



CHAPTER SIX

THE ECONOMIC AND SOCIAL COUNCIL (ECOSOC)

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Estonia	Morocco	United States of America
Finland	Namibia	
France	Nicaragua	Venezuela
Gabon	Norway	Zambia
Germany	Pakistan	
Ghana	Peru	

Purview of the Simulation

The Economic and Social Council is the principal UN organ responsible for coordinating economic, social and related works of 14 specialized agencies, 10 functional commissions and five regional commissions. ECOSOC accepts reports and recommendations from other UN bodies, including the Commission on Sustainable Development (CSD) and the Economic Commission for Europe (ECE). Along with its coordinating role, ECOSOC gathers information and advises Member States on economic, social, humanitarian and human rights programs. ECOSOC also coordinates and collaborates with autonomous specialized agencies that work closely with the United Nations. These organizations include multilateral financial and trade institutions, such as the World Bank and the World Trade Organization.

Website: <http://www.un.org/en/ecosoc/>

GLOBAL PREPARATORY MEETING FOR ANNUAL MINISTERIAL REVIEW (AMR) ON IMPLEMENTING THE INTERNATIONALLY AGREED GOALS AND COMMITMENTS IN REGARD TO EDUCATION

The Annual Ministerial Review (AMR) was launched at the 2005 World Summit. The overarching goal of the AMR is to ensure the implementation of international development goals such as the Millennium Development Goals (MDG) and the United Nations Development Agenda (UNDA). The AMR plays an important role as the only UN intergovernmental organization that combines thematic global discussions with civil society, the private sector and academia. Each year, the AMR concentrates on a specific topic agenda of the UNDA. In 2011, the AMR will focus its efforts on implementing the internationally agreed goals and commitments in regard to education.

Even though education is an important goal on its own, it acts as a catalyst for the achievement of other development goals. Education is recognized as a means for improving health, promoting gender equality and long-term poverty reduction. Although there has been remarkable progress towards achieving universal primary education, it remains one of the biggest global challenges, especially in developing countries. Improving education depends on comprehensive policies and actions that need to be implemented across varied sectors.

Worldwide, there are over 70 million school-age children who are not able to receive education due to social, financial and cultural challenges. At the 2011 AMR, the Economic and Social Council

(ECOSOC) will address these challenges by evaluating the implementation of education-related goals outlined in the Dakar Framework for Action and the Millennium Development Goals. The AMR session will focus on the major challenges affecting global educational goals and will make recommendations to promote education. In addition, the 2011 AMR will present an opportunity for ECOSOC to engage a broad-range of stakeholders to identify new initiatives and partnerships to implement the education-related goals.

In preparation for the 2011 AMR, certain measures have been taken at the national, regional and global levels. An e-discussion on education was held in February 2011. The e-discussion was prepared by the United Nations Department for Economic and Social Affairs (UNDESA), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF). At the national level, the AMR featured a variety of National Voluntary Presentations (NVP) on the progress made by Member States in education-related goals. The 11 Member States that participated in the 2011 NVP are Bangladesh, Republic of Belarus, Germany, Malawi, Mauritius, Mexico, Pakistan, State of Qatar, Senegal, Turkey and the Bolivarian Republic of Venezuela.

The regional meetings focused on education goals and challenges that are specifically related to the region hosting the events. The 2011 regional meetings included the Arab Region Regional preparatory Meeting on Innovative Approaches to Reaching Women, Girls and the Marginalized in the Arab Region, and the Asia Regional Preparatory Meeting on Education and the Millennium Development goals. These meetings focused on reviewing regional progress, sharing good practices and identifying unified regional perspectives and reports to share in the 2011 AMR.

At the global level, a preparatory meeting took place in April 2011 at the UN headquarters in New York. The meeting was open to the general public and included students and academic experts on education. The meeting covered topics ranging from access to education to quality and sustainability of the global education system. The global preparatory meeting was divided into two parts: the outcome of the Facebook e-discussion and a panel discussion. The Facebook e-discussion focused on access to education. The panel discussion featured presentations and discussions by expert panelists focusing on solutions to new global barriers to education. The global preparatory meeting played a key role in preparing the AMR agenda and the Report of the Secretary-General on Education.

Overall, the 2011 AMR will focus on progress made towards achieving the education-related UNDA. High-quality education has been proven to reduce poverty and aid in sustainable development. However, many of the current education trends require policy changes to strengthen the quality of the learning environment. The international community will have to establish practical strategies to increase access of education and enhance the quality of education worldwide.

Questions to consider from your government's perspective on this issue include

- What measures and new approaches can be taken by the international community to ensure the achievement of the goals in regard to education?
- How can regional or global stakeholders assist to share and exchange good educational practices?
- What strategies can be undertaken to reach all three categories of out-of-school children?
- How can investment within the education sector be better targeted to support poverty reduction?

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“UN High-Level Forum Urges Greater Efforts to Ensure Access to Decent Education for All.” *UN News Centre* (8 July 2011). www.un.org/news.

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 A/RES/61/191
 A/RES/62/187
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 E/2010/4
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 ECOSOC/6486
 Dakar Education for All Framework for Action

Additional Websites

www.un.org/en/ecosoc/amr/index.shtml - 2011 Annual Ministerial Review
www.unesco.org/new/en/education/ - UNESCO Education

ECONOMIC AND SOCIAL REPERCUSSIONS OF THE ISRAELI OCCUPATION ON THE LIVING CONDITIONS OF THE PALESTINIAN PEOPLE IN THE OCCUPIED PALESTINIAN TERRITORY, INCLUDING EAST JERUSALEM, AND THE ARAB POPULATION IN THE OCCUPIED SYRIAN GOLAN

In 1967, Israel illegally occupied the Syrian Golan Heights, the Jordanian West Bank, and the Egyptian Gaza Strip (the Occupied Palestinian Territory). Since 1948, it is estimated that more than 750,000 Palestinians have been forcibly removed from their homes. According to a 2010 ECOSOC report, annual demolitions of Palestinian properties numbered 431, among them 137 homes. Additionally, Israel continues to refuse Palestinians building permits or revoke previous permits. Violence between Palestinians and Israelis continues to the present, though most economic and social repercussions are suffered by Palestinian civilians.

Illegal settlements continue to proliferate in the Occupied Palestinian Territories and have increased by over 100% since 1992, the year the Oslo Peace Process began. An increasing number of Palestinians are separated from vital water and agricultural sources as Israel continues to gradually expand its territory. Arabs in the Syrian Golan are especially affected by agricultural restrictions because it is their main source of economic activity. Since 2002, Israel has been constructing a wall through the West Bank, which further curtails

Palestinian movement. While still incomplete, it is estimated that 855,000 Palestinians are affected by the wall. Unemployment varies between territories, but has been reported as high as 20.1% in the West Bank and 40.5% in the Gaza Strip. In 2008, it was estimated that over 56% of the Occupied Palestinian Territories population lived below the poverty line.

Due to these factors, large numbers of Palestinian and Arab populations remain dependent on international aid for basic necessities, such as food and medicinal supplies. In 2007, the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNWRA) launched a plan intended to affect some 50,000 students in UNWRA schools through its network of 306 elementary schools and preparatory schools. Other agencies, such as the United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO) and United Nations Children's Fund (UNICEF) provide financial aid for educational initiatives. The UNDP works to strengthen the civil and political structure of the Palestinian government to aid in infrastructure development. Despite involvement on the part of many UN agencies, humanitarian aid access to the Palestinian people is restricted.

Moreover, the 2008 series of Israeli military operations in the Gaza Strip, Operation Cast Lead, resulted in the displacement of tens of thousands of Palestinians. Immediately after the ceasefire, a UNDP survey found that over 3,000 houses had been completely demolished and over 10,000 houses were partially damaged. Over 50,000 displaced Palestinians were housed in United Nations Relief and Works Agency (UNRWA) shelters and facilities but 52 facilities were damaged by Israeli missiles. Hundreds of tons of medicine and food were destroyed, causing over \$3 million worth of damage. Since the end of the operation, the Israeli government has only allowed select international aid into the Gaza Strip. The situation in the Gaza Strip worsen as Israel places more restrictions on the international aid, compromising the conditions of basic services in the area.

Since 1967, the Security Council has repeatedly called for both parties to return to the table and restart peace talks, citing the worsening humanitarian situation in the Occupied Palestinian Territory. In particular, the UN has called for Israel, as the occupying power, to end the destruction of Palestinian property, named the Israeli settlements in Palestinian territory illegal, and called for a halt to construction of the wall through the West Bank. Among the recommendations in reports issued by ECOSOC to resolve the conflict, a lasting peace through a two-state solution is hoped for in order to end the humanitarian and economic problems of the Palestinian population. Recently, the Palestinian Authority has discussed seeking a resolution at the United Nations recognizing a Palestinian state with territory including all of the West Bank, Gaza and East Jerusalem.

Currently, the Quartet, composed of the United Nations, the European Union, Russia and the United States, is actively involved in negotiations between the Israelis and Palestinians to end the territorial conflict and the resulting hardship of the Palestinian people. The United States, with the support of the other members of the Quartet, put forward the Road Map for Peace in 2003, which aims to develop a two-state solution. The Security Council officially adopted the Road Map in 2003, but there has been little to any actual

implementation. In a 2010 resolution, ECOSOC called upon both parties to fulfill their commitments under the Roadmap.

In recent years, ECOSOC has requested that a number of reports be prepared on the situation in the Palestinian Occupied Territory to be submitted to the General Assembly. These reports give detailed statistics on actions by Israeli forces and their effects on the Palestinian population, including numbers of fatalities and injuries, demolitions, employment statistics, and various actions that restrict Palestinian movement. Overall, these statistics show a decline in casualties of violence, although Palestinian movement is increasingly curtailed and the Palestinian people are isolated from resources, adversely affecting livelihood and living standards.

Questions to consider from your government's perspective on this issue include

- How can Member States help improve the living conditions in the Palestinian people in the Occupied Palestinian Territory?
- How can a two-state solution both respect the rights of the Palestinian people and protect Israeli citizens?
- What intermediate steps can the United Nations urge Israel and the Palestinian Authority to take in order to lessen the violence and promote access to the Occupied Palestinian Territories?

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A/HRC/16/72
A/RES/65/327
E/2010/31
E/2009/13
E/2008/52
E/2008/13
E/2010/L.31

Additional Web Resources

www.badil.org/publications/Books/Wall-Report.pdf - Badil Resource Center for Palestinian Residency and Refugee Rights and the Norwegian Refugee Council/Internal Displacement Monitoring Centre

www.btselem.org/english/Jerusalem/Land_Expropriation_Statistics.asp - Land Expropriation Information

www.hrw.org - Human Rights Watch

www.ohchr.org/english - Office of the UNHCHR

www.un.org/unrwa/ - United Nations Relief and Works Agency

REPORTS OF THE COMMISSION ON SUSTAINABLE DEVELOPMENT (CSD) AND THE ECONOMIC COMMISSION FOR EUROPE (ECE)

In addition to the two main topics on ECOSOC’s agenda, the Council will also receive reports on the final day from the Economic Commission for Europe (ECE) and the Commission on Sustainable Development (CSD). As functional and regional commissions established by ECOSOC, CSD and ECE are required to make annual reports on their activities to the members of ECOSOC. While these reports are generally accepted pro forma, ECOSOC may also choose to take some action on the recommendations contained in the report. These bodies may also present their recommendations in resolution format, allowing ECOSOC the chance to review and formally pass the proposals.

To facilitate this process, the final day will culminate in a joint session at which the reports and recommendations will be made to ECOSOC. Following each presentation, it will be up to the joint session to take further action. Please be aware that, as commissions of ECOSOC, these bodies have been given significant responsibilities to study, review, debate and decide on recommended actions within specific topical areas that ECOSOC felt should be dealt with in greater detail than could be addressed by the main body. It is recommended that all Representatives assigned to ECOSOC also review the background section on ECE (Chapter VII) and CSD (Chapter VIII); Representatives may also choose to do some additional research on these topics in preparation.