Teacher's Manual

INTRODUCTION

Model United Nation programs are designed to simulate the activities of the United Nations. A model UN can take place in a classroom with a small group of students or it can involve several thousand students in a conference setting. It can simulate a single committee of the United Nations or cover a complex range of UN committees and functions. Model UN activities have become one of the most effective tools for teaching students about the world.

Through participation in model UN simulations, students gain a greater understanding of global issues and the complexity of the international system. They learn about negotiation and compromise; they learn to carry out research, to speak on their feet, and to write in language that is precise and carefully crafted. Perhaps most important, they learn to view world events from the perspective of a particular country. While model UN can be a lot of work for students, it is almost always also a lot of fun. If students take up the task to prepare fully for a simulation, they will enjoy it and it will be a truly meaningful experience.

This manual will help you prepare your students for participation in the Model UN program at Valdosta State University. While it will not give you all the answers, it will guide you in helping your students make the most of their model UN encounter. The manual provides the basics for preparing students; how far you take them is really up to you and them.

We hope you find this manual a useful resource as you prepare your students for participation in Valdosta State University's High School Model UN Conference.

I. VALDOSTA STATE UNIVERSITY MODEL UN

The Model UN has been operating at Valdosta State University for more than 30 years. Students of Valdosta State, under the guidance of the Political Science Department, organize and conduct the conference for the high school students and faculty advisors; these students spend six months preparing for their role as staff of the conference.

The one-day conference is held on a Friday in February or March. It starts at 8:30 a.m. with registration and concludes at 4:00 p.m. Participants represent specific countries in activities designed to simulate actual UN deliberations. After an introductory session, participants spend the remainder of the morning in committee sessions debating topics that they have researched. This debate continues after lunch. There are usually four committees at the conference. Committees and topics vary from year to year; the VSU staff informs participating schools of the committees and topics in the fall before the conference. The conference ends with a brief plenary session and awards ceremony.

The cost of the conference includes a continental breakfast, lunch, and all conference materials.

Faculty advisors may choose to sit in on committee sessions and observe student performance. Faculty members who do choose to sit in on committee sessions are strongly encouraged to refrain

from involving themselves in the simulation; at this point, students need to perform on the basis of what they learned while preparing for the conference. **Faculty advisors who are unable to refrain from participating in committee activities may be asked by staff members to leave committee sessions.**

Students should bring several items with them to the conference: The long and short versions of the rules of procedure, included in this manual; their committee background guides; position papers.

Teachers should provide all delegates with copies of the rules of procedure, in the back of this manual, as well as with copies of the background papers on the committees. You should plan activities to ensure that students learn the rules and know the background to their topics. Thorough knowledge of the rules of procedure and of the background to agenda topics is essential in preparing for a successful conference.

What Happens in Committee

After a short introductory session in the morning, students are directed to the location of their committee meetings. It is in the committee meetings that most of the actual work of the Model UN takes place. The students will debate the agenda topics and put to use what they have learned in preparing for the Model UN.

Each committee session begins with the introduction of the VSU staff members working with that committee. In each committee, one of these staff members will act as chairperson. The chairperson conducts the meeting and controls debate by making sure the rules of procedure are being followed. **Note that VSU staff members are responsible for ensuring the accuracy and efficiency of committee sessions. They may remove delegates who act in an undiplomatic or irresponsible manner.**

At the beginning of the first session, the speakers' list is opened to begin debate for setting the order of the agenda. Also at this time there will be motions made for setting a time limit for each speaker. When debate has been completed, a vote will be taken on the order of the agenda. Setting the order of discussion of the agenda topics is important, because delegates are usually more familiar with one topic than with another. Often, committees only have time to discuss one agenda topic. Students need to be aware of this, and during the debate on setting the agenda they will need to argue for an agenda order that places the topic they know best first in the order for debate.

When the agenda order has been determined, a new speakers' list is opened so that debate can begin on the first agenda topic. The students should be made aware that at any time during the debate, motions can be made to close or re-open the speakers' list, change the time limit for speeches, suspend the meeting, adjourn debate, and close debate. Students need to be familiar with each of these procedures in order to vote for the motion that will best support their position.

During debate, there will be frequent motions to suspend the meeting in order for delegates to caucus. When a motion for suspension of the meeting is passed, the students should get involved in caucusing, arguing their position on the topics and negotiating compromises. **Caucusing is the heart of the conference and the key to successful involvement.** Resolutions are formed and support is gathered

during caucusing. Blocs of closely aligned countries meet to plan a common strategy and position on the topics under discussion. Later in the manual, the subject of caucusing is discussed in more detail.

The ultimate aim of committee debate is to pass formal resolutions on the agenda topics. Much of the discussion in committee sessions, and especially in caucusing, focuses on developing resolutions. When a delegate feels ready to present a resolution to the committee, he/she will need to present it to the Director for approval. In order for a resolution to be introduced to the full committee, it must have the required number of signatories and sponsors. The Director of the committee will specify the number of sponsors and signatories required.

Note that delegates may not discuss resolutions before they are formally introduced by the Director. Resolutions that have not yet been formally introduced should be referred to only as "working papers."

Once the speakers' list has been exhausted or a motion for closure of debate is approved, the committee will move into voting procedures. During voting procedures no one will be allowed to enter or leave the committee chamber, there will be no caucusing, and there will be no passing of notes. Resolutions will be voted on in the order in which they were approved by the Director. Amendments to resolutions will be voted on before the resolution itself is voted on. Once all resolutions have been voted on, the committee will then move to the next topic on the agenda. Keep in mind that voting must occur on resolutions over one agenda topic before the committee moves to another agenda topic.

Committee sessions are adjourned at approximately 11:45 a.m. for lunch before the afternoon session. After lunch, the committees reconvene at 12:30 p.m. and adjourn at 3:15 p.m. At 3:30, the closing ceremony begins, highlighted by the presentation of awards; the conference ends at 4 p.m.

The work of the model UN is accomplished in committee sessions. Thus, as they prepare for the conference, students should have ample practice for the committee sessions. Preparing them for these sessions should be the focus of your work with them.

The Closing Session and Awards Ceremony

At 3:30 p.m., all delegations come together for closing remarks and the presentation of awards.

We hope this brief overview of the conference has given you a general idea of the structure of Valdosta State University's Model UN Program. The rest of the manual treats in detail the various topics that we have introduced here. We hope you find it helpful and we hope that you and your students will have a rewarding and enjoyable Model UN experience.

II. PREPARING FOR THE MODEL UN

Preparation for the model UN must begin with research; students need to gain a substantive grounding in the UN, the country they will represent, and the agenda topics they will be debating. In order to simulate the United Nations, delegates need to understand the background, history, and structure of the United Nations. They should be able to differentiate the roles and functions of the various UN

committees, appreciate the challenges the UN has faced in trying to achieve its goals, and analyze the current problems and opportunities the UN confronts. To represent a country accurately and realistically, the delegation will need to know as much about the country as possible; in a sense, delegates actually become citizens of that country for a period of time. The internal politics of their country as well as its regional and global international relations are extremely important in playing the role of the country in the simulation of the UN. Students will need to be able to speak and write with authority on the topics on the agenda for their committees; to do this, they must understand the topics, previous UN action on the topics, and the background and scope of responsibility of their committee.

A. HISTORY, STRUCTURE, AND FUNCTION OF THE UNITED NATIONS

Students need to be familiar with the context in which they will be operating. They should know as much as possible about the United Nations--the background to its formation, the mandate set forth in the charter, the structure of the UN and the role of the secretariat, and the evolution of the UN in the Cold War and post-Cold War periods. There are several good books to help with this research, and these are listed along with other references at the end of this section.

A review of the history of the United Nations should include its formation in 1945, why it was formed, and the principles and purposes of the United Nations. The principles and purposes set forth in the Charter of the United Nations give us its basic operating goals, as well as laying out the basic design of the UN structure.

Membership in the United Nations and its various bodies should be reviewed.   The delegation needs to be aware of the position of the observer nations, how countries are admitted or removed as members of the United Nations, and how membership in the various United Nation organs and committees is constituted.

All of this information, and much more, can be obtained from the United Nations Homepage: www.un.org

B. COUNTRY BACKGROUND

Once you get your country assignment, students should immediately begin to research the country's political structure, economic condition, religion(s), history and culture; since all these factors shape a nation's foreign policy, familiarity with them will assist the students in forming a consistent foreign policy.   In addition, students should find out whether their country belongs to other international/regional organizations and, if so, what the political agenda of those organizations is. Students should find out who their allies and adversaries are in the international arena. What are the major foreign policy problems that the students' nation faces? What does their nation seek from its membership in the United Nations? Knowing the answers to these questions will help students understand how their country's policies compare or contrast with other countries' policies.

In their research, students should not overlook the negative aspects of their country's national policy. They should realize that their nation may use political "double talk"; for instance, the government

may, during UN sessions, condemn international human rights violations, but continue to violate human rights at home. The students need to research the problems within their nation regarding ethnic and religious minorities, suppression of dissent, division of wealth, freedom of the press, development, health care, education, poverty, the environment, etc. They also need to note circumstances in which their nation may refuse to take a stand; abstentions on substantive issues are a valid form of expression.

Newspapers and magazines are useful sources of current information on most countries. You will find The New York Times, Washington Post, and USA Today. News stories on current developments can be found in magazines like U.S. News & World Report, Newsweek, and Time. Magazines like Atlantic and The New Republic often have in-depth articles on foreign affairs and other countries. Many of these sources also have extensive web sites on the Internet. You may be able to locate publications in English from your assigned country, which allow you to look at issues and events through the eyes of the people of that country. An important source of information is the embassies and UN missions of countries. You might want to have students write or telephone the embassies in Washington, DC, to obtain general information on the country as well as positions on current issues. Writing the country's UN mission in New York City can yield valuable information on the nation's position regarding issues before the UN. Finally, of course, any library that the students have access to is usually a good source of reference materials.

Learning about a country involves studying the whole country, with all of its regions, ethnic groups, and institutions. From such research, a total picture of the country emerges in which students see all the parts as an integrated whole: the land, the people, the customs and beliefs, the means of earning a living, the institutions, and the means of artistic and individual expression. Understanding a nation includes studying its ties with the rest of the world, commercially, politically, and diplomatically. Your students should focus on the country's international relations and its position on global issues likely to be debated in the UN.

The most important thing to keep in mind is that, to be successful, students must learn to think and react like diplomats from the country they are representing. Doing this requires thorough knowledge of their country's history, culture, social conditions, and external relations.

C. AGENDA TOPICS

Each delegate needs to understand the agenda topics, the assigned country's position on the topics, and the reason the country takes such a position. The first resource your students will use is the committee background guides. The guides include a description of the agenda topics and a bibliography. The background guide will help students get started in developing a thorough understanding of their committee topics. The goal is twofold: first students must understand the topics as general issues, then they must develop positions on these issues that realistically reflect the country they are representing. Research on the agenda topics is thus best broken up into two parts:

    A. Background of the topic
        1. Main elements of the topic
        2. General positions on the topic (positions of other countries and blocs)

3. Actions previously taken in the United Nations

    B. Country's position on topic
        1. Main reasons for position on the topic.

Research on the agenda topics will help students plan their general course of action at the conference. Knowing the main elements of the topic will help them in further research and will prepare them for their committee work. Knowing the position of the various countries will help them identify potential allies and adversaries as well as countries likely to be uncommitted on the issues and therefore open to persuasion. Action previously taken in the United Nations will tell the students how countries voted on similar issues, what countries took a major stand for or against the issue, and the role their country should play in deliberations.

Realistically representing the position on the agenda topics of the country students are representing is one of the most important elements in a successful model UN. The better delegates understand their country's role on the issues, the better they are able to role-play the diplomat. The following questions can help students focus their efforts to define their country's position on the agenda topics:

      a.   What has been the country's position on the issues in
             the past?
      b.   Has the position changed recently? If so, how and why?
      c.   What position on the issue would best serve your
             country's current interests?

Often, students will not be able to find a country's clearly stated position on a topic. In such situations, they have to figure out the most plausible position, given what they know about their country. When the student is unable to gather information directly related to his country's position on an agenda topic, the student might locate information on a related topic and study the position the country took on that issue. In this way students should arrive at the country's position on the topic at hand by a logical analysis of the country's general foreign policy stance. Students may also examine the positions taken by aligned nations, assuming that their own country's position would be similar to that of their allies.

In studying the agenda topics, students will begin to integrate all their previous research. From the background gathered on the country, the students will have an idea of the country's position on topics. The students will be able to perform in caucusing, knowing in advance what countries to look to for support of their position. Students will be able to defend their country's position if they know the topics and are able to link them to the culture and foreign policy of their country.

Position Papers

An excellent way to assess how well students have integrated what they know about their country with what they know about the agenda topics is to have them write position papers--statements of their country's position on the agenda topics for the committee on which the students serve. Position papers are normally no more than one or two pages, and should be only a few paragraphs. Essentially,

they state the importance of the topics for the country and present the country's position on the topics. Position papers can be joint projects, completed by several students, or they can be done on an individual basis. They should be written from the country's perspective, as a document officially stating government position, and should reflect the committee's prior activity, if any, on the topic. Many teachers have students present their position papers orally, to the whole delegation, which can debate and ask questions about the legitimacy of the position from their understanding of the country.

An example of a position paper is included at the end of this manual

Position papers are a perfect device for getting students to integrate all that they have learned--about the UN and their committee, about their country, and about the topics they will be debating. The model UN staff requests that all position papers be turned in by the deadline specified in the conference registration manual.

Resolutions

The United Nations does not pass "laws," it passes resolutions. A resolution is a means of bringing pressure to bear upon Member States, or of expressing an opinion on a pressing matter, or of recommending that some action be taken by the United Nations or some other agency. When drafting or sponsoring a resolution, keep in mind that the wording will greatly influence its appeal (or lack thereof). The resolution should be clear, concise, and specific. The substance should be well researched and reflect the character and interests of the sponsoring nations.

United Nations Resolutions follow a common format, one that you will follow as well. Each resolution has three parts: the heading, the preambulatory clauses, and the operative clauses. The resolution is one long sentence with commas and semi-colons throughout the resolution, and a period only at the very end.

The heading for all draft resolutions should read as follows:

Committee: name of the organ where it was introduced

Subject: the topic of the resolution

Sponsored by: list of sponsoring nation(s)

Preambulatory Clauses:

The purpose of the preamble is to show that there is a problem that needs to be solved. This may also mean demonstrating that the problem is within the jurisdiction of the UN. These two purposes are fulfilled by referring to appropriate sections of the UN Charter, by citing precedents of UN action, or by citing previous resolutions or precedents of international law. The preamble should also point out the key elements of the current problem by specifically referring to situations or incidents. Finally, the preamble may include altruistic appeals to the common sense or humanitarian instincts of members with reference to the Charter, Universal Declaration of Human Rights, etc.

Operative Clauses:

The solution in a resolution is presented in sequentially numbered operative clauses. These clauses may recommend, urge, condemn, encourage, or request certain actions, or state a favorable or unfavorable opinion regarding an existing situation. Each operative clause calls for a specific action. The action may be as vague as denunciation of a certain situation or a call for negotiations; or as specific as a call for a cease-fire or a monetary commitment for a particular project. Keep in mind that only Security Council resolutions may be binding upon Member States. The General Assembly and its Main Committees can only make recommendations.

Examples of preambulatory phrases, operative phrases, and a resolution can be found at the end of this manual.

III. ESSENTIAL SKILLS FOR MODEL UN SUCCESS

A. RULES OF PROCEDURE

The rules of procedure are an essential part of the conference; they form the framework within which discussion takes place. Without a working knowledge of the rules, students are at a serious disadvantage.

Every model UN has rules of procedure that govern how business is conducted at the conference. These rules are based on the actual rules of procedure of the United Nations. The rules of procedure we will be using are tailored to the needs of the conference at Valdosta State. While many of the rules are word-for-word from the United Nations, changes have been made to accommodate constraints on the conference that the actual UN body does not face and to encourage students to focus on substantive issues rather than on procedural concerns.

The following discussion explains the kinds of rules that are used, why they are important, and how they can be used to the advantage of delegates. The actual rules of procedure are included in the appendices of this manual. **Every student should have a copy of the rules and should learn them well enough to be able to apply them at the conference**. (An in-class simulation, such as the one described in Section IV, can be extremely helpful in teaching students to use the rules of procedure.)

Model UN rules can be broken down into three categories: procedural, substantive, and voting. The procedural rules deal with how the business of the model UN is conducted. Substantive rules deal with the specific actions taken regarding matters of substance--resolutions, declarations, etc. Rules on voting deal with the methods for voting and conduct during voting.

Procedural Rules

Procedural rules govern actions of the body that determine "how" a topic is discussed and "how" business is conducted. Common procedural rules, in order of precedence, address such issues as:
        1.   adjourning a meeting

2.   suspending a meeting
3.   adjourning debate on a topic
4.   closing debate on a topic or resolution
5.   limiting debate on a topic or resolution

These are examples of important procedures governed by model UN rules. There are many such procedures and rules governing them which students must learn in order to participate effectively in the simulation.

Substantive Rules

Substantive rules govern actions of the body on substantive issues that the committee is dealing with: agenda topics, resolutions and amendments to resolutions on the agenda topics. Common substantive rules control such actions as the following:

1.   Setting the order of the agenda
2.   Introducing a resolution
3.   Considering an amendment to a resolution
4.   Withdrawal of a resolution

Rules about Voting

These rules govern how voting is to take place and the conditions that must prevail during a vote. Rules about voting govern such things as:

1.   The number of votes required on the issue at hand, i.e., a simple majority or two-thirds majority

2.   Whether a resolution will be voted on as a whole or whether each section of the resolution is voted on separately

3.   Whether voting will be "non-record," that is, by a show of placards or whether a roll-call vote will be required

As you and your students study the rules of procedures, you will see that a single rule often governs both substantive and voting matters, or procedural and substantive issues. The important thing to remember is that rules generally address procedural, substantive, or voting matters.

Knowing the rules is important, but knowing how to use the rules is even more important. For example, if a delegate was strongly against a resolution he could introduce one of several motions to make it difficult for the resolution to pass. The delegate could move for a Division of the Question in order to have each clause of the resolution voted on separately, which would both delay passage and make passage more difficult. Alternatively, The delegate could move to make the resolution an Important Question, which would require a two-thirds vote for passage rather than a simple majority. Or the delegate could move for Adjournment of Debate, which removes from consideration the issue

pending without a vote being taken.

Rules can be used to the advantage of the delegates if they know how to apply them, and a certain amount of "rules strategy" is to be expected from well-prepared delegates. At the same time, however, delegates need to remember that the idea of the model UN is to use the rules to deal with substantive issues as they relate to the topics, not to use the rules as obstacles. In any case, it is essential that students learn the rules and how to apply them if they are to be adequately prepared for the model UN experience.

B. CAUCUSING

Caucusing is a vital part of the United Nations. At model UN conferences, it is a centerpiece of delegate activity. Caucusing is an essential diplomatic tool for decision making in both the real United Nations and in model UN conferences. **Students cannot be successful at model UN conferences unless they become effective at caucusing**.

Caucuses occur during the committee session when the meeting is suspended (see rules of procedure, rule #9) so the delegates can meet with each other informally and talk about the current topic. Most of the progress made in committee session relies on the work done during caucusing. Students argue the position of their country, build support for any resolution they are sponsoring, and engage in the give and take of discussion that is the heart of compromise and negotiation.

In pursuing a country's goals in the framework of the model UN, students must work to build support for the position of their nation. Compromise is one of the elements of that process. The purpose of the conference is not just to pass resolutions, but--as in the United Nations--to seek solutions to international problems while protecting national interest. Caucus is the time when compromise will take place.

During caucusing, students generally gather in caucus groups or "blocs". These groups are one of the most important elements of UN decision-making. Caucus groups allow for students' expression of their country's official opinion and the protection of their country's interests. Caucus groups allow countries with common interests to combine those interests and exert a greater influence within a given committee.

Caucusing, like all aspects of the model UN, requires practice by the students. One way for students to practice the art of effective caucusing is to give the students an international issue and a country to represent (background knowledge is not of major importance in this exercise). Students then prepare their positions on the issue and present these positions orally. Next, have the students form caucus groups with those of similar interest and, in informal discussion; attempt to persuade others to take their position on the issue, ultimately arriving at a compromise that is satisfactory to all. Teachers can act as observers during such sessions, giving pointers when students are too rigid or too willing to compromise their country's position. Such practice sessions, with guidance and assistance from the teacher, will help students understand compromise and negotiation without yielding the interests of their country.

Caucus groups are a means for students to communicate among nations sharing common interests and to engage in the essential compromise, negotiation, and discussion that are the heart of international diplomacy.

IV. IN CLASS SIMULATION

One of the best ways to prepare students for their involvement in the conference is to stage a class simulation. A simulation provides the students a means of applying and integrating all that they have learned and practicing the skills they will use at the model UN. It also gives them familiarity with an "actual" committee session, so they will not feel lost at the conference.

The easiest way to run a simulation is to ask each member of the delegation to represent a nation, then assign agenda topics to be discussed in a simulated committee session. Then what you should do is assign countries to your students and give them a sheet of paper for voting and procedural matters. The actual simulation would involve the students in proceeding through a committee session-- practicing the art of setting the agenda, caucusing, introducing a resolution, proposing amendments, and voting. It is good idea to follow the rules of procedure as that is what they will be expected to follow at the conference.

Selecting agenda topics.   A helpful hint for agenda topics is to use one of your committee's topics for that particular simulation. Then switch out other committee topics to give your students the chance to practice their topics.

Class Simulation: Order of Business

1.   Roll call of states.

2.   Chairperson calls the meeting to order.

3.   The chair declares the speaker's list open for opening statements by the delegates. Each delegate makes a brief statement of his/her country's position on the agenda topics.

4.   The chair then declares that the next order of business is the ordering of the agenda by saying, "Are there any motions on the floor?" Delegates can do one of two things at this point:
    A.   **Make a motion for the opening of the speaker's list.**

    B.   **Make a motion for suspension of the meeting for a caucus to discuss the order of the agenda.** This is done by obtaining the floor. State your motion, "I would like to move for the suspension of the meeting for (any amount the delegate feels is necessary) minutes for the purpose of caucusing on the order of the agenda."

5.   If a caucus is held, then a motion would be made to open the speaker's list after the caucus ends. If this motion is approved, then the speaker's list is opened to discuss the ordering of the agenda. At this time all those wishing to speak raise their placards. As the chair calls out

the names of the countries, the chairperson places the names on the list.

6.   When delegates speak, they move to the front of the room, remembering that their time is limited so they need to be concise in their comments. The chairperson should call time on delegates that speak longer than the allotted time. Their comments need to be directed to the committee as a whole and not directly to any one delegate.

7.   After the speaker's list is completed, the chair will declare the committee in voting procedure. The chairperson will take a vote on each agenda order called for in the speeches. The agenda that gets the most votes is considered the agenda adopted.

8.   The chair declares the opening of debate on the first agenda topic.

9.   Delegates then move for a caucus or the opening of the speaker's list with a time limit on each speaker. Resolutions can be introduced to the committee during the speeches, after a copy has been presented to the chairperson.

10.   After the speaker's list has been exhausted or a motion has been approved for closure of debate, the committee will then move into voting procedures on all resolutions presented. Resolutions will be voted on in the order in which they were introduced.

11.   Discussion then begins immediately on the next agenda topic.

This format is one that allows the students to simulate the committee at several different practice sessions, without having to change topics and countries each time they have a simulation. Normally, a complete simulation might take two or three 50-minute class sessions, but "committee sessions" can be suspended until the next class meeting.

The simulation will contribute to the overall effectiveness of the student delegation. It enables students to synthesize and apply all that they have learned about model UN in a setting that closely approximates the actual model UN conference.

RULES OF PROCEDURE: SHORT FORM

Motion	Debate	Vote
Suspension of Meeting (Caucus)	No	Majority
Point of Order	No	Chair *
Division of the Question	2 pro/ 2 con	Majority
Adjournment of Debate (table the topic)	2 pro/ 2 con	2/3 Vote
Adjournment of Meeting (until next scheduled time)	No	Majority
Closure of Debate (to vote)	2 con	2/3 Vote
Time Limit on Speeches	2 pro/ 2 con	Majority
Right of Reply	No	Chair*
Order the Agenda	2 pro/ 2 con	Majority

- Ruling by the chair, requires no vote.

Sample Position Paper
(Please type)

Federal Republic of Germany

Position Paper for the Economic and Social Council Committee

_____

I.   Definition of Self-determination

Germany has always been an advocate for fundamental rights and equal rights of nations. As a participant in the Third Committee Meeting in 1999, Germany reaffirmed the need for the definition of self-determination. Germany proclaimed that the right of self-determination was fundamental for the preservation of peace and security. Believing that respect for equality needs to be enhanced, Germany actively participated in the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance, as well as in the International Conference of experts on the Implementation of the Right of Self-determination in 1998. Here Germany, called on other member states to empower the UN System to address the prevention of conflicts related to the exercise of self-determination. Having voted in favor of the resolution on the right of the Palestinian People to self-determination (A/C.3/54/L.29) and being one of the first countries to recognize the independence of Croatia and Slovenia in 1991, Germany supports the idea of creating the position of High Commissioner for and Special Committee on Self-determination, so that the UNCHR is not the only organ saddled with the responsibility of solving this complicated problem.

II.   Review of the 1951 Convention Relating to the Status of Refugees.

Traditionally being a hospitable asylum country, Germany promotes and facilitates admission, reception, fair treatment of refugees, protection-oriented solutions, and enhancing respect for the rights of refugees. Germany actively supports the actions of ICRC and the UNHCR. Being one out of 136 signatories of the 1951 Convention Related to the Status of Refugees, Germany recognizes the Convention and its 1967 Protocol as the foundation of the international refugee regime. However, Germany believes that new approaches should be identified to meet new situations not covered by these two instruments. That is why Germany participates in the Refugee Status Determination project, initiated by UNHCR. Germany also supports the proposal of the UNHCR to commence a process of Global Consultations on International Protection to revitalize the international protection regime, and to discuss measures to ensure international protection for all who need it and those who are not yet entitled to it. The German government is seeking international cooperation in defining the status of a refugee and proposes the establishment of committees connected with UNHCR, working on a new definition of a refugee.

III.   Population and Development.

Germany recognizes the new threat of population decline and population ageing in developed countries. Keeping in mind that this problem combined with the increase of the population of developing countries can bring a significant imbalance in the geographic distribution of population growth, Germany wishes to remind governments that they have responsibility to assign more importance to population and development issues. According to the "Urlich's1998 study", sponsored by the German government, *replacement migration* appeared to be an inefficient method of solving the problems of population decline and low fertility. Therefore, Germany is calling for all countries to take an active role in creating an international program of research, which would help to create new approaches to these problems. Also, strongly involved in solving the overpopulation problem, at the International Conference on Population and Development in Cairo, Germany agreed to create the Program of Action, which is concerned with population reproductive health care. The German government is eager to continue its involvement in that program and calls on all countries to cooperate.

Phrases for Introducing Resolutions

Perambulatory Phrases

Affirming	Deeply conscious	Fully alarmed
Alarmed by	Deeply convinced	Fully believing
Aware of	Deeply disturbed	Further deploring
Approving	Deeply regretting	Further recalling
Bearing in mind	Desiring	Guided by
Believing	Emphasizing	Having adopted
Confident	Expecting	Having considered
Contemplating	Expressing its appreciation	Having considered further
Convinced	Expressing its satisfaction	Having devoted attention
Declaring	Fulfilling	Having examined
Deeply concerned	Fully aware	Having heard

Having received	Reaffirming
Having studied	Recalling
Keeping in mind	Recognizing
Noting with deep concern	Referring
Noting with regret	Seeking
Noting with satisfaction	Taking into account
Noting further	Taking into consideration
Noting with approval	Taking note
Observing	Viewing with appreciation
Realizing	Welcoming

Operative Phrases

Accepts	Further recommends
Affirms	Further requests
Approves	Further resolves
Authorizes	Have resolved
Calls	Notes
Calls upon	Proclaims
Condemns	Reaffirms
Confirms	Recommends
Congratulates	Reminds
Considers	Regrets
Declares accordingly	Requests
Deplores	Solemnly affirms
Designates	Strongly condemns
Draws the attention	Supports
Emphasizes	Takes note of
Encourages	Transmits
Endorses	Trusts
Expresses its appreciation	Urges
Expresses its hope	
Further invites	
Further proclaims	
Further reminds	

SAMPLE RESOLUTION

CENTRAL ASSEMBLY PLENARY
A/RES/2/1
ECUADOR, MEXICO, NICARAGUA, PANAMA

QUESTION OF ANTARCTICA

<u>The General Assembly</u>,

<u>Recalling</u> its resolutions 44/124 A and B of 15 December 1989, 45/78 A and B of 12 December 1990, 46/41 A and B of 6 December 1991 and 47/57 of 9 December 1992,

<u>Taking into account</u> the debates on this item held since its 38th session,

<u>Conscious</u> of the special significance of Antarctica to the international community in terms of international peace and security, the environment, its effects on global climate conditions, and scientific research on the depletion of the ozone layer,

<u>Concerned</u> over the environmental degradation of Antarctica and its impact on the global environment,

<u>Concerned also</u> that the Protocol of Environmental Protection to the Antarctic Treaty adopted by the Antarctic Treaty Consultative Parties on 4 October 1991 does not provide for monitoring and implementation mechanisms to ensure compliance with the Protocol,

1. <u>Calls for</u> the establishment of an International Conservation Zone in Antarctica;

2. <u>Declares</u> that the United Nations and not the Antarctic Treaty Consultative Parties, is the appropriate body to oversee the establishment of such a Zone;

3. <u>Calls for</u> the establishment, within the next two years, of a UN-sponsored research station in Antarctica;

4. <u>Calls upon</u> all nations to recognize that Antarctica is the common heritage of all humanity, and to renounce all territorial claims to the continent and the continental shelf.