wfuna
World Federation of United Nations Associations

FACULTY ADVISORS' GUIDE

WIMUN SINGAPORE 2025

14 - 17 JULY 2025
SINGAPORE

The Real UN Experience

TABLE OF CONTENTS

World Federation of United Nations Associations

PURPOSE OF GUIDE

This guide will detail what students need to do before, during, and after the conference and will also help you prepare your students for WIMUN Singapore 2025. It will provide information about:

- the online training webinars that will be offered to you and your students prior to the conference;
- the in-person training that will be offered prior to the start of each simulation;
- a summary of the different components of each simulation to help you understand how each simulation will work as well as an overview of the basic similarities and differences between them;
- the support you will need to provide to make sure they are prepared for their simulation.
- Suggestions on actions teachers can take to help their students will be included in green throughout the Guide in sections that begin with the words, "ACTION POINT";
- Points for you to take note of will be in blue and yellow

Previous conferences have taught us that students who have the active support of their Faculty Advisors are better prepared and more engaged in the actual simulation than those who do not receive this support. Because WIMUN is so different from other Model UN conferences, students need to spend more time preparing. Consequently, we place a high value on giving you the tools you need to help prepare your students. And we are always available to answer any questions you may have.

A SHORT HISTORY OF MODEL UN

Model UN conferences have been organized for more than 80 years. The first Model UN conference took place in March 1943, when a group of college students decided it was time to stop simulating the League of Nations and instead look ahead to the future when World War II would be over. While it may seem strange that a Model UN conference was held in 1943, two years before the real UN came into existence, the term "United Nations" was already being used as early as January 1942 when representatives of 26 nations signed the Declaration by United Nations to pledge their Governments' commitment to continue fighting against the Axis Powers. By March 1943, 31 countries had signed the Declaration. The first Model UN conference, therefore, was a simulation of these 31 countries discussing what needed to be done once the war came to an end.

From the very beginning, Model UN was an NGO-led movement that used to consist of simulating intergovernmental bodies to engage young people in supporting a new organization that promised to "save succeeding generations from the scourge of war." One of the highlights of MUN conferences, in its early history as it is today, has been the inclusion of a diplomat or UN official as a speaker during the opening ceremony. Beyond that, the UN's involvement has been minimal. Given this, is not surprising that MUN conferences simulating UN meetings, often do not teach students about the actual procedures or negotiation processes used at the UN today.

WHAT MAKES WIMUN DIFFERENT FROM OTHER MUNS

One of the defining features of the WFUNA International Model UN (WIMUN) is that it aims to put the UN back in MUN. Each of the UN entities that is simulated at one of our conferences is carefully designed to give an authentic experience of how decisions are made in that particular body. This is accomplished by working with UN staff in each UN entity to learn how each one functions—what procedures it follows, what type of outcome documents are adopted, and how the negotiation process is organized. No two UN bodies are exactly alike. While other Model UN conferences treat every UN body the same. WIMUN modifies each simulation to accurately reflect its idiosyncrasies. (See the Annex to further explore the differences between WIMUN and other Model UN conferences.)

Through participation in WIMUN simulations, students gain a greater understanding of global issues and the complexity of the international system. Additionally, they learn first-hand how decisions are made in the main Organs of the UN, Specialized Agencies, Programmes, and Funds and related organizations.
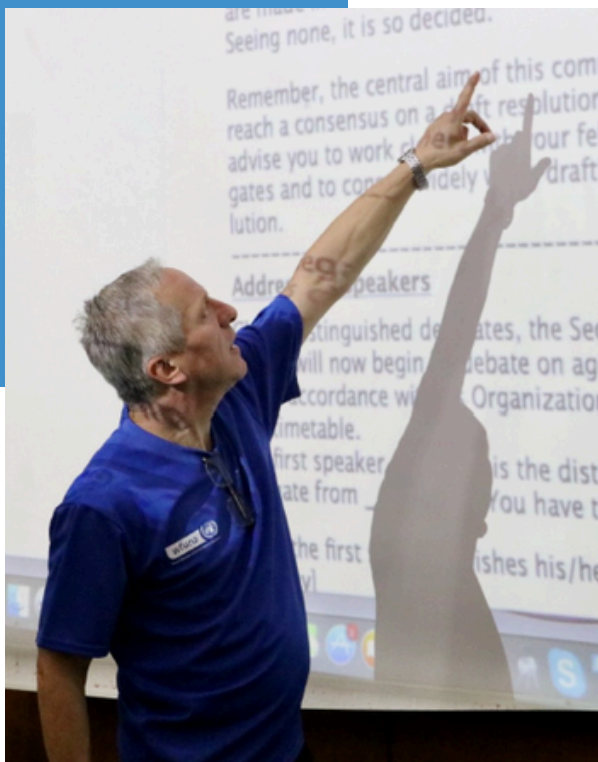
PRIMARY FOCUS ON CONSENSUS

The end goal of a typical Model UN is the adoption of resolutions. Model UN conferences around the world adopt resolutions by voting. Unfortunately, these conferences have not kept up with changes in the decision-making process that have occurred at the UN over many decades. Students who have been participating in Model UN conferences are often surprised to learn that the UN started moving away from voting in the 1950s.

One of the outstanding features of a WIMUN conference is its emphasis on teaching students about the consensus process that is followed by real UN diplomats during negotiations on a draft outcome document. The consensus process, in short, aims to reach an agreement on the text of a draft outcome document so that Member States do not need to vote on it. It is now embraced by the entire UN system. While the consensus process is not formally part of the rules of procedure, the General Assembly adopted a resolution in 1971 that encouraged Member States to adopt its resolutions by consensus.[1] For the last 50 years, the majority of decisions taken in General Assembly each have been adopted by consensus. Today, roughly 75% of the GA resolutions are adopted without a vote. In many of the ECOSOC Functional Commissions, if consensus is not reached on the text of an outcome document that is being negotiated, the document is withdrawn from consideration and no action is taken.

Why have Member States put such an emphasis on consensus? The main reason is that almost all of the decisions taken by the UN are nothing more than recommendations and cannot be enforced. In other words, it is entirely up to each country to decide if they wish to implement the actions that are recommended to be taken on a particular issue. Achieving consensus is important because it "contributes to the effective and lasting settlement of differences, thus strengthening the authority of the United Nations.

[1] GA resolution 2837 (XXVI) of 17 December 1971, Annex II.

How is consensus reached? The consensus process is very detailed and systematic. Member States go paragraph by paragraph and allow each one to propose any changes they want to the text that has been drafted. After all of the proposed changes have been noted in the text, then they go back and debate each one until all of the delegates agree on whether to accept the proposed amendment to the text as originally proposed or if there is opposition to the amendment agree on an alternate wording that all delegates find acceptable or withdraw it if there is strong opposition to including it. When all of the amendments have been debated and there is no strong opposition to any of the text that remains, then delegates know that they have reached consensus and do not need to vote on it.

The consensus process is more collaborative and inclusive than making decisions by voting. As a result, it increases the likelihood that more countries will actually implement the actions that are recommended on a particular issue. Every Member State is given an opportunity to say what they want to see in the final document and to put forth arguments to explain why their amendments should be included.

ABOUT WIMUN

WFUNA INTERNATIONAL MODEL UN (WIMUN)

The first WIMUN conference was held at FAO headquarters in Rome in 2014. Over the past decade, WIMUN conferences have been organized in other countries around the world including the United States, Switzerland, Brazil, and India. In addition, during the pandemic, when in-person conferences were not possible, WIMUN organized many online conferences to keep students engaged with the work of the UN.

ACTION POINT: To help students understand the consensus process and how it came about, you need to make sure they participate in the webinar on the history of the decision-making process in intergovernmental organizations that covers the period from the mid-1800s until today. If students are not able to attend the live webinar they should watch a recording of it that will be provided. Teachers are encouraged to attend as well (See Step 2 for more details on the all of the online webinars.)

The method used for simulating UN bodies in WIMUN conferences was first developed by the United Nations called UN4MUN which established highly authentic simulations of the General Assembly and Security Council.WIMUN has expanded this approach to simulations of a wide variety of other UN bodies including six different ECOSOC Functional Commissions, the International Court of Justice, the Human Rights Council, the World Health Assembly, the United Nations Environment Assembly, and the International Labour Organization. Simulations of the Security Council have also been expanded to include other formats such as Aria Formula meetings and Open Debates.

WHAT HAPPENS PRE-CONFERENCE?

1

DELEGATES ARE ASSIGNED TO A PARTICULAR SIMULATION AND NOTIFIED OF THE TOPIC THEY WILL DEBATE AND THE COUNTRY THEY WILL REPRESENT

Each delegate is assigned a topic that corresponds to an actual item on the UN's agenda and a country that has been carefully screened in advance to make sure that delegates will be able to find a sufficient number of resources to help them discern the position their country might take on the assigned topic.

ACTION POINT: Teachers should monitor and assess their students' progress by having them outline what the main issues are in writing and handing it in for review. This can help teachers determine what guidance students may need to broaden their understanding of the topic. A brief summary of the main issues associated with each topic that will be debated at WIMUN Singapore 2025 is provided in the Annex to help you assess your students' grasp of the topic.

2

DELEGATES MUST RESEARCH THE ASSIGNED TOPIC AND THE POSITION OF THE COUNTRY THEY HAVE BEEN ASSIGNED ON THAT TOPIC

Preparation for WIMUN must begin with research. These efforts can be divided into two parts: 1) research on the topic students have been assigned and 2) research on their country's position and/or the position of the political and regional groups on the topic that have been assigned. This should be supplemented with research on the positions of other countries that will be participating in their simulation.

Researching the Assigned Topic

Delegates need to gain a substantive understanding of the topic, what are the problems they are trying to find solutions for, what are the concerns they are trying to address, what actions have been taken by the UN, by Member States and other relevant stakeholders from civil society and what challenges the global community faces in addressing the issue they will be debating still remain. Research on the assigned topic will help students plan their general course of action at the conference.

The following general questions can help students articulate the main issues of their assigned topic:
- What are the main elements of the problem that will be discussed?
- Why is this issue important for the international community and civil society to address together?
- What statistics can you find that highlight the problem that Member States are concerned about?

Links to official UN and relevant non-UN publications on the topic will be provided in the annotated bibliography to assist students in their research (see step 3 for a description of all the resources that will be provided to help students prepare).

Researching the Assigned Country Position on the Topic (all simulations except the ILO)

In addition, they need to have a thorough understanding of the position the country they will be representing has on the different components of topic they will be debating. This is achieved by studying real statements made by ambassadors representing the country they have been assigned on the topic they will be debating and noting what their country's priorities are and what actions they will support to the address the problem they will be discussing. If students have difficulty finding information on their assigned country's position, they can use the position of the political and/or regional group their country is a member of to guide them.

Links to country, political and regional statements will be provided in the annotated bibliography wherever it is possible to do so (see Step 3 for a description of all the print resources that will be provided to help students prepare).

Delegates should also study statements made by other countries that will be included in their simulation so that they can prepare in advance their response to positions that may differ from the country they are representing. Knowing the position of other countries will help delegates identify potential allies as well as countries likely to be uncommitted on the issues that will be debated and therefore open to persuasion.

Accurately representing a country's position on the agenda topics is one of the most important elements in a successful Model UN. The more delegates understand their assigned country's role on the issues, the better they are able to role-play being a diplomat.

The following country specific questions can help students articulate their country's position on their assigned topic:

- What important actions that have been taken by the country that has been assigned and/or the political or regional groups that country belongs to?
- What proposals would the country that has been assigned support to address the issue that will be discussed?
- What are the main priorities of the country that has been assigned and how would these priorities impact the solutions they would support?
- What initiatives is the assigned country participating in at a national and global level that is linked to assigned topic?

Please note that while delegates can consult non-UN documents and publications to learn about the topic they have been assigned, only official UN documents and reports can be referenced in outcome documents that are drafted and adopted.

Students who do not properly prepare or study the position of the country they have been assigned on the topic they will be debated often end of putting forth ideas that represent their personal point of view rather than the point of view of the country they are representing. The better delegates understand their country's position on the issues, the better they are able to role-play being a representative of the country they have been assigned.

RESEARCH TIPS

Here are a couple of tips that give a sampling of some of the content covered in the training webinars (see Step2 for a list of all online training webinars):

TIP 1: When researching a topic, delegates need to identify all of the UN entities that have an interest in the topic they have been assigned. Let's take as an example the topic on "Marine plastics litter and microplastics." Given that this topic will be debated during a simulation of the UN Environment Assembly (UNEA) and obvious place to go and look for information is the UNEA website. While delegates would undoubtedly find a lot of information about this topic on the UNEA website, they would be missing a lot of other important information if they did not also discover that there are many other UN entities that have an interest in this issue , such as, UNEP, UNGA, UNDP , UNESCO, UNIDO, WHO, FAO, UN-HABITAT, and UNCTAD. We teach delegates how to identify the different UN entities who are involved in a particular issue so that they can have a broad understanding of the issue they will be debating.

TIP 2: Finding real statements made by government representatives on an issue that has been assigned is a critical part of understanding a country's position on an issue that will be debated. What should a delegate do if they can't find an official statement by representative of the country they have been assigned? If this occurs, a delegate should search for a statement on the assigned topic by a political and/or regional group that their country belongs to, because their government would be aligned with this statement and could be used to to guide a statement they make or guide what they want to see in the outcome document they will be drafting and negotiating.

Researching the Topic and Position of Governments, Workers and Employers Within the Context of a Simulation of the ILO

Please note that those students that will be participating in the simulation of the International Labour Organization will be split into three groups: 1) governments, 2) employers and 3) workers.

The ILO is the only UN entity that makes decision based on a tripartite system. Therefore, while the delegates in other simulation will only be researching country's positions, in the case of the ILO, some will be researching country positions while others will be researching the positions of employers or workers depending on which group they have been assigned. Delegates participating in the simulation of the ILO will get customized training and materials that takes into account the uniqueness of the ILO decision-making process.

Tips for helping students who will be participating in a double delegation during the simulation of the ILO

Each delegation participating in the simulation of the ILO will include 2 government delegates, one employer delegate and one worker delegate. Governments are allocated two delegates at the International Labour Conference (ILC) while employers and workers each get one because governments are the primary signatories and enforcers of international labor conventions and recommendations. As sovereign entities, they bear the ultimate responsibility for adopting, implementing, and reporting on ILO standards within their national systems. Having two government delegates allows for a broader representation of national interests—such as including both labor and foreign affairs officials, or representatives from different ministries—enhancing their ability to engage effectively across a wide range of technical and policy discussions.

Faculty Advisors play an important role helping students who will be assigned to be part of a double delegation representing the same country to prepare strategically and collaboratively. It's essential to encourage students to work together on their Position Paper and submit only one on behalf of the Government, one on behalf of the Workers and one on behalf of the Employers per country. Faculty Advisors should emphasize the importance of communication and coordination between partners, particularly given the constraint that only one student may speak on behalf of the delegation during negotiations on an outcome document. This means students must decide ahead of time who will serve as the official spokesperson during these critical moments and rehearse seamless handoffs when shifting roles. Faculty can support this by facilitating mock sessions, encouraging detailed role-planning, and fostering mutual trust within the team, so both delegates can represent their country effectively and cohesively throughout the conference.

The International Labour Organization, founded in 1919 by the Treaty of Versailles is a unique UN body. Much older than the UN it follow a tripartite system in which decision are made jointly but government, workers and employers. In all other UN bodies, decisions are made only by governments. Therefore, in the simulation of the ILO, some students will be assigned to represent workers, some will be assigned to represent employers and some will be assigned to represent governments. As a result, there are three different types of position papers depending on which of the three groups a student has been assigned to. (See ILO Position Papers on page 36)

The following questions can help students focus their efforts to define the position of the group they have assigned, whether they have been assigned to represent a government, the employers or the workers on their agenda topic:

General questions to guide research on the topic:
- What are the main elements of the problem that will be discussed? What aspects of the issue would governments focus on, what aspects would workers focus on and what aspects would employers focus on?
- Why is this issue important for the international community to address? What is it important for workers? Why is important for employers?

Country-specific, employer-specific or worker-specific questions:
- [If representing a government:] What important actions on the assigned topic have been taken by the government that has been assigned and/or one of the regional or political groups that the government belongs to? What statistics would the assigned government focus on to highlight what the issues are from their perspective?
- [If representing workers or employers:] What important actions on the assigned topic have been taken by the workers or by the employers? What statistics would the workers or employers focus on to highlight what the issues are from their perspective?
- Additionally, what actions has the ILO taken on the assigned topic?
- What actions need to be taken by workers, employers, governments and the ILO to address the issue that has been assigned

RESEARCH TIPS FOR ILO

In addition to a webinar that will focus on how to research the positions taken by Governments, Workers and Employers on the the topic to be discussed in the ILO, the Annotated Bibliography contains an extensive outline of the Key Points and Main Issues as seen from perspective of each group. Both are designed to help students understand the similarities and differences in the positions taken by Governments, Workers and Employers on the assigned topic: "A just transition towards environmentally sustainable economies and societies for all.

3 DELEGATES NEED TO ATTEND ONLINE TRAININGS

Multiple online webinars will be scheduled prior to the conference to help delegates prepare. These webinars will include:

- An introduction to the history of decision-making processes in intergovernmental organizations from the mid-1800s to the present;
- tips on how to research the topic they have been assigned and what the position the country they are representing has taken on this issue;
- tips on how to incorporate the research students do into a position paper summarizing the issue and their country's position on it, (and in the case of the ILO, the positions taken by Employers and Workjers as well);
- an overview of the UN entity they will be simulation;
- how to properly draft the outcome document that will adopted by the UN entity they will be simulating (N.B. The type of outcome document that will be drafted and adopted differs depending on the UN entity that is being simulated. Information on each outcome document is provided in the Delegates Handbook.);
- an overview of the flow of debate from the first to the last session of the simulation. All webinars will be recorded.

> **ACTION POINT:** It is critical that all students and Faculty Advisors attend all webinars or at least watch a recorded version if there schedule does not permit them to attend the live webinar. Faculty Advisors are requested to keep track of which webinars their students have attended and make sure that they have either participated in every one live or watched the recorded version before the conference starts. A schedule of all online webinars will be distributed in advance.

DELEGATE TRAINING SCHEDULE – WIMUN SINGAPORE 2025

01 History of Decision-Making Process in International Organizations

18th May, 2 hours, All Delegates + All Chairs
Time: 2 pm Geneva time/ 8 am NY time

Zoom link: https://wfuna-org.zoom.us/j/83535746539?
pwd=aVTWa7yE3gR5udEsyY2qNk4bG5AkKN.1
Meeting ID: 835 3574 6539
Passcode: 787977

02 How to Structure a Position Paper + How to Research Country and Topic Assignments

21st May, 2 hours, Delegates + Chairs (GA4, GA6, UNEA, WHA, CPD)
Time: 2 pm Geneva time/ 8 am NY time

Zoom link: https://wfuna-org.zoom.us/j/89246048505?
pwd=pQpnnwnofVoaBNfPknQzDRjCa2gudq.1
Meeting ID: 892 4604 8505
Passcode: 632397

03 How to Structure a Position Paper + How to Research Country and Topic Assignments

24th May, 2 hours, Delegates (ILO) + Chair (ILO)
Time: 2 pm Geneva time/ 8 am NY time

Zoom link: https://wfuna-org.zoom.us/j/81150072549?
pwd=IbTgJlxc2x5pVQ3mRGVk4ayPwAQTql.1
Meeting ID: 811 5007 2549
Passcode: 737048

04 Structure of Resolution (GA, UNEA, CPD)

4th June, 2 hours, Delegates + Chairs (GA4, GA6, UNEA, CPD)
Time: 2 pm Geneva time/ 8 am NY time

Zoom link: https://wfuna-org.zoom.us/j/84451368537?
pwd=blLwdQRCS3lfQGzFdOWpOP3SBDaves.1
Meeting ID: 844 5136 8537
Passcode: 507668

05 Structure of Conclusions (ILO)

8th June, 2 hours, Delegates (ILO) + Chair (ILO)
Time: 1:30 pm Geneva time/ 7:30 am NY time

Zoom link: https://wfuna-org.zoom.us/j/89653900024?
pwd=72ci5duB3u6fVhWwaYQkGPEZmZq7Pt.1
Meeting ID: 896 5390 0024
Passcode: 704650

06 Structure of Resolution (WHA)

11th June, 2 hours, Delegates (WHA) + Chair (WHA)
Time: 2 pm Geneva time/ 8 am NY time

Zoom link: https://wfuna-org.zoom.us/j/83028706993?
pwd=8eYnzfiPJ5TNebEPzEu8kv5lEhkjZG.
Meeting ID: 830 2870 6993
Passcode: 715198

07 Flow of Debate (GA 4th and 6th Committees, UNEA)

18th June, 2 hours, Delegates + Chairs (GA 4th and 6th Committees, UNEA)
Time: 2 pm Geneva time/ 8 am NY time

Zoom link: https://wfuna-org.zoom.us/j/81808879951?
pwd=XOBFvvFsIGXtJYW5g2dJzJNEYVGDbG.1
Meeting ID: 818 0887 9951
Passcode: 886225

08 Flow of Debate (WHA)

25th June, 2 hours, Delegates (WHA) + Chair (WHA)
Time: 2 pm Geneva time/ 8 am NY time

Zoom link: https://wfuna-org.zoom.us/j/84490082406?
pwd=MhQ9AfytjIoK8pZq8THEGzwHsAdo4Q.
Meeting ID: 844 9008 2406
Passcode: 544374

10 Flow of Debate (CPD)

26th June, 2 hours, Delegates (CPD) + Chair (CPD)
Time: 2 pm Geneva time/ 8 am NY time

Zoom link: https://wfuna-org.zoom.us/j/84627619530?
pwd=uZSqfS9yULkIzPDMKlOb2qDYIGT2Dw.1
Meeting ID: 846 2761 9530
Passcode: 673802

10 Flow of Debate (ILO)

29th June, 2 hours, Delegates (ILO) + Chair (ILO)
Time: 2 pm Geneva time/ 8 am NY time

Zoom link: https://wfuna-org.zoom.us/j/87635800956?
pwd=lkkaasqJChE2QqbwzFL7GaZQbBtYQS.1
Meeting ID: 876 3580 0956
Passcode: 081493

4 DELEGATES NEED TO READ ALL PRINT MATERIAL PREPARED FOR THE CONFERENCE

In addition to the webinars, the following documents will be posted in the lead up to the conference under each simulation on the WIMUN Singapore 2025 website to help students prepare for the conference:

- **Study Guide (all simulations)**
    - The Study Guide provides questions to think about, interesting facts and a glossary of terms to support their comprehension of a UN publication we have chosen on the topic they we will be discussing.
- **Annotated Bibliography (all simulations)**
    - The Annotated Bibliography provides links to the following important resources:
        - Official UN Resources on each Topic (General)
        - Official Statements or Documents issued by Member States
        - Official Statements or Documents issued by Regional or Political Groups
        - Official UN Resources on the topic (specific to UN regions or Member States)
        - Non-UN Resources on the Topic (General)
        - Non-UN Resources about the topic (specific to UN Regions or Member States)

Theses resources are designed to assist delegates in understanding the topic they have been assigned and to grasp the position that representatives of the country they are representing might take when negotiating an outcome document on the topic.

- **Simulation Handbook (for every simulation)**
    - Each simulation has a customized Simulation Handbook that contains information on the history of the UN entity that is being simulated, an overview of the the different simulation sessions, things to know about the Rules of Procedure and a review of terms used and not used during the simulation, and an overview of how an outcome document that will be drafted is structured.

- **Terms Used in drafting an outcome document (differs depending on the simulation)**
    - Outcome documents have certain terms that considered acceptable to use when drafting these documents. These terms differ from one UN entity to another. This is a critical resource for delegates to have when they are drafting their outcome document.

Terms used in Model UNs around the world are very different than terms used in the real UN. The Simulation Handbook outlines the differences. Some of the major differences are highlighted below:

- **Model UNs around the world refer to every simulation as a Committee. Most UN entities that are simulated are not considered Committees at the UN. When simulating UN bodies like the UN Environment Assembly or the Commission on Populations and Development, it would be inappropriate at the UN to refer to them as a Committee. On the other hand, when simulating one of the six Main Committees of the General Assembly, referring to these simulations as a Committee would be appropriate.**

- None of the acronyms used to refer to any of the General Assembly Committees (e.g., DISEC, SOCHUM, ECOFIN and SPECPOL) are used at the UN. They are referred to simply as the First, Second and Third Committee respectively.
- All Model UN delegates refer to the parts of a resolution as clauses. At the real UN, resolutions are divided into paragraphs - preambular and operative paragraphs. Other types of outcome documents are also divided into paragraphs. This is one of the most difficult habits to get delegates to break. The only outcome document in WIMUN that uses the term clauses is the one drafted for the simulation of the International Labour Organisation (ILO) which is called Conclusions.

Consult the Simulation Handbook for other differences in terminology.

- **How to amend an outcome document (all simulations except the ILO):** This document summarizes the different ways that outcomes can be amended. This resource is important when orally amending the text of an outcome document.

- **How to submit amendments (International Labour Organization only):** Amendments in the ILO simulation are submitted electronically so a separate sheet has been created for delegates participating in this simulation that provides an introduction on how to amend an outcome document in the ILO.

- **Organization and Programme of Work (all simulations):** While the title may differ from one UN entity to another, the content of this document is the same. It contains the details of when meetings will take place over the course of the conference, what the time limits are for speeches, and a detailed outline of what will happen every hour when the simulation is in session. These will be posted on the WIMUN Singapore 2025 website under each simulation. See a sample Organization and Programme of Work in the Annex.

ACTION POINT: In addition to attending or watching all recorded versions of the webinars, Faculty advisors need to make sure that their students have downloaded and read all the print materials. We have found from experience, that those students who do not attend or watch all of these sessionsand who do not read the material that are distributed are less prepared and, as a result, may be less engaged during the simulation.

WRITE A POSITION PAPER

All delegates are encouraged to write and submit a Position Paper. Awards will be given for the best Position papers submitted in each simulation. Position Papers offer you as a Faculty Advisor an excellent way to assess how well students have synthesized the research they have conducted on their assigned topic and how well they understand the position of their assigned country on the topic.

The criteria for choosing the best Position Papers will be based on:
- how well they have understand what the main issues are;
- what actions their assigned country has already taken; and,
- what actions they would recommend the international community needs to take to further address the issue they will be discussing.

Position papers should be between 1-3 pages in length and should contain a list of resources. WIMUN does not require delegates to use any particular citation style. Students should use the one they are most familiar with. The awards will be decided on the content of their paper not on the what citation style they used. A sample Position Paper is included in the Annex.

Position papers should contain three elements:

A First, it should set the context by:
- describing the main elements of the problem that will be discussed;
- explaining why this issue is important for the international community to address;
- citing relevant statistics that define Member States' concerns.

ACTION POINT: It has become common practice for students to use AI like ChatGTP when writing papers. While we have no problem in letting students use AI to assist in their research, we have a strict policy on prohibiting the use of AI in the drafting of Position Papers or in the drafting of outcome documents that are negotiated during the simulation. We will spot check the Position Papers submitted to see if AI has been used. If we determine that the use of AI in generating text is above 30%, the papers will be disqualified from being considered for an award. All papers considered to receive a Position Paper award will be run through an AI detector before the award is granted.

Similarly, plagiarism will also not be tolerated. If the content of Position Paper has been found to be plagiarized from another print source, it will also be disqualified from consideration.

B Second, it should highlight important actions that have been taken by the country a student has beenassigned to represent, and if relevant, the political or regional groups that country belongs to, as well as actions taken by the UN and other Member States that the student thinks should be highlighted.

C Third, it should focus on solutions by clearly stating what proposals your government will support to address the issue that will be discussed.

ACTION POINT: Faculty advisors should review a draft of their students' Position Paper to determine if they need to do additional research to supplement what they have already done.If you are advising a delegation from the same school, you can have your students read their position paper to other students who will be going to WIMUN and have them ask questions and offer constructive criticism before submitting them to the WIMUN Secretariat.

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SPECIAL INSTRUCTIONS FOR ILO POSITION PAPERS

Please note that normally position papers should be written from the perspective of the country the student will be representing, but if any of your students are participating in the simulation of the International Labour Organization, it is a unique UN body that makes decisions based on a tripartite system. Some delegates will be representing governments and other will be representing employers or workers. Students who have done Model UN before are used to writing Position Papers that represent the views of a government. In a simulation of the ILO, however, students must be careful to write a Position Paper that represents the group they have been assigned to represent. For example, if a student has been assigned to represent the workers or the employers, the position paper should focus on defining the problem and actions that need to be taken from the workers' or employers' perspective which is independent of what a government representative would write.

CONFERENCE SCHEDULE

The WIMUN Singapore Conference will be held over four days, beginning on Monday, 14 July 2025, and concluding on Friday, 17 July 2025. The conference officially begins with registration and delegate training from 10:00 AM to 5:00 PM on 14 July, followed by the Opening Ceremony at 7:00 PM and the Opening Plenary of the General Assembly at 8:00 PM. Delegates are encouraged to arrive early in the day to complete the registration process. The conference will conclude at 3:30 PM on 17 July following the Closing Ceremony. For more details, see our website (wfuna.org/program/wimun-singapore-2025/).

The detailed conference schedule will be available in the Programme of Work which will be uploaded onto the WIMUN website. You may also find the full schedule on our website by scanning the QR code below.

As always, the conference opens with an Opening Ceremony followed by the Opening Plenary of the General Assembly. During this session, all delegates will have the opportunity to apply for the Speakers List. However, due to time constraints, only a limited number of delegates will be selected to speak during the Opening Plenary.

This year, we will be organizing 6 simulations of various United Nations bodies, covering a wide range of global issues. The list of simulations can be found on our website.

Each simulation will follow its own daily schedule, which will be posted on the dedicated page for that simulation. Please note that each simulation may have different formats or session structures, so the daily schedule will vary. For reference, we have included a sample schedule for a General Assembly Committee so you can see the type of information each document contains.

Participants will be accommodated at Hotel Michael, located on Sentosa Island, just minutes away from the conference venue will be the Resorts World Sentosa - Convention Center, where all WIMUN sessions will take place. Transport and access details will be shared in your final logistics email closer to the event.

VENUE

All WIMUN Singapore 2025 simulations will take place at the Sentosa Convention Centre, located on the dynamic and scenic Sentosa Island. Just minutes from the delegate hotel, the venue provides a modern, well-equipped space designed for high-level discussions and collaboration.

Sentosa Island is one of Singapore's most iconic destinations—often called the nation's playground. It offers a unique blend of natural beauty and urban excitement, with golden beaches, lush walking trails, oceanfront dining, and world-famous attractions like Universal Studios Singapore, S.E.A. Aquarium, and SkyHelix. Whether you're enjoying a walk along the coast or discovering the island's vibrant culture and entertainment, Sentosa is the perfect place to balance serious debate with inspiring surroundings.

WHAT TO BRING TO THE SIMULATION?

Delegates should bring laptops or tablets to each session of the simulation. They will need them during various stages of the simulation particularly during the General Debate and drafting of outcome documents. Additionally, they will need these devices to access the various documents that have been prepared as references for them that include the Study Guide, Simulation Handbook, Annotated Bibliography, Organization or Programme of Work, How to Amend an outcome document and Terms Used in drafting their outcome document.
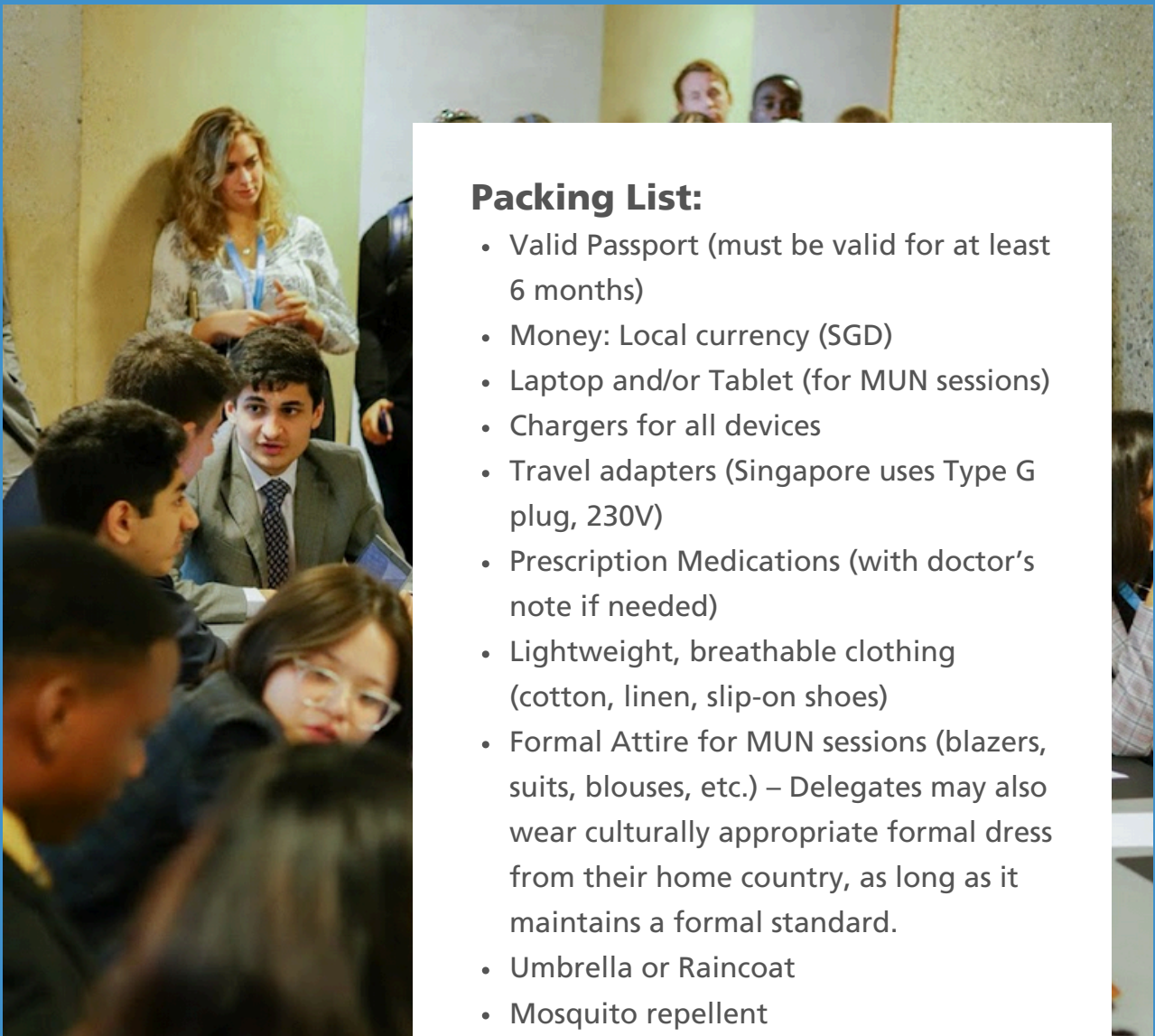
Packing List:

- Valid Passport (must be valid for at least 6 months)
- Money: Local currency (SGD)
- Laptop and/or Tablet (for MUN sessions)
- Chargers for all devices
- Travel adapters (Singapore uses Type G plug, 230V)
- Prescription Medications (with doctor's note if needed)
- Lightweight, breathable clothing (cotton, linen, slip-on shoes)
- Formal Attire for MUN sessions (blazers, suits, blouses, etc.) – Delegates may also wear culturally appropriate formal dress from their home country, as long as it maintains a formal standard.
- Umbrella or Raincoat
- Mosquito repellent

ATTENDANCE & CERTIFICATES

To receive a certificate at WIMUN Singapore 2025, all delegates are required to attend every session. Full attendance is essential, and any unexcused absences will result in withholding the certificate. If a delegate is unable to attend due to illness or another valid reason, an email must be sent to communications.wimun@gmail.com by noon on the day of the absence. Faculty Advisors are asked to ensure that the email includes:

- Name of the student
- Delegation
- Country they represent
- Simulation they are in

Certificates will be distributed on the morning of the final conference day, and Faculty Advisors will be able to collect them for their entire delegation. We appreciate your support in upholding these guidelines to ensure a meaningful experience for all participants.

FLOW OF DEBATE

Unlike most simulations where the same rules of procedure are used for every simulation and the flow of debate is governed by the points and motions put forth by delegates, WIMUN follows the flow of debate that is particular to each simulation. No two UN entities are exactly the same.

Pre-conference webinars introduce delegates with the aid of videos from previous conferences to the flow of debate within their particular simulation. The Organization and Programme of Work that is posted under each simulation on the WIMUN website also details the flow of debate for delegates. This information is also repeated in more detail in the Simulation Handbook. (See the table in the Annex that compares the Flow of Debate in each simulation to get a sense of the similarities and differences between each simulation.)

THE CLOSING SESSION AND AWARDS CEREMONY

On the last day during the closing ceremony, all delegations come together for closing remarks and the presentation of awards.

AWARDS CRITERIA

In addition to the best Position Paper award in each simulation we give out two additional awards: 1) Diplomacy Award and 2) Best Delegation award. The best Diplomacy Awards go to the delegates who contribute the most to helping their simulation reach or try reach consensus. The Best Delegation awards are based on the percentage of delegates in a delegation what have won an award across all of the simulations.

AFTER THE CONFERENCE

Debrief with your students after the conference. Conduct a feedback session or have them present what was discussed to each other, exchange experiences. Share any feedback positive or negative with us so that we can continue doing what students like and make changes in places where they have identified we should make improvements. Let's stay in touch about our next conference or other events we are organizing!

SAMPLE PROGRAME OF WORK

Annex - Draft Programme of work of the GA Sixth Committee

Day 1
1:30 p.m. – 2:00 p.m.
Adoption of Organization of Work

2:00 p.m. – 3:00 p.m.
Interactive Session with Expert

3:00 p.m. – 4:00 p.m.
General Debate

4:00 p.m. – 4:30 p.m.
Informal consultation to agree on Resolution's Operative Structure

4:30 p.m. - 5:30 p.m.
Drafting of Resolution in Regional Groups (Informal Meeting)

7:00 p.m. - 8:00 p.m.
Drafting of Resolution in Regional Groups (Informal Meeting)

8:00 p.m. - 8:20 p.m.
Regional Groups review colour-coded draft (Informal Consultations)

8:20 p.m. - 9:30 p.m.
Informal Consultations to merge Conference papers (Vienna Formula)

Day 2
9:00 a.m. – 10:00 a.m.
Informal Consultations to merge Conference papers (Vienna Formula)

10:00 a.m. – 12:00 p.m.
Informal Consultations to propose and negotiate amendments

1:30 p.m. – 5:30 p.m.
Informal Consultations to propose and negotiate amendments

7:30 p.m. - 8:30 p.m.
Informal Consultations to propose and negotiate amendments

Day 3
9:00 a.m. – 11:00 a.m.
Wrap up debate of amendments and Final review of the Draft Resolution/add additional text if time allows (Informal Meeting)

11:00 a.m. – 12:00 p.m.
Final Formal Meeting to adopt Resolution

GUIDANCE FOR DIPLOMATIC DISCOURSE IN MODEL UN NEGOTIATIONS

In a Model UN (MUN) conference, effective diplomatic discourse is essential for fostering constructive debates, negotiations, and resolutions. As representatives of different countries with diverse perspectives, it is important to engage respectfully while advocating for your nation's interests. Below are key principles to ensure productive and diplomatic engagement:

1. Respect Differences and Diverse Perspectives
- Recognize that every delegate represents a country with unique interests, priorities, and policies.
- Avoid personal biases; speak from the perspective of your assigned country.
- Acknowledge differing viewpoints with professionalism, even when disagreements arise.

2. Use Diplomatic and Professional Language
- Maintain a formal tone; avoid inflammatory or offensive language.
- Frame disagreements constructively using phrases like:
  - "While we understand your position, our delegation believes that..."
  - "We appreciate your perspective, but we propose an alternative approach..."
- Always refer to other delegates formally (e.g., "The delegate of [Country]...").

3. Prioritize Consensus-Building
- Seek common ground where possible, even with opposing viewpoints.
- Be open to compromise; successful resolutions require cooperation.
- Engage in active listening—demonstrate understanding before presenting counterarguments.

4. Stay Policy-Oriented and Fact-Based
- Support arguments with data, historical context, and established international frameworks.
- Avoid emotional appeals or personal opinions—stick to your country's official stance.
- Cite relevant UN resolutions, treaties, or reports to strengthen your position.

4. Stay Policy-Oriented and Fact-Based
- Support arguments with data, historical context, and established international frameworks.
- Avoid emotional appeals or personal opinions—stick to your country's official stance.
- Cite relevant UN resolutions, treaties, or reports to strengthen your position.

5. Engage in Constructive Negotiations
- Present solutions, not just criticisms. Instead of rejecting proposals outright, suggest modifications.
- Use caucuses effectively—both formal and informal—to build alliances and refine resolutions.
- Maintain patience and diplomacy, especially when negotiations become intense.

6. Adhere to Parliamentary Procedure
- Follow the rules of procedure to ensure an orderly and respectful debate.
- Wait for recognition before speaking and respect the moderator's authority.
- Utilize points of order, motions, and yield time appropriately to facilitate discussion.

7. Represent Your Country's Interests with Integrity
- Uphold your nation's policies while recognizing the need for international cooperation.
- Avoid making unrealistic concessions that contradict your country's real-world stance.
- Stay consistent in your arguments throughout the debate.

By following these guidelines, delegates can engage in meaningful discussions, build diplomatic relationships, and contribute to impactful resolutions. Model UN is not just about winning arguments—it's about fostering international collaboration and developing real-world negotiation skills.

Good luck, and may your diplomacy lead to successful resolutions!

WIMUN COMPARED TO OTHER MUNS

WIMUN	OTHER MUNS
Does not use parliamentary procedures because the UN is not a Parliament. Additionally, every UN body is a bit different and the rules followed in each are not exactly the same.	Use the same parliamentary procedures for every UN body that is simulated. Some of these rules violate the Principle of Sovereign Equality that the UN was founded upon.
Aims to adopt outcome documents by consensus which eliminates the need for voting. The UN General Assembly started moving away from voting in the 1950s and the consensus approach is now embraced by the entire UN system.	Make all their decision by voting.
Drafts many different types of outcome documents that are unique to a particular UN body.	Draft only one type of outcome document -- resolutions.
Follows a set structure that outline in an Organization and Programme of Work. Presiding officers closely follow a script to ensure that meetings are run in an timely and efficient manner.	Do not follow a set structure. The flow of debate is based on a series of Motions and Points that are put forth by delegates.
Only follows the terminology used in the real UN which differs in many ways from the terminology used in other MUNs.	Use many terms that are not used in the real UN.
Relies heavily on the use of Facilitators to help delegates reach agreement on an outcome document.	Do not use Facilitators.
Uses different formats when appropriate for a particular UN entity.	Never vary the formats of meetings.
Nurtures a more collaborative and inclusive spirit associated with the spirit of consensus that is the foundation of the decision-making process at the UN today	Deliberations are often very competitive.

FLOW OF DEBATE ACROSS SIMULATIONS

GENERAL ASSEMBLY COMMITTEES	ECOSOC COMMISSION ON POPULATION AND DEVELOPMENT
Adoption of the Organization and Programme of Work	Adoption of the Organization and Programme of Work
Interactive session with expert	Interactive session with expert
General Debate	General Debate
Informal consultation to agree on 4 broad areas to guide the drafting of operative paragraphs	Review of Zero Draft in regional groups
Drafting of Conference papers in Regional Groups	General Discussion of Zero Draft
Informal Consultations to merge Conference papers	Proposal and Debate of Amendments
Informal Consultations to propose and negotiate amendments	Review of amendments in regional groups
Adoption of resolution, explanation of position or vote	Adoption of Agreed Conclusions

UN ENVIRONMENT ASSEMBLY	WORLD HEALTH ASSEMBLY	INTERNATIONAL LABOUR ORGANIZATION
Opening Plenary	Adoption of the Organization and Programme of Work	First sitting • Appointment of Officers • Presentation of Office report
Interactive session with expert - Committee of the Whole	Interactive session with expert	Second sitting • Opening Statements • Discussion Point 1 • Discussion Point 2 • Discussion Point 3
[Split into 2 Working Groups] Informal consultation to agree on 4 broad areas to guide the drafting of operative paragraphs	Informal consultation to agree on 4 broad areas to guide the drafting of operative paragraphs	Third sitting • Drafting Group
[Split into 2 Working Groups] Drafting resolutions in regional groups	Drafting of Conference papers in Regional Groups	Fourth sitting • Finish drafting Conclusions • Review color-coded draft Conclusions • Drafting Group merges Conclusions drafted by each group
[Split into 2 Working Groups] Informal Consultations to merge resolutions	Informal Consultations to merge Conference papers	Fifth sitting • Submission of amendments • Discussion of amendment
Introduction of draft resolutions — Committee of the Whole	Informal Consultations to propose and negotiate amendments	Sixth sitting • Discussion of final amendments to draft Conclusions • Adoption of title and draft Conclusions as amended • Adoption of draft resolution • Concluding Statements
[Split into 2 Working Groups] Informal consultations to propose and negotiate amendments		
Update on progress made in negotiations —Committee of the Whole	General Discussion	
[Split into 2 Working Groups] Informal consultations to propose and negotiate amendments	Adoption of resolution, closing statements	
Final meeting of the Committee of the Whole (if needed)		
Closing Plenary to adopt resolutions		

SAMPLE POSITION PAPER

Name:
School:
Simulation: UN Security Council
Topic: Situation in the Democratic Republic of the Congo
Country: Dominican Republic

Topic: Situation in the Democratic Republic of the Congo

The Great African War has become the bloodiest war since the World War II, it has wiped out many villages and towns and claimed an estimated 5.4 million deaths due primarily to disease and starvation. Still the world knows nothing about it. Nobody seems to be interested in what is going on in the heart of the African continent.

Relentless armed conflicts, the forced displacement of millions of civilians, the use of civilians as human shields, attacks on schools and hospitals, extrajudicial executions and arbitrary arrests, murders and maiming, sexual and gender-based violence, recruitment and use of children, abductions of children and humanitarian personnel, illegal trafficking of natural resources by armed groups and criminal networks. All of the above are happening in the Democratic Republic of the Congo right now and continue to occur despite their repeated violations of human rights and international law.

Although the war has raged since 1998 , the motives of its actors have been changing over time. Today the root of the conflict are the numerous armed groups deployed mainly at the Eastern part of the DRC (Kivu district), which are interested in maintaining control over the natural resources such as gold, diamonds, cobalt, coltan and copper. However, the majority of soldiers do not fight to make a fortune out of selling raw materials; they fight because it is the only way of living they know. They were brought up by war: instead of learning to write and read, they were taught to handle a gun.

This conflict is a matter of concern just for many countries in the region. In addition to the Democratic Republic of Congo, eight African countries are involved in the conflict: Angola, Zimbabwe, Chad, Uganda, Rwanda, Sudan and Burundi. While each country has a different motive for being involved in this conflict, nevertheless all would benefit if peace is restored.

Two problems that deserve international attention are those related to education and health. According to the World Bank, almost half of the Congolese children have no access to primary education. The children, who get no education, are likely to become soldiers, criminals, terrorists. If we do not take drastic actions, the vicious circle of violence will never end.

Regarding health related problems exacerbated by the war, the Ebola outbreak in the Democratic Republic of the Congo (DRC) from 2018-2020 resulted in a total of 3,481 confirmed and probable cases, with 2,299 deaths and 1,162 recoveries. The outbreak was the second-largest in history. The international community needs to concerned about the Ebola crisis in the DRC due to the potential for widespread transmission of the disease that could, impact global health security and the humanitarian suffering it causes.

In order to help the war-stricken region find peace and security the UN created MONUSCO to stabilize the situation in the DR Congo. Joint efforts of MONUSCO and the Armed Forces of the Democratic Republic of Congo (FARDC) have made it possible to repel many attacks by the armed groups scattered across the Eastern region of the country. In addition, to protecting civilians from these attacks, MONUSCO aims to promote education and combat the Ebola epidemic. The key resolutions on the DRC conflict include the following: Security Council resolutions 1493 (2003), 1807 (2008), 2389 (2017), 2409 (2018), 2424 (2018), 2463 (2019), 2478 (2019) and the most recent one 2502 (2019). The binding decisions of the UNSC have not always been always observed by the African states, thus certain sanctions have been imposed, including an arms embargo, a travel ban and assets freeze as mentioned in Security Council resolutions 1533 (2004).

The Dominican Republic has expressed its deep concern about the situation in the DRC during the Security Council Meetings many times. For example, the Dominican Republic's Special Envoy to the Security Council, highlighted the need to pay greater attention to justice reform, fighting impunity, disarmament, generating jobs for young people, supporting women and girls, helping the Congolese people in implementing their stability initiatives in a statement delivered during a Security Council meeting on the DRC conflict in July, 2019. He added that the spread of Ebola remained a worrisome issue, exacerbated by the attacks on Ebola response personnel and the DRC's health infrastructure.

The Dominican Republic welcomed the signing of the declarations aimed at putting an end to the recruitment of child soldiers. We continue to express our appreciation of MONUSCO and would like to thank its personnel for their devotion and courage. The peacekeeping work they do is very hard and exceptionally important. However, given the ongoing conflict, we doubt whether the decision to withdraw two thousand UN troops from the DRC is rational and timely. The conflict is far from being over and the situation is far from being stable, consequently, we need as many peacekeepers there as we can afford.

In order to bring the war to an end that has been festering in the DRC for over twenty years, the Dominican Republic proposes to create a road map that we hope will help resolve the conflict in DRC. In this regard, we would like to put forward the idea of distinguishing different types of war victims. The classification should be used to develop different programmes to support family reunification, the integration of soldiers into civilian life, mental health support for women who have been abused during the war and educational programmes for children who have missed out on gaining the education they need to grow and development.

In addition, we propose to increase awareness about the dangers of Ebola and the help that can be provided by the UN medical centers. Moreover, we call for global assistance to WHO in its efforts to develop effective medicine for combating this disease.

Finally, the Dominican Republic believes that we must address the problem of impunity for human rights abuses, war crimes and crimes against humanity, has plagued the region. Perpetrators are rarely held to account. Victims are often denied the justice that is needed to break the vicious cycle of violence that has tormented the people of the DRC. In order to put an end to it we suggest that International Criminal Tribunal for the DRC should be created. Such a court existed in Rwanda (1994-2015) with the purpose to prosecute those, who violated international law and committed war crimes.

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SAMPLE EMPLOYER POSITION PAPER

Name:

School:

Simulation: International Labour Organization (ILO)

Topic: Decent Work and the Care Economy

Country: Barbados

Topic: Decent Work and the Care Economy

1. Background Information on Key Issues

The care economy is a critical sector that encompasses health care, child care, eldercare, domestic work, and disability support services. Globally, the care economy is estimated to represent **9.3% of total employment,** meaning that nearly **one in ten jobs** is tied to care-related services (ILO, 2018). However, care work is frequently undervalued and faces significant structural challenges. From the perspective of the Employer Associations of Barbados, the care economy confronts serious issues that must be addressed carefully to support both care workers and care providers.

One major challenge is the **underinvestment** in care infrastructure. Worldwide, investing in the care economy could create **up to 475 million jobs** by 2030, highlighting its potential as a driver of economic growth (ILO, 2018). Despite this potential, many care providers operate with limited resources, making it difficult to offer decent work conditions while remaining financially sustainable. Workforce shortages also present a growing concern. As Barbados faces an ageing population—where the proportion of persons over 60 is expected to rise significantly by 2050—the demand for eldercare services will increase substantially. Yet, recruiting and retaining trained care workers remains difficult because care work often carries a **low professional status**, coupled with **low wages and heavy workloads.**

Another key issue is that much of the care work in Barbados, as in many countries, is provided informally, particularly in domestic and community-based settings. Globally, **80% of domestic workers lack access to comprehensive labor protections** (ILO, 2022), and informal arrangements make it harder to regulate working conditions. Employers recognize that without supportive policies and targeted investments, it will be increasingly difficult to deliver high-quality care services while ensuring decent work and economic sustainability.

2. Actions Taken by Employers and the ILO

Internationally, employer associations have been actively engaged in ILO-led discussions and global forums on how to advance decent work in the care economy. They have consistently supported calls for the recognition of the care economy's vital role in sustainable development and have promoted public-private partnerships to enhance investment in care infrastructure. Employer organizations have also highlighted the importance of professionalizing care jobs, creating training and certification systems, and ensuring that policies are balanced to protect both workers' rights and business sustainability.

In Barbados, the Barbados Employers' Confederation (BEC) has maintained a strong presence in national labor discussions, advocating for good labor practices, social dialogue, and inclusive development strategies. Although specific care economy initiatives are not always highlighted publicly, the BEC's broader advocacy for workplace flexibility, decent work conditions, and sustainable growth naturally supports the evolving needs of the care economy, particularly in sectors like health care, domestic services, and eldercare.

3. Proposed Actions and Policy Recommendations

The Employer Associations of Barbados advocate for a multi-stakeholder approach to the care economy, supporting workers while maintaining the viability of care enterprises. Governments must invest in building care infrastructure, fund workforce training and certification programs, and create supportive policy frameworks that encourage business sustainability. Employers must prioritize fair pay, improved working conditions, and professional development opportunities for care workers while promoting flexible and innovative service delivery models. Workers and trade unions must engage in open, constructive dialogue with employers to find practical solutions that ensure rights are respected without jeopardizing the financial health of care providers.

The International Labour Organization must continue to provide research, technical assistance, and best practice guidance, especially to support Small Island Developing States (SIDS) like Barbados. Given the vulnerability of SIDS to economic shocks and demographic shifts, it is critical to invest now in building resilient, future-ready care systems that can sustain both social welfare and economic vitality.

By working together across governments, employers, and workers, Barbados can help lead the way in building a care economy that is inclusive, sustainable, and responsive to the needs of all people.

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Name:
School:
Simulation: International Labour Organization (ILO)
Topic: Decent Work and the Care Economy
Country: Barbados

Topic: Decent Work and the Care Economy

1. Background Information on Key Issues

The care economy, which includes child care, eldercare, health care, domestic work, and disability support, is a fundamental part of social and economic life. From the perspective of the Trade Unions of Barbados, the main challenges in the care economy revolve around ensuring that care workers receive decent work conditions, proper recognition, and fair compensation. Globally, it is estimated that the care sector accounts for approximately 9.3% of total employment, and investing in the care economy could generate up to 475 million jobs by 2030 (ILO, 2018). However, care work remains undervalued, and many workers, particularly women, migrant workers, and informal workers, face low wages, job insecurity, lack of social protections, and poor working conditions. In Barbados, where the population is ageing and the demand for care services is increasing, these challenges are becoming even more urgent. Additionally, much of the care work is still informal, making it difficult for workers to access rights such as collective bargaining, social security, and safe workplaces. Trade unions view the transformation of the care economy as a crucial step toward promoting gender equality, economic resilience, and sustainable development.

2. Actions Taken by Trade Unions and the ILO

Internationally, trade unions have been strong advocates for improving conditions in the care economy. Organizations such as the International Trade Union Confederation (ITUC) and Global Union Federations have been instrumental in promoting the ILO's 5R Framework—Recognize, Reduce, Redistribute, Reward, and Represent care work. Trade unions successfully lobbied for the adoption of ILO Convention No. 189 on Domestic Workers, which established key protections for domestic care workers, and Convention No. 190 on Violence and Harassment, providing frameworks to address abuse and exploitation in workplaces. Unions worldwide have emphasized the importance of collective bargaining, universal social protection, fair wages, and safe, decent work for all care workers.

In Barbados, trade unions such as the Barbados Workers' Union (BWU) have long been active in advocating for labor rights across multiple sectors, including domestic and caregiving work. Although the public record of union activity specifically targeting the care economy is limited, Barbadian trade unions have supported initiatives to formalize informal work, improve working conditions, and promote access to social protections. Through participation in tripartite dialogues and engagement with national policymakers, trade unions have consistently pushed for fair labor practices that benefit care workers, including migrant care workers who are often vulnerable to exploitation.

3. Proposed Actions and Policy Recommendations

The Trade Unions of Barbados propose several actions to strengthen the care economy and ensure decent work for all care workers. Governments must adopt national policies that formally recognize the economic and social value of care work. This includes ensuring that care workers are covered by minimum wage laws, occupational health and safety regulations, and social protection schemes. Governments must invest in public care services, including eldercare, childcare, and community health care, as essential elements of national infrastructure.

Employers must recognize that care work requires specialized skills and must offer fair wages, stable employment contracts, and opportunities for training and career advancement. Employers should engage in social dialogue with unions to negotiate terms and conditions that uphold the dignity of care workers.

Trade unions must continue to organize care workers, especially domestic and migrant workers, to ensure they can access collective bargaining and legal protections. Unions should also advocate for gender-transformative policies that redistribute unpaid care work within households and between the state and private sectors.

The International Labour Organization must strengthen its efforts to guide countries in creating national care strategies, expanding ratifications of Conventions No. 189 and No. 190, and supporting countries like Barbados through technical assistance and capacity-building programs. Special focus should be given to helping Small Island Developing States (SIDS), which face unique challenges such as limited resources, brain drain in skilled sectors, and heightened vulnerability to economic shocks.

Investing in decent work in the care economy is not just a social necessity but an economic strategy. According to ILO estimates, addressing global care needs could raise female employment rates by over 10 percentage points in some countries (ILO, 2018). For Barbados, empowering care workers will contribute to economic growth, gender equality, and the achievement of Sustainable Development Goals (SDGs), especially SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth).

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SAMPLE GOVERNMENT POSITION PAPER

Name:
School:
Simulation: International Labour Organization (ILO)
Topic: Decent Work and the Care Economy
Country: Barbados

Topic: Decent Work and the Care Economy

1. Background Information on Key Issues

The care economy, which includes essential services such as child care, eldercare, health care, and support for persons with disabilities, is a vital part of any country's social and economic framework. From the perspective of the Government of Barbados, the care economy presents important opportunities for job creation and social development but also faces significant challenges that must be urgently addressed. Globally, the care economy accounts for approximately 9.3% of total employment, and it is estimated that investing in care could generate up to 475 million jobs by 2030 (ILO, 2018). However, despite its importance, care work remains undervalued, poorly paid, and often carried out in precarious or informal conditions. In Barbados, as the population continues to age, the demand for quality eldercare services is rising. Currently, persons over 65 make up around 14% of Barbados' population, and this figure is expected to increase significantly by 2050 (United Nations, 2022).

At the same time, many care workers, particularly women and migrant workers, are vulnerable to low wages, unsafe working conditions, and limited access to social protections. There is also a notable gender dimension: women perform the majority of paid and unpaid care work, contributing to persistent gender inequalities in the labor market. Formalizing and investing in the care economy is crucial for addressing these challenges, promoting gender equality, and ensuring decent work for all.

2. Actions Taken by the UN, ILO, and the Government of Barbados

The international community, led by the United Nations and the International Labour Organization, has made significant efforts to promote decent work in the care economy. The ILO's 5R Framework—Recognize, Reduce, Redistribute, Reward, and Represent care work—has become a central guide for countries aiming to reform their care sectors. The adoption of ILO Convention No. 189 on Domestic Workers and Convention No. 190 on Violence and Harassment has provided important legal standards to protect care workers' rights. Furthermore, the Sustainable Development Goals (SDGs), particularly Goal 5 (Gender Equality) and Goal 8 (Decent Work and Economic Growth), emphasize the importance of building strong care systems as part of broader development efforts.

The Government of Barbados has taken important steps to advance decent work in the care economy. Barbados has ratified key ILO conventions, including Convention No. 189 and Convention No. 190, signaling its commitment to protecting vulnerable workers. Nationally, initiatives such as the implementation of paternity leave policies and the strengthening of training programs in early childhood education and eldercare demonstrate progress toward building a professionalized care workforce. The Government has also developed policies targeting the needs of aging populations and persons with disabilities and is currently reviewing the National Protocol on Migrant Labour to better protect migrant care workers. While progress has been made, further actions are needed to ensure that all care workers enjoy decent conditions and that the sector is resilient and inclusive.

3. Proposed Actions and Policy Recommendations

The Government of Barbados proposes several actions to strengthen the care economy in alignment with international standards and national needs. First, governments around the world, including Barbados, must invest in creating comprehensive national care policies that ensure decent working conditions, social protection, and professional recognition for care workers. This includes establishing minimum wage protections for care workers, improving occupational health and safety standards, and providing access to social security programs. Public investment in care infrastructure is critical, as it can stimulate economic growth while addressing social needs.

Employers must recognize the skills and contributions of care workers by offering fair wages, safe workplaces, and opportunities for career advancement. Care employers should also collaborate with governments to ensure that workplace practices support both decent work and sustainable care delivery models. Workers and trade unions must continue to advocate for the rights of care workers, ensuring that collective bargaining and social dialogue are used as tools to achieve progress. The International Labour Organization must provide technical support to countries like Barbados, helping to develop national care strategies and facilitating capacity building, particularly for Small Island Developing States (SIDS) that face unique vulnerabilities related to economic size, demographic shifts, and climate change.

For Barbados, building a strong, inclusive care economy is essential to achieving gender equality, reducing poverty, and creating sustainable economic growth. Investing in care is not just a social responsibility—it is an economic strategy. Research shows that investments in the care economy have the potential to increase female labor force participation by up to 10 percentage points and contribute significantly to GDP growth (ILO, 2018). By prioritizing decent work for care workers, Barbados can help create a future where social justice and economic prosperity go hand in hand.

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AWARDS

DELEGATION AWARDS

- Best Large University Delegation

- Best Small University Delegation

- Best Large High School Delegation

- Best Small High School Delegation

INDIVIDUAL AWARDS

Diplomacy Awards

Diplomacy Awards represent the delegates in committee that pursue consensus, cooperation, and negotiation throughout conference. These awards are not tiered and will be awarded to a small portion of committee that best exhibits the spirit of diplomacy.

Note that individual delegates are only eligible for Diplomacy Awards.

AWARD CRITERIA

The following awards will be given out at WIMUN New York 2025:

INDIVIDUAL AWARDS

- Diplomacy Awards
- Position Paper Awards

Individual Diplomacy Awards are presented to those delegates in each simulation that best represent the spirit of consensus and cooperation during informal consultations. The spirit of consensus is demonstrated by:

- Contributing text while drafting an outcome document and helping other delegates who may not be familiar with the process;
- Actively listening to the concerns of other delegates;
- Actively proposing alternative solutions and demonstrating a willingness to make compromises during negotiations;
- Engaging with other delegates diplomatically and respectfully;
- Initiating conversations with other delegates to understand their point of view.
- In addition to these characteristics, in order to be eligible for a diplomacy award, delegates must attend all simulation sessions

POSITION PAPER AWARDS

Each simulation will award a single Position Paper Award to the delegate whose document demonstrates exemplary writing and understanding of the topic at hand. A document worthy of the Position Paper Award will:

- Utilize thoughtful, concise grammar and language;
- Reflect a firm grasp on the simulation's topic of debate;
- Be solution-oriented;
- Be divided into three sections. The first section should provide background information that describes the main elements of the problem that will be discussed, why this issue is important for the international community to address, with relevant statistics that justify Member States' concerns. The second section should highlight important actions that have been taken by the country the student is representing, if relevant, the political or regional groups your country blows to, actions taken by the UN, relevant UN bodies and other Member States that your government thinks should be highlighted. And the third sections should clearly state what proposals the student's government will support to address the issue that will be discussed.

DELEGATION AWARDS

Note: Individual delegates are not only eligible for Delegation Awards
- Best Large University Delegation
- Best Small University Delegation
- Best Large High School Delegation
- Best Small High School Delegation

At WIMUN, we are excited to recognize outstanding delegations through our delegation awards. These awards celebrate groups that excel in both diplomacy and preparation across all simulations. To ensure fairness, we categorize delegations as either large or small based on the size of each group. This distinction is made by calculating the median delegation size across all groups attending the conference. Delegations with a number of delegates above this median size are classified as large, while those with fewer delegates fall into the small category. This approach allows us to recognize both large and small delegations in a balanced way, making sure that the size of a group does not disadvantage their chances of winning.

The delegation awards are determined by examining each group's performance across all conference simulation. We tally the total number of Diplomacy Awards and Position Paper Awards won by each delegation. To keep the competition fair between larger and smaller delegations, we then divide the total number of awards by the number of delegates in the group. This results in an average of awards per delegate, ensuring that the winning delegations are those with the highest achievement relative to their size, rather than simply the highest raw total of awards.

KEY POINTS AND MAIN ISSUES ASSOCIATED WITH WIMUN SINGAPORE 2025 TOPICS

Commission on Population and Development
Topic: Population, education and sustainable development

CPD

Delegates preparing for a simulation of the ECOSOC Commission on Population and Development on the topic "Population, Education, and Sustainable Development" should focus on the following main ideas:

1. Interconnection of Population, Education, and Development:
   - Understand how population dynamics (growth, aging, migration) influence and are influenced by education and sustainable development.
   - Recognize education as a critical enabler of sustainable development and a tool to address challenges related to population changes.

2. Role of Education in Sustainable Development:
   - Explore how education promotes gender equality, poverty reduction, economic growth, and environmental sustainability.
   - Examine how education fosters skills and knowledge needed for adapting to global challenges like climate change, digital transformation, and labor market shifts.

3. Access to Education:
   - Identify barriers to education, such as poverty, gender inequality, conflict, and geographic disparities, and propose strategies to improve access, particularly for vulnerable populations like women, children, and displaced persons.

4. Global Challenges Affecting Population and Education:
   - Analyze the impact of global crises, including climate change, pandemics, and conflicts, on population trends and access to quality education.
   - Discuss strategies to build resilient education systems that can adapt to these challenges.

5. Demographic Transitions and Policies:
   - Understand the implications of demographic trends such as low fertility rates, aging populations, and urbanization on education and development.
   - Explore how policies can address these trends, such as through lifelong learning, vocational training, and inclusive education for all ages.

6. Sustainable Development Goals (SDGs):
   - Recognize the interconnected nature of the 17 Sustainable Development Goals (SDGs) with a particular emphasis on the linkages between Goal 4 (Quality Education), Goal 5 (Gender Equality), and Goal 10 (Reduced Inequalities), and consider how education contributes to achieving all SDGs.

7. Investing in Human Capital:
   - Highlight the importance of investing in education as a pathway to developing human capital, promoting innovation, and ensuring inclusive and equitable growth.

8. Equity and Inclusivity in Education:
   - Address the need for policies that promote equity in education, ensuring no one is left behind, especially marginalized groups like rural populations, ethnic minorities, and persons with disabilities.

9. Technological Innovation in Education:
   - Discuss the role of digital transformation in expanding access to education and improving learning outcomes, while addressing the digital divide.

10. International Collaboration:
   - Emphasize the need for multilateral cooperation and partnerships to address global disparities in education and support countries facing significant demographic or developmental challenges.

By focusing on these core ideas, delegates will be equipped to propose actionable solutions during the simulation.

INTERNATIONAL LABOUR ORGANIZATION
Topic: A just transition towards environmentally sustainable economies and societies for all

ILO

In the most general terms the main issues associated with "A just transition towards environmentally sustainable economies and societies for all" are the following:

- Economic Shifts: How can economies transition from fossil fuels to renewable energy while maintaining economic stability.
- Social Inclusion: How can societies ensure that vulnerable populations are not left behind in the green transition.
- Job Creation: How can new industries and jobs be developed in green technology sectors while retraining workers from traditional industries.
- Global Cooperation: How can the needs of developed and developing nations be balanced in the transition.

In the context of a simulation of an International Labour Conference which is based on a tripartite system where decisions are made jointly by delegates representing workers, employers and governments, understanding the unique challenges faced by workers, employers, and governments is essential for achieving a fair and inclusive transition to a green economy. Each stakeholder group brings distinct concerns and priorities that need to be addressed for effective decision-making.

Workers' Concerns

1. Economic Shifts:
   - Job Losses: Workers worry about losing jobs in carbon-intensive industries like coal, oil, and gas as these sectors decline.
   - Wage Stability: Many fear that green jobs may pay less than traditional jobs, particularly if they require new skills.
2. Regional Disparities:
   - Geographical Mismatch: Green jobs, such as those in renewable energy, may not emerge in the same regions where traditional jobs are being lost, leaving some workers without local opportunities.
3. Social Inclusion:
   - Workers from marginalized groups fear exclusion from green job opportunities due to barriers in training or access.
   - Health and Safety: Concerns exist about workplace safety in emerging industries, where standards may not yet be established.
4. Skills and Training:
   - Retraining Needs: Workers emphasize the importance of accessible and affordable training programs to acquire skills for new industries.
   - Decent Work Standards: There is a demand for fair wages, job security, and safe working conditions in green sectors.
5. Global Cooperation:
   - Workers in developing countries fear being left behind in the global green transition, calling for international support to ensure equity.

Employers' Challenges

1. Economic Adaptation:
   - Profitability and Costs: Employers face challenges in adapting to new environmental standards while remaining competitive.
   - Investment in Innovation: Transitioning to sustainable operations requires significant financial investment in technologies, for which they seek government support.
2. Workforce Management:
   - Employers must manage the impacts of layoffs in declining sectors and invest in reskilling programs for workers.
   - Skills Mismatch: There is concern about finding workers with the necessary expertise for green technologies, requiring training initiatives.
3. Corporate Responsibility:
   - Employers are under pressure to adopt socially inclusive practices, ensuring diversity in hiring and training for green jobs.
4. Global Dynamics:
   - Adjusting supply chains to meet sustainability standards is complex and costly.
   - Employers seek global trade policies that ensure fair competition and prevent exploitation in regions with weaker environmental regulations.

Government Challenges and Concerns

1. Balancing Short-Term Economic Costs with Long-Term Benefits
   - Governments must balance economic growth, environmental sustainability, and social justice. This involves setting clear policy goals for reducing emissions, promoting renewable energy, and transitioning industries away from fossil fuels.
   - Governments are concerned about the high initial costs of infrastructure, R&D, and retraining for green jobs.
   - Policies must reflect national economic realities and avoid placing unsustainable burdens on developing economies.
   - Long-term environmental and social benefits must be balanced with near-term fiscal challenges.
2. Financing and Fiscal Space
   - Many countries, especially SIDS and developing nations, lack the fiscal space to fund transition efforts.
   - Governments see the need for increased access to loans or financial assistance provided on more generous terms than market conditions and climate funding—typically by international financial institutions, donor countries, or development banks—to support countries with limited financial capacity, especially developing countries.
   - Some governments advocate for global financial reforms to support equitable transition financing.
3. Financial Incentives for Business and Private Sector Engagement
   - Governments can incentivize the private sector through subsidies for green technologies, tax incentives for sustainable practices, and regulations that phase out unsustainable industries. Governments also need to implement policies that ensure workers in declining industries are supported through welfare programs, education, and job creation initiatives
   - They also recognize that small and medium-sized enterprises require support to invest in green technologies as well as the need for public-private partnerships that are seen as essential to scaling sustainable innovation and job creation. Governments can foster public-private partnerships to help finance renewable energy projects, green transportation systems, and other necessary infrastructure to support the transition to a sustainable economy
4. Employment, Skills Development, and Economic Diversification
   - Governments are concerned about job losses in fossil fuel sectors and see the need for investment in skills training, upskilling, and reskilling to prepare workers for green jobs.
   - Economic diversification is also necessary to ensure sustainable employment opportunities across regions.
5. Social Inclusion and Protection
   - Governments understand that Just Transition policies must protect vulnerable populations, including women, youth, and informal workers and that universal access to social protection systems (e.g., unemployment insurance, healthcare) are essential to a just transition.

It is very important to break down these issues further to better understand the different perspectives of workers, employers and governments because each stakeholder group experiences different challenges in the transition process.

Workers, on the other hand, may worry that: 1) job losses from the decline of fossil fuel or other carbon-intensive industries will lead to long-term unemployment, 2) new green jobs may not be located where they live (regional disparity), and 3) new green jobs may require skills or offer wages that do not match their previous employment (economic misalignment).

Employers, on the other hand, face the dual challenge of adapting their businesses to meet environmental standards while maintaining competitiveness and profitability.

And governments which hold the primary responsibility for crafting the policies that guide a just transition are concerned about balancing short-term economic costs associated with the creation of green jobs which require investing in infrastructure, research and development, and providing financial incentives for businesses to adopt sustainable practices with long-term environmental and social benefits.

The following is a more detailed outline of the key points and main issues for each group:

1) Main Issues from the Perspective of Workers

Workers' Concerns
- Economic Shifts:
  - Job Losses: Workers worry about losing jobs in carbon-intensive industries like coal, oil, and gas as these sectors decline.
  - Wage Stability: Many fear that green jobs may pay less than traditional jobs, particularly if they require new skills.
- Regional Disparities:
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- Social Inclusion:
  - Workers from marginalized groups fear exclusion from green job opportunities due to barriers in training or access.
  - Health and Safety: Concerns exist about workplace safety in emerging industries, where standards may not yet be established.
- Skills and Training:
  - Retraining Needs: Workers emphasize the importance of accessible and affordable training programs to acquire skills for new industries.
  - Decent Work Standards: There is a demand for fair wages, job security, and safe working conditions in green sectors.
- Global Cooperation:
  - Workers in developing countries fear being left behind in the global green transition, calling for international support to ensure equity.

2) Main Issues from the Perspective of Employers

Employers' Challenges
- Economic Adaptation:
  - Profitability and Costs: Employers face challenges in adapting to new environmental standards while remaining competitive.
  - Investment in Innovation: Transitioning to sustainable operations requires significant financial investment in technologies, for which they seek government support.
- Workforce Management:
  - Layoffs in declining sectors: Employers must manage the impacts of layoffs in declining sectors and invest in reskilling programs for workers.
  - Skills Mismatch: There is concern about finding workers with the necessary expertise for green technologies, requiring training initiatives.
- Corporate Responsibility:
  - Employers are under pressure to adopt socially inclusive practices, ensuring diversity in hiring and training for green jobs.

> Q: Why do employers have the primary responsibility of ensuring social inclusion in the transition for a carbon economy to a green economy?
>
> A: Because employers decide who gets hired, trained, or promoted, which directly affects access to opportunities for marginalized groups. Ensuring social inclusion also creates a broader talent pool and allows employers to tap into previously underutilized groups, such as women, rural workers, and marginalized communities to address skill shortages in green sectors. Many employers are adopting Corporate Social Responsibility strategies that emphasize social inclusion as part of their commitment to sustainable and ethical practices.

- Workforce Flexibility:
  - In order to remain competitive in the marketplace, employers seek flexibility in the management of their workforce, including the ability to hire, train, and, if necessary, downsize as needed to adapt to changing market demands.
- Global Dynamics:
- Adjusting supply chains to meet sustainability standards is complex and costly.
- Employers seek global trade policies that ensure fair competition and prevent exploitation in regions with weaker environmental regulations.

3) Main Issues from the Perspective of Governments

Governments Concerns

1. Financing the Transition
- Governments in both developing and developed countries worry about the fiscal pressures of funding large-scale initiatives, such as worker retraining, infrastructure investments, and social protections for workers as they transition to new jobs in the green economy.
- Developing countries specifically call for international financial support to help implement Just Transition policies, including grants, loans, and technology transfers.

2. Social Inclusion and Equity
- Governments are concerned about ensuring that the transition is inclusive and does not disproportionately push vulnerable populations, such as low-income workers, marginalized communities, or women into poverty.
- Governments highlight the need to include informal sector workers in Just Transition strategies.

3. Managing Labor Market Dynamics
- Governments recognize the need to support workers displaced by the decline of fossil fuel industries through retraining and education programs.
- Concerns include addressing potential mismatches between the skills of displaced workers and the requirements of emerging green jobs.

4. International Cooperation
- Governments acknowledge that the success of a Just Transition requires strong international collaboration, particularly on:
  - Technology transfer.
  - Financial aid for developing nations.

5. Preserving Competitiveness
- Some governments, particularly from developed and market-oriented economies, worry about maintaining economic competitiveness while implementing stringent environmental and labor policies.
- Concerns include the risk of industries relocating to countries with less stringent regulations, leading to a loss of jobs and investment.

6. Respecting inclusive nature of decision-making process
- Governments support involving all stakeholders—workers, employers, and governments—in social dialogue to ensure policies are fair and practical. Governments must manage the dynamics of the labor market during the transition, addressing potential unemployment in traditional sectors while facilitating the growth of new industries. This requires careful planning and coordination with both workers and employers.

7. Addressing Diverse National Contexts
- Developing countries highlight the need for flexibility in implementing a Just Transition given their unique economic and social challenges.
- Governments emphasize that a one-size-fits-all approach will not work, and strategies must be tailored to national and regional contexts. Developed and developing countries have different needs that require both global cooperation and locally tailored strategies.

8. Addressing Diverse National Contexts
- Developing countries highlight the need for flexibility in implementing a Just Transition given their unique economic and social challenges.
- Governments emphasize that a one-size-fits-all approach will not work, and strategies must be tailored to national and regional contexts. Developed and developing countries have different needs that require both global cooperation and locally tailored strategies.

While workers and employers speak with one voice, the government group is composed of representatives from different countries, each with its own national interests, political priorities, and regional alliances. Because governments are not required to speak with a single voice like the workers and employers, the perspectives within the government group can be diverse. To better understand the diverse range of perspectives typically found within the government group, looking at specific proposals put forth by workers and employers and examining how governments respond to them can bring the differences in government positions into greater relief.

Scaling up social protections for workers vs. reducing employer contributions to healthcare, social protections, and training

As noted above, workers are worried that a transition to a green economy will threaten wage stability if green jobs pay less than traditional jobs in the fossil fuel industry. Therefore, they favor increasing social protections for workers going through a transition from employment in carbon-intensive industries to employment in a green economy.

Employers, who want to prevent financial strain during the transition, propose scaling back contributions to healthcare, social protections, and training. Workers consider these contributions essential and oppose any reductions.

What is the position of governments on these issues? Let's first look at the position of developing countries on these two issues.

Developing Countries' Response to Scaling Up Social Protection Programs (Workers' Proposal)::
- Developing Countries Express Concerns about Social Protection Systems:
  - While they recognize the importance of expanding social protection systems, they express reservations about the financial feasibility due to constrained fiscal resources.
  - Many developing countries lack the budgetary capacity to implement large-scale social protection measures without significant international financial aid or assistance.
  - They seek gradual or phased implementation, along with external support, rather than fully opposing the workers' proposals.

Developing Countries' Response to Reducing Employer Contributions (Employers' Proposal):
- Developing Countries Oppose Reductions:
  - Employer contributions are a critical funding source for healthcare and social programs in many developing nations.
  - Reducing these contributions risks weakening already fragile social protection systems, leaving workers vulnerable.
  - Developing countries emphasize the importance of maintaining these contributions to sustain basic protections for their populations.

Key Tension:

Developing countries are in a difficult position:
  - On one hand, they resist reductions in employer contributions to avoid further underfunding essential social systems.
  - On the other hand, they are hesitant to commit to scaling up these systems at the ambitious levels proposed by workers due to financial and logistical challenges.

Conclusion:

Developing countries do not inherently oppose the principles of either proposal. Instead:
  - They prioritize maintaining existing funding sources, such as employer contributions, to avoid weakening their current systems.
  - They advocate for flexibility and international support when considering expansions of social protection, as proposed by workers, to align with their limited fiscal capacities.

This reflects a pragmatic approach where they aim to balance immediate economic realities with long-term goals for a just transition.

Now let's look at the position of developed countries on these two issues:

Developed Countries' Response to Scaling Up Social Protection Programs (Workers' Proposal):
- Supportive in Principle but Cautious:
  - Developed countries generally support strengthening social protection systems to ensure fairness in the transition.
  - However, they emphasize fiscal sustainability (a government's ability to manage its spending and debt over time without jeopardizing its financial stability) and the need to prioritize cost-effective measures (approaches that maximize the benefits of social protection programs while minimizing the financial resources required).
  - Some countries stress that scaling up social protections should not lead to excessive public spending or higher taxes that might strain their economies.
- Focus on Existing Frameworks:
  - Many developed nations prefer leveraging and improving existing systems rather than creating entirely new ones.
  - Examples include enhancing unemployment insurance, upskilling programs, and targeted subsidies for green sector jobs.

Developed Countries' Responses to Reducing Employer Contributions (Employers' Proposal):
- Mixed Responses:
  - While some developed nations align with employers' concerns about the cost burden of contributions, others resist reductions, recognizing the importance of employer funding for sustaining social protections.
  - Countries with strong social welfare systems (e.g., in Northern and Western Europe) oppose reducing employer contributions as they view these as crucial for maintaining worker protections.
  - More market-oriented economies (e.g., the U.S.) are more open to discussions on easing employer burdens, particularly if it aligns with fostering competitiveness.

Nuances in Their Position:
- Conditional Flexibility:
  - Developed nations support targeted reductions in employer contributions for small businesses or emerging green industries but oppose broad, across-the-board cuts.
- Emphasis on Public-Private Partnerships:
  - Advocating for partnerships that allow businesses and governments to share the financial burden of social protection systems.

Conclusion:
By emphasizing fiscal sustainability and cost-effective measures, developed countries aim to:
- Ensure that social protection programs are robust enough to support workers without creating unsustainable financial burdens.
- Maintain a balance between immediate needs and long-term economic stability.

The nuances in the positions of the developing countries on these two issues illustrate the complexities of balancing economic growth and social equity. This example also nicely highlights that the perspectives within the government group can be diverse. Not only are there differences between developing and developed countries but also within developed countries particularly between those with strong social welfare systems and those that follow more market-oriented economies. In a similar vein, another interesting set of issues to explore is centered on the workers' proposal for Mandatory Collective Bargaining vs. the Employers' Proposal for Flexible Labour Relations. See if you can determine the different positions of governments on this issue. You will find it is equally nuanced.

Fourth Committee of the General Assembly
Topic: Comprehensive review of the whole question of peacekeeping operations in all their aspects

GA4

In discussing the Comprehensive Review of Peacekeeping Operations, delgates must focus on balancing mandate clarity, resource efficiency, and local engagement. The emphasis should be on creating peacekeeping strategies that are adaptable, inclusive, and aligned with the realities of modern conflict zones. This framework will help ensure that peacekeeping operations remain effective, accountable, and capable of addressing evolving global challenges. Here are some of the key points and main issues delegates need to understand:

Mandate Clarity and Realism

- Ambiguity in Mandates:
  - Peacekeeping missions often receive mandates that lack specificity, making it difficult for peacekeepers to prioritize tasks.
- Missions tasked with both combatting insurgencies and rebuilding institutions, which may require conflicting strategies.
- Overly Ambitious Objectives:
  - Mandates sometimes include broad goals, such as establishing democratic governance, without sufficient resources or realistic timelines.
- Evolving Conflict Dynamics:
  - Missions must adapt to changing realities on the ground, such as shifting power dynamics, new armed groups, or increased civilian displacement.
- Recommended actions:
  - The Security Council must ensure that mandates are clear, achievable, and matched with the resources required.
  - Regular assessments are crucial to revising mandates in response to ground realities, ensuring missions remain relevant and effective.
  - Collaboration with regional organizations and host governments is key to aligning peacekeeping objectives with local needs.

Resource Allocation and Logistics

- Logistical Challenges:
  - Missions often face delays due to poor infrastructure in conflict zones, affecting troop mobility, communication, and the delivery of supplies.
- Inadequate Funding:
  - Peacekeeping missions frequently struggle with financial shortfalls, limiting the ability to deploy sufficient personnel or provide necessary equipment.
- Dependence on Voluntary Contributions:
  - Many missions rely on voluntary contributions from member states, leading to disparities in resources across different missions.
- Recommended actions:
  - Explore innovative financing mechanisms, such as public-private partnerships or assessed contributions tailored to mission needs.
  - Enhance logistical coordination by leveraging technology, pre-positioning supplies, and improving communication systems in remote areas.
  - Ensure equitable burden-sharing among UN Member States, particularly those with greater financial and logistical capacity.

Training and Capacity Building

- Diverse Operational Contexts:
  - Peacekeepers operate in complex environments with unique cultural, political, and security dynamics, requiring tailored training.
- Human Rights and Protection:
  - Peacekeepers must be equipped to handle sensitive issues such as protecting civilians, addressing sexual violence, and respecting local customs.
- Local Actor Involvement:
  - Missions must balance the immediate needs of peacekeeping with long-term capacity building for local institutions.

- Recommended actions:
  - Prioritize comprehensive pre-deployment training that includes cultural sensitivity, conflict resolution, and human rights protection.
  - Promote regional training centers to enhance the capacity of troop-contributing countries, particularly in the Global South.
  - Encourage community engagement by integrating local perspectives into peacekeeping strategies, fostering trust, and improving mission outcomes.

Accountability and Oversight
- Misconduct by Peacekeepers:
  - Cases of abuse, exploitation, or corruption undermine the legitimacy of peacekeeping missions and damage relations with local communities.
- Lack of Transparency:
  - Missions often face criticism for limited reporting on their progress, challenges, and use of resources.
- Recommended actions:
  - Strengthen accountability mechanisms, such as independent investigations into allegations of misconduct and clear enforcement of disciplinary measures.
  - Promote regular reporting to the UN Security Council and General Assembly, ensuring transparency and public accountability.
  - Implement community grievance mechanisms to address local concerns and enhance the mission's credibility.

Enhancing Technological Integration
- Limited Use of Technology:
  - Many missions lack advanced tools for surveillance, data analysis, and communication.
- Cybersecurity Risks:
  - Digital operations are increasingly vulnerable to cyberattacks, threatening mission integrity.
- Recommended actions:
  - Invest in drones, satellite imagery, and artificial intelligence to enhance situational awareness and operational efficiency.
  - Ensure robust cybersecurity measures to protect sensitive mission data and communications.
  - Develop partnerships with the private sector and tech companies to access cutting-edge innovations.

Gender and Diversity in Peacekeeping
- Underrepresentation of Women:
  - Women remain underrepresented in peacekeeping forces, despite their critical role in fostering trust and addressing gender-specific challenges.
- Inclusivity Challenges:
  - A lack of diversity in peacekeeping missions can limit their ability to engage with diverse communities.
- Recommended actions:
  - Support initiatives like the Elsie Initiative for Women in Peace Operations to increase the participation of women in peacekeeping.
  - Promote diversity in troop-contributing countries, ensuring peacekeepers reflect the communities they serve.

Coordination Among Stakeholders
- Fragmented Efforts:
  - Coordination challenges often arise between UN agencies, regional organizations, host governments, and NGOs.
- Conflicting Mandates:
  - Different stakeholders may have overlapping or competing objectives, undermining mission effectiveness.
- Recommended actions:
  - Enhance inter-agency coordination within the UN system to ensure alignment of peacekeeping, humanitarian, and development efforts.
  - Foster stronger partnerships with regional organizations like the African Union (AU) and the European Union (EU) to leverage local expertise.
  - Advocate for the establishment of joint task forces to streamline decision-making and operational implementation.

Sixth Committee of the General Assembly GA6
Topic: Measures to eliminate international tourism

When discussing Measures to Eliminate International Terrorism, delegates should focus on a comprehensive, multi-faceted approach that includes addressing root causes, fostering international cooperation, disrupting terrorist financing, countering radicalization, and ensuring that counter-terrorism measures respect human rights and the rule of law. This approach balances security with sustainable peace and global justice.

1. Addressing Root Causes
- Socioeconomic Factors:
  - Poverty, unemployment, and lack of access to education can create conditions conducive to radicalization.
  - Marginalized communities, especially in conflict-prone regions, may be exploited by terrorist groups offering financial incentives or a sense of purpose.
- Political Instability and Governance:
  - Weak governance, corruption, and political exclusion often create power vacuums that terrorist groups exploit.
  - Political repression and discriminatory policies can fuel grievances that lead to extremism.
- Ideological Propaganda:
  - Terrorist organizations often exploit ideological, religious, or ethnic divides to recruit and radicalize individuals.
- Recommended actions:
  - Develop holistic counter-terrorism strategies that focus on economic development, social cohesion, and education to reduce vulnerabilities to radicalization.
  - Promote inclusive governance that ensures equal political participation and addresses grievances of marginalized groups.
  - Encourage community-driven efforts to counter terrorist propaganda and provide alternative narratives.

2. International Cooperation

- Global Nature of Terrorism:
  - Terrorist networks operate across borders, necessitating international collaboration in intelligence sharing, legal frameworks, and joint operations.
- Challenges to Cooperation:
- Differing Definitions of Terrorism:
  - Some nations define terrorism based on their political or strategic interests, leading to inconsistencies in international policies.
- Political Disagreements:
  - Conflicts of interest between nations can hinder cooperation, particularly when states support proxy groups or have competing geopolitical goals.
- Human Rights Concerns:
  - Counter-terrorism measures must uphold human rights and the rule of law to prevent abuses that could fuel further radicalization.
- Recommended actions:
  - Strengthen global mechanisms like the UN Counter-Terrorism Office (UNOCT) and INTERPOL to facilitate intelligence sharing and coordination.
  - Standardize international legal frameworks for defining and prosecuting terrorism.
  - Establish confidence-building measures between nations to improve collaboration and resolve political differences.
  - Emphasize adherence to human rights norms, ensuring that counter-terrorism efforts are consistent with international law.

3. Countering Terrorist Financing

- Funding Sources:
  - Terrorist groups rely on funding from various sources, including:
    - Illicit trade (e.g., arms, drugs, and human trafficking).
  - Exploitation of natural resources (e.g., illegal mining or smuggling).
  - Donations from sympathizers and front organizations.
  - Some groups exploit legitimate businesses or extort local populations for revenue.
- New Challenges:
  - Cryptocurrencies and decentralized financial systems make it difficult to trace and disrupt terrorist financing.
  - Online platforms facilitate crowdfunding and money transfers for extremist causes.
- Recommended actions:
  - Strengthen financial monitoring systems to track and disrupt terrorist funding networks.
  - Enhance international cooperation to enforce anti-money laundering (AML) laws and combat the illicit trade of goods and resources.
  - Develop technologies and frameworks to address the use of cryptocurrencies for illicit purposes.
  - Support capacity-building programs for developing countries to improve their ability to detect and prevent financial crimes.

4. Countering Recruitment and Radicalization

- Online Radicalization:
  - The internet and social media are major tools for recruiting individuals, spreading propaganda, and coordinating terrorist activities.
- Community Vulnerabilities:
  - Social isolation, discrimination, and a lack of opportunities can make individuals susceptible to extremist ideologies.
- Rehabilitation and Reintegration:
  - Returning foreign fighters and individuals disengaging from extremist groups require comprehensive reintegration programs.

- Recommended actions:
  - Promote digital literacy programs to help communities identify and resist extremist content online.
  - Collaborate with tech companies to monitor and remove content that incites terrorism while respecting free speech and privacy rights.
  - Develop de-radicalization and rehabilitation programs that focus on psychological support, education, and skills training.
  - Engage local leaders, educators, and religious figures to counter extremist narratives and foster community resilience.

5. Enhancing Border Security
- Transnational Movement:
- Terrorist networks often exploit porous borders to move fighters, weapons, and resources.
- Humanitarian Challenges:
  - Strict border controls can hinder the movement of refugees and humanitarian aid, creating tensions between security and humanitarian needs.
- Recommended actions:
  - Invest in advanced border security technologies, such as biometric identification and surveillance systems.
  - Balance border security with humanitarian principles, ensuring the protection of refugees and displaced persons.
  - Foster regional cooperation to secure shared borders and prevent the movement of terrorist networks.

6. Balancing Security and Civil Liberties
- Human Rights Concerns:
  - Counter-terrorism measures that infringe on civil liberties, such as mass surveillance or indefinite detention, can alienate communities and undermine trust in governments.
- Accountability:
  - Ensuring oversight and accountability in counter-terrorism operations is critical to maintaining public support.
- Recommended actions:
  - Promote transparency and accountability in counter-terrorism policies through independent oversight bodies.
  - Ensure that counter-terrorism measures are proportional, targeted, and consistent with international human rights standards.
  - Engage civil society organizations in monitoring and evaluating the impact of counter-terrorism initiatives.

7. Strengthening Regional and Local Responses
- Regional Collaboration:
  - Regions with shared challenges, such as the Sahel, require collective strategies to address terrorism and its root causes
- Community Engagement:
  - Local populations are often the first to encounter extremist threats, making their involvement essential for effective prevention.
- Recommended actions:
  - Support regional frameworks like the Global Counter-Terrorism Forum (GCTF) to address regional terrorism challenges.
  - Empower local governments and civil society to lead counter-terrorism efforts, ensuring cultural relevance and sustainability.

World Health Assembly
Topic: Mental Health and Youth

To be well-prepared for a simulation of the World Health Assembly on the topic of Mental Health and Youth, delegates need to understand the global burden of mental health issues, the barriers to care, and the impact of social, cultural, and technological factors on youth mental health. Furthermore, they should be ready to discuss innovative solutions, policies, and international cooperation that address the unique challenges faced by young people. By focusing on prevention, early intervention, and advocacy, delegates can propose comprehensive strategies to improve mental health outcomes for youth worldwide.

[Please note that for statistical purposes, the United Nations defines 'youth' as those persons between the ages of 15 and 24 years which may differ from how other Member States or UN entities define this term.]

1. Global Prevalence of Mental Health Issues Among Youth
- Statistics: Mental health disorders account for 16% of the global burden of disease and injury among children and youth aged 10–19. Common issues include depression, anxiety, self-harm, and suicide, with suicide being the fourth leading cause of death in this age group.
- Geographical Differences: Youth in low- and middle-income countries (LMICs) may experience higher rates of mental health disorders due to lack of resources, conflict, poverty, and exposure to violence. However, mental health issues are rising in high-income countries too, particularly due to social isolation and academic pressures.
- Discussion Focus: Explore why mental health conditions are widespread among youth, what factors contribute to the increase, and how different regions are affected. Be prepared to address the economic burden of untreated mental health issues and the long-term impact on societies.

2. Stigma and Barriers to Accessing Care
- Stigma: Cultural beliefs often stigmatize mental health, discouraging young people from seeking help. Stigma may be worse in conservative societies, where mental illness is seen as a sign of weakness or a family's dishonor.
- Awareness and Misconceptions: Many youth and their families may not recognize the symptoms of mental health conditions or understand that effective treatment exists.
- Barriers: In some countries, mental health care is underfunded, and there is a shortage of mental health professionals. High costs, long waiting times, and the lack of youth-friendly services further limit access.
- Solutions: Propose ways to reduce stigma through public awareness campaigns, mental health education in schools, and engaging influencers or celebrities who can reach young audiences. Explore ways to improve mental health literacy, so families and communities better understand the signs and treatment of mental health issues.

3. Access to Mental Health Services
- Limited Services: Globally, only a small fraction of youth with mental health conditions receive the care they need. Many young people face barriers to accessing mental health services due to stigma, lack of awareness, insufficient services, or financial constraints. Ensuring that mental health care is affordable, accessible, and youth-friendly is essential. In low-income countries, many lack access to even basic mental health services. In high-income countries, services exist but are often insufficient or difficult to access.

- School-Based Interventions: One solution is to increase mental health services within schools, making it easier for youth to access care where they spend much of their time. Counseling services, peer support groups, and mental health education in schools can help.
- Community-Based Models: In areas where formal mental health services are lacking, community-based approaches can fill the gap. Training community health workers or establishing mobile mental health units can help reach underserved populations.
- Discussion Focus: Propose ways to make mental health services accessible, particularly in remote or rural areas. The role of telemedicine and digital health platforms should be considered, especially given the success of online counseling during the COVID-19 pandemic. Schools, communities, and online platforms can also play a key role in providing mental health support and early intervention services.

4. Integration of Mental Health into Broader Health and Social Services
- Discussion Focus: Mental health should be integrated into general health care and social services to ensure a holistic approach to youth well-being. This includes training healthcare providers, teachers, and social workers to recognize and address mental health issues.
- Solutions: Governments and organizations need to invest in mental health infrastructure, including community-based services, to provide comprehensive care that meets the diverse needs of young people.

5. Social Media and Technology
- Positive Impact: Social media platforms can provide support networks for youth dealing with mental health issues, connect them to resources, and reduce stigma. Apps and online platforms also offer mental health screening tools and counseling services.
- Negative Impact: On the flip side, social media can contribute to cyberbullying, self-esteem issues, and social isolation, which are linked to anxiety and depression. The constant pressure for online validation can also harm mental well-being.
- Solutions: Explore ways to harness technology for mental health, such as through mental health apps, online support communities, and digital counseling services. Additionally, consider how governments and tech companies can regulate harmful online content and promote healthy social media use.

6. Social Determinants of Mental Health
- Poverty and Inequality: Young people living in poverty are more likely to experience poor mental health due to stress, limited access to healthcare, and exposure to violence or trauma. Addressing poverty, inequality, and lack of education is essential to improving mental health outcomes.
- Discrimination and Marginalization: Minority groups, including LGBTQ+ youth, ethnic minorities, and refugees, are more vulnerable to mental health disorders due to discrimination and marginalization.
- Solutions: Propose policies that address the social determinants of mental health, such as better education, housing, and social safety nets, that can contribute to better mental health outcomes. Consider specific interventions targeting marginalized groups, including creating safe spaces and implementing anti-bullying policies.

7. Youth-Friendly Mental Health Policies
- Mental Health Policies: Governments often neglect to include youth-specific provisions in their mental health policies. Call for policies that provide youth with access to care, protect their mental health rights, and integrate mental health programs for youth into broader education and healthcare systems.
- School Programs: Schools are critical to addressing mental health. Programs that teach emotional resilience, social skills, and stress management can reduce the risk of mental health problems in youth. Mental health literacy should be part of school curricula to reduce stigma and encourage students to seek help.

- Discussion Focus: Call for governments to adopt or strengthen mental health policies with a focus on youth, ensuring that mental health care is available through schools and other social services and propose involving youth voices in the creation of these policies. Mental health stigma remains a significant barrier to young people seeking help. Public awareness campaigns, education programs, and open discussions about mental health are needed to reduce stigma and promote a culture of understanding and support. Youth leaders and influencers can be powerful advocates for mental health, helping to normalize conversations about mental well-being and encourage their peers to seek help when needed.

8. Mental Health and COVID-19:
- Pandemic Impact: The COVID-19 pandemic has had a profound impact on youth mental health, leading to increased rates of anxiety, depression, and suicide. Factors like social isolation, loss of family income, and uncertainty about the future have contributed to this.
- Post-Pandemic Recovery: The pandemic has highlighted the importance of mental health preparedness in public health emergencies. Future plans should ensure mental health services are integrated into responses to crises like pandemics.
- Discussion Focus: Consider the lessons learned from COVID-19 regarding youth mental health and propose strategies for mental health resilience in future crises. This can include telehealth for mental health, emergency hotlines, and mental health support in schools.

9. Cultural and Gender Considerations
- Cultural Sensitivity: Mental health is viewed differently across cultures. In some cultures, discussing mental health openly may be taboo, and traditional healing practices may be favored over formal mental health care.
- Gender Differences: Mental health issues manifest differently between genders. Girls may be more prone to anxiety and depression, while boys may experience underdiagnosis or express distress through aggression or substance abuse.
- Solutions: Explore ways to create culturally sensitive mental health programs, considering local beliefs and practices while promoting effective care. Additionally, consider ways to address the gender dimensions of mental health, discussing tailored approaches for boys and girls.

10. Role of International Organizations
- WHO: The World Health Organization (WHO) sets global guidelines and provides technical assistance to countries working to improve youth mental health. WHO's Mental Health Action Plan 2013–2020 outlines global strategies, including increasing access to care and integrating mental health into education systems.
- UNICEF: UNICEF supports youth mental health through programs that focus on adolescent well-being, especially in conflict zones and among vulnerable populations.
- Discussion Focus: Think about actions your government would like the international organizations to take to promote youth mental health globally as well as as ways that countries can collaborate with them to improve mental health outcomes. Additionally, think about specific actions that your government would like the WHO Director-General to take to increase the support and technical assistance that WHO provides to Member States to strengthen mental health services for youth around the world.

11. Call to Action and Youth Involvement
- Youth Participation: Youth themselves are vital in shaping mental health policies and advocacy. Engaging youth in discussions, allowing them to share their experiences, and involving them in decision-making ensures that solutions are relevant to their needs.
- Youth-Led Initiatives: Encouraging peer support programs and youth-led awareness campaigns can be powerful tools in breaking down stigma and supporting mental health.
- Solutions: Propose ways to ensure youth participation in policymaking, including creating youth advisory boards in government health departments or supporting student mental health organizations.

United Nations Environment Assembly
Topic: Marine Plastic Litter and Microplastics

UNEA

To be well-prepared for a simulation of the World Health Assembly on the topic of Mental Health and Youth, delegates need to understand the global burden of mental health issues, the barriers to care, and the impact of social, cultural, and technological factors on youth mental health. Furthermore, they should be ready to discuss innovative solutions, policies, and international cooperation that address the unique challenges faced by young people. By focusing on prevention, early intervention, and advocacy, delegates can propose comprehensive strategies to improve mental health outcomes for youth worldwide.

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Summary of important information and main issues associated with Marine Plastics Litter and Microplastics

1. Global Scope and Impact of Marine Plastic Pollution
  - Scale of the Problem: Plastic pollution is a global crisis, with 8 million tons of plastic entering the oceans annually.
  - Impact on Marine Life: Plastic litter, particularly large debris like fishing nets and plastic bags, entangles marine species, while microplastics are ingested by fish, birds, and other wildlife, leading to injury, death, and the disruption of ecosystems.
  - Human Health Concerns: Microplastics can enter the food chain through fish and seafood consumption, potentially leading to human health risks. It can also be inhaled when when tiny plastic particles are released into the air from the wear and tear of plastic materials in tires, road surfaces, and synthetic clothing.
  - Economic Impact: Marine plastic pollution affects industries like fishing due to the increasing presence of microplastics in the food chain, tourism when coastal areas and beaches contaminated with plastic waste can discourage tourism, a major economic driver in many regions, and shipping when large plastic debris can become entangled in propellers or clog engines causing accidents or delays in shipping routes, which result in costing the global economy billions of dollars annually due to lost revenue, cleanup costs, and damage to marine infrastructure.

2. Sources and Types of Plastic Pollution
  - Land-Based Sources: The majority of marine plastic litter originates from land-based sources, including stormwater runoff that carries plastic litter, such as bags, bottles, and packaging materials, into storm drains and eventually into rivers, lakes, and oceans. inadequate waste collection and recycling systems, leakage from landfills, littering and improper disposal by consumers.
  - Ocean-Based Sources: Abandoned, lost, or discarded fishing gear (ghost gear) is a significant source of marine plastic pollution.
  - Single-Use Plastics: A large portion of marine litter consists of single-use plastics (e.g., plastic bags, straws, bottles), which are used briefly and then discarded. Addressing the challenge of single-use plastics is critical to reducing plastic waste entering the ocean.

- Microplastics: These are tiny plastic particles (less than 5mm in size) that can come from a variety of sources, including textiles, cosmetics, and the breakdown of larger plastics. Primary microplastics are manufactured (like microbeads), while secondary microplastics are formed from the degradation of larger items.

3. International Frameworks and Agreements
- UN Environment Assembly (UNEA): Review UNEA resolutions on marine plastic litter and microplastics, such as Resolution 4/6 on "Marine plastic litter and microplastics," which emphasizes strengthening global governance to address this issue.
- Global Partnerships: Initiatives like the Global Partnership on Marine Litter (GPML) aim to foster collaboration among governments, NGOs, industry, and other stakeholders to reduce plastic waste.
- International Treaties: Explore existing frameworks such as the MARPOL Convention (on preventing pollution from ships) and ongoing negotiations on an international treaty to combat plastic pollution within the United Nations Environment Assembly (UNEA). This process is taking place through the Intergovernmental Negotiating Committee (INC), which was tasked with developing a legally binding agreement aimed at addressing plastic pollution throughout its entire lifecycle— from production to disposal.
- Regional Action Plans: Several regions, such as the European Union, have implemented action plans to reduce marine litter. Consider ways in which regional cooperation could complement global action.

4. Waste Management and Recycling Infrastructure
- Waste Management Deficiencies: Poor waste management infrastructure, particularly in developing countries that depend on an informal waste sector which relies on scavengers and waste pickers that result in large volumes of waste often ending up in open dumpsites
- Lack of recycling facilities, landfill mismanagement, and illegal dumping exacerbate the problem.
- Extended Producer Responsibility (EPR): EPR holds manufacturers responsible for the entire lifecycle of their plastic products, including post-consumer waste. Many countries are implementing EPR schemes, which hold manufacturers accountable for the entire lifecycle of their products, including their disposal. This forces businesses, especially those in consumer goods and packaging, to rethink product design, reduce single-use plastics, and improve recyclability
- Recycling and Circular Economy: While recycling has been promoted as a solution, only a small percentage of plastic waste is recycled globally. Circular economy models, which emphasize reducing, reusing, and redesigning products, are increasingly seen as a sustainable solution to plastic waste. Explore the different ways products are being redesigned to reduce plastic pollution that include developing bioplastics, designing containers that can be reused for shipping merchandise, designing products that use less plastic, making it easier to recycle plastic products.

5. Innovation and Technological Solutions
- Plastic Alternatives: There is ongoing research into biodegradable plastics, compostable materials, and plastic alternatives that could replace traditional plastics.
- Cleanup Technologies: Various organizations are working on ocean cleanup technologies (e.g., The Ocean Cleanup project), but these are still limited in scope. How feasible are these technologies as a supplement to prevention strategies.
- Microplastic Capture: Technologies aimed at capturing microplastics from wastewater, stormwater, and industrial effluents are in development. These could prevent microplastics from entering the oceans

6. Regulatory and Policy Approaches
- Plastic Bans and Regulations: Many countries have implemented bans on single-use plastics, such as plastic bags, straws, and polystyrene containers. How effective are these bans?
- Taxes and Levies: Some countries impose taxes or levies on plastic products to discourage their use and raise funds for environmental initiatives. For example, the plastic bag levy in Ireland dramatically reduced plastic bag usage.
- National Action Plans: Some countries have adopted national action plans to address marine plastic pollution through a combination of legislation, public awareness campaigns, and private sector engagement to finance new waste management infrastructure and innovative recycling technologies, negotiate regulations and agree on incentives to encourage a shift to innovative product redesign and sustainable packaging .and test new approaches to plastic waste reduction.

7. Public Awareness and Behavioral Change
- Raising Awareness: Public awareness campaigns play a crucial role in reducing plastic consumption and promoting sustainable alternatives.
- Consumer Behavior: Shifting consumer behavior toward sustainable consumption and recycling practices is key to reducing plastic pollution. How can policy and awareness campaigns incentivize responsible consumption?

8. Economic and Social Considerations
- Impact on Developing Countries: Many developing countries face the brunt of plastic waste, either from inadequate waste management systems or due to being destinations for exported plastic waste. How can international cooperation ensure that solutions do not disproportionately burden these countries.
- Industry and Economy: The plastic industry is a major global economic force, and solutions need to consider what regulations could move businesses, especially in sectors like packaging, manufacturing, and consumer goods to reduce plastic.
- Inequality and Environmental Justice: The negative impacts of plastic pollution often disproportionately affect vulnerable communities, including low-income coastal populations and indigenous communities. How can the principles of environmental justice be used to address plastic pollution?

9. Financing and International Cooperation
- Funding Mechanisms: Addressing marine plastic pollution requires substantial financial investment in waste management infrastructure, research, and innovation. What funding mechanisms or public-private partnerships could be established to provide the necessary funds to improve waste management infrastructure and invest in research and innovation? Examine how the Green Climate Fund (which was primarily established to support projects that reduce greenhouse gas emissions and enhance climate resilience in developing countries) could be used to combat plastic pollution.
- Extended Producer Responsibility (EPR) schemes require companies that manufacture or sell products with plastic packaging to pay for the collection, sorting, recycling, or safe disposal of their waste. These funds can then be invested in waste management infrastructure.
- Green Bonds, plastic taxes and levies, Global Development Grants from international development organizations Thant offer grants or low-interest loans to countries or cities for the development of waste management infrastructure and Corporate Social Responsibility (CSR) initiative are a few other funding mechanisms that can contribute to combating plastic pollution.
- International Cooperation: Global collaboration is essential because plastic pollution crosses borders, making it a transboundary issue. Consider ways the international community can harmonize policies and share best practices to address plastic pollution.

10. Monitoring and Data Collection
  - Tracking Plastic Flows: Accurate data on the amount, type, and sources of plastic waste entering the oceans is crucial for formulating effective policies. How can data collection, monitoring, and reporting mechanisms be improved to help track progress and identify priority areas?
  - Research and Innovation: Ongoing research into the effects of microplastics on ecosystems, marine life, and human health is critical to better understand and address this issue.

11. Effective solutions to combating marine plastic litter and microplastics
  - Effective solutions will require a mix of regulatory measures, technological innovation, international cooperation, and public awareness, all framed within the larger context of the Sustainable Development Goals (SDGs).

In a historic decision at the fifth session of the United Nations Environment Assembly (UNEA) in March 2022, Member States agreed to negotiate an international legally binding instrument (ILBI) on plastic pollution, including in the marine environment, setting an ambitious timeline to conclude negotiations in 2024. The first intergovernmental negotiating meeting (INC-1) took place in Punta del Este, Uruguay. During the meeting, more than 145 countries publicly supported establishing strong global rules to stop plastic pollution. The most recent session of the UN Intergovernmental Negotiating Committee (INC-5) where 3,300 delegates from more than 170 nations and observers from more than 440 organizations met in Busan, Republic of Korea to take part in meetings, ended on 1 December 2024 without a legally binding global plastics treaty. Delegates agreed to adjourn and reconvene in 2025 for a resumed session, called INC-5.2.

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