SVISG Intra- MUN, 2015

UNGA   UNHRC

Letter from the Executive Board

Greetings,

Delegates are requested to keep a few pointers in mind before reading the background guide and preparing for the simulation of the United Nations General Assembly and United Nations Human Rights Council at SVISG Intra- MUN'15.
A background guide is not supposed to contain all the information on an agenda.
It contains an introduction to the agenda to help delegates in further research.
The background guide is divided into five different sections.

The first section is about the **UNGA & UNHRC** and their functions and powers. The functions and powers of all councils and committees are outlined by their mandate, which also defines the scope of debate in council. The mandate also defines what kind of actions can be taken by the committees and how they are separate from the actions taken by other committees.

The second section clearly marks the **sources** that will be accepted as proof/evidence in the committee. In situations where the Executive Board asks a delegate for **proof/evidence** to back up their statements, any source might be brought up for debate if it has institutional backing, and might even be accepted as the belief of the country. But no sources, other than those mentioned in this section will be accepted as credible. However, research can be done and debate can continue using any source as such, but delegates are advised to cross-check statements and speeches with the mentioned credible sources to be on a safe side.

The third section will provide you with the guidelines to submit a **position paper**. All the delegates are requested to go through this section carefully as your position papers are going to be marked upon seriously in the SVISG Intra- MUN'15; the best one will be awarded too.

Then the fourth section includes the guidelines for submitting the **country profile**. It is again an essential part of the MUN as it will affect the final results of the simulation.

Finally, the fifth section explains the **agenda** at hand in brief by the respective Executive board of the committees. Delegates must note that to understand any agenda it is important to deeply explore its development in his- tory and understand various political, social, legal, cultural, religious, economic and security aspects riding with it. The guide just touches upon some of these aspects and the delegates must explore them in detail while preparing for and deliberating during the conference.

Many sections are followed by or include links which will help in understanding the agenda better, attaining relevant documents and guide you for further research on the issue. Delegates are requested to visit and explore these links.

Following is a suggested pattern for **researching** (if required):

• Researching and understanding the United Nations and the Committee/Council being simulated − Its Mandate, including understanding historical work done on the agenda.
• Research on the allotted country. Understanding its polity, economy, culture, history etc.
• Comprehending the Foreign Policy of the allotted country. It includes understanding the ideology and principles adopted by the country on the agenda. It further includes studying past actions taken by the country on the agenda and other related issues − specifically analysing their causes and consequences.
• Reading the background guide thoroughly.
• Researching further upon the agenda using the footnotes and links given in the guide and from other sources such as academic papers, institutional reports, national reports, news articles, blogs etc.
• Understanding policies adopted by different blocs of countries (example: NATO, EU etc.) and major countries involved in the agenda. Including their position, ideology and adopted past actions.
• Characterising the agenda into sub-topics and preparing speeches and statements on them. It is the same as preparing topics for the moderated caucuses and their content.
• Preparing a list of possible solutions and actions the UNGA/UNHRC can adopt on the issue as per your country's policies.
• Assemble proof/evidence for any important piece of information/allegation you are going to use in committee
• Keeping your research updated using various news sources, especially news websites given in the proof/evidence section.

Lastly, we would request all the delegates to put sincere efforts in preparation and research for the simulation and work hard to make it a fruitful learning experience for all. Feel free to contact if you have any queries or doubts.

Warm Regards,

UNGA
Kajal Sonkar, Chairperson
Chetna Pherwani, Vice Chairperson

UNHRC
Garima Sharma, Chairperson
Simran Mulchandani, Vice Chairperson

Brief about the Committees

United Nations General Assembly

Introduction

The General Assembly (GA) is one of the primary policy and decision-making organs of the United Nations (UN). The GA has six Main Committees, each of which focus on particular issues including social and humanitarian situations, international security, economic and financial situations, as well as UN budgetary and operational issues. The GA was established as one of the principal organs of the UN when the organisation was founded in 1945 following the end of the Second World War. The UN was established with four main tenants: establish peace and security, facilitate friendly relations among states and serve as a centre for cooperation, reduce poverty and secure human rights and freedoms; these pillars have shaped the work of the UN, and the GA continues to adapt its program of work to changes in the emerging international system.

Mandate

The GA derives its mandate from provisions outlined in the Chapter IV of the Charter of the United Nations (1945). Overall, the GA is tasked with discussing "any questions or any matters within the scope of the present Charter or relating to the powers and functions of any organs provided for in the present Charter." This framework for the GA's mandate provides the substance for each committee's program of work and focus.

United Nations Human Rights Council

Introduction

Human rights are inalienable entitlements established not by law, but by human birthright, and the history of human rights has been shaped by all major world events and by the struggle for dignity, freedom and equality everywhere. However, it was only with the signing of the Charter of the United Nations (1945), the subsequent establishment of the United Nations (UN) in the shadow of World War II, and the call to "reaffirm faith in fundamental human rights," where human rights finally achieved formal, universal recognition.

Mandate

Recognising the need to preserve and build on the Commission's achievements and to redress its shortcomings, the HRC was created to ensure stronger system-wide coherence and preserve the value of human life "in larger freedom." The Council was charged with, inter alia, assuming the roles and responsibilities of the Commission, promoting the full implementation of human rights obligations, responding to human rights emergencies, undertaking a universal periodic review, and making recommendations to States and the General Assembly (GA).

Proofs/ Evidence in a Committee

Evidence or proof is from the following sources will be accepted as credible in the committee:

1. News Sources
    a. REUTERS – Any Reuters' article which clearly makes mention of the fact stated or is in contra diction of the fact being stated by another delegate in council can be used to substantiate arguments in the committee. (http://www.reuters.com/)
    b. State operated News Agencies – These reports can be used in the support of or against the State that owns the News Agency. These reports, if credible or substantial enough, can be used in sup port of or against any country as such but in that situation, they can be denied by any other country in the council. Some examples are,
    —RIA Novosti (Russia) http://en.rian.ru/
    —IRNA (Iran) http://www.irna.ir/ENIndex.htm
    —Xinhua News Agency and CCTV (P.R. China) http://cctvnews.cntv.cn/

2. Government Reports: These reports can be used in a similar way as the State Operated News Agencies reports and can, in all circumstances, be denied by another country. However, a nuance is that a report that is being denied by a certain country can still be accepted by the Executive Board as credible information. Some examples are,
    a. Government Websites like the State Department of the United States of America http:// www.state.gov/index.htm or the Ministry of Defence of the Russian Federation http:// www.eng.mil.ru/en/index.htm
    b. Ministry of Foreign Affairs of various nations like India (http://www.mea.gov.in/) or People's Re- public of China (http://www.fmprc.gov.cn/eng/).
    c. Permanent Representatives to the United Nations Reports http://www.un.org/en/members/ (Click on any country to get the website of the Office of its Permanent Representative.)
    d. Multilateral Organisations like the NATO (http://www.nato.int/cps/en/natolive/index.htm), ASEAN (http://www.aseansec.org/), OPEC (http://www.opec.org/opec_web/en/), etc.

3. UN Reports: All UN Reports are considered are credible information or evidence for the Executive Board.
- UN Bodies like the UNSC(http://www.un.org/Docs/sc/) orUNGA(http://www.un.org/en/ga/).
- UN Affiliated bodies like the International Atomic Energy Agency (http://www.iaea.org/), World Bank (http://www.worldbank.org/), International Monetary Fund (http://www.imf.org/external/index.htm), International Committee of the Red Cross (http://www.icrc.org/eng/index.jsp), etc.
- Treaty Based Bodies like the Antarctic Treaty System (http://www.ats.aq/e/ats.htm), the International Criminal Court (http://www.icc-cpi.int/Menus/ICC)

NOTE: *Under no circumstances will sources like Wikipedia (http://www.wikipedia.org/), Amnesty Inter- national (http://www.amnesty.org/), Human Rights Watch (http://www.hrw.org/) or newspapers like the Guardian (http://www.guardian.co.uk/), Times of India (http://timesofindia.indiatimes.com/), etc. be accepted as PROOF/EVIDENCE. But they can be used for better understanding of any issue or even be brought up in debate if the information given in such sources is in line with the beliefs of a Government.*

Position Paper Guidelines

Submission Deadline: 19th July, 12:00 am

Each committee topic should be addressed in a succinct policy statement representing the relevant views of your assigned country. You should identify and address international and regional conventions, treaties, declarations, resolutions, and programs of action that are relevant to the policy of your country or NGO. You should also include recommendations for action to be taken by your committee. A delegate's role as a Member State, Observer State, or NGO should affect the way a position paper is written.

NOTE: Please pay careful attention to the following guidelines when drafting and submitting your position papers. Only those delegations that follow the guidelines and meet the submission deadline will be eligible for position paper awards.

Format of the Position Paper

All papers must be typed and formatted according to the standards below:
• Length must not exceed two pages
• Margins must be set at 1 inch or 2.54 cm. for the whole paper
• Font must be Times New Roman sized between 10 pt. and 12 pt.
• Country/NGO name, school name, and committee name must be clearly labeled on the first page
• Agenda topics must be clearly labeled in separate sections
• National symbols (headers, flags, etc.) are deemed inappropriate for SVISG MUN position papers.

Please note that position papers must be comprised of entirely original writing. The SVISG MUN Conference will not tolerate plagiarism, including copying from Committee Background Guides. Violation of this policy may result in dismissal from the conference. Although United Nations documentation is considered within the public domain, the conference does not allow the verbatim re-creation of these documents.

How to Submit Your Position Papers

Position papers need to be submitted by email in .pdf or .doc formats. As proof of submission, include yourself as an email recipient. Please use the committee name, your name, your allotment and class with section   in the email subject line and in the filename (example: GA_Kajal Sonkar_USA_12th A).

Email your complete position paper for your country to the Chairperson for the committee you are attending and "cc:" the Vice chairperson of your respective committee.

> **UNGA**
> **Chairperson: kjsonkar@gmail.com**
> **Vice Chairperson: chetnapherwani97@gmail.com**
>
> **UNHRC**
> **Chairperson: garima.shharma@gmail.com**
> **Vice Chairperson: simran.mulchandani2@gmail.com**

Notes on writing Position Papers

• Do not write them until you are nearly, if not totally, done researching. Before you draft a position paper, outline your facts and ideas so that the paper flows logically.

• Think of a position paper as essentially an outline for your ideas and goals as a country. Therefore, the last section of the paper does not need to contain goals that you could realistically achieve after negotiations and compromise – but they should be goals that your nation is willing and prepared to pursue.

• Remember:
  - By the time you have finished the position paper, you should be ready to defend and explain all of your ideas in committee.
  - Your ideas should reflect your nation's position – only start researching or creating possible solutions once you have fully researched your nation's position on the issue.
  - The solutions you propose should be as original as possible. Solutions already enacted in previous documents or initiatives should not be included unless there is a valid reason to repeat them.

• To give credit to your position and solutions, make sure to give sufficient specific evidence. Include dates, historical background, titles, names, and any other relevant details.

• When explaining ideas, strike a balance between being concise and thorough. Include specifics in your plans but make sure your descriptions of those specifics are brief and easily understood.

Your position paper is your greatest weapon at the start of committee; not only does it reflect how much you've prepared for conference, but it also provides you with a quick reference to your position that you can rely on.

All the best!
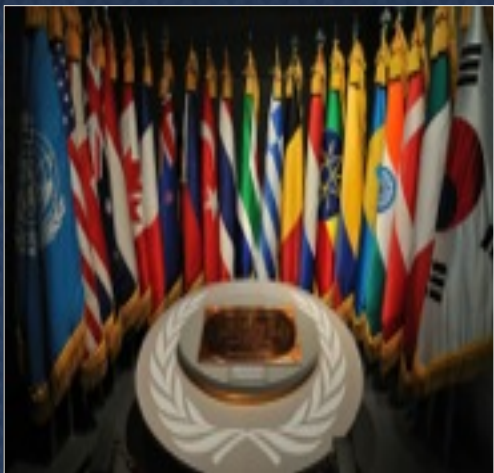
Country Profile Guidelines

Submission Deadline: 20th July, 2015

Country Profile is a document/project which gives a complete picture of the country being represented by a delegation during the conference. It provides information on the country's historical background, freedom struggle (if any) and constitutional growth, its emergence as a nation, nature of polity, system of governance, features of economy, the military set up, the cultural heritage, its geographical features and the foreign policy with specific reference to the United Nations. The profile should reflect excellent research work, systematic compilation of information and artistic presentation. It should not be a mere listing of facts, representation of data from various sources. The delegate should strike a harmonious balance between written text matter, pictures and art work. The aim of doing this project should be to gain knowledge of the country being represented rather than just mere submission of the profile

The Country Profile should include information on the following aspects:

• Historical background
• Constitutional growth
• Geographical features
• Resources – Natural and Human
• Cultural and Religious Background
• Government - Form and Structure
• Political System – Nature and Functions
• Economy – Features, Current State and Exports
• Military – Setup, strategies, strengths and weaknesses
• Foreign Policy – Features and Guiding Principles
• Foreign relations – with neighbouring and other countries of the world
• Role in United Nations – Overall strategy, Level of participation, voting bloc.

How to Submit your Country Profile

• The format for the country profile will be same as the Position paper unless the delegate wants to present it in a creative manner.
• The country profile must be Submitted to Meenal Ma'am by Monday, 20th of July (preferably, in the Activity Period).

NOTE:It is mandatory to submit Country Profile for a delegate to be eligible for the Best Delegate Award.

United Nations

General Assembly

UNGA:
Background Guide

AGENDA:

"Achieving Sustainable Development with Environmental Protection"

Letter from the Chairperson

Dear Delegates,

It's an honour for me to address you as your chair on United Nations General Assembly of SVISG Intra- MUN, 2015. My name is Kajal Sonkar and I'll be leading our group during the committee sessions.
This Background Guide is meant to provide you with an introduction to the agenda and help steer you in the right direction for research. However, this should only be a starting point for your research. You should further delve into the given topic and prepare yourself for intense debates towards implementing the Sustainable Development Goals (SDG's).

The main topic during the committee sessions will be the implementations of SDG's and how will the UN accomplish that. It will be up to you, to decide, which points should be emphasised, because sadly, there is not enough time to consider them all at once. Your job will be to prepare systematic resolutions on the realisation of the selected goals.

What is what, our group's work does not finish with that. The UNGA may draft a resolution on the reform of the UN, regarding to the UN not being sustainable enough at the moment. This will be freely decided upon delegates themselves during the conference. All the resolutions prepared will be discussed on the last day of the conference, meaning that delegates must extremely thoroughly discuss the possible solutions to the Goals or the reform of the UN.
Other than that, feel free to contact me if you have any questions regarding our committee. I am very excited to work with you all and cannot wait for the conference to start.

Warm Regards,
Kajal Sonkar
Chairperson,
United Nations General Assembly

Introduction

Our Common Future, also known as **The Brundtland Report**, is a 1987 Report commissioned by the United Nations (UN) that defines sustainable development as **"development that meets the needs of the present without compromising the ability of future generations to meet their own needs"**. It further elaborates on this definition by including the concepts of needs and limitations where needs refers to **"the essential needs of the world's poor, to which overriding priority should be given"** and the concept of limitations refers to those "imposed by the state of technology and social organisation on the environment's ability to meet present and future needs".

There are three dimensions to sustainable development: **economic, social and environmental**, which are interdependent and mutually reinforcing. The Brundtland Report states that **"sustainable development is a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development; and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations."**

The **United Nations Conference on Sustainable Development (Rio +20, June 2012)**, is the most recent conference held by the UN to address issues surrounding sustainable development on a global scale. Rio+20 emphasised the importance of incorporating the three dimensions into any and all efforts related to sustainable development. Sustainable development frameworks should seek to balance and integrate these dimensions, in order to increase cooperation and effectiveness, while seeking to reduce redundancy and repetition amongst the sectors. The outcome document of Rio+20 was entitled **The Future We Want**, and included an outline for the creation of a set of **sustainable development goals (SDGs)**. As the 2015 deadline for the Millennium Development Goals (MDGs) approaches, the creation of the SDGs would ensure that the sustainable development agenda is furthered and integrated into **Post-2015 Development Agenda**.

The Challenge of Achieving Sustainable Development

Since 1992, the number of **Multilateral Environmental Agreements (MEAs)** has grown significantly, and there are now many hundreds of binding and non-binding global agreements on environmental issues, as well as a wide range of other agreements that address social and economic aspects of development.

Despite the growing number of institutions and processes addressing sustainable development, environmental problems have intensified globally. The findings of the **Millennium Ecosystem Assessment** in 2005 showed that 'over the past 50 years, **humans have changed ecosystems more rapidly** and extensively than in any comparable period of time in human history', and that this has resulted in 'a substantial and largely irreversible loss in the diversity of life on Earth'. The I**ntergovernmental Panel on Climate Change** has found that global CO2 emissions grew by 70% between 1970 and 20044. This is despite the overwhelming scientific consensus that increasing levels of CO2 in the atmosphere caused by human activity pose a serious threat to human well-being. This time-frame also corresponds with the period during which the global community has come to understand human impact on the environment better than ever before, and has developed an ever-expanding system of global governance designed to address these problems.

It is important to recognise that coincidence does not imply causality. The continued degradation of the global environment has not been caused solely by governance weaknesses, but rather by a multitude of drivers, including prevailing economic models and patterns of consumption and production. However, there are governance arrangements that have exacerbated the problem, including institutional arrangements that preclude the prioritisation of sustainable development objectives; which stall rather than enhance the effective integration of the **three pillars of sustainable development;** and which do not meet the challenge of governing **global public goods**. Some of the specific challenges in this regard are outlined in the upcoming pages.

1. The Governance of the Global Commons

Most environmental problems are global in nature - whilst they may be the result of actions taken and endorsed at a national level, they have global ramifications. Many ecosystems that are managed under national jurisdictions have immeasurable global benefits – such as forests through carbon sequestration and climate regulation - and their destruction and degradation can lead to negative impacts in regions far removed from the source. It is therefore crucial that any system of global governance can effectively manage the 'global commons'.

The current governance of the global commons through the prism of national sovereignty remains one of the most fundamental obstacles to progress. Whilst global public goods that lie within national boundaries continue to fall under the jurisdiction of the nation state, it is likely that decisions will be made on the basis of national interests rather than global concerns. Nation states continue to often be ideologically opposed to governance arrangements that would involve ceding sovereign authority over natural resources to a supra-national institution making decisions in the global interest, especially when there is little short-term incentive to do so. This explains the absence of effective compliance mechanisms and enforcement regimes for most global environmental agreements.

2. Effectiveness of the United Nations Environment Programme (UNEP)

UNEP was conceived to be the 'environmental conscience' of the United Nations. UNEP itself is not a specialised agency, but rather it is attached to the United Nations General Assembly as a subsidiary programme. Critics of UNEP often suggest that being a subsidiary programme restricts the influence and effectiveness of UNEP's work and that in not having the same stature as other UN organisations, it is hindered in its ability to achieve its aims.

UNEP also does not have a direct communication channel to the General Assembly, as it reports through the Economic and Social Council (ECOSOC). This is a process that is also widely criticised as restricting the influence of UNEP's 'voice'. It is suggested that in choosing the information to transmit to the General Assembly, ECOSOC acts as a filter which risks weakening the messages from UNEP.

3. Effectiveness of the UN Commission on Sustainable Development (UNCSD)

The Commission on Sustainable Development was established at the Rio Conference on Environment and Development (UNCED) in 1992, and was given the mandate to monitor and review progress towards globally agreed goals and targets for sustainable development. Since 2003 it has functioned through two-year programmes of work that focus on particular thematic clusters, separated into review and policy cycles. The aims and objectives of the CSD are commendable and it has been charged with an important job, however the process is widely perceived to be ineffective, with only low-level government buy-in and limited impact on national decision making. Those charged with implementing the decisions that emerge from the policy cycles feel largely alienated from the process that has led to those commitments, and the CSD is not coupled with any mechanism for implementation - critically it does not include a financing element.

The CSD also fails to occupy a particularly strategic space in the UN system, being a functioning commission of Economic and Social Council of the United Nations (ECOSOC), rather than a Council that reports directly to the General Assembly. It is therefore difficult for governmental and non-governmental stakeholders alike to fully grasp the relevance of the CSD.

4. Coherence and Co-ordination

There are many different international organisations, programmes and bodies that govern sustainable development and environmental issues at the global level. This includes a multitude of Multi-lateral Environmental Agreements (MEAs), legally-binding Treaties and Conventions including the UN Framework Convention on Climate Change, the Convention on Biological Diversity (CBD) and the Convention to Combat Desertification (UNCCD), to name but a few. There are also a range of 'soft law' commissions, including the Commission on Sustainable Development and the Commission on Social Development. This is in addition to a range of political review mechanisms including the review of the Millennium Development Goals (MDGs) and the UN Conference on Sustainable Development in 2012 (also referred to as Rio +20). Each of these bodies has its own objectives and mandates, and as such can act somewhat autonomously, which often results in fragmented and fractured processes and agreements that govern international environmental issues. Such a multiplicity of bodies and processes can also affect the efficient implementation of international environmental agreements.

5. Integration of social, economic and environmental approaches

A significant obstacle to achieving sustainable development globally is the lack of a coherent approach that fully integrates all three pillars of sustainable development in pursuit of an over-arching goal. On the contrary, a number of different processes have emerged that seemingly address each pillar in isolation, and even sustainable development itself has arguably become yet another pillar, with its own associated architecture and processes which do not necessarily represent a 'coming-together' of all three pillars.

In 2000, the Millennium Summit brought the international community together to agree to a common set of development targets enshrined in the Millennium 10 Development Goals (MDGs). The MDGs focus primarily on the social pillar of sustainable development, advancing progress in key areas such as education, maternal health and access to basic services. But the MDGs clearly prioritise social outcomes above environmental outcomes, and have become the main policy focus for the international development community. For sustainable development to be achieved globally then environmental, economic and social pillars must be complementary rather than contradictory, and global governance systems must be designed for the effective integration of all three.

6. Climate Change Governance

Climate change has in recent years advanced significantly up the global agenda. The UN Framework Convention on Climate Change (UNFCCC) is the most high profile of all global environmental Conventions, and the 15th Conference of Parties (COP15) in Copenhagen in December 2009 saw Heads of State from all over the world convene to negotiate an agreement to limit global carbon emissions. Though the much sought-after 'fair and legally binding deal' has yet to materialise, the UNFCCC still commands significant attention from governmental and non-governmental actors globally, and is associated with increasing levels of finance for climate change adaptation and mitigation. As a result, a global governance architecture for climate change has emerged that sits alongside other processes rather than being integrated with them.

7. The Role of Institutional Financial Institutions (IFIs) in advancing Sustainable Development

Whilst global commitments to sustainable development are made in the context of Summits, Conventions and through the Governing Bodies of relevant institutions (i.e. UNEP), the implementation of those commitments (especially in developing countries) is to a large extent dependent on the delivery of appropriate levels of finance. It is here that the role of the International Financial Institutions (IFIs) - including the World Bank and the Regional Development Banks - is critical in a number of ways. Firstly the World Bank is often invited to be a 'trustee' of funds that are established through multilateral processes - for example the Bank serves as the trustee for both the Adaptation Fund and the Green Climate Fund that have been established under the auspices of the UN Framework Convention on Climate Change (UNFCCC). Furthermore, a number of multilateral funds for sustainable development that are established outside the official structures and processes of global Conventions - such as the Climate Investment Funds (CIFs) - are managed and administered by the World Bank. Lastly, the World Bank disperses billions of dollars development finance which has the potential to advance sustainable development if channelled in the right way.

This throws up two distinct challenges - firstly the Bank must be able to demonstrate a level of representation, transparency and accountability in the management of those Funds that many actors argue it is incapable of achieving. Its critics suggest that the Bank is not simply an impartial 'repository' for funds which has no influence over how those funds are spent - on the contrary, many suggest that the Bank is effectively a decision making body, but without the levels of representation or accountability to warrant that authority. They argue that the Bank is primarily donor-driven, and that its decision making continues to reflect the objectives and priorities of developed countries over the developing countries who it is ostensibly designed to serve. The second problem is the broader coherence of Bank funding. Critics argue that if the Bank is to be entrusted with funds for sustainable development, then its broader funding portfolio should also meet this objective, so that its credibility as a financing mechanism for sustainable development can be maintained.

Despite the criticisms levelled at the Bank, it is clear that it is currently the only global financing institution with the capacity to disperse the levels of finance that are necessary for achieving 'transformational changes' to development globally. It also retains a crucial role in managing multilateral funds as an alternative to bilateral funds, which is critical for ensuring donor coherence and common development objectives. Bilateral funds managed by individual donor countries remain a challenge for achieving coherence, and enhance the bureaucracy and administrative costs of aid for developing countries. The key to making the World Bank and other IFIs fit for purpose therefore lies in progressive reform, much of which will have to be pushed by governments, with civil society making a clear case for that reform.

Questions to Consider

Overall Questions to Address in Committee:
1. What policies should the international community uphold or enact to promote further sustainable development projects?
2. What steps can the international community take to encourage developed States to utilise sustainable development practices and programs?
3. How can the international community assist States currently industrialising or developing to utilise sustainable development technologies and practices instead of fossil fuels?

State Specific Questions to Consider:
4. Financing:
   a. Does your State provide financial resources, such as Official Developmental Assistance, to aid developing States in enacting sustainable development projects?
   b. What relationship does your State have with international financial institutions, such as the World Bank?

5. Technology:
   a. Has your State created bilateral or multilateral frameworks to disseminate or acquire sustainable development technologies?
   b. Does your State have the domestic infrastructure to employ new sustainable development technologies?

6. Education:
   a. Does your State educate local and national leaders on best practice methods?
   b. Does your State educate local civilians and communities on best practice methods?

7. Gender Equality:
   a. Does your State support providing financial, technical, and educational resources and opportunities to both men and women?
      i. If so does your State believe in gender equality and/ or gender mainstreaming?
   b. Has your State incorporated women into the decision-making process of sustainable development?

8. Policies Recommendations:
   a. What policies and programs does your State want to advocate?
      i. Is there a specific regional or international approach?
   b. Has your State created domestic standards and policies regarding sustainable development?
   c. Does your state support North-South or South-South Cooperation?

Bibliography and End-Notes

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- Increasingly, the concept of social capital, which included culture, social cohesion and social stability, is also regarded as an important element of sustainable development. Guarding our Future: How to include Future Generations in Policy Making, World Future Council http://www.worldfuturecouncil.org/ fileadmin/user_upload/PDF/brochure_ guardian3.pdf p 6-7
- Resolution adopted by the General Assembly: 2005 World Summit Outcome, http://daccess-ods.un.org/TMP/5349222.html p.32
- UNU/IAS Report 2002: International Sustainable Development Governance: The Question of Reform: Key Issues and Proposals, p.28
- See website of the Division for Sustainable Development (DSD) http://www. un.org/esa/dsd/dsd/dsd_index.shtml
- See website of Department for Economic and Social Affairs http://www.un.org/en/ development/desa/about/index.shtml
- UN Conference on Environment and Development (UNCED), Agenda 21, Chapter 38: International Institutional Arrangements (1992) http://habitat.igc.org/agenda21/a21-38.htm
- Where on Earth Are We Going? Maurice F. Strong, 2001, International Review for Environmental Strategies, vol.2, no. 2 p. 245
- Delivering as One: Report of the Secretary General's High-Level Panel, November 2006, http://www.un.org/events/panel/ resources/pdfs/HLP-SWC-FinalReport.pdf

UNHRC:
Background Guide

AGENDA:

"Right to education during conflict and emergencies"

Background

28 million of the world's out of school children currently live in conflict-affected contexts, and Enrolment rates in secondary schools are nearly one-third lower in conflict-affected countries compared with other developing countries. Education is a human right and should be guaranteed and protected for all people, at all times. However, in emergencies States often encounter difficulties in guaranteeing and protecting people's human rights particularly the rights of members of already marginalised groups like persons with disabilities. This may be due to loss of power and the lawlessness that ensues, the destruction of infrastructure or because of the redirection of resources. In any case, emergencies lead to an increased likelihood that the right to education will be violated. It is therefore important that international law and the international community act to minimise and ameliorate the harmful effects of emergency situations.

In emergencies, human rights law applies in all contexts; people do not lose their human rights because of conflict, famine or natural disasters. However, depending on the nature of the emergency, different regimes of international law also apply. Vis-à-vis the right to education these are: international human rights law, international humanitarian law (or the law of armed conflict), international refugee law and international criminal law. In addition, millions of children and youth have had their education disrupted by disasters from natural hazards. As a result, generations of young people are denied their rights to achieve their full potential and are trapped in situations of poverty, discrimination and conflict.

The UN General Assembly resolution on 'the right to education in emergency situations'' emphasises the obligation to secure education for all children regardless of context. The UN Secretary General's Education Initiative, Education First also upholds the right to education in conflict and humanitarian emergencies, reinforcing the GA resolution.

It is the need of the hour to be committed to protect and uphold the rights of all children and youth to an education in situations of conflict and emergencies, with particular emphasis on marginalised groups including refugees, internally displaced populations, girls, ethnic minorities and children and youth with disabilities. Access to quality education and learning – be it through formal schooling or alternative education opportunities – helps build resilience for children and youth and provides them with stability, structure, and hope for the future.

Moreover, safe education spaces provide protection from exploitation and harm, especially for girls. The provision of equitable quality education and investment in teachers are important conditions for countries to recover from crisis; and children, youth, parents and communities in crisis situations consistently list education as a high priority.

Points of concern:

1. **Education in emergencies is under-financed**, accounting for less than two percent of humanitarian aid. Education is not recognized as a humanitarian priority. No other sector consistently ranks as the least-funded sector or has a smaller share of humanitarian appeals funded

2. **Attacks on schools, children and teachers are widespread:** More than thirty countries around the world have been affected by widespread attacks on schools .Schools are bombed, looted and occupied by armed groups or used for political purposes. For many learners and their teachers, it is dangerous to travel to and attend school. Attacks against schools, students and teachers are gross violations of human rights and international humanitarian law, amounting to war crimes

3. **Education sector plans and budgets are 'emergency blind':** Few Education Sector Plans and budgets address disaster risk reduction and emergency preparedness, response and recovery. This lack of plans, capacity and resources makes it harder for schools to keep children and youth safe and continue to hold classes when a crisis strikes, to inform communities of risks and actions to take, and for education systems to recover after a crisis

Possible Solutions :

1. Increase levels of humanitarian aid to education and improve its delivery mechanisms:

- Elevate education in emergencies so that it receives equal status as other priorities in government and donor humanitarian policy;

- Integrate education as a key component in all Humanitarian Action Plans, whether led by the United Nations or by a government

2. Keep education safe from attacks

- Enforce the provisions of International Humanitarian Law, International Human Rights conventions and customary law that protect schools and civilian populations from attack;

- Respect provisions of the UN Security Council Resolution 1998, and act upon reported 'attacks on schools and hospitals' through the UN Security Council-mandated Monitoring and Reporting Mechanism (MRM), so that victims of attacks receive tangible support;

- Ensure safe passage to and from school, designate schools as conflict-free zones respected by all parties, and take measures to restrict military use of school

3. Integrate emergency prevention, preparedness, response and recovery in education sector plans and budgets

- Include conflict and disaster risk and impacts on the education system as part of all sector assessments, and integrate education in emergency related indicators into Education Monitoring and Information Systems (EMIS);

- Integrate emergency preparedness, response and recovery into sector plans at all levels (national and sub-national)

"When the power of love overcomes the love for power, only then will the world know peace."

-Jimi Hendrix

We wish you all the best for your preparation and look forward to seeing you at the Conference! For any further guidance contact the undersigned.

Regards,
Kajal Sonkar
Email ID: kjsonkar@gmail.com
Contact No. 8826109559