World Federation of United Nations Associations
Model United Nations, also known as Model United Nations or MUN, is an extracurricular activity in which students typically roleplay delegates to the United Nations and simulate UN committees.
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TIMETABLE

All About the Format

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나에게 하는 순종 서약서
What is debate?
Debate is a way people deal with controversies through conversation and discussion. Debates are similar to but different from discussions or speeches. Although debates are like discussions, voicing one’s opinions, debates are different in the aspect that it discusses a specific topic and has a certain structure. Debates are also more than giving simple speeches as they are a collection of speeches built up back and forth by opposing parties’ argument. Students at the WFUNA Youth camp are starting to learn how to debate. Kim Dohyun(WHO) expressed excitement and said that “I learned how to deliver his opinions logically,” and Kim HanSeul(IMO) mentioned “I was able to learn what makes an argument effective and I am looking forward to class tomorrow when we will learn the specific techniques to do so.”

How do we debate?
There are many formats of debate, but in our 5th WFUNA Youth Camp is the Parliamentary Debate. In a parliamentary debate, people are divided into two groups the affirmative/negative, government or proposition/opposition team. Each side with each of three speakers tries to win over an audience. Each speaker is given seven minutes to make their argument, starting with the government side, then in alteration. When every speaker has had their turn, there is each a four minute closing speech called a reply speech starting with the opposition.

As mentioned before, there are two sides, government and opposition with three speakers from each side with specific roles. On the government side, there are the Prime Minister, Deputy Prime Minister, and the Government Whip. While on the opposition, there are the Leader of Opposition, Deputy Leader of Opposition, and the Opposition Whip. The first speakers of each side define the debate, present the case, and make a couple additional arguments. Next, the second speakers respectively defend their case, attack their counterpart’s arguments, and present new ideas to the debate. The last speakers, the whips, summarize their arguments and make their final rebuttals on their opponents. Then there the reply speakers, who wrap up the debate and present their last appeal to the audience why their side should win the debate. Kim SeoYeon(UNESCO) recognized the distinct importance of each of the speakers and said “I would like to be the first or final speaker in the debate because I think setting or summarizing the discussion is the most important role in a debate.

Why should we debate?
Debate is a rational method of thinking. In a debate, people get to hear both sides of an argument and make an educated choice. In today’s complex and interconnected world, it is next to impossible to find a case where there is an unchanged answer. All angles of a situation need to be contemplated according to their merit. Furthermore, since the definition of a problem and the value system which measures it is ever-shifting, it is important to continuously question what we know and why we think we know it. One of the best tools to do this is debating. Through the WFUNA Youth Camp experience, we hope the students will be able to learn to think logically which will help them make wise decisions in life. For example, Song Minwoo(WFP) said that “I will be able to use the skills I learned at the WFUNA Youth Camp in school and everyday situations when I want to express my thoughts logically.”
Overview:
Day #2

Elective

Prisoner Rights: Torture in the eyes of international law
The Prisoner Rights elective class dealt with the purpose of prisons and what the rights of the prisoners should be. Prisons have two main purposes: punishment and rehabilitation. The goal of imprisonment is not only to punish the criminal and protect the rest of civil society, but also to re-educate the inmate to become an acceptable member of back in the society. Furthermore, even though a criminal may have made a mistake, he/she is still a human being, and this person’s fundamental rights should be respected. Thus, through treaties such as the Tokyo Rules and the Bangkok Rules, it is recommended by the UN that the only rights that should be deprived from the prisoner are those related to the imprisonment of the convicted. This lecture was delivered by trainer Yasmine Mansour who is currently a human rights lawyer, specializing in international law and protecting prisoners in cases of human rights violations. Kim Bojeong(UNEP) chose the Prisoner Rights elective class because she became interested in the topic ever since she saw a documentary on prisoner’s rights in school. She said “I want to hear about both sides of the argument and my classmates’ opinions on whether torture in prisons can be justified.”
Life and Death: How to debate the Right to Life- Euthanasia, Abortion, and the Value of Life

The elective entitled “Life and Death” questioned one of the most taken for granted agendas in life: life. By asking the students how they define life and how they consider harms affect quality of life, Tharishni Arumugam, who is a privacy counselor, lawyer, and passionate debater, gave the students a chance to question their definitions and ideas on related issues. Topics that were dealt with were the right to harm oneself, death penalty, abortion, and the quality of life. Won Dongmin(UoN) chose this class because he became “most interested in life related debate topics after reading about various right to life theories in school.” One such topic, abortion was dealt with from two main angles, the circumstances in which the procedure can be justified and the definition of life as it decides when an abortion becomes manslaughter. Also, discussion on the quality of life raised the question of what exactly makes up basic human rights. Hwang Juyeon(UoN) recalled that “I was able to better understand what fundamental rights are factors that are necessary for human survival like food, water, and clean air.”

Women are from Venus, Men are from Mars (gender, feminism, identity)

In the Women are from Venus, Men are from Mars elective class, the main topic was gender discrimination and feminism. Students such as Park Seoyoon(UoN) and Cha Seungah(UoN) chose this elective because they were “aware that women were not treated equally and wanted to learn how to overcome such discriminations.” They also mentioned watching actress Emma Watson’s speech at the UN as a goodwill ambassador for UN Women and being “touched by how sincere and honest she was.” Abhisheka Dubey, who was awarded best speaker if the Korea National Championships 2014, and whose main interest is social equality and minority issues; addressed gender inequality problems in class today. While sex is a biological identification, gender is a factor that is shaped after biological birth, both intentionally and unintentionally. These kinds of learned behavior affect the actions and thoughts of people into gender discrimination. Inequality issues can be seen in various fields such as economic, academics, business, etc. Woo Byeonggyu(UoNCEF) also said that “I am now more aware of the gender discriminations that I had not noticed before.”
Mock-debate

Mock debate was held to demonstrate the process and skills of the debate under the motion of “This house will reintroduce corporal punishments in schools”. Trainers were divided into government side and opposition side. Before the mock debate, students had time to discuss their opinions about the topic. Most of the students thought corporal punishment is not effective. Students presented their opinions such as ‘physical force is violating the basic human rights’, ‘corporal punishment may encourage violence’, and so on. As an opposition, the opinion that ‘teachers will get more authority by corporal punishment’ was prevalent. The arguments of the mock debate are shown below,

**Government**

**Suggested Model**
When implementing corporal punishment, teachers need to report to the school and the parents, thus it will be monitored on both ends of teachers and parents
The policy is to make corporal punishment permissible and make it a potential option, not a prevalent or mandatory choice.

Status quo of the education environment is threatening because of the disorder and some disruptive students. Corporal punishment is required to make a better educational environment and corporal punishment will only be implemented to the students who cross the line and misbehave.

Teachers need to be empowered with an addition of tool, the corporal punishment. Currently, the status of teachers is very low, that students do not respect teachers. Reintroducing corporal punishment is expanding the tool box of educating students and getting respect from the students.

**Opposition**

**Other Model**
Other means except for the physical punishment should be taken into account such as deducting the scores or giving public embarrassment. If the case is severe, expulsion could also be considered instead of corporal punishment.

Students will not be disciplined just by single punishment. Moreover, even though corporal punishment stops the certain behavior of the student, it will not be effective in long term.

Teachers and students should be in equal status. They should be friendly with each other that they could freely interact with each other. However, if the teachers are given the right to hit students, the relationship between the two will be deteriorated.

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Teachers and parents have equal responsibility to educate students. However, teacher severely lacks authority because whereas parents are not prohibited to physically punish the child, teachers are banned to implement corporal punishment.

Distinction between violence and punishment needs to be made. Violence is from anger and from one’s personal emotion, but punishment is for the purpose of educating the student.

Parents and teachers have clear difference. Parents are with the child for their lifetime, however, teachers are temporary relationship. Thus, it is nonsense to compare parents and teachers.

Violence is never right, and it is never the answer to solve the problem. Moreover, if the corporal punishment is implemented, students will gain misunderstanding that violence is the ultimate answer to any problems.

After the mock debate, each class had chance to get feedback from their trainers about the debate they had seen about the arguments, rebuttal and skills of debate.
Extracurricular Program - day 1, 2

After the informative classes, students participated in extracurricular programs every night. Participants had time to bond with each other and enjoyed icebreaking time through various and interesting activities.

Day 1. UN Quiz Night
Participants gathered in the Peace Hall located in Central Library and set with their groups in circle including their trainers and mentors. The quiz competition was consisted of two rounds, first round was ‘All about your trainers and mentors’ and second round was ‘All about United Nations’. Top five teams were awarded according to the total score. Moreover, there was a bonus award given to the team which performed the action requested the best. Bonus questions required more active movements such as creating human YMCA with more than 10 people. In the first round, participants got opportunity to know better about the trainers and mentors through questions such as ‘which mentor has 3 dogs, 4 cats, and 2 turtles?’, ‘which trainer currently practice law?’, ‘which mentor played piano for 6 years and self-proclaimed to be fanatical reader?’ and so on. Every students eagerly participated in the game by actively moving around to ask and find out the appropriate trainers and mentors. Moving on to the second round, the quiz was about the United Nations (UN). Questions such as ‘when is the United Nations Day?’, ‘In which city was the UN charter signed by founding members?’, ‘On which island has the UN been active as a peacekeeper since 1964, and patrolling a buffer zone since 1974?’ and so on. Even though the questions were hard, participants were active in answering the questions.

Day 2. Shoes for Hope
The extracurricular program on the second day was supported by Hope to the Future Association, a non-governmental organization under the jurisdiction of the Ministry of Foreign Affairs and Trade, which supports students to be a global leader and help them design their future by finding hope in their lives. “Shoes for Hope” is a project which participants paint the shoes and send it to the children in Africa. Before the activity starts, students had time to watch a video about serious condition in Liberia where even 3 years old girl works to earn their own meal. The purpose of painting the shoes instead of sending the new ones is to put effort of painting to convey hope and peace. With the painted shoes, students wrote short message delivers hope to children in Africa. The shoes painted today will be sent to Zambia, Africa. After the painting, the best shoes were picked from each group and presented the meaning of the shoes to the audience.

‘I wanted to show African kids that the world is looking after them and that we are all together’
-Mun Yedam (UNICEF)

‘I felt sorry for kids in Africa after watching the video and the video made me think of the Little Prince. I wanted to convey bravery and hope to the people’
-Chang Soyoung (UNHCR)

‘The kids were stepping on the stone when they were laboring, but I drew flowers hoping the kids step on the flower, not the stone.’
-Hannah Kim (WFP)
INTERVIEW

Yun Hyung Noh
Secretary General of KICMUN 5th WFUNA Youth Camp

Q. Why did you attend the 5th WFUNA Youth Camp as a staff?
I am a member of Kyunghee International College Models United Nations (KICMUN). KICMUN worked as a partner of WFUNA since the founder of KICMUN currently works at WFUNA. Ever since then, KICMUN and WFUNA have been in a close and sincere relationship with each other. KICMUN has cooperated with WFUNA to host the Youth Camp for 3 years now in every summer.

Q. Then, what was the reason that you joined KICMUN?
I participated in Model United Nations (MUN) camp that was hosted by KICMUN right after graduating from high school. At the time, I thought it was a meaningful activity to organize such camps and help young students to learn more about MUN and improve their competence.

Q. What works have you done to prepare the camp?
The main thing I have done is the overall preparation for the camp. I especially paid attention to enhance convenience for the students by setting up the appropriate classrooms, dormitories and preparing delicious the foods.

Q. Was there any difficulties during the preparation?
Since WFUNA and KICMUN are working together and cooperating, we had little trouble in communication. If it were only one organization holding the camp, it would have been faster and more convenient to make decisions and carry on the tasks. However, staffs of WFUNA helped us a lot and gave valuable advice to hold a better camp. It was a great opportunity to work together with such organization and we learnt a lot from them.

Q. What goals do you wish to achieve through the camp?
Whereas I worked in a headquarter last year in WFUNA camp and played the role of helping the students, this year as an overall organizer of the camp, I hope to learn qualities of a competent leader. Moreover, since I am interested in project planning, I think this will be a nice experience for my future.

Q. Then, what goals do you wish the participants to achieve through the camp?
Since school system is one sided, I personally hope students who attend the camp can actively participate in class and interact with foreigners from different countries and people of different ages. Moreover, I hope participants enjoy the camp itself, rather than consider it as a debate competition where they only think about the winner. It will a good opportunity to spend time with trainers from all around the world, so I sincerely wish everybody enjoy the camp!
Kim Jun Woo
Mentor (UNFPA)

Q. What were the initiatives that you decided to attend this camp?
As a freshman of the university, I was looking for an academic club to join. Because I participated in many Models United Nations (MUNs) when I was in high school, I decide to join Kyunghee International College Models United Nations (KICMUN).

Q. What works are you in responsible in the camp?
As a mentor, I work as a bridge between participants and the trainers. I take care of students’ attendance and health. If the students have any worries or complaints, I try my best to solve those problems.

Q. What was the most interesting thing during the camp?
The first meeting with my group students was very impressive. I didn’t have the mentor t-shirt on at the first time. Surprisingly, students thought I was one of the participants and thought I was their peer. I was embarrassed, but at the same time, felt happy that I looked young.

Q. What goals do you wish participants to achieve through the camp?
I guess the participants attended the camp based on the interest of MUN or English. So, getting close with each other is, of course, important, but, more importantly, I wish students obtain some basic knowledge about debate. Moreover, I hope they enhance their confidence and get rid of resistance towards UN.
Kim Ju Hwan
Student (IMF)

Q. Why did you apply to 5th WFUNA Youth Camp?

First, mother recommended the camp so, I closely watched the videos and looked over information uploaded on the homepage. I found the camp very interesting and useful. Above all, I love English.

Q. You have attended classes yesterday and today. How was the class? What did you learn?

The classes were entertaining. Since it was first two days, we spent much time on getting to know each other with friends, mentors, and trainers. The trainers kindly explained the concepts and its details that students are not familiar with.

Q. Is there anything you expect to learn or experience in this camp?

I have little knowledge about debate, thus I am not really good at it. Hence, I wish to learn more about the debate and hope to perform it well.

Q. What worries did you have about participating in WFUNA Youth Camp?

I am not really competent in debate, so I was concerned whether or not I could do a good job in the camp. However, now I think there was no need to worry because everybody is so kind and trainers are eager to teach students about what we don’t know.
Q. Why did you apply to 5th WFUNA Youth Camp?

My cousin participated in WFUNA Youth Camp before and she thought it was very meaningful and worthy so, she recommended me to participate this time. Moreover, I got more interested in the camp after I attended the Models United Nations (MUN) class at school.

Q. You have attended classes yesterday and today. How was the class? What did you learn?

Our class learnt generally about debate, and I felt that debate is not an easy competition. I especially felt that English is very important. However, it was fun to discuss with each other and share opinions.

Q. Is there anything you expect to learn or experience in this camp?

I actually haven’t done debate before, and never had chance to formally learn about it. So, I wish I could learn what debate really is.

Q. 4. The theme of the camp is human rights, is there any topic that you have special interest in?

I am interested in human rights of minority race, the blacks. I first learnt about racial discrimination in history class, the segregation against the black and got interested in this topic.’
Women and children’s rights

A sector of human rights that is receiving attention in the current society is women and children’s rights. Women and children have been acknowledged their rights from relatively recent years. In the past, many of them were deprived of the basic rights they ought to deserve fairly as human beings. For instance, women were not provided the right to vote in many countries, where men had most of the power. It was a fact in many societies that men were the most important members, with not only the physical power but the ability to decide upon important matters. With less attention to the weaker classes, child abuse and sexual harassment of children and women occurred often in severe environments. It is rather recent that activists started speaking up for the rights of the children and women population.

Several factors contributed to people becoming aware of the rights of women and children. First of all, the formation and development of the United Nations encouraged people to speak up for their own rights. According to the Charter of the United Nations, all member countries are
obliged to respect human rights and provide fundamental freedom for their citizens (Article 1.3). This basis is applied to everyone, on the grounds that everyone - no matter their gender or age - is equal. On this basis, International organizations such as United Nations High Commission for Refugees (UNHCR) and United Nations International Children’s Emergency Fund (UNICEF) have put effort into protecting human rights around the world. Also, there are agencies like Human Rights Watch and non-governmental organizations (NGOs) that support these movements. Secondly, economic development in countries allowed women and children to have the time and resource to seek for their own rights. No longer were married women limited to housewives, but many turned to the workplace and to different jobs. The enlightenment came along with the actions of many individual women activists and even celebrities like Audrey Hepburn, who acted out for children’s rights as UNICEF ambassador. Thirdly, media and Social Network Services such as twitter and facebook helped spread these ideas globally. Many people are now aware of the importance of children and women’s rights, and tend to try more to let others know when violation of human rights do occur.

However, many countries are still not able to assure women and children their rights, despite these efforts being made. As a consequence, there are people still suffering. Currently, women and children’s rights are being violated most often in regions like the Middle East and Africa, where they have less power and foundation to speak up. Since these regions are going under the process of rapid development and changes, the citizens are not guaranteed of their liberty and rights. Also, there are many dangerous situations in which armed forces threaten the lives of people, so many are rather interested in their own survival and basic livings. Therefore, people pay less attention to crimes occurring day by day, which usually targets women and children who are comparably weaker. This leads to many cases where the country is not able to fully protect the rights of women and children. A recent example is the incident that happened last spring, in Nigeria. On April 14th 2014, about 200 Nigerian girls were kidnapped from their schools by the Islamic terrorist group Boko Haram. According to a girl who managed to escape, the armed terrorists threatened the girls and used violence against them to force them to get married to members of Boko Haram. This marriage was an excuse to have sexual relationships with the girls without breaking the Islamic laws. The global community was raged about this event where such numerous young girls were kidnapped mistreated in an inhumane way. Many celebrities took part in the online campaign to help the girls, by taking photos of themselves with a card saying “Bring back our girls” and tagging others on facebook and twitter. The problem is that Nigeria is so prone to terror and crimes that the government could not respond immediately and
effectively to all the incidents. The girls are yet to be released and Boko Haram is still attacking innocent civilians - mostly women and children - with hundreds of casualties. Recently, a woman committed suicide by putting fire on herself as to show resistance to this situation. This all shows how women and children, along with other people, are still suffering in parts of the world.

By contrast, developed countries face less severe problems regarding protecting the rights of women and children. Safety is guaranteed for most citizens, and women and even children have methods to claim their rights. Likewise, in South Korea, people have become more aware of these rights despite the long history of Confucianism that it had. As glass ceilings slowly diminished and many countries started pursuing a balance of women and men power, it has become more important to realize and support women these days. Treating them fairly as men would motivate and allow them to provide a great support in the working force. Also, considering the fact that children are the future and the powerhouses of countries, children should be protected and respected their rights. Still, even in relatively more developed countries like Korea do women and children face obstacles in the society. For women, this happens most often in the workforce where gender discrimination exists. Women face difficulties because some companies prefer men under the reasons that women are weaker and demand maternity leaves and more extra vacations compared to men. For children, child abuse and sex crimes are still a social issue in Korea. There were cases recently where kindergardeners were mistreated and even beaten by their teachers.

As shown above, we still face many problems that we should work on to achieve a fairer society for ALL citizens including female and children. For developing countries, the global society has to put in more effort to encourage human rights movements and seek for ways to protect the rights of women and children. Furthermore, we should understand that human rights issues, especially women and children’s rights, are not a problem limited only to several regions but a common task that nations should seek to promote. As students, it would be desirable for WFUNA camp participants who are interested in the global society and human rights to rethink about this topic. Considering the fact that we are all responsible members of the global society and its future leaders, students should take a step further and maintain their interests and attention in this area.
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