



CIVITAS

Promoting Local and Global Citizenship

Participant Handbook 2006-2007

High School United Nations
Middle School United Nations
Civitas Spring Conference

CIVITAS Participant Handbook 2006-07

Table of Contents

CIVITAS High School United Nations

High School Faculty Advisors	Page 4
General Assembly Countries	Page 5
High School Calendar	Page 7
Intro to High School U.N. General Assembly	Page 8
Conference on the United Nations & the Future	Page 9

CIVITAS Middle School United Nations

Middle School Faculty Advisors	Page 11
Middle School Calendar	Page 12
Intro to Middle School U.N. General Assembly	Page 13

CIVITAS United Nations: Resolution Writing and Research

Resolution Template	Page 15
Sample Resolution	Page 16
Checklist for a Resolution	Page 17
Researching a Resolution	Page 18
25 Richest Countries-25 Poorest Countries	Page 19
U.N. Dues List	Page 22

CIVITAS United Nations: Additional Resources

Brief Overview of U.N.	Page 27
Glossary of U.N. Vocabulary	Page 28
Rules of Procedure	Page 30
Comparison of Dialogue & Debate	Page 33
Highlights of U.N. Charter	Page 34

Civitas Associates are
**extremely appreciative to AMEREN UNION ELECTRIC
for underwriting the cost of this publication.**

CIVITAS High School United Nations



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2006-2007 HIGH SCHOOL FACULTY ADVISORS

At the High School level, students are welcome to participate with or without a Faculty Advisor. The following list represents schools participating in High School United Nations as of October 4, 2006.

HIGH SCHOOL	FACULTY ADVISOR
Bishop DuBourg High School	Kathy Guerra
Cardinal Ritter High School	N / A
Chesterfield Day School	N / A
Collinsville High School	Barbara Lindauer, Mark Schusky
DeSmet Jesuit High School	N / A
Fox High School	Student-run
Hazelwood Central High School	Pat Minute
Home School	Student-run
Incarnate Word Academy	Mike Cowan
Jennings High School	Herman Harris
JFK High School	Student-run
Kirkwood High School	N / A
Lindbergh High School	Dave Leipholtz
Maplewood-Richmond Heights High School	Angelia Moore
Metro High School	Tom Tobias
Parkway North High School	Student-run
Parkway South High School	Student-run
Rosati-Kain High School	Sister Judith Schulte
Soldan International Studies High School	Dr. Hamid Azimi
St. Joseph's Academy	Jane Garvin
St. Louis University High School	Bob O'Connell
University City High School	Margaret Williams
Villa Duchesne Oak Hill School	Anna Ahrens

COUNTRY ROSTER AS OF 09/30/2006

COUNTRY	School	COUNTRY	School
AFGHANISTAN		DOMINICA	
ALBANIA		DOMINICAN REPUBLIC	
ALGERIA		ECUADOR	
ANDORRA		EGYPT	
ANGOLA		EL SALVADOR	
ANTIGUA & BARBUDA		EQUATORIAL GUINEA	
ARGENTINA	Rosati-Kain	ERITREA	
ARMENIA		ESTONIA	
AUSTRALIA		ETHIOPIA	
AUSTRIA		FIJI	MRH
AZERBAIJAN		FINLAND	
BAHAMAS		FRANCE	Collinsville
BAHRAIN		GABON	
BANGLADESH		GAMBIA	
BARBADOS		GEORGIA	
BELARUS		GERMANY	Metro
BELGIUM		GHANA	Cardinal Ritter
BELIZE		GREECE	MRH
BENIN		GRENADA	
BHUTAN		GUATEMALA	
BOLIVIA		GUINEA	
BOSNIA & HERZEGOVINA		GUINEA-BISSAU	
BOTSWANA		GUYANA	
BRAZIL		HAITI	
BRUNEI DARUSSALAM		HONDURAS	
BULGARIA		HUNGARY	
BURKINA FASO		ICELAND	
BURUNDI		INDIA	
CAMBODIA	St. Joseph's	INDONESIA	
CAMEROON		IRAN	SLUH
CANADA		IRAQ	
CAPE VERDE		IRELAND	SLUH
CENT. AFRICAN REPUBLIC		ISRAEL	Incarnate Word
CHAD	St. Joseph's	ITALY	
CHILE		JAMAICA	
CHINA	Chesterfield Day	JAPAN	Incarnate Word
COLOMBIA	Soldan Internat'l Studies	JORDAN	
COMOROS		KAZAKHSTAN	
CONGO (Dem. Republic of)		KENYA	
CONGO (Republic of)	Collinsville	KIRIBATI	
COSTA RICA	Hazelwood Central	KOREA, NORTH	
COTE D'IVOIRE		KOREA, SOUTH	
CROATIA		KUWAIT	
CUBA	Cardinal Ritter	KYRGYZSTAN	
CYPRUS		LAOS	
CZECH REPUBLIC	Rosati-Kain	LATVIA	
DENMARK	Hazelwood Central	LEBANON	Rosati-Kain
DJIBOUTI		LESOTHO	

Bold: Security Council Members

COUNTRY ROSTER AS OF 09/30/2006

COUNTRY	School	COUNTRY	School
LIBERIA	Hazelwood Central	ST. LUCIA	
LIBYAN ARAB JAMAHIRIYA		ST. VINCENT & GRENADINES	
LIECHTENSTEIN		SAMOA	
LITHUANIA		SAN MARINO	
LUXEMBOURG		SAO TOME and PRINCIPE	
MACEDONIA		SAUDI ARABIA	
MADAGASCAR	Cardinal Ritter	SENEGAL	
MALAWI		SERBIA	
MALAYSIA		SEYCHELLES	
MALDIVES		SIERRA LEONE	Hazelwood Central
MALI		SINGAPORE	
MALTA		SLOVAKIA	
MARSHALL ISLANDS		SLOVENIA	
MAURITANIA		SOLOMON ISLANDS	
MAURITIUS		SOMALIA	
MEXICO	Soldan Internat'l Studies	SOUTH AFRICA	
MICRONESIA		SPAIN	
MOLDOVA		SRI LANKA	
MONACO		SUDAN	
MONGOLIA		SURINAME	
MONTENEGRO		SWAZILAND	
MOROCCO		SWEDEN	Hazelwood Central
MOZAMBIQUE		SWITZERLAND	
MYANMAR		SYRIAN ARAB REPUBLIC	
NAMIBIA		TAJKISTAN	
NAURU		TANZANIA	Parkway North
NEPAL		THAILAND	St. Joseph's
NETHERLANDS	Lindbergh	TIMOR & LESTE	
NEW ZEALAND		TOGO	
NICARAGUA		TONGA	
NIGER		TRINIDAD & TOBAGO	
NIGERIA		TUNISIA	
NORWAY	MRH	TURKEY	
OMAN		TURKMENISTAN	
PAKISTAN		TUVALU	
PALAU		UGANDA	
PANAMA		UKRAINE	
PAPUA NEW GUINEA		UNITED ARAB EMIRATES	SLUH
PARAGUAY		UNITED KINGDOM	Lindbergh
PERU	St. Joseph's	UNITED STATES OF AMERICA	Metro
PHILIPPINES		URUGUAY	
POLAND		UZBEKISTAN	
PORTUGAL		VANUATU	
QATAR	SLUH	VENEZUELA	Incarnate Word
ROMANIA	Bishop DuBourg	VIETNAM	
RUSSIAN FEDERATION	SLUH	YEMEN	
RWANDA		ZAMBIA	
ST. KITTS AND NEVIS		ZIMBABWE	

Bold: Security Council Members

2006-2007 CIVITAS HIGH SCHOOL CALENDAR

DATE	TIME	PLACE	ACTIVITIES
Sat. 09/02/06	9:00 AM – 11:00 AM	Crossroads	First Civitas U.N. Student Discussion Group #1 (New students only)
Sat., 09/09/06	9:00 AM – 11:00 AM	Crossroads	Discussion Group #2 Faculty Advisors Encouraged to Attend
Sat., 09/16/06	9:00 AM - 11:00 PM	Crossroads	Discussion Group #3
Sat., 09/30/06	9:00 AM - 11:00 AM	Crossroads	♦Prep Session for U.N. Simulation ♦Country Draft
Sat., 10/14/06	9:00 AM - 11:00 PM	Crossroads	Discussion Group #4
Tues., 10/24/06	--	--	U.N. Day
Sat., 10/28/06	9:00 AM – 11:00 AM	Crossroads	Discussion Group #5
Sat., 11/11/06	9:00 AM – 11:00 AM	Crossroads	Final Prep Session for High School U.N. Simu- lation
Sat., 11/18/06	9:00 AM- 2:00 PM	Radisson Downtown Hotel	CIVITAS U.N. SESSION
Sat., 12/16/06	9:00 AM – 11:00 AM	Crossroads	Discussion Group #6
2007	2007	2007	2007
Sat., 01/06/07	9:00 AM – 11:00 AM	Crossroads	Discussion Group #7
Sat., 01/20/07	9:00 AM – 11:00 AM	Crossroads	<i>Conference Prep Session #1</i>
Sat., 01/27/07	9:00 AM – 11:00 AM	Crossroads	<i>Conference Prep Session #2</i>
Sat., 02/03/07	9:00 AM – 11:00 AM	Crossroads	<i>Conference Prep Session #3</i>
Fri., 02/16 - Sat.02/17/07	--	Comfort Inn Westport	♦Civitas Conference
Sat., 03/03/07	9:00 AM – 11:00 AM	Crossroads	Discussion Group
Sat., 03/17/07	1:00 PM – 3:00 PM	Crossroads	Discussion Group
Sat., 03/31/07	9:00 AM – 11:00 AM	Crossroads	Discussion Group
Sat., 04/14/07	9:00 AM – 11:00 AM	Crossroads	Discussion Group
Sat., 04/28/07	9:00 AM – 11:00 AM	Crossroads	Discussion Group
Sat., 05/12/07	1:00 PM – 4:00 PM	Deer Creek Park	Picnic & Softball

The BASICS

High School United Nations General Assembly Session

Before the Session

Know your country. Do a bit of basic research on key facts such as:

- Geography
- Population and Health
- Stability of the Government
- Wars or Internal Unrest
- Enemies and Allies

Write a resolution. Your resolution should address a Human Rights or Governmental problem, either in your country or concerning another country.

At the Session

There are four committees in a Model U.N. Session:

- Security Council
- Economic and Social (General Assembly)
- Human Rights (General Assembly)
- Political and Security (General Assembly)

You will probably be the only delegate from your country on a committee. Your assignment will be based on the content of your resolution.

Parliamentary procedure (sounds fancy but isn't too complicated): Your chairperson will walk you through the rules of U.N.-style debate. A

Speaker's List will keep the dialogue flowing.

Amend, debate, and pass resolutions. You will represent your country by asking questions, adding your amendment suggestions, providing your country's view in discussion, and voting on resolutions. Remember: during a U.N. session, you are no longer an American, but a delegate of your chosen country.

After the Session

A wrap-up with all committees highlights the progress made and the resolutions passed.

CIVITAS High School Conference on The Future of The United Nations

Friday-Saturday, February 16-17, 2007
Airport Doubletree Hotel



This year, Civitas will have **two topics** for consideration.

Topic One is **CRIMES AGAINST HUMANITY**. This includes everything from genocide to harassment of targeted groups to treatment of prisoners and "persons of interest." It is a broad topic, but quite current, both at the time of the decision to select this issue as well as the time when actual conference takes place.

Specific questions include:

Should the United Nations have the power to pursue national leaders who are indiscriminately killing individuals in their countries?

What is the proper definition of a crime against humanity?

If a person is charged with a crime against humanity, should he or she be tried in his or her own country, or before the newly established International Criminal Court?

..... and many more

Topic Two is **CRITERIA TO JOIN THE "NUCLEAR CLUB."** When North Korea announced that it has successfully tested a nuclear weapon, "the world" rose up in condemnation of this country having such a dangerous weapon. The question remains, "Should some countries be entitled to possess nuclear weapons while others cannot?"

Other important questions include:

Must a country demonstrate a certain level of maturity and responsibility in order to be permitted to possess nuclear weapons?

If a country is considered not responsible enough to possess nuclear weapons, what can "the world" do to prevent them from developing or maintaining such weapons?

Does the spread of nuclear weapons to more countries make the world more safe or less safe?

..... and many more

Interested in the Conference?

- Sign up online at www.kidswhothink.org.
- Attend prep sessions on: Jan. 20, 27, & Feb. 03.
- Research your country or organization in advance.

We are expecting 50 – 60 students to participate.

The fee for this conference is \$60, with financial aid available.

Deadline for enrollment is January 20, 2007.

CIVITAS Middle School United Nations



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2006-2007 MIDDLE SCHOOL FACULTY ADVISORS

MIDDLE SCHOOL	FACULTY ADVISOR
Bunche International Studies Middle School	Connie Alonso
Cathedral School	Nan Herr
City Academy	Karen Fernandez
Crossroads College Preparatory School	Stephen Mouser
Hixson Middle School	Tim McGinnis, Karen Hubbard, Jeff Leonard, Don Eckert
Holman Middle School	Dodie Logue
Hoech Middle School	Darlene Kellum
Jennings Middle School	Jeremy Resmann, Grace Lee
John Burroughs School	Jon Bang, Christine Marshall
Kirkwood North Middle School	Brian Rockette, Bernadette Omri
Loyola Academy	Eric Rowe
Maplewood Richmond Heights Middle School	Michael Burroughs
McKinley Classical Junior Academy	Lewis Rolen
Northwest Valley Middle School	Monica Assareh, Susan Scharnhorst
Pattonville Heights Middle School	Lori Kappler
Queen of All Saints School	Mary Jo Barrett
Remington Traditional School	Michelle Binoyo
Saeger Accelerated Middle School	Mary Eckert
St. Dominic Savio School	Sal Mantia
St. Frances Cabrini	Heidi Piatchek
St. Gabriel School	Linda Hohenberger
St. Mary Magdalen	Lisa Hall
St. Margaret of Scotland	Alice Chase
St. Rochs	Amy Long

2006-2007 MIDDLE SCHOOL CALENDAR

DATE	TIME	PLACE	ACTIVITIES
Mon., 9/25/06	4:00 PM- 5:00 PM	Creve Coeur Govt. Center	Middle School Teacher Meeting #1
Mon. 10/09/06	4:00 PM- 5:00 PM	The Heights	Middle School Teacher Meeting #2
Fri., 10/31/06	5:00 PM- 8:00 PM	--	UNICEF Drive
Mon., 11/13/06	9:00 AM – 11:30 AM	Chase Park Plaza	Fall Workshop for Middle School Students
Mon. 2/26/07	4:00 PM- 5:00 PM	The Heights	Middle School Teacher Meeting #3
Wed., 3/14/07	9:00 AM- 12:00 PM	Creve Coeur Govt. Center	Middle School Model U.N. Session #1
Thurs., 3/15/07	9:00 AM- 12:00 PM	Creve Coeur Govt. Center	Middle School Model U.N. Session #2
Wed., 4/25/07	9:00 AM- 12:00 PM	Creve Coeur Govt. Center	Middle School Model U.N. Session #3
Thurs., 4/26/07	9:00 AM- 12:00 PM	Creve Coeur Govt. Center	Middle School Model U.N. Session #4
Fri., 4/27/07	9:00 AM- 12:00 PM	Creve Coeur Govt. Center	Middle School Model U.N. Session #5
Wed., 5/02/07	9:00 AM- 12:00 PM	Creve Coeur Govt. Center	Middle School Model U.N. Session #6
Thurs., 5/03/07	9:00 AM- 12:00 PM	Creve Coeur Govt. Center	Middle School Model U.N. Session #7
Fri., 5/04/07	9:00 AM- 12:00 PM	Creve Coeur Govt. Center	Middle School Model U.N. Session #8
Thurs., 05/10/07	9:00 AM- 12:00 PM	Creve Coeur Govt. Center	Middle School Model U.N. Session #9
Mon. 5/15/07	4:00 PM- 5:00 PM	Chevy's Restaurant	Middle School Teacher Meeting #4

INTRO TO MIDDLE SCHOOL U.N. GENERAL ASSEMBLY SESSION

Your field trip will simulate a United Nations General Assembly session. Your session is on _____.

1. Bring a pencil/pen, your research, a country placard or sign.
3. Vote and talk from the perspective of your country. The country you will represent is: _____.
4. When a resolution is presented, you may:
 - Ask questions about the resolution.
 - Suggest an amendment that would be better for your country and/or the world community.
 - Speak in favor of the resolution, or in opposition to the resolution.
5. If you are presenting your resolution:
 - 1st. Read the operative clauses (solution) to the Assembly.
 - 2nd. Summarize your solution.
 - 3rd. Explain why your resolution is important for the world.
 - 4th. Take notes while delegates ask questions and propose amendments.
 - 5th. Respond to the questions and amendments.
6. Vote on the resolution!
 - Yes
 - No
 - Abstain: Your country chooses to refrain from voting. An abstention has the effect of a “No” vote, because a resolution can only pass with a majority of “Yes” votes.

CIVITAS UNITED NATIONS

Resolution Writing and Research



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RESOLUTION WRITING

HEADING

Re.:
Resolution submitted to:
Resolution submitted by:
Date:

Principles and Problems

PREAMBLE

Preambulatory Phrases			
Affirming	Convinced	Keeping in mind	Recalling
Alarmed by	Deeply concerned	Emphasizing	Recognizing
Approving	Fully aware	Observing	Seeking
Aware of	Guided by	Realizing	Taking into consideration
Confident	Having considered	Reaffirming	Whereas

A – Principles that apply to UDHR:

*
*
*

B – Problems -- acts which violate the principles:

*
*
*

Suggestions or Solutions

OPERATIVE CLAUSES

Operative Phrases			
Accepts	Confirms	Endorses	Recommends
Affirms	Considers	Expresses its appreciation	Reminds
Approves	Declares accordingly	Expresses its hope	Regrets
Authorizes	Deplores	Further recommends	Requests
Calls	Draws the attention	Further resolves	Supports
Calls upon	Designates	Notes	Transmits
Condemns	Emphasizes	Proclaims	Urges
Congratulates	Encourages	Reaffirms	Welcomes

Be It Hereby Resolved That:

1.
2.
3.

SAMPLE CIVITAS UNITED NATIONS RESOLUTION

Resolution Identifier:

Fall, 2006

Resolution GA-03

Bill Bradley, Crystal City High School, 1961

Heading:

Re: Infant Mortality and Medical Care
Submitted to: General Assembly
Submitted by: Nigeria, Peru
Date: April 7, 2006

Establishing in the PREAMBLE the principles that apply in this resolution:

Whereas Article 7, of the UNIVERSAL DECLARATION OF HUMAN RIGHTS states, "All are equal before the law and are entitled to without any discrimination equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and any incitement to such discrimination.", and

Whereas Article 25, Section 2 of the UNIVERSAL DECLARATION OF HUMAN RIGHTS states, "Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.", and

Stating in the PREAMBLE the problems that exist:

Realizing that in Peru more than 50% of the population has no regular access to health services and no drinking water in their homes, and

Appalled that, according to UNICEF, 2.1 million Peruvian children live in extreme poverty, and

Concerned that Nigeria has a high mortality rate where 183 children in 1000 die before the age of five, and

Worried that Nigeria has a low life expectancy rate of 52 years and the spread of curable diseases like malaria is very high,

Operative Clauses calling for action:

Be It Hereby Resolved That the General Assembly:

1. Request that member nations with a GNP per capita more that \$13,000 add a 5.0% increase to their U.N. member dues.
2. This money is to be forwarded to the purchase of childhood vaccinations & water potability equipment.
3. The money will be distributed to the areas of Nigeria and Peru that have the highest levels of infant morality.
4. The name of this program will be United Nations Childhood Health Initiative (U.N.C.H.I)
5. If U.N.C.H.I. is successful in Nigeria and Peru, after 5 years the program will be started in ten more countries with the highest infant mortality rates.
6. This program will be authorized for ten years. At the end of the fifth year, the General Assembly will discuss the renewal of the program.

CHECKLIST FOR A UNITED NATIONS RESOLUTION

RESOLUTION TOPIC:

☐ **The resolution addresses an important issue for the world community.**

Is the resolution written in the perspective of the country? Do you think the issue is important?

PREAMBLE:

Principles that apply in this resolution:

☐ **The UDHR principles are meaningful.**

Have the authors stated parts of the Universal Declaration of Human Rights to convince others to solve this problem?

Problems that exist:

☐ **The sponsors back up ideas with facts.**

Are the facts and statistics current and accurate? Do you believe their facts or does your research disagree with theirs?

☐ **The issue is important and needs solving.**

Do you agree with the reasons the sponsors give? What other reasons could be included?

OPERATIVE CLAUSES:

Operative clauses should include:

☐ **A description of a new idea or program.**

Have the sponsors described a new program that will address the problem? Have the sponsors addressed who is responsible?

☐ **Funding.**

Have the sponsors thought about how to pay for this solution? Do you think their idea will work? Does it provide enough money?

☐ **Ways to make sure the solution works.**

Have the sponsors included ways of making sure that the solution is carried out? Do they have a way of enforcing their program? Is the United Nations accountable for the program's success or failure?

☐ **Timeframe.**

How long will the program last? Should it go on forever? Or, have the sponsoring countries included a way to evaluate it and extend or end the program?

RESEARCHING COUNTRIES & RESOLUTIONS

In order to write a strong resolution, you will need current facts and information. These websites are a great place to find facts about your country and your resolution topic.

COUNTRY RESEARCH

UNICEF

www.unicef.org

Information by Country: on top row

CIA World Factbook

<http://www.cia.gov/cia/publications/factbook/>

Information by Country

RESOLUTION RESEARCH

UN Cyber School Bus

www.un.org/Pubs/CyberSchoolBus/index.html

Briefing Papers: on right column

Human Rights Watch

www.hrw.org

Search: on top row [for example, type “refugees facts” or “child soldiers”]

Global Issues: on left column

BBC News

news.bbc.co.uk

Search: on top row [for example, type “refugees facts” or “child soldiers”]

Global Issues: middle column towards the bottom of the page

BASIC INDICATORS for the 25 Richest Countries in the World

Country	Under-5 mortality rate (years)		Total population (thousands)	GDP per capita (US\$)	Total adult literacy rate (%)	Primary school enrollment (%)
	1960	2005	2005	2005	2005	1996-2002
Luxembourg	41	5	465	\$75,130	99%	97%
Norway	23	4	4,629	64,268	99	99
Iceland	22	3	300	53,472	99	100
Switzerland	27	4	7,252	50,524	99	95
Ireland	36	5	4,234	48,351	99	100
Denmark	25	5	5,431	48,000	99	99
Qatar	140	19	813	47,519	89	100
United States	30	7	299,102	42,101	99	99
Sweden	20	3	9,072	39,658	99	100
Netherlands	22	5	16,299	38,333	99	91
Austria	43	5	8,189	37,528	99	100
Finland	28	4	5,265	37,014	99	90
United Kingdom	27	5	59,834	36,599	99	100
Japan	40	3	128,085	35,787	99	91
Belgium	35	5	10,419	35,750	99	100
Canada	33	5	32,599	35,064	99	87
Australia	24	5	20,555	34,714	99	99
Germany	40	4	82,438	33,922	99	100
France	34	4	63,587	33,734	99	93
Italy	50	6	58,751	30,450	98	96
United Arab Emirates	223	15	4,496	28,582	77	100
Spain	--	4	44,395	27,226	98	66
Singapore	40	2	4,326	26,835	93	87
New Zealand	--	6	4,134	26,441	99	100
Kuwait	128	10	2,687	26,020	83	83

BASIC INDICATORS for the 25 Poorest Countries in the World

Country	Under-5 mortality rate (years)		Total population (thousands)	GDP per capita (US\$)	Total adult literacy rate (%)	Primary school enrollment (%)
	1960	2002	2005	2005	2005	1996-2002
Malawi	361	96	12,884	\$596	64%	51
Tanzania	241	99	38,329	723	70	54
Guinea-Bissau	-	107	1,586	736	40	47
Burundi	250	64	7,548	751	59	11
Yemen		62	20,975	774	49	41
Dem. Republic of Congo	302	91	59,319	823	65	83
Ethiopia	269	95	75,067	858	42	41
Eritrea	-	47	4,401	872	57	100
Niger	354	120	13,597	903	14	61
Sierra Leone	390	163	5,525	905	30	30
Madagascar	186	77	18,606	931	71	100
Zambia		88	11,668	1,128	68	54
Central African Republic	327	87	4,038	1,158	49	58
Mali	500	109	13,518	1,176	19	36
Benin		81	8,439	1,176	34	83
Nigeria		99	131,530	1,188	67	67
Burkina Faso	315	93	13,228	1,284	13	73
Afghanistan	360	163	29,863	1,310	36	39
Republic of the Congo		87	3,999	1,369	83	68
Rwanda	206	91	9,038	1,380	64	36
Tajikistan	140	111	6,507	1,388	100	87
Mozambique	313	131	19,792	1,389	47	55
Cote d'Ivoire		117	18,154	1,441	48	92
Kenya		61	34,256	1,445	74	58
Chad	-	93	9,749	1,519	26	47%

Regional Summaries for BASIC INDICATORS

Region	Under-5 mortality rate (years)		Total population (thousands)	GNI per capita (US\$)	Total adult literacy rate (%)	Primary school enrollment (%)
	1960	2002	2002	2002	2000	1996-2002*
Sub-Saharan Africa	262	174	650,452	\$460	50%	59%
Middle East and North Africa	250	58	355,997	1359	53	78
South Asia	244	97	1,412,216	461	47	74
East Asia and Pacific	207	43	1,910,686	1232	81	92
Latin America and Caribbean	153	34	530,242	3362	85	94
CEE/CIS and Baltic States	112	41	411,721	1742	96	86
Industrialized countries	39	7	938,580	26214	97	97
Developing countries	222	90	5,009,993	1154	67	80
Least developed countries	278	158	700,897	277	43	63
World	196	82	6,209,895	5073	70	81

DEFINITIONS OF THE INDICATORS

Under-five mortality rate – Probability of dying between birth and exactly five years of age expressed per 1,000 live births.

GNI per capita is the gross national income divided by population.

Adult literacy rate – Percentage of persons aged 15 and over who can read and write.

Net primary school enrollment/attendance – Derived from net primary school enrolment rates and from national household survey reports of attendance at primary school.

MAIN DATA SOURCES

Under-five and infant mortality rates – UNICEF, United Nations Population Division and United Nations Statistics Division.

Total population – United Nations Population Division.

GNI per capita – World Bank.

Adult literacy – United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNESCO Institute of Statistics (UIS), including the Education for All 2000 Assessment.

School enrollment/attendance – UIS and UNESCO

Summary of United Nations Dues

How are membership dues calculated?

Membership dues (which are also known as assessments) are based primarily on each nation's share of the global economy. Additional criteria are based on a series of variables including the country's GNP, external debt, and per capita incomes. The General Assembly decides what percent each country will pay based on those figures. The United States pays at a rate 22,000 times greater than Burundi. For 2006, the 43 countries contributing at the minimum rate were assessed \$19,248.00 each. The largest contributor – the United States – was assessed \$439,611,610.00. That may seem like a lot of money, but keep in mind that membership dues do not pay for all of the United Nations' entire yearly budget.

Country	% Share of Total Dues	Dues Owed 2006	Member Dues Per Capita
Afghanistan	0.002	38,497	0.001
Albania	0.005	96,242	0.027
Algeria	0.076	1,462,879	0.054
Andorra	0.005	96,242	1.352
Angola	0.001	19,248	0.002
Antigua and Barbuda	0.003	57,745	4.285
Argentina	0.956	18,401,473	0.461
Armenia	0.002	38,497	0.013
Australia	1.592	30,643,457	1.512
Austria	0.859	16,534,378	2.018
Azerbaijan	0.005	96,242	0.012
The Bahamas	0.013	250,229	0.824
Bahrain	0.030	577,452	0.827
Bangladesh	0.010	192,484	0.001
Barbados	0.010	192,484	0.688
Belarus	0.018	346,471	0.034
Belgium	1.069	20,576,542	1.983
Belize	0.001	19,248	0.067
Benin	0.002	38,497	0.005
Bhutan	0.001	19,248	0.008
Bolivia	0.009	173,236	0.019
Bosnia and Herzegovina	0.003	57,745	0.013
Botswana	0.012	230,981	0.141
Brazil	1.523	29,315,317	0.156
Brunei	0.034	654,446	1.725
Bulgaria	0.017	327,223	0.044
Burkina Faso	0.002	38,497	0.003
Burundi	0.001	19,248	0.000
Cambodia	0.002	38,497	0.003
Cameroon	0.008	153,987	0.009
Canada	2.813	54,145,756	1.636
Cape Verde	0.001	19,248	0.046
Central African Republic	0.001	19,248	0.004
Chad	0.001	19,248	0.002
Chile	0.223	4,292,394	0.266
China	2.053	39,516,971	0.030
Colombia	0.155	2,983,503	0.068
Comoros	0.001	19,248	0.028
Congo	0.001	19,248	0.005
Costa Rica	0.030	577,452	0.142
Côte d'Ivoire	0.010	192,484	0.011

Country	% Share of Total Dues	Dues Owed 2006	Member Dues Per Capita
Croatia	0.037	712,191	0.158
Cuba	0.043	827,682	0.073
Cyprus	0.039	750,688	0.957
Czech Republic	0.183	3,522,458	0.344
Democratic Republic of the Congo	0.003	57,745	0.000
Denmark	0.718	13,820,353	2.536
Djibouti	0.001	19,248	0.040
Dominica	0.001	19,248	0.279
Dominican Republic	0.035	673,694	0.073
East Timor	0.001	19,248	0.018
Ecuador	0.019	365,720	0.027
Egypt	0.120	2,309,808	0.029
El Salvador	0.022	423,465	0.062
Equatorial Guinea	0.002	38,497	0.071
Eritrea	0.001	19,248	0.004
Estonia	0.012	230,981	0.174
Ethiopia	0.004	76,994	0.000
Fiji	0.004	76,994	0.085
Finland	0.533	10,259,399	1.961
France	6.030	116,067,870	0.173
Gabon	0.009	173,236	0.122
The Gambia	0.001	19,248	0.012
Georgia	0.003	57,745	0.012
Germany	8.662	166,729,660	2.023
Ghana	0.004	76,994	0.003
Greece	0.530	10,201,654	0.954
Grenada	0.001	19,248	0.215
Guatemala	0.030	577,452	0.047
Guinea	0.003	57,745	0.006
Guinea-Bissau	0.001	19,248	0.013
Guyana	0.001	19,248	0.025
Haiti	0.003	57,745	0.007
Honduras	0.005	96,242	0.013
Hungary	0.126	2,425,299	0.243
Iceland	0.034	654,446	2.186
India	0.421	8,103,578	0.007
Indonesia	0.142	2,733,273	0.011
Iran	0.157	3,021,999	0.044
Iraq	0.016	307,975	0.011
Ireland	0.350	6,736,941	1.658
Israel	0.467	8,989,004	1.415
Italy	4.885	94,028,446	1.617
Jamaica	0.008	153,987	0.056
Japan	19.468	374,727,900	2.940
Jordan	0.011	211,733	0.036
Kazakhstan	0.025	481,210	0.032
Kenya	0.009	173,236	0.005
Kiribati	0.001	19,248	0.188
Korea, North	0.010	192,484	0.008

Country	% Share of Total Dues	Dues Owed 2006	Member Dues Per Capita
Korea, South	1.796	34,570,131	0.708
Kuwait	0.162	3,118,241	1.289
Kyrgyzstan	0.001	19,248	0.004
Laos	0.001	19,248	0.003
Latvia	0.015	288,726	0.127
Lebanon	0.024	461,962	0.119
Lesotho	0.001	19,248	0.010
Liberia	0.001	19,248	0.006
Libya	0.132	2,540,789	0.431
Liechtenstein	0.005	96,242	2.832
Lithuania	0.024	461,962	0.129
Luxembourg	0.077	1,482,127	3.124
Macedonia	0.006	115,491	0.056
Madagascar	0.003	57,745	0.003
Malawi	0.001	19,248	0.001
Malaysia	0.203	3,907,426	0.160
Maldives	0.001	19,248	0.054
Mali	0.002	38,497	0.003
Malta	0.014	269,478	0.673
Marshall Islands	0.001	19,248	0.319
Mauritania	0.001	19,248	0.006
Mauritius	0.011	211,733	0.171
Mexico	1.883	36,244,742	0.309
Micronesia	0.001	19,248	0.178
Moldova	0.001	19,248	0.004
Monaco	0.003	57,745	1.774
Mongolia	0.001	19,248	0.007
Morocco	0.047	904,675	0.027
Mozambique	0.001	19,248	0.001
Myanmar	0.010	192,484	0.004
Namibia	0.006	115,491	0.056
Nauru	0.001	19,248	1.449
Nepal	0.004	76,994	0.003
The Netherlands	1.690	32,529,800	1.973
New Zealand	0.221	4,253,897	1.044
Nicaragua	0.001	19,248	0.000
Niger	0.001	19,248	0.002
Nigeria	0.042	808,433	0.006
Norway	0.679	13,069,665	2.840
Oman	0.070	1,347,388	0.434
Pakistan	0.055	1,058,662	0.006
Palau	0.001	19,248	0.935
Panama	0.019	365,720	0.115
Papua New Guinea	0.003	57,745	0.102
Paraguay	0.012	230,981	0.036
Peru	0.092	1,770,853	0.063
Philippines	0.095	1,828,598	0.020
Poland	0.461	8,873,514	0.230
Portugal	0.470	9,046,749	0.853
Qatar	0.064	1,231,898	1.391
Romania	0.060	1,154,904	0.052

Country	% Share of Total Dues	Dues Owed 2006	Member Dues Per Capita
Russian Federation	1.100	21,173,243	1.482
Rwanda	0.001	19,248	0.002
Saint Kitts and Nevis	0.001	19,248	0.492
Saint Lucia	0.002	38,497	0.223
Saint Vincent and the Grenadines	0.001	19,248	0.163
Samoa	0.001	19,248	0.109
San Marino	0.003	57,745	1.974
São Tomé and Príncipe	0.001	19,248	0.100
Saudi Arabia	0.713	13,724,111	0.508
Senegal	0.005	96,242	0.008
Serbia and Montenegro	0.019	365,720	0.034
Seychelles	0.002	38,497	0.004
Sierra Leone	0.001	19,248	0.003
Singapore	0.388	7,468,380	1.663
Slovakia	0.051	981,669	0.180
Slovenia	0.082	1,578,369	0.785
Solomon Islands	0.001	19,248	0.035
Somalia	0.001	19,248	0.002
South Africa	0.292	5,620,534	0.127
Spain	2.520	48,505,975	1.201
Sri Lanka	0.017	327,223	0.016
Sudan	0.008	153,987	0.004
Suriname	0.001	19,248	0.044
Swaziland	0.002	38,497	0.034
Sweden	0.998	19,209,906	2.131
Switzerland	1.197	23,040,338	3.062
Syrian Arab Republic	0.038	731,439	0.039
Tajikistan	0.001	19,248	0.002
Tanzania	0.006	115,491	0.003
Thailand	0.209	4,022,916	0.062
Togo	0.001	19,248	0.003
Tonga	0.001	19,248	0.168
Trinidad and Tobago	0.022	423,465	0.397
Tunisia	0.032	615,949	0.061
Turkey	0.372	7,160,406	0.102
Turkmenistan	0.005	96,242	0.019
Tuvalu	0.001	19,248	1.630
Uganda	0.006	115,491	0.004
Ukraine	0.039	750,688	0.016
United Arab Emirates	0.235	4,523,375	1.738
United Kingdom	6.127	117,934,960	1.946
United States of America	22.000	423,464,860	1.419
Uruguay	0.048	923,924	0.269
Uzbekistan	0.014	269,478	0.010
Vanuatu	0.001	19,248	0.092
Venezuela	0.171	3,291,477	0.128
Vietnam	0.021	404,217	0.039
Yemen	0.006	115,491	0.005
Zambia	0.002	38,497	0.003
Zimbabwe	0.007	134,739	0.011
Total	100	1,924,840,300	0.298

CIVITAS UNITED NATIONS

Additional Resources



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BRIEF OVERVIEW OF UNITED NATIONS

1. The United Nations was founded in 1945 with the main impetus coming from the United States and other victors in World War II. One of the main goals was to take steps towards a form of "collective security" to help maintain peace following World War II in which 60 million people died. The structure of the U.N. in many ways reflects the wishes of the victors of WW II. This is most evident by the five nations which have veto power in the Security Council: U.S., Russia (the former U.S.S.R.), U.K., France, and China.
2. The structure includes a General Assembly, a Security Council, the International Court of Justice, a Secretariat, and a number of other lesser known agencies. Most of these other administrative arms of the United Nations have responsibility for peace-keeping (Middle East, former Yugoslavia, Rwanda, Haiti), for aid to developing nations, or for a variety of tasks ranging from managing international postal service to coordinating international air traffic control.
3. When the U.N. was founded in 1945, it had only 51 members. That number has presently grown to 189. In the General Assembly, voting is based on a one-nation one-vote system. Thus, a country such as Dominica (with a population the size of University City) has equal voting power to that of China (with a population of 1.3 billion, one-fifth of the planet's population). It is actually possible to form a two-thirds majority in the General Assembly from countries representing only 10% of the world's population and who pay only 5% of the United Nations dues.
4. The budget for the UN's core functions — the Secretariat operations in New York, Geneva, Nairobi, Vienna and five Regional Commissions — is \$1.3 billion a year. This is about 4 per cent of New York City's annual budget — and nearly a billion dollars less than the yearly cost of Tokyo's Fire Department. It is \$3.7 billion less than the annual budget of New York's State University system. The USA's share of the UN's regular budget is \$321 million a year — the equivalent of \$1.24 per American. The United States is often in arrears on its payments.
5. The Security Council has primary responsibility for international peace-keeping. A United Nations peace-keeping force can be formed to enter a conflict only with the consent of nine of the fifteen members of the Council, including all five permanent nations. The most significant conflict in which the United Nations has become involved was in Korea (1950-52). There are a number of other major disputes in which the U.N. has not become involved (such as Vietnam, Nicaragua, Hungary, Czechoslovakia). However, perhaps a true evaluation of how well the U.N. has done in maintaining peace since 1945 is by noting the numerous successes which it has had when nations have been about to engage in war. The United Nations provides a forum for countries to concurrently debate their cases and seek an alternative to war.

BASIC OPERATION OF A MODEL UNITED NATIONS

1. Model United Nations are experiences in which students take on the roles of representing various nations in the U.N. and engaging in debate and voting about the issues. They can be very significant learning experiences for students because:
 - A-- Students learn a considerable amount about global awareness. They come to see that there are scores of interests which nations have in the world, and they do not necessarily match the positions of the United States.
 - B-- They learn a great deal about conflict resolution.
 - C-- They learn to take on the roles of delegates from different countries.
 - D-- They learn to discuss an issue in a fashion in which there are rules of procedure governing when, how, and under what conditions they may speak.
 - E-- They learn to work with others in building coalitions and acting in the form of bloc politics.
 - F-- They learn to speak in front of a larger group, enhancing both their speaking and listening skills.
 - G-- They learn to have fun in another constructive way.
 - H-- They learn better respect for one another.

GLOSSARY OF U.N. VOCABULARY

Abstain:	To neither vote “Yes” or “No.” An abstention has the effect of a “No” vote.
Adjourn:	To close the Model U.N. session or committee until the next session.
Agenda:	The program for the Model U.N. session, generally a time line of the order of events.
Aligned:	To line up or agree with the position of another country or group of countries.
Allocate:	To designate money or resources for a certain purpose.
Amend:	To change or alter.
Amendment:	A written and proposed change to a resolution.
Armaments:	Weapons, supplies and other tools of war-making.
Caucus (moderated):	A break from the formal rules of the model U.N. session in which delegates can speak in an informal, but orderly manner about the issues before the committee. The chair will moderate the discussion.
Caucus (unmoderated):	A short break during a Model U.N. session used to gather support and make compromises about resolutions and amendments. It can also be used as a general break for relaxation.
Chair / Chair-person:	The person who runs any meeting or assembly.
Closure of Debate:	A request to end discussion of an amendment or resolution.
Committee:	A group designated or delegated to perform a certain function or examine issues within certain parameters.
Delegation:	A group of delegates representing a country.
Delegate:	A representative of a country.
General Assembly:	The formal meeting of all countries of the U.N.
In favor of:	In agreement with the proposed resolution or amendment.
International Court of Justice	“World Court” to deal with legal disputes between governments, corporations, institutions, or individuals from different countries.
Motion (noun):	The method to propose change or action in a group organized by rules of order.
Move (verb):	To make a motion to propose change or action in a group organized by rules of order.
Opening the floor for debate:	The signal that the resolution, amendment or other motion is open for criticism, comment, support, amendment and/or eventually a vote.
Operative Clause(s)/ Language	The section of a resolution or a speech that mandates or proposes policy change or action on an issues.
Opposed:	In disagreement with the proposed resolution or amendment.

Placard:	Large sign on which a country's name is written. It is used by delegates to be recognized by the chair-person by holding the
Point of Information:	A request to ask a question to find out more about what the speaker is saying.
Point of Order:	A question from a delegate questioning the chairperson's interpretation of the rules.
Point of Personal Privilege	A request when a delegate is uncomfortable (i.e. the room is too warm, noisy).
Preamble/ Preambulatory Language:	Language used to introduce and define the issue and justify actions taken on an issue. Used in the first part of a resolution or speech.
Propose:	To put a resolution, amendment, idea, or comment forward for consideration.
Recess:	A short break of the General Assembly or committee.
Recognize:	The signal from the chair-person that a delegate has the opportunity to speak in front of the assembly. (i.e. "The chair recognizes the delegate from Chile.")
Roll Call:	The process by which the chair-person reads each country's name. It is used for attendance and voting.
Rules of Procedure:	The regulations for facilitating discussion, debate, and voting of issues before an organ of the U.N. or one of its committees.
Sanction:	The penalty imposed by the General Assembly or other committee for a country's failure to abide by the dictates of the U.N. Charter or a U.N. resolution.
Security Council:	The fifteen member council of the U.N. which considers all important questions of war and peace. The five permanent member nations are China, France, Russia, United Kingdom, and the United States. In Civitas United Nations, the Security Council may be expanded beyond fifteen members to ensure that every school represents a country on the Security Council.
Sovereignty:	A country's right to complete independence and self-governance and sole authority over its land and peoples.
Sponsoring Country:	The country that proposes a certain resolution or amendment.
Strike:	To eliminate / erase specific language from a resolution or amendment. (i.e. "Strike lines 36 through 48.")
U.N. Charter:	The basic agreement formed in 1945 which establishes and defines the powers and scope of the United Nations.
Universal Declaration of Human Rights	The General Assembly Proclamation of 1948 outlining basic human rights for all people in the world.

SIGNIFICANCE OF RULES OF PROCEDURE

1. The rules provide broad guidelines for discussion.
2. The rules are a process involving both politeness and efficiency.
3. The rules represent a logical system in which certain types of motions have precedence over others.
4. The rules provide a system in which delegates can explain their nation's positions (and interests) on an issue.
5. The rules provide a process for a one-nation one-vote.

CIVITAS U.N. RULES OF PROCEDURE

1. RESOLUTIONS

Resolutions are normally submitted to the delegates in advance of the conference. Additional resolutions may be submitted on the day of the session. Each proposed resolution must be typed in standard resolution form. When a resolution is submitted on the day of a session, the sponsoring delegation(s) must bring multiple copies to be distributed to the committee or Council. The committee or Council shall have the authority to change the order of the agenda or resolutions by majority vote.

2. AMENDMENTS

Amendments to resolutions may be submitted to a committee or Council so long as there is at least one other seconding delegation. Simple amendments can be presented orally; more complex ones should be submitted on amendment forms available from the Chairperson of the committee or Council. If a delegate wishes to submit an amendment, he or she should rise and when recognized, state, "I would like to propose an amendment."

3. SPEECHES

No delegate may address the assembly without having received permission of the Chair. The Chair shall call upon speakers at his/her discretion, or as they appear on the speakers list. The Chair may call a speaker to order if his/her remarks are not relevant to the subject under discussion, or if the speaker has spoken longer than the allotted time. Delegates may not interrupt a speaker except on a point of order. During substantive debate, a speaker may yield his/her time, either to the Chair or another delegate.

4. TIME LIMIT ON DEBATE

The assembly or the Chair may limit, or extend, the time allotted to each speaker and the number of times a speaker may speak on a proposal.

5. POINT OF ORDER

If, during the discussion for any matter, a delegate believes that the committee is proceeding in a manner contrary to these Rules, he/she may rise to a point of order. He or she should rise and state, "I rise to make a point of order". The point must be immediately recognized by the Chair and the point ruled upon.

6. POINT OF INFORMATION

If a delegate wishes to obtain clarification of procedure or a statement of the matter before the Assembly, the delegate may address a point of information to the Chair. During debate, if a delegate wishes to ask a

question of the speaker, a request may be made in the form of a point of information to the Chair immediately after the speaker has concluded his/her remarks. If a speaker consents to the question, then all questions and replies will be through the Chair. A point of information may not interrupt a speaker.

7. POINT OF PERSONAL PRIVILEGE

If a delegate wishes to raise a question or make a request relating to the organization of the meeting, personal comfort, or the conduct of fellow delegates or staff, he/she may rise to a point of personal privilege. An example of raising a point of personal privilege would be to state that the room is too warm and the delegate would like the temperature turned down. When a delegate rises on privilege, the Chair shall take action as he/she deems necessary and feasible. A point of personal privilege may not interrupt a speaker.

8. CAUCUSES

During the discussion of any matter a delegate may move for a caucus. A caucus recesses the session for a specified period of time. Such a motion must be seconded, and after a short debate is put to a vote. A **moderated caucus** is a period of time when the formal rules of the model U.N. are temporarily put aside so that delegates can speak in an informal, but orderly manner about the issues before the committee. The chair will moderate the discussion. An **unmoderated caucus** is a short break during a session used to gather support and make compromises about resolutions and amendments. It can also be used as a general break for relaxation. To seek a suspension of the meeting, a delegate should seek recognition of the Chair and when recognized, state, "I rise to request a (moderated/unmoderated) caucus".

9. TO TABLE A RESOLUTION or AMENDMENT

A delegate may move to table a resolution or an amendment. Placing an item "on the table" means that the committee will cease discussion or voting on the item and proceed to the next item on the agenda. If the motion to table passes, the item is "shelved." If the motion fails, discussion and debate continue. If an item has been tabled, it may be "taken from the table" 30 minutes after the vote to table has concluded.

10. GENERAL AUTHORITY OF THE CHAIR

In addition to exercising the functions which are conferred upon it elsewhere in these rules, the Chair shall declare the opening and closing of each committee session, ensure the observance of these rules, accord the right to speak, put questions and announce decisions. The Chair shall rule on points of order and, subject to these rules, have complete control of the proceedings and over maintenance of order.

11. CLOSURE OF DEBATE

A delegate may move to close debate at any time, except when such a move would interrupt a speaker. Closure would move the assembly to the next order of business.

12. VOTING RIGHTS

Each delegation shall have one vote. No delegate may cast a vote for another delegation.

13. METHOD OF VOTING

The committee shall normally vote by a show of placards, but any representative may request a roll-call vote. The name of each member shall be called and one of its representatives shall reply "Yes", "No", or "Abstention". Unless otherwise stated, the required number of affirmative votes for a measure to pass will be a majority of those "present and voting." The term "present and voting" shall constitute the total number of delegates voting, "Yes", "No", or "Abstention". A tie vote cannot be broken by the Chair and in the event of a tie, the measure will be considered to have failed since it did not receive a majority.

SHORT RULES

NOTE: Number in parentheses indicates rule number to which it applies.

ISSUE	MAY INTERRUPT SPEAKER	SECOND REQUIRED	TYPE OF DEBATE PERMITTED	VOTE REQUIRED
Order of Agenda (1)	No	Yes	1 Pro / 1 Con	Majority
Order of Resolutions (1)	No	Yes	1 Pro / 1 Con	Majority
Limit or Extend Debate (4)	No	Yes	1 Pro / 1 Con	Majority
Point of <u>Order</u> (5)	Yes	No	None	Chair Rules
Point of <u>Information</u> (6)	No	No	None	Chair Rules
Point of <u>Privilege</u> (7)	No	No	None	Chair Rules
Caucus (Moderated or Unmoderated) (8)	No	Yes	1 Pro / 1 Con	Majority
Table a Resolution or Amendment (9)	No	Yes	2 Pro / 2 Con	Majority
Appeal the Chair's Ruling (10)	No	No	1 Pro / 1 Con	Two-thirds
Closure of Debate (11)	No	Yes	1 Pro / 2 Con	Majority
Divide Question (13)	No	Yes	1 Pro / 1 Con	Majority
Adjourn Meeting	No	Yes	1 Pro / 1 Con	Majority

Order of Precedence of Rules

1. Point of Order
2. To Appeal the Chair's Ruling
3. To Move for a Caucus
4. To Table A Resolution or Motion
5. To Close Debate

COMPARISON OF DIALOGUE AND DEBATE

From *Perspectives*, Educators for Social Responsibility

DIALOGUE

- Dialogue is collaborative: two or more sides work together toward common understanding.
- In dialogue, finding common ground is the goal.
- In dialogue, one listens to the other side in order to understand, find meaning, and find agreement.
- Dialogue enlarges and possibly changes a participant's point of view.
- Dialogue complicates positions and issues.
- Dialogue reveals assumptions for reevaluation.
- Dialogue causes introspection on one's own position.
- It is acceptable to change one's position.
- Dialogue is flexible in nature.
- Dialogue stresses the skill of synthesis.
- Dialogue opens the possibility of reaching a better solution than either of the original solutions.
- Dialogue strives for multiplicity in perspective.
- Dialogue affirms the relationship between the participants through collaboration.
- Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.
- In dialogue, one submits one's best thinking knowing that other peoples' reflections will help improve it rather than destroy it.
- Dialogue calls for temporarily suspending one's beliefs.
- In dialogue, one searches for basic agreements.
- In dialogue, one searches for strengths in the other position.
- Dialogue involves a real concern for the other person and seeks to not alienate or offend.
- Dialogue encourages de-polarization of an issue.
- In dialogue, everyone is part of the solution to the problem.
- Dialogue affirms the idea of people learning from each other.
- Dialogue remains open-ended.

DEBATE

- Debate is oppositional; two sides oppose each other and attempt to prove each other wrong.
- In debate, winning is the goal.
- In debate, one listens to the other side in order to find flaws and to counter its arguments.
- Debate affirms a participants own point of view.
- Debate simplifies positions and issues.
- Debate defends assumptions as truth.
- Debate causes critique of the other position.
- It is a sign of weakness and defeat to change one's position.
- Debate is rigid in nature.
- Debate stresses the skill of analysis.
- Debate defends one's own positions as the best solution and excludes other solutions.
- Debate strives for singularity in perspective.
- Debate affirms one's own strength in opposition to other points of view.
- Debate creates a closed-minded attitude and a determination to be right.
- In debate, one submits one's best thinking and defends it against challenges to show that it is right.
- Debate calls for investing wholeheartedly in one's beliefs.
- In debate, one searches for glaring differences.
- In debate, one searches for flaws and weaknesses in the other position.
- Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other position.
- Debate encourages polarization of an issue.
- In debate, one person or viewpoint wins over the other.
- Debate affirms the idea of people learning individually in competition with others.
- Debate implies a conclusion.

“HIGHLIGHTS” OF THE U.N. CHARTER

ARTICLE 1

The Purposes of the United Nations are:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;
2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;
3. To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and
4. To be a centre for harmonizing the actions of nations in the attainment of these common ends.

ARTICLE 2

The Organization and its Members, in pursuit of the Purposes stated in Article 1, shall act in accordance with the following Principles.

1. The Organization is based on the principle of the sovereign equality of all its Members.
2. All Members, in order to ensure to all of them the rights and benefits resulting from membership, shall fulfill in good faith the obligations assumed by them in accordance with the present Charter.
- 3. All Members shall settle their international disputes by peaceful means in such a manner that international peace and security, and justice, are not endangered.**
4. All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.
5. All Members shall give the United Nations every assistance in any action it takes in accordance with the present Charter, and shall refrain from giving assistance to any state against which the United Nations is taking preventive or enforcement action.
6. The Organization shall ensure that states which are not Members of the United Nations act in accordance with these Principles so far as may be necessary for the maintenance of international peace and security.
- 7. Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state or shall require the Members to submit such matters to settlement under the present Charter; but this principle shall not prejudice the application of enforcement measures under Chapter VII.**

ARTICLE 4

1. Membership in the United Nations is open to all.....**peace-loving states** which accept the obligations contained in the present Charter and, in the judgment of the Organization, are able and willing to carry out these obligations.
2. The admission of any such state to membership in the United Nations will be effected by a decision of the General Assembly upon the recommendation of the Security Council.

ARTICLE 10

The General Assembly may **discuss** any questions or any matters within the scope of the present Charter or relating to the powers and functions of any organs provided for in the present Charter, and, except as provided in Article 12, may make recommendations to the Members of the United Nations or to the Security Council or

ARTICLE 10 to both on any such questions or matters.
cont...

- ARTICLE 13**
1. The General Assembly **shall initiate studies and make recommendations** for the purpose of:
 - a. promoting international co-operation in the political field and encouraging the progressive development of international law and its codification;
 - b. promoting international co-operation in the economic, social, cultural, educational, and health fields, and assisting in the realization of human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.
 2. The further responsibilities, functions and powers of the General Assembly with respect to matters mentioned in paragraph I (b) above are set forth in Chapters IX and X.

ARTICLE 14 Subject to the provisions of Article 12, the General Assembly **may recommend** measures for the peaceful adjustment of any situation, regardless of origin, which it deems likely to impair the general welfare or friendly relations among nations, including situations resulting from a violation of the provisions of the present Charter setting forth the Purposes and Principles of the United Nations.

- ARTICLE 17**
1. The General Assembly shall consider and approve the budget of the Organization.
 2. The expenses of the Organization shall be borne by the Members as apportioned by the General Assembly.

ARTICLE 19 A Member of the United Nations which is **in arrears** in the payment of its financial contributions to the Organization shall have no vote in the General Assembly if the amount of its arrears equals or exceeds the amount of the contributions due from it for the preceding two full years. The General Assembly may, nevertheless, permit such a Member to vote if it is satisfied that the failure to pay is due to conditions beyond the control of the Member.

ARTICLE 41 The Security Council may decide what measures not involving the use of armed force are to be employed to give effect to its decisions, and it may call upon the Members of the United Nations to apply such measures. These may include complete or partial interruption of economic relations and of rail, sea, air, postal, telegraphic, radio, and other means of communication, and the severance of diplomatic relations.

ARTICLE 42 Should the Security Council consider that measures provided for in Article 41 would be inadequate or have proved to be inadequate, 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.

- ARTICLE 43**
1. All Members of the United Nations, in order to contribute to the maintenance of international peace and security, undertake to make available to the Security Council, on its call and in accordance with a special agreement or agreements, armed forces, assistance, and facilities, including rights of passage, necessary for the purpose of maintaining international peace and security.

ARTICLE 51 Nothing in the present Charter shall impair the inherent right of individual or collective self-defense if an armed attack occurs against a Member of the United Nations, until the Security Council has taken measures necessary to maintain international peace and security. Measures taken by Members in the exercise of this right of self-defense shall be immediately reported to the Security Council and shall not in any way affect the authority and responsibility of the Security Council under the present Charter to take at any time such action as it deems necessary in order to maintain or restore international peace and security.

