MODEL

UNITED NATIONS

DELEGATE PREPARATION GUIDE

Contra Costa County Model United Nations Conference

CONTRA COSTA COUNTY
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How to Use this Guide

The purpose of this Delegate Guide is to help you, the delegate, and your MUN team prepare for the upcoming Contra Costa County Model United Nations Conference (CCCMUN).

It's important to prepare for CCCMUN because that's how you'll get the most out of your MUN experience. By preparing, you will learn how to research foreign policy, prepare speeches, and write UN resolutions. At the conference itself, you will learn about the perspectives of different countries, how to make speeches on the spot, and negotiate with other delegates to find global solutions.

By the end of your CCCMUN experience, you will have improved your skills in research, public speaking, debate, negotiation, and diplomacy. These are skills that will help you through high school, in college, and throughout the rest of your life.

Before you can start preparing for the conference, your advisor should have assigned you the following 3 things:

- **Your Country.** At CCCMUN, you are pretending to be a diplomat from your assigned country. You need to know basic information about your country's history, government, and recent news. More importantly, you will need to know your country's foreign policies on your topics.

- **Your Committee.** CCCMUN is a simulation of the United Nations. The UN is a big organization that works with many other organizations and governments. Each MUN committee simulates a different part of the UN. You need to know where your committee fits into the UN and what your committee has the power to do.

- **Your 2 Topics.** Each CCCMUN committee has 2 topics to debate. Each topic is a different problem that the real UN is trying to solve. These are big problems that no single country can solve on their own.

The objective of the CCCMUN conference is to find global solutions to global problems. As a delegate of your assigned country, you will meet the other delegates in your committee, discuss your topics, and propose solutions.

However, every other delegate has a different perspective on what those solutions should be. You will need to understand their perspectives and try to find agreement. You will work with other delegates to write down your agreed upon solutions into a document called a resolution.

At the CCCMUN conference, you will have the following goals:
- Give well-researched speeches about your topics, country policy, and possible solutions;
- Find other delegates you can work to write resolutions; and,
- Persuade the entire committee to vote in favor of your resolution.

In order to achieve these goals, you need to prepare for the conference. There are 6 steps to preparing for CCCMUN, and that's how this guide is organized:
1. Start by reading about Model UN, the real UN, and your 2 topics (**Getting Started**)
2. Create a research binder with at least 10 sources (**Research Binder**)
3. Based on your research, write a 2-page position paper on each topic (**Position Paper**)
4. Based on your position paper, write a 1-minute opening speech (**Public Speaking**)
5. Practice writing a resolution with your MUN team (**Resolution Writing**)
6. Practice simulating Rules of Procedure with your MUN team (**Rules of Procedure**)

By going through these steps, you will feel prepared to attend CCCMUN. It may seem like a lot of work, but you shouldn't have to do it alone. Your entire MUN team can go through these 6 steps together over the course of 6 weekly team meetings. Here is a suggested preparation timeline:

Meeting	Before the Meeting	At the Meeting
1	• Know your assigned country, committee, and 2 topics • Read "Getting Started" • Read the background guide on each topic	• Each delegate can share 1 surprising thing they learned about each of their topics
2	• Read "Research Binder" • Create a research binder on each topic	• Each delegate can share 1 thing they learned about what the UN has done about each of their topics
3	• Read "Position Paper" • Write a 2-page position paper on each topic	• Each delegate can share their country's position on each of their topics
4	• Read "Public Speaking" • Write a 1-minute opening speech on each topic	• Each delegate can practice sharing their 1-minute opening speech • Other delegates should give feedback to the speaker: what's 1 thing they did well and 1 thing they can improve on
5	• Read "Resolution Writing" • Write a resolution on the practice topic "Bullying"	• Each delegate can give a 30-second speech about their resolution • The entire team can work together to merge their individual resolutions into a single team resolution
6	• Read "Rules of Procedure" • Read "Final Preparation"	• The entire team can practice Rules of Procedure on the topic of "Bullying"

By following this guide, you can be well prepared for CCCMUN. At the conference itself, you will learn more over a weekend than you ever thought you could. You will meet new people and maybe make new friends. By the end of the weekend, you may even feel like you just saved the world – in 48 hours or less! You may be amazed at how it all went by so quickly. But just remember that this is not the end – this is simply the beginning of your MUN journey.

Getting Started

Model United Nations is an authentic simulation of the UN General Assembly, UN Security Council, or other multilateral body, which introduces students to the world of diplomacy, negotiation, and decision-making.

At Model UN, students step into the shoes of ambassadors of countries that are members of the UN, from Argentina to Zimbabwe. The students, better known as "delegates", debate current issues on the organization's vast agenda. They prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the UN's rules of procedure – all in the interest of resolving problems that affect the world.

Before playing out their ambassadorial roles in Model UN, students research the particular global problem to be addressed. The problems are drawn from today's headlines. Model UN delegates learn how the international community acts on its concerns about peace and security, human rights, the environment, food and hunger, economic development, and globalization.

Model UN delegates also look closely at the needs, aspirations, and foreign policy of the country they will "represent" at the event. The insights they gain from their exploration of history, geography, mathematics, culture, economics, and science contribute to the authenticity of the simulations once the actual role-playing gets underway, and ensures a lively and memorable experience.

Model UN not only involves young people in the study and discussion of global issues, but also encourages the development of skills useful throughout their lives – skills including research techniques, writing, public speaking, problem-solving, conflict resolution, compromise, and cooperation.

The popularity of participating in Model UN has contributed to the rapid growth of this activity over the past several decades. Many Model UN participants are repeaters, since the spirit of these simulations creates an appétit for this activity more commonly known as "M-U-N Fever".

In fact, quite a few of today's leaders in law, government, business, and the arts participated in Model UN during their academic careers – from U.S. Supreme Court Justice Stephen Breyer, to Chelsea Clinton and actor Samuel L. Jackson (Pulp Fiction).

As many states move to implement standards for global citizenship, Model UN is proving to be an innovative resource to prepare students for career and college success.

How the UN Works

The United Nations was established on 24 October 1945 by 51 countries committed to preserving peace through international cooperation and collective security. Today, nearly every nation in the world belongs to the UN: membership now totals 193 countries.

When States become members of the United Nations, they agree to accept the obligations of the UN Charter, an international treaty that sets out basic principles of international relations. According to the Charter, the UN has four purposes: to maintain international peace and security; to develop friendly relations among nations; to cooperate in solving international problems and in promoting respect for human rights; and to be a center for harmonizing the actions of nations.

UN Members are sovereign countries. The United Nations is not a world government, and it does not make laws. It does, however, provide the means to help resolve international conflict and formulate policies on matters affecting all of us. At the UN, all the Member States – large and small, rich and poor, with differing political views and social systems – have a voice and vote in this process.

The General Assembly

All UN Member States are represented in the General Assembly – a kind of parliament of nations, which meets to consider the world's most pressing problems. Each Member State has one vote. Decisions on "important matters," such as international peace and security, admitting new members, the UN budget and the budget for peacekeeping, are decided by a two-thirds majority. Other matters are decided by simple majority. In recent years, a special effort has been made to reach decisions through consensus, rather than by taking a formal vote.

Each year the Assembly considers more than 170 different topics including: globalization, nuclear disarmament, development, protection of the environment and consolidation of new democracies. The Assembly cannot force action by any State, but its recommendations are an important indication of world opinion and represent the moral authority of the community of nations.

The Assembly holds its annual regular session from September to December. When necessary, it may resume its session, or hold a special or emergency session on subjects of particular concern. When the Assembly is not meeting, its work is carried out by its six main committees, other subsidiary bodies and the UN Secretariat.

The Security Council

The UN Charter gives the Security Council primary responsibility for maintaining international peace and security. The Council may convene at any time, day or night, whenever peace is threatened. Under the Charter, all Member States are obligated to carry out the Council's decisions.

There are 15 Council members. Five of these - China, France, the Russian Federation, the United Kingdom and the United States - are permanent members. The other 10 are elected by the General Assembly for two-year terms. Member States have discussed making changes in Council membership to reflect today's political and economic realities.

Decisions of the Council require nine "yes" votes. Except in votes on procedural questions, a decision cannot be taken if there is a no vote, or veto, by a permanent member.

When the Council considers a threat to international peace, it first explores ways to settle the dispute peacefully. It may suggest principles for a settlement or undertake mediation. In the event of fighting, the Council tries to secure a ceasefire. It may send a peacekeeping mission to help the parties maintain the truce and to keep opposing forces apart.

The Council can take measures to enforce its decisions. It can impose economic sanctions or order an arms embargo. On rare occasions, the Council has authorized Member States to use "all necessary means," including collective military action, to see that its decisions are carried out.

The Economic and Social Council

The Economic and Social Council, under the overall authority of the General Assembly, coordinates the economic and social work of the United Nations and the UN family. As the central forum for discussing international economic and social issues and for formulating policy recommendations, the Council plays a key role in fostering international cooperation for development. It also consults with non-governmental organizations (NGOs), thereby maintaining a vital link between the United Nations and civil society.

The Council's subsidiary bodies meet regularly and report back to it. The Commission on Human Rights, for example, monitors the observance of human rights throughout the world. Other bodies focus on such issues as social development, the status of women, crime prevention, narcotic drugs and environmental protection. Five regional commissions promote economic development and strengthened economic relations in their respective regions.

The International Court of Justice

The International Court of Justice, also known as the World Court, is the main judicial organ of the UN. Consisting of 15 judges elected by the General Assembly and the Security Council, the Court decides disputes between countries. Participation by States in a proceeding is voluntary, but if a State agrees to participate, it is obligated to comply with the Court's decision. The Court also provides advisory opinions to the General Assembly and the Security Council upon request.

The UN System

The International Monetary Fund, the World Bank group and twelve other independent organizations known as "specialized agencies" are linked to the UN through cooperative agreements. These agencies, among them the World Health Organization and the International

Civil Aviation Organization, are autonomous bodies created by intergovernmental agreement. They have wide-ranging international responsibilities in the economic, social, cultural, educational, health and related fields. Some of them, like the International Labor Organization and the Universal Postal Union, are older than the UN itself.

In addition, a number of UN offices, programs and funds – such as the Office of the UN High Commissioner for Refugees (UNHCR), the UN Development Program (UNDP) and the UN Children's Fund (UNICEF) – work to improve the economic and social condition of people around the world. These bodies report to the General Assembly or the Economic and Social Council.

All these organizations have their own governing bodies, budgets and secretariats. Together with the United Nations, they are known as the UN family, or the UN system. They provide an increasingly coordinated yet diverse program of action.

© United Nations, 2009 - http://www.un.org/Overview/uninbrief/unsystem.shtml
Prepared by the UN Department of Public Information.

The 4 Pillars of the United Nations

The foundation upon which the UN was created is described in the Preamble of the UN Charter:

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

to promote social progress and better standards of life in larger freedom.

The Preamble describes four areas that are the pillars of the UN,
- Peace and Security
- Human Rights
- The Rule of Law
- Development

These four pillars are all interconnected. You can't fully achieve one without achieving all of them.

1. Peace and Security

As outlined in the Preamble of the UN Charter, the United Nations was created "to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind." The Security Council is the main organ responsible for maintaining international peace and security although other organs such as the General Assembly and the Secretariat play an important role in making recommendations and assisting in the resolution of armed conflicts.

Since its founding in 1945, the UN has been a witness and catalyst to an extraordinary transition in global relations. It grew out of the ruins of the Second World War and endured through the years clouded by nuclear threat during the Cold War and numerous regional conflicts. Today peace and security are no longer viewed only in terms of the absence of military conflict. The common interests of all people are also seen to be affected by poverty, hunger, environmental degradation, weak democratic institutions and human rights violations which are often at the heart of national and international tensions.

In 2004, former Secretary-General Kofi Annan formed a high level panel on threats to peace and security. In the panel's report to the Secretary-General six clusters of threats were identified.

The six clusters that threaten peace and security today are:
- Economic and social threats, including poverty, infectious diseases and environmental degradation
- Inter-State conflict
- Internal conflict, including civil war, genocide and other large -scale atrocities
- Nuclear, radiological, chemical and biological weapons
- Terrorism
- Transnational organized crime

The cluster on poverty underscores that threats to peace and security occur when there is widespread poverty. Extreme poverty threatens people's well-being directly but also provides the breeding ground for other threats. The link between poverty and war is clearly indicated in the following graph:

Countries that have a higher Gross Domestic Product per capita are less likely to have a civil war. At a certain point in the graph, the probability of war starts to increase more rapidly. There is a curvilinear relationship between poverty and war rather than a linear one. Is there a tipping point at which the likelihood of war increases dramatically?

Peace and security is also threatened when democratic institutions are weak or non-existent. The fact that peace and security is dependent upon having strong democratic institutions underscores the important link between peace and security and the rule of law.

Meeting the challenges of today's threats requires strengthening democratic institutions and the capacity of States to protect the dignity and safety of its citizens. The UN has worked hard to strengthen democratic institutions in more than 50 countries. Today more governments have been chosen through free elections than at any other time in history.

The threat of weapons of mass destruction is higher when democratic institutions are weak. Anything that weakens a State's institutions or its ability to protect its citizens leaves it vulnerable to international terrorists and/or international organized crime groups. Weak States increase the potential for these non-State actors to traffic nuclear material particularly when border controls are ineffective. This makes it possible for smaller numbers of people to inflict greater amounts of damage and terror without the support of any State.

2. Human Rights

The UN Charter also begins by affirming "faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small."

This principle led to the adoption of the Universal Declaration of Human Rights (UDHR) by the General Assembly on December 10, 1948, in the Palais de Chaillot in Paris.

The Universal Declaration was a landmark achievement in world history. It marked the first time that the rights and freedoms of individuals were set forth in such detail. It also represented the first international recognition that human rights and fundamental freedoms are applicable to every person, everywhere. Today, it continues to affect people's lives, serves as a model for numerous international treaties and declarations and has been incorporated in the constitutions and laws of many countries. The Declaration has inspired more than 60 international human rights instruments, which together constitute a comprehensive system of legally binding treaties for the promotion and protection of human rights. It is the best-known and most cited human rights document in the world.

Following the historic adoption of the UDHR, the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

The connection between human rights and the other pillars is clearly visible throughout the UDHR. First, it acknowledges, in the Preamble, that the recognition of the inalienable rights of all individuals is the foundation of freedom, justice and peace in the world. Second, it elaborates the UN Charter's declared purpose of promoting development by giving economic, social and cultural rights the same degree of protection that one finds for civil and political rights.

The central importance of human rights to the work of the UN can be seen in the extent to which human rights work at the country level has grown over the last decade. In 1996, the Office of the United Nations High Commissioner for Human Rights (OHCHR) was present in 14 countries. Today, OHCHR-supported human rights personnel are deployed in over 40 countries. When people's human rights are violated, peace and security is threatened until these rights are restored and protected.

3. Rule of Law

The United Nations was established in the aftermath of a terrible war to ensure that relations among nations would be grounded in international law. "Rule of law" is one of the core concepts at the heart of the Organization's work and mission.

South Sudanese police officers celebrate after receiving their certificates for completing a training course run by the UN Police. The course will help the young police officers navigate the many challenges ahead as the region of southern Sudan becomes an independent nation in July 2011 based on a referendum supported by the UN Mission in Sudan.
South Sudanese police officers celebrate after receiving their certificates for completing a training course run by UN Police.

As stated in the UN Charter, the UN aims "to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained." In order to develop and prosper, human beings must be able to look to the State for security and protection and be able to exercise their individual rights. This cannot happen

without the rule of law. The rule of law refers to a principle of governance in which all persons, public and private institutions, including the State itself, are accountable to laws that are consistent with international human rights norms and standards.

Justice is a vital component of the rule of law. At the international level, the most striking development over the past decade has occurred in the area of international criminal justice. The International Tribunals for the former Yugoslavia and Rwanda established by the Security Council in 1993 and 1994 respectively marked the first generation of tribunals since the International Military Tribunal established in Nuremberg. They demonstrated the collective will not to allow grave violations of international law to go unpunished.

Many of the poorest countries need investments to train and employ qualified personnel to manage democratic institutions that are vital to upholding the rule of law. In addition, good governance requires public participation in the political process. This helps guarantee that governments will be held accountable for their actions.

The last decade has witnessed substantial progress for democratic governance. Today more Governments have been chosen by competitive elections than at any time in history. In addition, in 2005 alone, over 50 million registered voters had the chance to participate in elections and referendums overseen by United Nations peacekeeping missions. This symbolizes important gains in human rights, freedom and choice. Competitive multi-party elections are essential for empowering the poor and for building lasting peace settlements.

4. Development

The fourth declared aim of the United Nations is "to promote social progress and better standards of life in larger freedom." The Economic and Social Council (ECOSOC) is the organ most associated with achieving this goal. It is responsible for coordinating the development mandates of 14 UN specialized agencies and five regional commissions. In addition, ECOSOC consults with academics, business representatives and more than 2,100 registered non-governmental organizations.

Most people don't realize that roughly 70% of the UN system focuses its work on promoting social progress and improving the well-being of people around the world. The main components of development are:
- Living a long and healthy life
- Being educated
- Having a decent standard of living
- Having the freedom to participate in the life of one's community

All development is ultimately about expanding human potential and human freedoms. It is more than just raising one's income. Lack of freedom to buy enough food, have enough medicine, opportunity to go to school, also can be not to have freedom.

What people often fail to realize is that development is about having the opportunity and freedom to develop our abilities to their fullest extent. Development cannot occur without the

freedom from misery, hunger, illiteracy and disease. People who live in extreme poverty lack choices. Having a decent standard of living gives us the means to pursue our desires and dreams. Human rights come into play when we acknowledge that everyone should have the same opportunities to develop their abilities to the fullest extent.

Development ceases to move forward when violent conflict erupts, human rights are violated, or the rule of law is disregarded. Just as development can be negatively impacted by conflict, the lack of development can also lead to war.

The strong link between human rights and development has figured prominently in United Nations deliberations for more than half a century. In 1986, the right to development was made explicit in the Declaration on the Right to Development. The Declaration on the Right to Development states that "the right to development is an inalienable human right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized."

The importance of focusing on development is most visible today in efforts to eradicate extreme poverty as outlined in the Millennium Development Goals. Over one billion people today live on less than $1 a day and 2.6 billion are estimated to live on less than $2 a day. In 2000 the largest gathering of world leaders came to the UN to pledge their support to significantly reduce extreme poverty by 2015. Spectacular advances in human development have been made as a result of the Millennium Development Goals. Both the number of people living on less than $1.25 a day and child mortality rates have fallen. At the same time, life expectancy has increased and the number of children completing primary school has increased. Nonetheless, many challenges remain. There are still 850 million people living in hunger in the world, 61 million children are not enrolled in school of which more than half live in sub-Saharan Africa, and two-thirds of the illiterate population in the world are women.
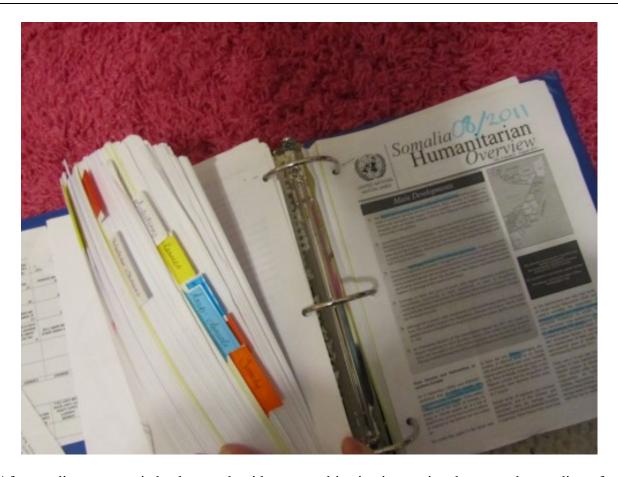
Background Guides

The background guides for your assigned topics are available on the CCCMUN website:
http://www.cccoe.k12.ca.us/supe/events/uncommittees.htm

Each background guide follows the same format:

- **Topic Background:** This section explains why the topic is a global problem that needs a global solution.

- **Past International Action:** This section explains how the UN and other governments and organizations have been trying to address the topic.

- **Possible Solutions:** This section explains potential steps that the UN should be taking next to address the topic. But you'll find that there are two or more sides to every topic. Not every country agrees on what to do next.

- **Further Research:** This section contains guiding questions and links to online sources to help you start your research.

Research Binder

After reading your topic background guides, your objective is to gain a better understanding of the topic, your country's policy on the topic, and what your country wants to do about the topic. You're going to dive into many different websites and research sources. You need a way to organize all your sources or else you will lose track of your research. One of the best ways to organize your research is to create a research binder.

You should have one research binder that includes sources for each of your topics. For each topic, you can organize your binder into 4 sections:

- **Topic Background:** This section should include your background guide and other sources that describe your topic in general, including Wikipedia pages, news articles, and reports produced by the United Nations and other organizations.

- **Past International Action:** This section should include information on your committee and what it has already done about the topic. This section should also include primary sources, such as resolutions, treaties/conventions (a convention is a type of treaty), and

international policies and campaigns (like the Millennium Development Goals), as well as other important sources that describe how the UN is trying to address the topic.

- **Country Policy:** This section should include sources about your country (such as the CIA World Factbook) and your country's position on the topic. This can include speeches made by your political leaders and papers produced by your government.

- **Possible Solutions:** This section should include sources on what the UN should be doing to address the topic. This can include recommendations by UN bodies, experts (like professors), and non-governmental organizations (NGOs).

Having a well-organized binder will make it easier for you to understand your research and write a position paper.

To help you get started with your research binder, here is a list of different sources and websites that you should visit:

Topic Background

- **Background Guide.** Either you, another delegate, or your chair will inevitably refer to something written in the committee's background guide during a conference. Also, what your chair has written about is what he'll focus on in committee. Use that knowledge to craft speeches and operative clauses that grab the chair's attention.

- **Wikipedia.** Information on your country's history and its recent controversies. There should be articles on your topic, too. Wikipedia might not be edited as rigorously as a print publication, but you are not writing an academic research paper – you're attending a Model UN conference. Just take note of any potential issues that are listed at the topic of Wikipedia pages, e.g. "This article needs additional citations for verification."

- **News Articles.** You want to know the latest news on your topics, as well as your own country. The simplest way to do this is to run searches on Yahoo! News and Google News, and print out the headlines. BBC Online also features easy-to-use timelines and profiles on your issues and country. Large publications like the New York Times and Wall Street Journal also have in-depth coverage on their websites.

Past International Action

- **Your committee's actual UN website.** The goal of a committee is to pass a resolution, which depends on what a committee can and cannot do. You want to understand your committee's mandate (why it was created), powers (what it can do), organization (how it fits into the UN and the larger international community), and membership (who's in it).

- **The UN Charter.** If you are in a GA, ECOSOC, or Security Council committee, then the source of your committee's power is the UN Charter. If you are in a regional organization like NATO or OAS, then you are still affected by the Charter, particularly Chapter VII on international security and Chapter VIII on regional arrangements.

- **Resolutions, Treaties, and Conventions:** Before you can do anything on the topic, you need to know what's already been done. You can find past resolutions through the UN documentation center, although it can be difficult to navigate. Once you've found the latest resolution, the preambulatory clauses should direct you to other resolutions. The most relevant piece of international law on your topic might not be a past resolution, but instead a treaty or convention.

Country Policy

- **CIA World Factbook.** Every MUNers go-to source for essential information on their country. You want to know your country's location, neighbors, population size, type of government, type of economy, trade partners, and the international organizations it's a part of. Not knowing this information as your country's representative can be potentially embarrassing.

- **Speeches and Press Releases.** These are the ways that policy-makers set policy. Be sure to use speeches and press releases from people in the executive branch of your country's current government (President, Prime Minister, Foreign Minister / Secretary of State, Ambassadors). Legislators and judges may say something different, but as a representative of your country, you work for the Head of State / Head of Government. Start with the website for your country's Ministry of Foreign Affairs / Department of State.

- **Voting Record.** Actions speak louder than words. If your country's leaders have not clearly articulated a policy on your topic, then you can infer it from how your country has voted on past resolutions, treaties, and conventions (or whether they were even present). Note that recent speeches may indicate a change in policy away from however your country has voted in the past, especially if your government has changed administrations. Nonetheless, you still want to know how your country's past actions on the topic, for your own knowledge, and in case anyone asks.

Possible Solutions

- **UN Reports:** Many times, the United Nations has produced reports on what they believe needs to be done next on the topic. They may be referred to as a report of the Secretary-General, recommendations by a high-level panel, or an outcome document of a conference.

- **Think Tanks.** Organizations like RAND are paid to come up with solutions to the topics you discuss in Model UN. Think tank publications have more depth and evidence than an opinion article, but they're typically not as dense as an academic paper. They might also be pushing a certain agenda, so be aware of that. Otherwise, they are a great starting point for proposing potential solutions.

- **Your Ideas.** Include in your binder your position papers, working papers, notes, thoughts, as well as blank lined paper – Don't rely on a conference to bring enough paper for draft resolutions and note passing. You can do all the research you want, and you can be really fast and efficient at it, but none of that matters until you boil down what you've read into ideas that you can explain in your own words.

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http://bestdelegate.com/mun-research-made-easy-15-things-every-delegate-should-have-in-their-research-binder/

Online Resources

To help you get started with your research binder, check out the links below from the [Best Delegate Research Page](#).

Model United Nations
[CCCMUN](#)
[Best Delegate](#)
[UNA-USA](#)
[UN4MUN](#)

Topic Background

Peace and Security
[UN Peace & Security Page](#)
[UN Disarmament Page](#)
[Organization for the Prohibition of Chemical Weapons](#)
[UN Institute for Disarmament Research](#)
[Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization](#)
[International Atomic Energy Agency](#)
[Nuclear Threat Initiative](#)
[UN Peacekeeping](#)
[UNODC and Terrorism Prevention](#)
[UN Terrorism Page](#)
[Global Security](#)
[Carnegie Endowment](#)
[Crisis Group](#)
[United Nations Department for Disarmament Affairs](#)
[United Nations Institute for Disarmament Research](#)
[US National Counterintelligence Executive](#)
[US National Security Agency](#)
[International Relations and Security Network](#)
[UN Mine Action Service](#)
[Adopt-a-Minefield](#)
[International Campaign to Ban Landmines](#)
[WWW Virtual Library: Peace and Security](#)

Development: Economic and Environmental

[UN Development Page](#)
[UN Development Programme](#)
[World Trade Organization](#)
[International Monetary Fund External Country Information](#)
[World Bank External Country Information](#)
[International Fund for Agricultural Development](#)
[UN Conference on Trade and Development](#)
[UN Global Issues](#)
[Division for Sustainable Development](#)
[International Labor Organization](#)
[UN Industrial Development Organization](#)
[High Representative for the Least Developed Countries, Landlocked Developing Countries, and Small Island Developing States](#)
[Council for a Community of Democracies](#)
[Debt AIDS Trade Africa (DATA)](#)
[UN Environmental Programme](#)
[UN Framework Convention on Climate Change](#)
[UN Convention to Combat Desertification](#)
[UN-Habitat](#)
[Ecolex- Environmental Law Information](#)
[EcoNet](#)
[European Environmental Law Page](#)
[Geneva Environment Network](#)
[United Nations System- Wide Earth Watch](#)
[World Resources Institute](#)
[United Nations Framework Convention on Climate Change](#)
[WWW Virtual Library: International Development](#)

Development: Humanitarian and Health
[UN humanitarian affairs page](#)
[UN Educational, Scientific, and Cultural Organization](#)

Global Fund to Fight AIDS, Tuberculosis and Malaria
UN Division for the Advancement of Women
UN International Training Institute for the Advancement of Women
Americans for UNFPA – One Woman Can
Child Rights Information Network
Database on Research and Information on Children's Rights
Childwatch International Research Network
Save the Children
UN Children's Fund
Children in Conflict
UN Youth
Women Watch
UNAIDS
United Nations Population Fund
Population Action
World Health Organization
Global Health
Oxfam
World Food Programme
Food and Agricultural Organization
International Committee of the Red Cross
Doctors Without Borders
UN High Commissioner on Refugees
UN Office for the Coordination of Humanitarian Affairs
UNICEF in Emergencies
Relief Web
Federation of American Scientists
WWW Virtual Library: Human Rights and Humanitarian Affairs

Human Rights
UN Human Rights Page
UN High Commissioner on Human Rights
Human Rights Watch
Amnesty International
Freedom House
Human Trafficking
US Department of State Human Rights Reports
Bayefsky List of UN Human Rights Treaties
Project DIANA at Yale – Human Rights Documents

Center for the Study of Human Rights
Human Rights First
Human Rights Internet
International Human Rights Law Institute
International League for Human Rights
Universal Declaration of Human Rights
50th Anniversary of the Universal Declaration of Human Rights
University of Minnesota Human Rights Library

News Sources
UN News
Google Scholar
Google News
Google News Alerts
Al-Jazeera
BBC
CNN
Financial Times
International Herald Tribune
Le Monde Diplomatique
New York Times
The Economist
The Times of London
The Wall Street Journal
Washington Post
WWW Virtual Library: News Sources
WWW Virtual Library: International Radio and Television
WWW Virtual Library: International Relations Journals and Magazines

Past International Action

The United Nations
United Nations Main Page
UN Charter
UN Systems
UN Overview
UN Treaties
UN Library
UN Members
UN Journal
UN Wire
UN Research Guide

UN Cyber Schoolbus
Permanent Missions to the UN
Universal Declaration of Human Rights
Issues on the UN Agenda
WWW Virtual Library: the United Nations

Main Organs of the United Nations
General Assembly
First Committee: Disarmament and International Security
Second Committee: Economic and Financial
Third Committee: Social, Humanitarian, and Cultural
Fourth Committee: Special Political and Decolonization
Sixth Committee: Legal
Economic and Social Council
Security Council
Security Council Resolutions
International Court of Justice

Specialized Agencies
UN Children's Fund (UNICEF)
UN Educational, Scientific and Cultural Organization (UNESCO)
UN Development Programme (UNDP)
UN Environment Programme (UNEP)
UN High Commissioner for Human Rights
UN High Commissioner for Refugees (UNHCR)
UN Center for Regional Development
UN Commission on International Trade Law
UN Conference on Trade and Development (UNCTAD)
UN Commission for Social Development
UN Commission on Crime Prevention and Criminal Justice (CCPCJ)
UN Commission on Narcotic Drugs
UN Commission on Sustainable Development
UN Commission on the Status of Women (CSW)
UN Commission on Population and Development
Food and Agricultural Organization (FAO)
International Atomic Energy Agency (IAEA)

International Civil Aviation Organization (ICAO)
International Criminal Court (ICC)
International Fund for Agricultural Development
International Labor Organization (ILO)
International Maritime Organization (IMO)
International Monetary Fund (IMF)
International Telecommunication Unit
UN Industrial Development Organization (UNIDO)
International Research and Training Institute for the Advancement of Women
UN Center for Human Settlements
UN Office on Drugs and Crime (UNODC)
UN Information Center
World Bank
World Health Organization (WHO)
World Intellectual Property Organization (WIPO)
World Meteorological Organization
World Trade Organization (WTO)
UN Statistics Division
Joint United Nations Programme on HIV/AIDS

Resolutions, Treaties, and International Law
General Assembly Resolutions
Security Council Resolutions
United Nations Treaty Collection
Millennium Development Goals
UN International Law Page
International Court of Justice
International Criminal Court
International Law Commission
World Intellectual Property Organization
World Trade Organization's Trade-Related Aspects of Intellectual Property Rights
WWW Virtual Library: International Law

Country Policy

General Research on Countries
CIA World Factbook
US State Department Background Notes

List of Governmental Websites
List of International Governmental Organizations
Foreign Governments Comprehensive Web Site Listings
Library of Congress Country Studies
The Lincoln Library
The Electronic Embassy
Country Watch
The Economist Country Briefings
Government and Legal Structure by Country
UN Maps
Atlapedia
InfoNation
BBC Country Profiles
Group of 20
World Bank Data and Statistics
NGO Global Network
Wikipedia

African Countries
African Union (AU)
African Development Bank
The Economic Community of West African States
The Economic Community of Central African States
South African Development Community
WWW Virtual Library: Africa

Asian & Middle Eastern Countries
Asia-Pacific Economic Cooperation (APEC)
Association of Southeast Asian Nations (ASEAN)
Shanghai Cooperation Organization (SCO)
League of Arab States
Organization of the Islamic Conference (OIC)
South Asian Association for Regional Cooperation (SAARC)
WWW Virtual Library: Asia

European Countries
European Union (EU)
North Atlantic Treaty Organization (NATO)
Organization for Security and Cooperation in Europe (OSCE)

Council of Europe
Western European Union
Policies of the European Union
WWW Virtual Library: European Union

North & South American Countries
Organization of American States (OAS)
North American Free Trade Agreement (NAFTA)
South American Common Market
Economic Commission for Latin America and the Caribbean (ECLAC)
Latin American Economic System
Pan American Health Organization
Small Islands Developing State Network
Caribbean Community and Common Market
Andean Community
Council of Canadians
WWW Virtual Library: Latin America and the Caribbean

United States of America
UNA-USA
The White House
US Senate
US House of Representatives
Library of Congress
Americans for UNFPA
Friends of WFP
USA for UNHCR
US Committee for UNIFEM
US Fund for UNICEF
WWW Virtual Library: American Foreign Policy

Possible Solutions

Think Tanks & Policy Groups
WWW Virtual Library: Research Institutes
9/11 Commission
American Progress
Asia Society
Aspen Institute
Brookings
Carnegie Endowment
CATO Institute

Center for Strategic and International Studies
Chatham House
Council of the Americas
Council on Foreign Relations
Crisis Group
Council on Foreign Affairs
European Council on Foreign Relations
Federation of American Scientists
For the Record
Foreign Affairs
Foreign Policy Association
Foreign Policy in Focus

Gallup WorldView
Global News Bank
Heritage Foundation
Institute for Global Communications
Institute for Policy Studies
International Institute for Strategic Studies
One World
Stockholm International Peace Research Institute
Transparency International
UN Democracy
UN Foundation

Position Paper

A position paper is a two-page document that describes your country's position on the topic and what you country wants to do about it. Writing a position paper is important because it helps you understand what you need to say and do at an MUN conference. In the process of writing the position paper, you will need to read through your research, understand it, analyze it, and think critically about your country. You can take the position paper with you to the CCCMUN conference, and it help guide what to say in your speeches and what you want to achieve in negotiations and resolutions.

You should write a position paper on each of your topics. A position paper contains the following sections, each which should be 1-3 paragraphs long:
- Topic Background
- Past International Action
- Country Policy
- Possible Solutions
- Sources

You can see that the position paper sections match the sections in your research binder. You can use your research binder to write each section. So if you created a well-organized research binder, you've already done half the work. Each section should answer the following questions:

Topic Background
- What is the definition of the topic?
- Where does the topic take place? Who is involved?
- How many people does it affect? Where, and in what ways?
- When did this topic become an issue?

Past International Action
- What has the UN (e.g. your committee) tried to do on this topic?
- What are the most important resolutions and treaties on this topic?
- What are the two (or more) sides to this topic?

Country Policy
- How has this topic impacted your country?
- What has your country tried to do about this topic?
- What have your political leaders (your President, Prime Minister, or Foreign Minister) said about this topic? (Use quotes)

Possible Solutions
- What is a possible solution that your country would support? Consider an existing solution that could be expanded with more support or funding.
- How would this solution be funded?

Sample Position Paper

Committee: General Assembly
Topic: Child Soldiers
Country: Rwanda

Topic Background

For years millions of children have been exploited as soldiers for the betterment of their countries or rebel groups located in their countries. Taken away from their families to military camps, in which they experience a life that bears no similarity to the comforts of a normal childhood, these children are trained as little more than weapons that can act as fighters on the front line of battle, or even as spies or guards. These children, separated from their families and all they have known in their previous lives, face significant setbacks in development and general well-being, as they experience the traumas of battle that adults can barely handle. Furthermore, the question exists of how to bring these children through the long process of transitioning out of a militant lifestyle back into the lives they should have had, free of violence and full of support and comfort.

Past International Action

In 1989 the United Nations created the Convention on the Rights of the Child, which defined a child as anyone under the age of 18 and laid out the right of a child to survive and be protected from harmful influences and abuse. In 2002, the Optional Protocol was added to the Convention, which said that all soldiers must be 18 or older. 100 countries have signed it. UNICEF and other NGOs send aid to countries in which child soldiers are prevalent and work to rehabilitate and reintegrate these children into society. A notable NGO is the Invisible Children, which brought awareness to the issue through its "Kony 2012" campaign.

Country Policy

Rwanda condemns the use of child soldiers and has made marked efforts to end the exploitation of children in the army. In accordance with the Convention on the Rights of the Child, voluntary military service is only permitted after reaching the age of 18. However many child soldiers still exist through non-governmental military organizations, which human rights laws cannot affect, making improvement slow and challenging. Rwanda is committed to promoting peace, security, and stability within borders; however, the country's right to sovereignty must be protected.

Possible Solutions

Rwanda proposes plan AEIR to counter the use of child soldiers in Rwandan territory:
- The first step is apprehension of individuals suspected of facilitating the use of child soldiers in non-governmental militant groups.

- Second, enforcement of the Convention on the Rights of the Child, along with the Optional Protocol, must be refined so strict regulation covers all militant groups within Rwanda.
- Third, thorough investigation must be made into allegations of Rwandan authorities' facilitation of child soldiers into militant groups, particularly M23.
- Fourth, Rwanda desires to further expand DDR Programs with the focus of returning former child soldiers to a normal life in society.

Funding for plan AEIR can come from World Bank loans or funding from the UN, and federal funding will be used to expand DDR Programs established by UNICEF and NGOs. Any form of aid from the UN or outside countries is welcome; however, in order to protect the sovereignty of Rwanda any other form of intervention into Rwandan territory is prohibited.

Sources
- https://www.cia.gov/library/publications/the-world-factbook/geos/rw.html
- http://www.un.org/cyberschoolbus/briefing/soldiers/soldiers.pdf
- http://www.child-soldiers.org/news_reader.php?id=692
- http://www.minaffet.gov.rw/index.php?id=918

Public Speaking

Public speaking is a highly valuable skill you have the opportunity to develop through Model United Nations. Knowing how to prepare and deliver well-organized and thoughtful speeches will help you in school, your future career, and the rest of your life.

At the CCCMUN conference, you will have many opportunities to give speeches. As the representative of your assigned country, you will be expected to speak about your country's policy on the committee topics and your proposed solutions.

There are three ways you can give speeches at CCCMUN:

- **Speakers List:** When the committee begins, the chair (the person leading the committee) will create a list of delegates who wish to give speeches. These speeches are typically about the topic, country policy, and possible solutions, and range from 1-2 minutes long. The first time you speak on the speakers list is referred to as your **opening speech**. You should prepare this speech before the conference. After your first speech, you can sent a note to the chair to request being re-added to the speakers list.

- **Comments:** After a delegate makes a speech, the chair will ask if other delegates would like to make a short comment. Comments are typically about whether a delegate agrees or disagrees with the speaker, and range from 30 seconds to 1 minute long. To make good comments, you need to listen to other delegates' speeches, decide whether or not you agree or disagree with they said, and explain why. The key is not being afraid to raise your placard after every speech.

- **Moderated Caucus:** The moderated caucus will be explained in more detail in the next chapter on Rules of Procedure, but the moderated caucus is different than the speakers list. Whereas the speakers list is about the topic in general, a moderated caucus is about a specific question on the topic. For example, a delegate may motion for a moderated caucus to discuss a specific draft resolution. The speakers list tells you who is going to speak next, but a moderated caucus has no list; delegates must raise their placards and wait for the chair to call on them to speak. Each delegate typically gets 30 seconds to 1 minute to speak. A moderated caucus is like having a conversation with your entire committee.

This chapter will focus on helping you prepare your opening speech, since that is the one speech you can fully prepare for. Your goal is to prepare a 1-minute opening speech. Read the next section on opening speeches to learn how to organize your speech. Then use the opening speech worksheet to write out your speech. You should use information from your position paper. Finally, practice your opening speech with your teammates.

Preparing an Opening Speech

The purpose of the opening speech is to share your country's policy on the committee topic. Your speech should begin in an engaging way that gets the committee to listen you. And your speech should end by telling the committee what they should be doing about the topic.

The easiest way to organize your opening speech is in three parts:
- **Hook:** An engaging way to grab your audience's attention;
- **Point:** Your country policy on the topic; and,
- **Action:** Your possible solutions to the topic.

Each part is explained in more detail below.

Hook

The beginning of a speech should grab your audience's attention. It should give your audience a reason to listen to you – otherwise they will fall asleep. An attention-grabbing introduction is often called a "hook." There are many different types of hooks, but here are a few common ones that work well in MUN.

Question: Asking the audience a question is often an easy way to get their attention because it prompts them to think of how they might respond.

> *Example: "Do you think it is possible for us to live in a world without poverty? The people of my country think so. We believe we can achieve the end of poverty."*

Quote: Beginning with a quote is another easy way to gain attention because it prompts the audience to think how they know it.

> *Example: "Fifty years ago, United States President John F. Kennedy said, 'Ask not what your country can do for you, but what you can do for your country.' Today, ask not what the world can do for you, but what you can do for the world."*

Statistic: A statistic can grab an audience's attention if it is surprising or genuinely interesting.

> *Example: "Over 1 billion people around the world live on less than US$1.25 a day. Over 1 billion people live in extreme poverty."*

Story: A story is the oldest form of communication and if told well, can certainly grab an audience's attention. But speeches in MUN are typically very short, so keep the story brief!

> *Example: "One year ago, in rural Pakistan, a girl was walking to school, minding her own business, when a gunshot rang out – and she was shot in the head. The Taliban did not want her to go to school – they did not want any girls to go to school. But that girl survived, and*

today she fights for girls' right to education around the world. That girl's name was Malala, and today is her birthday – today is Malala Day."

It is not simply enough to use a question, a quote, a statistic, or a story to begin the speech – it must grab the audience's attention.

Point

The point is the purpose of your speech. It is your main message. It is your answer to the prompt. It is the reason why you're speaking.

Once you have you audience's attention, you should deliver your point. State it succinctly in one sentence. MUN speeches are often short, so stick to one point. Make it significant but simple to understand. It is better to say one thing well than many things poorly.

In opening speeches in MUN, the "point" is to state your country policy on the topic. Then offer 2-3 reasons explaining why your country had adopted this policy.

Example: "The Republic of Korea believes that education is a human right, and that all people should have access to education.

Korea has a very strong education system, but some of the most well-educated students in the world; we know the value of education.

So we believe that all countries and all people should have proper access to education. And historically we have support many UN and NGO programs that provide education, especially to those living in developing countries."

Action

Good speeches end with a "call to action," which is when you tell your audience to go and do something. If you point was convincing, then your audience should be ready to do something they would not have otherwise done before.

In opening speeches, a good call to action would be proposing one of your possible solutions. You want to call the committee, the United Nations, and the international community to action by adopting one of your possible solutions to the topic.

Example: "To provide universal access to education, Korea proposes the creation of an international fund called 'Education For All' that will support 3 programs in developing countries: building more schools, training new teachers, and preventing girls from dropping out of school.

Korea calls upon the international community to create and donate to this fund. If you like this idea, feel free to send us a note or meet us in the next unmoderated caucus to discuss this further."

Opening Speech Worksheet

Directions: Use the structure below to help you write an opening speech.

Hook What can you say to grab the committee's attention? Try a question, quote, or statistic. Be creative!	
Point What is your country policy on the topic? Give 2-3 reasons why your country has adopted this policy.	
Action Share 1 possible solution to the topic.	

Example Speech

On July 12, 2013, Malala Yousafzai spoke at the United Nations on the right to education. The following are excerpts from her speech that follow the Opening Speech format. Watch and read the full speech here: http://bit.ly/malala2013

Annotation	Speech Excerpt
Hook: Malala's story of being attacked by the Taliban – and surviving – is a powerful hook.	Dear Friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence came, thousands of voices. The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.
Point: The purpose of Malala's speech is to promote the right to education. She believes so strongly in the right to education, she would want the children of her attackers to have an education.	Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorists group. I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists especially the Taliban. I do not even hate the Talib who shot me. Even if there is a gun in my hand and he stands in front of me, I would not shoot him.
Action: Malala calls upon world leaders and global citizens to "pick up their books and pens" – a metaphor for the right to education.	Dear sisters and brothers, now it's time to speak up. We call upon the world leaders that all the peace deals must protect women and children's rights. We call upon all governments to ensure free compulsory education for every child all over the world. We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world. So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons. One child, one teacher, one pen and one book can change the world.

Resolution Writing

The purpose of the United Nations is to solve global problems. Diplomats work together to develop solutions to these problems. When they've agreed on these solutions, they write them down into a written document called a resolution.

At CCCMUN, your goal is to help write a resolution. This means you need to share your possible solutions with other delegates, listen to their possible solutions, decide what you agree on, and write it all into a resolution. These resolutions will be voted on, and the goal of every committee is to pass one or more resolutions.

Resolution writing is important not just because that's what real UN diplomats do. Resolution writing teaches you about negotiation, teamwork, and diplomacy. You need to listen to other delegates; if they feel like you're not really listening, they won't work with you. You will have to understand another perspective that is different than your own or the country you represent. And you will have to decide what you agree on and disagree on, and turn that into a written document that others can understand. Resolution writing lies at the heart of MUN.

But first, you need to learn how to write a resolution. Check out the sample resolution on the next page and read "Basics of a Resolution" to understand what each part of the resolution means. Then, you should practice writing a resolution with your teammates on a practice topic like "Bullying." (i.e. What should your school do to prevent bullying? As a team, write a resolution about that topic.)

After you've understood the parts of a resolution and how to write one, the next chapter on "Rules of Procedure" will explain when and how the actual resolution writing process takes place during the CCCMUN conference.

Important: Pre-written resolutions are not allowed at CCCMUN. Meaning you cannot write a resolution on your assigned topic and bring that to the conference. If you do so and are caught, you may be dismissed from the conference.

Sample Resolution

Committee: General Assembly 1st Committee
Topic: Child Soldiers
Sponsors: China, Rwanda, Russia
Signatories: DR Congo, India, North Korea

RESOLUTION 1.1

The General Assembly,

<u>Concerned</u> that children are being recruited for military purposes,

<u>Recognizing</u> that the disarmament, demobilization, and reintegration programmes (DDR) are too rigid, unable to adapt to different situations of different soldiers,

<u>Understanding</u> that DDR programmes are costly and unaffordable for countries who are having the issue of child soldiers,

<u>Concerned for</u> the safety of the people involved in carrying out DDR,

1. <u>Endorses</u> funding for the International Rescue Committee and NGOs to set up schools as to give former child soldiers an education and equip them with different skills to direct them away from a life of violence after conflict, including:
    a. Elementary schools,
    b. Middle schools,
    c. High schools, and,
    d. Colleges;

2. <u>Calls upon</u> countries to create military units specifically to directly rescue or counter the use of child soldiers in their country by rebel militias;

3. <u>Recommends</u> the setting up of "rehabilitation villages" to collect all former child soldiers and rehabilitate them, focusing on sustainability, holistic skill building, and education;

4. <u>Reminds</u> countries subscribing to these recommendations that rehabilitating every child will depend on individual cases.

Basics of a Resolution

A resolution has three main parts: the heading, the preambulatory clauses, and the operative clauses. We'll break down the example above into these three parts below.

1. Heading

This is the heading section from the sample resolution:

Committee: General Assembly 1st Committee
Topic: Child Soldiers
Sponsors: China, Rwanda, Russia
Signatories: DR Congo, India, North Korea

The heading contains four pieces of information:
- **Committee:** This is the name of your committee.
- **Topic:** This is the name of your topic.
- **Sponsors:** This is a list of the delegates (shown by the name of the countries they represent) who participated in writing the resolution. These delegates are the strongest supporters of the resolution. Your goal is to be a sponsor on a resolution.
- **Signatories:** This is a list of the delegates who want to see the resolution debated. They do not necessarily support the resolution; they may be undecided. Signatories are important because the CCCMUN rules of procedure require every resolution to have a specific number of sponsors and signatories before being debated.

2. Pre-ambulatory Clauses

These are the perambulatory clauses from the sample resolution:

Concerned that children are being recruited for military purposes,

Recognizing that the disarmament, demobilization, and reintegration programmes (DDR) are too rigid, unable to adapt to different situations of different soldiers,

Understanding that DDR programmes are costly and unaffordable for countries who are having the issue of child soldiers,

Concerned for the safety of the people involved in carrying out DDR,

The preambulatory clauses state all the issues that the committee wants to resolve on this issue. It may state reasons why the committee is working on this issue and highlight previous international actions on the issue. Pre-ambulatory clauses can include:
- Past UN resolutions, treaties, or conventions related to the topic,
- Past regional, non-governmental, or national efforts in resolving this topic,
- References to the UN Charter or other international frameworks and laws,
- Statements made by the Secretary-General or a relevant UN body or agency, and,
- General background info formation or facts about the topic, its significance, and its impact.

To write a perambulatory clause, take a statement that you want to write about (perhaps an issue you want to solve or a specific fact from one of the five bullet points above). You then take that statement, combine it with an underlined preambulatory phrase, and end it with a comma.

Here are some example preambulatory phrases:

Affirming	Expecting	Keeping in mind
Alarmed	Expressing its appreciation	Noting with regret
Approving	Expressing its satisfaction	Noting with deep concern
Aware of	Fulfilling	Noting with satisfaction
Bearing in mind	Fully alarmed	Noting further
Believing	Fully aware	Noting with approval
Concerned	Fully believing	Observing
Confident	Further deploring	Reaffirming
Contemplating	Further recalling	Realizing
Convinced	Guided by	Recalling
Declaring	Having adopted	Recognizing
Deeply concerned	Having considered	Referring
Deeply conscious	Having considered further	Seeking
Deeply convinced	Having devoted attention	Taking into account
Deeply disturbed	Having examined	Taking into consideration
Deeply regretting	Having heard	Taking note
Desiring	Having received	Viewing with appreciation
Emphasizing	Having studied	Welcoming

3. Operative Clauses

These are the operative clauses from the sample resolution:

---

1. <u>Endorses</u> funding for the International Rescue Committee and NGOs to set up schools as to give former child soldiers an education and equip them with different skills to direct them away from a life of violence after conflict, including:
   a. Elementary schools,
   b. Middle schools,
   c. High schools, and,
   d. Colleges;

2. <u>Calls upon</u> countries to create military units specifically to directly rescue or counter the use of child soldiers in their country by rebel militias;

3. <u>Recommends</u> the setting up of "rehabilitation villages" to collect all former child soldiers and rehabilitate them, focusing on sustainability, holistic skill building, and education;

4. <u>Reminds</u> countries subscribing to these recommendations that rehabilitating every child will depend on individual cases.

Operative clauses state the solutions that the sponsors of the resolution propose to resolve the issues. The operative clauses should address the issues specifically mentioned in the preambulatory clauses above it.

To write an operative clause, take a solution that you want to include in the draft resolution. You then take that solution, combine it with an underlined operative phrase, and end it with a semicolon (the last operative clause ends with a period).

Operative clauses are also numbered. This differentiates them from preambulatory clauses, helps show logical progression in the resolution, and makes the operative clauses easy to refer to in speeches and comments.

Here are some example operative phrases:

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

Amendments

After all resolutions are submitted to the chair and presented in committee, amendments may be then created so delegates can add, delete, or substitute ideas on other countries' resolutions.

A friendly amendment is a change to the draft resolution that all sponsors agree with. After the amendment is signed by all of the draft resolution's sponsors and approved by the committee chair, it will be automatically incorporated into the resolution.

An unfriendly amendment is a change that some or all of the draft resolution's sponsors do not support and must be voted upon by the committee. This also refers to delegates who did not write this resolution at all but see potential in it as long as several changes are made to it. The sponsors of the amendment will need to obtain a required number of signatories in order to introduce it. Prior to voting on the draft resolution, the committee votes on all unfriendly amendments.

Writing an amendment is very simple. All you have to do is make an operative clause that adds, deletes, or changes an operative clause in a draft resolution.

Examples include:

Adds an operative clause that reads "14. Encourages all Latin American countries to…"

Deletes operative clause 9.

Changes operative clause 1 to read "1. Calls upon the Red Cross to provide low-cost medicines…"

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http://bestdelegate.com/model-un-made-easy-how-to-write-a-resolution/

Resolution Writing Worksheet

As a team, use these worksheets to learn how to practice writing a resolution on the topic of "Bullying."

Preambulatory Clauses

Directions: In the space below, describe a problem you want to address.

> *Example: Thousands of children around the world are at risk of being bullied.*

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│                                                                   │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

Directions: Use the Preambulatory Phrases below to transform your statement above into a preambulatory clause.

> *Example: <u>Alarmed</u> that thousands of children around the world are at risk of being bullied.*

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│                                                                   │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

Affirming	Expecting	Keeping in mind
Alarmed	Expressing its appreciation	Noting with regret
Approving	Expressing its satisfaction	Noting with deep concern
Aware of	Fulfilling	Noting with satisfaction
Bearing in mind	Fully alarmed	Noting further
Believing	Fully aware	Noting with approval
Concerned	Fully believing	Observing
Confident	Further deploring	Reaffirming
Contemplating	Further recalling	Realizing
Convinced	Guided by	Recalling
Declaring	Having adopted	Recognizing
Deeply concerned	Having considered	Referring
Deeply conscious	Having considered further	Seeking
Deeply convinced	Having devoted attention	Taking into account
Deeply disturbed	Having examined	Taking into consideration
Deeply regretting	Having heard	Taking note
Desiring	Having received	Viewing with appreciation
Emphasizing	Having studied	Welcoming

Operative Clauses

Directions: In the space below, suggest a solution to the problem you described on the previous page.

Example: Schools should offer programs that educate its students about bullying

Directions: Use the phrases below to transform your statement above into an operative clause.

Example: <u>Calls upon</u> schools to offer anti-bullying programs;

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

Group Resolution

Directions: Find other delegates and combine your preambulatory and operative clauses into a resolution.

    Committee: _____

        Topic: _____

    Sponsors: _____

  Signatories: _____

The General Assembly,

(Preambulatory Clauses)

(Operative Clauses)

Example Resolution

How does the resolution you wrote compare to the resolution below?

Committee: General Assembly
Topic: Bullying
Sponsors: Qatar, Republic of Korea
Signatories: Honduras, India, Japan, United States of America

The General Assembly,

Recognizing that bullying is a prevalent issue in the world today,

Aware that education is one of the most effective ways of preventing bullying,

Noting that the influence of mass media is very useful in the implication of a anti bullying program,

Recognizing that bullying issues have resulted from a lack of education in both school teachers, bullies, and victims,

Alarmed that millions of children around the world face bullying every day at school and online,

1. Calls upon schools to offer bullying prevention programs that educate its students about how to prevent all forms of bullying, including cyberbullying;

2. Emphasizes that the goal of bullying prevention programs is to educate students about what bullying is and how to stop it;

3. Invites every school around the world to implement bullying prevention programs that involve students of every grade level;

4. Encourages teachers, principals, and parents to be responsible for implementing bullying prevention programs;

5. Recommends that bullying prevention programs take place on school campuses during student assemblies at least once a month during the school year;

6. Calls upon national governments and foundations to contribute, on a voluntary basis, to a global fund that supports bullying prevention programs around the world.

Rules of Procedure

After creating your research binder, writing a position paper, preparing an opening speech, and writing a practice resolution, it's time to understand how you will use all of this information at the CCCMUN conference itself. It's time to understand the Rules of Procedure (ROP).

Rules of Procedure refers to the rules that govern how a committee operates, from who gets to be chair (the leader of the committee) and who gets to speak to how resolutions are presented and how voting takes place.

Rules of Procedure are important because they help ensure that every delegate's voice is heard. Your committee at CCCMUN has dozens of delegates and all of them want to speak. If everyone tried to speak at once, it would be chaos. But if only one delegate is allowed to speak at a time, how should the committee decide who gets to speak?

Rules of Procedure also ensure fairness. Every delegate is trying to write, sponsor, and pass resolutions. How much time is allowed for writing resolutions? How should resolutions be voted on? In what order should they be voted on?

This Delegate Preparation Guide contains an appendix of the complete Rules of Procedure. You can see that it is very long, details, and potentially overwhelming. But when you're preparing for CCCMUN, especially if it's your first MUN conference, there are only a handful of things you need to know.

Start by reading the next section on "Flow of Debate." This section will explain what to expect in committee. Then, you should practice going through the Rules of Procedure with your MUN team. You should do a practice debate on the topic of "Bullying." One delegate can serve as the chair and your entire team can give speeches, write resolutions, and vote on them using the CCCMUN Rules of Procedure.

Flow of Debate

Flow of Debate refers to everything that will happen in committee at a high-level. There are three parts to the Flow of Debate:

1. **Opening:** This is how your committee at CCCMUN will begin.
2. **Debate:** This is how you and other delegates will make speeches and write resolutions.
3. **Closing:** This is how the committee will present resolutions and vote on them.

This section will describe each part in detail.

Opening

Your chair will begin committee by tapping their gavel, introducing themselves, and making a short speech encouraging the committee to address their topics. Then the chair will explain that if you have any questions about what's happening in committee, you may raise your placard and request any of the following three "points:"

- **Point of Inquiry:** If you have a general question, raise your placard, and when the chair calls on you, say "Point of Inquiry," then state your question. Use this point if you have questions about procedure, like "What does caucus mean?"

- **Point of Personal Privilege:** If you have a question about something that's personally bothering you, then raise your placard and say "Point of Personal Privilege." Use this point if you cannot hear the chair or the speaker, or if the room is too hot or too cold.

- **Point of Order:** If you believe the chair has made a mistake in procedure, then raise your placard and say "Point of Order." Then explain why you believe there was a mistake in procedure. A typical example is if the chair accidentally skipped over someone's name on the speakers list.

Your chair will conduct a **Roll Call**. When your chair calls your country's name, you should say "Present" to indicate that you are present. Alternatively, you can "Present and Voting;" this means that, later on during voting procedure, you give up the right to abstain from voting on resolutions and amendments.

Your chair will ask if there is a **Motion to Open Debate**. This is a formality and every delegate is expected to vote in favor of the motion.

Your chair will ask for **Motions to set the Agenda**. Every committee has 2 topics, so the committee needs to decide which topic should go first.

After the topic has been set, the chair will ask for a **Motion to Open a Speakers List**. Again, this is a formality and every delegate is expected to vote in favor.

Debate

After opening committee, the committee will engage in debate on their selected topic. The committee can engage in three different debate formats:
- Speakers List,
- Unmoderated Caucus, and
- Moderated Caucus.

Speakers List: The committee will start with the Speakers List as the default debate format. After opening the speakers list, the chair will ask, "Are there any delegates wishing to speak?" Every delegate, including you, should raise their placard in order to be added to the speakers list. Most delegates get shy at this point and wait to raise their placard, but this is the precise moment to challenge yourself and raise your placard immediately – after all, you should have your opening speech prepared and rehearsed.

As part of opening the speakers list, the chair should explain the following rules about speaking:

- **Speaking Time:** The committee can set the amount of time that a speaker is allowed to speak, usually 1-2 minutes. The chair keeps track of a speaker's speaking time. Typically, the chair will lightly tap their gavel when the speaker has 10-15 seconds remaining in their speaking time to let the speaker know their time has almost elapsed.

- **Comments or Questions:** The committee can set a specific number of comments and questions to follow every speech. However, this is not in order if the speaker chooses to yield.

- **Yields:** When speaker finished speaking, the speaker may have remaining speaking time. In this case, the speaker has the option of yielding that remaining time. The speaker has three options:

    o **Yield to Questions:** The speaker can use their remaining speaking time to answer questions from other delegates.

    o **Yield to Another Delegate:** The speaker can give their remaining speaking time to another delegate, who can then make a speech within that allotted time.

    o **Yield to the Chair:** In this case, the chair "absorbs" the remaining speaking time and the speaker sits down.

Moderated Caucus: As mentioned in the "Public Speaking" chapter, the moderated caucus is a different debate format than the speakers list. Whereas the speakers list is about the topic in general and has an ordered list of speakers, a moderated caucus is about a specific question on the topic and the chair selects delegates to speak without using a list.

A delegate must make a **Motion for a Moderated Caucus**. A motion for a moderated caucus requires a total time, a speaking time, and a purpose. For example, a delegate representing Honduras may say, "Honduras motions for a 5-minute moderated caucus with 30 second speaking time for the purpose of discussing draft resolution 1.1." This motion will then be put to a vote by simple majority. If the vote passes, then traditionally the chair will select whoever made the motion as the first speaker.

The motion for a moderated caucus is useful for getting the committee to discuss a specific question about the topic, and then incorporating the outcome of that discussion into resolutions. It's also beneficial for a delegate to make this motion because, if it passes, it gives them an opportunity to speak. This could be particularly useful if that delegate is far down on the speakers list.

Unmoderated Caucus: In this debate format, the rules are suspended and delegates are allowed to walk freely around the room and speak with other delegates. Delegates get the chance to meet potential allies, discuss policies and possible solutions, and write them into resolutions.

A delegate must make a **Motion for an Unmoderated Caucus** that specifies total time. For example, Honduras may say, "Honduras motions for a 5-minute unmoderated caucus."

Unmoderated caucus is important because this is when resolution writing takes place. It's not unusual for committees to take 20-mnute unmoderated caucuses as long as they are productive and getting close to finishing their resolutions. It's also during this time that delegates will write amendments to other resolutions.

Closing

When delegates finish writing resolutions, they will submit their resolutions to the chair. The chair will review resolutions to make sure they address the topic and that they are properly formatted. After reviewing a resolution, the chair will assign it a resolution number (for example, Draft Resolution 1.1) and announce that the resolution is ready to be debated by the committee.

At this point, one of the resolution's sponsors may make a **Motion to Introduce a Resolution**. The chair will accept this motion and allow a small number of the resolution's sponsors to take the floor and present the resolution. The sponsors will be allowed to read aloud the resolution's clauses, make speeches about the merits of the resolution, and then take questions from the committee. Presenting resolutions is important because it may persuade the committee to vote in favor – or against – the resolution.

The chair will eventually review each resolution and call upon the sponsors to introduce their resolution. After introducing a resolution, the committee may want to enter moderated caucus on a specific resolution in order to debate it further. The committee may also enter unmoderated caucus in order to discuss specific clauses in the resolution that multiple delegates may not agree with. This is when amendment writing takes place (see the "Resolution Writing" chapter for more information on amendments).

After all resolutions have been presented and amendments submitted, the chair will ask for a **Motion to Close Debate**. Unlike most motions, this motion requires two speakers in favor, two speakers against, and a two-thirds majority vote. The reason it has such strict requirements is to ensure that all delegates have said their peace on the topic and the resolutions before the committee votes on them.

After debate has closed, the committee enters **Voting Procedure** or **Voting Bloc**. The chair will usually ask the committee to be silent and not pass notes, and the doors will be locked and no one will be allowed to enter or leave (except for advisors and except for emergencies). This is because the committee does not want anything to happen that may affect how delegates will vote, since debate is officially closed.

The chair will ask the committee to vote on each resolution and amendment one at a time. The chair will bring up one resolution first. The committee will vote on any amendments to that resolution. Then the committee will vote on the resolution. If it passes, the committee usually claps in applause. Then the chair will move on to the next resolution and any amendments to that resolution. This process continues until all resolutions have been considered.

When a resolution or amendment comes up, you have three ways you can vote: **For**, **Against**, or **Abstain** (which means that you are not voting for or against). If you said "present and voting" during roll call, however, then you may not be allowed to abstain. The chair will say, "All those voting in favor of the resolution, please raise your placards at this time." If you want to vote in favor, then raise your placard. The same will happen with "Against" votes and abstentions. A resolution requires more "For" votes than "Against" votes in order to pass.

There are a few advanced-level motions that can be made during voting procedure. This guide will not explain them in detail, but they include:
- **Motion for a Roll Call Vote:** Instead of voting by show of placards, the committee may decide to vote one delegate at a time. The chair will call out a delegate's country name and that delegate will announce their vote. Delegates also get an option to pass on the first round of voting. A roll call vote can potentially take a lot of time to complete.
- **Motion to Divide the Question:** Instead of voting on a resolution as a whole, the committee may decide to vote on a resolution clause by clause. This can also potentially take a lot of time to complete.

After all resolutions and amendments have been considered, the chair will ask for a **Motion to Move Out of Voting Block**. This is a formality and all delegates are expected to vote in favor. Afterwards, the committee usually takes a break, and then proceeds to debate the next topic.

Rules of Procedure – Short Form

Opening

Point of Inquiry	Used to ask the chairperson a question regarding the rules of procedure.	No Voting
Point of Personal Privilege	Used to inform the chairperson of a physical discomfort he or she is experiencing, such as not being able to hear another delegate's speech.	No Voting
Point of Order	Used when a delegate believes the chair has made an error in the running of the committee	No Voting
Motion to Open Debate	Used to begin debate	Simple Majority
Motion to Set the Agenda	Used to propose which topic to start with	Simple Majority
Motion to Open a Speakers List	Used to start a speakers list on the proposed topic	Simple Majority

Debate

Motion for a Moderated Caucus	Used to suspend the speaker's list and enter guided debate on a sub-topic. Must specify total time, speaking time, and purpose.	Simple Majority
Motion for an Unmoderated Caucus	Used to suspend the speaker's list and engage in unguided negotiation on resolutions. Must specify total time.	Simple Majority
Motion to Change Speaking Time	Used to change the time allowed for speeches.	Simple Majority

Closing

Motion to Move into Voting Bloc	Used to end the speaker's list and enter voting procedure on resolutions. Requires two speakers for and two speakers against.	2/3 Majority
Motion for a Roll Call Vote	Used to vote on a resolution one delegate at a time.	Automatically Passes
Motion to Divide the Question	Used to vote on specific clauses in a resolution.	Simple Majority
Motion to Move out of Voting Bloc	Used to end voting procedure on resolutions.	Simple Majority
Motion to Adjourn	Used to end the committee session or conference.	Simple Majority

Final Preparation

Checklist

Use this list of things to bring to make sure you are fully prepared for CCCMUN:

- Research Binder
- Position Paper
- Opening Speech
- Pencils or Pens
- Highlighters
- Blank Paper

- Clipboard (optional, this can help you carry around blank paper for taking notes and writing resolutions)
- Backpack or Briefcase
- Business Attire (see dress code)

Dress Code

Delegates are expected to dress in Western Business Attire. Delegates in violation of the dress code may be dismissed from the conference. See the guidelines below for what to wear:

Women
- Blouse with skirt (must be appropriate length)
- Suit
- Dress
- Slacks with nice blouse
- Dress shoes
- Avoid lace and colored stockings
- No heavy perfume
- No costume jewelry

Men
- Suit with tie
- Collared, buttoned up shirt with tie
- Slacks
- Dress shoes
- Black or dark navy socks
- No jeans
- No hats
- No sneakers

Schedule

The conference will begin with an opening plenary session on Friday afternoon, followed by committee meetings split up by a dinner hour. Committees will reconvene Saturday morning and a lunch break at noon. The conference will conclude with a closing plenary session Saturday afternoon.

Conference Policies

Pre-written resolutions and laptops are not allowed in committee because they give delegates unfair advantages. Please adhere to these policies or you may be dismissed from the conference.