

# **Section III**

## **SPONSORS' SECTION**

The third section of this handbook is a collection of several different sponsors' approaches to preparation. We hope some will be useful to you. Even though we may be trained and experienced teachers, the first year any of us have tried to incorporate elementary Model United Nations into our usual routine, we have stumbled over unfamiliar terminology, experienced other difficulties and wondered if this was really possible at all. Just making it through the first year, and seeing the students finally assume the role of delegate to the United Nations is enough to convince many of us that this program is definitely worth all the effort. The second year, though, can be surprisingly easier; the terminology becomes more familiar and (if we are lucky enough to have an experienced student in the group) the process may change, the students themselves taking on a teaching role with the younger students.

### **THE SPONSORS' ROLE AND RESPONSIBILITIES**

A sponsor for an elementary Model United Nations delegation has a very special and multifaceted role to play throughout the year. The first and most familiar role is as teacher, to educate delegates in the many areas in which they need to expand their knowledge.

Another, perhaps less comfortable, role the elementary Model United Nations sponsor must play is as support for the students in gaining the independence needed for success. The delegates, as well as the Secretariat (many of whom are rather inexperienced also), are learning on-the-job to think for themselves and to experiment with the power of responsibility. Growing into leadership positions often requires mistakes and awkward moments which the adult sponsors and parents must stand by and watch without interference.

### **GEMUN CODE OF CONDUCT FOR SPONSORS/PARENTS**

1. Adult sponsors should not interfere in any way with delegate or Chair activities when a committee is in session. (see ADULT INVOLVEMENT IN COMMITTEE ACTIVITY on next page)
  2. All groups are responsible to be present for all GEMUN activities within the hours designated on the Calendar and Agenda. If a group knows they will be late or leave early, notify the Staff.
  3. All schools/groups are required to have at least one adult representative on premises at all times. The GEMUN Staff will need to contact the representative, in case of emergency. (see COMMUNICATION under AT THE FINAL CONFERENCE on the next page)
  4. Sponsors are responsible to pick up and hold all cell phones belonging to delegates during GEMUN sessions.
  5. Sponsors are expected to ensure their students follow GEMUN rules at all times on campus. (In order for GEMUN Security to be effective, everyone's help is required.)
- I understand and agree with the above Code of Conduct.

Sponsor/Parent's Signature \_\_\_\_\_

## THE ROLE OF THE COORDINATING STAFF

The GEMUN staff is here to help in every way possible. The handbook and workshops cover practically everything; but we realize questions might arise which are not addressed. Please feel free to contact us at any time. ph -- 817-654-1018 fax -- 817-654-1028 email -- rmswcc@airmail.net

### GUIDELINES FOR SPONSORS – PLEASE READ!!

#### TIPS FOR PREPARATION DURING THE SCHOOL YEAR

(From GEMUN Chairs)

1. Have your delegates rehearse reading their resolutions aloud before they come to GEMUN.
2. Make sure the delegates understand all the words in their resolution.
3. Remember that you can't help your delegates debate during GEMUN. Help them ahead of time.
4. Practice role-playing your countries within your group, before GEMUN.
5. Don't forget to help delegates research their country's position on ALL topics in their committees.

#### DURING ALL GEMUN FUNCTIONS

1. The GEMUN staff must be aware of the location on campus of at least one adult with each school group, in case of an emergency.
2. Read and sign BOTH Codes of Conduct – for Delegates, page 8, & for Sponsors/Parents, page 59.

#### AT THE FINAL CONFERENCE

**REGISTRATION:** There are four registration tables – one each for Sponsors, Ambassadors, Observers and Pages. One Sponsor registers the whole group at the Sponsors' table, and sends one delegate for EACH country to register at the Ambassadors' table. Each group will be asked to register a cell phone number with the GEMUN staff at the Sponsor's registration table, to be used in case of an emergency during the conference, and kept updated in the Information Center.

**COMMUNICATION:** The cell phone number you give us at Registration will be kept by the GEMUN Staff in the Information Center and used if we need to locate a group's sponsor for any reason.

Preparation and training for GEMUN is a year-long process. The **role of adult sponsor** changes at the final conference, and becomes that of observer. Rather than continuing instruction, adults who have prepared the students need to allow the delegates and Chairpeople freedom to use the training received without direct prompting. (In the past, there have been times when sponsors were tempted to try to 'assist' Chairpeople in the Rules of Procedure or other protocol in committee. **It is best to submit these suggestions in writing, or to the Staff in the Information Center.**)

#### ADULT INVOLVEMENT IN COMMITTEE ACTIVITY

1. Committee delegates and Chairpersons are in complete charge of the actions of the committee. Chairpeople have authority over the actions in the committee.
2. If there is interference with proceedings on the part of an adult, that individual may be asked to leave the committee by the Chair or by the Staff.
3. No adult should be involved in caucusing between nations.
4. If a sponsor sees the need to report behavior of a Chairperson or other member of the Secretariat, it should be reported to the Staff/Information Center or the Secretary-General.

## GUIDELINES FOR HOSTING A PRACTICE SESSION

1. Sign up at the time of the second Delegate Workshop, or call GEMUN staff to have your school added to the April Practice Session Calendar. We will try to match you with a Secretariat member, who will be asked to volunteer to head the Practice Session at your school (if you are within reasonable driving distance). Make sure you get a phone number, so you can contact him/her.
2. Call the Secretariat member who will be conducting the practice session at your school to confirm details. Make sure s/he knows how to get to your school.
3. Confirm a meeting place to hold the session (library, a classroom, etc.). Both one large room big enough to hold everyone expected (we will ask for rsvps after sending an email announcement), plus two or three smaller break-out rooms into which the group can be divided are usually needed.
4. Place signs on the entrances of your building informing the visiting students where the practice session is being held or have students from your school waiting at each entrance to greet and direct the visitors to the sessions.
5. Have a copier available and ready to use to copy resolutions, and paper and pencils available in case the students forget to bring their own.
6. Provide refreshments for the students and sponsors.

## BRINGING PAGES AND PROCESSORS TO GEMUN

**PAGES** may come from lower grades at one or more of the schools involved in GEMUN. It is an excellent introduction to the GEMUN program, and often the students who participate as Pages want to be delegates the following year.

**PROCESSORS** read the notes for appropriateness before the notes are delivered to the addressee within the committee room or to another committee. If they are to go to another committee, the Processor puts them in the **Committee Mail Envelope and sends it with a Page (or two) to the Information Center to put into the Committee Mail Boxes there. Pages should be sent with the Envelope to pick up any existing mail in the Information Center every few minutes, even if there is none to deliver.** Processors also supervise the Pages' behavior, making sure they are doing their job, and helping the Pages with any problems they might have in their committee room. Pages must not be in the halls delivering mail without a **Committee Mail Envelope. One Processor must keep track of where the Committee Mail Envelope is located and be certain it doesn't get lost. Pages should know it must not be taken into any restroom at any time.**

Sponsors need to Register with the GEMUN Page Manager (gcrook@airmail.net) all **known** Pages and Processors for each preferred committee **as soon as possible** during the year. This will greatly facilitate the process and it will be "first come, first served," or, **the first to register will have the first choice of the committee in which they prefer to work.** With every two or three Pages a school brings to GEMUN, there must be an adult volunteer to be a Processor in the Committee with them. A processor is an adult volunteer needed to supervise the Pages and to process the written communication in each committee. Ideally, there will be three Pages and two Processors in each committee. **The Pages and Processors must be at GEMUN all day both days.**

(continued on next page)

## DETAILS OF GEMUN PAGE SYSTEM, NOTES & NOTE PAPER

Inappropriate notes will not be delivered. Those are ones which are personal, written on scraps of paper, or incorrectly addressed. Some Delegations may bring their own note paper which must follow the format for “To” and “From” used by all the committees. Replies may be sent on the same sheet, **ONLY** if they are easily legible. **Plenty of white paper for messages will be in the Information Center. The bright colored paper will be used ONLY for EXPRESS RESEARCH REQUESTS.**

The Page System is simple to follow. After the **Processor** reads the messages, they will be delivered within the committee **OR** put in the **Committee Mail Envelope and delivered to the Information Center to put into the mailbox for the committee addressed.** Mail **FOR** the committee will be picked up, put into the Committee Mail Envelope and brought back to the committee Processor who will sort it and have the Pages deliver the messages to the delegates addressed.

Every message must be on a sheet which is folded. On the outside will be the “FROM” and “TO” information. This will be to a country delegate **within** the committee, **OR** to a country delegate **in another** committee.

(Examples are not actual size)

	folded		folded
<p><u>Outside flap</u> of message to <b>another</b> Committee room.</p>	<p>FROM: WHO China</p> <p>TO: UNEP China</p>	<p><u>Outside flap</u> of message <b>within</b> same room.</p>	<p>FROM: WHO Malaysia</p> <p>TO: WHO Russia</p>

The message inside will be the communication from one delegate to the other. After delivering mail to the Information Center, the Page will pick up all mail for their own committee and put it in the Committee Mail Envelope. They will then return it to the Processor who will have the individual notes in the Envelope delivered by Pages within the committee. **Processors must send Pages often to the Information Center to pick up mail.** Some mail requires an immediate response and if it is not picked up for a long time, the Page System will be failing. **Staff messages which come to the Information Center will be delivered if we know who they are from, and to whom they go.**

### EXPRESS RESEARCH

When research is required, the processor will send a page to deliver the **BRIGHTLY COLORED EXPRESS RESEARCH REQUEST** to the Information Center and directly to the **EXPRESS RESEARCH BOX** at the computer. When it is completed, it will be delivered immediately to the one who ordered it from the Info Center. Processors remember: **EXPRESS RESEARCH REQUESTS** have priority over other messages, but **MUST** relate to **RESEARCH ONLY**, and should be specific, without requiring multiple pages for the research.

A sample letter to parents:

Dear Parents,

\_\_\_\_\_ has been selected to participate in the Global Elementary Model United Nations (G.E.M.U.N.) program. Students, in small groups, will first choose and research a country. Students will then be taught about the purpose and workings of the United Nations. Next, they will write and debate resolutions designed to solve global problems. The highlight of the program will be participation in the Model United Nations Session held at Brookhaven College on May 13th and 14th. The registration fee for G.E.M.U.N. is \$30.00 and is due to your sponsor by October 15th.

The preparation for the final program will be done primarily at school, but some special sessions are necessary to fully prepare students. The following agenda should help you in planning your calendar.

**Global Elementary Model United Nations Calendar 2010-2011**

November 13th (9:00-12:00)	workshop at Morningside M.S.
January 29th (9:00-12:00)	workshop at Morningside M.S.
April dates & locations to be assigned	practice sessions
May 13th (9:00-3:00)	GEMUN at Brookhaven College
May 14th (9:00-5:30)	GEMUN at Brookhaven College

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**Student and Parent Contract**

\_\_\_\_\_ has my permission to participate in the GEMUN program. I am aware that my child: a) must attend all workshops; b) promises to write a resolution; and c) will represent his/her country to the best of his/her ability. In addition, I must be willing to provide transportation to at least one workshop.

I am also willing to help:

\_\_\_\_\_  
Parent Signature

\_\_\_ students research countries.

\_\_\_ students write resolutions.

\_\_\_ make costumes.

\_\_\_ volunteer as a Page Processor.

# Sixty Ways the United Nations Makes a Difference

Used courtesy Department of Public Information, United Nations, copyright 2005.

([www.un.org/un60/60ways/](http://www.un.org/un60/60ways/))

The United Nations was established, in the aftermath of a devastating war, to help stabilize international relations and give peace a more secure foundation.

Amid the threat of nuclear war and seemingly endless regional conflicts, peacekeeping has become an overriding concern of the United Nations, and the activities of the blue-helmeted peacekeepers have emerged as among the most visible.

But the United Nations is much more than a peacekeeper and forum for conflict resolution. Often without attracting attention, the United Nations and its family of agencies are engaged in a vast array of work that seeks to improve people's lives around the world.

Child survival and development. Environmental protection. Human rights. Health and medical research. Alleviation of poverty and economic development. Agricultural development and fisheries. Education. The advancement of women. Emergency and disaster relief. Air and sea travel. Peaceful uses of atomic energy. Labour and workers' rights. The list goes on. Here, in brief, is a sampling of what the United Nations and its component bodies have accomplished since 1945, when the world organization was founded.

**1. Promoting development** — The UN has devoted its attention and resources to promoting living standards and human skills and potential throughout the world. The UN system's annual expenditures for development, excluding the international financial institutions, amount to more than \$10 billion. For instance, the UN Development Programme, with staff in 166 countries, leads the UN's work on eradicating extreme poverty and promoting good governance in the developing world. UNICEF works in 157 countries and spends more than \$1.2 billion a year, primarily on child protection, immunization, fighting HIV/AIDS and girls' education. UNCTAD helps countries make the most of their trade opportunities for development purposes. In addition, the World Bank provides developing countries with loans and grants totalling around \$18 billion-\$20 billion a year and has supported more than 9,500 development projects since 1947. Virtually all funds for development aid come from contributions donated by countries.

**2. Promoting democracy** — The UN has helped to promote and strengthen democratic institutions and practices around the world. It has enabled people in many countries to participate in free and fair elections, including in Cambodia, Namibia, El Salvador, Eritrea, Mozambique, Nicaragua, South Africa, Kosovo and East Timor. It has provided electoral advice and assistance, including the monitoring of results, to more than 90 countries, often at decisive moments in their history, as in Afghanistan, Iraq and Burundi.

**3. Promoting human rights** — Since the General Assembly adopted the Universal Declaration of Human Rights in 1948, the United Nations has helped to enact dozens of comprehensive agreements on political, civil, economic, social and cultural rights. By investigating individual complaints, the UN human rights bodies have focused world attention on cases of torture, disappearance and arbitrary detention and have generated international pressure to be brought to bear on governments to improve their human rights records.

**4. Maintaining peace and security** — By sending a total of 60 peacekeeping and observer missions to the world’s trouble-spots, as of 2005, the United Nations has been able to restore calm sufficiently to allow the negotiating process to go forward, saving millions of people from becoming casualties of war. There are presently 17 peacekeeping operations around the world.

**5. Making peace** — Since 1945, the UN has assisted in negotiating more than 170 peace settlements that have ended regional conflicts. Examples include ending the Iran-Iraq war, facilitating the withdrawal of Soviet troops from Afghanistan and ending the civil wars in El Salvador and Guatemala. The United Nations has used quiet diplomacy to avert imminent wars.

**6. Protecting the environment** — The United Nations is working to solve global environmental problems. As an international forum for building consensus and negotiating agreements, the UN is tackling global problems like climate change, ozone layer depletion, toxic waste, loss of forests and species, and air and water pollution. Unless these problems are addressed, markets and economies will not be sustainable in the long term, as environmental losses are depleting the natural “capital” on which growth and human survival are based.

**7. Preventing nuclear proliferation** — The United Nations, through the International Atomic Energy Agency (IAEA), helps to ensure that countries using nuclear technologies are not secretly developing nuclear weapons. Hundreds of nuclear facilities are safeguarded by the IAEA in more than 70 countries. To date, there are 237 safeguards agreements in force with 152 States.

**8. Promoting self-determination and independence** — When the UN was established in 1945, 750 million people—almost a third of the world population—lived in non-self-governing Territories dependent on colonial powers. The United Nations played a role in bringing about independence in more than 80 countries that are now sovereign nations.

**9. Ending apartheid in South Africa** — By imposing measures ranging from an arms embargo to a convention against segregated sporting events, the United Nations was a major factor in bringing about the downfall of the apartheid system. In 1994, elections in which all South Africans were allowed to participate on an equal basis led to the establishment of a multi-racial government.

**10. Strengthening international law** — Over 500 multilateral treaties—on human rights, terrorism, international crime, refugees, disarmament, commodities and the oceans—have been enacted through the efforts of the United Nations.

**11. Handing down judicial settlements in major international disputes** — By giving judgments and advisory opinions, the International Court of Justice has helped settle international disputes involving territorial issues, diplomatic relations, hostage-taking, the right of asylum and economic rights, among others.

**12. Providing humanitarian aid to victims of conflict** — More than 50 million refugees fleeing war, famine or persecution have received aid from the UN High



**The Peace Palace in The Hague, Netherlands**  
Seat of the International Court of Justice.  
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Commissioner for Refugees since 1951, in a continuing effort that often involves other agencies. The organization seeks long-term or “durable” solutions by helping refugees repatriate to their homeland if conditions warrant, or by helping them to integrate in their countries of asylum or to resettle in third countries. There are more than 19 million refugees, asylumseekers and internally displaced persons, mostly women and children, who are receiving food, shelter, medical aid, education and repatriation assistance from the UN.

**13. Aiding Palestine refugees** — As the global community strives for a lasting peace between Israelis and Palestinians, the UN Relief and Works Agency for Palestine refugees in the Near East (UNRWA), a relief and human development agency, has assisted four generations of Palestinian refugees with education, health care, social services, microfinance and emergency aid. Today, over 4 million refugees in the Middle East are registered with UNRWA.

**14. Alleviating chronic hunger and rural poverty in developing countries** — The International Fund for Agricultural Development (IFAD) has developed a system for providing credit, often in very small amounts, that enables rural poor people to overcome poverty. Since starting operations in 1978, IFAD has invested more than \$8.5 billion in 676 projects and programmes, benefiting more than 250 million people. All IFAD funds come from voluntary contributions from countries.

**15. Focusing on African development** — Africa continues to be a high priority for the United Nations. In 1986, the UN convened a special session to drum up international support for African economic recovery and development. In 2001, African heads of state adopted the continent’s own plan, the New Partnership for Africa’s Development, which was endorsed by the General Assembly in 2002 as the main framework for channeling international support to Africa. The continent receives 33 per cent of UN system expenditures for development, the largest share among regions. All UN agencies have special programmes to benefit Africa.

**16. Promoting women’s rights** — A long-term objective of the United Nations has been to improve the lives of women and to empower women to have greater control over their lives. The UN organized the first-ever World Women’s Conference (Mexico City, 1975), which together with other conferences during the UN-sponsored International Women’s Decade set the agenda for advancing women’s rights. The 1979 UN Convention on the Elimination of All Forms of Discrimination against Women, ratified by 180 countries, has helped to promote the rights of women worldwide.

**17. Promoting women’s well-being** — The United Nations has helped to promote women’s equality and well-being. The UN Development Fund for Women (UNIFEM) and the International Research and Training Institute for the Advancement of Women (INSTRAW) have helped to improve women’s quality of life and promote women’s rights in over 100 countries. INSTRAW carries out research and training activities and UNIFEM supports projects that seek to eliminate violence against women, reverse the spread of HIV/AIDS and promote women’s economic security—for instance, by increasing their access to work and their rights to land and inheritance. All UN agencies must take into account the needs of women.

**18. Providing safe drinking water** — During the first UN decade on water (1981-1990), more than a billion people gained access to safe drinking water for the first time in their lives. An additional 1.1 billion people gained access to safe drinking water between 1990 and 2002. In 2003, the International Year of Freshwater raised awareness of the importance of protecting this precious

resource. The second international water decade (2005-2015) aims to reduce by half the proportion of people without access to safe drinking water.

**19. Responding to HIV/AIDS** — The Joint United Nations Programme on HIV/AIDS (UNAIDS) coordinates global action against an epidemic that is affecting nearly 40 million people. It works in more than 130 countries to provide universal access to HIV prevention and treatment services, as well as reduce the vulnerability of individuals and communities and alleviate the impact of the epidemic. UNAIDS brings together the expertise of its 10 co-sponsoring UN organizations.

**20. Eradicating smallpox** — A 13-year effort by the World Health Organization resulted in the complete eradication of smallpox from the planet in 1980. The eradication has saved an estimated \$1 billion a year in vaccination and monitoring, almost three times the cost of eliminating the scourge itself.

**21. Wiping out polio** — Poliomyelitis has been eliminated from all but six countries —Afghanistan, Egypt, India, Niger, Nigeria and Pakistan—as a result of the Global Polio Eradication Initiative, the largest international public health effort to date. Thanks to the Initiative, spearheaded by the World Health Organization, UNICEF, Rotary International and the U.S. Centers for Disease Control and Prevention, nearly 5 million children are walking who would otherwise have been paralyzed by polio. A disease which once crippled children in 125 countries around the world is on the verge of being eradicated.

**22. Pressing for universal immunization** — Immunization has saved over 20 million lives in the last two decades. As a result of the efforts of UNICEF and the World Health Organization, immunization rates for the six major vaccine preventable diseases—polio, tetanus, measles, whooping cough, diphtheria and tuberculosis—have risen from under 5% in the early 1970s to about



**Northwest Pakistan Affected by Heavy Floods**  
Men collect safe water from a tanker truck supported by the UN Children's Fund (UNICEF) in Jala Bela Village, in the northwestern Khyber-Pakhtunkhwa province of Pakistan. Eighty percent of the village's homes have been destroyed by floods, and an estimated 2.5 million of the province's 3.5 million residents have been affected by the disaster.

04 August 2010  
Jala Bela, Pakistan  
Photo # 443347

76% today. Deaths from measles declined about 50% from 1999 to 2005. Immunization against tetanus saved hundreds of thousands of mothers and newborns, and 104 developing countries have eliminated the disease altogether.

**23. Reducing child mortality** — At the start of the 1960s, nearly one in five children died before they were five years old. Through oral rehydration therapy, water and sanitation and other health and nutrition measures undertaken by UN agencies, child mortality rates in the developing countries had dropped to less than one in 12 by 2002. The goal is now to reduce the 1990 under-five mortality rate by two thirds by 2015.

**24. Fighting parasitic diseases** — A World Health Organization programme in 11 West African countries has virtually wiped out river blindness (onchocerciasis), preventing blindness in 11 million children and opening up 25 million hectares of

fertile land to farming. Efforts by UN agencies in North Africa in 1991 led to the elimination of the dreaded screwworm, a parasite that feeds on human and animal flesh. Other programmes have rescued many from guinea worm and other tropical diseases.

**25. Halting the spread of epidemics** — The World Health Organization helped to stop the spread of Severe Acute Respiratory Syndrome (SARS) before it could kill tens of thousands. Following the WHO global alert and the emergency travel advisory issued in March 2003, almost all countries with imported cases were able to either prevent further transmission or keep the number of additional cases very small. WHO has investigated from 200 to 250 SARS outbreaks each year. On average, from 5 to 15 of these annual outbreaks require a major international response.

**26. Laying the ground for business** — The UN is good for business. It has provided the “soft infrastructure” for the global economy by negotiating universally accepted technical standards in such diverse areas as statistics, trade law, customs procedures, intellectual property, aviation, shipping and telecommunications, facilitating economic activity and reducing transaction costs. It has laid the groundwork for investment in developing economies by promoting political stability and good governance, battling corruption and urging sound economic policies and business-friendly legislation.

**27. Supporting industry in developing countries** — The United Nations, through the efforts of the UN Industrial Development Organization (UNIDO), has served as a “matchmaker” for North-South and South-South industrial cooperation, promoting entrepreneurship, investment, technology transfer and cost-effective and sustainable industrial development. It has helped countries to manage the process of globalization smoothly and reduce poverty systematically.

**28. Reducing the effects of natural disasters** — The World Meteorological Organization (WMO) has helped to spare millions of people from the calamitous effects of both natural and man-made disasters. Its early-warning system, which includes thousands of surface monitors, as well as satellites, has made it possible to predict with greater accuracy weather-related disasters, has provided information on the dispersal of oil spills and chemical and nuclear leaks, and has predicted long-term droughts. It has also allowed for the efficient distribution of food aid to drought-affected regions.

**29. Helping disaster victims** — When natural disasters and complex emergencies arise, the UN coordinates and mobilizes assistance to the victims. Working together with the Red Cross/Red Crescent and the major aid organizations and donors, the UN operational agencies provide much-needed humanitarian assistance. UN appeals raise more than \$2 billion a year for emergency assistance.

**30. Providing tsunami relief** — Within 24 hours of the tsunami that struck the Indian Ocean on 26 December 2004, UN disaster assessment and coordination teams had been dispatched to the hardest-hit areas. The UN jumped into action to assist the survivors, distributing food to more than 1.7 million individuals, providing shelter for more than 1.1 million made homeless, providing drinking water to more than 1 million and vaccinating more than 1.2 million children against measles, all in the first six months of relief operations. The quick and effective delivery of humanitarian relief meant that no additional lives were lost after the initial day of devastation, and the outbreak of disease was averted.

**31. Providing food to the neediest** — The World Food Programme, the world's largest humanitarian agency, reaches on average 90 million hungry people in 80 countries every year, including most of the world's refugees and internally displaced people. The agency focuses on nutrition, providing cereals, beans, oil, salt and food mixes enriched with vitamins and minerals. WFP food aid is designed to meet the special needs of women and children, those most often affected by hunger. School feeding projects provide free lunches or take-away meals to more than 17 million schoolchildren — with each meal costing just 19 U.S. cents. The agency's logistical capacity spans the technological spectrum, from loading food onto donkeys and yaks to airlifts to satellite networks to monitor deliveries. Over the past four decades, WFP has provided 78.3 million metric tons of food aid to nearly 1.4 billion people in most of the world's poorest countries, an investment of \$33.5 billion.

**32. Clearing landmines** — The United Nations is leading an international effort to clear landmines in some 30 countries—including Afghanistan, Angola, Bosnia and Herzegovina, Iraq, Mozambique and Sudan—that still kill and maim thousands of innocent people every year. The UN also works to protect people from danger, help victims to become self-sufficient and assist countries to destroy stockpiled landmines.

**33. Protecting the ozone layer** — The UN Environment Programme (UNEP) and the World Meteorological Organization (WMO) have been instrumental in highlighting the damage caused to the earth's ozone layer. As a result of a treaty known as the Montreal Protocol, the world's governments are phasing out chemicals that have caused the depletion of the ozone layer, replacing them with safer alternatives. The effort will spare millions of people from the increased risk of contracting skin cancer due to additional exposure to ultraviolet radiation.

**34. Addressing climate change** — The Global Environment Facility (GEF) funds projects to help developing countries reduce the risks of climate change. Established in 1991, GEF is the largest single source of funding for the global environment. It also supports projects to conserve biodiversity, protect the ozone layer, clean up international waters, combat land degradation and phase out toxic organic pollutants. Since 1991, GEF has provided \$5.7 billion in grants—including more than 6,000 small grants to non-governmental organizations and community groups—and generated \$18.8 billion in co-financing from other partners. The UN Development Programme, UN Environment Programme and World Bank are GEF's implementing agencies.

**35. Fighting hunger** — The UN Food and Agriculture Organization (FAO) leads long-term global efforts to defeat hunger. Serving both developed and developing countries, FAO acts as a neutral forum, where all nations meet as equals to negotiate agreements and debate policy. FAO also helps



**UNOPS Contracts Specialists to Eliminate Mines in Western Sahara**

Women Battle Area Clearance (BAC) operators from non-governmental organization Action on Armed Violence, working under a contract from the United Nations Office for Project Services (UNOPS), use a large loop detector to locate mines in Mehaires, Western Sahara.

17 June 2010

Mehaires, Western Sahara

Photo # 440156

UN Photo/Martine Perret

developing countries to modernize and improve agriculture, forestry and fisheries practices and ensure good nutrition for all.

**36. Preventing overfishing** — Sixteen per cent of the world's fish stocks are overexploited, and 8 per cent have become significantly depleted or are recovering from depletion. FAO monitors marine fishery production and issues alerts to prevent damage caused by overfishing. To address that problem, FAO and its member States have worked together to produce the Code of Conduct for Responsible Fisheries, adopted in 1995.

**37. Banning toxic chemicals** — The Stockholm Convention on Persistent Organic Pollutants seeks to rid the world of some of the most dangerous chemicals ever created. Adopted in 2001, the UN Convention targets 12 hazardous pesticides and industrial chemicals that can kill people, damage the nervous and immune systems, cause cancer and reproductive disorders and interfere with child development. Other UN conventions and action plans help to protect biodiversity, address climate change, protect endangered species, combat desertification, clean up regional seas and curb cross-border movements of hazardous wastes.

**38. Protecting consumers' health** — To ensure the safety of food sold in the marketplace, the Food and Agriculture Organization and the World Health Organization, working with member States, have established standards for over 200 food commodities, safety limits for more than 3,000 food containers, and regulations on food processing, transport and storage. Standards on labelling and description help to protect the consumer.

**39. Promoting reproductive and maternal health** — The UN Population Fund (UNFPA), by promoting the right of individuals to make their own decisions on how many children to have and when, through voluntary family planning programmes, has helped people to make informed choices and given families, especially women, greater control over their lives. As a result, women in developing countries are having fewer children—from six in the 1960s to three today—slowing world population growth. When UNFPA started work in 1969, under 20 per cent of couples practiced family planning; the number now stands at about 61 per cent. UNFPA and several partners also help to provide skilled attendance at birth, access to emergency obstetrical care and expanded family planning programmes to reduce maternal deaths.

**40. Combating terrorism** — The UN has put in place the legal framework to combat international terrorism. Thirteen global legal instruments have been negotiated under UN auspices, including treaties against hostage-taking, airplane hijacking, terrorist bombings, terrorism financing and, most recently, nuclear terrorism; 63 countries had ratified all of them by June 2005. A new comprehensive convention against terrorism is being drafted. The UN Counter-Terrorism Committee oversees how countries abide by the commitments undertaken in the aftermath of the 9/11 terrorist attacks and coordinates counter-terrorism cooperation. The Office on Drugs and Crime and other UN agencies have assisted more than 100 countries in strengthening their ability to fight terrorism.

**41. Prosecuting war criminals** — UN tribunals established for the former Yugoslavia and for Rwanda have convicted war criminals and put them behind bars, have developed important case law on genocide and human rights and have provided a measure of justice that has been taken very seriously by the people of the affected regions.

**42. Tackling illicit drugs** — The UN Office on Drugs and Crime has worked to reduce the supply of, and demand for, illicit drugs, on the basis of the three UN conventions on drug control, as well as to address the social and health consequences of drug abuse, including the drug-related spread of HIV/AIDS. It works by assisting law enforcement agencies, and through support for community-based drug prevention and treatment programmes, as well as initiatives that have helped poor farmers to reduce their reliance on illicit crops.

**43. Combating international crime** — The UN Office on Drugs and Crime works with countries and other organizations to counter transnational organized crime with legal and technical assistance to fight corruption, money laundering, drug trafficking, trafficking in persons and smuggling of migrants, as well as by strengthening criminal justice systems. It has played a key role in helping to develop and put into practice relevant international treaties.

**44. Improving global trade relations** — The UN Conference on Trade and Development (UNCTAD) has helped developing countries to negotiate trade agreements and to win preferential treatment for their exports. It has negotiated international commodity agreements to ensure fair prices for developing countries, improved the efficiency of their trade infrastructure and helped them in other ways to diversify their production and to integrate into the global economy.

**45. Promoting economic reform** — The World Bank and the International Monetary Fund have helped many countries improve their economic management, provided temporary financial assistance to countries to help ease balance-of-payment difficulties and offered training for government finance officials.

**46. Promoting decent work** — The International Labour Organization (ILO) has put into practice standards and fundamental principles and rights at work, including freedom of association and the right to collective bargaining, the elimination of all forms of forced labour, the abolition of child labour and the elimination of work-place discrimination. Employment promotion, social protection for all and strong social dialogue between employers' and workers' organizations and governments are at the core of ILO activities.

**47. Introducing improved agricultural techniques and reducing costs** — With assistance from the Food and Agriculture Organization that has led to improved crop yields, policy reform and local participation, Asian rice farmers have directly saved over \$50 million a year on pesticide costs, while their governments benefited by over \$150 million a year through reduced pesticide subsidies. The environmental and health benefits of these pesticide reductions have been estimated at over \$10 million per year.

**48. Promoting stability and order in the world's oceans** — The UN has spearheaded an international effort to regulate the use of the oceans under a single convention. The 1982 UN Convention on the Law of the Sea, which has gained nearly universal acceptance, provides for the first time a universal legal framework for all activities on and under the oceans. The Convention lays down rules for the establishment of maritime zones, the determination of national maritime jurisdiction, navigation on the high seas, the rights and duties of coastal and other states, the obligation to protect and preserve the marine environment, cooperation in the conduct of marine scientific research and conservation and sustainable use of marine living resources.

**49. Improving air and sea travel** — UN agencies have been responsible for setting safety standards for sea and air travel. The International Civil Aviation Organization (ICAO) has contributed to making air travel the safest mode of transportation. In 1947, when 9 million travelled by air, 590 were killed in aircraft accidents; in 2004 the number of deaths was 420 out of the 3.3 billion airline passengers. Likewise, the International Maritime Organization (IMO) has helped to make the seas more secure. Statistics show that shipping is becoming safer and is improving its environmental credentials. Ship losses are falling, fatalities are decreasing, pollution incidents are down, total oil pollution is down, and air pollution and pollution from sewage are being tackled—all while the amount of cargo carried by sea continues to increase.

**50. Protecting intellectual property** — The World Intellectual Property Organization (WIPO) protects the rights of creators and owners of intellectual property worldwide and ensures that inventors and authors are recognized and rewarded for their ingenuity. Protection of intellectual rights acts as a spur to human creativity, pushing forward the boundaries of science and technology and enriching the world of literature and the arts. By providing a stable environment for the marketing of intellectual property products, it also oils the wheels of international trade.

**51. Promoting press freedom and freedom of expression** — To allow all people to obtain information that is free of censorship and culturally unbiased, UNESCO has helped to develop and strengthen the media, aided in establishing independent news agencies and supported an independent press. UNESCO also serves as a watchdog for press freedom, publicly denouncing serious abuses like the assassination and detention of journalists.

**52. Improving global postal services** — The Universal Postal Union (UPU), the primary forum for cooperation among the world's postal services, helps to ensure a truly universal network of up-to-date products and services. It sets the rules for international mail exchanges and makes recommendations to stimulate growth in mail volume and to improve the quality of service for customers. The postal services of UPU's 190 member countries form the largest physical distribution network in the world, processing some 430 billion mail items each year.

**53. Improving global telecommunications** — The International Telecommunication Union (ITU) brings together governments and industry to develop and coordinate the operation of global telecommunication networks and services. It has coordinated shared use of the radio spectrum, promoted international cooperation in assigning satellite orbits, worked to improve telecommunication infrastructure in the developing world and negotiated the worldwide standards that assure the seamless interconnection of a vast range of communications systems. From broadband Internet to latest-generation wireless technologies, from aeronautical and maritime navigation to radio astronomy and satellite-based meteorology, from phone and fax services to TV broadcasting and next-generation networks, ITU continues to help the world communicate. Its work has enabled telecommunications to grow into a \$1 trillion global industry.

**54. Generating worldwide commitment in support of children** — From El Salvador to Lebanon and from the Sudan to the former Yugoslavia, UNICEF has pioneered the establishment of “days of tranquillity” and the opening of “corridors of peace” to provide vaccines and other aid desperately needed by children caught in armed conflict. The Convention on the Rights of the Child has become law in 192 countries. Following the 2002 UN Special Session on Children, 190 governments

committed themselves to a time-bound set of goals in the areas of health, education, protection against abuse, exploitation and violence and the struggle against HIV/AIDS.

**55. Improving education in developing countries** — As a direct result of the efforts of UN agencies, 74 per cent of adults in developing countries can now read and write and 78 per cent of children attend primary school. The goal is now to ensure that all children complete a full course of primary school by 2015.

**56. Improving literacy for women** — Programmes aimed at promoting education and advancement for women helped to raise the female literacy rate in developing countries from 36 per cent in 1970 to 70 per cent in 2000. The goal is now to ensure that all girls complete primary and secondary school by 2015.

**57. Preserving historic, cultural and architectural sites** — UNESCO has helped 81 countries to protect ancient monuments, and international conventions have been adopted to preserve cultural property.

**58. Facilitating academic and cultural exchanges** — The United Nations, through UNESCO and the United Nations University, has encouraged scholarly and scientific cooperation, networking of institutions and promotion of cultural expression, including those of minorities and indigenous people.

**59. Promoting the rights of persons with disabilities** — The United Nations has been at the forefront of the fight for full equality for persons with disabilities, promoting their participation in social, economic and political life. The UN has shown that persons with disabilities are a resource for society, and is drafting the first-ever convention to advance their rights and dignity worldwide.

**60. Improving the plight of indigenous people** — The United Nations has brought to the fore injustices suffered by 370 million indigenous people who live in 70 countries worldwide and who are among the most disadvantaged and vulnerable groups of people in the world. The 16-member Permanent Forum on Indigenous Issues, established in 2000, works to improve the situation of indigenous people all over the world in development, culture, human rights, the environment, education and health.

*For further information on these and other areas of work of the United Nations, please contact [mediainfo@un.org](mailto:mediainfo@un.org).*



**Afghan Women Learn English through UNICEF Program**

Afghan women, shown during a class, learn English through the Youth Information and Contact Centre (YICC), established by the United Nations Children's Fund (UNICEF) in collaboration with the Afghan Ministry of Culture and Youth Affairs. The YICC provides training and counseling, with a particular focus on protecting youths from abuse and exploitation through educational programs.

22 July 2009, Nili, Afghanistan

Photo # 405812

On the following pages is an example of an outline for a year's work in Model United Nations. This list of ideas may be helpful. The purpose is to give you ideas which may spark your own creativity. GEMUN is a tool through which many required basic subjects can be enlivened and renewed in the interest of your students.

## **UNIT — United Nations — Instrument of World Peace Elementary and Middle School**

### **GOALS:**

1. To acquaint students in elementary and middle school with the process of the United Nations System.
2. To help students become aware of global problems as well as global solutions to those problems.
3. To encourage students to interact and debate about these issues.
4. To introduce students to cultures of other nations.
5. To help students begin to think in terms of international cooperation to solve world problems.

### **OBJECTIVES:**

1. The students will learn the principal organs of the United Nations System and the work of the specialized agencies.
2. The students will be encouraged to communicate with the U.N. Mission of the country they represent, and to learn about the position of their country on certain global issues.
3. The students will research to the level of their ability the topics assigned for their committees.
4. The students will each write a resolution based on their research.
5. The students will be given the opportunity to debate with their peers to find solutions for the problems presented.
6. The students will prepare a display (on their country) for their peers and the general public, to be part of an exhibit outside the General Assembly Hall on the final day of the conference. The purpose of the display will be educational. It is asked that each display have some participatory aspect for observers.

### **ACTIVITIES:**

#### **Stage 1: Nations of the World & the United Nations System**

- I. Discussion—What is an individual? (Who am I? What is my name? What is my family name? What is the name of my city? my state? my nation?)
- A. What is a *nation*?
  - B. What is our nation called?
  - C. What are some *symbols* of our nation? (Talk about symbols if necessary: the symbols on our money, our flag, the seal.)
  - D. What do we think makes our nation *different* from other nations? *the same* as other nations?

E. Try to draw a picture of the world from memory, putting in place the equator, the oceans and continents, and as many nations as you can include. (After everyone is finished, let them compare their map with a global map.)

## II. Discussion—The United Nations—the world family of nations

A. What would happen if each person in your family decided they would do only what they wanted to do for themselves?

B. How do we bring cooperation into the family?

C. Until the United Nations was started, that is what all the nations of the world did—think mainly of their own interests, not really trying to find a way to cooperate with other nations.

D. Look at a world map of the United Nations. Discuss the different areas of the world with the students.

E. Make a list of the countries the students are most interested in, asking each student to tell why.

F. After allowing time for discussion about each nation, ask each student to decide on their top five choices to role-play.

G. Give each student three votes, and tabulate the top five choices. Send these choices, plus the registration fee, to the Staff of the Model United Nations.

## III. Structure of the United Nations System

A. Using a chart of the United Nations System, talk about the six principal organs of the United Nations. If the students are not familiar with the terms, word games may be appropriate.

B. Matching game to teach Specialized Agencies, other Organizations in the System, and other United Nations Organs.

### **Stage 2: Problems of the World**

(From now until the end of the year, we will watch news programs weekly, if possible, and find newspaper and magazine articles related to the committee topics.)

## I. Discussion—What are some problems families have?

A. How do we handle family problems?

B. What are some world problems?

C. How do we think that we (humanity) can solve these world problems?

D. Which of the Specialized Agencies or other Organs of the United Nations System could possibly help solve the world problems named?

E. Discussion of the particular problems assigned by the Secretariat to be covered in this year's Model United Nations session.

II. Library trip with the children to find books on the committee topics assigned by the Secretariat.

III. Complete Position Paper form provided in the handbook (page 10), and mail to the staff by the deadline, using all resources you've accumulated, plus the Ambassador's speech from the plenary session of the United Nations provided by the staff.

IV. Individual and small group study of the books to begin to define areas of interest shown by the children. Copy and file articles and pages of particular interest to the children on their topics.

### Stage 3: Study on Assigned Country

I. Library trip with the children to find books on the nation they will be role playing.

II. Study of the nation.

A. One possible general outline to follow (of course you will make your own variations):

- \* Family living in your country
  - how families live (what the homes are like)
    - +build a model of a village (or city)
    - +turn one corner of the room into a “house” typical of your country (furnishings, typical decorations in the homes)
    - +customs of living (manners, courtesy)
  - what the people eat (recipes)
  - how the people dress (clothing, jewelry)
  - how families take care of babies
- \* Creative art work
  - Visual arts
    - +brief art history of the country
    - +drawings or paintings (examples and experiential)
    - +art and clothing (make outfits of native dress for each participating delegate, if you wish)
    - +local crafts
  - Music and Dance (instruments, and indigenous, ethnic or folk, and modern dancing)
  - Storytelling or folk tales, heroes
  - Poetry
- \* Nature and Science
  - natural resources from the country
    - +crops
    - +native flora and fauna
    - +local minerals available
  - geographical information
    - +land formations
    - +land area types (deserts, mountains, rain forests, etc.)
    - +temperature variations, weather
- \* Language(s) of the nation
  - brief introduction (counting, hello, thank you, etc.)
  - the ambassador may wish to write his/her opening speech to the General Assembly in the native language, and have an “interpreter” accompany him/her to the podium (but keep the total time within the requested limit)
- \* Games from your country
- \* Special holidays for your country (you may wish to celebrate one or more during the year, as it is celebrated in your chosen country)
- \* Symbols of your country
- \* Money

B. Social or cultural groups of people from different countries are located in many urban areas. We have found these groups very happy to visit schools to help us understand their cultures. Some may have a center you can visit.

### III. Study of the United Nations System (proceeds *along with* the study of the country)

#### A. The six main organs

1. The Secretariat
2. The General Assembly, with the Main Committees
3. The Security Council
4. The Trusteeship Council
5. The Economic and Social Council and the Specialized Agencies
6. The International Court of Justice

#### B. The Specialized Agencies and Programmes

1. Make a list with the children of all of the aspects of the planet (rain forests, weather, mountains, rivers, oceans, etc.).
2. Make another list of all the aspects of humanity and human relationships (children, the elderly, people without enough food or housing, education, industry, trade, etc.).
3. Using a list describing the Specialized Agencies and Programmes of the United Nations System, categorize your lists made in #1 and #2 above.
4. Choose one Specialized Agency, and write to the agency for all available information in English.
5. Study not only what the chosen Specialized Agency does in “your” country, but also what they are doing in the rest of the world.

IV. Make a display of the work you have done during the year about your country. This display can include interactive materials such as worksheets, word games or puzzles, costumes other children could try on, etc. Display it at school and at the Model United Nations. (See pp. 12-13 for more on displays.)

### **Stage 4: Writing Resolutions**

I. Identify the problem on which each child would like to write his/her resolution.

- A. Using your Position Paper, identify several good ideas for resolutions.
- B. Brainstorm with each child or in small groups to help narrow his/her topic.

II. Writing the resolution (IMPORTANT TO FOLLOW)

- A. Acquaint each student with the section in the Delegate Handbook on resolution writing.
- B. Use the preambulatory and operative phrases listed in the Handbook. Help the group write a resolution together on a topic the group selects.
- C. Ask each student to begin on his/her selected topic, using different appropriate phrases, not the same as in the example.
- D. Help the students individually, or in pairs, to polish their work.
- E. Type the work or have the students type it. Double check for errors.
- F. Send resolutions to the Secretariat by the due date.

### **Stage 5: Rules of Procedure**

I. After the Secretariat has introduced the Rules of Procedure at the workshop, practice occasionally in class. If you are not able to attend the workshop, use the appropriate pages in the handbook.

II. After your resolutions have been sent to the Secretariat, practice frequently.

III. When you receive the copies of the resolutions to be debated at the conference,

A. Practice with those resolutions.

- Help the children brainstorm ideas of possible answers to questions that may come up in debate.
- If any of the resolutions from your school are to be debated, have the whole delegation help brainstorm possible debate opposition, so the student(s) can be as prepared as possible.
- Help the children organize the files of articles collected over the year, to bring to the conference. These will be of assistance during the debating.

B. Negotiate for co-sponsors of your resolutions.

- If you or the children see another resolution or resolutions in the packet which agree with your country's policies, you may want to plan to contact the author early at the final conference, to ask if you can co-sponsor their resolution. (If they are interested, frequently they will co-sponsor your resolution also, maybe with no changes or with only minor amendments.)

### **Stage 6: Final Preparations**

I. Make "official note paper" from your delegation to be used to pass notes to each other and to other delegates during debate. (NOTE: This is a suggested activity, not required. There will be plenty of note paper furnished at the conference for all to use.)

II. Check to be sure each delegate who wants to wear native dress to the opening ceremonies has it available.

III. Make finishing touches on your country display.

IV. Make sure the ambassador has a speech (about one minute in length) to read or recite to the assembled delegates during the opening ceremonies.

- a. These speeches generally welcome delegates and guests to the assembly and set general policy for the nation.
- b. The ambassador might make a statement about particular problems in his/her nation.
- c. He/she could choose to make the speech in the native language but must be accompanied by a "translator" who immediately translates the speech into English, the official language of GEMUN, and the total time should still be within requested limit.

### **Stage 7: Culmination—Main Conference**

### **Stage 8: Review the Conference**

I. Ask each child or the group as a whole to write:

- A. What they thought was very good about the session
- B. Anything they thought was not so great
- C. Any suggestions they might have to improve the event for the following year (if any of their suggestions might be helpful, send them to the Model UN staff, in writing).

II. Discuss with the group what they think they learned during the year, and if they can think of any way they could have been better prepared.

## GEMUN RECOMMENDED RESOURCES

For additional internet resources, go to <http://www.gemun.org/resource.shtml>  
Below are some of the resources we found helpful in preparation for GEMUN.

### Millennium Development Goals (MDGs) The global challenge: Goals and targets

The **MDGs** are an ambitious agenda for reducing poverty and improving lives that world leaders agreed on at the Millennium Summit in September 2000. For each goal one or more targets have been set, most for 2015, using 1990 as a benchmark. For information on the MDGs, go to:

<http://www.undp.org/mdg/>

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

<http://www.un.org/millenniumgoals/>

Millennium Development Goals Indicators: <http://mdgs.un.org/unsd/mdg>

<http://www.undp.org/poverty/>

<http://www.un.org/Pubs/CyberSchoolBus/mdgs/flash/index.asp>

**Food Force** -- The game currently has a storyboard, which is developed from a viewpoint of an Indian villager, who is the Sarpanch (The administrator of the ruling body, Panchayat, of the village) of a village and his son helps him in the development of the village, who is the next candidate for the position currently held by his father. -- <http://foodforce2.com/>



### UN News Centre

The official News page of the United Nations -- <http://www.un.org/News/>

### The United Nations Foundation

The United Nations Foundation was started in 1998, after Ted Turner pledged \$1 billion to UN causes. The UN Foundation strengthens and supports the UN and its causes through a blend of advocacy, grantmaking, and partnerships. <http://www.unfoundation.org>

The **UNWire** is a free e-newsletter from the UN Foundation -- excellent source of news about the whole UN system -- [http://www.smartbrief.com/un\\_wire/](http://www.smartbrief.com/un_wire/)



### World Statistics Pocketbook

<http://unstats.un.org/unsd/pocketbook/>

Release Date: June, 2011. Publisher: United Nations, Department of Economic and Social Affairs

This handy pocketbook (252 page(s), 4x7) provides an easy-to-use international compilation of basic economic, social and environmental indicators for 216 countries and areas worldwide. It covers 50 key indicators in the areas of population, economic activity, agriculture, industry, energy, international trade, transport, communications, gender, education and environment, based on over 20 international statistical sources. The layout provides an easy-to-view comprehensive statistical profile of each country or area; and the notes on sources and definitions on indicators provide a valuable guide for further research. This issue of the World Statistics Pocketbook also shows comparative data for the years 2000, 2005 and 2009.

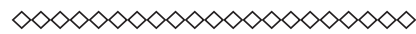
Book Info: Sales Number: 11.XVII.4 | ISBN 13: 9789211615517 | Print Version: \$17.00

## ***United Nations Today, The (formerly titled *Basic Facts About the UN*)***

<http://www.un.org/aboutun/untoday/>

The *United Nations Today* reflects the multitude of ways in which the United Nations touches the lives of people everywhere. It chronicles the work of the Organization in such areas as peace, development, human rights, humanitarian assistance, disarmament and international law. In describing the work of the United Nations family of organizations, this book provides a comprehensive account of the many challenges before the international community, as well as the joint ongoing efforts to find solutions.

SALES #: 08.I.6 | ISBN: 9789211011609 | Print PRICE: \$10.00 | Electronic (pdf) | PRICE: \$5.00



## **From United Nations Specialized Agencies & Programmes:**

### **UNDP -- Human Development Report 2011**

#### **Sustainability and Equity: A Better Future for All**

<http://hdr.undp.org/en/>

The 2011 Report argues that the urgent global challenges of sustainability and equity must be addressed together – and identifies policies on the national and global level that could spur mutually reinforcing progress towards these interlinked goals. Bold action is needed on both fronts if the recent human development progress for most of the world's poor majority is to be sustained, for the benefit of future generations as well as for those living today. The Report will be published online and in print in Nov., 2011.

### **UNEP Publications**

<http://www.unep.org/publications/>

Search for title:

### **UNEP Year Book 2011: Emerging Issues in our Global Environment**

The 8th Edition of the UN Environment Programme flagship report, the UNEP Year Book 2011, examines global emerging issues and provides the latest environmental science. It also highlights major environmental events and developments over the past year, and presents the most recent data and indicator trends. The ocean has become a global repository for much of the waste we produce. Scientists are concerned that plastic debris in the ocean can transport toxic substances which may end up in the food chain, causing potential harm to ecosystems and human health. The Year Book also explores the wider implications of the use of phosphorus in food production. Phosphorus is an essential nutrient whose supply is limited. Since demand for fertilizer in agriculture rocketed in the 20th century, large amounts of phosphorus are flowing into the environment. New perspectives are also emerging on how biodiversity conservation can be integrated in forest management. Forests are receiving increasing attention, not least because of their role in climate change mitigation. Halting loss of forest biodiversity is essential if forests are to adapt to mounting pressures, including climate change and pest outbreaks. The Year Book's overview of events and developments during 2010 shows how cutting edge science reveals new opportunities to mitigate climate change while improving air quality. Stimulated by technological innovation and green investments, renewable energy supply is growing rapidly. This and other developments are summarized in key environmental indicators that present the latest data and trends for the global environment. The UNEP Year Book 2011 is essential reading for anyone with a keen interest in the future of our planet.

ISBN: 9789280731019 | Stock #: DEW/1300/NA | PAGES: 78 pages | pdf available online | \$20.00 print

### **EarthPrint.com**

<http://www.earthprint.com>

A central location for environmental and agricultural official publications from  
UNEP and Key International Organizations.

## **UNEP/GRID–Sioux Falls**

<http://na.unep.net/>

UNEP uses Google Earth to Put You in the Cockpit. People can 'fly' to some of the world's most dramatic environmental hotspots courtesy of the UN Environment Programme (UNEP)'s innovative use of the popular mapping tool Google Earth.

## **UNEP -- Vital Water Graphics, An Overview of the State of the World's Fresh and Marine Waters**

<http://www.unep.org/dewa/vitalwater/>

The United Nations Environment Programme (UNEP) has taken a lead position over the last 30 years, in assessing and monitoring the state of global water resources and their use and management. In collaboration with partners and collaborating centres, it collates and analyzes water resource data on a global scale. The goal of this publication is to produce a clear overview, through a set of graphics, maps and other illustrations, of the current state of the world's fresh, coastal and marine waters. It also illustrates the causes and effects of trends that threaten our water resources, with examples of areas of major concern and future scenarios for the use and management of fresh, coastal and marine waters. Available online.

## **United Nations Atlas of the Oceans**

<http://www.oceansatlas.org/>

The UN Atlas of the Oceans is an Internet portal providing information relevant to the sustainable development of the oceans. It is designed for policy-makers who need to become familiar with ocean issues and for scientists, students and resource managers who need access to databases and approaches to sustainability. The UN Atlas can also provide the ocean industry and stakeholders with pertinent information on ocean matters.

## **UNESCO Courier**

<http://www.unesco.org/new/en/unesco-courier/>

The UNESCO Courier is reborn. Now a full-fledged online magazine, each new issue will focus on timely themes of special concern to the Organization. The magazine has changed a great deal over the years, both in content and in form. But it pursues its original mission: promote UNESCO's ideals, maintain a platform for the dialogue between cultures and provide a forum for international debate. Current issue: 'How youth drive change'

## **Atlas of Global Development (Second Edition): A Visual Guide to the World's Greatest Challenges**

<http://publications.worldbank.org> search for title

Published in association with Harper Collins, the completely revised and updated second edition of the *Atlas of Global Development* vividly illustrates the key development challenges facing our world today. Keeping abreast of a changing world, new topics have been added including child employment, internet use, foreign direct investment, food production, and energy flows.

144 pages | Published February 6, 2009 by World Bank | ISBN: 978-0-8213-7603-4 | Price: \$ 22.95



## **ADDITIONAL RESOURCES**

### **People and the Planet**

<http://www.peopleandplanet.net>

Peopleandplanet.net provides a global review and internet gateway into the issues of population, poverty, health, consumption and the environment (Population Pressures, Food and Agriculture, Reproductive Health, Health and Pollution, Coasts and Oceans, Renewable Energy, Poverty and Trade, Climate Change, Green Industry, Eco Tourism, Biodiversity, Mountains, Forests, Water, Cities, Global Action). It is published by Planet 21, an independent non-profit company and a registered British charity recognised by the United Nations.

### **NOW -- Classroom**

<http://www.pbs.org/now/classroom/index.html>

Developed with the assistance of the NOW Educator Advisory Panel and PBS Teachers, the site allows teachers to select skill-based activities and lessons, and then incorporate their choice of NOW on PBS programs. NOW Classroom Skill-builders are divided into seven lesson modules: SAT Essay Prep, SAT Critical Reading Prep, News Awareness, Persuasive Writing, Writing and Reporting, Reading Comprehension, and Developing Opinions.

### **OneWorld.net**

<http://oneworldgroup.org/>

OneWorld U.S. Global Daily Headlines brings you the most engaging and relevant articles on the environment, development, human rights, U.S. foreign policy and globalization, direct from over 1500 partner organizations working in the field across the globe. OneWorld also "pioneers internet and mobile phone applications, which the world's poorest people can use to improve their life opportunities, and which help people everywhere understand global problems - and do something about them."

### **The Earth Charter**

<http://www.earthcharterinaction.org/content/>

In 1987 the United Nations World Commission on Environment and Development issued a call for creation of a new charter that would set forth fundamental principles for sustainable development. The drafting of an Earth Charter was part of the unfinished business of the 1992 Rio Earth Summit. "The Earth Charter is a declaration of fundamental ethical principles for building a just, sustainable and peaceful global society in the 21st century. It seeks to inspire in all people a new sense of global interdependence and shared responsibility for the well-being of the whole human family, the greater community of life, and future generations. It is a product of a decade-long, worldwide, cross cultural dialogue on common goals and shared values."

### **Good News Agency**

<http://www.goodnewsagency.org/>

Good News Agency carries positive and constructive news from all over the world relating to voluntary work, the work of the United Nations, non governmental organizations, and institutions engaged in improving the quality of life. It is published in English on one Friday and in Italian the next and distributed free of charge by email.

### **Worldwatch Institute**

<http://www.worldwatch.org>

Worldwatch Institute delivers the insights and ideas that empower decision makers to create an environmentally sustainable society that meets human needs. Worldwatch focuses on the 21st-century

challenges of climate change, resource degradation, population growth, and poverty by developing and disseminating solid data and innovative strategies for achieving a sustainable society.

### **Population Reference Bureau**

<http://www.prb.org/> click on 'Educators' and 'Lesson Plans'

Lesson plans on UN related and global topics are available on their website at no charge.

### **World Press Review**

<http://www.worldpress.org/>

*World Press Review*, News and Views from Around the World — Drawing upon publications around the globe, and a network of correspondents in dozens of countries, Worldpress.org illuminates the issues that barely see the light of day in the mainstream press, translating, reprinting, analyzing, and contextualizing the best of the international press from more than 20 languages. More than simply a source of international news and information, Worldpress.org provides users with a succinct view of the political and economic climate globally. Email newsletter available.

### **IRIN (Integrated Regional Information Network)**

<http://www.irinnews.org>

A project of the UN Office for the Coordination of Humanitarian Affairs (OCHA), IRIN's principal role is to provide news and analysis about sub-Saharan Africa, the Middle East and Central Asia for the humanitarian community.

### **ReliefWeb**

<http://reliefweb.int/>

ReliefWeb is your source for timely, reliable and relevant humanitarian information and analysis. "Our goal is to help you make sense of humanitarian crises worldwide. To do this, we scan the websites of international and non-governmental organizations, governments, research institutions and the media for news, reports, press releases, appeals, policy documents, analysis and maps related to humanitarian emergencies worldwide. We also produce maps and infographics to illustrate and explain humanitarian crises."

ReliefWeb was launched in October 1996 and is administered by the UN Office for the Coordination of Humanitarian Affairs (OCHA).

### **Secretary-General Ban Ki-Moon: My priorities for a Better World**

<http://www.un.org/sg/priority.shtml>

The spirit and vision that infused world leaders in 1945 inspire me every day... The promise and values of those early years in the UN's history are as relevant today in our considerably more complex and interdependent world as they were over 60 years ago... The challenges we face today are many, and my resolve is strong. I am determined to make progress on the pressing issues of our time, step by step, by building on achievements along the way, working with Member States and civil society.

### **Mennonite Central Committee Resource Catalog**

<http://www.tng-secure.com/scripts/mcc/catalog/>

Mennonite Central States: 121 East 30th Street PO Box 235 North Newton, KS 67117 ph: (316) 283-2720  
Email: [centralstates@mcc.org](mailto:centralstates@mcc.org)

A great selection of videos or dvds available for loan or purchase. Topics include Abuse issues, children, conciliation, cultural awareness, development, food, health, indigenous issues, peace and many region or country specific documentaries. They also sell some posters and pamphlets.

## A Google search will find these titles:

**Hungry Planet: What the World Eats** by Faith D'Aluisio and Peter Menzel — Menzel and D'Aluisio spent time with typical families in each country, discussing their eating habits, calculating a week's worth of food purchases, and accompanying families to the marketplace to document local customs and traditions. This book offers fertile ground for the examination of the expanding global food economy, world hunger, current events, sustainable agriculture, and cultural similarities and differences.

In addition to profiles of each family, *What the World Eats* includes photo galleries and illustrated charts about fast food, safe water, life expectancy, literacy rates, and more!

Each family's profile features:

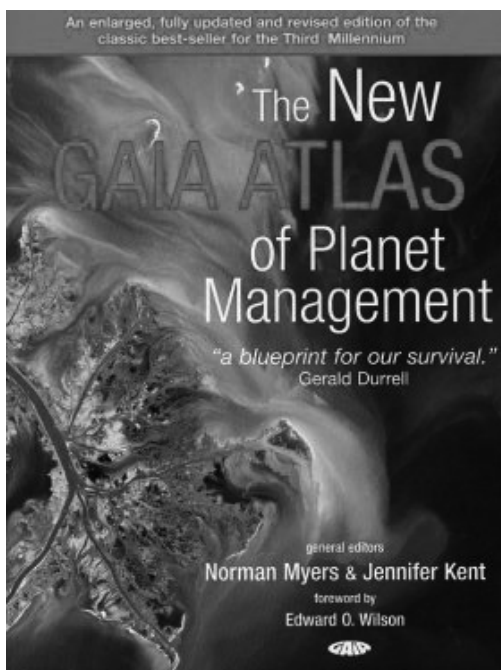
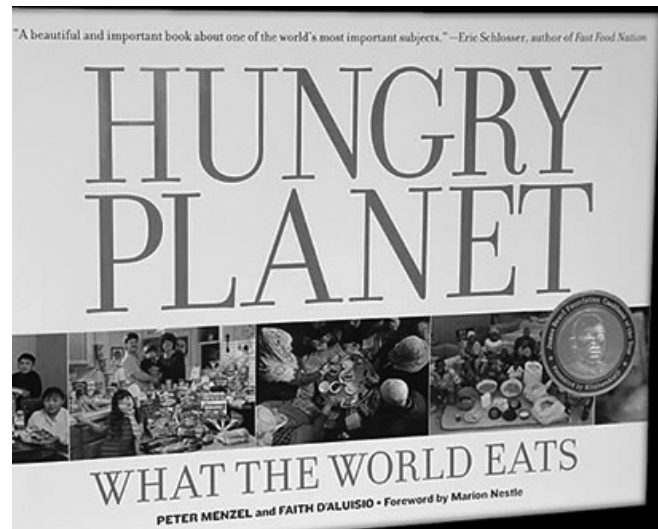
- \* Full-color photographs, including each family posing with the food consumed in a week.
- \* Information about each family's food, including cost and quantity.
- \* Facts about that country, including population, currency, average income, and more.
- \* A world map showing where each family lives.

The countries included are: Australia, Bhutan, Bosnia, Chad, China, Cuba, Ecuador, Egypt, France, Germany, Great Britain, Greenland, Guatemala, India, Italy, Japan, Kuwait, Mali, Mexico, Mongolia, Philippines, Poland, Turkey and the United States.

Photographs by Peter Menzel • Written by Faith D'Aluisio • \$22.99 hardcover • 160 pages  
ISBN-13: 978-1-58246-246-2 • 1-58246-246-1  
11 x 9 ½ inches • full-color photographs • all ages  
Publication date: August 2008

For more about the book, and links to posters, teacher guides, etc:

<http://www.menzelphoto.com/books/hp.html>



**The New Atlas of Planet Management**, by Norman Myers (Editor), Jennifer Kent (Editor)

The *New Atlas of Planet Management* was regarded as the most groundbreaking survey of the state of our planet when it was first published in 1984. After over twenty years in print, it has become the bible of the environmental movement and the definitive guide to a planet in critical transition. Regularly featured among the top ten books on the environment, the Atlas has been read by millions of people and translated into more than a dozen languages. This enlarged edition brings the classic reference up-to-date. Thoroughly revised with the latest figures and analysis, fresh full-color and easy-to-read graphics, an expanded format, and a wealth of current environmental and political topics that have arisen during the previous two decades, *The New Atlas of Planet Management* will equip a further generation of readers with information to face the challenges of the new millennium.

Paperback - 304 pages Rev & updated edition (November 14, 2005); ISBN: 0520238796

## **The United Nations CyberSchoolBus**

<http://cyberschoolbus.un.org/>

The United Nations CyberSchoolBus produces high quality teaching materials and activities about international issues and the UN designed for educational use and for training teachers. One very useful feature of the site is a section on Curriculum -- <http://www.un.org/Pubs/CyberSchoolBus/cur.html>

There are several subjects, including: Peace Curriculum, Cities Curriculum, Schools Demining Schools, Human Rights, The Poverty Curriculum, Health Curriculum, Women's Rights, Cleaner Oceans, Saving Tomorrow's World, UN in Space, Other UN Educational Websites Current issues for which briefing papers have been prepared: aids/hiv | biodiversity | child labour | child soldiers | children's rights | climate change | disarmament | drug abuse | education | girl child | globalization | governance | human rights | international law | preventing conflicts | peacekeeping | poverty | refugees | renewing the united nations | technology

See below for an example, the Teacher's Instructions for The Poverty Curriculum:

### **The Poverty Curriculum**

<http://www.un.org/cyberschoolbus/poverty2000/index.asp>

This curriculum is designed for grades 5-12.

There are seven units including the introduction and conclusion. We encourage you to follow the order of lessons listed:

1. Introduction
2. Food
3. Health
4. Housing
5. Education
6. Work & Economic Security
7. Conclusion

Each unit has four sections.

**EXPLANATION** The first section is an explanation of the topic. Please share this information with your students by reading it with the class and asking the questions that follow.

**CLASS ACTIVITY** The second section is the activity. The activities can be done in the classroom. They are designed to get students to begin thinking about the topic as it relates to themselves and others. We feel that the activity portion of the unit is the most important part. The activities are designed to take about 20 minutes of classroom time. Please review the activities and make any changes you feel might be necessary for your individual classroom.

**COMMUNITY SERVICE** The next section of each unit is a community service activity. These activities can either be done as a class, or perhaps you might want to encourage students to do them on their own or with their family. We feel that involving the students in the community is an integral part of their understanding of the issues.

**INTERNET CONNECTION** The last section of each unit includes internet sites that offer solutions to the topic or examples of programs and services that are helping people around the world. Have your students visit these sites or print them and pass them out to the class.

## MODEL UNITED NATIONS COUNTRY QUESTIONNAIRE

(This is given as an example, to be used to the extent required by your group, updated as needed, as a guide to prepare you to write your position papers.)

Name of your country:

### I. GENERAL INFORMATION:

A. Continent:

B. Region of continent (Central/South America, East Asia/Pacific, Southeast Asia, Indian Subcontinent, Middle East/North Africa, Sub-Saharan Africa, Western/Eastern Europe, Other):

Member of International Organization (OAS—Organization of American States; OAU—Organization for African Unity; SAARC—South Asian Association for Regional Cooperation; League of Arab States; others)?:

Neighboring States:

C. Cities: Capital: Major Cities:

D. Size (area in square miles): Population Density (per square mile):

E. Total Population:

F. Average Life Expectancy:

G. Literacy rate (%):

H. Official Language(s):

I. History, early and recent:

J. Major religion(s) and their influence:

K. Ethnic/Racial group(s):

L. Form of government (dictatorship, democracy-parliamentary or presidential, limited monarchy, oligarchy); Current leader of Government:  
Member of an international political organization (SEATO, NATO, CIS, others)?:

List countries with which your country has friendly relations—trade partners, etc.  
(allies)

List countries with which your country has adversarial relations—trade competitors,  
etc. (adversaries)

M. Economic System (Capitalism, Socialism, Communism, other):

Type of Economy (agricultural, industrial, diversified, other:

Monetary unit:

National Resources (mineral, forestry, agricultural/animal [legal & illegal], human  
resources [labor force], energy resources, positional resource [canals,  
bays & seas, straits, coast line, geo-stationary orbit]):

Imports:

Exports:

Member of Economic Organization (OPEC, EC, EFTA, CIS, ASEAN, WTO,  
others)?:

## **II. UNITED NATIONS INFORMATION:**

A. When did your nation join the United Nations?

B. When did your country become a nation? Did the United Nations help your country  
become a nation? How?

C. If your country was a colony, give the mother country's name and explain what  
effects the change has had.

D. Is your country a large, medium or small contributor to the U.N. budget?

E. Is the U.N. involved in any way in health issues of your country? If yes, what are  
they?

F. Which countries are considered friendly? Which ones are considered adversaries?

## **III. CULTURAL, SOCIAL**

A. What is the predominant ethnic group in your country? What is the relationship  
between different groups?

B. What is your country's official policy toward other ethnic and cultural groups within its  
borders?

- C. Is your country affected by refugees from neighboring countries because of ethnic disharmony?
- D. How does your nation support improved education within and outside its borders?
- E. Is your country part of a recent break-up of another country or has it recently (last 40 years) been decolonized?

#### **IV. ECONOMIC ISSUES:**

- A. How is your country classified (developed, developing, least developed)?
- B. Is your country giving/receiving economic assistance? To/from whom? How much?
- C. Does your country have transnational corporations within its borders? If yes, has your country ever nationalized any of their holdings?
- D. What is your country's per capita income? What is the unemployment rate?
- E. Does your country contain any corporations that invest abroad? In what nations?
- F. Is your country currently under economic sanctions of the UN?

#### **V. HUMAN RIGHTS:**

- A. Does your country view human rights as an internal affair?
- B. To what extent does your country adhere to the Universal Declaration of Human Rights?
- C. What are your country's concerns on:
1. Terrorism
  2. Torture
  3. Rights of women
  4. Rights of children
  5. Rights of minorities
  6. Religious rights
  7. Rights of migrant workers
  8. Rights of refugees
  9. Rights of indigenous people
  10. Rights of workers
  11. Other forms of rights (disabled, detainee)

D. How does your country view Human Rights in:

Lebanon	Pakistan	Bulgaria	El Salvador
Iraq (Kurds, Sunnis, Shiites)	Afghanistan	Poland	Brazil
Iran	Somalia	Georgia	Paraguay
Israel (PLA)	Nigeria	United States	Uruguay
Turkey (Kurds)	Kenya	Mexico	Belize
Syria	South Africa	Cuba	Colombia (drugs)
Sudan	Croatia	Haiti	China
Vietnam	Guatemala	Indonesia	Nicaragua
Romania	Yugoslavia	Honduras	Cambodia
Bosnia-Herzegovina (Serb/Croat/Muslim)	(Serbs)	(religious)	Myanmar
			Uzbekistan

**VI. DISARMAMENT:**

- A. Does your country possess nuclear arms? If not, does it have the potential?
- B. Does your country fear a threat from countries which do have nuclear power?
- C. Has your country signed the Nuclear Non-Proliferation Treaty?
- D. To what extent does your country support disarmament or test ban treaties?
- E. Other than nuclear capabilities, what other type of warfare does your country have in its arsenals (tanks, jet planes, bio/chemical)? Have these been used? When? Against whom?
- F. How does your country obtain its military arms? From a foreign country? Which one(s)?
- G. Does your country supply or sell arms to another country? Which one(s)?



## RULES OF PROCEDURE -- SHORT FORM

Reference	Order of Precedence	Motion	Action	Interrupt	Second	Debatable	Amendable	Vote
C-10	1	Point of Order	Object to Procedure	Yes	No	No	No	Chair
C-14	2	Point of Personal Privilege	Complain about noise, room temperature, etc.	Yes	No	No	No	Chair
C-11	3	Point of Clarification	Request information from the Chair	Yes	No	No	No	Chair
C-13	4	Follow-up (by delegate who raised the Point of Information)	Question to speaker immediately after a Point of Information (only one per Point of Information)	Yes	No	No	No	Chair
C-12	5	Point of Information	Question speaker through the Chair	No	No	No	No	Chair
C-7	6	Withdraw	Remove motion from consideration	Yes	No	No	No	Chair
C-1	7	Right of Reply	National dignity impugned	No	No	No	No	Chair
C-15	8	Recess	Recess a meeting (may be amended as to duration)	No	Yes	No	Yes	Majority
C-16	9	Caucus	Suspend business to have a closed recess	No	Yes	No	Yes	Majority

## RULES OF PROCEDURE -- SHORT FORM

Reference	Order of Precedence	Motion	Action	Interrupt	Second	Debatable	Amendable	Vote
C-3	10	Table	Remove amendment or resolution from consideration	No	Yes	1 pro 1 con	No	Majority
C-9	11	Division of House	Request a roll call vote be taken	No	Yes	No	No	Majority
C-8	12	Previous Question	End debate	No	Yes	No	No	2/3
C-2	13	Limit/Extend Debate	Limit or extend debate	No	Yes	1 pro 1 con	No	2/3
C-5	14	Postpone Debate	Postpone debate for further work on the resolution	No	Yes	1 pro 1 con	No	2/3
C-6	15	Reconsider	Reconsider something already voted on -- meant to overturn decision made (THIS MOTION MAY BE MADE BY A DELEGATE VOTING ON THE PREVAILING SIDE ONLY)	No	Yes	1 pro 1 con	No	2/3
C-4	16	Take from Table	Reconsider resolution by taking it from table	No	Yes	Yes	No	Majority
C-17	17	Adjourn	To adjourn the meeting (permanent suspension of session -- as opposed to a recess)	No	Yes	No	No	Majority