

THE SOUTH AFRICAN INSTITUTE OF INTERNATIONAL AFFAIRS

The South African Institute of International Affairs (SAIIA) was founded in 1934 to provide knowledge and understanding of international affairs and South African foreign policy. Today it is both a centre of research excellence and the home of stimulating and informative public debate on international affairs.

Modeled on the Royal Institute of International Affairs (RIIA), Chatham House, London, the SAIIA is headquartered in Jan Smuts House on the East Campus of the University of the Witwatersrand.

The SAIIA maintains a staff of 35 researchers, subject matter experts, programme and conference managers, and administration and support personnel. The SAIIA's flagship publications are *The South African Journal of International Affairs* and *The South African Year Book of International Affairs*. In addition SAIIA researchers produce a range of publications on issues dealing with South African foreign policy and international affairs generally. In 2006 alone the SAIIA will produce 63 official publications in addition to project-specific research material. The SAIIA also manages a public education programme hosting upwards of 100 Conferences, Speakers Meetings, Round Table Discussions, Debates, Corporate Briefings, Press Briefings, Research Reports and Ambassadorial and Foreign Dignitary addresses each year.

The SAIIA is funded by corporate, diplomatic, institutional, and private membership subscriptions as well as donor-funding for large, often multi-year, research projects. Donors include foundations, especially in the USA and Germany, and foreign aid programmes and embassies in South Africa. The Institute is not funded by the South African government. Commissioned research is undertaken for various businesses and governments as required.

The SAIIA maintains six branches around South Africa. These are located in Durban, Cape Town, East London, Johannesburg (the Witwatersrand Branch), Pietermaritzburg and Pretoria. The branches are run by SAIIA branch members on a voluntary basis. The branches manage their own public programmes including speakers meetings and, from time to time, conferences, lunches / dinners and round table discussions.

THE SAIIA SCHOOLS DEVELOPMENT PROGRAMME

As South Africa emerged from international isolation in the early 1990's the lack of professional expertise in international affairs-related disciplines became apparent. In response the Witwatersrand Branch of the SAIIA (Wits Branch) decided to initiate a programme amongst schools in Johannesburg that would develop an interest in international affairs. This interest it was believed would translate into increased enrolment in international affairs at tertiary level, addressing skills shortages in the discipline.

The Wits Branch adapted the Model United Nations debating system being practiced by students at the University of the Witwatersrand. The scope of the debates was limited to simulated crises tabled for resolution in the Security Council. In this way the Wits Branch developed a programme focusing largely on training school learners in basic research skills, developing a functional knowledge of the United Nations system, as well as introducing learners to global political, economic, social and environmental issues. The main focus of the programme was to use a one-on-one tutorial system to level the playing field between advantaged and economically and socially disadvantaged schools such that both were able to participate in simulated Security Council debates on an equal footing.

The main benefit of the programme for participants is in critical life skills development. Over the 3 to 4 month period of preparation for the debates each participating schools team, their reserves and their teachers are guided in their research and preparation by a specifically appointed tutor. This intensive, one-on-one, period of preparation moves participants beyond mere reading, writing and arithmetic. Participants are guided to use their basic literacy and numeracy skills in gathering, identifying and assimilating knowledge into coherent policy positions which are presented, negotiated and formally resolved during actual simulated Security Council sessions. The process is extremely interactive with participants being exposed to research in libraries, the media, the internet, arranging and conducting interviews, and attending public addresses or policy discussions. As such the programme fills that critical gap in contemporary South African education between the acquisition of basic taught skills and their practical application such that they become life skills capable of translation into any career, regardless of whether participants continue with tertiary studies or not.

The programme is currently in its 9th year, is extremely popular with the full spectrum of schools in the greater Johannesburg area and has significantly increased enrolment at tertiary level in a host of international relations-related disciplines at South African universities. Furthermore, past participants of the programme have gone on to be tutors in the programme at university, become members of International Relations Departments at various universities around the country, become researchers at the SAIIA, joined the South African Presidency, the Department of Foreign Affairs and other government departments, and are employed by the United Nations as well as a host of foundations and businesses in South Africa, Africa and world.

THE UNITED NATIONS ASSOCIATION OF THE UNITED STATES OF AMERICA

Since the Wits Branch of the SAIIA is managed by volunteer members and has a limited budget, funds to administer the Schools Development Programme are sourced externally. As such the Wits Branch was extremely fortunate that its Schools Development Programme came to the attention of the United Nations Association of the United States of America (UNA-USA). The UNA-USA identified the Schools Development Programme as a suitable partner to extend its extremely successful *Global Classrooms* initiative (see below) into Africa.

The UNA-USA's *Global Classrooms* initiative is funded by Merrill Lynch (New York). Thanks to this support the reach of the Global Classrooms initiative now extends to over 375 school learners and their communities at the southern end of Africa. The SAIIA, the Wits Branch, its members and especially the participating schools are hugely indebted to the generosity of Merrill Lynch and the UNA-USA's Global Classrooms initiative.

GLOBAL CLASSROOMS

At the core of *Global Classrooms* is Model United Nations. Model UN has been the premier vehicle for building young people's leadership skills and understanding of international affairs, world cultures and the workings of the United Nations for over 50 years. Annually, over 400,000 middle school, high school and college students worldwide participate in Model UN programmes—realistic simulations of the UN General Assembly, Security Council and other bodies during which students role-play as UN delegates.

Participants of Model UN have traditionally been students in private and suburban public schools. UNA-USA's *Global Classrooms*: Model UN programme was created to extend the benefits of Model UN to middle school and high school students in a variety of different schools and communities worldwide.

SAIIA AND GLOBAL CLASSROOMS IN JOHANNESBURG

Given that the SAIIA had already developed a Model United Nations programme based on the Security Council, the format in Johannesburg differs somewhat from the general *Global Classrooms* format conducted globally. While a comprehensive description of each step in the *SAIIA Global Classrooms* debating format appears in the section entitled "Global Classrooms Guide to Model UN Security Council Debates" (below), briefly, the *SAIIA Global Classrooms* format includes the following 4 major phases:

1. *Training of the Tutors Session*
2. *Launch*
3. Five *Security Council Sessions*, i.e. Meetings of the Security Council, each convened to resolve a different hypothetical crisis.
4. The 6th meeting of the Security Council (or *Final*) includes schools that acquitted themselves particularly well during each of the previous five *Security Council Sessions*.

The *Training of the Tutors Session* involves approximately 100 tutors from the Witwatersrand University Model United Nations Society (WitsMUN). The *Training of the Tutors Session* (this year held on 8 March 2006) lasts 5 hours during which WitsMUN members are introduced to the United Nations, its functions and main organs. Some time is spent discussing the Security Council, its purpose, function and operation. Thereafter WitsMUN members are instructed in the style of Model UN debating as well as the rules and expectations governing the conduct and performance of Tutors on the *SAIIA Global Classrooms* programme. At the end of the session those WitsMUN members who feel committed and confident enough to volunteer to tutor a school through the four-month preparation programme are placed on a Tutors List. The Tutors List usually comprises 50 tutors, with more experienced tutors taking on more than one school, or a previously disadvantaged school. Tutors are paid a small honorarium from the budget of the programme for their support of schools, teachers and their communities over the months of research leading up to the Security Council Sessions.

Like the *Tutoring of the Tutors Session*, *The Launch* is also a five-hour session involving all 75 schools selected to participate in the programme. Each school sends at least three representatives, plus two reserves and one teacher to *The Launch*. That said, many schools send several participants to *The Launch* as they have not yet decided exactly who will be representing them at the Security Council Sessions. Schools often also wish to have as many scholars as possible educated in the Model UN process. This year there were over 600 learners, tutors, teachers and parents at *The Launch*. *The Launch* was held in the Great Hall of the University of the Witwatersrand on 11 March 2006.

As with the *Tutoring of the Tutors Session*, at *The Launch* the scholars are introduced to the UN and the Security Council and educated in the Model UN debating style. Speakers from the United Nations Information Centre in Pretoria also participate. WitsMUN tutors put on a demonstration debate and school teams are assigned topics and Security Council Session dates. Thereafter the schools are introduced to their tutors and topics, provided with study packs and arrange their first meeting with their tutor.

Following *The Launch*, tutors spend four months in regular meetings with their schools. During this time tutors assist schools understand what is expected of them during the *Security Council Sessions*. Tutors help school teams understand their topic, find relevant information in their school library, on the internet, in SAIIA's Jan Smuts House Library, attend relevant meetings or lectures, or arranging meetings with Embassies and High Commissions. Tutors assist school teams understand their particular countries foreign policy allowing them to form a coherent policy position on a particular topic. Tutors also coach school teams in debating styles and assist them put together the various parts of their *Security Council Session* submissions (see section entitled "Global Classrooms Guide to Model UN Security Council Debates" below).

Five *Security Council Sessions* were scheduled for July 2006. The dates of the *Security Council Sessions*, the topic or hypothetical crises of each session, as well as the schools participating in each session are listed below.

20 July 2006: Mediterranean Basin Authority Crisis

Scientists have predicted that toxic effluent from heavy metals from Cadmium, Lead, Mercury and Chromium as well as pesticide run off from agriculture will make fish in the Mediterranean inedible in 10 years time. There has been a continuous build up of these substances and unless action is taken immediately the problem will become insoluble.

The EU proposes the establishment of a statutory UN body to monitor the quality of river water from every state with rivers running into the Mediterranean. It is proposed that this body be given the power to set effluent standards for all affected countries. Furthermore, the body would be given the power to enforce these standards by means of punitive sanctions and fines if necessary.

Albania, Ukraine, Syria, Libya and Egypt claim that compliance with these regulations would be too onerous, severely impacting industrial and agricultural productivity. These countries have jointly appealed to the United Nations Security Council to prevent the foundation of the Mediterranean Basin Water Quality Authority on the grounds that this body would infringe their national sovereignty.

Alexandra High School (India)
 Athlone Boys' High School (Germany)
 Benoni High School (PRC)
 De La Salle Holy Cross College (Egypt)
 Edenvale High School (Albania)
 Fumana Comprehensive School (Japan)
 Hoerskool Dinamika (South Africa)
 Jabulani Technical School (UK)
 Mamelodi Secondary School (Mexico)
 Reasoma High School (USA)
 Residentia High School (Canada)
 Roedean School (Morocco)
 RW Fick Senior Secondary School (Spain)
 Tsogo High School (France)
 Wordsworth High School (Russian Federation)

22 July 2006: Zimbabwe Nuclear Crisis

It is 2008. Iran has successfully tested some nuclear weapons and announces a trade deal with Zimbabwe. Iran will buy all of Zimbabwe's platinum deposits for \$US 5 billion. In addition Iran will give Zimbabwe three nuclear weapons. President Robert Mugabe declares that the deal will solve the countries foreign currency problems. More importantly, the nuclear weapons will be a shield, and sword, against Western imperialism, guaranteeing the countries independence from foreign interference.

The United States, The United Kingdom, and France call for an immediate emergency meeting of the United Nations Security Council to force Iran and Zimbabwe to undo the nuclear part of the deal.

CJ Botha (USA)
 General Smuts High School (Iran)
 Helpmekaar Kollege (Brazil)
 King Edward VII School (India)
 Qedilizwe Secondary School (Mozambique)
 Pretoria Girls High School (North Korea)
 Roosevelt High School (UK)
 Riverside High School (New Zealand)

Midrand High School (PRC)
Ponego Secondary School (Pakistan)
St. Dominic's School (Zimbabwe)
Southview High School (France)
St. John's College (Zambia)
Suncrest High School (South Africa)
Unity Secondary School (Russian Federation)

26 July 2006: Polio Containment Crisis

A massive increase in polio cases, from 200 to 2000, has been confirmed in the northern Nigerian states of Kano and Zamfara.

No immunisation has taken place in either of these states for the past three years following resistance from Islamic fundamentalists. The fundamentalists believe that immunisation is a United States plot to reduce the fertility of the local population.

Elsewhere in the world polio has been almost completely eradicated. Before this latest outbreak the 200 cases reported in Nigeria each year represented 80 per cent of the world's reported cases. The most recent outbreak of polio is a new mutation which has developed because of the failure to immunise in Nigeria and is much more virulent and infectious than any seen before. There is a real fear that the disease may spread and start a worldwide pandemic since existing vaccines are no longer effective against the new strain. Many months may be required to produce a new effective vaccine.

It is proposed that the United Nations Security Council impose a complete quarantine on Nigeria, preventing anyone leaving or arriving. This quarantine is to include all land borders and air and seaports. Such drastic action is needed to control the outbreak and to send a clear message to Nigeria that failure to immunise its population puts the entire world at risk. The total quarantine is to be enforced until a new and effective vaccine has been developed.

Kwadedangendlale High School (UK)
Landulwazi Comprehensive High School I (Brazil)
Malvern High School (Nigeria)
Marist Brothers Linmeyer (Marian College)
Maryvale College (Egypt)
Mc Auley House (Egypt)
Metropolitan RAUCAL (India)
Morris Isaacson Secondary School (USA)
Parktown Girls High School (Zimbabwe)
Searamas Secondary School (Saudi Arabia)
St. Andrew's School (PRC)
St. Stithians Boy's College (France)
St. Teresa's Convent (Malaysia)
Trinity Secondary School (Iran)
Willomere High School (South Africa)

27 July 2006: International Piracy Crisis

Pirates from Somalia have captured a 200 000 ton oil tanker and are threatening to destroy the ship and its cargo and block the Suez Canal unless a ransom of 400 Million US Dollars is paid. They are heavily armed with sophisticated exocet anti-ship missiles. Their threat has been rated 'credible' by most global security agencies.

Previous to this hostage taking, pirates launched an unsuccessful attack on a cruise ship in the same region. Piracy on the Somalia coast has increased dramatically over the last few years as there is no effective government in the country.

The United States, The United Kingdom, Denmark, The Netherlands, Singapore and Greece propose that the Security Council establish a United Nations naval base on the coast of Somalia as well as an inland army base to prevent a recurrence of such events. The inland army base would prevent warlords and other militia elements from mounting attacks on global shipping, while the naval base could search, monitor and guard all vessels passing or operating along the coast of Somalia.

If any resistance is encountered from militia elements within Somalia it is proposed that the Security Council assemble a strong military force to invade Somalia and destroy any armed militias who resist.

The Sudan, North Korea, Zimbabwe and South Africa claim that this initiative is an infringement of sovereignty and appeal to the Security Council to dismiss this proposal.

St. Ursula's School (Egypt)
Bishop Bavin School (Japan)
Bracken High School (Indonesia)
Crawford Colledge Sandton (PRC)
Hill High School (Malaysia)
Hoerskool Die Adelaar (UK)
John Orr Technical High School (USA)
Jabulile Secondary School (India)
Mafori-Mphahlele Secondary School (Australia)
Pretoria Boys' High School (North Korea)
Riverlea Senior Secondary School (France)
Roshnee Secondary School (Zimbabwe)
Springs Secondary School (Sudan)
St. **Enda's** College (South Africa)
Tembisa High School (Russian Federation)

29 July 2006: Lake Victoria Crisis

The government of Tanzania has announced that it is building a massive water pipeline from Lake Victoria. Once constructed Tanzania plans to irrigate extensive areas of arid land. This

development is critical to ensure the food security of Tanzania's rapidly growing population.

Experts estimate that this development will reduce the annual flow of water via the Nile to Egypt by 20%. Egypt has announced that this will threaten Egypt's own food supply and will lead to starvation.

The government of Egypt has called upon the United Nations Security Council to enforce the Nile Basin Treaty which allocated 40-50% of the flow of the Nile to Egypt.

The government of Tanzania claims that since the Nile Basin Treaty, signed well before Tanzania was independent, does not allocate any water from the Nile Basin to Tanzania this treaty is inequitable and needs to be torn up. Tanzania regards this treaty as having no force of validity and will proceed with the development of the pipeline and irrigation scheme.

The government of Egypt has categorically stated that if Tanzania goes ahead with this development it will use force to protect its national interest.

Egypt has appealed to the Security Council to intervene to prevent Tanzania developing this project.

Prestige College (France)
Azara Secondary School (South Africa)
St. Dunstons School (Canada)
Crawford College Lonehill (Tanzania)
Forte High School (USA)
Fred Norman Secondary School (Brazil)
Hoerskool Jeugland (Syria)
Hoerskool Staatspresident C R Swart (India)
J E Malepe Secondary School (UK)
Jeppe High School for Girls (Turkey)
Jiyane High School (Russia)
Johannesburg Secondary School (PRC)
Tholawazi Secondary School (Egypt)
St. Barnabas College (Sudan)
St. Benedict's College (Japan)

GLOBAL CLASSROOMS® GUIDE TO MODEL UN SECURITY COUNCIL DEBATES

(Written by Steven Budlender and Claudia Mutschler)

For the purposes of UN Debating, it is important to remember that you are a diplomat representing your allocated country. What the adjudicators want to hear are not your personal opinions on the issue of Sanctions, Human Rights Abuses, the Security Council and so on. They want to hear what your country's policy is on these issues.

However, all diplomats must be prepared to compromise and adapt their policy in order to achieve agreement and you should follow this principle during the debate. Having said that, never change your policy too much – for example: Iraq would not support a USA invasion against them under any circumstances.

Also bear in mind that the winning team will not necessarily be the team who has the most support from other countries. Rather, it will be the team who is clearest on their country's policy, sticks to this policy carefully and still manages to adapt it to the different issues that arise during the debate. Some teams will be representing countries whose policies are very unpopular with other countries. The challenge for them is to stick to these policies even in the face of enormous criticism.

USEFUL HINT

The key aspect of a team's performance in these debates is how accurately, consistently and convincingly the team represents their country's policy towards the issue concerned.

HOW TO PREPARE FOR THE DEBATE

In order to debate successfully, you should do the following preparation:

- 1. Make sure that all your team members understand the general procedure for the debate. Don't panic about the minor technical details, but rather concentrate on understanding the different sections of the debate and what is required during each of them.*
- 2. Make sure that you understand the topic and the key issues involved in it.*
- 3. Make absolutely sure that all your team members understand your country's policy on the debating topic and the key issues in the debates. This is crucial because Model United Nations Debating is not just about prepared speeches. All team members will need to negotiate and discuss the issues with other countries' representatives.*
- 4. Teams displaying evidence of teamwork will receive appropriate credit.*
- 5. Have some sense of which countries in the debate support your policy and which countries oppose it. This is important, as it will help you when it comes to negotiating with other countries and drawing up proposals with them.*
- 6. Once you have done these four things, you can move on to writing your opening statement.*

OPENING STATEMENTS

In this, the first section of the debate, each country will make a prepared speech of not more than 3 minutes. An opening statement should clearly explain your country's policy towards the issue being debated. The speech should demonstrate:

- 1. An understanding of the issue being debated and the problems involved in this issue.*
- 2. A clear understanding of your country's attitude towards the issue.*
- 3. Whether your specific country has a particular connection to the issue – either historical or current.*
- 4. What your country proposes as a solution to the issue.*

USEFUL HINTS

Don't make your opening statement too flowery – it is more important to put across the hard facts and policy. Make sure that your opening statement is delivered convincingly – you must sound as though you really believe in your policy.

FORMAL CAUCUS

In this section of the debates, the countries will have an opportunity to react to the opening statements of other countries by making formal caucus statements of not more than 1 minute each. Countries will speak in the order determined by a Speakers List that will be drawn up by the President of the Security Council. These statements should not be prepared, as they are meant to be in response to the statements of other countries. A formal caucusing statement can do numerous things:

- Criticise the policy of another country (or countries), giving reasons.*
- Support the policy of another country (or countries), giving reasons.*
- Further explain your country's proposed solutions.*
- Respond to criticism leveled at your country by another country.*

Initial Informal Caucusing

While formal caucusing is going on inside the debating chamber, teams can also send one or two of their members outside the chamber to begin informal caucusing. (See next section on Informal Caucusing). This is an advantage for your team as it gives you

longer to negotiate with other countries to try to convince them of your position.

The team members that you send outside need to be very clear on your country's policies in order to be effective. However, the people inside the debating chamber also play a crucial role in dealing with other countries on a more formal level. All in all, teams that are balanced and work together have a big advantage.

INFORMAL CAUCUS

During the period of Informal Caucusing, the countries have 45 minutes in which to negotiate with each other in an attempt to draw up "working documents". A working document is a written statement giving some background to the issue being debated and the proposed solution to the issue. In the following section of the debate, all countries vote on whether to accept these working documents – if a working document is accepted, it becomes a resolution.

Working documents can be drafted (written) by individual countries or a group of countries. The countries that draft the working documents do not receive extra credit from the adjudicators. The aim is to have only 2 or 3 working documents in the debate – representing the general attitudes and solutions of different groups of countries.

During the informal caucus session, countries that have drafted working documents present them to other countries to get their approval. If other countries sign the working document they must vote in favour of it during the voting session. If they choose not to sign it, they may still vote in favour of it if they wish to.

If you have not drawn up a working document, you must use the informal caucusing period to influence other countries' working documents so that they include as many of your ideas and proposals as possible. For example, you could say to the country that has drawn up the document that you will only sign it if they agree to add one or two of your suggestions.

You may already start negotiating and exchanging ideas with other countries before the informal caucusing begins. You can do this by passing notes to other countries during the formal caucusing and asking them to respond, and also by sending out one or two of your team members to begin informal caucusing early. (See previous section on Formal Caucusing).

USEFUL HINT

Make sure that any working document you draw up or sign is generally consistent with your policy, although it is no problem if there are a few differences between the document and your policy. Also make sure that all of your team members understand what policy they should be trying to support during informal caucusing.

RESOLUTION WRITING

Working documents/resolutions have a set format that must be used. At first the format may seem very complicated, but there are actually only a few rules that need to be followed in order to create a good resolution.

1. A resolution consists of a series of clauses. There are two types of clauses – *preambulatory* and *operative*.

2. *Preambulatory* clauses are used as the introduction to the resolution. There are normally three or four of these clauses at the beginning of each resolution. These clauses justify why the Security Council should take action on the issue being debated. They can refer to:

- > A particular view of the history of the issue;
- > The implications of the issue for other countries or the international community as a whole;
- > Relevant sections of international documents like the United Nations Charter and the UN Declaration of Human Rights.

3. *Operative* clauses form the main part of the resolution. There are normally 4 or 5 of these clauses in a resolution. They contain the policy and actions that the document recommends should be taken. Actions recommended could include:

- > Condemning the actions of a state or a group of states;
- > Calling for military or economic sanctions;
- > Proposing the setting up of a new international body or amend the functions of a current international body;
- > Proposing other general solutions to the issue.

4. Both *Preambulatory* and *Operative* clauses normally begin with one of a specific set of words. These words are underlined in the document. These sets of words are contained in the two boxes that appear on the next page. Other words may be used but using these words will make your working document/resolutions sound more professional.

5. Also bear in mind that different words can have different effects on the working document/resolution. For example, look at the following options for an operative clause:

The Security Council

- > Requests that Pakistan and India cease Nuclear testing.
- > Urges that Pakistan and India cease Nuclear testing.
- > Insists that Pakistan and India cease Nuclear testing.

Clearly the last of these clauses is a direct instruction by the Security Council whereas the second clause is far less direct and

the first is very weak indeed. Bear this example in mind when choosing your introductory words.

USEFUL HINT

It often helps to prepare some sort of draft working document before the debate. Although you MUST adapt this to deal with the issues that arise during the debate and other countries' demands, it will make it easier for you to draw up a good final document.

Preambulatory Phrases for Resolution Writing

Affirming	Alarmed by	Approving
Aware of	Believing	Bearing in mind
Confident	Convinced	Declaring
Deeply concerned	Deeply convinced	Deeply disturbed
Deeply regretting	Desiring	Emphasising
Expecting	Fulfilling	Fully aware
Fully alarmed	Fully believing	Further deploring
Guided by	Having adopted	Having considered
Having examined	Having studied	Having heard
Having received	Keeping in mind	Noting with regret
Noting with satisfaction	Noting with deep concern	
Noting with approval	Observing	
Realizing	Reaffirming	Recalling
Recognising	Seeking	Taking into consideration
Viewing with appreciation		Welcoming

Operative Phrases for Resolution Writing

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

USEFUL HINT

When drawing up your working document, don't get distracted by the technical aspects of by trying to use too many technical and complicated words.

Concentrate on making sure that the document is a clear representation of your proposed solution to the issue being debated.

VOTING

After the informal caucusing, the various working documents that have been drafted are presented to the Security Council. Each country will be called upon, in alphabetical order, to vote on whether each working document should be accepted and become a resolution.

Once again, the key idea is that your votes must be consistent with your policy. You would never vote in favour of a document that goes against your country's key ideas and principles. You can note in three possible ways:

Yes – *this means that your country believes the document should be accepted. If you vote Yes, your country must support most or all of the proposals in the working document and would like to see them implemented. Voting Yes doesn't mean that you have to personally have suggested the proposals – but they must be in line with your general policy.*

No – *this means that your country does not want to see the working document accepted. Your country must be strongly opposed to the proposals in the working document and not want to see them implemented. The proposals must be inconsistent with your policy.*

Abstain – *this means that you are not prepared to support the document but are not so opposed to it that you want to try to stop it being passed. An abstention vote means that your vote doesn't count. However, you are perfectly entitled to vote or abstain. You would do so if:*

- Your country agrees or disagrees with only some of the ideas in the working document and therefore does not want to accept or reject the document. If this is the case, bear in mind that an abstention implies that your country is prepared to let all of the ideas in the working document be implemented as this is what will happen if the document is accepted. If your country is not prepared to do this you should note No.

- Or for reasons of public or international pressure, a country may not want to be seen rejecting or accepting the ideas in the document.

The five permanent members (China, France, Russia, UK and USA) should be particularly careful about using the Veto right. If

ANY of these countries votes No of a document, it automatically fails. While these countries will often use their veto quite freely to

protect their own interests, ideologies or policies, they tend to think more carefully about voting No than non-permanent members.

Remember that if you have signed a working document you must vote Yes for it. However, if the document has changed at all since you signed it, you may vote any way you choose.

If more countries vote Yes and No (abstentions are not counted), then the working document becomes a resolution. It is possible for more

than one working document to become a resolution. Remember that it is far less important to get your working document passed than it is to use your vote in a manner that is consistent with your country's policy.

USEFUL HINT

Never decide your vote on the basis of a dislike for another debater or a concern that the team proposing the document might win the debate. Always use your country's policy to decide on your vote.

CLOSING STATEMENTS

After voting has been completed and the results have been announced, each country will be called upon to give a closing statement of not more than 1 minute. This statement must not be prepared as it should give each country's view of what occurred during the debate – particularly during the voting on the working documents.

Your closing statement must explain what your country feels the outcome of the Security Council session has been and what the next step should be. It could include:

- 1. An explanation of why your country voted in the way it did on one or more of the working documents.*
- 2. Whether or not your country is satisfied with the resolutions that were passed and those that failed.*
- 3. Whether or not your country feels that the voting occurred in the way it did. For example, did one country manipulate others to vote in a particular way?*
- 4. What your country feels the next step should be. For example:*

- That the resolution which was passed should be enforced. You would be likely to suggest this if it is your resolution that was passed.

- That the Security Council should reconvene to find an alternative solution to the issue. You would be likely to recommend this if you do not approve of the resolution that was passed. However, you would also need to indicate why you think a different solution would be passed at another session.

- That the Security Council should reconvene to find a compromise solution to the problem. You would be likely to suggest this if no resolution has been passed. Alternatively you could suggest that the matter be referred to another United Nations organ.

5. A look into the future in terms of your country's attitude and policy towards the issue being debated and the resolution that was passed.

USEFUL HINT

In your closing statement you should sum up your country's approach to the issue being debated. You can do this by using the framework of your policy (from your opening statement) to REACT to the events of the debate.

FINAL

14 September 2006: The North Korea Counterfeit Crisis.

United States agents have found absolute proof that North Korea is counterfeiting United States one hundred dollar bills. So far one billion US Dollars in false notes have been discovered. The bills which are almost perfect are printed on North Korean government printing presses. There is no doubt whatsoever that the United States' claims are valid.

The United States proposes that the United Nations Security Council enact a complete travel ban on goods and people transiting to and from North Korea. Only essential food aid will be allowed in. This is the only way to prevent the smuggling of the counterfeit notes and would dissuade the North Korean government from continuing to counterfeit United States currency.

France (De La Salle)
United Kingdom (St. John's College)
People's Republic of China (Metropolitan – RAUCALL)
Russian Federation (Pretoria Boy's High)

United States (Edenvale High School)
Afghanistan (Parktown Girls)
Angola (Helpmekaar)
Canada (Jeppe High School for Girls)
Cuba (St Benedicts)
Libya (St Andrews)
Nigeria (Bracken Hill)
Pakistan (St Dunstons)
Paraguay (St Mary's)
South Africa (Riverside High School)
Venezuela (Crawford College)

RESULTS

In 2006 the SAIIA Global Classrooms Security Council met to resolve 5 crises ahead of *The Final*. The three schools that, in the opinion of the adjudicators, came first, second and third in each of the 5 preliminary UN Security Council sessions proceeded through to *The Final*. These 15 schools (3 from each of the five sessions) are listed below. Also recorded is the Most Promising Speaker from each session as well as any Honourable Mentions.

The Mediterranean Basin Authority Crisis:

De La Salle Holy Cross College (Egypt) – First
Residensia High School (Canada) – Second
Edenvale High School (Albania) – Third

The Most Promising Speaker was the First Speaker from Reasoma High School (USA), while the First Speaker from Fumana Comprehensive School (Japan) received an Honourable Mention.

The Zimbabwe Nuclear Crisis:

St. John's College (Zambia) - First
Helpmekaar Kollege (Brazil) - Second
Riverside High School (New Zealand) – Third

The Most Promising Speaker was the First Speaker from St. Dominic's School (Zimbabwe), while the Second Speaker from Pretoria Girl's High School (North Korea) received an Honourable Mention.

The Polio Containment Crisis:

Parktown Girls High School (Zimbabwe) - First
Metropolitan – RAUCALL (Kenya) - Second
St. Andrew's School (China) - Third

The Most Promising Speaker was the First Formal Caucusing Speaker from France (St. Stithians Boys' College).

The International Piracy Crisis:

Crawford College (Sandton) (China) – First
Bracken High School (Indonesia) – Second
Pretoria Boys' High (North Korea) – Third

The Most Promising Speaker award was jointly awarded to the entire Zimbabwe team (Roshnee Secondary School).

The Lake Victoria Crisis:

St. Benedict's College (Japan) – First
Jeppe High School for Girls (Turkey) – Second
St. Dunstons (Canada) – Third

The Most Promising Speaker was the first speaker (Opening Statement) from the People's Republic of China (Johannesburg Secondary School)

The North Korea Counterfeit Crisis (Final):

St John's College (United Kingdom) – First
Crawford College (Venezuela) – Second
St Andrews (Libya) – Third

The Most Promising Speaker was the first speaker from the People's Republic of China (Metropolitan - RAUCALL).

IN CONCLUSION

The *Security Council Sessions* are great fun to watch. The participants, adjudicators and audience enjoy themselves thoroughly. The standard of debate, obvious research, reasoning and negotiation (all evidence of life skills acquisition) is truly impressive and reflects the months of preparation, learning and skills development that have gone into each schools performance. Indeed it is the intense, guided research and life skills development that happens 'behind the scenes' over months of one-on-one mentoring that is this programme's real educational value-add and why it is so sought after by schools.

As already mentioned, none of this could have been possible without the support of the UNA-USA's *Global Classrooms* initiative as well as the generous financial support of Merrill Lynch New York with whom we look forward to developing a strong and mutually beneficial relationship over the years to come. The middle term goal of the SAIIA Global Classrooms programme would be to go national within South Africa, with the longer term goal being an expansion throughout the African continent.