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## Writing in the Japan University English Model United Nations

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# Writing in the Japan University English Model United Nations

Lori Zenuk-Nishide

## Abstract

This paper explores writing position papers, speeches, resolutions, and amendments in the Japan University English Model United Nations (JUEMUN), by deconstructing and reconstructing the genre patterns. JUEMUN is an activity that contextualizes learning as the vocabulary, grammar, and discourse is all in a socially active context (Martin & Rose, 2003). JUEMUN is an annual three-day simulation held in the Kansai region of Japan, where university students representing different countries follow specific rules of procedure and negotiate to co-write a resolution on an issue in the United Nations (UN) that can be amended. To prepare for the simulation, students read to write on their country policies to the issue on the agenda.

## Introduction

The Japan University English Model United Nations (JUEMUN) is an annual three-day faculty organized conference for university students, held in the Kansai region of Japan. During a Model United Nations (MUN) conference, through speeches and negotiation, students as country delegates are able to develop and refine skills such as collaboration, decision-making, critical thinking and verbal communication. At conferences, delegates representing their country's position cooperate to co-create practical and innovative solutions to the issue they are discussing. These ideas for solutions are then incorporated into a written plan called a working paper and introduced to all of the delegates in the form of a draft resolution. The draft resolutions are then discussed, amended and voted on, and if the majority of delegates are in favor the document becomes a resolution. Even though MUN conferences are only a few days, delegates leave more aware of issues, more interested in international affairs, better negotiators and global citizens. They also have a better understanding of how to read and write texts related to the United Nations (UN) (Thorpe, 2013; Zenuk-Nishide & Tatsuki, 2012; Zenuk-Nishide, 2014).

To be able to participate in JUEMUN, there are individual and collaborative writing tasks that are done individually and collaboratively before, during, and after the conference. Before a JUEMUN conference, each delegate writes a position paper, an opening speech, and learns to write resolutions and amendments. They are also required to write on-line in their regional and committee blocs on the JUEMUN website ([juemun.weebly.com](http://juemun.weebly.com)), and on the JUEMUN Facebook page. After JUEMUN, delegates often do reflective writing on what they learned and did during the simulation (Table 1).

Table 1. JUEMUN Writing

Pre-conference	<ul style="list-style-type: none"> <li>● Position papers</li> <li>● Opening speech &amp; sound bites</li> <li>● JUEMUN website on-line general, regional bloc and committee forum</li> <li>● Facebook</li> <li>● Goals-personal &amp; strategic (not required)</li> </ul>
During the Conference	<ul style="list-style-type: none"> <li>● Co-authored working papers (resolutions)</li> <li>● Individual/ co-authored amendments (not required)</li> </ul>
Post-conference	<ul style="list-style-type: none"> <li>● Reflection (not required)</li> </ul>

All of the writing tasks are examples of language in use (Martin & Rose, 2003). The writing tasks are all part of the socially active context of the MUN with their own vocabulary, grammatical clauses and discourse context. For MUN delegates to be able to make speeches, negotiate and write on issues ranging from world conflict and international security to human rights, sustainable development, and the environment, they must research the following areas:

1. The structure and history of the UN.
2. The UN body being simulated.
3. Country background.
4. The agenda topic.
5. The working agenda committee topics and subtopics.
6. Country's position on the agenda committee topics including:
  - The real situation in the country.
  - UN resolutions/conventions.
  - Past action.
  - Relationship with other countries.
  - Country policy.

All delegates must collate their research in a country file to bring to JUEMUN so that they can access information at any time during the conference. If JUEMUN is part of an academic course, the file can also be used for evaluation.

Through embedded macro-genre, MUN delegates in their research are reading and listening to write and speak (Rothery, 1994; Rose & Martin, 2012). Reading and listening move from finding key points, to elaborating on them and finally marking key information. This knowledge then moves to individual or joint construction, where factual texts are constructed from notes to create new texts. Genre patterns can be deconstructed and reconstructed as models for writing speeches, position papers, resolutions and amendments (Figure 1).

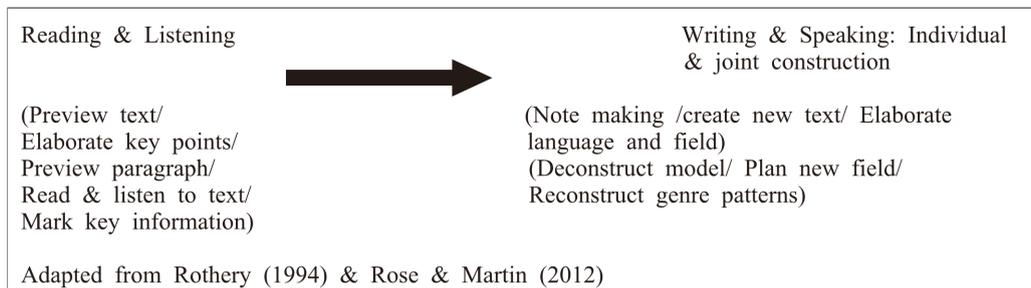


Figure 1. Expanding Potential : Macro-genres for Embedding Reading/Listening and Writing/Speaking

For the purpose of this paper, JUEMUN position papers, speeches, resolutions, and amendments will be explored to show how the writing can be deconstructed and reconstructed genre patterns.

### Writing JUEMUN Position Papers

A position paper is a policy statement about the views of the assigned country on the agenda that include recommendations for action to be taken in the meeting. Writing a position paper helps delegates organize their ideas so that they can share their country’s position with other delegates at the JUEMUN conference. Through the process of researching to write a position paper, delegates realize gaps in their knowledge. Information from the position papers can be used for speeches and working papers during the simulation. All delegates must submit their position paper on the JUEMUN website before the conference. Unlike many conferences, JUEMUN does not have position paper awards.

Delegates are expected to follow the JUEMUN position paper guidelines for

writing. Every position paper must have three parts; a heading, introduction, and body. The heading needs to include the country being represented; the delegate name and their university; and a title, including the UN body being represented. The introduction must include the UN body, the agenda, the topic and subtopics (committees) of the meeting, followed by a comment on the topic. The body is a summary of a country's positions on each of the committee subtopics that are being discussed. A good position paper will not only provide facts but also make suggestions for resolutions. Each sub-topic in the position paper should include many of the following points:

- A brief introduction to the country and its history concerning the topic/subtopics.
- How the issue affects the country.
- The country's policies with respect to the issue and justification for these policies.
- Quotes from the country's leaders about the issue.
- Statistics to support the country's position on the issue.
- Actions taken by the government regarding the issue.
- Conventions and resolutions that the country has signed or ratified.
- UN actions that the country supported or opposed.
- Recommendations to address the issue.
- What the country would like to accomplish.
- How the positions of other countries affect the country's position.

Outlining the position paper before writing is strongly encouraged. Figure 2 is a position paper outline for JUEMUN 2014's Committee Foster Global Citizenship.

The formatting criteria for JUEMUN position papers is as follows:

- Length maximum two pages.
- Margins must be set at 2.54 cm for the whole paper.
- Font must be Times New Roman sized 12 pt.
- Country name, university name, author and committee name on the top of the first page.
- No national symbols may be used.
- Citations are not used in JUEMUN Position Papers. They are written like a policy statement coming from a foreign ministry. They should reference UN data or past UN resolutions.

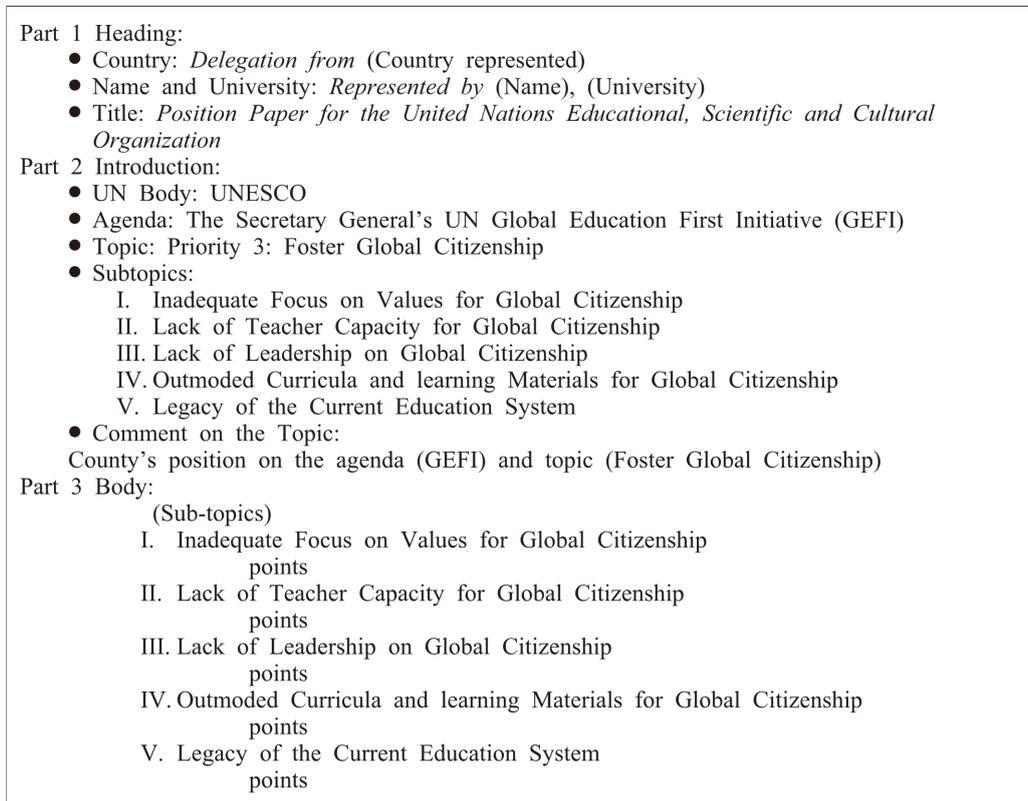


Figure 2. Outline of a JUEMUN 2014 Committee Position Paper

Appendix 1 shows the three parts of a position paper. The heading includes the country being represented, “The Republic of Ecuador”; the names of the delegates and their university affiliations, “Represented by Sachiho Tani, Kobe City University of Foreign Studies & Yue Hu, University of Trier University”; and the title, “Position Paper for the United Nations Population Fund”. In the introduction is the UN body being simulated, “The United Nations Population Fund (UNFPA)”; second the agenda, “Population and Sustainable Development”; third the topic, “Millennium Development Goals (MDGs)”; fourth the subtopics, “I) Health Priorities Post-2015: Opportunities and Challenges for Improving Maternal Health; and finally a comment on the topic:

The Republic of Ecuador as a proud founding member of the United Nations (UN) and a devoted member of UNFPA and the Organization of American States (OAS) will do its utmost to act multilaterally on the basis of the commonly shared principles of the UN supporting population and sustainable development regarding the MDGs concerning maternal health and the ICPD

program of action.

An analysis of the first sub-topic of the position paper in Appendix 1 can be seen in Table 2.

Table 2. Position Paper Analysis Subtopic I. Health Priorities Post-2015: Opportunities and Challenges for Improving Maternal Health

1) Country's Position.	"The Republic of Ecuador fully shares the international concern about improving maternal health ..."
2) Supported UN action.	"... and fully supports MDG Target 5 to reduce the maternal mortality ratio by three quarters and provide universal access for reproductive health by 2015. Our nation emphasizes the efforts, which have been made by the UNFPA within the <i>Global Programme to Enhance Reproductive Health Commodity Security (GPRHCS)</i> by highlighting resolutions A/RES/ 68/227 and A/RES/68/223 adopted by the General Assembly."
3) Appreciated assistance to take action.	"The Republic of Ecuador appreciate the assistance of UNFPA in formulating the <i>National Intersectorial Strategy for Family Planning and Adolescent Pregnancy Prevention (ENIPLA)</i> and highlight the <i>Sahel Women's Empowerment and Demographics Project</i> , established by the World Bank together with UNFPA in 2013 to improve maternal health care service."
4) History and action taken by the government.	"Since 2006, Ecuador's Ministry of Health (MOH) has undertaken various actions to improve maternal health care. From 2007 to 2011 the MOH established a new <i>Health Care Improvement Project (HCI)</i> in collaboration with the United States Agency for International Development (USAID) and University Research Co., LLC (URC) to foster the best measures of maternal and newborn health care by creating a knowledge management tool website as well as a managing database. ...Furthermore the Republic of Ecuador created a new <i>National Plan for Good Living (2013-2017)</i> aimed at improving the quality of life for families ...The Government of Ecuador has promoted essential neonatal and obstetric care (EONC) which has been implemented in more than 100 hospitals nationwide..."
5) What the country would like to accomplish.	"...benefit form the effort reach remote communities in the whole country, secondly to improve the quality of maternal health services by training public health personal in emergency obstetric care and providing method for family planning."
6) What the country believes should be done to address the issue.	"...we recommend all member states to strengthen the international frameworks between national governments and UN agencies, especially UNFPA, and also with NGOs to provide professional health care training and implement technical guidelines. We propose to make more contributions in the field of training of more maternal health care professionals and recommend all member states to cooperate on a global level to implement the methods successfully tried in Ecuador. The Republic of Ecuador is willing to share our expertise in this area with all states wishing to address the issue in a productive and comprehensive manner."

The authors in their position paper stated their country position, action they support, appreciated assistance to take action, history and action taken by the government, what the country would like to accomplish, and what the country believes should be done to address the issue. This position paper's body section was strong as they referred to a number of past resolutions and proposals for the future.

### Writing Speeches for JUEMUN

Delegates can prepare a number of speeches that they can use during the conference either during Formal Debate, where they are called to make a speech in front of everyone at a podium or during Moderated Caucus when they are given the floor by the chair. The time of speeches is usually set by the delegates about two minutes or less so that everyone in the three days will get a chance to formally speak. A delegate can request the Chair to put them on the Speakers' List. In the first speech delegates should:

1. Acknowledge the Chair and fellow delegates.
2. Express pleasure at being present.
3. Explain their position on the agenda related to your country.
4. Explain recommendations.
5. Express a willingness to collaborate and work with others.
6. Say thank-you to let the chair know they have finished speaking.

Table 3 illustrates how the speech in Appendix B can be deconstructed to examine the content.

Table 3. Speech Analysis

Speech Criteria	Quotation
Acknowledge the Chair and fellow delegates.	"Thank you honorable chair and fellow delegates"
Express pleasure at being present.	"To say it is a pleasure to be here with all of you would be understatement. This is truly an important opportunity and we, the republic of Chad are happy to be a part of this session."
Explain the position on the agenda related to the country.	"As Secretary-General Ban Ki-moon said, education is a major driving force for human development and a priority for people around the world. We believe that all of you agree with the idea that education is the key to transform from poverty to prosperity."

Explain the recommendations for the meeting for the working committee and others.	“Significant progress has been made towards universal primary education. 90 per cent of primary-school-age children are enrolled in school all over the world. However, challenges remain, particularly in West and Central Africa, where the net enrolment rate is 66 per cent. In Chad, primary school enrollment rate is 55 per cent of boys and 48 percent of girls. When it comes to secondary school participation, the ratio is worse. Our country faces the big difference of school enrollment between girls and boys as other African states do.”
Express a willingness to collaborate and work with others.	“In order to eliminate this difference related to gender, the republic of Chad requests participating states to keep in mind this problem while working on each issue.”
Say thank-you to let the Chair know you have finished speaking.	“Thank you.”

Once delegates have started their working papers, they should mention the progress of their committee in their speeches. Furthermore, when there is a draft resolution on the floor, the speaker should always comment on their position in addition to other information they want to share.

### Caucusing to Write Working Papers/Resolutions

Working papers are written during caucusing, which is informal discussion among delegates at JUEMUN. Caucusing in the UN and MUN are different. In the UN: ...typically, following months of such discussions, an official session of the committee is held in order to formally accept the resolution upon which an agreement was already reached during informal negotiations...Ninety-five percent or more of the UN’s time is spent in behind the scenes caucuses... These negotiations are the hallmark of successful UN diplomacy. (Endless & Wolfe, 2008, p. 21)

At the UN, it is rare that diplomats would break to caucus during a formal meeting. Due to time constraints of MUNs, caucusing is simulated differently than the UN. In MUN, caucusing is a break from the formal meeting called a “Suspension of the Meeting”. To suspend the meeting, a delegate must make a “Motion” (request) and get a majority vote. If the vote passes to suspend the meeting, members can stay in the meeting room or move to another room and break into regional or committee blocs, to caucus and write working papers. Once the draft resolution is on the floor, delegates can use caucus time to read the draft resolutions, negotiate and writing amendments.

At JUEMUN, the first caucus happens after the time limit on speeches has been set and a series of opening speeches set by the chair. There are two types of caucusing at JUEMUN. One is moderated caucus, where delegates are recognized by the chair in front of everyone for a set amount of time to ask questions, give opinions or information about a specific topic. This is a time when speeches and sound bites prepared in advance can be used. Unmoderated caucus is when working papers are negotiated and co-authored through collaboration. Unmoderated caucus has no formal rules of procedure and no staff arbitration. This unstructured part of the MUN is where most of the time is spent. At JUEMUN, delegates are assigned committees pre-conference to co-write a working paper. As the groups are large, sponsors and signatories are not required. Working groups have members from each regional bloc. Much time is usually spent at other MUNs negotiating what topics working papers should address and who can join the group. In many MUN's, non-native speakers with lower language proficiency regardless of the country they are representing are excluded from working paper groups, or are on the outer ring of the bloc caucus. As the majority of JUEMUN participants are non-native speakers and it is their first MUN experience, more time is needed to negotiate and co-write working papers. On the other hand, the disadvantage of setting the working paper topics and making groups is that delegates cannot be as creative or competitive in negotiating. Also, delegates do not author more than one working paper. Due to time constraints at JUEMUN, there is never enough time to merge working papers or introduce them to the floor to be debated before they are presented as draft resolutions.

### Writing Working Papers

At JUEMUN, delegates cannot submit clauses or working papers that were written before the conference to their committees. Working papers are to be debated by all committee members in the spirit of cooperation and inclusion, representing the diverse country and regional policies. Language proficiency, gender, or national background divisions should not be visible to those observing the group.

Eventually after many revisions, working papers resemble the JUEMUN resolution format (Appendix C). A resolution is a long sentence used to “state a position or suggest an action on a particular subject” (Endless & Wolfe, 2008, p. 13). The substantive work of committees at the JUEMUN conferences is resolution writing. A resolution is the best way of applying political pressure on

Member States, expressing an opinion on an important issue, or recommending action to be taken. “Resolutions are rarely complete solutions to a problem; they are usually only one step in the process of developing a solution. Prior research should have revealed alternatives that failed” (NMUN, 2013).

### JUEMUN Resolution Structure

JUEMUN resolutions have three parts: the heading, the preambular clauses, and the operative clauses. As mentioned previously, the entire resolution consists of one long sentence, with commas and semi-colons throughout, and only one period at the very end. Working papers should be single-spaced. The first word in each clause is italicized. All working papers submitted to the Dais for review must use the JUEMUN template.

### Preambular Clauses

The purpose of the preambular clauses are to provide background on what has gone on before. The preambular clauses provide the framework through which the issue being addressed in the operative is viewed. Preambular clauses begin with participles and are always followed by a comma. An example of a preambular clause is, “*Reconfirming* the Universal Declaration of Human Rights, Article 26 that “everyone has the right to education” in order to foster social, economic, political and cultural benefits for all” (Appendix 13).

Preambular clauses:

- Begin with a participle.
- Cite sections of the UN Charter, past UN resolutions, conventions and international law.
- Refer to incidents.
- Appeal to humanitarian instincts of Member States.

Preambular clauses carry emotional weight and may be weak, neutral or strong. For example: *Noting*, *Noting with regret*, and *Noting with deep regret*.

### Operative Clauses

Operative clauses or operating clauses explain, “how the resolution proposes to operate, or what the resolution proposes to do to address the topic area” (Endless & Wolfe, 2008, p.13). They are usually associated with action. These clauses

may recommend, urge, condemn, encourage, request certain actions, or state an opinion regarding an existing situation. Operative clauses are numbered, beginning with an active, present tense verb and are followed by a semi-colon, with a period placed after the final clause. An example of an operative clause in Appendix 13 is, “3. *Recommends* the necessity for member states to adopt free and compulsory education for all, through dedicated financial resources and volunteers from domestic and international organizations.” Some common operative clause beginnings include the following: *Accepts, Affirms, Approves, Authorizes, Calls, and Condemns.*

### Amendment Writing

An amendment is a change that adds to, deletes from, or revises any part of a draft resolution (Table 3; Appendix D). It cannot change the nature of a draft resolution. Amendments are written during unmoderated caucus, after the draft resolution has been introduced to the floor. They can either be friendly or unfriendly. To be a friendly amendment, everyone that sponsored or wrote the resolution must agree. If they do not agree, then it is an unfriendly amendment. Before voting on a resolution, the committee considers all unfriendly amendments to that resolution. In the event that there is more than one unfriendly amendment to a resolution, the amendments are voted on in the order that they were submitted. Once the committee has voted on all unfriendly amendments to a resolution, the committee votes upon the draft resolution in its entirety, including any unfriendly amendments accepted by the committee.

Table 3. Amendment Writing Formulaic Speech

Type of Amendment	Writing Formula
Change clause	Change clause (#) so that it reads (revised reading of clause #).
Delete clause	Delete ( <i>content you'd like to delete</i> ) in clause (#) so that it reads (revised reading of clause #).
Add clause	Add ( <i>content you'd like to add</i> ) in clause (#) so that it reads (revised reading of clause #).

## Conclusion

During both the preparation and simulation stages of JUEMUN, delegates must read and listen to write and speak. Delegates learn writing systems from texts. By attending to the text, students construct the code and by using the code to interpret texts they learn the culture; in this case about the MUN and the agenda as a whole, and the different parts (Halliday, 1994). Writing in the MUN is integrative and a process that happens over an extended period of time before, during and after a simulation. Sometimes the writing is sequential, position papers need to be written before anything else and draft resolutions precede amendments, or; non-sequential, like speeches that can be written and given anytime. Students before participating in JUEMUN have read the word “resolution” in newspapers and their academic texts-but they had never seen a resolution. They could not describe it. By experiencing a MUN simulation, they can read and write not only resolutions, but also position papers, speeches and amendments through deconstructing and reconstructing the genre patterns.

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## Appendix A: A Sample Position Paper with Two Subtopics

Delegation from

The Republic of Ecuador

Represented by

Yue Hu, University of Trier University & Sachiko Tani, Kobe City University of Foreign Studies

### *Position Paper for the United Nations Population Fund*

The topic before the United Nations Population Fund's (UNFPA) Population and Sustainable Development agenda is Millennium Development Goals (MDGs) focusing on I) Health Priorities Post-2015: Opportunities and Challenges for Improving Maternal Health; and II) Impact of Urbanization on the Implementation of the ICPD Program of Action. The Republic of Ecuador as a proud founding member of the United Nations (UN) and a devoted member of UNFPA and the Organization of American States (OAS) will do its utmost to act multilaterally on the basis of the commonly shared principles of the UN, supporting population and sustainable development regarding the MDGs concerning maternal health and the ICPD program of action.

#### I. Health Priorities Post-2015: Opportunities and Challenges for Improving Maternal Health

The Republic of Ecuador fully shares the international concern about improving maternal health and fully supports MDG Target 5 to reduce the maternal mortality ratio by three quarters and provide universal access for reproductive health by 2015. Our nation emphasizes the efforts, which have been made by the UNFPA within the *Global Programme to Enhance Reproductive Health Commodity Security* (GPRHCS) by highlighting resolutions *A/RES/ 68/227 and A/RES/68/223* adopted by the General Assembly. The Republic of Ecuador appreciate the

assistance of UNFPA in formulating the *National Intersectorial Strategy for Family Planning and Adolescent Pregnancy Prevention* (ENIPLA) and highlight the *Sahel Women's Empowerment and Demographics Project*, established by the World Bank together with UNFPA in 2013 to improve maternal health care service. Since 2006, Ecuador's Ministry of Health (MOH) has undertaken various actions to improve maternal health care. From 2007 to 2011 the MOH established a new *Health Care Improvement Project* (HCI) in collaboration with the United States Agency for International Development (USAID) and University Research Co., LLC (URC) to foster the best measures of maternal and newborn health care by creating a knowledge management tool website as well as a managing database. The Government of Ecuador has promoted essential neonatal and obstetric care (EONC) which has been implemented in more than 100 hospitals nationwide. Furthermore the Republic of Ecuador created a new *National Plan for Good Living* (2013-2017) aimed at improving the quality of life for families.

The people of the Republic of Ecuador greatly benefit from the efforts made by the UNFPA to reach remote communities in the whole country, secondly to improve the quality of maternal health services by training public health personal in emergency obstetric care and providing method for family planning. Thus, we recommend all member states to strengthen the international frameworks between national governments and UN agencies, especially UNFPA, and also with NGOs to provide professional health care training and implement technical guidelines. We propose to make more contributions in the field of training of more maternal health care professionals and recommend all member states to cooperate on a global level to implement the methods successfully tried in Ecuador. We are willing to share our expertise in this area with all states wishing to address the issue in a productive and comprehensive manner.

## II. Impact of Urbanization on the Implementation of the ICPD Program of Action

The Republic of Ecuador is strongly convinced that achieving the Millennium Development Goals (MDGs) like universal primary education, eradication of extreme poverty, promotion of gender equality and empowerment of women, ensuring sustainability, and developing a global partnership for development will make our shared world a better place for all humankind. Urbanization is a big issue in achieving all of the MDGs,

it provides a risk as well a big chance. Following the *ICPD Programme of Action* (PofA) it is critical to achieve a positive impact of urbanization on development. While managing its domestic strategies of positive urbanization and poverty reduction, the Republic of Ecuador adheres to Chapter IX of PofA, by remaining resource-conscious and coupling urban growth with sustainable management of resources.

Ecuador calls upon on all Member States to promote education on urbanization and gender equality, acknowledging Chapter III of the PofA. The Republic of Ecuador observes its responsibilities under General Assembly resolution *A/RES/65/234* through implementation of a second National Good Living Plan, a national government instrument to create a public policy of management and public investment. Through this scheme, the eradication of poverty is addressed through democratically decided plans for improving urban life, for the 2013-2017 period, as already outlined in the 2009-2013 plan. Since the approval of the Constitution of Ecuador in 2008, the National Good Living Plan was being built aiming for equality and social justice, through a dialogue between peoples and cultures, knowledge and ways of life. Ecuador's plan to lower the impact of urbanization represents an example of political will and integrated response by our Government to reduce equity gaps and meet the basic needs of the population. The Government of Ecuador reaffirms its will to collaborate in all activities designed to achieve the common good, although it does not and cannot accept principles which infringe its sovereignty, its constitution and laws.

The Republic of Ecuador will continue to promote urban development by following the agreements stated in the *ICPD Program of Action* as well as maintaining its vision in the *National Good Living Plan for 2013-2017*, which Ecuador presents as a design for other developing nations to build upon for their own domestic initiatives to achieve PofA goals and meet its guidelines. Ecuador urges all concerned Member States to adhere to PofA policies in order to capitalize on low impact development in modern urbanization.

## Appendix B: Chad's First JUEMUN Speech by Hidekazu Tanaka

Thank you honorable chair and fellow delegates. To say it is a pleasure to be here with all of you would be understatement. This is truly an important opportunity and we, the republic of Chad are happy to be a part of this session. As Secretary-General Ban Ki-moon said, education is a major driving force for human development and a priority for people around the world. We believe that all of you agree with the idea that education is the key to transform from poverty to prosperity.

Significant progress has been made towards universal primary education. 90 per cent of primary-school-age children are enrolled in school all over the world. However, challenges remain, particularly in West and Central Africa, where the net enrolment rate is 66 per cent.

In Chad, primary school enrollment rate is 55 percent of boys and 48 percent of girls. When it comes to secondary school participation, the ratio is worse. Our country faces the big difference of school enrollment between girls and boys as other African states do. In order to eliminate this difference related to gender, the republic of Chad requests participating states to keep in mind this problem while working on each issue. Thank you.

## Appendix C: JUEMUN Resolution

### Resolution

UNITED NATIONS

14/1/1



United Nations Educational, Scientific and Cultural Organization

29 June 2014  
Original: English

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### UNESCO

#### Put Every Child in School

#### The Committee on Child Labor

*Reconfirming* the Universal Declaration on Human Rights, Article 26 that “Everyone has the right to education” in order to foster social, economic, political and cultural benefits for all,

*Commending* the principles stated under the International Labor Organization Resolution 138 regarding the minimum age for admission to employment and work,

*Appreciating* the International Labor Organization Resolution 182 concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor,

*Reiterating its conviction* in the International Law on the Rights of the Child in Article 6 that states “States Parties shall ensure maximum extent possible the development of the child” and Article 32 where “States Parties recognize the right of the child to be protected from economic exploitation and from performing work that is hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development”,

*Supporting fully* the Millennium Development Goal 2: Achieving Universal Primary Education, enabling all children to complete a full course of primary education,

*Recognizing* that eliminating child labor and improving the quality of education are strongly interconnected – the first will not happen without the second – and that teachers, educators and their organizations have a critical and particular contribution to make towards the elimination of child labor as do politicians, government officials, employers and international financial institutions,

1. *Further requests* Member States to sign and ratify the Protocol to Prevent, Suppress and Punish Trafficking in persons. Especially Women and Children, 2000, under the United Nations Convention Against Transnational Organized Crime to incorporate cooperation on eliminating and restraining trafficking in across borders;

2. *Encourages* countries to sign and ratify the Minimum Age Convention 138 (C138), 1973, and to respect the already given standard that is Fifteen (15) years old as the minimum age for employment;
3. *Recommends* the necessity for member states to adopt free and compulsory primary education for all, through dedicated financial resources and volunteers from domestic and international organizations;
4. *Endorses* multilateral partnership between the government, civil society and international organizations, such as, but are not limited to UNICEF, Children’s Fund and International Initiative to End Child Labor, that include good governance with the rule of law;
5. *Recommends* obtaining financial assistance from developed countries, to support children’s education in order to combat child labor in developing countries with the financial support pertaining to infrastructure and resources required for education, in order to reduce the burden on families;
6. *Urges* the Member States to ensure equitable distribution of educational funds between the urban and rural, with special priority given marginalized areas;
7. *Calls once more upon* all the Members States and international organizations to ensure high quality education while acknowledging teachers’ qualifications.

Appendix D: JUEMUN 2014 Amendment

**Amendment Form**  
**JUEMUN**

Draft Resolution Sponsoring Committee: Shortage of Qualified Teachers

Draft Resolution # 14/2/3

**Friendly Amendment**

**Unfriendly Amendment**

Sponsoring Country of Amendment: Azerbaijan, Argentina, Serbia, Israel, Botswana, Vietnam, Costa Rica,

Please type amendment here.

Delete operative clause #7 since there is no relation between shortage of qualified teachers and building infrastructure.