Delegate Preparation Handbook

Wichita Area Model United Nations (WA-MUN)

January 2020

*All of the materials in this book are available online at www.wichita.edu/wamun
Additional links to research sites are also posted on the webpage.
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Practical disarmament measures attempt to control the use of small arms, particularly those illicitly traded across borders and those used in conflict areas. Unregulated arms pose many threats and are often used in organized crimes, but light munitions, firearms and single-user weaponry have been used in terrorist attacks worldwide, which adds a layer of complexity to the problem. A notable spike in small arms use occurred in 2016 in Southeast Asia, marking the spread of small arms and an increased use in terrorism. Because small arms are easy to access and hard to trace, their regulation is key to minimizing their destructive potential.

In the late 1980s and early 1990s, the First Committee laid the groundwork for its current debate and efforts on the issue of disarmament. Early debate surrounded defining the issue at large, including what constitutes small arms and how unregulated small arms trade and smuggling threatens international peace and security. In 1988, the Committee debated the structural issues that lead to illicit arms trade, including border security and transitioning former combatants back into society. In 1995, the First Committee explicitly stated the link between illicit arms trade and violence, stating, “arms obtained through the illicit arms trade are most likely to be used for violent purposes and that even small arms when so obtained... can pose a danger to regional and international security.” In 1996, the General Assembly established the Group of Interested States in Practical Disarmament Measures. This group, led by Germany, conducts research and discussions regarding best practices in post-conflict disarmament, with a special focus on small arms and light weapons. Its deliberations were frequently cited in First Committee debate.

In November 2000, the First Committee called for the Conference on the Illicit Trade in Small Arms and Light Weapons in All Its Aspects, which would build upon the foundational work the First Committee and the international community had built. The Conference resulted in the Programme of Action to Prevent, Combat and Eradicate the Illicit Trade in Small Arms and Light Weapons in All Its Aspects (PoA), which lays out various goals at the national, regional and global levels to reduce arms trading. In 2005, the General Assembly adopted standards for marking and tracking small arms laid out in the International Tracing Instrument (ITI). Under the ITI, Member States are obligated to mark and track small arms within their borders. The ITI was not without flaws; many Member States were, and remain, functionally unable to live up to the ITI’s obligations. Monetary requirements, regional and domestic stability and the prevalence of crime and terrorist organizations make implementing tracking standards difficult. Without consistently implemented tracking standards, the First Committee may never meet the goals laid out in the PoA.

In the past 15 years, the focus of practical disarmament efforts has been in volatile post-conflict areas, in which the presence of small arms increases the likelihood of renewed hostilities or violent crime. Post-conflict disarmament has been closely linked to demobilization and reintegration, aiding former members of armed groups on their reentry into civilian life. In the early 2010s, the First Committee focused on promoting regional approaches to conflict resolution. Regional approaches also encourage development as a way to subvert demand for small arms, reducing conflict and crime and, therefore, illicit small arms trading. The General Assembly stressed the importance of tracking small arms by a cooperative effort between Member States. Its 2014 work noted that, in cases where there are existing peacekeeping operations, Member States may be able to leverage peacekeepers’ presence in post-conflict zone disarmament efforts.
In 2016, the Secretary-General commissioned a report on all aspects of illicit small arms trade, including post-conflict practical disarmament. This report stressed the importance of reducing surplus arms stockpiles, defined as "the weapons and ammunition that do not constitute an operational need." This report also called attention to managing stockpiles in countries neighboring conflict zones, which can be vulnerable to diversion. In particular, countries neighboring conflict zones often are sources of additional small arms, and arms regulation and tracking among these Member States can be key to small arms reduction later on during post-conflict reconciliations.

Despite the recent progress in addressing the issue of practical disarmament, many challenges remain. First, the changing nature of conflict in recent years has necessitated disarmament efforts where high levels of organized violence persist, whether conducted by States, explicitly political non-state actors or criminal organizations. This means that the disarmament efforts must be protected, often by peacekeepers or the forces of the Member State. It also means that many tracking efforts are limited and suffer from a lack of resources. Second, disarmament efforts have recently begun to encompass non-state actors like terrorist groups and rebel militias that may not have an interest in a lasting peace or an obligation under international law. The presence and influence of non-state actors increases the demand for small arms and, subsequently, creates a need for situational intelligence and possibilities for corruption or co-optation of disarmament processes. Finally, disarmament efforts have become increasingly linked to development, such as to better address the root causes of the conflict in question and prevent future conflict; simply put, if a region is stable, there is significantly reduced illicit arms trade. The success of future efforts is likely dependent on the ability of the United Nations to address these challenges and opportunities.

Questions to consider
- What are the primary difficulties in your region when implementing the ITI? How can your region overcome these difficulties and what resources are needed to do so?
- How much effort should be made toward removal of small arms from active conflict zones? In such circumstances, how should the disarmament mission be protected?
- What incentives should be provided to armed groups to decommission their arms and ammunition? How can such groups be prevented from purchasing new weapons with the incentives provided for decommissioning existing stockpiles?

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United Nations Documents

- United Nations, General Assembly (2016). Consolidation of peace through practical disarmament measures; and assistance to States for curbing the illicit traffic in small arms and light weapons and collecting them. 14 July. A/71/151.
- United Nations, General Assembly (2002). The illicit trade in small arms and light weapons in all its aspects. 24 December. 56/24 V.
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TOPIC B: Education for Democracy

Democratic governance and popular representation in government are core rights identified in the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights. To support democratization and democracy across the world, the United Nations has encouraged the empowerment of civilians and their participation in policymaking at all levels through many avenues, including recently a focus on education for democracy. Educating citizens about democratic principles, from democratic participation to the protection of human rights, builds a strong foundation to support democratic governance. At the same time, the United Nations recognizes that democracy takes many forms, so its focus has been on encouraging and developing the ideals that make a government democratic, rather than promoting one specific model of government. Even so, electoral democracies around the world have grown substantially from the 1970s onward, with both the proportion of electoral democratic governments and proportion of the world’s population living in electoral democracies rapidly increasing between 1975 and 2015, the latter more than doubling over that time period as numerous new electoral democracies emerged as the result of decolonization and the end of the Cold War.

In 1974, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) adopted the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, which proposed a structure for national education programs to instill respect and understanding of human rights. According to the most recent quadrennial report requested by the Recommendation in 2017, nearly all of the 83 Member States that responded to the UNESCO survey had included principles of peace and non-
violence, cultural diversity and human rights in their national education curricula. These principles help establish an environment where democratic governance is effective by helping to define the roles of people and governments with respect to each other. The role of UNESCO in promoting education for democracy eventually culminated in the 1992 International Forum on Education for Democracy in Tunis, where UNESCO discussed the purpose of education both in building democratic traditions in new democracies and in combating democratic apathy in old ones.

Since the 1992 UNESCO forum, education for democracy efforts have entered into the purviews of many United Nations organizations, each approaching the issue from different perspectives. The United Nations Development Programme considers education and democratic ideals as development goals, particularly given their status in the Sustainable Development Goals. In 2004 the General Assembly proclaimed the World Programme for Human Rights Education, which built off the achievements of the United Nations Decade for Human Rights Education (1995-2004) and planned to improve human rights education in phases, first targeting primary and secondary education from 2005 to 2009, then moving on to focus on other facets of education. The United Nations Democracy Fund (UNDEF) was founded in 2005 and funds projects in burgeoning democracies to strengthen the voice of civil society, call attention to human rights and facilitate the participation of all groups in democratic processes, with a large emphasis on projects that allow for more participation by women. UN Women, founded in 2010, also uses a gendered approach to education for democracy, seeking to increase representation of women in political systems.

The General Assembly first directly addressed this issue in November 2012 with the passage of Resolution 67/18, Education for Democracy. In this resolution, the General Assembly tied together the previous work done for education for democracy; the resolution encouraged Member States to integrate human rights and citizens empowerment into domestic education systems and called upon the various United Nations organizations to assist in sharing their expertise. This resolution also coincided with then-Secretary-General Ban Ki-Moon’s launch of the five-year Global Education First initiative to accelerate progress on the education-related Millennium Development Goals, including fostering the democratic ideal of global citizenship by supporting individual projects across the world that promote access to education and civic engagement.

In its most recent resolution on Education for Democracy, the General Assembly has placed Education for Democracy squarely in terms of Sustainable Development Goal 4, “ensuring quality education for all,” and the Education 2030 Framework for Action for meeting this goal. In particular, the resolution ties together education for democracy, human rights, and civic education and education for sustainable development, and calls on Member States to integrate all of these into their education standards.

Past efforts to implement education for democracy initiatives have struggled in some developing countries due to insufficient standard education infrastructure for these programs to build upon. This problem is particularly exacerbated by conflict, where instability and refugee crises undermine the reach of educational programs. The March 2018 report “It’s Her Turn” from the United Nations High Commissioner for Refugees, revealed that refugee girls are only half as likely as their male peers to enroll in school by the time they reach secondary education, and highlighted some of the challenges girls face that cause this discrepancy.

Questions for Consideration:

• How does the the General Assembly participate alongside UNESCO, UN Women and other United Nations organizations in promoting education for democracy?
How can democratic ideals be promoted in ways that do not conflict with social, cultural or political traditions?
How does the role of education for democracy differ between established democracies and newer, more fragile ones?

Bibliography:
- ‘It’s her turn,’ says UN agency, issuing global call to close critical gap in refugee girls’ education (2018). UN News. 7 March.
- Bachelet, Michelle (2011). Democracy and Gender Equality. UN Women. 5 May.
- What’s gone wrong with democracy (2014). The Economist. 1 March.

UN Documents:
Rules and Procedures

This conference provides delegates with an opportunity to practice parliamentary procedure. It is not our intention, however, to be so strict about procedure that it gets in the way of a good educational simulation. Delegates will spend part of their time in formal session, making speeches on the topics and on the substance of their resolutions. They will also spend time in informal session, seeking like-minded delegates with whom to write resolutions. Our goal is to help delegates craft solutions to major global problems in the form of Resolutions. This means that delegates will be working cooperatively with other delegations. Hopefully, delegates will be able to develop a consensus within the committee because history has shown that consensus solutions are the most effective in obtaining cooperation between countries. If students get off topic or make motions that are disruptive to the proceedings, the Chair will rule them dilatory.

Session Overview:

1. Roll Call
2. Motion to move a topic to the floor (second required; debatable; simple majority)
3. Option to establish a Speakers’ list OR to motion for suspension of the meeting for a caucus
   - Raise hand/name placard to be acknowledged
   - Move to open a Speakers’ List (second required; debatable; simple majority)
   - Motion to limit speaker’s time to ___ minutes (second required; debatable)
   OR
   - Motion to caucus for [up to 15 minutes] (must be seconded; simple majority)
4. Delegates take turns making formal speeches according to the Speakers list
5. Students caucus in informal session to write resolutions (15 minute maximum request at a time)
6. Approved draft resolutions circulated to all committee members (must have support / signatures of 25% of the delegations).
7. Delegates take turns making formal speeches on the content of the resolutions.
8. Students Caucus to combine resolutions / Chair approves select resolutions for a vote.
9. Motion to Close Debate and move into voting procedure (Second required; debatable; simple majority)
10. Vote taken on each resolution approved by the Chair (maximum of 4).
11. Motion to move to the next topic area. (Repeat steps 3-10)
Roll Call
The session begins with a roll call of all of the countries in the Plenary Session. Delegates should respond that they are Present when they are called.

Call for Points or Motions
Following Roll Call, the Chair will call for any Points or Motions from the floor. This is an invitation for delegates to raise their placards in order to make a motion. Motions that would be appropriate at this time might include: moving a topic to the floor for discussion, or establishing a speaker’s list with a speaker’s time. When a motion requires a Second, the Chair will ask if there is a Second and delegates can raise their placards in order to Second the motion. Multiple motions can be on the floor at once. Once all of the motions have been moved, the Chair will call for debate and a vote on each motion in the order that it was made. (ex: a motion for a 1 minute speaking time and a motion for a 2 minute speaking time can both be made and then voted on by the body.) If a motion is Debatable, the Chair will call for one speaker to speak in favor of the motion, and one speaker to speak opposed to the motion. These speakers will be called upon in turn to briefly state why the body should or should not support the motion on the floor. Following debate, a vote will be taken on the motion.

When voting on Procedural motions (such as establishing a speakers list, limiting speaker's time, suspending the meeting, or closing debate), delegates can only vote yes or no. When delegates vote on Substantive matters (such as accepting or rejecting resolutions before the body when in voting procedure), they may vote yes, no, or abstain.

If there are no motions on the floor, the Chair will ask for any Speakers. At this point, any delegate who is recognized by the Chair can make a speech to the committee. If a Speaker's List has been established, names will be placed on it and called upon in order to speak.

We hope that each delegate will take an active role in the committee deliberations while in formal session. We want to make sure that everyone desiring to do so has a chance to address the committee. If delegates choose not to establish a speaker’s list (or to close it), we will give preference to those who have not yet had an opportunity to speak over those desiring to speak for a second time. Our goal is to assure that every delegate has an equal opportunity to address the committee. During the first part of the session, delegates will likely speak on the importance of addressing the topic and their proposed solutions to the problem.

Yielding to Questions
It can be helpful in facilitating dialogue among countries for delegates to choose to ‘yield to questions’ after they have finished making a formal speech. At this time, the Chair will ask if there are any questions for the delegate who has made the speech, and will then recognize raised placards one at a time. At any point the delegate answering questions may choose to stop and be seated by ‘yielding their time to the Chair’ (they do not have to answer questions if they don't want to). Delegates cannot continue a dialogue back and forth, questions must be raised by being recognized by the Chair. The Chair has discretion to end questioning at any time if the committee has not set a time limit for speaking.
Motion for Suspension of the Meeting
Once a topic area is open for discussion, it is appropriate to motion to suspend the meeting for a caucus. During a caucus session, delegates should seek out other countries with similar viewpoints on a specific issue. Delegates should work to draft resolutions that will address the problem at hand and have sufficient support from other delegations to pass. This may require working out compromises with those who have different views. This can be very challenging and requires good listening skills to understand the concerns of other delegates.

Drafting Resolutions
Delegates should craft resolutions in committee. Please do not bring pre-written resolutions to the conference. Delegates are encouraged to incorporate as many of their ideas as possible into a single resolution rather than pursuing multiple resolutions that might contain conflicting provisions or may not gain majority support.

Draft resolutions need to have the signatures of 25% (or more) of the delegations in the session. Delegates becoming 'signatories' to the resolution indicate that they would like the resolution to come before the committee for debate (whether they support or oppose it). Once a resolution has significant support, the Chair will review it and then circulate copies to all delegates. Any amendments that delegates would like to incorporate into a resolution should be made during caucus session before a vote is taken (i.e., 'friendly amendments').

Formal Session
Delegates take turns making formal speeches according to the Speakers list, or by raising their placards to be recognized by the Chair. As resolutions are drafted, speeches will speak more to the substance of the resolutions and seek to convince delegates to support the different resolutions.

Closing Debate
If a delegate believes there has been enough debate on a topic and is ready to bring the resolutions that are on the floor to a vote, s/he can move to Close Debate. This motion requires 2/3's support from the body. If the motion passes, then the committee moves directly into voting procedure. If it fails, delegates continue their work on their resolutions.
Voting

Voting is done by Roll Call, with countries being called alphabetically by the English spelling of country names. Delegates can vote in favor of a motion, against the motion or abstain. A country voting to abstain is indicating that it neither favors nor opposes the motion. Abstentions are not included in determining whether the proposal passes or not (i.e., if a resolution gets 10 in favor, 8 opposed and 20 abstentions, it still passes). A country may choose to Pass once. When the roll call is done, any delegations that have passed will be called upon to cast their vote.

The only motion to be made in voting procedure is a Point of Information.

Courtesy

At all times delegates should remember that they are simulating a diplomatic process and diplomats are always courteous to each other even when they disagree. Delegates should address each other as "The honorable delegate from ....." When criticizing another country, delegates should avoid directly mentioning that country’s name. Committee chairs have been instructed to enforce proper courtesy and a speaker’s right to continue speaking may be revoked at any point by the chair if considers the speaker’s words to be a breech of courtesy. Also, as in any public forum, courtesy also requires that a speaker be heard. It is a breech of courtesy to talk or otherwise distract the audience while a speaker is speaking and the chairs will move quickly to resolve any such problems. If a delegate persists in disrupting his/her committee, the chairs may remove that delegate from the committee.
# Rules Short Form

<table>
<thead>
<tr>
<th>Point or Motion</th>
<th>Debatable</th>
<th>Second required</th>
<th>Vote required</th>
<th>Description</th>
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<tbody>
<tr>
<td>Point of Information</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>This point is made if a delegate has a question regarding rules or other concerns, or needs clarification from the Chair.</td>
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<tr>
<td>Suspend the meeting for ___ minutes to caucus (up to 15 mins).</td>
<td>Yes</td>
<td>Yes</td>
<td>Simple Majority</td>
<td>This motion is made when delegates want to break from formal session in order to begin writing resolutions, or to seek support from other delegates for their draft resolutions.</td>
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<tr>
<td>Close debate</td>
<td>Yes</td>
<td>Yes</td>
<td>2/3's Majority</td>
<td>This motion is made when students have completed their work on their resolutions and are ready to put them to a formal vote. Only two resolutions will be approved by the Chair for a formal vote.</td>
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<td>Move topic to the floor</td>
<td>Yes</td>
<td>Yes</td>
<td>Simple Majority</td>
<td>This motion is made in order to begin discussion on one of the two topic areas. Delegates get to decide which topic they want to address first.</td>
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<td>Establish a Speaker's list</td>
<td>Yes</td>
<td>Yes</td>
<td>Simple Majority</td>
<td>This motion is made if delegates want to establish a list of speakers. Delegates will be invited put their names on the list so they can address the body when it is their turn. If there is no list, delegates will be called on as they raise their placards.</td>
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<td>Move to Close Speaker's list</td>
<td>Yes</td>
<td>Yes</td>
<td>Simple Majority</td>
<td>This motion is made if delegates would prefer to be called on as they raise their placards instead of following the order on an established Speaker's List.</td>
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<td>Limit Speaker’s Time</td>
<td>Yes</td>
<td>Yes</td>
<td>Simple majority</td>
<td>This motion allows delegates to limit how long each speaker is allowed to speak. (Usual limits are between 1 – 3 minutes). This motion can be made multiple times if a different time limit is desired.</td>
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* All motions are debatable and require a second before they can be voted on by the body. When a motion is Debatable, it means that the Chair will take one speaker in favor of the motion and one speaker against the motion. Each speaker will briefly state why the motion should be supported by the body or rejected by the body.

* A simple majority is considered 50% + 1. If a vote is tied, the motion fails.
Position Papers

* Submission of position papers by delegates is optional, but strongly encouraged. Writing position papers serves enhance the quality of preparation of the delegates and to focus their thoughts on the topic areas. The WA-MUN gives position paper awards. (Position papers must be submitted in advance of the conference).

DELEGATIONS CAN CONDUCT RESEARCH COLLABORATIVELY, AND WRITE A TEAM POSITION PAPER FOR AN AWARD.

A position paper is a two-page statement of a country’s policy on both topic areas on the committee’s agenda. A position paper should include:

1. A one-sentence introduction with history of your country’s involvement and/or interest in the topic.
   Ex: Norway has actively participated in UN peacekeeping for several decades including operations in ___ and ___ with ___# of troops)

2. Discussion of your country’s current policies on the topic.
   Ex: Norway takes an active interest in achieving peace in the Middle East and has been fundamental in the signing of the Oslo Accords. Norway is in a unique position as a mediator because it has a clear understanding of Palestinian demands and a working relationship with the PLO, but the Norwegian people also have considerable interest in and support for Israel as a nation.

3. Policy proposals - list potential solutions to the problems posed in the topic area that your country might be willing to support.
   (Ex: Norway is willing to cooperate with other members of the international community that are interested in providing a peacekeeping force for Jerusalem in accordance with Security Council resolution 255. In addition, we would support further resolutions ensuring Israeli compliance with the Peace Accords).

Formatting Guidelines:
1. Cover page: Student name, school, country represented, and advisor name
2. Position paper: Country name at the top of the page; Subheadings for the two topic areas.
3. Two pages (not including cover page), double-spaced, Times or Times New Roman font.

Papers to be considered for a position paper award should be submitted by January 17 2020

E-Mail to: Dr. Carolyn Shaw
Word or pdf email attachment to: carolyn.shaw@wichita.edu

Delegates should bring copies of their position papers to the conference so they can refer to them as they make speeches and draft resolutions.
Tips on How to Write a Position Paper

* Avoid use of “flowery” language. Try to state what you want to say as succinctly and clearly as possible. Diplomats can be round-about and vague, but position papers should not be.

* Writing in the present tense is better than past perfect. Ex: “Finland supports the UN’s efforts to ___” NOT “Finland has supported the UN ___” (the exception is when you are actually referring to specific events in the past. “Finland has supported historical peacekeeping efforts by contributing over 2,000 troops throughout the Cold War”).

* Avoid too much use of first person pronouns (I, We). Refer to your position by country name. “Germany believes...”, “Germany supports...”

* Avoid superlatives: greatest, best, most, very, extremely. These tend to sound like exaggerations.

* Frequently used terms: international community, global community, member states, mechanisms, guidelines, implementation, conventions, treaties, resolutions, conferences, multilateral, bilateral, national.

* Verbs:

  
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Key questions and structure:

1. State why the problem is important. Who should care about it? Why is it on the UN’s agenda?

2. What work has been done already to address this issue? What UN agencies deal with it? You can frame these in terms of an assessment - the agencies are “effective”, “successful”, “overburdened” etc. What conventions, conferences, meetings, etc have been held? What documents have come out of these meetings? Resolutions, treaties, conventions? Frame these in terms of our countries support (or rejection) of these efforts.

3. Link your country to the work that has been done. Have they contributed funds? Sponsored/attended conferences? Signed treaties? Have they taken notable steps domestically to address this issue?

4. Propose some specific steps to resolve the problem. These may not be directly linked to your country’s position, but should not be contradictory to your interests. Focus can be on multilateral steps, or on regional organizations, or on pursuing domestic/national legislation that will address the problem.
SAMPLE:

Country: France  
Committee: Plenary Committee  
Delegation: ___ High School

France believes the work of the Plenary Committee is [adjective] for addressing [issue(s)].

I. Topic I

This is a serious problem that affects the world [how specifically?].

France has supported the work that has been done in the past through [___ agencies, organizations, international conferences (dates)]. France has ratified the ___ [treaty, convention]. France has taken steps domestically to address this issue by [passing specific domestic legislation].

France recommends that the following steps be taken to resolve/address this problem: First ___. Second, ____. Finally, ___. [three proposals for action are plenty].

II. Topic II

[Same as above.]
Writing Resolutions

The final results of research, caucusing and negotiation are resolutions—written suggestions for addressing a specific problem or issue. Resolutions, which are drafted by delegates and voted on by the committee, normally require a simple majority to pass (except in the Security Council). Only Security Council resolutions can compel nations to take action. All other UN bodies use resolutions to make recommendations or suggestions for future action.

Students are encouraged to practice writing resolutions as part of their conference preparations, but should not bring pre-written resolutions to the conference. Part of the learning experience is working to a draft document as part of a group with varied interests on the topic.

Draft Resolutions

Draft resolutions are all resolutions that have not yet been voted on. Delegates write draft resolutions with other countries. There are three main parts to a draft resolution: the heading, the preamble and the operative section. The heading shows the committee and topic. It also lists the draft resolution’s signatories (see below). Each draft resolution is one long sentence with sections separated by commas and semicolons. The subject of the sentence is the body making the statement (e.g., Plenary Committee). The preamble and operative sections then describe the current situation and actions that the committee will take.

A draft resolution must gain the support of half of the member states in the committee before it can be approved by the Chair. The Chair will read the draft resolution to ensure that it is relevant and in proper format. Once approved the Chair will circulate copies to all members of the committee for further consideration and potential amendments.

Tips for Resolution Writing

* Preambulatory clauses are historic justifications for action. Use them to cite past resolutions, precedents and statements about the purpose of action.

* Operative clauses are policies that the resolution is designed to create. Use them to explain what the committee will do to address the issue.

* Try to cite facts whenever possible.

* Create a detailed resolution. For example, if your resolution calls for a new program, think about how it will be funded and what body will manage it.

* Be realistic. Do not create objectives for your resolution that cannot be met. Make sure your body can take the action suggested. For example, the General Assembly can’t sanction another country – only the Security Council can do so.

* Solicit the views of many states. Your committee will be more likely to approve the resolutions if many delegates contribute ideas.

* Be sure to follow the format for resolutions provided by the conference organizers.
Preambulatory Clauses

The preamble of a resolution states the reasons for which the committee is addressing the topic and highlights past international action on the issue. Each clause begins with a present participle (called a preambulatory phrase) and ends with a comma. Preambulatory clauses can include:

* References to the UN Charter;
* Citations of past UN resolutions or treaties on the topic under discussion;
* Mentions of statements made by the Secretary-General or a relevant UN body or agency;
* Recognition of the efforts of regional or nongovernmental organizations in dealing with the issue; and
* General statements on the topic, its significance and its impact.

Sample Preambulatory Phrases

<table>
<thead>
<tr>
<th>Affirming</th>
<th>Expressing its appreciation</th>
<th>Noting with regret</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alarmed by</td>
<td>Expressing its satisfaction</td>
<td>Noting with deep concern</td>
</tr>
<tr>
<td>Approving</td>
<td>Fulfilling</td>
<td>Noting with satisfaction</td>
</tr>
<tr>
<td>Aware of</td>
<td>Fully alarmed</td>
<td>Noting further</td>
</tr>
<tr>
<td>Bearing in mind</td>
<td>Fully aware</td>
<td>Noting with approval</td>
</tr>
<tr>
<td>Believing</td>
<td>Fulfilling</td>
<td>Observing</td>
</tr>
<tr>
<td>Confident</td>
<td>Fully believing</td>
<td>Reaffirming</td>
</tr>
<tr>
<td>Contemplating</td>
<td>Further deploring</td>
<td>Realizing</td>
</tr>
<tr>
<td>Convincing</td>
<td>Fully believing</td>
<td>Recalling</td>
</tr>
<tr>
<td>Declaring</td>
<td>Further recalling</td>
<td>Recognizing</td>
</tr>
<tr>
<td>Deeply concerned</td>
<td>Guided by</td>
<td>Referring</td>
</tr>
<tr>
<td>Deeply conscious</td>
<td>Having adopted</td>
<td>Seeking</td>
</tr>
<tr>
<td>Deeply convicted</td>
<td>Having considered</td>
<td>Taking into account</td>
</tr>
<tr>
<td>Deeply disturbed</td>
<td>Having considered further</td>
<td>Taking into consideration</td>
</tr>
<tr>
<td>Deeply regretting</td>
<td>Having devoted attention</td>
<td>Taking note</td>
</tr>
<tr>
<td>Desiring</td>
<td>Having examined</td>
<td>Viewing with</td>
</tr>
<tr>
<td>Emphasizing</td>
<td>Having heard</td>
<td>appreciation</td>
</tr>
<tr>
<td>Expecting</td>
<td>Having received</td>
<td>Welcoming</td>
</tr>
<tr>
<td></td>
<td>Having studied</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keeping in mind</td>
<td></td>
</tr>
</tbody>
</table>
Operative Clauses
Operative clauses identify the actions or recommendations made in a resolution. Each operative clause begins with a verb (called an operative phrase) and ends with a semicolon. Operative clauses should be organized in a logical progression, with each containing a single idea or proposal, and are always numbered. If a clause requires further explanation, bulleted lists set off by letters or roman numerals can also be used. After the last operative clause, the resolution ends in a period.

Sample Operative Phrases

<table>
<thead>
<tr>
<th>Accepts</th>
<th>Expresses its appreciation</th>
<th>Further resolves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirms</td>
<td>Expresses its hope</td>
<td>Has resolved</td>
</tr>
<tr>
<td>Approves</td>
<td>Further invites</td>
<td>Notes</td>
</tr>
<tr>
<td>Authorizes</td>
<td>Deplores</td>
<td>Proclaims</td>
</tr>
<tr>
<td>Calls</td>
<td>Designates</td>
<td>Reaffirms</td>
</tr>
<tr>
<td>Calls upon</td>
<td>Draws the attention</td>
<td>Recommends</td>
</tr>
<tr>
<td>Condemns</td>
<td>Emphasizes</td>
<td>Regrets</td>
</tr>
<tr>
<td>Confirms</td>
<td>Encourages</td>
<td>Reminds</td>
</tr>
<tr>
<td>Congratulates</td>
<td>Endorses</td>
<td>Requests</td>
</tr>
<tr>
<td>Considers</td>
<td>Expresses its appreciation</td>
<td>Solemnly affirms</td>
</tr>
<tr>
<td>Declares accordingly</td>
<td>Expresses its hope</td>
<td>Strongly condemns</td>
</tr>
<tr>
<td>Deplores</td>
<td>Further invites</td>
<td>Supports</td>
</tr>
<tr>
<td>Designates</td>
<td>Further proclaims</td>
<td>Takes note of</td>
</tr>
<tr>
<td>Draws the attention</td>
<td>Further reminds</td>
<td>Transmits</td>
</tr>
<tr>
<td>Emphasizes</td>
<td>Further recommends</td>
<td></td>
</tr>
<tr>
<td>Encourages</td>
<td>Further requests</td>
<td></td>
</tr>
<tr>
<td>Endorses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signatories

Signatories are countries that may or may not agree with the substance of the draft resolution but still wish to see it debated before the body so that they can propose amendments.
SAMPLE RESOLUTION

*Please note: the sample resolution presented below is shown for formatting purposes only. It is intentionally simplistic, and is not meant to represent the content of an actual draft resolution.

COMMITTEE: Plenary
TOPIC: Use of force in international relations
SIGNATORIES: [all of the countries that would like to see this resolution debated before the committee]

RECOGNIZING that the use of force in international relations cannot be condoned,
[commas after each preambulatory phrase]

AFFIRMING the principals of the UN Charter in regards to the non-usage of force in international relations,

SEEKING solutions to international problems without the use of force,

DEEPLY CONCERNED that some nations still consider the use of force acceptable,

1. REQUESTS all nations to refrain from the use of force in international relations;
   [semi-colons after each operative phrase]

2. SUPPORTS the use of the various United Nations bodies for the settlement of international disputes;

3. CONGRATULATES all nations which choose to resolve their disputes in a peaceful fashion.
Tips for Public Speaking

Writing and delivering speeches is an important aspect of the MUN simulation. Speeches help delegates convey the positions of their Member States, help build consensus and start formulating resolutions. Usually, the committee sets the speaking time, as the delegates make a motion to set the duration and if the motion has been seconded, the body then votes upon the suggestion.

Although speechmaking is very important to the MUN simulation, many delegates biggest fear is public speaking. It is essential that delegates come to the conference well prepared: meaning that they have completed prior reach, know their country's position, and even have objectives for a resolution.

Delegates should observe 'decorum' (i.e., be polite) when speaking. The opening of a speech should begin with: "Thank you- Honorable-Chair, Fellow delegates..."

An opening speech should include:
- Brief introduction of your county's history of the topic
- Past actions taken by the U.N., Member States, NGOs, etc. to combat the problem
- The current situation of the topic
- Your country's overall position on the topic/reason for position
- Possible ideas or goals for a resolution
- Whether there is room for negotiation on your position

As there are no set guidelines for how delegates should execute their speeches, delegates should decide how they feel most comfortable delivering their speeches. Some delegates utilize their position papers as their opening speeches, others just write out some key points, and many just speak without any aides. Since public speaking is a skill it is important to practice, practice, practice.

Remember the audience should always be considered when making a speech. Be aware of the audience and their diversity. The beginning of the speech must captivate the audience and motivate them to want to hear more. It must pertain to audiences' interests.
Mr. Anthony Hogan, Model U.N. International, suggests the system of six "C's" to improve your ability:

1. **Confidence:**
   Confidence is portrayed by being as knowledgeable as possible on your subject and conveying this knowledge through the power of your voice and eyes. As a Model U.N. delegate, you are the authority and representative of your respective country. Research well and speak as if you know you are undoubtedly right. As the speaker, you must have confidence in yourself; otherwise the audience will have little confidence in you.

2. **Clear:**
   A speaker can do many things before-hand to assist them in speaking clearly. Write an outline of the topics that are going to be said, and follow it when speaking. Always speak slowly. This will allow the audience to hear everything that is said. Know your terminology well beforehand to avoid fumbling with words. Try to enunciate words properly.

3. **Concise:**
   A good public speaker presents his/her points in a clean and clear-cut fashion. Unnecessary words and information should not be used to fill in the speech. The speech should be brief and to the point--say what you have to say. Do not ramble on about the topic in order to appear knowledgeable.

4. **Constructive:**
   An effective public speech needs to be constructed properly. Start with a solid foundation that brings together all of your ideas, present your points, and then connect them by reviewing what was said. There should be an introduction, a body, and a conclusion. It is a known fact that three is a magic number. Say it once, say it and review it, then say it again. This method will help the audience to remember what was said.

5. **"Con Passion"**:
   It is always important to speak from the heart--with passion--hence the Spanish term "con passion". Always maintain eye contact with the audience. In doing so the audience will feel connected to you and your speech. This is what you want. You want to grab and to hold the audience's attention.

5. **Critique**:
   It is better to critique than to criticize. Critiquing is constructive and allows for people to grow and improve. Criticizing brings peoples' motivation and confidence down. A critique should be accepted positively, since it is a tool that is used to strengthen one's public speaking.

Some additional tips for effective public speaking:

1. **ELIMINATE UNNECESSARY SPEECH FILLERS** from your communication. Fillers are words and phrases such as "umm," "well," "it is sort-a like," "it's kind-a like." These take away from the message you want to convey. Some of the words and phrases to eliminate include: "you know," "I think," "I'm sorry," "just," "but," "should," "like," "um," and, "a," etc.

2. **USE THE POWERFUL PAUSE.** Do not be afraid to have a moment of silence between sentences. A pause, after a thought and prefacing a response to a question holds the attention of the listener.

3. **BREATHE** from the diaphragm. Breathe deeply and often.
4. PACE YOURSELF. Do not talk too fast or too slow.

5. PHYSICALLY POSITION YOURSELF POWERFULLY. Be aware of your posture when you speak. Slouching, tilting your head and crossing your arms or legs diminishes the message. Stand up straight, shoulders down, feet firmly planted and knees unlocked.

6. PROJECT YOUR PRESENCE. Your voice is the herald that carries your message. Speak from your diaphragm not your throat. Keep the sound in the low- to- medium range. This projects authority. Speak loudly enough to be easily heard. Focus on speaking with enthusiasm, and energy and create color with your voice.

7. GESTURES. Do not be a statue. Consider occasionally exaggerating a gesture. Speaking from a platform is different than holding a one on one conversation. Use your whole body when you speak.

8. CONNECT WITH YOUR AUDIENCE. Use a lot of eye contact. Speak directly to individual members of the audience. Do not take your eyes off your audience or focus on a point over their heads.

9. COMMUNICATE CONFIDENCE. Make a conscious effort to project yourself confidently. This is as important as the message.
Consensus Building in Committee

Consensus building involves finding the middle ground when difficult issues are being debated, and then bringing in more members to support that compromise position so that a resolution has a maximum level of support from member states.

During the Cold War, the UN was very divided and it was difficult for resolutions to pass with more than 60-70% support of the members. Following the end of the Cold War, the UN has increasingly tried to work toward consensus, where many resolutions are adopted unanimously by all voting members. Even without the divisions of the Cold War, this is still difficult to achieve. Delegates must engage in extensive dialogue with each other regarding the specific interests of their countries and their preferences regarding the language in the draft resolutions under discussion.

It takes a particularly skilled diplomat to identify a solution that is agreeable to a core set of delegates and then bring others into that group. It often involves a degree of compromise. Delegates should not only seek to clearly articulate their own preferences, they should also listen carefully to other delegates to see where their interests overlap, and where there might be room for compromise.

Code of Conduct and Dress Code

Delegates are expected to conduct themselves, at all times, in a manner befitting international diplomats. This means that every courtesy, both in speaking and behavior, is to be extended to all representatives, faculty, guests, committee chairs and conference staff. WA-MUN reserves the right to expel any delegate not acting in a courteous and professional fashion.

Students should turn off all cell phones, iPods, etc. throughout the conference sessions.

Women: Standard female delegate attire for the conference is business jacket, skirt or slacks, button blouse, and dress shoes. Shirts that expose excessive bare skin on the chest, stomach or are otherwise revealing are inappropriate. Clothes that reveal undergarments are inappropriate.

Men: Standard male delegate attire for the conference is slacks, button down shirt with tie and dress shoes (jackets or suits are optional). Shirts that expose excessive bare skin on the chest, stomach or are otherwise revealing are inappropriate. Clothes that reveal undergarments are inappropriate. Dress sweaters are generally considered too casual, as well as shorts, ball caps, jeans, sneakers and sunglasses.