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Research is Key to Model United Nations Writing, Negotiating and Public Speaking

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ABSTRACT

Following the preparation and participation of two Japanese university students as delegates or ambassadors of Egypt in the National Model United Nations Canada Security Council, this paper illustrates how critical research is to write and speak. In a 4-day simulation delegates did public speaking and negotiated to co-write resolutions or action plans using policies that they drafted in their preparation process. Pre-conference the delegates also followed a process approach to submit a position paper. Models of processes are shown and analyzed using a genre approach.

Keywords: MUN simulations   negotiation   community of practice
research methods   genre

Research is Key to Model United Nations Writing, Negotiating and Public Speaking

Lori ZENUK-NISHIDE

1. Introduction

Students are delegates or ambassadors at Model United Nations (MUN) conferences, representing a country where they research current topics on the UN agenda on which to write, do public speaking and negotiate. It is critical for delegates to prepare so that they can reach a level of authoritative discourse that resembles real UN negotiations. That requires student to research their designated country background, the UN body they are simulating, the agenda, and their country's policy related to the agenda. By analyzing, synthesizing and evaluating the research, students have to plan how their country can contribute to the global community on the agenda. Research is the key to formulating good policy along with effective written and spoken communication skills. It does not matter how brilliant a policy is if it cannot be communicated. In terms of writing, this includes professional writing that is clear and concise. It is necessary to be able to listen actively and speak persuasively with content and confidence.

This paper attempts to demonstrate the necessity of research for students to be able to become successful writers, public speakers, and negotiators in MUNs. Examples will be shown of different types of written and spoken discourse from two of our Japanese non-native speakers of English at Kobe City University of Foreign Studies during their preparation process and participation in the 4-day National Model United Nations Canada (NMUN) Security Council (SC) committee representing Egypt. The students were both veteran MUN delegates with high levels of English proficiency and communicative competence.

Like all delegates in MUN simulations our student delegates representing Egypt in SC had to step outside of their own culture and adopt a perspective other than their

own. Role-playing a country other than your own is one of the greatest benefits of participating in MUN. To be able to accurately portray a country's position, it has to be understood well enough to articulate it. What is great about role-play is that you personally do not have to accept a country's position as valid. Often a country's positions will go against your own beliefs and ideology but through MUN you will be able to understand what their perspective is. It lets students explore ideas that often are not comfortable, get past assumptions seeking new learning by always asking why. Students in MUN do not want to publically fail while in committee, so motivation is high. Fiske and Taylor (1991) and Bransford et al. (1999) point out that when one looks at something from a new or different perspective or within a social context, learning is more intense.

2. Country Background Research

Delegates begin to research about their country, including sources from their own country as that is the official voice that they have to use. Basic facts need to consider a country geopolitically, its natural resources, coastal access, and land features and human geography. Where a country is located affects their behavior. Dille's (2017) paper encourages delegates to make a foreign policy matrix looking at core national interests including security, prosperity and stability nationally, regionally and internationally identifying both the threat and preferred policy. Delegates research and make notes on their country together on Google Docs, UN Body and Agenda (See Appendix A for the outline). All research in MUN directly relates to written documents, speech making and negotiating and can be accessed at any time before or during the conference.

2.1 The UN Body

MUN Delegates must have understand the UN body that they will simulate including the governance, structure, membership along with its mandate, functions and powers, and limitations. The students whose preparation is described and analyzed in this chapter were on the Security Council (SC) and represented the African bloc.

The SC has 15 members—five of the members are permanent with veto power including China, France, Russia, the United Kingdom and the United States of America. The other nine members rotate every two years from different regional blocs including Africa, Asia and the Pacific Islands, Eastern Europe, Latin America

and the Caribbean, and Western Europe (United Nations, 2004).

As a member of the SC our delegates understood that it is the main body of the United Nations (UN) that is responsible for maintaining peace, collective security, creating mandates, preventive diplomacy, overseeing peacekeeping operations, and state building (Cousens & Malone, 2004; Moore & Pubantz, 2006; Hanhimaki, 2008). Unlike other UN bodies, the SC can make decisions and take actions that are binding for all 193 Member States. Article 2, paragraph 4 of the UN charter states that Member States must not threaten or use force against another state. Article 35 maintains that any state can bring a situation to the SC attention if it might endanger international peace (Ziring et al., 2005). Furthermore Article 39 declares that the SC can determine if a situation is a threat to peace and make decisions on the measure to be taken. The Charter of the United Nations allows the SC within its mandate to:

- use diplomacy to investigate a dispute between or within states; recommend terms of settlement; regulate arms; and recommend action that should be taken for a threat to peace or act of aggression.
- apply arms embargoes, economic and political sanctions, travel bans, begin proceedings in the international justice system, and enforce disarmament.
- cooperate with UN related organizations, international and regional organizations, nongovernmental organizations.
- take military action against a state or groups that threatens peace and security. In addition, the SC may initiate and extend peacekeeping operations.

Chapter VI of the UN Charter requires Member States who are involved in a dispute to explore non-violent conflict resolution through negotiation, mediation, arbitration, judicial settlement, or regional groups. Therefore, the SC has an array of tools that it can use. Threats to global security can include terrorism, ethnic conflict, and civil wars, nuclear proliferation, disarmament, and extreme violence. The SC because its resolutions are binding and the P-5 has veto power the council in its first resolutions on a dispute will condemn a situation relying on words rather than actions. It is hoped that by being condemned states will change their behavior to avoid forceful action in resolutions that could follow. States can use the SC resolution to take their own action.

For forceful action to be taken in a SC resolution all P-5 countries must be in

agreement and it takes time to build consensus to take economic and military measures. Sanctions are designed to target the elite with access to the global finance system, travel and luxury goods to put pressure on offending regimes not the health and welfare of the general population. Only when economic and political measures do not work does the SC resort to military measures including peacekeeping, peacemaking and peace building. Military measures require intervention and are almost always violate sovereignty. They are expensive and often require a long-term commitment. The UN Security Council (2015) pointed out that the SC is adapting their working methods to include the asymmetrical threats coming from transnational organized crime and non-state actors.

2.2 MUN UN Body Topics

Unless it is a historical MUN (recreating a conflict or event in the past), MUN topics are under current discussion in the UN. The organizers of MUNs publish a study guide on the agenda topics to provide a common knowledge baseline for delegates and the basic working vocabulary. The background guides usually introduce the historical background in a timeline to the issues under discussion to better understand the most recent sessions and the current priorities. Also, they introduce what different UN bodies under their mandate have done and are doing for the situation, and the legal instruments the international community has produced. NMUN (2017, p. 15) in their "Delegate Preparation Guide" has listed questions that delegates must be able to articulate. They include:

- When considering each topic, what essential questions are being raised?
- Why do you believe these issues remain unsolved? For what reasons? Specifically?
- What important documents are essential to your research?
- What actions have international bodies taken in the past regarding these issues?
- What actions are these bodies currently taking, or what committees exist to address them?

The NMUN Canada SC agenda items were: 1) Children in Armed Conflict, and 2) The Situation in Cyprus. See Ante and Marriott (2017) for the "Security Council Background Guide 2017".

What we have observed over a decade is that students keep rereading and going back

to the background guide to confirm their understanding of the SC mandate even during the conference. Therefore, it is not a document only for the beginning stages of research. Once students have studied about the agenda in the background guide, they need to research about their country related to the agenda. Each country seeks to promote their national interest though developing UN policy. This information will enable delegates in MUNs to write a position paper, which is a policy statement for each agenda. The three parts of the position paper are 1) history of UN involvement, 2) country specific information related to the topic, and 3) preferred UN policy for that country.   With the history of UN involvement, foundational documents need to be cited, as they are basis for all subsequent actions and decisions. Also summarizing current UN initiatives and stating what your county supports. In the next section country specific information that includes the approach adopted to deal with the issue and domestic law. How do governments, UN agencies and other stakeholders like NGOs contribute? The last section is what your country wants the other Member States to do on the issue and the changes that need to be made on current initiatives (See Table 1).   Items that our students research and make notes on for each agenda include:

- Declarations, Resolutions, etc.
- UN's/Global actions
- UN's achievements
- Global Issues
- Regional Issues
- Regional Achievements
- National actions for the problem
- National achievements
- Ideas for the WP/conference
- Policies
- Quotes

Table 1. Format for Egypt's Security Council Position Paper on Two Agendas

Section	Position Paper Point	Children in Armed Conflict	The Situation in Cyprus
1	UN Involvement on the Topic	The UN has made enormous efforts on tackling this issue, exemplified by its monumental treaties such as the *UN Convention on the Rights of the Child* (CRC) of 1989 which includes their right to security during armed conflict.	Egypt fully supports SC resolution 186 (1964) which established the United Nations Peacekeeping Force in Cyprus (UNFICYP) in order to prevent violence and bring order to the Republic of Cyprus (RoC).
2	Country Specific Information on the Topic	In 1997, Egypt implemented its de-radicalization program for former members of the Islamic Group, which contributed to a further breakdown of the armed group. Furthermore, while supporting the work of the United Nations Department of Peacekeeping Operations (UNDPKO), in 1994, Egypt established the Cairo International Centre for Conflict Resolution, Peacekeeping and Peacebuilding (CCCPA).	Condemning the continuous invasive acts made by relevant parties on this matter, especially concerning the military intervention by the Turkish government in 1974, Egypt fully supports SC resolution 550 (1984) stating that the northern region of the RoC is being occupied by the Turkish government. Egypt considers the Turkish Republic of Northern Cyprus (TRNC) to be a legally invalid state, and believes that only with a united RoC can there be peace.
3.	Preferred UN Policy for Egypt	Additionally, noting that children who were indoctrinated and radicalized by non-State actors should not be treated as terrorists, Egypt recognizes the importance of introducing de-radicalization programs that are tailor-made to Member States' needs, in cooperation with relevant UN bodies, as well as requesting the UNICRI to create a comprehensive report on de-radicalization programs.	Egypt condemns all secessionist acts and once again requests all Member States to respect the sovereignty of the RoC, as well as denouncing any claim of the TRNC being an independent state. Additionally, Egypt reaffirms the vital role the UNFICYP plays in bringing peace to Cyprus, while calling for the reform of the UNFICYP that will advance the peace processes.

To research the position paper students find information from the country's Foreign Ministry or New York Mission websites, government press releases and ministerial documents and regional initiatives. Writing a position paper requires critical thinking. Essential points need to be extracted from a large body of information and clearly summarized in a brief cohesive and coherent statement. The tone is formal, authoritative and professional using the third person, "the Government of Egypt…".

In addition, there are no citations as this is a government policy brief, and the delegate is a Foreign Ministry employee.

The key is to make sure that the policy statements reflect your country's understanding of the situation. The delegate is always advocating for their country. If the country is having difficulty then outline what they are doing and positive steps that are being taken. Policy statements should be written in the active voice to be clear on what your actions are calling for instead of hiding the true actor in using the passive voice (See Appendix B for Egypt's Security Council Position Paper). Most MUN conferences require the position papers to be submitted and shared before the conference. Thus, it allows delegates to read others papers and plan their strategy.

- Who has similar and differing points of view than them.
- Who they want to meet and what they want to address.
- Who they might be able to form a working group with to work on a possible resolution.
- Which agenda do they think is being favored.
- Who has proposed policies that are similar.

Our students work in pairs so they share and compare information on their analysis.

3. Public Speaking

In Model United Nations, like in the UN, in a formal setting where all the Member States get a chance to speak and listen to each other on issues from a national perspective to be able to react later on later and support coalition building. Research, preparation and practice support making a persuasive speech. In MUN depending on the size of the committee there will be multiple opportunities to make speeches. In the SC, our delegates made 23 speeches over a three-day period (see Figure 1).

Figure 1. Public speaking in SC at NMUN Canada

Delegates have to be prepared to give different kinds of speeches though out the meeting. MUN speeches have a strict time limit of 120 seconds. The first speech will be on which agenda will be adopted. Our delegates were advocating the Children on Armed Conflict agenda:

> *Egypt would like to discuss Agenda 1 first on the topic of "Children and Armed Conflict". As a representative of not only its people but also the African Member States as well as the Arab world, Egypt views this topic with utmost urgency.*

The second speech will always be the first policy speech. Only the first policy speeches can be fully prepared. For other speeches to follow, students prepare outlines in advance with points to fill in as the meeting's negotiation develops (Appendix C), for example:

> *…Currently, Egypt is working with fellow and esteemed delegates from ~ to work on ~ for ~*
> *Egypt would like to reiterate the importance of ~(the contents on working group) …*

To construct speeches, our students follow the traditional three-point plan with an introduction and conclusion (Table 2).

Table 2. Speech Construction: Three Point Organizational Style

Part	Summary	Text
Introduction	Thanking God and Members of the UN body. Agenda topic is mentioned.	In the name of God, the compassionate and the merciful, thank you honorable chair and distinguished delegates. The Arab Republic of Egypt would like to express its gratitude on the opportunity we were given to discuss this topic on "Children and Armed Conflict", and is content to see the commitment Member States have shown in the discussions.
Point 1- Suggestion for consideration	Reason for UN body remaining neutral.	On this topic, Egypt would like to first and foremost stress that international confrontation towards non-State actors must be in order, while stressing that the Security Council must always remain neutral when listing Member States to the Sanctions List.
Point 2- Suggestion for consideration	Reason for cooperation in approach to counterterrorism.	Egypt understands that in order to counter terrorism of the 21st century, a modernized approach is required. Although, fellow delegates, in order to do so, we must have your cooperation. Member States that are combating non-State actors on the ground-level cannot afford sophisticated armory, therefore we would like to ask for an international cooperation in order to realize a more efficient approach to counter terrorism.
Point 3- Suggestion for consideration	Reason for implementing child solider de-radicalization programs	Furthermore, believing that de-radicalization and reintegration to society of former child soldiers can lead to putting an end to children's further and inevitable involvement to armed forces, Egypt suggest an implementation of de-radicalization programs.
Conclusion	Appeal to the UN body	To quote UN Secretary-General Mr. Antonio Guterres "These people have suffered enormously and they go on suffering." Fellow delegates, let's us be the voice of peace and the generation of change.

Strategies include collecting quotes by different stakeholders on the issue and using rhetorical questions to keep the audience's attention and add emotional appeal (Table 3). These are examples that were used in the Egyptian delegates speeches:

① Fellow delegates, if children are in fact our future, why are we letting them suffer and suffer and suffer?

② Fellow delegates, should we let countless children keep dying across the world?

③ Why do armed, extremist groups never go away?

④ Why are children the ones suffering?

⑤ Let me speak and frankly ask, where are the safe havens that are offered for terrorist organizations to train their fighters, treat their wounded, and make changes and replacements of their equipment?

Table 3. Quotations used in Egypt's SC Speeches

UN Secretary General	1. UN SG Mr. Antonio Guterres once said, "The moment has come for a radical change in international efforts to address displacement. As humanitarians, we are supposed to be the first responders" 2. To quote UN Secretary-General Mr. Antonio Guterres, "It's not so difficult to define what needs to be done. It's a matter of goodwill, leadership and initiative." 3. To quote UN Secretary-General Mr. Antonio Guterres "These people have suffered enormously and they go on suffering." 4. To quote UN Secretary-General Mr. Antonio Guterres, "From ceasefires on the battlefield, to compromise at the negotiating table to reach political solutions. Peace must be our goal and our guide." 5. UNSG Mr. Antonio Guterres once said, "No group interest, national ambition or political difference should be allowed to put peace at risk." "Peace is the right and the desire of all people."
Egyptian President	1. To quote Egyptian president Mr. Abdel Fattah el-Sisi, "There is no doubt that counterterrorism takes time because it is not an action against regular army." 2. To quote Egyptian president Mr. Abdel fattah el-Sisi, countering the threat of terrorism and rooting it out require a holistic approach that encompasses political, ideological and developmental aspects. 3. To quote Egyptian president, Mr. Abdel Fattah el-Sisi, "You will find Egypt and myself always besides you in bringing about an effective strategy in the counterterrorism effort."
Egyptian Stakeholder	Egyptian Former IAEA Director and Nobel Prize Winner, Mohamed ElBaradei once said: "You will not really have durable peace without a proper security structure in the Middle East".

Students analyze UN speeches made by their country that can be found on UN websites. Being able to watch and listen to speeches made by heads of state and diplomats motivates students to remain in character representing their country. Our delegates adopted sound bites like "In the name of God, the compassionate and the merciful", in the opening of every speech, which was memorable for the audience. Also, they repeated the name of their country "Egypt".

As with all skills, public speaking only improves with practice. In our MUN classes

once speeches have been written, students take turns public speaking from the most experienced to the least in a rotating schedule. Everyone gives both written and oral feedback to the speaker and the criteria includes:

- How was the volume of their voice?
- How was their eye contact?
- How were their hand gestures?
- Was the speech constructed well?
- Was the speech moving/inspiring?
- Was the speech memorable?

4. Research Supports Negotiation

The majority of the time in MUN simulations is spent building working groups co-writing working papers, which could become resolutions and negotiating support from other members in the committee. To belong to a working group, one must contribute to the process. Everything from the topics to the details of the content is negotiated. The resolution format is the same as the UN. Conferences are paperless so delegates have to be able to write, and edit on Google docs and need to have their own computer access. Students must be able to navigate using IT as they negotiate.

Both the editing and writing are a process approach within the working group and the Dais critiques the papers multiple times before they can be accepted as a Draft Resolution. This process approach needs to be used in class using IT. Like with position papers and speech making, students need to get used to sharing their writing to see what can be improved from their peers and advisors. If delegates have not practiced skills on introducing themselves, finding a working group, and writing resolutions they will never be able to do it at the conference.

Delegates who are not well prepared will face exclusion, as they cannot fulfill their responsibility to represent their country. It is too much to ask others to teach what should have been taught in the preparation process. Unfortunately, some universities (especially those in which English is a foreign language) routinely send student delegates who are ill prepared, and do not have sufficient language proficiency to be able to participate.

Everyone learns at MUNs but it is above and beyond what can be taught or be simulated in our classroom environments. In most MUNs, (e.g. NMUN) delegates are not allowed to prewrite clauses or resolutions. What they need to bring to the conference is a well developed policy that they want to propose to better the agenda. Since the delegates are in pairs, we have them join different working groups to have their country represented in as many working papers as possible. Each working paper is looking at the issue from a different perspective. The minimum number of policies that each delegate must prepare is two policies in the event that one of the policies cannot be accepted by a working group. The policies can be best practice to share, continue action that is already happening and enhance it, a new idea.

To prepare policies delegates continues to compile their information under topics. See Appendix E for an example of a policy outline that our delegation wanted to be part of a working paper. It includes the main point, supporting documents, the necessity, past action, how to implement the plan. In class, students continually share their policy explaining it by drawing a brain outline on the board and the 5 minute/3 minute/1 minute explaining method where delegates explain their plan from more time to less time as concisely as possible. They use the 5W and 1H (Who, what, when, where, why, and how) approach. The listener also asks questions that make speaker think more critically at the end. The following link is very useful https://www.teachthought.com/critical-thinking/48-critical-thinking-questions-any-content-area/ (Global Digital Foundation). Students begin sharing their policy ideas for the working paper every class and buy doing this become more fluent and the content becomes better. They begin by using their notes to becoming note free.

Before the conference is necessary to hold at least two one-day simulations where delegates can experience the whole meeting and then have an intensive debriefing. In the conference they can do all of the rules of procedure, make working groups, write and get feedback on working papers that become a draft resolution and possibly becomes resolutions. We rely on our past MUN community to participate in the conference as delegates and the Dais. An agenda that can relate to everyone is in different committees has to be crafted and roles need to be given to the veterans.

4.1 Negotiating to Co-write Resolutions during MUN
In MUN, delegates representing their country are working with others to co-write an

action plan on a topic for which they developed policies before the conference. They represent what their country would like to implement by negotiating diplomatically (see Figures 2 to 4). Delegates have to stay in character and cannot make concessions or accept policies that their countries would not.   They have to be able to evaluate every situation considering the core interests of their country. The

Figure 2. SC negotiating (1)

Figure 3. SC negotiating (2)

first step is to decide to engage or not.   As Dille (2017) points out negotiation is either evaluating a situation to decide if you should really negotiate, secondly persuade to get what you want and third coerce strategically if persuasion fails. The SC Egyptian delegation co-authored all 5-Resolutions in the end so they were very successful in ensuring that their national voice was a part of proposed action for the future on Children in Armed Conflict NMUN (Canada Security Council Resolutions in Canada, 2017).

Our students reported three cases of successful negotiation at NMUN Canada. One was a case where their understanding of their Body's mandates was better than others in their working group.

Our Egyptian Delegate in an interview stated:

> *Through researching children's radicalization, I came across a report published by the United Nations Interregional Crime and Justice Research Institute (UNICRI). I was not familiar with this Body, and was confident that it had no direct connections to the Security Council, so I looked into their website which noted that the body was established through an ECOSOC resolution.*

They were able to convince others to add the following idea to the Working Paper clause:

> *Encourages* the Economic and Social Council to recommend United Nations Interregional Crime and Justice Research Institute, in accordance with its mandate, to advance understanding of crime related problems, to create a comprehensive report regarding violations of international criminal law against children in times of armed conflict;

A second successful moment was being persuasive, not giving up and others giving in but not truly believing that the idea was good. In this case, our delegate had the Director's approval for the idea in the end. About the negotiation the Egyptian Delegate stated:

> *Delegates, namely the United States, Russian Federation, China and Japan, were heavily against any policy that seemed like the Security Council was encouraging any sort of expansion of armaments. I had to tell them repeatedly the importance of this policy, and they agreed to include it though by telling me that it would be seen as problematic by the Director once we submit the Paper. To their surprise, the Director had no problem with it, so in the end the clause that I had written survived, and the Draft Resolution was adopted by acclamation.*

The clause was:

> *Suggests* Member States that are affected by armed conflict to modernize their counter-terrorism measures through bilateral or multilateral agreements in order to efficiently combat non-state actors, therefore protecting children from abduction;

The last successful negotiation was a case in which research allowed our delegate to make a new policy on the spot and join a WP group. Through research they found that the alleged sexual misconducts by the UN Peacekeeping Officers was one of the topics touched on the Background Guide, so at an early phase they quickly did research on Egypt's national practices and what sort of education and training was

being done for the officers. They did not make it their policy initially because not all Member States needed such a department, and as it was not Egypt's priority, especially compared to our original main policies. The delegate stated that:

Figure 4. SC negotiation (3)

One of our goals during the conference was to reflect Egypt's national policies as much as possible to all outcome documents related to the topic on "Children and Armed Conflict" since we were directly affected the most. A UK led Working Group on Peacekeeping and Education of Peacekeeping Officers was forming so I joined it as Egypt had its own department for peacekeeping. Based on this, I wrote the former part of the clause (until "while"), and through discussions, another delegate and I decided to combine our clauses.

The clause was:

> *Encourages* the creation of national peacekeeping and peacebuilding departments that includes child-focused policies that train peacekeeping officers through educational programs by referring to the Department of Peacekeeping Operations' mandate and structure, while further urges Member States to integrate proper child protection and handling trainings in the UNDPKO modules in order to provide specific protections on children in collaboration with UNDPKO civilian medical personnel;

5. Conclusion

To effectively participate in MUN students need to be taught how research and write effectively, and they need to be given opportunities to practice speaking. Advisors need to clearly understand what the students need to know and do and be able to break it into parts. It is not good enough to just say research your country, or write a position paper if the student has no schema. Through writing, explaining or giving a

speech it shows them what they can and cannot do. What they cannot do becomes what they have to research or improve on. To be able to do the activity well is a process. At every stage there needs to be reflection and continual practice.

One of our veteran MUN participants Haruna Mori, is now in graduate school studying Latin American Policy Studies. She started as a page in her first year and by her final year became a Secretary-General and she always tells delegates "research and keep researching to be able to speak and write." You do not become skilled at anything by doing it once. It is time we looked at academic activities like MUN the same way we do when we consider the process of becoming an athlete or developing skills in the performing arts. The famous NIKE slogan is "Just do it" and likewise for MUN we say,

Do it; do it well; do it again and again.

Acknowledgements

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Appendix A: Basic Country, UN Body and Agenda Research

We have prepared what you need to make notes on when you research for each committee. This contains the essential questions you must be able to answer as a delegate. You may write as long as you please, but we ask you to note that if English is not your first language, it is much recommended you go over the same information in your first language, as the purpose of the RP is to *understand* and *sort the information you have gathered*. Filling out all the questions does not mean you will have finished your research for the Position Paper. This will be the first, yet crucial step for your long journey towards the conference. If you have any questions, feel free to ask us!

Understanding Your Country

Official Name of the Country:

- ➢ Economic Scale
- ➢ Trading Partners (Export / Import)
- ➢ International Relations
- ➢ Affiliated Regional Organizations
- ➢ Involvement/Relations with UN

Understanding the Committee

Committee Name:

- ➢ Decision Making Methods
- ➢ Budget
- ➢ Mandate（What you can do / cannot do）
- ➢ Background of its Establishment（How the body was made, etc.）

【TOPIC 1】Agenda Title:

Understanding the Agenda

- ➢ What is the problem?
- ➢ What is the cause of the problem?
- ➢ What are the obstacles to the solution?

Related Resolutions, Treaties, International Law

- ➢ Name of the Document / Document number
- ➢ The conference it was adopted at
- ➢ When it was adopted/came into effect (Are there nations opposed to the agreement?)
- ➢ Summary

Domestic Actions of Your Country
- ➢ What kind of problems does your country have on Agenda?
- ➢ Past methods for solution, and results from actions
- ➢ What does your country advocate to the international society?
- ➢ What is your country's contribution to the international society?

Actions taken in the International Society
- ➢ What actions have the international society taken? / What effect does it have to the international society?
- ➢ Examples of Success / Failure

【TOPIC 2】Agenda Title:

Understanding the Agenda
- ➢ What is the problem?
- ➢ What is the cause of the problem?
- ➢ What are the obstacles to the solution?

Related Resolutions, Treaties, International Law
- ➢ Name of the Document / Document number
- ➢ The conference it was adopted at
- ➢ When it was adopted / came into effect (Are there any nations that opposed to the agreement?)
- ➢ Summary

Domestic Actions of Your Country
- ➢ What kind of problems does your country have on Agenda?
- ➢ Past methods for solution, and results from actions
- ➢ What does your country advocate to the international society?
- ➢ What is your country's contribution to the international society?

Actions taken in the International Society
- ➢ What actions have the international society taken? / What effect does it have to the international society?
- ➢ Examples of Success / Failure

Appendix B: Egypt Security Council Position Paper

Delegation from
Arab Republic of Egypt

Position Paper for the United Nations Security Council
The topics before the United Nations (UN) Security Council (SC) are: Children and Armed Conflict; and The Situation in Cyprus. The Arab Republic of Egypt recognizes the importance of international cooperation in tackling these issues, and looks forward to working with Member States at the upcoming conference.

I. Children and Armed Conflict
The Arab Republic of Egypt is deeply disturbed by the situation surrounding over one billion children who live in territories that are affected by armed conflict. The UN has made enormous efforts on tackling this issue, exemplified by its monumental treaties such as the *UN Convention on the Rights of the Child* (CRC) of 1989 which includes their right to security during armed conflict. Additionally, with SC resolution 1261 (1999), the "killing and maiming of children, recruitment or use of children as soldiers, sexual violence against children, abduction of children, attacks against schools or hospitals, and denial of humanitarian access for children" were established as six grave violations on the matter. Yet, despite the UN and Member States' efforts on the protection of children in conflict areas, the United Nations Interregional Crime and Justice Research Institute (UNICRI) in 2016 reported that non-State actors have abducted and physically harmed children in order to force them into terrorist related activities, exemplified by the abduction of over one thousand children, carried out by the Islamic State of Iraq and the Levant (ISIL) known as Da'esh, in 2014 alone. In addition, children are often vulnerable to indoctrination and radicalization, as noted in the Secretary-General's Annual Report on Children and Armed Conflict (2014).

As the African region has been heavily affected by armed conflict, Egypt supports the Organization of African Unity's (OAU) *African Charter on the Rights and Welfare of the Child* (1999) which established the minimum age of conflict participation to 18. Additionally, in 2013, in close partnership with the United Nations Children's Fund (UNICEF), the African Union (AU) agreed to include

child-focused policies to all AU Peace and Security projects. As a nation that has welcomed nearly 75,000 child refugees, Egypt strongly emphasizes the importance of comprehensively addressing armed conflict through international organs. Egypt fully supports the work of the Counter-Terrorism Committee (CTC), and highlights the nation's full commitment on international security and counter-terrorism with SC resolution 2370 (2017) on International Peace and Security, Terrorism, which was adopted with the leadership of Egypt. Egypt denounces all forms of violence brought by non-State actors, and condemns all attacks made by Da'esh; as well as reiterating that Da'esh's acts should not be associated with Islamic beliefs. Praising the release of Raqqa, Syria from Da'esh by the Syrian Democratic Forces (SDF) in October 2017, Egypt fully supports SC resolution 2178 (2014) which condemns all violations of international law related to the six grave violations against children, and while underlining the importance of listing Member States that have violated the six grave violations, Egypt continues to deplore the preferential treatments towards certain Member States, as seen in past decisions made by the UN. Additionally, mindful of the children who were exposed to indoctrination, Egypt approves the Secretary-General's report on Plan of Action to Prevent Violent Extremism (2015) which recommends the introduction of rehabilitation programs for children who were forcibly involved in armed conflict. In 1997, Egypt implemented its de-radicalization program for former members of the Islamic Group, which contributed to a further breakdown of the armed group. Furthermore, while supporting the work of the United Nations Department of Peacekeeping Operations (UNDPKO), in 1994, Egypt established the Cairo International Centre for Conflict Resolution, Peacekeeping and Peacebuilding (CCCPA). Through the CCCPA, Egypt has been devoted to mainstreaming protection of children in armed conflict by providing educational training to officers in order to assist them in their peacebuilding work.

Egypt calls upon all Member States to fully commit to the UN's work on protecting children in areas affected by armed conflict. Condemning the atrocities committed by non-State actors and being aware of the harm that has been brought to children, Egypt is alarmed by Da'esh's possible actions in the future, and calls for international cooperation in corresponding to changing situations. Egypt is convinced that the UN, including the SC, in accordance and respect to its mandate, must carefully examine and investigate Member States as well as remaining neutral when defining their

actions on the topic of children and armed conflict. Additionally, noting that children who were indoctrinated and radicalized by non-State actors should not be treated as terrorists, Egypt recognizes the importance of introducing de-radicalization programs that are tailor-made to Member States' needs, in cooperation with relevant UN bodies, as well as requesting the UNICRI to create a comprehensive report on de-radicalization programs. While noting its deep concern on the situation that surrounds children affected by armed conflict, Egypt hopes further efforts be made by the UN bodies and Member States.

II. The Situation in Cyprus

The Arab Republic of Egypt is gravely concerned about the long-lasting dispute in Cyprus, which remains to be one of the most turbulent conflicts in the world for 57 years. Egypt fully supports SC resolution 186 (1964) which established the United Nations Peacekeeping Force in Cyprus (UNFICYP) in order to prevent violence and bring order to the Republic of Cyprus (RoC). During the violent confrontations that took place from 1963-1974 between the Greek Cypriots and the Turkish Cypriots, landmines were buried across the island, and while the UNFICYP (2016) reported that over 27,000 landmines were removed between 2004-2011, Egypt regrets an estimated 7,000 still remain. Egypt embraces the importance of the Committee on Missing Persons in Cyprus (CMP), which was established in order to identify the 2,002 people who went missing between 1963-1974, and in 2017, the CMP figures and statistics showed an increase in the number identified. Furthermore, Egypt endorses the effort the UN has made monitoring peace talks between leaders of both sides, and in April 2017, with the attendance of the Special Advisor of the Secretary-General (SASG), both leaders-made a Joint Statement reconfirming their commitments to bring peace to Cyprus. Despite the UN's continuous efforts, Egypt deeply regrets certain Member States have shown their disregard towards the RoC's sovereignty by overtly interfering with their national politics. In addition, Egypt is alarmed that the Cyprus–peace talks collapsed in July 2017, due to economical, territorial and political disparities. The aftermath of violent confrontations on the island remain and landmines still pose danger to civilians.

In January 2017, the Egyptian president Abdel Fattah al-Sisi reconfirmed Egypt's firm support for the reunification of Cyprus. Condemning the continuous invasive acts made by relevant parties on this matter, especially concerning the military

intervention by the Turkish government in 1974, Egypt fully supports SC resolution 550 (1984) stating that the northern region of the RoC is being occupied by the Turkish government. Egypt considers the Turkish Republic of Northern Cyprus (TRNC) to be a legally invalid state, and believes that only with a united RoC can there be peace. Egypt has continued to stress the importance of the UNFICYP, and fully supports the unanimously adopted SC resolution 2369 (2017), which extended its mandate until January 2018. While fully endorsing the UNFICYP's presence on the island, Egypt believes that further improvement can be made to its mandate with the approval of the SC. The UNDPKO (June, 2017) noted that Egypt is the second largest police contributor and the third largest military expert contributor to the operations in general, exemplifying the nation's high regard towards international security.

Underlining the collapse of the peace talks in July 2017, Egypt strongly urges all parties to restart the peace negotiations with the full involvement of the UN. Calling for a transparent and inclusive process, in which accurate and descriptive up-to-date information is reported and shared be made by all parties, Egypt appreciates the work done by former SASG Espen Barth Eide, while emphasizing further mediation by the UN in the negotiations to be crucial. Egypt condemns all secessionist acts and once again requests all Member States to respect the sovereignty of the RoC, as well as denouncing any claim of the TRNC being an independent state. Additionally, Egypt reaffirms the vital role the UNFICYP plays in bringing peace to Cyprus, while calling for the reform of the UNFICYP that will advance the peace processes. Furthermore, Egypt requests Member States to acknowledge the importance of extending UNFICYP's mandate for a further period until all settlements are completed and all remaining landmines are removed. Egypt fully supports the UN's work in creating a united, democratic RoC, and expresses hope for a peaceful settlement be led by leaders of both sides with the cooperation of the UN.

Appendix C: The First Speech: Agenda Setting Speech

In the name of God: the compassionate and the merciful. Thank you, honorable chair and distinguished delegates. I am here to represent the Arab Republic of Egypt, and first, let me extend a message of appreciation to you, as Egypt is truly honored to be with you today. Egypt would like to discuss Agenda 1 first on the topic of "Children and Armed Conflict". As a representative of not only its people but also the African Member States as well as the Arab world, Egypt views this topic with utmost urgency. Fellow delegates, there is no question that children are affected by armed conflict in different ways compared to adults. and, fellow delegates, there is no question that armed conflict has evolved from the ugly beast that it was, into a devil that terrorizes our international security and peace. Many UN bodies as well as Secretary-General Mr. Antonio Guterres himself has reported the situation that surrounds children in conflict areas, and their vulnerability to not only violence but indoctrination which leads to radicalization. Egypt believes that only with strong international cooperation can these armed forces be disbanded, and calls upon Member States to fully commit to this topic. Fellow and esteemed delegates, what we are responsible for here are the lives of over one billion children, one billion of those who are trapped inside an endless cycle of violence. Let us put an end to that. If you are interested in our work, please come and talk to us. Thank you.

Appendix D: Outline for a Speech After the First Policy

In the name of God: the compassionate and the merciful. Thank you, honorable chair and distinguished delegates. The Arab Republic of Egypt would like to once again appreciate this opportunity to discuss Agenda 1 on the topic of "Children and armed conflict", and would like to appreciate the committee on its enthusiasm in tackling the issues that surrounds children.

 Currently, Egypt is working with fellow and esteemed delegates from ~ to work on ~ for ~ Egypt would like to reiterate the importance of ~ (the contents on working group)

To quote UN Secretary Mr. General Antonio Guterres, "We have been asking for accountability on the crimes that have been committed and I am confident the Security Council will live up to its responsibilities." Fellow delegates, we are the only one to secure sustainable peace and have a fruitful discussion for children around the world. Egypt believes that this meeting will benefit all of the member states, and looks forwards to discussing issues such as, with fellow and esteemed delegates.

Appendix E.   Research for One Policy

International Confrontation against non-State actors

"Countering Violent Extremism" Terrorism

Related Documents

Charter of the United Nations

- 42: "...it may take such action by air, sea, or land forces as may be necessary to maintain or restore international peace and security. Such action may include demonstrations, blockade, and other operations by air, sea, or land forces of Members of the United Nations."

- Geneva Convention relative to the Protection of Civilian Persons in Time of War (1949)

- Rome Statute of the International Criminal Court (1998) by the International Criminal Court (ICC)

- Annual Report of the UNSG on Promotion and Protection of the Rights of Children

- SC resolution 2225 (2015)

- Convention on the Rights of the Child

- SC resolution 2242 (2015) urges Member States and the United Nations system "to ensure the participation and leadership of women… "

- SC resolution 2250 (2015) urges States "to consider ways to increase inclusive representation of youth…"

- Global Terrorism Index (GTI) by the Institute for Economics & Peace (IEP)

- GA resolution 60/288 (2006) which adopted The United Nations Global Counter-Terrorism Strategy

- Declaration on Measures to Eliminate International Terrorism (1994)

- GA resolution 49/60 (1994) on the Measures to Eliminate International Terrorism… urges Member States to take appropriate measures at all levels to eliminate terrorism

- GA resolution 43/61 (1988) on Science and Peace recognizes that progress in technology has a profound effect on international peace and security

- GA resolution 61/55 (2006) affirms that technological progress should be used for international security, and promotes international cooperation in the use of science and technology.

Why it is necessary

- terrorism in all its forms and manifestations constitutes one of the most serious threats to international peace and security

- any acts of terrorism are criminal and unjustifiable, regardless of their motivation, wherever, whenever and by whomsoever committed.

- Despite enhanced humanitarian operations, the human rights situation remained extremely concerning, with extrajudicial killings of civilians, arbitrary arrests and detentions and repression of free speech

- Protracted conflicts had a substantial impact on children. In the Syrian Arab Republic, the five-year conflict has caused the deaths of more than 250,000 people,

  including thousands of children. In Afghanistan in 2015, the highest number of child

  casualties was recorded since the United Nations began systematically documenting

  civilian casualties in 2009. In Somalia, the situation continued to be perilous, with

  an increase of 50 per cent in the number of recorded violations against children

  compared with 2014, with many hundreds of children recruited, used, killed and

  maimed. In a most troubling example, in South Sudan, children were victims of all

  six grave violations, in particular during brutal military offensives against opposition forces.

- SC resolution 2225 (2015) expressed grave concern regarding the abduction of children in situations of armed conflict and requested those parties to armed conflict that engaged in patterns of abduction of children to be listed in the present report. Abductions continued to be perpetrated on a wide scale by Al-Shabaab, Boko Haram, Islamic State in Iraq and the Levant (ISIL) and the Lord's Resistance Army (LRA), with the number significantly increasing in Afghanistan and South Sudan.

- protection of children in armed conflict should be an important aspect to any comprehensive strategy to resolve conflict and build peace.

Egypt's Ideas

- Egypt ranked 9th in 2016's Global Terrorism Index, which is the highest among SC MS

- Over 80 per cent of all deaths in 2015 occurred in eight countries: Iraq, Afghanistan,

  Nigeria, Syria, Yemen, Pakistan, Egypt and Somalia.

- Terrorism in Egypt has increased to the highest levels since 2000. In 2015 there were 662 deaths, an increase of 260 per cent, from 2014. In contrast, from 2000 to 2012 the most deaths recorded in one year was 92, which was in 2005. Since 2000 there have been seven years in which Egypt recorded no deaths from terrorism.

- Egypt also faces deaths from armed conflict. The government of Egypt is actively engaged in armed conflict with ISIL and Ansar Beit al-Maqdis, an ISIL affiliate in Egypt. These two conflicts resulted in an additional 750 deaths in 2015.

- The Sinai Province of the Islamic State was responsible for 78 per cent of deaths from terrorism in 2015. However, it is likely that this group is responsible for even more deaths as the perpetrators of 19 per cent of deaths are unknown. The group first conducted an attack in 2014 when 11 people were killed in 11 separate attacks. In 2015 this increased over tenfold to 517 deaths in 111 attacks.

- Two thirds of the 493 terrorist attacks in 2015 did not result in any deaths. These were mainly bombing attempts by unknown actors. However, there were also some very deadly attacks.

- The deadliest attack in 2015 killed 224 when an explosive device on a passenger plane flying from Egypt to Russia caused the flight to crash in North Sinai. This attack was claimed by the Sinai Province of the Islamic State.

- The main victims in Egypt are police and the main perpetrators were the Sinai Province of the Islamic State (Da'esh's Egyptian branch)

- Egypt established a new anti-terrorism law in 2015, which increases authorities' power to impose heavy sentences, including the death penalty, for crimes under a definition of terrorism that is so broadly worded it could encompass civil disobedience and would allow the courts to temporarily ban

journalists from practicing their profession for doing so. Many civil rights organizations and MS have accused this law for eroding basic human rights.

- "the collapse of Syria would mean that all of its weapons and equipment would fall into the hands of the terrorists. If that happens the danger will not only hurt Syria but spill over to its neighbors and will pose a serious threat to the rest of the region, and this is what we fear" ("Egypt's Sisi to AP", 2015).

- providing a legal framework that legalizes the counter-terrorism measures adopted

- Egypt has been working with NATO since 2014

- Egypt believes that there was preferential treatments in the annexes to the SG's annual report.

Past Results

- UN has created the Office of the Special Representative of the Secretary-General for Children and Armed Conflict with the request of the SC

- UN has created the Office of the Special Adviser on Africa which has Peace, Security & Development as one of its pillars

- UNGA created "UN Global Counter-Terrorism Strategy" in 2006, which is renewed every 2 years

Other Countries

How to implement it

【SC, International Law】

- have UN bodies, especially the SC to closely monitor further acts committed by the Da'esh

- reiterate that acts committed by any non-State actor should not be connected to Islamic beliefs

- The SC must always remain neutral when assessing MS' actions on the matter

- bring perpetrators, organizers, financiers and sponsors of these reprehensible acts of terrorism to justice, and emphasize that Refugee Status must not be abused by perpetrators, organizers or facilitators of terrorist acts

- urge all Member States, in accordance with their obligations under international law and relevant Security Council resolutions, to cooperate

actively with relevant authorities, and underline the need to bring perpetrators, organizers, financiers and sponsors of these reprehensible acts of terrorism to justice

- underline that no terrorist attack would weaken that determination of the UN
- urge the SC to use their leverage on all parties and encourage them to engage in political processes meaningful, and to pronounce itself, highlighting that continued violations of agreements by the Government and restrictions imposed by the opposition were both cause for grave concern.
- call on all non-State actors to lay down their weapons and underline that attacks targeting peacekeepers may constitute as war crimes under international law.
- Appreciate UN Department of Political Affairs' (UNDPA) work on creating regional offices in the African region
- "commitment not to shoot any source of threat before it poses imminent threats to the security personnel, taking into account the principles of proportionality and necessity along with alleviating the suffering of the population in these areas."
- Highly praise the release of Raqqa, Syria from Da'esh by the Syrian Democratic Forces (SDF)
- Alarmed by the statements and publications from Da'esh that it will now switch its main strategy and focus to ceaseless terror attacks
- Alarmed by Da'esh's recapturing of parts of Syria, while also stressing that the entry of the Iraqi Popular Mobilization Forces [PMF] into Syrian territory is a violation of sovereignty (especially as the PMF is part of the military establishment of the Iraqi government)
- Egypt has been a part of the Counterterrorism Committee of the League of Arab States, and encourages regional cooperation as well as interregional cooperation, demonstrated by the EU's support for the promotion and protection of freedom of religion or belief.