



# THE 2006 NATIONAL MODEL UNITED NATIONS

SPONSORED BY THE NATIONAL COLLEGIATE CONFERENCE ASSOCIATION

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[www.nmun.org](http://www.nmun.org)

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Dear Delegates,

Welcome to the 2006 National Model United Nations (NMUN) Conference and the United Nations Children's Fund (UNICEF) Committee. My name is Colleen Miller and I will be serving as Director of UNICEF. This is my second year at the Conference and my first year on staff. I recently completed my undergraduate degree at Carleton College in Minnesota, during which time I had the opportunity to study off campus twice and travel to more than a dozen countries in Europe and the Middle East. I am currently a second year PhD student in political science at the University of Minnesota—Twin Cities, where I specialize in American Politics, International Relations, and Political Psychology in addition to studying Arabic.

I am very excited about the opportunity to simulate UNICEF at this year's conference. UNICEF is under the auspices of the General Assembly and has a long, impressive history of campaigning for the lives and the rights of children in the developing world. As you will discover, the mission of UNICEF is to provide aid to the poorest children in the world, which it achieves through a wide variety of programs, including famine and disaster relief as well as educational programs.

The three topics the UNICEF Committee will be discussing at the 2006 National Model United Nations Conference are:

1. Sexual Exploitation of Girls in Conflict Situations;
2. Promoting and Implementing Landmine Education; and
3. The Effect of Natural Disasters on Children.

A successful NMUN committee relies upon on serious research by delegates beforehand. Included in this guide are several sources to help you begin that research. NMUN's website at <http://www.nmun.org> has additional resources to help you begin your preparations for the conference in April.

Each delegation is required to submit a position paper. Similar to last year, NMUN is accepting papers via email. All papers are due by **March 10, 2006**. An important message from the Director-General regarding where papers should be submitted, expectations for their content and format, and inquiring about alternatives to email submission is included on page 1-2 of this guide. It is vital that all delegates adhere closely to these instructions.

I am looking forward to April 11<sup>th</sup> and this year's NMUN conference. I am confident that you will each find NMUN 2006 a fun, educational, and rewarding experience. I look forward to reading your position papers and meeting you in New York this Spring. Should you have any questions or comments about the Committee or the information contained in the background guide, please do not hesitate to contact me. Best of luck in your research!

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## Message from the Director General Regarding Position Papers for the 2006 NMUN Conference

Position papers are submitted for each committee in which a State/NGO participates at the NMUN Conference. Position papers should provide a concise review of each delegation's foreign policy regarding the topic areas under discussion and establish precise policies and recommendations in regard to the topics before the committee. International and regional conventions, treaties, declarations, resolutions, and programs of action of relevance to the policy of your State/NGO should be identified and addressed. Position papers also serve as a blueprint for individual delegates to remember their country's position throughout the course of the Conference.

Please be forewarned, delegates must turn in material that is entirely original. The NMUN Conference will not tolerate the occurrence of plagiarism. In this regard, the NMUN Secretariat would like to take this opportunity to remind delegates that although United Nations documentation is considered within the public domain, the Conference does not allow the verbatim recreation of these documents. This plagiarism policy also extends to the written work of the Secretariat contained within the committee background guides. Violation of this policy will be immediately reported to faculty advisors and may result in dismissal from Conference participation. Delegates should report any incident of plagiarism to the Secretariat as soon as possible.

An important component of the awards consideration process is the format of the position papers. Please refer to the sample paper on the following page for a visual example of what your work should look like at its completion. The following format specifications are **required** for all papers:

- All papers must be typed and formatted according to the example in the background guides (following the specifications below will ensure this)
- Length must **not** exceed one double-sided page (two single-sided pages is **not** acceptable)
- Font **must** be Times New Roman sized between 10 pt. and 12 pt.
- Country/NGO name, School name and committee name clearly labeled on the first page
- Agenda topics clearly labeled in separate sections
- No binding, staples, paper clips, or cover sheets should be used on any of the papers

To be considered timely for awards, please read and follow these directions:

1. A file of the position paper (.doc or .pdf) for each assigned committee should be sent to the committee e-mail address listed below. (Each address is also listed in individual background guides who will be mailed in November.) These e-mail addresses will be active after 30 November. Delegates should carbon copy (cc:) themselves as confirmation of receipt.
2. Each delegation should send one set of all position papers to: *positionpapers@nmun.org*. This set (held by the Director-General) will serve as a back-up copy in case individual committee directors cannot open attachments. *NOTE: This e-mail should only be used as a repository for position papers.*

Each of the above listed tasks needs to be completed no later than **March 10, 2006**. *E-mailed files should be in Microsoft Word (.doc), Rich Text (.rtf), or Adobe (.pdf) formats.*

**PLEASE TITLE EACH E-MAIL/DOCUMENT WITH THE NAME OF THE COUNTRY & COMMITTEE**

*A matrix of received papers will be posted online for delegations to check by March 20, 2006. If you need to make other arrangements for submission, please contact Kevin Grisham, Director General, at [dirgen@nmun.org](mailto:dirgen@nmun.org) or at 909-991-5506.*

Additionally, each delegation should submit a copy of their position paper to the permanent mission of the country you are representing along with an explanation of the Conference. Those delegations representing NGOs do not have to send their position paper to their NGO headquarters, although it is encouraged. This will assist them in preparing your mission briefing in New York.

Finally, please consider that over 1,000 papers will be handled and read by the Secretariat for the Conference. Your patience and cooperation in strictly adhering to the above guidelines will make this process more efficient and is greatly appreciated. Should you have any questions please feel free to contact the conference staff, though as we do not operate out of a central office or location your consideration for time zone differences is appreciated.

A handwritten signature in black ink, appearing to read 'K. Grisham', with a long horizontal flourish extending to the right.

Kevin E. Grisham  
Director-General

## Sample Position Paper

The following position paper is designed to be a sample of the standard format that an NMUN position paper should follow. While delegates are encouraged to use the front and back of a single page in order to fully address all topics before the committee, please remember that only a maximum of one double-sided page (or two pages total in an electronic file) will be accepted. Only the first double-sided page of any submissions (or two pages of an electronic file) will be considered for awards. Visit the download section at [www.nmun.org](http://www.nmun.org) to find an example of an award-winning position paper. When using these sources, please be mindful of the NMUN's policy against plagiarism.

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*Delegation from*  
**The State of \_\_\_\_\_**

*Represented by the*  
**State University**

### *Position Paper for the General Assembly Plenary*

The issues before the General Assembly Plenary are: The Situation in Sub-Saharan Africa; Racism and Racial Discrimination, and A Comprehensive Review of United Nations Peacekeeping Operations. The State of Tranquility a proud member of the Regional Alliance of Peaceful Countries and a fully supports other regional groups in their efforts to coordinated a regional plan for sustained and sustainable development. In that regard, the State of Tranquility recognizes the necessity of ensuring the full realization of the Right to Development as declared in the Declaration on the Right to Development and the Final Report of the Working Group on the Right to Development. Tranquility fully supports the implementation of national development plans with the cooperation of regional organizations, the United Nations, and the international community. Tranquility is firmly committed to addressing the underlying factors

#### **I. The Situation in Sub-Saharan Africa**

The State of Tranquility believes that the principles of sovereignty, territorial integrity and economic security lend themselves to the pacific settlement of disputes in Sub-Saharan Africa, the most ethnically diverse region in the world. The lack of development in the region constitutes the root cause of political instability and conflict. The report of the Secretary-General, *An Agenda for Peace: Recommendations*, if implemented, could enhance the work of the Organization in its efforts to bring about sustainable development in Africa. Tranquility also believes that the use of preventive development in Africa could ensure that conflicts such as those in Liberia, Rwanda, Angola, Somalia and the Democratic Republic of the Congo can be avoided before they erupt. While obstacles to be overcome are many, international support for effective national programs to ensure the relief to rehabilitation to development continuum through post-conflict peace-building, can enable Sub-Saharan Africa and the entire developing world to achieve the sustainable development which alone will guarantee regional peace and stability. The State of Tranquility fully supports the increased cooperation between the United Nations and regional organizations in all aspects of dispute settlement and peace-keeping. Increased support for such regional efforts, when combined with measures to eliminate the root causes of regional conflict, serves to further enhance the prospects for lasting peace, security and development in Sub-Saharan Africa and throughout the entire international community.

#### **II. Racism and Racial Discrimination**

The State of Tranquility believes that the World Conference against Racism, Racial Discrimination, Xenophobia, and Related Intolerance offers the global community an opportunity to establish an updated plan of action to completely eradicate racism and racial discrimination throughout the world. The necessity for all Member States to sign, accede to and ratify the International Convention on the Elimination of All Forms of Racial Discrimination is an integral part of this plan, as policies and practices based on racism and racial discrimination remain devastating to regional social, economic and infrastructure development. Tranquility encourage all States, international organizations and non-governmental organizations to increase their efforts to combat racism, racial discrimination and xenophobia and to provide assistance to those affected by such practices. The lack of financial resources that prevented the international community from realizing its objectives in the three previous United Nations Decades to

Combat Racism and Racial Discrimination must not continue to hinder the international community in guaranteeing the fundamental human rights of all peoples.

### **III. A Comprehensive Review of United Nations Peacekeeping Operations**

The State of Tranquility remains firmly committed in support of the continued role of the United Nations Security Council as the primary agent for the maintenance of international peace and security, as mandated under Chapters IV and V of the UN Charter. We strongly recommend the authorization, determination, composition and financing of peacekeeping operations should be determined by the Council, as authorized by Articles 24, 25 and 26 of the Charter and in conjunction with the recommendations of the Special Committee on Peacekeeping Operations. Additionally, the State of Tranquility endorses the current role of the Secretary-General as administrator of the Operations established by the Council. The State of Tranquility remains a central contributor for both financial and logistical support of the United Nations Peacekeeping forces and will continue to contribute to the United Nations Peacekeeping Budget throughout the duration of the current year.

The State of Tranquility is firmly committed to addressing all threats to international peace and security through regional arrangements and multilateral forums. The international community must address the underlying causes of these conflicts and the destabilizing effects of such conflicts on entire regions. Tranquility is convinced that increased utilization of regional and sub-regional peacekeeping mechanisms can enhance the ability of peacekeeping missions to take into account historical, social, and cultural values and traditions within areas of conflict.

As operation costs continue to escalate, however, our nation strongly urges all Member States and the Secretary-General to devote greater attention to the monetary and management aspects of peacekeeping operations and provide serious consideration for the establishment of operation termination dates. The State of Tranquility further supports the proposal endorsed within A/Res/44/49, calling for Member States to develop and maintain an inventory of supplies and equipment to be made available for Operations on short-notice. In addition, the State of Tranquility calls upon Member States to recognize the need to maintain voluntary contributions for United Nations Peacekeeping Operations to reduce the continuing problems incurred by funding deficits.

## Resolution Writing and Report Writing at the NMUN Conference

The substantive output of committees at the NMUN conference generally takes the form of either resolutions or reports. At the 2006 NMUN Conference, the ICJ and the World Trade Organization (WTO) Ministerial Meeting, will adopt variations on these forms. The ICJ will create judgments and the WTO Ministerial Meeting will produce a declaration.

Please refer to the chart below which designates whether delegates will be writing resolutions or reports in the committee they are participating in at the 2006 NMUN Conference:

- | <u>Resolution Writing Committees</u>   | <u>Report Writing Committees</u>   |
|--|--|
| <ul style="list-style-type: none"><li>• GA Plenary; GA First; GA Second; GA Third; and ILC</li><li>• All Security Council Committees</li><li>• ECOSOC Plenary; ECA; UNICEF; UNEP; and UNDP</li><li>• G-77; OIC; AU; and NATO</li></ul> | <ul style="list-style-type: none"><li>• CSTD; CESC; WCDR; CSW</li><li>• UNAIDS and UNHCR</li><li>• IADB and APEC</li></ul> |

### ***Resolution Writing***

A resolution is the most appropriate means of applying political pressure on Member States, expressing an opinion on an important issue, or recommending action to be taken by the United Nations or some other agency. Most UN resolutions are not binding “law”; the only body which may produce resolutions that are binding upon the Member States of the United Nations is the Security Council. (In most cases, the resolutions and reports produced by the IGO committees simulated at the NMUN Conference are binding upon its individual Member States.)

Under UN rules of procedure, unlike other more generalized rules of procedure, the topic on the floor is debated in its entirety. This means that during debate, delegates should discuss the whole issue and all of the resolutions regarding that issue. When debate is exhausted, or is ended, the body then votes on each resolution and amendment and the issue are considered closed.

The National Model United Nations does not allow pre-written resolutions on any agenda topic. For this reason, delegations are not allowed to contact each other before the conference to begin caucusing. The NMUN process of writing resolutions during committee sessions is designed to teach delegates the concepts of negotiation and concession; pre-written resolutions hinder that learning process.

The goal of formal debate and caucusing is to persuade enough countries in the committee to support a particular solution to the topic under discussion. Resolutions formally state the agreed-upon solution by outlining the relevant precedents and describing the proposed actions. The committee is not limited to one resolution per topic; often the committee will pass multiple resolutions dealing with different aspects of a topic.

### ***Report Writing***

Some committees at the conference will draft reports during the course of negotiations, instead of resolutions. These reports represent the full work of the committee in question. These reports should not be confused with the summary reports of a committee’s work which are presented at the Saturday Plenary Sessions of either the General Assembly or ECOSOC. Directors of report writing committees will elaborate on the process used in reporting writing committees on opening night (Tuesday night). Prior to the NMUN Conference in April 2006, a handout with a lengthier sample report for delegates to use as a model will be posted on the NMUN Conference website at [www.nmun.org](http://www.nmun.org).

Reports are similar in nature to resolutions, with only a few key differences. Reports represent the formal recommendations and/or decisions of the committee on the agenda topics at hand, in the same manner as resolutions, but in the form of one document. Committees that write resolutions typically produce a number of draft resolutions for each topic, and each one is subject to a substantive vote by the body. In a similar manner, committees that write

reports produce several draft report segments and then vote on each one. The final report of these committees will combine the adopted draft reports into one comprehensive report at the end of the simulation.

Another key difference is the format of reports. While resolutions consist of one long sentence, reports are a series of complete sentences. Thus, where the clauses of a resolution each contain one whole concept, a report is composed of paragraphs, each constituted by a sentence or a few sentences which contain one whole concept.

## What to Expect at the Simulation of Your Committee

**Opening session:** After a brief introduction of the dais and some announcements, delegates will discuss the order in which the committee will address agenda topics while in formal and caucus sessions. The committee will then vote on a motion from the floor to set the agenda in a proposed order, and will continue to vote on such motions until one passes by a majority vote. If the committee fails to reach agreement on the agenda order by the conclusion of the first evening, the director and assistant director reserve the right to set the agenda. After the agenda has been set, the chair will entertain motions for the opening of the speakers' list to address the first agenda topic. (It should be noted due to the special procedures used by the International Court of Justice [ICJ] a variation of this process will be used. Delegates participating in the ICJ should carefully follow the delegate preparation section of the Background Guide of the ICJ.)

**Rules of procedure:** The simulation is conducted through the use of the committee rules of procedure, which are included in this background guide. The rules of procedure for this committee – located at the back of this background guide – are the rules of procedure that are only accepted during the simulation of this committee. Interpretation of these rules is left to the sole discretion of the Director-General or her/his designate. It is extremely important to develop a thorough working knowledge of the rules, including when they should be introduced, and in what capacity. The rules of procedure are enforced to facilitate the efficient workings of the committee, not to hinder them. Therefore, the director, assistant director and chair (with the approval of the director) reserve the right to rule motions out of order which may be considered dilatory or disruptive to the committee proceedings. In this respect, one of the quickest ways for a delegate to alienate him/herself within a committee is to be labeled a “rules hound,” or someone who attempts to disrupt committee proceedings with the introduction of redundant, inappropriate or time-consuming motions.

**Decorum:** Decorum is a *de facto* rule throughout the week of the simulation. In both large and small committees, the ability to conduct normal business while in formal session is an arduous task when decorum is not maintained; delegates will be asked for their assistance in this endeavor. Please see the Delegate Preparation Manual for a specific discussion of delegate decorum in committee and also, delegate behavior while at the Conference.

**Caucusing:** Caucusing is an important and logistically difficult component of the United Nations simulation. These informal meetings between voting blocs, as well as between States with positions that are diametrically opposed, often produce compromises acceptable to all parties. However, delegates are required to address issues within a week's time which, in many cases, the international community has failed resolve after years of debate and negotiation. Further, delegates to the NMUN do not have individual offices in which to convene informal meetings. As a result, the bulk of informal negotiation and the construction of working papers will occur within, or in the close proximity of, the committee chambers. In consideration for the other Conference participants, delegates are asked to respect the formal proceedings occurring both within and between all committees participating at the Conference. Finally, given the importance of decorum within committee chambers, all caucusing should occur outside of the committee chambers while committee is in session.

**Chairs and Rapporteurs:** Delegates should also take note that the director and assistant director (with the approval of the Director-General) will select a committee chair and rapporteur (committee administrative assistant) following the conclusion of interviews on the first evening of the Conference (Tuesday evening). For those interested in the opportunity to serve the committee as a chairperson or rapporteur, an application will be available online at [www.nmun.org](http://www.nmun.org) after 1 January 2006. The application should be completed and submitted to the director no later than the opening night of the Conference. The successful candidate for chair will demonstrate an excellent working-knowledge of the rules of procedure through a series of situations presented to her or him and exhibit qualities of

leadership, patience and humility. The rapporteur will assist the chair, the director and the assistant director with the abundance of paperwork and record keeping required in the efficient workings of the committee, as well as provide logistical support for the chair while in voting procedures. Multiple years of attendance at the NMUN Conference is preferred in candidates for the committee chair and rapporteur, but it is not the only defining characteristic used by the Directors and Assistant Directors to select chairs and rapporteur for committees.

Delegates selected to serve in these positions must forfeit their rights to participate in substantive debate within the committee. Although the chair and rapporteur continue to serve as representatives of their assigned State, their primary duty is to assist the director and assistant director in facilitating the professional operation of the committee. Additionally, delegates selected as committee chairs and rapporteurs do retain an equal eligibility for awards consideration. All delegates are encouraged to apply for these challenging and rewarding positions. Many individuals who serve as chairs and rapporteurs have in later years served as members of the NMUN Volunteer Staff.

**Attire:** In keeping with the spirit of the simulation, delegates are *required* to wear professional business attire. Further, national symbols of any kind are forbidden in committee chambers, in accordance with practices of the UN. Symbols associated specifically with the United Nations (e.g., the seal of the UN) are allowed in committee chambers.

## **Your Role as a Delegate at the 2006 NMUN Conference**

### ***Taking on the Role of a Diplomat***

The most important aspect of participating as a delegate to the NMUN is your assumption of the role of a foreign diplomat. In this role, you are acting as a representative of the government and the peoples of the Member State or NGO to which you have been assigned. The only exception is those delegates who are serving as justices on the International Court of Justice [ICJ]. In their capacities, those delegates serving as justices are serving as independent technical experts.

While in preparation for and throughout the duration of the Conference, you may find personal disagreement with the foreign policy of the country you are representing or with the policy of the NGO you are representing. Your personal opinions are entirely inapplicable during the course of the simulation. Therefore, it is of the utmost importance for all delegates to arrive well-versed in the dynamics of their State's foreign policy or in that of their NGO, and anticipate possible obstacles their State or NGO may encounter during the simulation. The simulation's quality depends on the collective preparation of its participants.

As a delegate, you should be able to demonstrate thorough knowledge of your assigned country's policies, specific issues to be discussed, and the procedures, activities, and history of your committee. Delegates should also exhibit the ability to negotiate and compromise, demonstrate leadership, and the ability to influence by gaining the professional respect of fellow delegates. States and NGOs maintain specific and adaptive foreign policy methods and goals to allow delegates to function in the negotiation process. As a representative of the NGO or State to which you have been assigned, you will be expected to work within the historical confines of your NGO or country's foreign policy at the UN. Even though many Member States and Observer States do not assume strong leadership roles in the UN, the reality of the NMUN is that each delegation will be judged on its ability to provide leadership to other delegates throughout the Conference.

Delegates are reminded that professional diplomats conduct themselves, and regard one another, with the utmost dignity and respect, regardless of foreign policy affiliation or personal feelings. Even States and NGOs who observe severely conflicting ideological perspectives will work closely together, within the UN, on diplomatic matters of mutual concern. Likewise many delegates are forced to work together despite personal conflicts.

### ***The Preparation and Introduction of Resolutions and Reports***

Resolutions and reports adopted within respective committees represent Member States' decisions and recommended courses of action with respect to the topics under discussion. Clauses within the preamble of



resolutions should provide a brief outline of historical and current perspectives and endeavors regarding the issues to be addressed within the operative clauses of the document. The operative clauses of resolutions provide the objectives and potential actions that Members designed to address the issues outlined within the preamble. More simply, the preamble states the problems before the committee in relation to the topic under deliberation and operative clauses outline the decisions of the committee for the solution of these problems.

Although delegates are encouraged to develop resolution and report writing skills, both in classroom scenarios and at regional MUN simulations, the NMUN will not accept any pre-written resolutions or reports, and which have not been developed by a plurality of the committee. This determination is at the sole discretion of the Secretariat. Due to the goal of creating an environment where the skill of compromise and conflict resolution skills can be learned, delegates may be asked to merge working documents with other individuals working on the same issue in a committee. In addition, *any delegates found to be submitting plagiarized material within resolutions will be subject to dismissal from further participation within the Conference.* Although UN documents are within the public domain, the verbatim exploitation of these documents will not be permitted at the Conference.

Resolutions and reports are developed in three stages. In the initial stage, a resolution or report is referred to as a working paper (in resolution writing committees) or a working draft report segment (in report writing committees). It is generally developed by States or experts that share common perspectives on the issues to be addressed. The working paper/working draft report segment is shared with other delegates in the committee for their input and support. Once the working paper/working draft report segment gathers the required signatories, it is to be submitted to the committee director for approval. On the approval of the director, the working paper/working draft report segment will be copied by Conference Services and introduced by the chair to the committee as a draft resolution or report.

Once the working paper/working draft report has been approved by the committee director, it will be copied by a member of the dais. Delegates in the committee are not required to copy approved working paper/working draft report. Yet, a working paper/working draft report which has not been approved by the committee director will not be copied by the dais. It is the responsibility of the delegates to copy their own working paper/working draft report if they choose to share copies of the document which has not been submitted for approval. Any questions concerning this issue should be directed to the committee director or the assistant director. Also, questions concerning this rule can be directed to members of the NMUN Conference Service Staff.

Once the working paper/working draft report has been introduced as a draft resolution or draft report segment, it becomes the property of the committee and all references to sponsorship, with the exception of identifying the status of amendments while in voting procedure, are formally removed. The central contributors to the contents of the draft resolution or report will continue to enlist the advice and support of as many States or experts as possible to expand upon the substance of the draft and, thereby, gain as much input and support as possible prior to the closure of debate. Once the committee moves to closure on a given topic, all draft resolutions and draft report segment will be voted upon and when adopted, it will thereafter be recognized as formal resolutions or reports.

Adopted resolutions and reports represent recommendations for States and the international community. The legal status of each document depends on which committee the resolution or report is coming from within the organization. For instance, the General Assembly's resolutions are not legally binding political treaties, but the decisions of the Security Council are binding on all Member States. Most countries avoid the embarrassing political position of failing to promote and implement the recommendations they publicly endorsed within the UN. In regard to the IGO committees simulated at the 2006 NMUN Conference (G-77; OIC; AU; APEC; IADB, and NATO), many of the documents passed by the committee are only binding on the Member States of that particular IGO. For example, decisions made by the Organizations of the Islamic Conference (OIC) are only binding on those states which belong to this body. (The decisions by these IGOs will be reported to the General Assembly at the Saturday meeting on the General Assembly.)

It is highly recommended that delegates introduce their ideas to the committee in the form of working papers/working draft report segments as soon as possible in order to contribute to the potential development and adoption of resolutions and reports which characterize the united representative strength and will of regional blocs or, ultimately, the committee as a whole. Typically, a number of working papers/working draft segments before any

committee will overlap in content, style, and substance. In this event, the director will request delegates to integrate their individual endeavors into a single and, thus, more comprehensive and internationally representative document.

### ***The Executive Bureau, the General Committee and Saturday Plenary Sessions***

By the conclusion of Tuesday night sessions, the Economic and Social Council Plenary will select four vice-presidents to assist the president (chair) as members of the Council Executive Bureau. Likewise the General Assembly will select 21 of its Members to the General Committee by Tuesday evening. The members of the Bureau and the General Committee are to be selected with regard for equitable geographic representation from: African States, Asian and Pacific States, Eastern European States, Latin American States and Western European and other States. The Bureau will meet on Friday evening, following the conclusion of regular sessions. The General Committee will be composed somewhat differently than the Bureau. It will be comprised of each committee chair from the General Assembly department. They will also meet at the end of regular sessions on Friday evening.

On Friday, the Bureau and General Committee will be briefed by a representative from each relevant committee regarding the work accomplished by their body throughout the week. After reviewing the reports and resolutions submitted by the committee representatives, the Bureau and General Committee will set the agenda for Saturday sessions to deliberate upon each committee's recommendations to the Plenary.

**ECOSOC Executive Bureau:** The Saturday ECOSOC Plenary Session will deliberate upon the work of all the committees within the ECOSOC Department, as well as other relevant bodies, including most of the specialized agencies. During the Friday evening meeting, the Bureau will set an agenda order for the review of these reports for deliberation and potential adoption during Saturday sessions. Additionally, the Saturday session of ECOSOC Plenary will be deliberating upon a fourth topic to be prepared and introduced by the director and assistant director. This topic will be made available to delegates on Friday afternoon and will encompass a broad theme that relates, as much as is possible, to issues discussed by each of the committees within ECOSOC and the specialized agencies.

**GA General Committee:** On Saturday the General Assembly Plenary will deliberate upon the work submitted by each of the committees in the GA and Security Council department, as well as relevant inter-governmental organizations and other bodies. Following the conclusion of regular sessions on Friday, the General Committee will set the agenda order for the review of these reports and resolutions and for their potential adoption during Saturday sessions.

**Saturday Sessions:** On Saturday, the final day of the Conference, the ECOSOC Plenary, General Assembly Plenary, and Security Council will convene at United Nations Headquarters. Plenary deliberations will encompass the work of all Conference committees; and all delegates are advised to participate in the Saturday sessions in order to assist Plenary representatives with their broad scope of work. Minimally, Member State representatives to the Plenary should be briefed in regard to the work of the committees that report to their respective departments. Ideally, the representatives of the committee whose work is being considered will sit with Plenary representatives as expert advisors to the State. The agenda for Saturday sessions will be made available outside Delegate Resources by 9:00 p.m. on Friday.

## **The Role of Non-governmental Organizations in the Simulation**

Non-governmental organizations (NGOs) are recognized in Article 71 of the *UN Charter* as consultative bodies in relationship to ECOSOC. These organizations also maintain a close working relationship with almost all ECOSOC funds and programs, specialized agencies, General Assembly committees, and regional organizations. In this role, NGOs are an invaluable resource to the UN system because they provide information on political, economic, social, humanitarian, and cultural developments in all parts of the world. Their recommendations may address potential solutions to global problems, speak to specific country or regional needs, or call attention to an emerging crisis.

NGOs are a crucial link between policy-makers and the individuals directly affected by those policies. They represent civil society and its impact on the UN system. There are two primary advantages NGOs have over the UN in terms of information gathering and program implementation. First, NGOs are often locally based and have better

knowledge of regional conditions, needs, and constraints. Second, NGOs may find it easier to gain the acceptance, trust and cooperation of the communities in which they work because they are more aware of the indigenous cultural climate than many intergovernmental organizations. If the UN attempted to gather independently all of the information available to NGOs, it would consume vast amounts of time and scarce financial resources that are better applied to actual programs.

The global summit process that characterizes much of the UN's work in the 1990s has brought new attention to NGOs. At the Earth Summit in Rio de Janeiro in 1992, participation in the NGO forum surpassed all previous records. Although they were not invited to formally participate in negotiations, the massive NGO presence indicated recognition of their importance by conference organizers. In 1993, at the World Conference on Human Rights in Vienna, the NGO forum took place in the same building as the official meetings. This increased access to the proceedings brought NGOs to a new level of integration in global summits. At later conferences, such as the Cairo Conference on Population and Development, the Copenhagen World Summit on Social Development, the Fourth World Conference on Women in Beijing, and Habitat II in Istanbul, NGO forums grew in numbers as well as in their abilities to contribute substantively. As the international community continues to review Conferences of the past ten years, it is apparent that the influence of NGOs will set a new precedent for the incorporation of civil society into UN activity at the global level.

### **NGOs at the National Model United Nations Conference**

Over the past several years, the NMUN has integrated the presence of NGOs into committees at the conference. It is an ongoing project that improves the educational quality of the simulation and mirrors developments in the UN itself, where NGOs are gaining both visibility and respect as a resource for program design and implementation. A large number of delegates will take on the challenging task of representing NGO delegations this year.

NGO delegations maintain all of the privileges accorded to traditional country delegations, and are required to exhibit the same level of preparedness. NGO delegations are eligible for awards, based on the same criteria as country delegations, and may select head delegates to attend the Head Delegate Meetings each night. NGO representatives are also required to submit position papers reflecting the perspectives and priorities of their assigned NGO on the agenda topics at hand.

All delegates should take the role of NGOs very seriously. NGO representatives must be prepared to fully participate in all committee activities, including formal debate, caucusing and drafting working papers. In turn, Member State delegates must be prepared to engage NGO delegates in these activities. Mutual recognition and respect between NGO and country delegates is necessary to a successful conference experience.

NGO delegates maintain the following privileges in each committee to which they are assigned:

1. the right to make any procedural motion;
2. the right to vote on all procedural motions;
3. the right to speak before all assigned committees; and
4. the right to act as a signatory on working papers.

Please note that NGO delegates do not have substantive voting rights, and may not sponsor working papers. In order to ensure a positive educational experience for all delegates, these rights and privileges may not exactly reflect those granted by ECOSOC. Any alterations made by the Director General gave due consideration to existing realities and the need to provide a learning environment that encourages active participation. *Please note: Those individuals representing NGOs in the Committee on Economic, Social and Cultural Rights (CESCR) will be afforded the right to speak for a maximum of two minutes at the beginning of the discussion of a topic from the agenda and a maximum of two minutes prior to moving into voting procedures on a given topic. This alteration to the normal rules has been made by the Director General to better simulate the true workings of this particular committee.*

Country delegates are fully expected to work with NGO delegates in the spirit of collaboration upon which the UN was founded. The exclusion of NGOs from committee work simply because they do not have substantive voting rights is both unrealistic and unprofessional. In almost all cases, actions denigrating the participation of NGOs will

be considered extraordinarily out of character and be noted in awards consideration. NGOs are expert organizations in their respective fields that possess specialized knowledge of the subject matter at hand. The recommendations of NGO delegates maintain the same validity as those of Member States, and it is incumbent upon country delegates to ensure that those perspectives are recognized.

### **How to Prepare as an NGO Delegation**

As an NGO delegation, your preparation should be structured in the same way as a typical country delegation. The most basic pieces of this process include fundamental knowledge of the organization and of the agenda topics. Based on your research, you will decide how your assigned NGO will approach each topic, and the recommendations you will make for potential solutions. This includes identifying blocs of countries and other NGOs that may share the same perspectives and priorities and collaborate with you in committee sessions.

**NMUN Resources:** In this background guide, each agenda topic contains a section specific to NGO action. This will provide you with basic information on the general role of NGOs in that topic area. These sections may not specifically address your assigned NGO, but will provide a broad discussion of relevant NGO activities. You should not hesitate to contact the main office of your assigned NGO during the course of your preparations. In addition, you should arrange a mission briefing with the UN Liaison Office in New York City of the NGO you are representing. If you need assistance in arranging this briefing, visit the NMUN Web site at [www.nmun.org](http://www.nmun.org) or contact Tracy Kingsley, Assistant Secretary-General for Internal Affairs at [asg.internal@nmun.org](mailto:asg.internal@nmun.org) or the Director-General, Kevin Grisham at [dirgen@nmun.org](mailto:dirgen@nmun.org).

**Doing Research:** A large portion of your research will likely rely on Internet resources. Because most NGOs do not have expansive budgets that allow for the widespread reproduction and dissemination of their written materials and reports, they choose to publish such documents on their Web sites. If you have difficulty obtaining materials from these electronic sources, please contact your director, assistant director, departmental USG, or the Director General for assistance. The UN Web site, as well as the sites for many of the specialized agencies, also contains valuable information about NGO activity. Finally, do not exclude traditional resources from your preparations. Newspapers, scholarly journals, and books will provide differing perspectives on your agenda topics, and may give interesting insight into the evolving role of NGOs. In particular, there is an increasing amount of sources on the issue of civil society and its role in the UN. It is recommended that this literature be consulted as needed for your preparation.

**Position Papers:** NGO position papers should be constructed in the same fashion as traditional position papers. Each topic should be addressed briefly in a succinct policy statement representing the relevant views of your assigned NGO. You should also include recommendations for action to be taken by your committee. It will be judged using the same criteria as all country position papers, and is held to the same standard of timeliness.

The most critical part of a successful NGO delegate experience at the NMUN Conference is active participation in committee sessions. This includes utilizing the rules of procedure, speaking in formal debate and contributing during caucus sessions. Although you may not sponsor working papers or vote on draft resolutions/draft report segments, you have both the right and the obligation to participate in their composition and refinement. You may act as a signatory to any working paper on the floor of your committee if you wish to illustrate your support for continued development of the document. Getting involved in the simulation is the best way to enhance your own educational experience and that of your fellow delegates.

## **The Role of Inter-Governmental Organizations in the Simulation**

IGOs are invaluable resources to the UN because they facilitate the coordination of issues and allow for the UN system to function with more relevant tools for understanding and guiding economic, political, and social policy.

IGOs, along with NGOs, are crucial links between policy-makers and the individuals directly affected by those policies. They represent civil society and its impact on the UN system. There are two primary advantages IGOs have over the UN in terms of information gathering and program implementation. First, IGOs are often regionally

based and have better knowledge of the regional conditions, needs, and constraints. Second, the UN depends on the work of IGOs to gain information that its limited time and financial resources do not allow.

IGOs allow Member States to use their organization as a tool to achieve policy objectives and push their own interests and development agendas. Being part of an IGO also helps to develop countries' infrastructure by gaining knowledge and skills from other representatives they interact with. Many IGOs are actual UN subsidiary bodies, while other is independent entities with ties to the UN system. Their decisions are regarded as decisions of the organization and not of individual member countries. IGOs continue to help set and create international rules and policies within the economic, social, and political forums, which help to bridge the divide between regions and individual countries as they aim to help countries help themselves.

### ***IGOs at the National Model United Nations Conference***

Since 2005, IGOs have been invited to participate at the NMUN Conference. (This is separate from the simulation of IGOs as committees at the NMUN Conference which has occurred for many years.) This is part of the Conference's ongoing efforts to improve the educational quality of the simulation by mirroring developments in the UN itself, where IGOs have increasing visibility and respect as a resource for program design and implementation.

IGO delegations maintain all of the privileges accorded to traditional country delegations, and are required to exhibit the same level of preparedness. IGO delegations are eligible for awards, based on the same criteria as country delegations, and may select head delegates to attend the Head Delegate Meetings each night. IGO representatives are also required to submit position papers reflecting the perspectives and priorities of their assigned IGO on the agenda topics at hand.

All delegates should take the role of IGOs seriously. IGO representatives must be fully prepared to participate in all Committee activities, including formal debate, caucusing, and drafting working papers. In turn, Member State delegates must be prepared to engage IGO delegates in these activities. Mutual recognition and respect between IGOs, NGOs, and country delegates is necessary for having a successful Conference experience.

IGO delegates maintain the following privileges in each Committee to which they are assigned:

1. The right to make any procedural motion;
2. The right to vote on all procedural motions;
3. The right to speak before all assigned Committees; and
4. The right to act as a signatory on working papers.

Please note that IGO delegates do not have substantive voting rights, and may not sponsor working papers.

In order to ensure a positive educational experience for all delegates, these rights and privileges may not exactly reflect those granted by ECOSOC. Any alterations made by the Director-General were given due consideration to existing realities and the need to provide a learning environment that encourages active participation.

Country delegates are fully expected to work with IGO delegates in the spirit of collaboration upon which the UN was founded. The exclusion of IGOs from Committee work simply because they do not have substantive voting rights is both unrealistic and unprofessional. In almost all cases, actions denigrating the participation of IGOs will be considered extraordinarily out of character and be noted in awards consideration. IGOs have specialized knowledge on the subject matter at hand as well as important regional perspectives and experiences that could be applied more broadly. The recommendations of IGO delegates maintain the same validity as those of Member States, and it is incumbent upon country delegates to ensure that those perspectives are recognized.

### ***How to Prepare as an IGO Delegation***

As an IGO delegation, your preparation should be structured in the same way as a typical country delegation, but always remembering that you are representatives of a specific organization and what they stand for, not representatives of their individual members' perspectives. The most basic pieces of this process include fundamental knowledge of the organization and the agenda topics. Based on your research, you will decide how your assigned IGO will approach each topic, and the recommendations you will make for potential solutions. This includes identifying blocs of countries, NGOs, and other IGOs that may share the same perspectives and priorities and collaborate with you in Committee sessions.

**NMUN Resources:** In the background guide, each agenda topic contains a specific section on NGO action. While not fully relevant to IGOs, it can be used to provide basic information on the general role of non-country participation in that topic area. You should not hesitate to contact the main office of your assigned IGO during the course of your preparations. In addition, you should arrange a mission briefing with the UN Liaison Office in New York City of the IGO you are representing. If you need assistance in arranging this briefing, visit the NMUN Web site at [www.nmun.org](http://www.nmun.org) or contact Tracy Kingsley, Assistant Secretary-General for Internal Affairs at [asg.internal@nmun.org](mailto:asg.internal@nmun.org) or the Director-General, Kevin Grisham at [dirgen@nmun.org](mailto:dirgen@nmun.org).

**Doing Research:** Most of your research will likely rely on Internet resources. Because most IGOs do not have expansive budgets that allow for the widespread reproduction and dissemination of their written materials and reports, they choose to publish such documents on their Web sites. If you have difficulty obtaining materials from these electronic sources, please contact your Director, Assistant Director, departmental USG, ASG-Internal, or the Director-General for assistance. Finally, do not exclude traditional resources from your preparations. Newspapers, scholarly journals, and books will provide differing perspectives on your agenda topics, and may give interesting insight into the role of IGOs.

As an initial point of reference, listed below are the Web sites for the IGOs being represented at NMUN 2005.

#### Inter-Governmental Organization

African Development Bank  
Asian Development Bank  
Caribbean Community  
Council of Europe  
European Community  
Institute for Media, Peace and Security  
Inter-Parliamentary Union  
League of Arab States  
Non-Aligned Movement  
Pan-American Health Organization  
The Commonwealth  
World Bank

#### Web Site

<http://www.afdb.org>  
<http://www.adb.org>  
<http://caricom.org>  
<http://www.coe.int>  
<http://europa.eu.int>  
<http://www.mediapeace.org>  
<http://www.ipu.org/>  
<http://www.arableagueonline.org>  
<http://www.nam.gov.za>  
<http://www.paho.org>  
<http://www.thecommonwealth.org>  
<http://www.worldbank.org/>

**Position Papers:** IGO position papers should be constructed in the same fashion as traditional position papers. Each topic should be addressed briefly in a succinct policy statement representing the relevant views of your assigned IGO. You should also include recommendations for action to be taken by your Committee. It will be judged using the same criteria as all country position papers, and is held to the same standard of timeliness.

The most critical part of a successful IGO delegate experience at the NMUN Conference is active participation in Committee sessions. This includes utilizing the rules of procedure, speaking in formal debate, and contributing during caucus sessions. Although you may not sponsor working papers or vote on draft resolutions, you have both the right and the obligation to participate in their composition and refinement. You may act as a signatory to any working paper on the floor of your Committee if you wish to illustrate your support for continued development of the document. Getting involved in the simulation is the best way to enhance your own educational experience and that of your fellow delegates.

## **The Roles of State Delegates, Technical Experts & Independent Technical Experts at the 2006 National Model United Nations (NMUN) Conference**

### ***The Variety of Roles That Delegates Simulate at the NMUN Conference***

At the National Model United Nations (NMUN) Conference, delegates assume one of three roles when they participate in committee proceedings. They serve as a delegate representing the national interest of their state (state delegate), a technical expert, or an independent technical expert. At the 2006 NMUN Conference, only the justices of the International Court of Justice will serve in this capacity. Due to independent technical experts only serving in the ICJ, this role will specifically be addressed in the ICJ Background Guide.

The United Nations, particularly the General Assembly, is essentially a political organization. However, there is also a significant role within the system for technical experts in many areas. Because the UN, its subsidiary bodies, related programs, and affiliated organizations speak to such a broad range of issues, experts are often needed to properly address complex problems and make informed recommendations to the General Assembly and Member States. Several ECOSOC committees and almost all of the Specialized Agencies consist of technical experts in the field, as opposed to political representatives. It is critical that delegates representing technical experts understand the complex nature of the expert role.

The following committees at the 2006 NMUN Conference consist of technical experts: *International Law Commission (ILC)*, the *Commission on Science and Technology for Development (CSTD)* and the *Committee on Economic, Social and Cultural Rights (CESCR)*.

### ***Technical Experts within the United Nations System***

The most important distinction between technical experts and political representatives is the relevance of global objectives, as opposed to national priorities. While the political needs and limitations of your individual countries and regions are important, and must be considered in the appropriate context, you are charged with serving as experts in the fields addressed by your respective committees. In other words, the top priority of a technical expert is to assess challenges and propose solutions to relevant issue areas, not to present or promote the political agenda of one particular country.

As you prepare your position papers, please keep in mind your status as technical experts. Instead of traditional, country-specific policy statements, position papers should reflect your expert opinions and recommendations on your committee's topics. This should also be kept in mind when working on documents for the committee during the NMUN Conference in April 2006.

## History of the United Nations Children's Fund (UNICEF)

*UNICEF is non-partisan and its cooperation is free from discrimination. In everything it does, the most disadvantaged children and the countries in greatest need have priority.*<sup>1</sup>

On December 11, 1946, the United Nations General Assembly established the United Nations International Children's Emergency Fund (UNICEF).<sup>2</sup> UNICEF grew out of the United Nations Relief and Rehabilitation Administration (UNRRA), an organization created to meet the general needs of the millions of starving and suffering survivors of World War II in Europe.<sup>3</sup> UNRRA was terminated as the tensions of the Cold War intensified and the United States of America became less enthusiastic about funding UNRRA because such funding served both Western and Eastern Europe.<sup>4</sup> At the suggestion of Polish delegate Ludwik Rajchman, the remainder of UNRRA funds were allocated to UNICEF. Maurice Pate, as Executive Director designate, made this funding contingent upon the requirement that the Fund would, "support equally children in vanquished as well as victorious countries."<sup>5</sup> This stipulation did much to assure UNICEF's commitment to helping children in need all over the globe, regardless of political disagreements and conflicts.<sup>6</sup> Thus, during the period of the Cold War, UNICEF was able to maintain and foster a mission of international cooperation relatively unfettered by Cold War political divisions.

In 1950, UNICEF broadened its mission beyond the realm of crisis situations, electing to address and serve the needs of "children and their mothers in all developing countries."<sup>7</sup> This mandate remains the Fund's primary commitment to date, as evidenced by its efforts around the globe to eradicate childhood hunger, poverty, and disease while promoting childhood education.<sup>8</sup> Other initiatives undertaken by UNICEF during its first full decade included parenting training for women, providing low-cost food, and promotion of community infrastructure to care for children.<sup>9</sup> In 1953, the Committee was established as a permanent part of the United Nations (UN) system and shortened its name to the United Nations Children's Fund.<sup>10</sup> The acronym, however, remains unchanged. UNICEF developed the statement of mission it continues to uphold today.

On November 20, 1959, the General Assembly adopted the *Declaration on the Rights of the Child*, which stated that every child had the right to, "nutrition, housing, recreation, and medical services," in addition to free and compulsory education.<sup>11</sup> During the early part of the 1960s, UNICEF concentrated its efforts to educate the world's children. It was during this time period that UNICEF began to support "teaching training and classroom equipment in newly independent countries."<sup>12</sup> UNICEF also provided assistance with curriculum development and provided funding for pre-vocational training.<sup>13</sup> In each decade since, UNICEF's mission has grown more diverse, serving more children in more places in more ways. Within just the first quarter century of its existence, UNICEF made possible the vaccination of 400 million children against tuberculosis, 23 million treated for yaws, and the protection of millions against malaria while working to successfully establish a wide array of child health and education initiatives.<sup>14</sup>

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<sup>1</sup> United Nations Children's Fund (UNICEF). (2005). *UNICEF Mission Statement*. Retrieved July 20, 2005, from [http://www.unicef.org/about/who/index\\_mission.html](http://www.unicef.org/about/who/index_mission.html)

<sup>2</sup> Nobel Prize Committee. (1965). *History of UNICEF*. Retrieved July 20, 2005, from <http://nobelprize.org/peace/laureates/1965/unicef-history.html>

<sup>3</sup> United Nations Children's Fund. (2005). *Fifty Years for Children*. Retrieved July 20, 2005, from <http://www.unicef.org/sowc96/50years.htm>

<sup>4</sup> *Ibid.*

<sup>5</sup> *Ibid.*

<sup>6</sup> UNICEF. *UNICEF Mission Statement*, *supra*, note 1.

<sup>7</sup> United Kingdom's United Nations Children's Fund Organization. (n.d.). *Our History*. Retrieved July 20, 2005, from <http://www.unicef.org.uk/history/index.asp>

<sup>8</sup> UNICEF, *Fifty Years for Children*, *supra*, note 3.

<sup>9</sup> Nobel Prize Committee, *supra*, note 2.

<sup>10</sup> UNICEF. (2005). *Frequently Asked Questions: UNICEF*. Retrieved July 20, 2005, from [http://www.unicef.org/about/who/index\\_faq.html](http://www.unicef.org/about/who/index_faq.html)

<sup>11</sup> United Nations General Assembly. (1959). *Declaration on the Rights of the Child*. Retrieved July 20, 2005, from <http://www.unhcr.ch/html/menu3/b/25.htm>

<sup>12</sup> *Ibid.*

<sup>13</sup> Nobel Prize Committee, *supra*, note 2.

<sup>14</sup> *Ibid.*



Highlights in UNICEF's history during its nearly sixty years of existence include the International Year of the Child in 1979, the 1989 *Convention on the Rights of the Child*, the 1990 World Summit for Children, and the 2002 UN General Assembly's Special Assembly on Children, which included children as official delegates.<sup>15</sup> The *Convention on the Rights of the Child*, drafted over a ten-year period between 1979 and 1989, has been ratified by 192 countries, making it one of the most widely ratified human rights treaties ever.<sup>16</sup> The 1979 International Year of the Child served to bring international awareness of the needs of children around the world while celebrating the remarkable accomplishments of UNICEF. The 1989 *Convention on the Rights of the Child* saw the adoption of the Convention by the UN General Assembly and ensured the unique rights of children around the world. During the 1990s, UNICEF concentrated much of its attention on the impact of conflict on children, supporting the Machel Report on the impact of armed conflict on children.<sup>17</sup> The 2002 General Assembly's Special Assembly on Children was the first such assembly dedicated entirely to children and served as a forum to bring attention to several of the major issues UNICEF had addressed in the 1990s, most specifically the impact of conflict on children.<sup>18</sup>

In addition to its own work in providing aid to children around the world, UNICEF has also been a powerful partner in the coalition to make landmines illegal, working with the International Campaign to Ban Landmines (ICBL) and other non-governmental organizations (NGOs).<sup>19</sup> UNICEF has also committed itself to initiatives addressing the impact of conflict on children, the exploitation of children, and attempts to mitigate the effects of wide-scale poverty on children.<sup>20</sup> Additionally, UNICEF has made a continued effort during the last half century to work with the non-governmental organization community to best serve the needs of children in the developing world.<sup>21</sup> Through this coordination, UNICEF has had the opportunity to save lives and improve the living conditions of children around the world, in continued efforts to realize the rights guaranteed to children in the *Convention on the Rights of the Child*. In 1965, UNICEF was awarded the Nobel Peace Prize for its services to children around the world.<sup>22</sup>

The United Nations Children's Fund receives its mandate from the General Assembly and, as such, reports to the Assembly.<sup>23</sup> During this conference, 52 countries and NGOs will be represented in the Committee and will prepare resolutions to report to the General Assembly. UNICEF must concern itself with the rights of children around the world and how its resources can be best used to ensure the dignity, health, and safety of all children is achieved.

## I. Sexual Exploitation of Girls in Conflict Situations

*During conflict...girls are vulnerable to all forms of violence, in particular sexual violence and exploitation, including torture, rape, mass rape, forced pregnancy, sexual slavery, enforced prostitution, and trafficking.*<sup>24</sup>

At the time of publication, there are more than 30 military conflicts taking place around the world.<sup>25</sup> Each of these conflicts places civilians at risk and compromises their rights as outlined by the United Nations (UN) *Universal Declaration of Human Rights* (UDHR). These conflicts often create refugees, who are at an increased risk of sexual

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<sup>15</sup> UNICEF. (2005). *About UNICEF: Who We Are—Our History*. Retrieved July 20, 2005, from [http://www.unicef.org/about/who/index\\_history.html](http://www.unicef.org/about/who/index_history.html)

<sup>16</sup> UNICEF. *Introduction to the Convention on the Rights of the Child*. Retrieved July 20, 2005, from <http://www.unicef.org/crc/crc.htm>

<sup>17</sup> UNICEF, *About UNICEF: Who We Are—Our History*, *supra*, note 15.

<sup>18</sup> *Ibid.*

<sup>19</sup> International Campaign to Ban Landmines. (2003). *2003 Annual Report*. Retrieved July 20, 2005, from [http://www.icbl.org/campaign/annual\\_reports/2003](http://www.icbl.org/campaign/annual_reports/2003)

<sup>20</sup> UNICEF, *About UNICEF: Who We Are—Our History*, *supra*, note 15.

<sup>21</sup> UNICEF. (2005). *UNICEF Special Session on Children: NGOs*. Retrieved July 20, 2005, from <http://www.unicef.org/specialsession/ngo/>

<sup>22</sup> Nobel Prize Committee. (1965). *Nobel Lecture on the United Nations Children's Fund*. Retrieved July 20, 2005, from <http://nobelprize.org/peace/laureates/1965/unicef-lecture.html>

<sup>23</sup> UNICEF, *UNICEF Mission Statement*, *supra*, note 1.

<sup>24</sup> Annan, Kofi. (2002). *Report of the Secretary-General on Women, Peace, and Security*. New York, New York: United Nations Document Service.

<sup>25</sup> Global Security Organization. (2005). *The World at War*. Retrieved July 20, 2005, from <http://www.globalsecurity.org/military/world/war/>

exploitation.<sup>26</sup> Girls, due to their age and gender, are particularly vulnerable in these situations.<sup>27</sup> The problem of sexual exploitation of girls in conflict situations will be found to be most acute in areas with civil unrest, violence, and large refugee populations. Sexual exploitation of girls in military conflicts can take several forms, some of the most prevalent of which include rape, sexual slavery, forced pregnancy, prostitution, sex trafficking, mutilation, and sexual misconduct by peacekeeping troops.<sup>28</sup>

In an important move condemning any inappropriate sexual behavior or misconduct by peacekeeping forces, the UN Security Council passed Resolution 1539 on April 22, 2004, which made note of the serious problem of sexual exploitation in conflict situations and requested contributing countries to “incorporate the Six Core Principles of the Inter-Agency Standing Committee on Emergencies into pertinent codes of conduct for peacekeeping personnel and to develop appropriate disciplinary and accountability mechanisms.”<sup>29</sup> At the same time, the Security Council welcomed the “promulgation of the Secretary-General’s bulletin on special measures for protection from sexual exploitation and sexual abuse.”<sup>30</sup>

UNICEF defines sexual exploitation as a gender-based form of violence commonplace in military conflicts. “In situations of armed conflict, girls and women are routinely targeted in campaigns of gender-based violence, including rape, mutilation, prostitution, forced pregnancy and sexual slavery.”<sup>31</sup> The International Criminal Tribunal for the Former Yugoslavia (ICTY) describes sexual violence as torture, describing rape as

*a means of punishing, intimidating, coercing, or humiliating the victim, or obtaining information, or a confession, from the victim or a third person. In human rights law, in such situations the rape may amount to torture; under international criminal law rape may acquire the status of a crime distinct from torture.*<sup>32</sup>

The use of criminal prosecution of perpetrators of sexual exploitation as war criminals in the ICTY and International Criminal Tribunal for Rwanda (ICTR) has focused increased international attention on this problem. It has also provided the precedent for further action.<sup>33</sup> Perhaps most importantly, it has resulted in an emerging framework that has done much to establish the unacceptability of sexual exploitation in the chaos of conflict while also providing a legal avenue to prosecute those who stand accused of sexual exploitation.

Each of the acts of exploitation mentioned herein breaks international laws under the *Convention on the Rights of the Child* (CRC), the *United Nations Declaration on Human Rights* and judicial precedent set by international legal bodies including the ICTY and the ICTR.<sup>34</sup> While there is much to advocate for the criminal prosecution of those who commit sexual exploitation to girls in conflict situations, UNICEF must be cognizant of its limitations in this area. UNICEF has the ability to provide education to children and those that work with children in conflict situations, in addition to making recommendations to other UN bodies on how to best prevent such atrocities.

The *UN Declaration on Human Rights* states in Article 5 that, “no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.”<sup>35</sup> Sexual exploitation is also prohibited by the CRC, which states

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<sup>26</sup> Arbour, Louise. (2004). *Address to the Security Council on Resolution 1325: Women, Peace, and Security*. Retrieved September 1, 2005, from

<http://www.unhcr.ch/hurricane/hurricane.nsf/0/E6E26F33917EE324C1256F4D0058EC9D?opendocument>

<sup>27</sup> Morris, Madeline. (1996). *By Force of Arms: Rape, War, and Military Culture*. *Duke Law Journal*. Vol. 45, No. 4. p. 651-781.

<sup>28</sup> United Nations Children’s Fund. (2005). *Countries in Crisis: Sexual Exploitation*. Retrieved July 20, 2005, from [http://www.unicef.org/emerg/index\\_exploitation.html](http://www.unicef.org/emerg/index_exploitation.html)

<sup>29</sup> United Nations Security Council. (2004). *Resolution 1539: on the Children and Armed Conflict*. New York, New York: United Nations Document Service.

<sup>30</sup> *Ibid.*

<sup>31</sup> *Ibid.*

<sup>32</sup> Furundzija. (1998). *International Criminal Tribunal for the Former Yugoslavia, Trial Chamber*. para. 163-164.

<sup>33</sup> Sheffer, David J. (1999). *Comments on rape as a War Crime*. Retrieved July 20, 2005, from <http://www.converge.org.nz/pma/arape.htm>

<sup>34</sup> *Ibid.*

<sup>35</sup> United Nations. (1948). *United Nations Universal Declaration of Human Rights*. Retrieved July 20, 2005, from <http://www.un.org/Overview/rights.html>

in Article 6 that every child has “the inherent right to life” and that each party shall “ensure to the maximum extent possible the survival and development of the child.”<sup>36</sup>

The action of sexual exploitation deprives girls of a normal, healthy childhood while having disastrous effects on their adult lives and harming their communities. There is psychological evidence that sexual abuse suffered as a child can lead to mental health problems in adult life, in addition to impacting a child’s ability to develop intimacy, agency, and trust.<sup>37</sup> Sexual exploitation can also impact a child’s ability to learn and communicate.<sup>38</sup> Long term and community-wide effects of sexual exploitation include “trauma, health risks such as the contraction of HIV/AIDS, the physical wounds inflicted by rape, and unwanted pregnancies which often result in abortions or infanticide.”<sup>39</sup> The trauma of sexual exploitation is not isolated to a single generation either, as often children born of rape, “require special attention as they are often ostracized from their communities because they are a reminder of war and its tragic consequences.”<sup>40</sup>

UNICEF has concentrated much of its efforts on preventing sexual misconduct by UN peacekeeping forces. In the past, there have been significant issues wherein peacekeepers sexually exploiting the girls for whom they are responsible.<sup>41</sup> Concerns regarding involvement of peacekeepers in trafficking of persons have also been raised.<sup>42</sup> The UN Department of Peacekeeping Operations has announced that is taking measures to, “strengthen the mechanisms for detection and investigation of discipline problems as well as the conduct of disciplinary proceedings and follow-up in [peacekeeping] missions.”<sup>43</sup> Additionally, the UN Department of Peacekeeping Operations has announced that it continues to investigate the problem of sexual exploitation of girls in conflict situations by developing various training tools and guides addressing the issue of sexual exploitation.<sup>44</sup> Lastly, in April of 2005, the UN’s Special Committee on Peacekeeping began its investigation into sexual exploitation and abuse by UN peacekeepers with the aim of preventing further misconduct by peacekeepers.<sup>45</sup>

Allegations against UN peacekeepers and members of the ICTR itself have exposed the gross vulnerability girls face during conflict situations and in their aftermath.<sup>46</sup> The ‘taboo’ nature of sexual assault and exploitation places girls at great risk as well, as to come forward as victims of sexual exploitation can be a humiliating and socially ostracizing experience in many cultures.<sup>47</sup> In Sri Lanka, girls are often forced into sex trade and greatly exploited. In addition to being denied basic necessities, the girls are often threatened with harm not only to themselves, but also their families.<sup>48</sup> Even if the girls are able to escape, they face “social ostracism and have fewer opportunities to find

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<sup>36</sup> United Nations. (1989). *United Nations Convention on the Rights of the Child*. Retrieved July 20, 2005, from <http://www.unhchr.ch/html/menu3/b/k2crc.htm>

<sup>37</sup> Mullen, Paul and Jillian Fleming. (1998). *Long Term Effects of Child Sexual Abuse*. Retrieved July 20, 2005, from <http://www.aifs.gov.au/nch/issues9.html>

<sup>38</sup> The Refugee Experience. (2005). *Sexual Exploitation and Violence*. Retrieved July 20, 2005, from [http://earlybird.qeh.ox.ac.uk/rfgexp/rsp\\_tre/student/children/cld\\_0532.htm](http://earlybird.qeh.ox.ac.uk/rfgexp/rsp_tre/student/children/cld_0532.htm)

<sup>39</sup> *Ibid.*

<sup>40</sup> *Ibid.*

<sup>41</sup> Deen, Thalif. (2005). “No Go” Zones to Prevent Sex Abuse by UN Peacekeepers. Retrieved July 20, 2005, from <http://www.peacewomen.org/un/pkwatch/News/05/nogo.html>

<sup>42</sup> United Nations Department of Peacekeeping Operations. *Frequently Asked Questions: What is being done to address trafficking of persons in peacekeeping operations areas?* Retrieved July 20, 2005, from <http://www.un.org/Depts/dpko/dpko/faq/q12.htm>

<sup>43</sup> *Ibid.*

<sup>44</sup> UN Department of Peacekeeping Operations Best Practices Web site. (2005). *Lessons Learned*. Retrieved July 20, 2005, from <http://www.un.org/Depts/dpko/lessons>

<sup>45</sup> United Nations Press Release. (2005). *Special Committee on Peacekeeping Operations Begins Review of Report on Sexual Exploitation*. Retrieved July 20, 2005, from <http://www.unis.unvienna.org/unis/pressrels/2005/gapk186.html>

<sup>46</sup> Dieng, Adama. (2005). *Registrar’s Special Address to Staff Members on Their Ethical Duties and Obligations*. International Criminal Tribunal for Rwanda. Retrieved July 20, 2005, from <http://www.ictor.org/ENGLISH/speeches/dieng200505.htm>

<sup>47</sup> World Vision. (2005). *Sexual Exploitation of Children—Protecting Children in Crisis*. Retrieved July 20, 2005, from [http://www.worldvision.org/worldvision/wvusufso.nsf/stable/globalissues\\_childprotection\\_sexexploit](http://www.worldvision.org/worldvision/wvusufso.nsf/stable/globalissues_childprotection_sexexploit)

<sup>48</sup> International Labour Association. (1999). *The Exploitation of Children in Prostitution and Pornography*. Retrieved July 20, 2005, from <http://www.ilo.org/public/english/comp/child/download/pdf/prostitution.pdf>

alternative forms of eking out a living.<sup>49</sup> Members of the committee must be mindful of this fact in developing ways of both preventing and helping victims of sexual exploitation in conflict situations.

### ***The Role of NGOs in Combating Sexual Exploitation of Girls in Conflict Situations***

Nongovernmental organizations and regional organizations have long played an important role in addressing the problem of sexual exploitation of girls in conflict situations. During the 2002 UN Special Session on Children, more than 700 NGOs participated and contributed to the discussion of children's rights.<sup>50</sup> NGOs provide a unique on-the-ground perspective for both the UN and UNICEF.<sup>51</sup> Since 1952, the NGO Committee on UNICEF has fostered coordination between UNICEF, States, and NGOs.<sup>52</sup> Furthermore, NGOs provide a perspective many States do not have, as they work in multiple States and therefore have the ability to address the problem of sexual exploitation of girls in conflict situations from a slightly different vantage point.

Currently, the Committee on the Rights of the Child is doing much to combat the problem of sexual exploitation of girls in conflict situations around the globe.<sup>53</sup> The group has more than 50 member organizations and consists of several subgroups working on more narrowly defined problems, including exploitation of children and the impact of conflict on children.<sup>54</sup> The bonding unit works to coordinate efforts within the NGO community and the international community at large while the focal point group works to both provide information on sexual exploitation and promote regional working groups for "assessing progress, challenges, and pressing issues related to sexual exploitation."<sup>55</sup> During the first half of this decade, the organization has outlined its goals as becoming "an international focal point for NGOs and other concerned parties: to provide information and to raise the debate on issues related to the rights of boys and girls" in addition to contributing "to the work developed by UN constituent bodies."<sup>56</sup>

Likewise, organizations such as the Coalition Against Trafficking in Women work with regional networks in addition to other groups and individuals to serve as an "umbrella that coordinates and takes direction from its regional organizations and networks in its work against sexual exploitation."<sup>57</sup> The NGO-CSW (Committee on the Status of Women) Caucus has also worked to draw attention to the issue of sexual exploitation in times of conflict using their influence to encourage both member States and the United Nations as a whole to address the issues of sexual exploitation.<sup>58</sup>

Oftentimes NGOs serve to provide much of the research and investigation necessary to discover the seriousness of the issue, the shape it has taken, and the best way to combat sexual exploitation. The work of Human Rights Watch to investigate trafficking of women and girls in Asia during the 1990s provides one such example.<sup>59</sup> The Action Against Trafficking and Sexual Exploitation of Children organization has worked in Bangladesh with more than a dozen other NGOs to both collect information on sexual exploitation and conduct their own studies on the problem.<sup>60</sup> NGOs and their regional counterparts provide invaluable research that member States and the UN are

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<sup>49</sup> *Ibid.*

<sup>50</sup> United Nations Children's Fund. (2002). *Special Session on Children—NGOs: Unprecedented Participation*. Retrieved September 1, 2005, from [http://www.unicef.org/specialsession/ngo\\_participation/unprecedented.html](http://www.unicef.org/specialsession/ngo_participation/unprecedented.html)

<sup>51</sup> *Ibid.*

<sup>52</sup> Children's Rights Information Network. (2005). *CRIN: NGO Committee on UNICEF*. Retrieved September 1, 2005, from <http://www.crin.org/organisations/viewOrg.asp?ID=1304>

<sup>53</sup> Inter American Children's Institute. (2005). *The Committee on the Rights of the Child*. Retrieved September 1, 2005, from [http://www.iin.oea.org/estructura\\_funciones\\_grupo\\_ong\\_ingles.htm](http://www.iin.oea.org/estructura_funciones_grupo_ong_ingles.htm)

<sup>54</sup> *Ibid.*

<sup>55</sup> *Ibid.*

<sup>56</sup> *Ibid.*

<sup>57</sup> Coalition Against Trafficking in Women. (2005). *An Introduction to CATW*. Retrieved September 1, 2005, from <http://www.catwinternational.org/about/index.php>

<sup>58</sup> Women's Rights Net. (2005). *Statement by the NGO-CSW on Violence Against Women and Sexual Exploitation of Women*. Retrieved September 1, 2005, from [http://www.whrnet.org/docs/issue-statement\\_violence.html](http://www.whrnet.org/docs/issue-statement_violence.html)

<sup>59</sup> Human Rights Watch. (2005). *Promises Broken: An Assessment of Children's Rights on the 10<sup>th</sup> Anniversary of the Convention on the Rights of the Child*. Retrieved September 1, 2005, from <http://www.hrw.org/campaigns/crp/promises/abuse.html>

<sup>60</sup> Action Against Trafficking and Sexual Exploitation of Children. (2005). *Action Against Trafficking and Sexual Exploitation of Children*. Retrieved September 1, 2005, from <http://atsec.tripod.com/atsecbangladeshchapter/index.html>

often unable to conduct themselves. This information is also often used to expose problems that may have previously gone unnoticed.

### **Conclusion**

The exploitation of girls in conflict situations comes from many different directions and takes a myriad of forms. The chaos of any conflict situation puts girls at unnecessary risk. UNICEF, with its unique mission of helping children in their time of need, is well-equipped to both develop its own programs to mitigate the harm and address the after-effects of such harm. Many important and widely adopted documents have been considered by the UN and UNICEF to address aspects of this issue, but it is now time to develop more specific policies and recommendations. The difficulty comes in attempting to address the large number of ways girls are exploited, from human trafficking to abuses by UN peacekeepers. Some of these areas have had more attention than others, which has resulted in certain areas being ignored by the international community. Teenaged girls face the most risk and are in need of the most protection by international bodies and organizations in times of conflict.<sup>61</sup> The current documents and conventions should be taken by as a starting point while developing tangible solutions to sexual exploitation of girls, in addition to addressing the long-term effects such exploitation can have after a conflict has ended.

### **Introduction of Ideas for Future Efforts**

Delegates should not make the mistake of limiting the definition of conflict situations to that of ‘war’ when conducting research or drafting resolutions. Delegates must also consider non-combat situations and the consequences of displacement caused by conflict situations. Furthermore, the majority of contemporary conflicts are not international conflicts, but civil ones. Civil conflicts present unique challenges to fighting the sexual exploitations. These must be considered when considering future efforts.

What are the best ways to protect girls from sexual exploitations? What can be done in refugee camps to protect girls from both other refugees and peacekeepers? What sort of training should the UN provide for its peacekeepers? What education can be provided to girls to help them best protect themselves from sexual exploitation? What can be done to prevent sex trafficking of girls in the chaos of conflict? How can states be encouraged to enforce the UDHR and CRC?

The issue of the sexual exploitation of girls in conflict situations is a complex one and there are many ways to attack it within the confines of this conference. The best resolutions will identify a specific aspect of the problem and create feasible ways to combat the problem.

## **II. Promoting and Implementing Landmine Education**

*Not only do these abominable weapons lie buried in silence in their millions waiting to kill or maim innocent women and children; but the presences or even the fear of the presence of a single landmine can prevent the cultivation of an entire field, rob a whole village of its livelihood, place yet another obstacle on a country’s road to reconstruction and development.*<sup>62</sup>

The United Nations Children’s Fund (UNICEF) has focused its efforts on the promotion and implementation of landmine education because of its conviction that these efforts have the ability to save lives and prevent injuries in the more than fifty countries around the world with known landmines.<sup>63</sup> Each year, as many as 10,000 children around the world are maimed or killed by landmines.<sup>64</sup> 80% of landmine victims are civilians, with one in five of

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<sup>61</sup> UNICEF, *Countries in Crisis: Sexual Exploitation*, *supra*, note 28.

<sup>62</sup> Annan, Kofi.. (2005). *Fifth Meeting of States Party: Quotes*. Retrieved on July 20, 2005, from <http://www.icbl.org/5msp/mediakit/quotes.html>

<sup>63</sup> Parlow, Anita. (1994). Banning Landmines. *Human Rights Quarterly*. 16, 4., p. 718.

<sup>64</sup> United Nations Children’s Fund. (2005). *Office of the Special Representative for Children and Armed Conflict Report on Landmines*. Retrieved July 20, 2005, from <http://www.un.org/special-rep/children-armed-conflict/English/Landmines.html>

those victims being children.<sup>65</sup> Landmines have been used in military conflicts since the American Civil War, with increased use occurring during World War I. They provide a unique challenge due to the difficulty of determining their locale.<sup>66</sup> Landmines pose risks to children and others decades after the end of a conflict. States with a history of recent military conflict are most likely to suffer from landmine injuries. Landmines have also been used along international borders, particularly those contested by two or more parties.

Currently, UNICEF is working in 30 mine-affected countries around the world focusing on “mine risk education and survivor assistance.”<sup>67</sup> In its work, UNICEF coordinates with other United Nations (UN) organizations in addition to NGOs. Non-governmental organizations UNICEF has worked with include the International Campaign to Ban Landmines group and Physicians Against Land Mines.<sup>68</sup> One of the most effective methods of preventing landmine injuries among children is providing educational programs that not only make children aware of the dangers landmines pose, but also teach children the skills necessary to properly avoid landmines.

In the early 1990s, UNICEF began its mine-risk education programs and since then has continued its work with other organizations in efforts to coordinate work on landmine education.<sup>69</sup> UNICEF has been appointed by the Secretary-General as the United Nations focal point for landmine education, making the Committee well-equipped to address this issue.<sup>70</sup> In 1998, the UN published its report titled “Mine Action and Effective Coordination: the United Nations Policy.”<sup>71</sup> In response, UNICEF developed and, in 1999, published its, “International Guidelines for Landmines and Unexploded Ordnance Awareness Education.”<sup>72</sup> Citing the problem of a lack of coordination in efforts to provide landmine education, this document aimed to, “serve as a reliable point of reference for people involved in landmine awareness programs” while promoting “effective planning, implementation, monitoring, and evaluation of mine awareness programs.”<sup>73</sup> 1997 saw the implementation of the *Convention on the Prohibition of the Use, Stockpiling, Production, and Transfer of Anti-Personnel Mines and on Their Destruction*, a major victory in the fight against landmines and the damage they visit upon children.<sup>74</sup> To date, over 150 states have signed the Convention.<sup>75</sup> UNICEF’s 1996 report on *The State of the World’s Children* also focused much attention on the problem of landmines, again addressing the fact that children are at particular risk of dying from landmines, making education on the topic even more important and necessary.<sup>76</sup>

The first decade of the new millennium has seen further successes in the fight against landmines. In 2001, the UN’s Inter-Agency Coordination Group on Mine Action endorsed the sectoral policy on information management for mine action. This policy promoted mine education while affirming UNICEF’s role and responsibility in supporting the development of “policies and standards for mine education information and information systems.”<sup>77</sup> In the

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<sup>65</sup> United Nations Children’s Fund. *Landmines pose gravest risk for children*. Retrieved July 20, 2005, from [http://www.unicef.org/media/media\\_24360.html](http://www.unicef.org/media/media_24360.html)

<sup>66</sup> Adopt-a-Minefield. (2003). *History of Landmines*. Retrieved July 20, 2005, from <http://www.landmines.org.uk/267>

<sup>67</sup> United Nations Children’s Fund. (2005). *Countries in Crisis: Landmines*. Retrieved July 20, 2005, from [http://www.unicef.org/emerg/index\\_landmines.html](http://www.unicef.org/emerg/index_landmines.html)

<sup>68</sup> Fiederlein, Suzanne. (2005). *Victim Assistance in Central America: IGOs, NGOs, and Governments Team Up*. Retrieved July 20, 2005, from <http://maic.jmu.edu/journal/5.2/focus/NGO.htm>

<sup>69</sup> United Nations Mine Action Service. (2005). *Mine Action: United Nations Children’s Fund Overview*. Retrieved July 20, 2005, from [http://www.mineaction.org/misc/dynamic\\_overview.cfm?did=14](http://www.mineaction.org/misc/dynamic_overview.cfm?did=14)

<sup>70</sup> United Nations Children’s Fund. (1999). *International Guidelines for Landmines and Unexploded Ordnance--Awareness Education*. Retrieved July 20, 2005, from [http://www.unicef.org/emerg/files/Mine\\_Awareness\\_Guidelines\\_1999.pdf](http://www.unicef.org/emerg/files/Mine_Awareness_Guidelines_1999.pdf)

<sup>71</sup> United Nations. (2003). *Mine Action and Effective Coordination: the United Nations Policy—Sectoral Policy: Information Management for Mine Action*. Retrieved July 20, 2005, from [http://www.undp.org/bcpr/mineaction/files/undp\\_un\\_role/attachments/UN%20Information%20Management%20Policy%20for%20Mine%20Action.pdf](http://www.undp.org/bcpr/mineaction/files/undp_un_role/attachments/UN%20Information%20Management%20Policy%20for%20Mine%20Action.pdf)

<sup>72</sup> United Nations Children’s Fund, *International Guidelines for Landmines and Unexploded Ordnance*, *supra*, note 70.

<sup>73</sup> *Ibid.*

<sup>74</sup> United Nations. (1997). 1997 Convention on the Prohibition of the Use, Stockpiling, Production, and Transfer of Anti-Personnel Mines and on Their Destruction. New York, New York: United Nations Document Service.

<sup>75</sup> Center for Nonproliferation Studies. (2003). *Report on the Convention on the Prohibition of the Use, Stockpiling, Production, and Transfer of Anti-Personnel Mines and on Their Destruction*. Retrieved July 20, 2005, from <http://cns.miis.edu/pubs/inven/pdfs/apl.pdf>

<sup>76</sup> UNICEF. (1996). *The State of the World’s Children: The Legacy of Landmines*. Retrieved July 20, 2005, from <http://www.unicef.org/sowc96/9ldmines.htm>

<sup>77</sup> United Nations, *Mine Action and Effective Coordination: the United Nations Policy*, *supra*, note 71.

UNICEF Mine Action Strategy for 2002-2005, UNICEF made a commitment to serve as a focal point for other organizations addressing the issue of landmine education, including the World Health Organization (WHO), the United Nations Development Program (UNDP), and the United Nations Refugee Agency (UNHRC).<sup>78</sup> The existence of landmines compromises many of the rights guaranteed to children in the articles of the *Convention on the Rights of the Child*, including “the right to life, a safe environment in which to play, to health, clean water, sanitary conditions, and adequate education.”<sup>79</sup> Children who are victims of landmines are often denied further educational opportunities due to these injuries and a lack of medical care or available prosthetics can impact quality of life well through adulthood.<sup>80</sup>

One of the difficulties in educating children about landmines is that they are often designed in ways that make them appealing to children, often brightly colored and placed in rural areas children are likely to play in.<sup>81</sup> The Committee must focus on ways in which education can be used to prevent further landmine injuries. It is important to identify those populations that are at the most risk of suffering from landmine injuries. States with recent conflicts and rural areas face the greatest risk. In developing plans for the promotion and implementation of landmine education, it is important to consider the difficulties of reaching rural population, in addition to the displacement conflict can cause. The fact that so many countries all over the world have landmines also requires that coordination on landmine education address language and cultural issues. The unique learning styles of children must also be considered. In recognition of these factors, it has been noted that, “the same landmine education program is not effective for everyone. Therefore landmine education programs must be tailored to culture, age, and in some cases, the sex of the target audience.”<sup>82</sup> Successful landmine education programs for children often make use of pictures, art, and performance to communicate important lessons about landmine safety.<sup>83</sup> To date, UNICEF has concentrated much of its efforts on Mine Risk Education (MRE), a program that attempts to make people aware of the danger of landmines.<sup>84</sup>

At this time, there are still untold numbers of landmines in over fifty countries, requiring a continued commitment by both UNICEF and the international community at large to promoting and implementing landmine education.<sup>85</sup> Furthermore, as this committee begins its work in April of 2006, it must address the issue that the UNICEF Mine Action Strategy for 2002-2005 has expired and there is a need to evaluate its successes and develop ways to implement landmine education.

### ***Case Study on Promoting and Implementing Landmine Education***

Among the efforts to promote and implement landmine education, the work of the Save the Children Landmine Education Project in Kabul, Afghanistan stands out as one of the most ambitious. Its recent history of conflict and poor education system placed the children of Afghanistan at perhaps the highest risk of landmine casualties.<sup>86</sup> Save the Children has been conducting the Landmine Education Project since 1985, focusing on education and providing alternatives to dangerous activities.<sup>87</sup> In addition to providing information on the dangers of landmines and how to recognize them, Save the Children has created over twenty playgrounds for children in Afghanistan, thereby providing children a safe place to play without concern over the possibility of landmine casualties.<sup>88</sup>

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<sup>78</sup> United Nations Children’s Fund Office of Emergency Programs. (2002). *United Nations Children’s Fund Mine Action Strategy 2002-2005*. New York, New York: United Nations Document Service.

<sup>79</sup> United Nations Children’s Fund. (2005). *Landmine Fact Sheet: Children and Landmines—A Deadly Legacy*. Retrieved July 20, 2005, from [http://www.unicef.org/infobycountry/files/Landmines\\_Factsheet\\_04\\_LTR\\_HD.pdf](http://www.unicef.org/infobycountry/files/Landmines_Factsheet_04_LTR_HD.pdf)

<sup>80</sup> UNICEF, *Countries in Crisis: Landmines*, *supra*, note 67.

<sup>81</sup> UNICEF, *United Nations Children’s Fund Mine Action Strategy 2002-2005*, *supra*, note 78.

<sup>82</sup> Interagency Network for Education in Emergencies. (2005). *Life Skills: Landmines and Unexploded Ordnance Awareness*. Retrieved September 1, 2005, from <http://www.ineesite.org/edcon/mines.asp>

<sup>83</sup> James Madison University Mine Awareness Program. (2005). *James Madison University Mine Awareness Program*. Retrieved September 1, 2005, from <http://www.jmu.edu/jmuptvn/index.htm>

<sup>84</sup> UNICEF, *Countries in Crisis: Landmines*, *supra*, note 67.

<sup>85</sup> UNICEF, *International Guidelines for Landmines and Unexploded Ordnance*, *supra*, note 72.

<sup>86</sup> Save the Children. (2005). *Save the Children: Afghanistan*. Retrieved September 1, 2005, from <http://www.savethechildren.org/countries/asia/afghanistan/index.asp>

<sup>87</sup> Knudsen, Christine. (2005). *Save the Children: the Challenges of Landmine Awareness Education for Children in Afghanistan*. Retrieved September 1, 2005, from <http://maic.jmu.edu/journal/4.3/focus/SaveTheChildren/children.htm>

<sup>88</sup> *Ibid.*

Save the Children has also developed ways to provide education on landmines beyond the classroom in response to low school attendance among Afghani children; this problem is aggravated by the fact that many Afghani schools close in the winter months and those children who do not attend school are often at the greatest risk of suffering injuries from landmines.<sup>89</sup> Three approaches were developed. The first provided emergency response to areas with particularly high numbers of incidents, working to educate as many children as possible, as quickly as possible while a second approach utilized hospital and clinics as forums to educate children about the dangers of landmines.<sup>90</sup> Finally, Save the Children developed the “Children’s Network” to address the needs of a densely populated housing project.<sup>91</sup> Through these programs, NGO workers and teachers use play-acting, charts, games, and pictures to teach children about both the dangers of landmines and how to avoid them.<sup>92</sup> Non-formal educational methods have also been introduced, engaging children outside of the classroom to allow them to learn through games and interaction with peers.<sup>93</sup>

The Save the Children organization goes beyond basic education on landmines. It also encourages children to develop a sense of pride in their acquired knowledge and pass it on to other children they come into contact with.<sup>94</sup> The organization also works to provide safe alternatives to playing in areas with landmines, as evidenced by its development of playgrounds in Kabul.<sup>95</sup> The Save the Children Landmine Education has also embraced the necessity of considering culture and tradition in the development of the games and other methods of education.<sup>96</sup> One example of this sensitivity of this is seen in the decision to eliminate dice from games due to their association with gambling, which is taboo in Afghani society; efforts were also made to avoid using representations of living creatures, as this is a practice that had been forbidden by the Taliban.<sup>97</sup>

The impressive work of the Save the Children Landmine Education program in Afghanistan has made significant progress in a country ravaged by war and at the mercy of landmines in unknown locations. The varied techniques of the organization for promotion and implementation of landmine education should provide delegates with many ideas and approaches to the issue.

### ***The Role of NGOs in Promoting and Implementing Landmine Education***

Nongovernmental organizations (NGOs) play an important role in the work of promoting and implementing landmine education. NGOs often provide the on-the-ground educational attempts in this area. In the Macedonia, Albania, and Montenegro, UNICEF worked with various NGOs and the International Red Cross to provide landmine education to Kosovar refugees, developing a mine awareness program and creating six public service announcements.<sup>98</sup> UNICEF has also worked with NGOs in Guatemala, Angola, Bosnia, Somalia, Croatia, and many other countries in promoting and implementing landmine education.<sup>99</sup> The International Campaign to Ban Landmines, which includes more than 1,300 NGOs located in more than 90 countries, has had a significant impact in the fight against landmines through raising awareness and funds while also providing education to individuals in countries with landmines.<sup>100</sup>

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<sup>89</sup> *Ibid.*

<sup>90</sup> *Ibid.*

<sup>91</sup> *Ibid.*

<sup>92</sup> Integrated Regional Information Network—Asia. (2002). *Afghanistan: Focus on landmine education for children*. Retrieved September 1, 2005, from [http://www.irinnews.org/report.asp?ReportID=30543&SelectRegion=Central\\_Asia&SelectCountry=AFGHANISTAN](http://www.irinnews.org/report.asp?ReportID=30543&SelectRegion=Central_Asia&SelectCountry=AFGHANISTAN)

<sup>93</sup> Knudsen, *supra*, note 87.

<sup>94</sup> *Ibid.*

<sup>95</sup> *Ibid.*

<sup>96</sup> *Ibid.*

<sup>97</sup> *Ibid.*

<sup>98</sup> United Nations Children’s Fund. (2000). *United Nations Children’s Fund Landmine Monitor Report 2000*. Retrieved September 1, 2005, from <http://www.icbl.org/lm/2000/appendices/unicef.html>

<sup>99</sup> *Ibid.*

<sup>100</sup> NGO Committee on UNICEF. (2002). *Statement by NGO Committee on UNICEF at the Special Session on Children*. Retrieved September 1, 2005, from <http://www.un.org/ga/children/ngounicef.htm>



## Conclusion

Landmines pose dangers to children due to the fact that the mines often appear attractive to children, as they can be brightly colored and placed in rural locations children are likely to play in.<sup>101</sup> The high number of casualties suffered each year make this a very important issue for UNICEF to address. UNICEF's commitment to serve as a focal point for landmine education provides an opportunity to work with States, NGOs, and regional organizations to develop comprehensive ways to both promote and implement landmine education. The promotion of landmine education has been significant in recent years, but the thousands of square kilometers that have yet to be cleared of landmines are evidence of the work still ahead. Successful implementation of landmine education has been accomplished by UNICEF's Mine Risk Education program and by various NGOs.<sup>102</sup> The case study of the Save the Children Landmine Education Project provides delegates with both a success story in the area of promoting and implementing landmine education and several ideas for further work in this area.

## Introduction of Ideas for Future Efforts

The promotion and implementation of landmine education has long been a significant commitment of UNICEF's and requires cooperation with state and non-state actors, as well as the numerous NGOs that have joined the fight to protect children against the devastating effects of landmines. While there are many resources available on international treaties regarding landmines and their usage, it is important for delegates to remember the abilities and responsibilities of UNICEF in this area. Delegates should concentrate their research on the area of education. How should landmine education be developed and by whom? What should the relationship between UNICEF and NGOs be in this area? How can UNICEF coordinate the efforts of the varied type of organizations working to promote landmine education? How will UNICEF support the work of other UN agencies addressing the problems landmines pose? Delegates should consider organizations such as the WHO and Department of Peacekeeping Operations in particular.

What areas of the world should UNICEF focus its attention on with respect to this problem? Is there a way to develop a single method of education for children around the world, or must consideration be given to cultural differences? If so, how will this be done? How will the needs of landmine education be identified? Keeping in mind that landmines disproportionately affect rural areas, how should landmine education be implemented in these areas? What has the UNICEF Mine Action Strategy for 2002-2005 accomplished? What should the next action strategy add or adjust?

## III: Effects of Natural Disasters on Children

*I said I believe that boy is the most beautiful child I have ever seen in my life. And the young girl smiled at me and she said, 'Yes, he is very beautiful. And before the tsunami he had nine brothers and sisters and they're all gone.'*<sup>103</sup>

As recent events around the world have exposed, children are particularly vulnerable to the effects of natural disasters.<sup>104</sup> Natural disasters include earthquakes, extreme heat, floods, hurricanes, landslides, mudslides, tornadoes, tsunamis, volcanoes, wildfires, and extreme winter weather. Assisting children in disaster situations is at the very heart of the United Nations Children's Fund (UNICEF) *raison d'être*. Emergency aid to children was the founding mission of UNICEF and one that the organization remains committed to. Natural disasters can leave

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<sup>101</sup> UNICEF, *supra*, note 78.

<sup>102</sup> UNICEF, *supra*, note 67.

<sup>103</sup> Clinton, William J. (2005). *Remarks to the United Nations Economic and Social Council Humanitarian Segment: Panel on "Lessons Learned from the Response to the Indian Ocean"*. Retrieved July 20, 2005, from <http://www.clintonfoundation.org/071405-nr-sp-cf-ee-tsu-usa-ind-idn-tha-lka-mdv-ts-wjc-addresses-un-on-tsunami-recovery-and-disaster-prevention-strategies.htm>

<sup>104</sup> SOS Kinderdorf International. (2004). *Families and Their Children are More Vulnerable Than Ever*. Retrieved July 20, 2005, from [http://www.sos-childrensvillages.org/cgi-bin/sos/jsp/retrieve.do?cat=/514\\_news\\_archives&l1=217654&lang=en&nav=5.1&quart=124335&site=ZZ](http://www.sos-childrensvillages.org/cgi-bin/sos/jsp/retrieve.do?cat=/514_news_archives&l1=217654&lang=en&nav=5.1&quart=124335&site=ZZ)

children both psychologically and physically vulnerable, as well as in need of child-specific assistance. States lacking in infrastructure and established emergency procedures suffer the greatest in natural disasters.<sup>105</sup> Thus, early warning and response systems are key to mitigating the damage done to children in natural disasters.<sup>106</sup>

The tsunami in South Asia on December 26, 2004 had the effect of increasing global awareness of the chaos natural disasters can wreck on populations at large. Furthermore, the unique impacts on children in the aftermath of natural disasters were exposed. Following the tsunami of December 2004, UNICEF worked to “set up or repair water and sanitation systems and supported efforts to get 200,000 children back to school as quickly as possible... [and provided] psychosocial counseling for more than 40,000 children.”<sup>107</sup>

There is little disagreement within the international community that there is a need for financial and other forms of assistance in the aftermath of natural disasters. After many natural disasters, the United Nations and its member states have done much to assist in reconstruction and recovery in disaster-stricken areas. It is not the responsibility of UNICEF to develop comments on the desirability of aid to children in the aftermath of natural disasters. Rather, UNICEF has a responsibility to take this opportunity to more directly examine the unique challenges children face in natural disasters and what UNICEF can do to both mitigate catastrophe and help return life to ‘normal.’<sup>108</sup>

UNICEF is well positioned to assist children in this area. For sixty years, UNICEF has provided clean water, food, clothing, shelter, and other necessities to children who are victims of natural disasters.<sup>109</sup> UNICEF, in its commitment to providing protection for “the most disadvantaged children” and responding in emergency situations to “protect the rights of children,” has made a conscious commitment to children affected by natural disasters. UNICEF is viewed by the international community as a leader in this area, often coordinating such efforts with other UN organizations and nongovernmental organizations (NGOs).<sup>110</sup>

The 2002 United Nations (UN) Special Session on Children addressed the issue of natural disasters and their effects on children, finding states to have varying levels of emergency management systems.<sup>111</sup> It also produced United Nations General Assembly Resolution 58/282 and multiple reports from plenary sessions.<sup>112</sup> A lack of preparedness by States can lead to increased disease in the aftermath of natural disasters, as well as delay relief and reconstruction efforts. UNICEF addresses the needs of children in natural disasters through its Natural Disaster and Emergency Program provides both preparedness and response assistance. Preparedness programs work to teach children how to respond to disasters, which can prevent chaos and trauma while response assistance focuses on reducing, “morbidity and mortality” after a natural disaster, in addition to providing health education and attempting to restore normalcy to the lives of children.<sup>113</sup>

There are a variety of ways in which natural disasters can exert negative effects on children. Five of the greatest concerns include the psychological effects of natural disasters and their aftermath; interruptions in education; sexual and monetary exploitation; the spread of disease; and a lack of food and clean water.

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<sup>105</sup> Freeman, Paul. (1999). *Infrastructure, Natural Disasters, and Poverty*. Retrieved July 20, 2005, from <http://www.iiasa.ac.at/Research/RMS/june99/papers/freemansolo.pdf>

<sup>106</sup> United Nations Children’s Fund. (2002). *United Nations Special Session on Children Background Information*. Retrieved July 20, 2005, from <http://www.unicef.org/specialsession/about/followup-emergency.htm>

<sup>107</sup> United Nations Children’s Fund Press Release. (2005). *UNICEF Executive Director Ann M. Veneman visits northern Sri Lanka to discuss tsunami relief*. Retrieved July 17, 2005, from [http://www.unicef.org/emerg/disasterinasia/sri\\_lanka\\_27479.html](http://www.unicef.org/emerg/disasterinasia/sri_lanka_27479.html)

<sup>108</sup> United Nations Children’s Fund. (1946). *United Nations Children’s Fund Mission Statement*. New York, New York: United Nations Publications.

<sup>109</sup> United Nations Children’s Fund. (2002). *United Nations Special Session on Children: Mechanisms for Emergency Response*. Retrieved July 20, 2005, from <http://www.unicef.org/specialsession/about/followup-emergency.htm>

<sup>110</sup> United States Fund for UNICEF. (2005). *Innovative Alliances with NGOs*. Retrieved July 20, 2005, from <http://www.unicefusa.org/site/pp.asp?c=duLR18O0H&b=39548>

<sup>111</sup> *Ibid.*

<sup>112</sup> United Nations Children’s Fund. (2002). *United Nations Special Session on Children: Documents and Links*. Retrieved July 20, 2005, from [http://www.unicef.org/specialsession/docs\\_new/index.html](http://www.unicef.org/specialsession/docs_new/index.html)

<sup>113</sup> United Nations Children’s Fund. (2005). *UNICEF in China—Emergencies*. Retrieved July 20, 2005, from [http://www.unicef.org/china/planning\\_action\\_493.html](http://www.unicef.org/china/planning_action_493.html)

The psychological impact of natural disasters on children can occur in many forms and is often long lasting.<sup>114</sup> Psychologists often observe various stressors in the environment, including information stressors, emotional stressors, psycho physiological stressors.<sup>115</sup> Children, as well as adults, may also suffer from Post-Traumatic Stress Syndrome (PTSD).<sup>116</sup> In the past, UNICEF has provided psychological assistance to children in the aftermath of natural disasters.<sup>117</sup> Using child-to-child methodology and puppets, UNICEF staff established a program in Grenada in the aftermath of September 2004's Hurricane Ivan to aid "the process of psychological recovery following catastrophic events."<sup>118</sup> The unique psychological toll natural disasters can take on children and adolescence often requires professionals trained to address the specific needs of children. The loss of a family member, a house, or familiar environment can cause children to develop behavioral and emotional problems, including extreme emotional reactions and suffering from physical symptoms such as stomachaches or headaches.<sup>119</sup> The destruction of a community can further aggravate feelings that security and normalcy have been lost to the child.<sup>120</sup>

In nearly every natural disaster, a child's education is interrupted. Education is one of the primary rights guaranteed to children under the Declaration on the Rights of the Child.<sup>121</sup> UNICEF found that nearly six weeks after the 2004 tsunami hit Thailand, school attendance had not fully recovered in the affected areas.<sup>122</sup> Often there is a lack of school supplies, something UNICEF attempts to off-set through its 'school in a box' program, which provides basic school supplies. In early 2005, UNICEF provided teacher orientation on children and trauma in addition to 300 tents, 1500 school-in-a-box kits, and sports equipment.<sup>123</sup> A lack of supplies or locations to hold classes is only part of the issue; as outlined above, the trauma suffered by children often leaves them too frightened to leave their families to attend school.

Exploitation of children is a serious concern in the aftermath of a natural disaster, particularly when aid dollars are at stake or there is access to sex or slave trades. Children are often left orphaned or separated from parents, thereby risking becoming easy prey for unscrupulous individuals; UNICEF reported on the suspected attempts at or actually abduction of children in Sri Lanka and Indonesia in December and January of 2005.<sup>124</sup> Often it is unclear whether the purpose is to profit from selling children to adoptive parents or the sex trade; both were described by then-UNICEF Director Carol Bellamy as having criminal elements.<sup>125</sup> Three common methods used by child traffickers include "posing as a member of a charitable foundation, as a relative, or as a foster parent."<sup>126</sup> There is a need to ensure that children are not kidnapped, exploited, or otherwise endangered when a natural disaster results in either the loss of or separation from the child's caregiver.

<sup>114</sup> Echterling, Lennis. (1997). *Hidden Wounds, Hidden Healing of Disaster*. Retrieved July 20, 2005, from <http://www.jmu.edu/psychologydept/hidden.htm>

<sup>115</sup> Azarian, Aniat and Vitali Skriptchenko-Gregorian. (1998). *Children in National Disasters: An Experience of the 1998 Earthquake in Armenia*. Retrieved July 20, 2005, from <http://www.aaets.org/article38.htm>

<sup>116</sup> American Academy of Child and Adolescent Psychiatry. (1999). *Post Traumatic Stress Disorder*. Retrieved July 20, 2005, from <http://www.aacap.org/publications/factsfam/ptsd70.htm>

<sup>117</sup> United Nations Children's Fund Press Release, *UNICEF Executive Director Ann M. Veneman visits northern Sri Lanka to discuss tsunami relief, supra*, note 107.

<sup>118</sup> United Nations Children's Fund Press Release. (2004). *UN Steps Up Relief to Grenada in Ivan's Wake*. Retrieved July 20, 2005, from [http://www.unicef.org/media/media\\_23439.html](http://www.unicef.org/media/media_23439.html)

<sup>119</sup> American Academy of Child and Adolescent Psychiatry, *supra*, note 116.

<sup>120</sup> Lazerus, Philip, Shane Jimerson, and Stephen Brock. (2003). *Helping Children After a Natural Disaster*. Retrieved July 20, 2005, from [http://www.nasponline.org/NEAT/naturaldisaster\\_ho.html](http://www.nasponline.org/NEAT/naturaldisaster_ho.html)

<sup>121</sup> United Nations General Assembly. *Declaration on the Rights of the Child. General Assembly Resolution 1385 of November 20, 1959*. New York, New York: United Nations Publications.

<sup>122</sup> United Nations Children's Fund Press Release. (2005). *Children Go Back to School in Tsunami-Affected Areas*. Retrieved July 20, 2005, from <http://www.apahelpcenter.org/articles/article.php?id=69>

<sup>123</sup> *Ibid.*

<sup>124</sup> Aglionby, John and Jonathan Steele. (2005, January 5). *Criminals May Be Transporting Tsunami Orphans*. London Guardian. Retrieved July 20, 2005, from <http://www.guardian.co.uk/tsunami/story/0,15671,1383489,00.html>

<sup>125</sup> *Ibid.*

<sup>126</sup> *Ibid.*

The spread of disease can be aggravated by the conditions a natural disaster often leaves in its wake, particularly when there is a lack of clean water or there is improper care of the sick and deceased.<sup>127</sup> Pre-disaster public health structures are a primary determinate of the extent to which the spread of disease can become an issue after a natural disaster.<sup>128</sup> After the July 2005 floodings in Pakistan, the United Nations Office for the Coordination of Humanitarian Affairs announced the high risk of disease outbreak due to the fact that medical facilities were unavailable and an increase of stomach and skin related diseases occurred in areas suffering from the flood.<sup>129</sup>

The absence, or shortage, of clean water and adequate food for children is one of the most obvious issues that must be addressed after a natural disaster. Oftentimes entire communities lose their water and food sources.<sup>130</sup> More children die as a result of, “food and water shortages, lack of shelter and healthcare as well as poor hygiene and sanitation” after a natural disaster than during the disaster itself.<sup>131</sup> UNICEF is uniquely positioned to address these needs, as it works directly with a variety of organizations to coordinate efforts to address hunger around the world.<sup>132</sup> UNICEF has also worked to raise funds and awareness to combat hunger and drinking water shortages.<sup>133</sup> In the aftermath of a 2002 mudslide in Tajikistan, UNICEF utilized donated funds to provide local children with six hundred blankets in addition to food supplies.<sup>134</sup>

Hope for the effectiveness of future efforts in combating the effects of natural disasters on children have improved due in part to the increased attention recent disasters have focused on this issue. Only time will tell if international attention to this issue will remain at similar levels. Since the 2005 tsunami, UNICEF has been working with the World Food Program (WFP) and United Nations Development Programme (UNDP) in a joint working group to address the issue of post-disaster transitions.<sup>135</sup> In February of 2005, UNICEF began a 144.5 million dollar appeal to aid the 1.5 million children affected by the disaster in South Asia.<sup>136</sup> Natural disasters present difficulty in consideration of the future, as it is nearly impossible to determine where the next natural disaster will occur, or what shape it will take. This is where the UNICEF’s Natural Disaster and Emergency Program work on preparedness can best serve children around the world. There has not been a UN Special Session on Children since 2002, nor did the 2002 session address natural disasters in any great detail; it is clear there is much work left ahead for UNICEF.

### ***The Role of NGOs in Addressing the Effects of Natural Disasters on Children***

There are many nongovernmental organizations (NGOs) currently playing an active role in natural disaster relief, with respect to both children and the population at large. Some of the best-known organizations include the International Federation of the Red Cross and Red Crescent Societies.<sup>137</sup> UNICEF has worked with Oxfam and CARE International in addition to many other NGOs.<sup>138</sup> There are numerous NGOs created with a mission of

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<sup>127</sup> World Health Organization. (2005). *Ensuring Food Safety in the Aftermath of Natural Disasters*. Retrieved July 20, 2005, from <http://www.bt.cdc.gov/disasters/earthquakes/food.asp>

<sup>128</sup> Sandrock, Christian. (2005). *Notes Accompanying a Talk on Infectious Disease Issues in Natural Disasters*. Retrieved July 20, 2005, from <http://ndms.chepinc.org/data/files/3/84.pps>

<sup>129</sup> United Nations Integrated Regional Information Networks. (2005). *Pakistan: Flood-hit communities still in dire need*. Retrieved July 20, 2005, from <http://www.irinnews.org/report.asp?ReportID=48028&SelectRegion=Asia&SelectCountry=PAKISTAN>

<sup>130</sup> World Health Organization, *supra*, note 127.

<sup>131</sup> SOS Children’s Village Canada. (2004). *Universal Children’s Day: Children in Natural Disasters*. Retrieved July 20, 2005, from [http://www.soschildrensvillages.ca/cgi-bin/sos/jsp/retrieve.do?lang=en&site=CA&nav=5.1&cat=/514\\_news\\_archives&quart=487359&l1=363289](http://www.soschildrensvillages.ca/cgi-bin/sos/jsp/retrieve.do?lang=en&site=CA&nav=5.1&cat=/514_news_archives&quart=487359&l1=363289)

<sup>132</sup> United Nations Children’s Fund. (2005). *Countries in Crisis: UNICEF’s Role in Humanitarian Crises*. Retrieved July 20, 2005, from [http://www.unicef.org/emerg/index\\_role.html](http://www.unicef.org/emerg/index_role.html)

<sup>133</sup> *Ibid.*

<sup>134</sup> Japanese International Cooperation Association. (2002). *Emergency Relief in Response to Mudslide Disaster in Tajikistan*. Retrieved July 20, 2005, from [http://www.jica.go.jp/english/activities/schemes/relief/tajikistan/02\\_01.html](http://www.jica.go.jp/english/activities/schemes/relief/tajikistan/02_01.html)

<sup>135</sup> United Nations Children’s Fund. (2005). Report of the Executive Board of the United Nations Children’s Fund on the work of its first regular session of 2005. New York, New York: United Nations Publications

<sup>136</sup> United Nations Children’s Fund Press Release. (2005). *UNICEF Launches \$144.5 million appeal*. Retrieved July 20, 2005, from [http://www.unicef.org/media/media\\_24707.html](http://www.unicef.org/media/media_24707.html)

<sup>137</sup> International Federation of the Red Cross and Red Crescent Societies. *Homepage of the International Federation of the Red Cross and Red Crescent Societies*. Retrieved September 15, 2005, from <http://www.ifrc.org/>

<sup>138</sup> United Nations Children’s Fund Press Release. *Dirty Water and Poor Sanitation Kills Over 5,000 Children Every Day*. Retrieved September 15, 2005, from [http://www.unicef.org/media/media\\_19974.html](http://www.unicef.org/media/media_19974.html)

providing aid and relief in the face of disaster, natural or otherwise. These organizations are important UNICEF partners; their experiences in this area, as well as their resources, are invaluable.

### **Conclusion**

Children are particularly susceptible to the tragic effects of natural disasters. Since its inception in 1946, disaster and emergency relief has been at the nucleus of UNICEF's objectives.<sup>139</sup> While it is impossible to eliminate natural disasters, working to better assist children with respect to natural disasters addresses the founding purpose of the organization and serves those most vulnerable in the aftermath of such disasters. Delegates should consider what can be done before natural disasters strike to minimize and mitigate the damage of such events. What challenges do children face in natural disasters? How can UNICEF address the long-term effects of natural disasters on children? How should UNICEF work with other aid organizations to serve the youngest victims of natural disasters? How can UNICEF work with countries with less-developed infrastructure or warning and response systems? Delegates should consider each of five areas explored above that have some of the most negative effects on children in natural disasters. What solutions best address each issue? On which of these concerns should the Committee focus its efforts?

### **Introduction of Ideas for Future Efforts**

Recent events around the world, in both rich and poor countries, have exposed the vulnerability children suffer in the face of a natural disaster. Delegates should remain cognizant of this when developing both their position papers and documents at the Conference. Delegates should also consider what types of disasters strike where, in addition to how responses might differ based on the type of disaster. The effects of a natural disaster do not disappear overnight, but linger in communities for years. Delegates should be prepared to identify short, medium, and long term goals for UNICEF in assisting children in the aftermath of natural disasters. What are the needs of children immediately following a disaster? Two weeks later? Six months later? Delegates will benefit from learning about what type of aid is needed at what point after a natural disaster.

The breadth present in this topic is substantial. Delegates should aim to develop a resolution that recognizes this fact while considering the vast number of types of natural disaster and the vulnerability of all nations. Delegates should also investigate the resources and programs States have already implemented when developing ideas for working papers and draft resolutions. Delegates will no doubt find ample information on the severe impact natural disasters on children in the media as they prepare for the Conference, but should be prepared to move beyond this level of research to examine the work of specific organizations and UNICEF itself.

## **Annotated Bibliography**

### ***History of the United Nations Children's Fund***

Beigbeber, Yves. (2002). *New Challenges for UNICEF: Children, Women, and Human Rights*. New York, New York: Palgrave Macmillan.

*Beigbeber takes a critical look at UNICEF, including its history and relationship with various NGOs. The book also provides information on the development of specific UNICEF programs and the structure of the organization itself. Beigbeber also examines the challenges UNICEF faces and is likely to face in the coming years. Delegates representing NGOs may find this source particularly helpful in their research.*

Black, Maggie. (1996). *Children First: The Story of UNICEF, Past and Present*. Oxford, United Kingdom: Oxford University Press.

*Published for the 50<sup>th</sup> anniversary of the creation of UNICEF, Black reviews the history of the organization in addition to providing two case studies: the first on the child survival campaign*

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<sup>139</sup> Nobel Prize Organization. (1965). *United Nations Children's Fund—History of the Organization*. Retrieved July 20, 2005, from <http://nobelprize.org/peace/laureates/1965/unicef-history.html>

*and the second on the movement for children's human rights. The information on the child survival campaign will familiarize delegates with the accomplishments of UNICEF to date, as well as provide direction for future resolutions on issues. Delegates should pay particular attention to the case study on survival, as the topics for this conference relate closely.*

International Campaign to Ban Landmines. (2003). *2003 Annual Report*. Retrieved July 20, 2005, from <http://www.unicef.org/specialsession/ngo/>  
*The International Campaign to Ban Landmines is one of the most active NGOs in the fight against landmines. This particular report from the organization concentrates its attention on the UNICEF Special Session on Children. Delegates will find this source useful in both becoming familiar with the very important role NGOs play in UNICEF's work around the world and the Special Session itself.*

Nobel Prize Committee. (1965). *A History of UNICEF*. Retrieved July 20, 2005, from <http://nobelprize.org/peace/laureates/1965/unicef-history.html>  
*UNICEF was awarded the Nobel Peace Prize in 1965. As part of the Nobel ceremonies in Norway, the Nobel Prize Committee developed a history of UNICEF. Also included on the web page are the text of the lecture on the work of UNICEF and the acceptance speech by UNICEF Executive Director Henry R. Labouisse. The history includes some highlights of UNICEF's early accomplishments.*

Nobel Prize Committee. (1965). *Nobel Lecture on the United Nations Children's Fund*. Retrieved July 20, 2005, from <http://nobelprize.org/peace/laureates/1965/unicef-lecture.html>  
*As mentioned in the Committee History, UNICEF was awarded the Nobel Peace Prize in 1965. This lecture details many of the accomplishments of UNICEF, in addition to discussing some of the organization's history. Delegates should use this as a preliminary source to familiarize themselves with the early accomplishments of UNICEF.*

Sikkink, Kathryn. (1986). Codes of Conduct for Transnational Corporations: The Case of the WHO/UNICEF Code. *International Organizations*. Vol. 40, No. 4.  
*Sikkink investigates the impact an organization such as UNICEF can have on transnational corporations and the development on the codes of conduct of such corporations. This article exposes the very real impact UNICEF has been able to have in the areas of international political economy and international business. Delegates may want to consider Sikkink's findings when attempting to urge transnational corporations to assist UNICEF in its missions.*

United Kingdom's United Nations Children's Fund Organization. *Our History*. Retrieved July 20, 2005, from <http://www.unicef.org.uk/history/index.asp>  
*This site provides a very brief history of UNICEF and links to information on the United Kingdom's own work with the organization. Delegates should research similar sites for the countries they are representing. The site also includes information on the latest efforts of UNICEF around the world.*

United Nations Children's Fund. (1996). *United Nations Children's Fund Mission Statement*. New York, New York: United Nations Publications.  
*UNICEF's mission statement describes the organization's founding purpose and its goals in helping children around the world. Delegates should review this document and be cognizant of representing the spirit of this document in all resolutions they develop. Doing so will help delegates to understand the spirit of the organization, and the spirit in which all working papers or draft resolutions should be constructed.*

- United Nations Children's Fund Publications. (1994). *State of the World's Children 2005: Childhood Under Threat*. New York, New York: UNICEF Publications.  
*This is one of the most recent reports published by UNICEF and provides data on the state of children in both the developing and developed worlds. This report identifies the various types of poverty children suffer from, including shelter, sanitation, safe water, information, and health services. As UNICEF's mission is to serve those children most in need, delegates should identify which countries and regions are most in need of UNICEF's resources and attention.*
- United Nations Children's Fund. Publications. (1996). *The State of the World's Children 1996: Fifty Years for Children*. Retrieved July 20, 2005, from <http://www.unicef.org/sowc96/>  
*This report provides a basic history of the first fifty years of UNICEF, including a review of its founding, its early initiatives, and the work that resulted in being awarded the 1965 Nobel Peace Prize. Despite being somewhat out of date, the data provided on the world's children may prove a useful tool of comparison with the past and currently situations of children. This source may help delegates determine their preferences regarding topics for discussion.*
- United Nations Children's Fund. (2005). *Frequently Asked Questions: UNICEF*. Retrieved July 20, 2005, from [http://www.unicef.org/about/who/index\\_faq.html](http://www.unicef.org/about/who/index_faq.html)  
*This Web site provides answers to some of the most basic questions about UNICEF, including its current projects, its work with other international organizations, its funding and its budget. Delegates should become familiar with the basic workings of the Organization and its missions to assure their research covers topics appropriate for resolutions on the topics before UNICEF this year. It should be noted, however, that delegates should find more specific and detailed sources.*
- United Nations Children Fund. (2005). *About UNICEF: Who We Are—Our History*. Retrieved July 20, 2005, from [http://www.unicef.org/about/who/index\\_history.html](http://www.unicef.org/about/who/index_history.html)  
*This website is a timeline of some of the most important accomplishments of UNICEF over the past sixty years. Some of the most significant of UNICEF's accomplishments are listed, including successful initiatives for children's rights, health, and education. The timeline provides a good cross-section of what UNICEF is capable of, as well as what causes the organization is most likely to champion.*
- United Nations Children's Fund. (2005). *Introduction to the Convention on the Rights of the Child*. Retrieved July 20, 2005, from <http://www.unicef.org/crc/crc.htm>  
*The Convention on the Rights of the Child is one of UNICEF's greatest accomplishments in its first half century of work. This website provides an introduction to the document, discusses the process of its development, and what is currently being done around the world—by UNICEF and other organization—to ensure these rights are protected. Delegates can also link to the Declaration itself from this website.*
- United Nations General Assembly. (1989). *Convention on the Rights of the Child*. Retrieved July 20, 2005 from <http://www.unhchr.ch/html/menu3/b/k2crc.htm>  
*This Convention on the Rights of the Child as passed by the United Nations General Assembly can be found here. Delegates should be familiar with this document and the rights it ensures all children. The status of ratification is also available on this website The Convention on the Rights of the Child has been ratified by over one hundred and ninety countries and ensures children of some of the most basic rights, including education, health care, shelter, and protection from exploitation. Delegates should be familiar with this document when arriving at the conference, as a good resolution will take its inspiration from the rights guaranteed within this convention.*

## ***I. Sexual Exploitation of Girls in Conflict Situations***

Action Against Trafficking and Sexual Exploitation of Children. (2005). *Action Against Trafficking and Sexual Exploitation of Children*. Retrieved September 1, 2005, from <http://atsec.tripod.com/atsecbangladeshchapter/index.html>

*This Web site is a good example of the work NGOs and regional organizations can do to both raise awareness of and combat the problem of trafficking and sexual exploitation of children. The group works with several other NGOs and government organizations. Delegates may find information on the projects of the group useful for beginning to format their own ideas on how the sexual exploitation of girls can be combated.*

Annan, Kofi. (2004). *Report of the Secretary-General on Women, Peace, and Security*. New York, New York: United Nations Document Service. Retrieved July 22, 2005, from

<http://daccessdds.un.org/doc/UNDOC/GEN/N04/534/14/PDF/N0453414.pdf?OpenElement>  
*This report provides information on many of the United Nation's (UN) accomplishments in its fight to ensure the safety of women and children. It also does a good job of identifying several areas where the UN continues to work toward success. Brief reports on the work of various UN organizations, state governments, and nongovernmental organizations (NGOs) can be found within this document.*

Arbour, Louise. (2004). *Address to the Security Council on Resolution 1325: Women, Peace, and Security*. Retrieved July 22, 2005, from

<http://www.unhchr.ch/hurricane/hurricane.nsf/0/E6E26F33917EE324C1256F4D0058EC9D?opendocument>  
*Arbour is currently the UN High Commissioner of Human Rights. This speech before the UN Security Council addresses several of the major problems that must be addressed regarding the exploitation of girls in conflict situations. Arbour addresses each of these problems briefly, providing an introduction to areas for potential resolutions.*

Coalition Against Trafficking in Women. (2005). *An Introduction to CATW*. Retrieved September 1, 2005, from <http://www.catwinternational.org/about/index.php>

*The Coalition Against Trafficking in Women has worked on the problem of sexual exploitation and trafficking. The group is comprised of several NGOs and regional groups who have come together to address the problems of sexual exploitation and trafficking. The Web site also provides links to much of the research the Coalition has done.*

Deen, Thalif. (2005). "No Go" Zones to Prevent Sex Abuse by UN Peacekeepers. Retrieved July 22, 2005, from <http://www.peacewomen.org/un/pkwatch/News/05/nogo.html>

*This article touches on some of the problems the UN has had with its peacekeeping troops and sexual exploitation of women and girls. The article also addresses the ways in which the UN is attacking this problem and its policies for peacekeepers. When considering the problem of sexual exploitation of girls in conflict situations, delegates should be cognizant of the fact that UN peacekeeping troops can cause some of the very problems they are brought in to prevent or end. Delegates should consider the role of peacekeeping forces, both the positive and negative.*

Dieng, Adama. (2005). *Registrar's Special Address to Staff Members on Their Ethical Duties and Obligations*. International Criminal Tribunal for Rwanda. Retrieved July 22, 2005, from

<http://www.icttr.org/ENGLISH/speeches/dieng200505.htm>  
*Adama, as the Registrar of the International Criminal Tribunal for Rwanda, addresses the problems of exploitation in this address to staff members of the Tribunal. Adama also discusses previous problems of exploitation by the staff of the UN and the Tribunal. This address exposes several of the ways in which the victims of conflict are particularly vulnerable to exploitation.*



- Furundzija. (1998). International Criminal Tribunal for the Former Yugoslavia, Trial Chamber. para. 163-164. *Furundzija discusses the definition of rape in the context of war. Furundzija's definition of rape includes the psychological effects and motivations of the act, as discussed above. Furundzija was one of the judges for the International Criminal Tribunal for the Former Yugoslavia; this conflict is a tragic example of sexual exploitation of girls in conflict situations.*
- Global Security Organization. (2005). *The World at War*. Retrieved July 22, 2005, from <http://www.globalsecurity.org/military/world/war/>  
*The Global Security Organization provides statistics and information regarding current military conflicts around the globe. This website can provide delegates with information regarding their own country or region in addition to helping identify the places in the world where girls are most vulnerable to exploitation in conflict situations. This will help delegates determine where efforts to fight sexual exploitation should be focused.*
- Human Rights Watch. (2005). *Promises Broken: An Assessment of Children's Rights on the 10<sup>th</sup> Anniversary of the Convention on the Rights of the Child*. Retrieved September 1, 2005, from <http://www.hrw.org/campaigns/crp/promises/abuse.html>  
*This Web site discusses the accomplishments in protecting children at the ten year anniversary of the Convention on the Rights of the Child. Human Rights Watch also addresses the work that is still to be done. Delegates may find the discussion of the research and investigation of the organization useful in considering what aspects of the sexual exploitation of girls in conflict situation most need to be addressed, and how.*
- Inter American Children's Institute. (2005). *The Committee on the Rights of the Child*. Retrieved September 1, 2005, from [http://www.iin.oea.org/estructura\\_funciones\\_grupo\\_ong\\_ingles.htm](http://www.iin.oea.org/estructura_funciones_grupo_ong_ingles.htm)  
*This Web site discusses the work of the Committee on the Rights of the Child. Delegates representing NGOs may find this source particularly useful. The Web site also outlines the priorities of the Committee in combating sexual exploitation of children.*
- International Labour Association. (1999). *The Exploitation of Children in Prostitution and Pornography*. Retrieved July 20, 2005, from <http://www.ilo.org/public/english/comp/child/download/pdf/prostitution.pdf>  
*This Web site discusses some of the psychological traumas suffered by sexually exploited girls. The International Labour Association also addresses the physical dangers of exploited girls, including rape and physical abuse of either themselves or family members. The Web site also addresses the social optimism of the girls lucky enough to escape exploitation or abuse often face upon returning to their communities.*
- Morris, Madeline. (1996). *By Force of Arms: Rape, War, and Military Culture*. *Duke Law Journal* Vol. 45, No. 4. pp. 651-781.  
*Morris' academic article discusses the military culture that allows for rape to become a part of war. The author discusses the difference between rape during times of peace and times of conflict. Morris also discusses the culture of rape in war. This article is from a judicial prospective and written by a professor of law at Duke University.*
- Mullen, Paul and Jillian Fleming. (1998). *Long Term Effects of Child Sexual Abuse*. Retrieved July 20, 2005, from <http://www.aifs.gov.au/nch/issues9.html>  
*This Web site details the long-term effects child victims of sexual assault suffer through childhood, adolescence, and adulthood. Topics addressed include self-esteem, alcohol abuse, and socioeconomic status. The Web site also discusses some of the scholarly research that has been undertaken in this area.*
- The Refugee Experience. (2005). *Sexual Exploitation and Violence*. Retrieved July 20, 2005, from [http://earlybird.qeh.ox.ac.uk/rfgexp/rsp\\_tre/student/children/cld\\_0532.htm](http://earlybird.qeh.ox.ac.uk/rfgexp/rsp_tre/student/children/cld_0532.htm)  
*This Web site details some of the psychological and long-term effects sexual exploitation can have on children. Furthermore, it discusses how the refugee situation makes children much more vulnerable to sexual exploitation. There is a very useful discussion of how armed conflicts place*

*children at further risk of sexual exploitation while often being further compounded by the refugee situations and chaos they can create.*

- Sheffer, David J. (1999). *Comments on Rape as a War Crime*. Retrieved July 22, 2005, from <http://www.converge.org.nz/pma/arape.htm>  
*This website contains the comments of Sheffer from a speech at Fordham University. As the Ambassador-at-Large for War Crimes, Sheffer concentrates on the legal ramification of rape as a tactic of war. This article provides references to several important international documents on the illegality of rape as a tactic of war and the prohibitions developed against it. Sheffer also discusses the work of the International Criminal Tribunals of Rwanda and the Former Yugoslavia as they relate to this issue.*
- United Nations. (1948). *United Nations Universal Declaration of Human Rights*. Retrieved July 22, 2005, from <http://www.un.org/Overview/rights.html>  
*The United Nations Universal Declaration of Human Rights is a document all delegates should be familiar with before arriving in New York. It lists the rights ensured to the citizens of those nations which have ratified the Declaration. This document makes rape and exploitation illegal under international law and has been used in cases in international criminal tribunals.*
- United Nations. (1989). *United Nations Convention on the Rights of the Child*. Retrieved July 22, 2005, from <http://www.unhchr.ch/html/menu3/b/k2crc.htm>  
*Like the UN Universal Declaration of Human Rights, the Convention on the Rights of Child guarantees every child certain basic rights. These rights are violated by any sort of exploitation, which is often aggravated in times of conflict. Delegates should be prepared to consider ways in which these rights can be assured in such circumstances, giving specific attention to the problem of exploitation of girls.*
- United Nations Press Release. (2005). *Special Committee on Peacekeeping Operations Begins Review of Report on Sexual Exploitation*. Retrieved July 22, 2005, from <http://www.unis.unvienna.org/unis/pressrels/2005/gapk186.html>  
*This press release provides information on sexual exploitation by UN peacekeepers and the efforts of the UN to prevent further exploitation. Information on how training will attempt to address this issue is provided as well. This article exposes the unfortunate fact that peacekeepers are occasionally to blame for exploitation in conflict situations.*
- United Nations Children's Fund. (2005). *Countries in Crisis: Sexual Exploitation*. Retrieved July 22, 2005, from [http://www.unicef.org/emerg/index\\_exploitation.html](http://www.unicef.org/emerg/index_exploitation.html)  
*This Web site provides the reader with an introduction to the problems of sexual exploitation. Also provided are the reasons why children are more vulnerable to exploitation than adults and why conflict situations further aggravates such dangers. The website also discusses efforts by UNICEF to fight the sexual exploitation of children.*
- United Nations Children's Fund. (2005). *Office of the Special Representative for Children and Armed Conflict Report on Girls in War*. Retrieved July 22, 2005, from <http://www.un.org/special-rep/children-armed-conflict/English/GirlsinWar.html>  
*This report is of invaluable assistance to delegates, as it provides a short list of the many forms the sexual exploitation of girls in conflict situation can take in addition to the tolls of such exploitation. This site also discusses the relationship between UNICEF and other UN organizations in the effort to fight such exploitation. The report also discusses specific examples of sexual exploitation in conflict situations including Sierra Leone and Rwanda.*
- UN Department of Peacekeeping Operations Best Practices Web site. (2005). Retrieved July 20, 2005, from <http://www.un.org/Depts/dpko/lessons>  
*The Web site of the UN Department of Peacekeeping Operations may prove useful for those delegates curious about learning more about the relationship between victims of conflicts and the peacekeepers charged with ensuring their safety. There have been allegations of sexual*

*exploitation by peacekeepers and delegates may want to consider the important role of peacekeepers in preventing sexual exploitation while conducting their research. This is an excellent source for information on the current work of peacekeeping forces, which often indicates those areas of the globe most affected by conflict, and thus, increased sexual exploitation by a variety of parties.*

UN Department of Peacekeeping Operations Web site. (2005). Retrieved July 22, 2005, from <http://www.un.org/Depts/dpko>

*This website discusses some of the methods that the UN Department of Peacekeeping Operations has adopted in its efforts to halt exploitation by peacekeepers. The UN Department of Peacekeeping is an important partner of UNICEF in efforts to prevent sexual exploitation and provide aid to victims of exploitation. Delegates should consult information on 'best practices' and the frequently asked questions section, which addresses what is being done to address the trafficking of persons in peacekeeping operations areas.*

United Nations Security Council. (2000). *United Nations Security Council Resolution 1325*. New York, New York: United Nations Document Service.

*This Security Council resolution addresses the commitment of the Security Council to involving women in conflict resolution work, in addition to developing and maintaining sensitivity to gender issues that arise in conflict situations. The resolution also calls on the UN and Member States to consider the unique position of women and girls in conflict situations while ensuring protection of the human rights of women and girls. Delegates should become familiar with this document to prevent duplication of previous work by the UN.*

United Nations Security Council. (2004). *Resolution 1539: on the Children and Armed Conflict*. New York, New York: United Nations Document Service.

*This resolution of the UN Security Council discusses the issue of sexual exploitation in armed conflicts. It also addresses the role of peacekeepers in such situations. This resolution called upon both the UN and member states to address the problem of sexual exploitation in conflict situations.*

Women's Rights Net. (2005). *Statement by the NGO-CSW on Violence Against Women and Sexual Exploitation of Women*. Retrieved September 1, 2005, from [http://www.whrnet.org/docs/issue-statement\\_violence.html](http://www.whrnet.org/docs/issue-statement_violence.html)

*This is a statement by the NGO-Committee on the Status of Women regarding the issues of violence against women and sexual exploitation of women. There is a useful discussion of the causes and aggravating factors that can contribute to sexual violence and exploitation. The statement also makes several suggestions for member States and the United Nations itself.*

World Vision. (2005). *Sexual Exploitation of Children—Protecting Children in Crisis*. Retrieved July 20, 2005, from [http://www.worldvision.org/worldvision/wvusfo.nsf/stable/globalissues\\_childprotection\\_sexexploit](http://www.worldvision.org/worldvision/wvusfo.nsf/stable/globalissues_childprotection_sexexploit)

*World Vision's Web site provides an excellent introduction to the issue of sexual exploitation of children. It includes discussion of the types of exploitation in addition to addressing the locations and demographics most vulnerable to sexual exploitation. The Web site details World Vision's work at combating sexual exploitation as well, which may provide useful ideas for delegates.*

## **II. Promoting and Implementing Landmine Education**

Annan, Kofi. (2005). *Fifth Meeting of States Party: Quotes*. Retrieved July 20, 2005, from <http://www.icbl.org/5msp/mediakit/quotes.html>

*This quote from Kofi Annan is evidence of the both the dangers of landmines and the UN's commitment to addressing the issue. Delegates should become aware of the efforts of the UN at large and UNICEF specifically in this area. The damage inflicted by landmines lingers for the rest of the victim's life.*

- Adopt-a-Minefield. (2003). *History of Landmines*. Retrieved July 20, 2005, from <http://www.landmines.org.uk/267>  
*This Web site provides a history of landmines and their use throughout history. Delegates may find this Web site useful in learning more about the effect of landmines and their uses. Adopt-a-Minefield's larger Web site is also useful for learning more about the process of removing landmines from the environment.*
- Center for Nonproliferation Studies. (2003). *Report on the Convention on the Prohibition of the Use, Stockpiling, Production, and Transfer of Anti-Personnel Mines and on Their Destruction*. Retrieved July 20, 2005, from <http://cns.miis.edu/pubs/inven/pdfs/apl.pdf>  
*This report details the work of the Convention on the Prohibition of the Use, Stockpiling, Production, and Transfer of Anti-Personnel Mines and on Their Destruction. Delegates may find this Web site useful in understanding the implications of the Convention and how it applies to the Committee's work. Delegates can also use this Web site to determine which States are currently signatories of the Convention.*
- Fiederlein, Suzanne. (2005). *Victim Assistance in Central America: IGOs, NGOs, and Governments Team Up*. Retrieved July 20, 2005, from <http://maic.jmu.edu/journal/5.2/focus/NGO.htm>  
*Fiederlein's report on victim assistance in Central America details the relationship between IGOs, NGOs, and local governments. Delegates representing NGOs or Central American States may find the piece particularly useful. All delegates should use this source to determine the degree to which NGOs and IGOs can prove valuable partners in landmine education.*
- Interagency Network for Education in Emergencies. (2005). *Life Skills: Landmines and Unexploded Ordnance Awareness*. Retrieved September 1, 2005, from <http://www.ineesite.org/edcon/mines.asp>  
*This Web site discusses different methods of landmine education. It also details issues and specific topics. The Web site also provides some great questions for beginning to think about the goals of a landmine education program, as well as how to implement such a program.*
- James Madison University Mine Awareness Program. (2005). *James Madison University Mine Awareness Program*. Retrieved September 1, 2005, from <http://www.jmu.edu/jmuptvn/index.htm>  
*James Madison University's Mine Awareness Program is a great resource for all delegates. It provides information on survey training and data collection in addition to detailing its own efforts in the area of landmine education. The program is concentrated primarily on Vietnam.*
- Knudsen, Christine. (2005). *Save the Children: the Challenges of Landmine Awareness Education for Children in Afghanistan*. Retrieved September 1, 2005, from <http://maic.jmu.edu/journal/4.3/focus/SaveTheChildren/children.htm>  
*This Web site details the efforts of Save the Children's Landmine Awareness Education program in Afghanistan. Knudsen discusses the various ways in which the organization implements education on landmines and accommodates regional traditions and cultural practices. The Web site is also frank about several of the difficulties in developing such a program.*
- NGO Committee on UNICEF. (2002). *Statement by NGO Committee on UNICEF at the Special Session on Children*. Retrieved September 1, 2005, from <http://www.un.org/ga/children/ngounicef.htm>  
*The NGO Committee on UNICEF is a prime example of the positive relationship that can develop between States, the UN, and NGOs. The statement details the accomplishments of the NGO Committee on UNICEF. Delegates may find this source useful in exploring the relationship between the three types of actors in the international arena.*
- Parlow, Anita. (1994). Banning Land Mines. *Human Rights Quarterly*. Vol. 16, No. 4.  
*This scholarly article discusses the history of international attitudes toward landmines, their use, and the slow process of banning landmines in warfare. Parlow also looks at the efforts of nongovernmental organizations (NGOs) in the fight to ban landmines. This article should provide delegates with the beginnings of a background on international attitudes toward landmines and*

*should help highlight some of the difficulties that have been faced by organizations attempting to ban landmines or otherwise mitigate the effect of landmines on the civilian population.*

- Save the Children. (2005). *Save the Children: Afghanistan*. Retrieved September 1, 2005, from <http://www.savethechildren.org/countries/asia/afghanistan/index.asp>  
*This Web site provides further detail into Save the Children's efforts in Afghanistan with respect to landmine education. Delegates can find information on the techniques of the organization and several of their successes. There are also relevant statistics on the toll of landmines in the country.*
- United Nations. (1997). *1997 Convention on the Prohibition of the Use, Stockpiling, Production, and Transfer of Anti-Personnel Mines and on Their Destruction*. New York, New York: United Nations Document Service.  
*The 1997 United Nations (UN) Convention on the Prohibition of the Use, Stockpiling, Production, and Transfer of Anti-Personnel Mines and on Their Destruction was a landmark in the fight against landmine. It recognized the toll landmines take not only on military personnel, but also on innocent civilians. Delegates should become familiar with this document to determine ways they can work from it to address the issue of promoting and implementing landmine education.*
- United Nations. (2003). *Mine Action and Effective Coordination: the United Nations Policy—Sectoral Policy: Information Management for Mine Action*. Retrieved July 22, 2005, from [http://www.undp.org/bcpr/mineaction/files/united\\_nations\\_role/attachments/UN%20Information%20Management%20Policy%20for%20Mine%20Action.pdf](http://www.undp.org/bcpr/mineaction/files/united_nations_role/attachments/UN%20Information%20Management%20Policy%20for%20Mine%20Action.pdf)  
*As stated in its introduction, by moving forward from previous developments and experiences, this paper was written to determine the principles upon which UN mine action should be managed. This report provides information on the current methods of the UN and its organizations to address the issue of landmines.*
- United Nations Children's Fund. (1999). *International Guidelines for Landmines and Unexploded Ordnance--Awareness Education*. Retrieved July 22, 2005, from [http://www.unicef.org/emerg/files/Mine\\_Awareness\\_Guidelines\\_1999.pdf](http://www.unicef.org/emerg/files/Mine_Awareness_Guidelines_1999.pdf)  
*This paper by UNICEF is an attempt to develop guidelines to "promote the effective planning, implementation, monitoring, and evaluation of mine awareness programs." This document is useful in familiarizing delegates with the work that has already been undertaken by UNICEF in its previous efforts in promoting and implementing landmine education. Delegates should become familiar with the work already accomplished as to be able to develop new and non-redundant resolutions at the Conference.*
- United Nations Children's Fund Office of Emergency Programs. (2002). *United Nations Children's Fund Mine Action Strategy 2002-2005*. New York, New York: United Nations Document Service.  
*This strategy provides the plans and goals of UNICEF for the period between 2002 and 2005 in their efforts to address the problem of landmines and children. This document discloses the areas where UNICEF has previously focused itself efforts in addition to its interaction with other organizations concerned with the issue of landmine education. This report should provide delegates with an understanding of the history of UNICEF's work in this area, as well as its goals for the future.*
- United Nations Children's Fund. (2005). *Countries in Crisis: Landmines*. Retrieved July 22, 2005, from [http://www.unicef.org/emerg/index\\_landmines.html](http://www.unicef.org/emerg/index_landmines.html)  
*This Web site provides a brief overview of UNICEF's positions on landmine education, the dangers landmines pose, and discussion of the dangers landmines pose that are specific to children. This page has a link of related documents and is the easiest way to find several of the most important UNICEF documents on landmine education. From these links, delegates will find much applicable to their research on the topic of children and landmines.*

- United Nations Children's Fund. (2005). *Landmine Fact Sheet: Children and Landmines—A Deadly Legacy*. Retrieved July 18, 2005, from [http://www.unicef.org/infobycountry/files/Landmines\\_Factsheet\\_04\\_LTR\\_HD.pdf](http://www.unicef.org/infobycountry/files/Landmines_Factsheet_04_LTR_HD.pdf)  
*The Landmine Fact Sheet provides facts on the number of injuries and deaths that are caused by landmines each year in addition to those places around the globe suffering from the most severe problems with landmines. The fact sheet also provides information on the unique difficulties children face once they have suffered from a landmine injury, including their higher fatality rates and the difficulty of rehabilitation.*
- United Nations Children's Fund. (2005). *Landmines pose gravest risk for children*. Retrieved July 22, 2005, from [http://www.unicef.org/media/media\\_24360.html](http://www.unicef.org/media/media_24360.html)  
*This Web site provides an impressive discussion of why landmines pose such a grave risk for children in addition to listing many statistics on children and landmines. The article also discusses those areas that suffer most from landmine injuries. The risks children face from landmines are unique from those posed to adults; this article discusses several of those differences. This should assist delegates in identifying the more common issues children face after a landmine injury as well as how to prevent such injuries.*
- United Nations Children's Fund. (2005). *Office of the Special Representative for Children and Armed Conflict Report on Landmines*. Retrieved July 15, 2005, from <http://www.un.org/special-rep/children-armed-conflict/English/Landmines.html>  
*This Web site provides several key statistics on children and landmines in addition to providing information on the long-term effects of landmines on communities and the lives of children. The site also addresses some of the methods that are currently being used to educate children and communities about the dangers of landmines. Delegates should use this information to begin to cultivate new ideas of how UNICEF can play an active role in landmine education for children. Delegates should also consider the strengths and weaknesses of existing programs.*
- United Nations Children's Fund. (1996). *The State of the World's Children: The Legacy of Landmines*. Retrieved July 20, 2005, from <http://www.unicef.org/sowc96/9ldmines.htm>  
*This Web site is part of the 'State of the World's Children' report. It details the difference between different types of landmines. Furthermore, the Web site addresses the financial cost of landmines, whether they cause injury or not. The Web site also details coordination between UNICEF and other organizations in boycotting companies involved in the production of landmines.*
- United Nations Children's Fund. (2005). *Landmine Fact Sheet: Children and Landmines—A Deadly Legacy*. Retrieved July 20, 2005, from [http://www.unicef.org/infobycountry/files/Landmines\\_Factsheet\\_04\\_LTR\\_HD.pdf](http://www.unicef.org/infobycountry/files/Landmines_Factsheet_04_LTR_HD.pdf)  
*This fact sheet details some of the statistics on the dangers of landmines, as well as the casualties they cause each year around the world. There are also some country specific statistics and information on the cost of landmine injuries. The fact sheet also addresses the long-term costs and affects of landmine injuries.*
- United Nations Children's Fund. (2000). *United Nations Children's Fund Landmine Monitor Report 2000*. Retrieved September 1, 2005, from <http://www.icbl.org/lm/2000/appendices/unicef.html>  
*This report on landmines details efforts with respect to education, advocacy, and aid to specific countries. Delegates should consult this report to see if there is information on either the State they are representing at the Conference. The report also details the work done by NGOs in cooperation with the UN and States in various parts of the world.*

United Nations Children's Fund. (1999). *International Guidelines for Landmines and Unexploded Ordnance--Awareness Education*. Retrieved July 20, 2005, from [http://www.unicef.org/emerg/files/Mine\\_Awareness\\_Guidelines\\_1999.pdf](http://www.unicef.org/emerg/files/Mine_Awareness_Guidelines_1999.pdf)  
*These guidelines provide delegates with information on mine awareness and education with respect to landmines. This document also provides information on program planning in this area. Delegates should find this 1999 report helpful when investigating the previous efforts of the UN in the area of landmine education.*

UN Mine Action Service. (2005). *Mine Action: United Nations Children's Fund Overview*. Retrieved July 12, 2005, from [http://www.mineaction.org/misc/dynamic\\_overview.cfm?did=14](http://www.mineaction.org/misc/dynamic_overview.cfm?did=14)  
*The UN Mine Action Service provides a brief summary of the objectives of UNICEF in the area of mine action strategy. It also discusses UNICEF's work in the field and its efforts to coordinate with other international organizations to establish strategy, policy, education, and coordination in the area of land mine education. There is also a brief discussion of UNICEF's work with NGOs in this area.*

### **III. Effects of Natural Disasters on Children**

Aglionby, John and Jonathan Steele. (2005, January 5). *Criminals May Be Transporting Tsunami Orphans*. *London Guardian*. Retrieved July 20, 2005, from <http://www.guardian.co.uk/tsunami/story/0,15671,1383489,00.html>.  
*This article from UK paper The Guardian discusses the issue of exploitation of tsunami orphans. In addition to providing several quotes from the former Executive Director of UNICEF, the article also provides information on the tactics of those attempting to exploit children. There is also some discussion of what UNICEF and other organizations did to combat the problem. Exploitation and abuse of in the aftermath of a natural disaster is a grave concern that UNICEF has worked to address in the past.*

American Academy of Child and Adolescent Psychiatry. (1999). *Post Traumatic Stress Disorder*. Retrieved July 20, 2005, from <http://www.aacap.org/publications/factsfam/ptsd70.htm>  
*This piece by the American Academy of Child and Adolescent Psychiatry discusses the unique ways in which Post Traumatic Stress Disorder can affect children and adolescents who are victims of natural disasters. Attempting to address the psychological affect of natural disasters on children has been part of UNICEF's disaster-relief strategy for sometime and is integral to returning a community to its pre-disaster state. Delegates should become familiar with the psychological implications of natural disasters on children and be prepared to discuss what types of psychological help children can benefit from and UNICEF is able to provide.*

Azarian, Aniat and Vitali Skriptchenko-Gregorian. (1998). *Children in National Disasters: An Experience of the 1998 Earthquake in Armenia*. Retrieved July 20, 2005, from <http://www.aacts.org/article38.htm>  
*Azarain and Skriptchenko provide an excellent case study of the psychological affects on children during the 1998 earthquake in Armenia. The discussion of different types of traumatic stressors may prove useful to delegates as they attempt to focus in on addressing the psychological issues following a natural disaster. The section on age and gender differences should be considered in any efforts to address this area.*

Center for Disease Control and Prevention. (2005). *Ensuring Food Safety in the Aftermath of Natural Disasters*. Retrieved July 20, 2005, from <http://www.bt.cdc.gov/disasters/earthquakes/food.asp>  
*Ensuring safe food and clean water in the aftermath of natural disasters is one of the most serious, as well as most immediate, concerns of any aid organization. This Web site created by the American Center for Disease Control and Prevention explores the specifics of the needs of victims and how they can be met. The Web site also provides guidelines for determining food and water safety while including storage requirements.*

- Clinton, William J. (2005). *Remarks to the United Nations Economic and Social Council Humanitarian Segment: Panel on "Lessons Learned from the Response to the Indian Ocean*. Retrieved July 20, 2005, from <http://www.clintonfoundation.org/071405-nr-sp-cf-ee-tsu-usa-ind-idn-tha-lka-mdv-ts-wjc-addresses-un-on-tsunami-recovery-and-disaster-prevention-strategies.htm>  
*This speech by former United States President Clinton was given approximately six months after the 2004 Indian Ocean tsunami. Clinton discusses several of the objectives of the international community in helping the affected areas in addition to describing the work that has already been done and the aid that has already been made available. Clinton also outlines some of the accomplishments on the part of the international community in providing post-tsunami aid. The speech exposes some of the unique needs of disaster victims and the capabilities of other states to provide assistance.*
- Echterling, Lennis. (1997). *Hidden Wounds, Hidden Healing of Disaster*. Retrieved July 20, 2005, from <http://www.jmu.edu/psychologydept/hidden.htm>  
*This article details the effects of natural disasters on survivors. Echterling is particularly interested in the long-term and less obvious psychological effects of natural disasters. There is also information on how individuals have coped with natural disasters and their methods of healing.*
- Freeman, Paul. (1999). *Infrastructure, Natural Disasters, and Poverty*. Retrieved July 20, 2005, from <http://www.iiasa.ac.at/Research/RMS/june99/papers/freemansolo.pdf>  
*Freeman investigates the links between poverty and natural disasters. The paper addresses the issue of natural disasters from an economic prospect, discussing the costs and risks of natural disasters. The author also details strategies to deal with natural disasters.*
- International Federation of the Red Cross and Red Crescent Societies. (2005). *Homepage of the International Federation of the Red Cross and Red Crescent Societies*. Retrieved September 15, 2005, from <http://www.ifrc.org/>  
*The International Federation of the Red Cross and Red Crescent Societies has been a substantial figure in the area of disaster relief around the world. Delegates may find this Web site useful to learn more about their work and some of the needs they work to meet. The NGO has a presence in more than 175 countries around the world.*
- Japanese International Cooperation Association. (2002). *Emergency Relief in Response to Mudslide Disaster in Tajikistan*. Retrieved July 20, 2005, from [http://www.jica.go.jp/english/activities/schemes/relief/tajikistan/02\\_01.html](http://www.jica.go.jp/english/activities/schemes/relief/tajikistan/02_01.html)  
*This Web site details the responses of Japan and others in the aftermath of the 2002 mudslide in Tajikistan. Delegates may find useful information in the report when investigating the costs of natural disasters, as well as the needs of disaster victims. The report also discusses aid provided by UNICEF.*
- Lazerus, Philip, Shane Jimerson, and Stephen Brock. (2003). *Helping Children After a Natural Disaster*. Retrieved July 22, 2005 from [http://www.nasponline.org/NEAT/naturaldisaster\\_ho.html](http://www.nasponline.org/NEAT/naturaldisaster_ho.html).  
*The information in this guide is aimed at parents and educators. It provides some valuable suggestions and strategies as to what should be done to help children recover from natural disasters, specifically within the educational setting. There are disaster-specific examples, which expose the fact that different types of disasters call for different types of aid from UNICEF. Delegates should use this source to begin formulating ideas about what types of aid UNICEF should or can provide in addition to how it can be best utilized.*
- Nobel Prize Committee. (1965). *A History of UNICEF*. Retrieved July 20, 2005, from <http://nobelprize.org/peace/laureates/1965/unicef-history.html>  
*UNICEF was awarded the Nobel Peace Prize in 1965. As part of the Nobel ceremonies in Norway, the Nobel Prize Committee developed a history of UNICEF. Also included on the web page are the text of the lecture on the work of UNICEF and the acceptance speech by UNICEF*



*Executive Director Henry R. Labouisse. The history includes some highlights of UNICEF's early accomplishments.*

Sandrock, Christian. (2005). *Notes Accompanying a Talk on Infectious Disease Issues in Natural Disasters*. Retrieved July 20, 2005, from <http://ndms.chepinc.org/data/files/3/84.pps>

*As mentioned in the background guide, infectious diseases are a serious concern in the aftermath of any natural disaster. These slides, developed to supplement a talk on the subject, answer many common questions as well as describe the different concerns different climates, societies, types of natural disasters, demographics, and seasons make important. Delegates should use this information to become familiar with the various types of disease victims of natural disasters are at risk of contracting as well as how the risk of contraction can be reduced through appropriate action by UNICEF.*

SOS Children's Village Canada. (2004). *Universal Children's Day: Children in Natural Disasters*. Retrieved July 20, 2005, from [http://www.soschildrensvillages.ca/cgi-bin/sos/jsp/retrieve.do?lang=en&site=CA&nav=5.1&cat=/514\\_news\\_archives&quart=487359&l1=363289](http://www.soschildrensvillages.ca/cgi-bin/sos/jsp/retrieve.do?lang=en&site=CA&nav=5.1&cat=/514_news_archives&quart=487359&l1=363289)

*The SOS Children's Village Canada provides several important facts on how children are affected by natural disasters. This page also discusses the efforts of other international organizations, including UNICEF and the World Food Program (WFP) to address the needs of children in the aftermath of natural disasters. Delegates should use this as an example of how UNICEF works with other UN organizations as well as NGOs in serving the needs of children with respect to natural disasters. This source should also help delegates begin to identify the ways in which the needs of children during and after natural disasters may differ from the general or adult population.*

SOS Kinderdorf International. (2004). *Families and Their Children are More Vulnerable Than Ever*. Retrieved July 20, 2005, from [http://www.sos-childrensvillages.org/cgi-bin/sos/jsp/retrieve.do?cat=/514\\_news\\_archives&l1=217654&lang=en&nav=5.1&quart=124335&site=ZZ](http://www.sos-childrensvillages.org/cgi-bin/sos/jsp/retrieve.do?cat=/514_news_archives&l1=217654&lang=en&nav=5.1&quart=124335&site=ZZ)

*This report by SOS Kinderdorf details the vulnerability of children in natural disasters and other crises. There is also information on the group's work with the international community to provide aid to children. Delegates may find some of the statistics provided helpful, as well; other additional information on this page may be of use to delegates in their preparation.*

United Nations Integrated Regional Information Networks. (2005). *Pakistan: Flood-hit communities still in dire need*. Retrieved July 20, 2005, from

<http://www.irinnews.org/report.asp?ReportID=48028&SelectRegion=Asia&SelectCountry=PAKISTAN>.

*The floods in East Asia during the summer of 2005 have been one of the most recent natural disasters and provide an example for delegates of how UNICEF, other UN organizations, States, and nongovernmental organizations (NGOs) address natural disasters, particularly when facing the issues of insufficient drinking water, hunger, and disease. Delegates should be aware that both States and NGOs are represented on UNICEF during this conference and all delegates must consider how the United Nations can work with both States and NGOs to best address the needs of children during and after natural disasters.*

United Nations Children's Fund. (1996). *United Nations Children's Fund Mission Statement*. New York, New York: United Nations Publications.

*UNICEF's mission statement describes the organization's founding purpose and its goals in helping children around the world. Delegates should review this document and be cognizant of representing the spirit of this document in all resolutions they develop. Doing so will help delegates to understand the spirit of the organization, and the spirit in which all working papers or draft resolutions should be constructed.*

- United Nations Children's Fund. (2002). *United Nations Special Session on Children Background Information*. Retrieved July 20, 2005, from <http://www.unicef.org/specialsession/about/followup-emergency.htm>  
*The 2002 United Nations Special Session on Children is the most recent of the special sessions on Children. This follow-up report on mechanisms for emergency response provides a discussion on the steps being taken to establish early warning and monitoring systems, which will hopefully reduce the amount of damage done by natural disasters. The report also states the number and quality of early-warning and monitoring systems is less than ideal.*
- United Nations Children's Fund. (2002). *United Nations Special Session on Children: Documents and Links*. Retrieved July 20, 2005, from [http://www.unicef.org/specialsession/docs\\_new/index.html](http://www.unicef.org/specialsession/docs_new/index.html)  
*This Web site provides detailed information on the 2002 UN Special Session on Children. From here, delegates will find links to additional relevant sources. The 2002 Special Session addressed the question of children and natural disasters; delegates may find this a helpful starting point in developing new ideas.*
- United Nations Children's Fund. (2002). *United Nations Special Session on Children: Mechanisms for Emergency Response*. Retrieved July 20, 2005, from <http://www.unicef.org/specialsession/about/followup-emergency.htm>  
*This Web site provides information on UNICEF's mechanisms in responding to emergencies as of 2002. Delegates should be prepared to address the question of what has been accomplished since this point, as well as where there is still a lacuna of response plans, methods, or mechanisms. Country specific information is also available in many cases.*
- United Nations Children's Fund Press Release. (2004). *UN Steps Up Relief to Grenada in Ivan's Wake*. Retrieved July 20, 2005, from [http://www.unicef.org/media/media\\_23439.html](http://www.unicef.org/media/media_23439.html)  
*This press release from UNICEF details the aid contributed by UNICEF in the aftermath of Hurricane Ivan. Delegates may find this information helpful when familiarizing themselves with the type of aid UNICEF is able to provide to natural disaster victims. There is also helpful information on the way NGOs, the UN, and other organizations coordinate efforts in this area.*
- United Nations Children's Fund Press Release. (2004). *Dirty Water and Poor Sanitation Kills Over 5,000 Children Every Day*. Retrieved September 15, 2005, from [http://www.unicef.org/media/media\\_19974.html](http://www.unicef.org/media/media_19974.html)  
*This press release from UNICEF details some of the work done by the organization to address the sanitation and water safety issues children can face after a natural disaster. The Web site also discusses some of the other UN organizations and NGOs UNICEF has worked with to assist children living in unsanitary conditions in the aftermath of a natural disaster. There is also information on specific responses by UNICEF after several natural disasters around the globe.*
- United Nations Children's Fund. (2005). *Children Go Back to School in Tsunami-Affected Areas*. Retrieved July 20, 2005, from <http://www.apahelpcenter.org/articles/article.php?id=69>  
*This news release from UNICEF discusses several of the efforts undertaken by the organization to return children to school as soon as possible after the 2004 tsunami. It discusses several of the existing programs UNICEF has to help children return to normalcy after natural disasters, in addition to addressing several of the continuing needs of children. This information provides a description of the needs of children in the aftermath of a natural disaster. The degree to which education infrastructure must be rebuilt after natural disasters should impress upon delegates the necessity of addressing this area.*
- United Nations Children's Fund. (2005). *Countries in Crisis: UNICEF's Role in Humanitarian Crises*. Retrieved July 20, 2005, from [http://www.unicef.org/emerg/index\\_role.html](http://www.unicef.org/emerg/index_role.html)  
*This provides a discussion of UNICEF's goals and objectives in providing aid during humanitarian crises. There is a discussion of UNICEF's role in international disaster relief, as well as the organization's role in coordinating aid. Delegates should use this source to familiarize themselves with the motivations, programs, and achievements of the organization in this area to both begin formulating their own ideas and assure resolutions do not duplicate work already undertaken.*

- United Nations Children's Fund. (2005). *UNICEF Launches \$144.5 million appeal*. Retrieved July 20, 2005, from [http://www.unicef.org/media/media\\_24707.html](http://www.unicef.org/media/media_24707.html)  
*This news release from UNICEF discusses its post-2004 tsunami aid appeal to the international community and its objectives for assisting affected children and communities. It includes a list of immediate and emerging concerns, which provides delegates with an idea of what sort of issues UNICEF is currently concerning itself with respect to helping children suffering from natural disasters. This information can also provide delegates with information on the abilities of the organization to provide aid in the wake of natural disasters.*
- United Nations Children's Fund. (2005). *UNICEF in China—Emergencies*. Retrieved July 20, 2005, from [http://www.unicef.org/china/planning\\_action\\_493.html](http://www.unicef.org/china/planning_action_493.html)  
*As discussed in this Web site, China is vulnerable to many natural disasters and UNICEF has worked with both the government and citizens in developing appropriate disaster response. Delegates will find this Web site very useful in developing their own ideas on how to increase education on natural disasters, as well as how to react to those disasters that do occur.*
- United Nations Children's Fund. (2005). *Report of the Executive Board of the United Nation's Children's Fund on the work of its first regular session of 2005*. New York, New York: United Nations Publications.  
*Delegates should become familiar with this report to ensure they are up-to-date on the current activities of UNICEF. Delegates should pay particular attention to recent developments that may impact the State or NGO they represent. There is substantial information on post-natural disaster transitions within this report.*
- United Nations Children's Fund Press Release. (2005). *UNICEF Executive Director Ann M. Veneman visits northern Sri Lanka to discuss tsunami relief*. Retrieved July 17, 2005, from [http://www.unicef.org/emerg/disasterinasia/sri\\_lanka\\_27479.html](http://www.unicef.org/emerg/disasterinasia/sri_lanka_27479.html)  
*This press release details the visit of UNICEF Executive Director Veneman to Sri Lanka after the tsunami struck the island in December of 2004. Delegates will find the details on the work of the disaster relief useful in their research. Information is also provided on how UNICEF worked with NGOs and other organization to provide basic necessities to the victims of the tsunami.*
- United Nations Children's Fund. (2005). *Katrina: UNICEF Kits Helping Displaced Children*. Retrieved September 22, 2005, from [http://www.unicef.org/infobycountry/usa\\_28259.html](http://www.unicef.org/infobycountry/usa_28259.html)  
*This Web site details some of the aid UNICEF has provided to the United States in the aftermath of Hurricane Katrina. UNICEF's school-in-a-box kits are an important part of its efforts to return a sense of normalcy to children in the aftermath of a natural disaster. The Web site also describes both the experiences of some survivors of Katrina and other aid efforts by UNICEF.*
- United Nations Children's Fund. (2005). *Reports from the Disaster Zone*. Retrieved September 22, 2005, from [http://www.unicef.org/infobycountry/usa\\_28204.html](http://www.unicef.org/infobycountry/usa_28204.html)  
*In the aftermath of Hurricane Katrina, UNICEF has provided aid to displaced children in the southern part of the United States. This article from the UNICEF Web site details several of its efforts. The report describes how UNICEF has worked to provide aid to stricken areas. The Web site also details some of the concerns that must be considered with respect to children in the aftermath of a natural disaster.*
- United Nations General Assembly. (1959). *Declaration on the Rights of the Child, General Assembly Resolution 1386 (XIV)*. New York, New York: United Nations Publications.  
*All delegates should become familiar with this document, due to its importance in UNICEF's work to fulfill its mission to help children around the world. The Declaration ensures basic rights to children that should be considered when considering way in which to assist children during and after natural disasters. The spirit of this document is at the foundation of all of UNICEF's work.*

United States Fund for UNICEF. (2005). *Innovative Alliances with NGOs*. Retrieved July 20, 2005, from <http://www.unicefusa.org/site/pp.asp?c=duLRI8O0H&b=39548>  
*This Web site details several of the importance alliances that exist between NGOs, the UN, and member states. Delegates should remain cognizant of the important role NGOs play in providing education about and support after natural disasters. The Web site also addresses the role these organizations can play in disease prevention, one of the major problems in the aftermath of a natural disaster.*

United States Fund for UNICEF. (2005). *2005 Trick-or-Treat for UNICEF Campaign to Help Hurricane Katrina Relief Efforts*. Retrieved September 22, 2005, from <http://www.unicefusa.org/site/apps/nl/content2.asp?c=duLRI8O0H&b=33260&ct=1396261>  
*For the first time, part of the 2005 proceeds from UNICEF's Trick-or-Treat for UNICEF Campaign will aid American children. UNICEF committed fifty percent of the funds raised through the program in 2005 to Hurricane Katrina disaster relief. This press release from the United States Fund for UNICEF provides information on this program as well as several others aimed at assisting children with respect to natural disasters.*

### ***Additional Sources***

American Psychological Association. (2005). *Disasters and Terrorism: Managing Traumatic Stress—Tips for Recovering From Natural Disasters*. Retrieved July 20, 2005, from <http://www.apahelpcenter.org/articles/article.php?id=69>.  
*This is another piece from a professional group on the psychological affects of natural disasters. The sections on what happens to people after such an effect and the one that specifically addresses the unique reactions of children and provides an excellent foundation for considering what UNICEF can do to address the psychological toll natural disasters take on children.*

Dennis, Michael. (2000). Newly Adopted Protocols to the Convention on the Rights of the Child. *The American Journal of International Law*, Vol. 94, No. 4. pp. 789-796.  
*Dennis provides a detailed discussion of the newly adopted protocols to the Convention on the Rights of the Child. Dennis also addresses the need for each of these protocols. The author also addresses the legal significance and ramifications of the Convention. This article provides an strong beginning for delegates eager to familiarize themselves with the basic rights assured to children by the Convention.*

Global Information Networks in Education. (2005). *Landmine Awareness and Education Links*. Retrieved September 1, 2005, from [http://www.ginie.org/ginie-crises-links/lm/mine\\_www\\_link.html](http://www.ginie.org/ginie-crises-links/lm/mine_www_link.html)  
*This Web site provides a list of links to find further information on landmine education. Delegates may find this a helpful place for conducting further research on the topic of landmine education. Most of these Web sites refer visitors to the projects of NGOs.*

Heissler, Karin. (2001). Background paper on good practices and priorities to combat sexual abuse and exploitation of children in Bangladesh. Bangladesh: Ministry of Women and Children Affairs of UNICEF: Bangladesh.  
*This background paper provides a case study of sexual exploitation of children in Bangladesh, which may be helpful to delegates curious about what sort of research is currently being supported by UNICEF on this topic. Suggestions for ways to combat sexual abuse and exploitation will prove particularly helpful. The report also suggests priorities for combating exploitation of children.*

International Campaign to Ban Landmines. (2005). *International Campaign to Ban Landmines Web site*. Retrieved September 1, 2005, from <http://www.landminesurvivors.org/>  
*The International Campaign to Ban Landmines has long been a leader in the fight to ban landmines. The organization's mission extends to attempts to remove landmines and provide landmine education. As one of the oldest, largest, and most influential NGOs in the area, the Web site of the International Committee to Ban Landmines should provide delegates with a wealth of information on the topic of promoting and implementing landmine education.*

- Kaul, Chandrika. (2002). *Statistical Handbook on the World's Children*. Westport, Connecticut: Oryx Press.  
*This book provides relatively up-to-date statistics on children all over the world. It includes sections on topics as varied as gender ratios at birth to childhood obesity to minimum work ages. This is a powerful source for delegates working to become familiar with the socio-demographic information on the States they are representing.*
- Landmine Survivors Network. (2005). *Landmine Survivors Network*. Retrieved September 1, 2005, from <http://www.landminesurvivors.org/>  
*This Web site tracks many of the efforts being made at the national and international levels to combat the damage landmines cause. The organization also lobbies for the removal of landmines, in addition to rights and benefits for landmine attack survivors. Delegates may find this a useful source when remaining up-to-date on developments in this area as the conference approaches.*
- Mahler, Karen. (1997). Global Concern for Children's Rights: The World Congress Against Sexual Exploitation. *International Family Planning Perspectives*, Vol. 23, No. 2. pp. 79-84.  
*Mahler's article on the World Congress Against Sexual Exploitation discusses the various types of sexual exploitation taking place around the world. She also addresses the issue of international law and sexual exploitation of children. While some of the statistics are somewhat outdated, they do provide good information for delegates to begin exploring both the scale of sexual exploitation of children. The accomplishments of the World Congress Against Sexual Exploitation are also discussed.*
- Miller, Monica. (2005). Rape and War: Examining Rape a Tactic of War. Retrieved July 22, 2005, from [http://www.stolaf.edu/depts/womens-studies/ws399/ws399\\_05/Public/Monica%20Research/WSResearch/](http://www.stolaf.edu/depts/womens-studies/ws399/ws399_05/Public/Monica%20Research/WSResearch/)  
*Miller's project provides a wide array of sources on rape as a tactic of war, providing both history and academic texts on the subject. It also provides an excellent history of its own on the use of rape as a tactic of war over the past century. Miller also presents several theories as frameworks of understanding the role of rape in conflict situations.*
- United Nations Children's Fund. (2005). *UNICEF: Information By Country*. Retrieved September 1, 2005, from <http://www.unicef.org/infobycountry/index.html>  
*This Web site allows delegates to begin gathering information on both the State they represent and its region. Identifying the specific needs of a region or State, in addition to UNICEF's work there, will be helpful in beginning to formulate ideas for position papers, working papers, and draft resolutions. The Web site for each individual State also provides useful statistics on the state of children therein.*

# **Rules of Procedure United Nations Children’s Fund**

## INTRODUCTION

1. These rules shall be the only rules which apply to the United Nations Children’s Fund (hereinafter “the Committee”) and shall be considered adopted by the Committee prior to its first meeting.
2. For purposes of these rules, the Committee Director, the Assistant Director(s), the Under Secretaries-General, and the Assistant Secretaries-General, are designates and agents of the Secretary-General and Director General, and are collectively referred to as the “Secretariat.”
3. Interpretation of the rules shall be reserved exclusively to the Director General or his or her designate. Such interpretation shall be in accordance with the philosophy and principles of the National Model United Nations, and in furtherance of the educational mission of that organization.
4. For the purposes of these rules, “Chairperson” shall refer to the presiding officer, or acting presiding officer of the body.

## I. SESSIONS

### *Dates of convening and adjournment*

#### **Rule 1**

The Committee shall meet every year in regular session, commencing and closing on the dates designated by the Secretary-General.

### *Place of sessions*

#### **Rule 2**

The body shall meet at a location designated by the Secretary-General.

## II. AGENDA

### *Provisional agenda*

#### **Rule 3**

The provisional agenda shall be drawn up by the Secretary-General and communicated to members of the United Nations at least sixty days before the opening of the session.

### *Adoption of the agenda*

#### **Rule 4**

The agenda provided by the Secretary-General shall be considered adopted as of the beginning of the session. The order of the agenda items shall be determined by a majority vote of those present and voting in the body. Items on the agenda may be amended or deleted by the body by a two-thirds majority of the members present and voting.

*The vote described in this rule is a procedural vote and as such, observers are permitted to cast a vote. For purposes of this rule, “those present and voting in the body” means those delegates, including observers, in attendance at the session during which this motion comes to vote.*

### *Explanatory memorandum*

#### **Rule 5**

Any item proposed for inclusion in the agenda shall be accompanied by an explanatory memorandum and, if possible, by basic documents.

### III. SECRETARIAT

#### *Duties of the Secretary-General*

##### **Rule 6**

1. The Secretary-General or her/his designate shall act in this capacity in all meetings of the body.
2. The Secretary-General shall provide and direct the staff required by the body and be responsible for all the arrangements that may be necessary for its meetings.

#### *Duties of the Secretariat*

##### **Rule 7**

The Secretariat shall receive, print, and distribute documents, reports, and resolutions of the body, and shall distribute documents of the body to the members of the United Nations, and generally perform all other work which the body may require.

#### *Statements by the Secretariat*

##### **Rule 8**

The Secretary-General, or her/his representative, may make oral as well as written statements to the body concerning any question under consideration.

#### *Selection of the Chairperson*

##### **Rule 9**

The Secretary-General or her/his designate shall appoint, from applications received by the Secretariat, a Chairperson who shall hold office and, inter alia, chair the Committee for the duration of the session, unless otherwise decided by the Secretary-General.

#### *Replacement of the Chairperson*

##### **Rule 10**

If the Chairperson is unable to perform her/his function, a new Chairperson shall be appointed for the unexpired term at the discretion of the Secretary-General.

### IV. LANGUAGES

#### *Official and working language*

##### **Rule 11**

English shall be the official and working language of the body.

#### *Interpretation*

##### **Rule 12**

Any representative wishing to address any United Nations body or submit a document in a language other than English shall provide translation into English.

*This rule does not affect the total speaking time allotted to those representatives wishing to address the body in a language other than English. As such, both the speech and the translation must be within the set time limit.*

#### *Quorum*

##### **Rule 13**

The Chairperson may declare a meeting open and permit debate to proceed when representatives of at least one quarter of the members of the body are present. The presence of representatives of a majority of the members of the body shall be required for any decision to be taken.

*For purposes of this rule, "members of the body" is based on the number of total members (not including observers) in attendance for the Tuesday night session.*

## ***General Powers of the Chairperson***

### **Rule 14**

In addition to exercising the powers conferred upon him/her elsewhere by these rules, the Chairperson shall declare the opening and closing of each meeting of the body, direct the discussions, ensure observance of these rules, accord the right to speak, put questions to the vote and announce decisions. The Chairperson, subject to these rules, shall have complete control of the proceedings of the body and over the maintenance of order at its meetings. She or he shall rule on points of order. She or he may propose to the body the closure of the list of speakers, a limitation on the time to be allowed to speakers and on the number of times the representative of each member may speak on an item, the adjournment or closure of the debate, and the suspension or adjournment of a meeting.

*Included in these enumerated powers is the Chairperson's power to assign speaking times for all speeches incidental to motions and amendment. Further, the Chairperson is to use his or her discretion, upon the advice and at the consent of the Secretariat, to determine whether to entertain a particular motion based on the philosophy and principles of the NMUN. Such discretion should be used on a limited basis and only under circumstances where it is necessary to advance the educational mission of the Conference. For purposes of this rule, the Chairperson's power to "propose to the body" entails his or her power to "entertain" motions, and not to move the body on his or her own motion.*

### **Rule 15**

The Chairperson, in the exercise of his or her functions, remains under the authority of the body.

## ***Points of order***

### **Rule 16**

During the discussion of any matter, a representative may rise to a point of order, which shall be decided immediately by the Chairperson. Any appeal of the decision of the Chairperson shall be immediately put to a vote, and the ruling of the Chairperson shall stand unless overruled by a majority of the members present and voting.

*Such points of order should not under any circumstances interrupt the speech of a fellow representative. Any questions on order arising during a speech made by a representative should be raised at the conclusion of the speech, or can be addressed by the Chairperson, sua sponte, during the speech. For purposes of this rule, "the members present and voting" means those members (not including observers) in attendance at the session during which this motion comes to vote.*

### **Rule 17**

A representative may not, in rising to a point of order, speak on the substance of the matter under discussion.

## ***Speeches***

### **Rule 18**

1. No one may address the body without having previously obtained the permission of the Chairperson. The Chairperson shall call upon speakers in the order in which they signify their desire to speak.
2. Debate shall be confined to the question before the body, and the Chairperson may call a speaker to order if her/his remarks are not relevant to the subject under discussion.

The body may limit the time allowed to speakers and all representatives. When debate is limited and a speaker exceeds the allotted time, the Chairperson shall call him or her to order without delay.

*In line with the philosophy and principles of the NMUN, in furtherance of its educational mission, and for the purpose of facilitating debate, if the Chairperson determines that the body in large part does not want to deviate from the limits to the speaker's time as it is then set, and that any additional motions will not be well received by the body, the Chairperson, in his or her discretion, and on the advice and consent of the Secretariat, may rule as dilatory any additional motions to change the limits of the speaker's time.*

## ***Closing of list of speakers***

### **Rule 19**

Members may only be on the list of speakers once but may be added again after having spoken. During the course of a debate the Chairperson may announce the list of speakers and, with consent of the body, declare the list closed.



When there are no more speakers, the Chairperson shall declare the debate closed. Such closure shall have the same effect as closure by decision of the body.

*The decision to announce the list of speakers is within the discretion of the Chairperson and should not be the subject of a motion by the body. A motion to close the speaker's list is within the purview of the body and the Chairperson should not on his own motion the body.*

### ***Right of reply***

#### **Rule 20**

If a remark impugns the integrity of a representative's State, the Chairperson may permit a right of reply following the conclusion of the controversial speech, and shall determine an appropriate time limit for the reply. No ruling on this question shall be subject to appeal.

*For purposes of this rule, a remark that "impugns the integrity of a representative's State" is one directed at the governing authority of that State and/or one that puts into question that State's sovereignty or a portion thereof. All rights of reply shall be made in writing addressed to the Secretariat and shall not be raised as a point or motion. The reply shall be read to the body by the representative only upon approval of the Secretariat, and in no case after voting has concluded on all matters relating to the agenda topic, during the discussion of which, the right arose.*

### ***Suspension of the meeting***

#### **Rule 21**

During the discussion of any matter, a representative may move the suspension of the meeting, specifying a time for reconvening. Such motions shall not be debated but shall be put to a vote immediately, requiring the support of a majority of the members present and voting to pass.

### ***Adjournment of the meeting***

#### **Rule 22**

During the discussion of any matter, a representative may move the adjournment of the meeting. Such motions shall not be debated but shall be put to the vote immediately, requiring the support of a majority of the members present and voting to pass. After adjournment, the body shall reconvene at its next regularly scheduled meeting time.

*As this motion, if successful, would end the meeting until the body's next regularly scheduled meeting the following year, and in accordance with the philosophy and principles of the NMUN and in furtherance of its educational mission, the Chairperson will not entertain such a motion until the end of the last session of the body.*

### ***Adjournment of debate***

#### **Rule 23**

A representative may at any time move the adjournment of debate on the topic under discussion. Permission to speak on the motion shall be accorded to two representatives favoring and two opposing adjournment, after which the motion shall be put to a vote immediately, requiring the support of a majority of the members present and voting to pass. If a motion for adjournment passes, the topic is considered dismissed and no action will be taken on it.

### ***Closure of debate***

#### **Rule 24**

A representative may at any time move the closure of debate on the item under discussion, whether or not any other representative has signified his or her wish to speak. Permission to speak on the motion shall be accorded only to two representatives opposing the closure, after which the motion shall be put to the vote immediately. Closure of debate shall require a two-thirds majority of the members present and voting. If the body favors the closure of debate, the body shall immediately move to vote on all proposals introduced under that agenda item.

### ***Order of motions***

#### **Rule 25**

Subject to rule 23, the motions indicated below shall have precedence in the following order over all proposals or other motions before the meeting:

- a) To suspend the meeting;
- b) To adjourn the meeting;
- c) To adjourn the debate on the item under discussion;
- d) To close the debate on the item under discussion.

### ***Proposals and amendments***

#### **Rule 26**

Proposals and substantive amendments shall normally be submitted in writing to the Secretariat, with the names of twenty percent of the members of the Assembly who would like the Assembly to consider the proposal or amendment. The Secretariat may, at its discretion, approve the proposal or amendment for circulation among the delegations. As a general rule, no proposal shall be put to the vote at any meeting of the body unless copies of it have been circulated to all delegations. The Chairperson may, however, permit the discussion and consideration of amendments or of motions as to procedure even though such amendments and motions have not been circulated. If the sponsors agree to the adoption of a proposed amendment, the proposal shall be modified accordingly and no vote shall be taken on the proposed amendment. A document modified in this manner shall be considered as the proposal pending before the body for all purposes, including subsequent amendments.

*For purposes of this rule, all "proposals" shall be in the form of working papers prior to their approval by the Secretariat. Working papers will not be copied, or in any other way distributed, to the body by the Secretariat. The distribution of such working papers is solely the responsibility of the sponsors of that working paper. Along these lines, and in furtherance of the philosophy and principles of the NMUN and for the purpose of advancing its educational mission, representatives should not directly refer to the substance of a working paper that has not yet been accepted as a draft resolution. After approval of a working paper, the proposal becomes a draft resolution and will be copied by the Secretariat for distribution to the body. These draft resolutions are the collective property of the body, and as such, the names of the original sponsors will be removed. The copying and distribution of amendments is at the discretion of the Secretariat, but the substance of all such amendments will be made available to all representatives in some form.*

### ***Withdrawal of motions***

#### **Rule 27**

A proposal or a motion may be withdrawn by its sponsor at any time before voting has commenced, provided that it has not been amended. A motion thus withdrawn may be reintroduced by any representative.

### ***Reconsideration of a topic***

#### **Rule 28**

When a topic has been adjourned, it may not be reconsidered at the same session unless the body, by a two-thirds majority of those present and voting, so decides. Reconsideration can only be moved by a representative who voted on the prevailing side of the original motion to adjourn. Permission to speak on a motion to reconsider shall be accorded only to two speakers opposing the motion, after which it shall be put to the vote immediately.

*For purposes of this rule, "those present and voting" means those representatives, including observers, in attendance at the session during which this motion comes to vote.*

## **V. VOTING**

### ***Voting rights***

#### **Rule 29**

Each member of the body shall have one vote.

*This section applies to substantive voting on amendments, draft resolutions, and portions of draft resolutions divided out by motion. As such, all references to “member(s)” do not include observers or NGOs, who are not permitted to cast votes on substantive matters.*

### ***Request for a vote***

#### **Rule 30**

A proposal or motion before the body for decision shall be voted upon if any member so requests. Where no member requests a vote, the body may adopt proposals or motions without a vote.

*For purposes of this rule, “proposal” means any draft resolution, an amendment thereto, or a portion of a draft resolution divided out by motion. Just prior to a vote on a particular proposal or motion, the Chairperson may ask if there are any objections to passing the proposal or motion by acclamation, or a member may move to accept the proposal or motion by acclamation. If there are no objections to the proposal or motion, then it is adopted without vote.*

### ***Majority required***

#### **Rule 31**

1. Unless specified otherwise in these rules, decisions of the body shall be made by a majority of the members present and voting.
2. For the purpose of tabulation, the phrase “members present and voting” means members casting an affirmative or negative vote. Members which abstain from voting are considered as not voting.

*All members declaring their representative states as “present and voting” during the attendance roll call for the session during which the substantive voting occurs, must cast an affirmative or negative vote, and cannot abstain.*

### ***Method of voting***

#### **Rule 32**

1. The body shall normally vote by a show of placards, except that a representative may request a roll call, which shall be taken in the English alphabetical order of the names of the members, beginning with the member whose name is randomly selected by the Chairperson. The name of each present member shall be called in any roll call, and one of its representatives shall reply “yes,” “no,” “abstention,” or “pass.”

*Only those members, who designate themselves as “present” or “present and voting” during the attendance roll call or in some other manner communicate their attendance to the Chairperson and/or Secretariat, are permitted to vote, and as such, no others will be called during a roll call vote. Any representatives replying “pass,” must, on the second time through respond with either “yes” or “no.” A “pass” cannot be followed by a second “pass” for the same proposal or amendment, nor can it be followed by an abstention on that same proposal or amendment.*

2. When the body votes by mechanical means, a non-recorded vote shall replace a vote by the show of placards and a recorded vote shall replace a roll call. A representative may request a recorded vote. In the case of a recorded vote, the body shall dispense with the procedure of calling out the names of the members.
3. The vote of each member participating in a roll call or a recorded vote shall be inserted in the record.

### ***Explanation of vote***

#### **Rule 33**

Representatives may make brief statements consisting solely of explanation of their votes after the voting has been completed. The representatives of a member sponsoring a proposal or motion shall not speak in explanation of vote thereon, except if it has been amended, and the member has voted against the proposal or motion.

*All explanations of vote must be submitted to the Chairperson in writing before debate on the topic is closed, except where the representative is of a member sponsoring the proposal, as described in the second clause, in which case the explanation of vote must be submitted to the Chairperson in writing immediately after voting on the topic ends.*

### ***Conduct during voting***

#### **Rule 34**

After the Chairperson has announced the commencement of voting, no representatives shall interrupt the voting except on a point of order in connection with the actual process of voting.

### ***Division of proposals and amendments***

#### **Rule 35**

Immediately before a proposal or amendment comes to a vote, a representative may move that parts of a proposal or of an amendment should be voted on separately. If there are calls for multiple divisions, those shall be voted upon in an order to be set by the Chairperson where the most radical division will be voted upon first. If objection is made to the motion for division, the request for division shall be voted upon, requiring the support of a majority of those present and voting to pass. Permission to speak on the motion for division shall be given only to two speakers in favor and two speakers against. If the motion for division is carried, those parts of the proposal or of the amendment which are involved shall then be put to a vote. If all operative parts of the proposal or of the amendment have been rejected, the proposal or the amendment shall be considered to have been rejected as a whole.

*For purposes of this rule, "most radical division" means the division that will remove the greatest substance from the draft resolution, but not necessarily the one that will remove the most words or clauses. The determination of which division is "most radical" is subject to the discretion of the Secretariat, and any such determination is final.*

### ***Amendments***

#### **Rule 36**

An amendment is a proposal that does no more than add to, delete from or revise part of another proposal.

*An amendment can add, amend, or delete operative clauses, but cannot in any manner add, amend, delete, or otherwise affect preambulatory clauses.*

### ***Order of voting on amendments***

#### **Rule 37**

When an amendment is moved to a proposal, the amendment shall be voted on first. When two or more amendments are moved to a proposal, the amendment furthest removed in substance from the original proposal shall be voted on first and then the amendment next furthest removed there from, and so on until all the amendments have been put to the vote. Where, however, the adoption of one amendment necessarily implies the rejection of another amendment, the latter shall not be put to the vote. If one or more amendments are adopted, the amended proposal shall then be voted on.

*For purposes of this rule, "furthest removed in substance" means the amendment that will have the most significant impact on the draft resolution. The determination of which amendment is "furthest removed in substance" is subject to the discretion of the Secretariat, and any such determination is final.*

### ***Order of voting on proposals***

#### **Rule 38**

If two or more proposals, other than amendments, relate to the same question, they shall, unless the body decides otherwise, be voted on in order in which they were submitted.

### ***The Chairperson shall not vote***

#### **Rule 39**

The Chairperson shall not vote but may designate another member of his or her delegation to vote in his or her place.

## VIII. MINUTE OF SILENT PRAYER OR MEDITATION

### *Invitation to silent prayer or meditation*

#### **Rule 40**

Immediately after the opening of the first plenary meeting of the General Assembly, representatives may request to observe one minute of silence dedicated to prayer or meditation. This is the only time this motion will be entertained and its approval is at the discretion of the Secretariat.

**NMUN RULES OF PROCEDURE - SHORT FORM**  
**LISTED IN ORDER OF PRECEDENCE**

<b>Motion</b>	<b>Purpose</b>	<b>Debate</b>	<b>Vote</b>
Point of Order	Correct an error in procedure	None	None
Appeal of the Chair	Challenge a decision of the Chair	None	Majority
Suspension of the Meeting	Recess meeting	None	Majority
Adjournment of the Meeting	End meeting	None	Majority
Adjournment of Debate	End debate without a substantive vote	2 pro / 2 con	Majority
Decision of Competence	Declare committee unable to consider issue or resolution	None	Majority
Closure of Debate	Move to immediate vote	2 con	2/3
Declare an Important Question (applicable in GA Plen only)	Require all substantive actions to obtain a 2/3 majority to pass	2 pro / 2 con	Majority
Amendments and 1 <sup>st</sup> Vote on Divisions of the Question	Vote on sections separately, prior to voting on the entire resolution	2 pro / 2 con	Majority
Roll Call Vote	Vote by roll call, rather than show of placards	None	None
Reconsideration	Re-open debate on an issue	2 con	2/3
Set the Speakers time	Set or change the speakers time limit	2 pro / 2 con	Majority
Close the Speakers list (also applies to re-opening list)	No additional speakers added to speakers list on topic	None	Majority
Adoption of the Agenda	Approval of agenda order	None	Majority

## DIVISION OF THE QUESTION DIAGRAM

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