. All working papers and amendments will be submitted to the chair or rapporteur before being distributed to the whole committee. Once the chair or rapporteur checks the working paper to see that it has proper sponsorship and all of the proper components (i.e. preambular and operative clauses), the working paper becomes a "draft resolution" and is distributed to the committee.

Amendments to the draft resolution must be approved by all of the resolution's sponsors; approval of signatories is not required. If all of the sponsors do not agree to an amendment, the full committee shall vote on the amendment, and if it passes by a majority vote, it becomes part of the draft resolution. This amended draft resolution must then be voted on and receive approval of the majority of members before it becomes a "resolution". If the amendment fails, the original version of the draft resolution will be voted on, and if it achieves approval by the majority of the members, it becomes a "resolution".

Rule 10: Precedence of "Disruptive" Motions

Disruptive motions are those that will alter the regular committee proceedings by ending or postponing discussion in some way. The following represents the order in which these motions take precedence with one being the highest in priority:

1. Point of Order and Information
2. Suspension of the Meeting (discussed above – rule 8)
3. Adjourn the debate on the topic
4. Closure of debate
5. Closure of speaker's list (discussed above – rule 7)

Members of the committee may raise points of order to bring the chair's attention to an error in procedure. Points of information may be raised if the delegate is confused about procedures. If a delegate is disruptive to committee proceedings and abuses points of information, the chair reserves the right to refuse to acknowledge these requests.

Members may move to adjourn the debate on the current topic. This means that all discussion on the current topic ends, including any debate on draft resolutions. The chair shall entertain two speakers for and two against a motion to adjourn the debate. After these speeches, the motion shall be put to a vote. If two-thirds of the committee members present votes to adjourn the topic, discussion ends immediately on this topic and beings for the next topic. If a two-thirds majority vote is not achieved, then the business of the committee resumes where it left off with motions on the floor, speaker's list, etc. Later, the committee may vote to resume discussion of the topic, and this shall occur by the same process – motion, second, speakers for and against, and a two-thirds majority vote.

Members may call for a closure of debate, which takes precedence over the speaker's list. This means that all discussion on the current topic ends, and any motions on the floor are put immediately to a vote. The chair may appoint two members to speak for or in opposition to the closure, after which the committee shall vote. The committee needs a two-thirds majority for closure of debate. Note that closure of the debate occurs automatically once the speaker's list is exhausted.

Rule 11: Technology Policy

Use of computers or iPads is prohibited during formal session. Using the internet on any laptops or iPads brought into committee is prohibited at all times. All research should be completed before conference.

Delegates are welcome to use laptops or iPads for typing working papers during unmoderated caucuses or to access their research completed before conference that is saved on the computer. If students do this, they must bring a flash drive to transfer the files to the rapporteur's computer, as internet will not be available in the conference rooms. However, laptops are not required, nor will any student be penalized if they do not type their working paper. Resolution worksheets and paper will be provided for handwriting working papers, and the rapporteurs will type these resolutions once they are accepted as draft resolutions.

At no time should Delegates be using cell phones during committees. Delegates are encouraged to leave their phones with their adult chaperones to eliminate the temptation to send texts or check phones during committee.

Rules of Procedure (Short From)

Motion	Purpose	Debate	Vote
**Point of Order	Correct an error in procedure	None	None
**Point of Information	Request clarification of rules	None	None
**Appeal of the Chair	Challenge a decision of the Chair	None	Majority
Suspension of the Meeting	Suspends the meeting for recess to allow informal discussions	None	Majority
Adjournment of Debate	Ends discussion on the topic without a vote and moves to the next topic (sometimes referred to as “tabling” the topic)	2 pro/ 2 con	2/3
Closure of Debate	Move to immediate vote	2 pro/ 2 con	2/3
** Amendments and 1st Vote of Division of the Question	Vote on sections separately prior to voting on entire draft resolution or report segment	2 pro/ 2 con	Majority
**Roll Call Vote	Vote by roll call, rather than show Placards	None	None
**Adopt by Acclamation	Pass a draft Resolution or draft Report Segments a body by consensus	None	ALL
Reconsideration	Re-open debate on an issue (Motion must be made by member who voted for “Adjournment of Debate”)	2 con	2/3 majority
Set the Speakers Time	Set or change the Speakers’ Time Limit	1 pro/ 1 con	Majority
Close the Speaker’s List (also applies reopening the list)	No additional speakers can be added to the speakers’ list once the list is closed.	None	Majority
Adoption of the Agenda	Approval of agenda order	None	Majority

** Only these Motions are accepted during voting procedure

Writing a Resolution

The anatomy of a resolution:

A **resolution** is a formal statement adopted by one of the organs of the United Nations. Resolutions have diverse purposes and forms depending upon both which body is adopting the resolution and the issue at hand. A resolution could simply be an official statement taking a stand on a particular issue. Other resolutions make recommendations for policies that nations could develop, or the resolution could charge a subsidiary group within the United Nations with researching and reporting on a particular issue. In the case of the Security Council, a resolution can demand that a nation take action or face sanctions.

Resolutions typically have two sections. The first section is composed of **preambulatory clauses**, which announce the purpose of the resolution and acknowledge past action in a particular area, including referencing prior resolutions. The most important part of the resolution is the **operative clauses**. These announce the action that the committee recommends be taken to address a particular issue. Wording of these clauses is important for the overall tone and impact of the resolution. For example, if the committee “recommends” action, this signifies less urgency than “requesting” that particular steps be taken. Only the Security Council should use strong language such as “demands”, as they are the only body whose resolutions are binding on member nations under the UN Charter. While resolutions need not have the same number of preambulatory and operative clauses, the most effective resolutions will have symmetry and a logical structure.

Common Preambulatory Clauses:

Affirming
Appreciating
Bearing in mind
Desiring
Expecting
Having adopted
Noting with deep concern
Noting with regret
Realizing
Seeking
Welcoming

Common Operative Clauses:

Adopts
Approves
Authorizes
Calls upon
Declares
Encourages
Invites
Reaffirms
Recommends
Suggests
Urges (*suitable only for Security Council)

The process of writing a resolution:

One of the goals of this Model UN conference is to work with other delegates to discuss solutions to world problems and to reach a compromise suitable to as many nations as possible. As member states begin to come to a consensus on the solution to a topic during informal debate they should begin to work on writing a **working paper**, which simply refers to your rough drafts of a resolution.

The main authors of a resolution are known as **sponsors**. It is understood that these individuals approve of the plans set forth in the working paper, and they plan to vote in favor of this draft resolution when it reaches the committee floor. Along with sponsors a resolution may have **signatories**. Signatories are individuals who may or may not agree with all of the proposals made in a resolution and are not necessarily expected to vote in favor of the draft resolution when it reaches the floor; however, they wish for the topic to be debated and voted upon by the full committee.

No successful resolution can be the work of a single delegate or even a few delegates. Indeed, to be approved by the dais as a **draft resolution** at this conference, 20% of the committee members present must be listed as either a sponsor or signatory on

the working paper. Draft resolution simply refers to a working paper that has been approved by the dais and that may be presented to the entire committee for debate and vote. The most successful resolutions will have many sponsors and signatories. However, there can be trade-offs to consensus. As the number of sponsors increases, it is more likely that the content of the resolution becomes narrower in order to gain broad support.

When the draft resolution is debated in the committee, it is not uncommon for *amendments* to be proposed. The process for proposing amendments varies depending upon whether or not all of the original sponsors approve of the amendment. If all of the sponsors approve, the amendment automatically becomes part of the draft resolution. If all of the sponsors do not approve of the amendment, this amendment must be voted on separately by the committee prior to voting on the draft resolution itself. Rules concerning amendments and voting are explained in the parliamentary procedure section above.

When a draft resolution is voted on and approved by the committee, it may then be formally called a *resolution*. Knowing the difference between a working paper, a draft resolution and resolution will enable delegates to better understand and properly use parliamentary procedures.

Guidelines for Resolution Writing at Baylor MUN:

Pre-written resolutions

Since the purpose of resolutions is to demonstrate your ability to work alongside other delegates to reach mutually agreed upon compromises, resolutions should be the product of the work of delegates at conference. ***Thus, no prewritten resolutions should be brought to conference, as this is contrary to the conference goals.***

Role of advisers at conference

While advisers and coaches are welcome to attend the sessions as observers, they should not intervene in the formal proceedings or participate in caucuses. Delegates may ask their advisers or coaches questions during a suspension of the meeting, but at no time should advisers or coaches take part in writing or editing the delegates' resolutions.

Electronics policy

In our attempt to foster environmental husbandry, delegates may use laptops, iPads, etc. during unmoderated caucus to access research completed *before* conference that is saved on the computer in lieu of bringing paper copies of this material. However, these devices may not be used during formal session. Internet access will not be available in the conference rooms, nor should delegates use their own internet plans on their tablets or phones at any time. If delegates have questions about resolution content, they are welcome to ask their chairs or rapporteurs for guidance.

Resolution writing

Students should formulate working papers during unmoderated caucuses. Delegates will be provided with resolution worksheets and paper for handwriting their working papers, and the rapporteurs will type these for the delegates once they are accepted as draft resolutions. If students wish to use their computers as they draft their working paper, they should bring a USB flash drive to transfer the files to the rapporteur's computer for final editing. However, laptops are neither required nor expected, and students who bring computers and type their working paper will not receive any special advantages in committee award scoring over those who handwrite their working papers.

2013 Position Paper Guidelines

A *position paper* is a short, succinct statement of your nation's opinion on a given issue. Writing a position paper is a great way to prepare for conference, as it requires that you research and formulate responses in advance of conference. It also provides you with a plan that you can then share with other delegates at conference as you work on writing a resolution. A position paper is different from a speech, however. Delegates who simply read their position papers in committee will be less successful orators than those students who speak extemporaneously, using their speaking time to engage issues presented in other delegates' speeches and to communicate to the entire committee progress made in your working groups during unmoderated caucus.

Writing a position paper is optional, and it will have no bearing on the awards scoring at conference. If your school wishes to complete a position paper, it must be submitted by 5:00 PM (CST) on Wednesday, October 16, 2013 to baylorunivmun@gmail.com. Submissions will be accepted beginning October 1st.

Position Paper guidelines – Follow carefully to be eligible for awards

- **Format:** papers should be ½ to 1 single-spaced typed page *per committee* including any footnotes you choose to include. If you write more, the committee will read only the first page. Papers should use 11 or 12 pt. Times New Roman Font and 1 inch margins. In the header, include your school's name and the country you are representing. Include headings within the document to identify the committee and topics addressed. Use page breaks in your document to separate committees. (See sample document template on our website.)
- **Content:** papers should state your country's position on the issue. For example, discuss your nation's history on this issue, or any resolutions or conventions you have supported in the past. The information in these papers should not simply restate the information provided in the committee background guides. It should be a reflection of the research you have done on the nation you are representing.
- **Submission:** *Combine the papers for all of the committees into a single document per delegation*; thus, if your school is representing multiple nations, you should submit one document *per nation* not one document per school. Documents will be accepted in these formats: .doc, .docx, or .pdf. Submit position paper documents to: baylorunivmun@gmail.com by 5:00 PM(CST) on Friday, October 16. We will begin formally accepting submissions on October 1st, and for papers sent on this date or following, you will receive a confirmation email within 24 hours. If you receive no confirmation email, this means there was an error with your submission.
- **Judging:** Awards will be given to the top three country delegations who submit a *complete* set of position papers. A complete position paper must include positions for each of the topics for all of the committees your member nation is participating in at the conference to be eligible. Check the country matrix on our website for the list of committees each member nation participates in. Papers will be judged based upon these criteria:
 - *quality of analysis;
 - *demonstration of research excellence;
 - *consistency with your nation's past policies;
 - *recommending policies that are within the constraints of the UN;
 - *recommending policies that take into account the constraints of geopolitical blocs your nation is a member of (e.g. NATO, EU, OAS);
 - *and quality of the writing/presentation of the ideas including grammar.
- **Academic Integrity/Citation:** The papers should be the work of the delegates. Plagiarism, including copying and pasting from internet sources, will result in disqualification for the entire delegation's position paper. A bibliography is not required, but students may cite specific documents using footnotes, if they wish. If footnotes are used, they will be counted as part of the page length.