Model United Nations School Resources

UNA-UK's guide to running and participating in a Model United Nations

CONTENTS

Introduction to the Booklet

Every year more than 400,000 students from primary schools and universities participate worldwide in Model UN conferences. These events are simply a role-play of UN meetings and are usually based on the Security Council or General Assembly committees. Participants assume the role of national ambassadors or representatives to debate and seek to solve global issues.

Events can last from a few hours to a week and can involve people of all ages. Schools may hold events within school time or as an extracurricular activity. Model UN events can cover a whole city or region and many national and international events are held throughout the world.

It's great fun, giving you the opportunity to meet new people, while also helping you to develop and demonstrate key skills such as public speaking, teamwork and negotiation.

We've created this booklet to assist all those organising and taking part in Model UN events. The first half is primarily targeted at those wishing to put on a Model UN event themselves. The second half gives broader advice on how to participate in an MUN event. While both sections should be fairly comprehensive, here are some **further resources** giving more information on Model UN:

- ➤ Answers to your top five questions about Model UN – una.org.uk/globe
- ➤ UNA-USA's Model UN resources - unausa.org/global-classrooms-model-un
- ➤ What is Model United Nations? - bestdelegate.com/what-is-model-united-nations/

If you would like to attend a Model UN event but don't know where to start looking, here are two websites which can direct you to **local and worldwide events targeted at secondary school students**. A key organisation to note is the London International Model United Nations, one of the largest organisations offering Model UN.

- ➤ London International Model United Nations – limun.org.uk
- ➤ Schools Conference Database - bestdelegate.com/model-un-conferences-database

Written by UNA-UK
Compiled and designed by Jess Saunders

Introduction to the United Nations

What is the UN?

The UN is an international organisation of sovereign states, containing nearly every country in the world. Only independent states may become members of the UN. It was created in the wake of World War II – in 1945, 51 states (including the UK) signed the UN Charter, and became the founding members of the UN. Because of the end of colonialism and the break-up of countries such as the USSR and Yugoslavia, the number of independent countries grew. Currently, the UN has 193 member states.

The UN provides an opportunity for the independent states of the world to discuss global issues which affect them both individually and collectively. The UN aims to seek solutions to issues, conflicts and crises in a peaceful manner. The UN Charter is a set of guidelines which explains the rights and responsibilities of member states.

The UN has four purposes, which are contained in Article 1 of the UN Charter:

1. **To maintain international peace and security**, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;

2. **To develop friendly relations among nations** based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;

3. **To achieve international co-operation in solving international problems** of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and

4. **To be a centre for harmonizing the actions of nations** in the attainment of these common ends.

The purposes are upheld by certain principles, contained in Article 2 of the UN Charter, which apply to the UN as an organisation and to the individual member states:

1. The Organization is based on the principle of the sovereign equality of all its Members.

2. All Members, in order to ensure to all of them the rights and benefits resulting from membership, shall fulfil in good faith the obligations assumed by them in accordance with the present Charter.

3. All Members shall settle their international disputes by peaceful means in such a manner that international peace and security, and justice, are not endangered.

4. All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.

5. All Members shall give the United Nations every assistance in any action it takes in accordance with the present Charter, and shall refrain from giving assistance to any state against which the United Nations is taking preventive or enforcement action.

6. The Organization shall ensure that states which are not Members of the United Nations act in accordance with these Principles so far as may be necessary for the maintenance of international peace and security.

7. Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state or shall require the Members to submit such matters to settlement under the present Charter; but this principle shall not prejudice the application of enforcement measures under Chapter VII.

The UN Charter provides for the suspension or expulsion of a member state which does not adhere to the Charter principles.

Main UN bodies

General Assembly

The General Assembly is the main deliberative organ of the United Nations. It is composed of representatives of all member states, each of which has one vote. Decisions on important questions, such as those on peace and security, admission of new members and budgetary matters, require a two-thirds majority. Decisions on other questions are by simple majority.

There are various subsidiary organs within the General Assembly. These include the Disarmament Commission, the Peacebuilding Commission and the Human Rights Council.

The Secretariat

This is an international staff working in duty stations around the world that carry out the diverse day-to-day work of the Organization. It services the other principal organs of the United Nations and administers the programmes and policies laid down by them.
The duties carried out by the Secretariat are as varied as the problems dealt with by the United Nations. These range from administering peacekeeping operations to mediating international disputes, from surveying economic and social trends and problems to preparing studies on human rights and sustainable development.

Secretariat staff also inform the world's communications media about the work of the United Nations; organise international conferences on issues of worldwide concern; and interpret speeches and translate documents into the Organisation's official languages.

Security Council

The Security Council has primary responsibility for the maintenance of international peace and security. It is so organised as to be able to function continuously, and a representative of each of its members must be present at all times at United Nations Headquarters. The Presidency of the Council rotates monthly, according to the English alphabetical listing of its member States.

There are five permanent members of the Security Council – China, France, the Russian Federation, the United Kingdom and the United States. There are ten non-permanent members who serve two-year terms and are elected by the General Assembly in regional groups, to ensure that each region is represented.

The Security Council's functions and powers are:

1. To maintain international peace and security in accordance with the principles and purposes of the United Nations;
2. To investigate any dispute or situation which might lead to international friction;
3. To recommend methods of adjusting such disputes or the terms of settlement;
4. To formulate plans for the establishment of a system to regulate armaments;
5. To determine the existence of a threat to the peace or act of aggression and to recommend what action should be taken;
6. To call on Members to apply economic sanctions and other measures not involving the use of force to prevent or stop aggression;
7. To take military action against an aggressor;
8. To recommend the admission of new Members;
9. To exercise the trusteeship functions of the United Nations in "strategic areas"; and
10. To recommend to the General Assembly the appointment of the Secretary-General and, together with the Assembly, to elect the Judges of the International Court of Justice.

Economic and Social Council ('ECOSOC')

The principal body coordinating the economic and social work of the United Nations and its operational arms. It is serviced by the Department for Economic and Social Affairs. The entire family of United Nations organizations works for economic, social and sustainable development.

The Council's 54 member Governments are elected by the General Assembly for overlapping three-year terms. Seats on the Council are allotted based on geographical representation with fourteen allocated to African States, eleven to Asian States, six to Eastern European States, ten to Latin American and Caribbean States, and thirteen to Western European and other States.

The work of ECOSOC is carried out through Functional and Regional Commissions. Functional Commissions address specific topics, whereas Regional Commissions address issues specific to certain geographic areas. Commissions have working groups and other sections to research, discuss and investigate problems. These are made up of member countries' representatives, but draw on independent experts for information and advice.

International Court of Justice ('ICJ')

The ICJ is the principal judicial organ of the United Nations. It was established in June 1945 by the Charter of the United Nations and began work in April 1946. The seat of the Court is at the Peace Palace in The Hague, Netherlands. Of the six principal organs of the United Nations, it is the only one not located in New York.

The Court's role is to settle, in accordance with international law, legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorised United Nations organs and specialised agencies.

The Court is composed of 15 judges, who are elected for terms of office of nine years by the United Nations General Assembly and the Security Council. It is assisted by a Registry, its administrative organ.

The ICJ is not the same as the International Criminal Court ('ICC'). The ICC hears cases against individuals accused of genocide, crimes against humanity and war crimes. The ICJ hears only disputes between states.

For Organisers

The basic principles of Model UN remain the same, regardless of the UN body being modelled, or of the size or age of the group.

Participants are assigned a UN Member State. They assume the role of that country's diplomats at whichever UN body is being enacted. The delegations represent the views of 'their' country, reflecting that country's national interests, rather than their own personal opinions on an issue.

The delegates research their country's position on selected topics, paying particular attention to their country's perspective on the topics to be discussed at the Model UN. The topics are issues of global importance – such as provision of clean water, economic justice or the Israeli-Palestinian conflict.

When organising a Model UN event for schoolchildren, it is best to cut down the rules of procedure to a few simple guidelines on diplomatic behaviour. The Chair should be a teacher or older pupil who has taken part in Model UN events in the past. As long as the Chair allows each pupil to speak freely, and guides the discussions towards a vote on a resolution, there is no need to adopt complicated rules of procedure for a school-based Model UN:

➢ Participants will be divided into groups of three.

➢ Each group will be assigned a UN Member State. The Chair must ensure that pupils stay 'in character' throughout the event.

➢ It is up to the Chair's discretion to allocate speaking time to the delegates when in session.

➢ A delegate may ask the Chair to speak by raising their hand.

➢ There should be no talking in another delegate's allocated speaking time. In this way everyone will get a chance to make their opinions heard.

Before the event

Initial Planning

➤ **Choose** a date and time to hold your Model UN and decide how long it will last (a day, a lesson, half a day, etc.).

➤ Make sure that you will have a room available where you can hold the event. The best rooms have tables that can be rearranged into a horseshoe shape to face a top table where the Chair will sit. Each delegation will need a placard that displays their country's name in large letters. Adding the country's flag can be a nice touch and nametags are essential for identifying representatives when they are not seated.

➤ Choose the committee(s) that you will be simulating and a topic to discuss, which may be chosen for its relevance to the curriculum or students' interests.

➤ Make sure that a computer will be available for research.

➤ Delegates should be divided into three-person teams and assigned a country to represent. Consider carefully the countries that you would like to be represented at the Model UN.

➤ It is a good idea to ask a local VIP to open the event. They could be somebody connected with the school or group organising the Model UN. Other options include the local MP, a local councillor or a person who is involved (or has been involved) with the UN or with foreign affairs in general.

Preparation

The more preparation time that you allow for your Model UN, the better it will be.

A Model UN can provide a term's work for Citizenship where it is taught as a discrete timetabled subject. A small-scale event can be done with one class, with ten or so countries represented. Alternatively, the requirements could be met within the overall timetable – many departments could contribute to the pupils' preparation for their Model UN.

Subject teachers could suggest which topics the event should address based on their syllabuses. These teachers could help pupils obtain information on the topics, and could suggest ways of dealing with the issue which pupils can incorporate into their draft resolution.

Research

The emphasis should be on delegates researching their countries and issues themselves. They should learn how to be efficient and to detect bias in information.

Public Speaking

Delegates should practise their public speaking skills – in particular, the need to speak slowly and to project their voices when speaking in a large room. Presenting general information about their countries can be a great way for students to practise. You should assign a maximum length for this speech and enforce the limits. Students should practise answering questions from their peers, as well.

Organising a One-Day Model UN Event

Model UN events can last for as long as you would like - just an hour, half a day, a whole day or three or four days. This is dependent on the amount of time and resources you have to organise the event, as well as the number of delegates who will be participating.

Here is an example of a timetable for a one day conference:

	Section	To do
9.30	Welcome	Welcome and administrative arrangements from the Chair or organiser. The organiser should explain what will happen during the day, and what is expected of the participants. The seating should preferably be with tables arranged in a horseshoe shape. The countries should be seated in alphabetical order.
9.45	Introductions	Introductions and short addresses by the guest speaker.
10.00	First session	Each delegation (three participants in each delegation) should use this time to research the topic that has been presented to them. It is recommended to allocate assignments for each individual participant within a delegation: ➢ One delegate is responsible for general research on their country (government, population, developing country etc.) ➢ Another delegate is responsible for research on the political policies of their country (recent conflicts, history, current policy etc.) ➢ Third delegate is responsible for outlining the position the country would take in the topic that is being discussed
11.30	Second session	The first two delegates from each country should present their speeches. Delegates from other countries should take notes during this time. Each country should aim to identify possible allies to work with when producing a draft resolution.

12.30	Lunch break	Ideally, the delegates should remain in character so that they can lobby and negotiate with each other over lunch. They should aim to identify allies and to agree on the general tone to be adopted during the resolution-writing phase.
13.30	Third session	The third participant from each delegation should present their research – outlining their country's view of the issue and also identifying any allies that they have worked with over the lunch break. The Chair should ensure that the delegates respect the time limit that has been allocated to them.
14.15	Resolution writing session	The Chair should divide the various delegations into two broadly opposing groups. Each group should agree on three or four bullet points expressing their understanding of the issue. They should then agree on two or three bullet points explaining what solutions they would like to adopt. The Chair should help the groups to reach a consensus, so that two completed resolutions can be put to the vote.
15.00	Voting	The two groups should return to the main seating area and the Chair should put the two resolutions to the vote. Each delegation has one vote. A simple majority of votes is sufficient for a resolution to pass.
15.15	Closing ceremony	Formal end of the Model UN; appropriate thanks given to all concerned. The Chair should talk briefly about the work done during the day and may want to mention delegates who were especially outstanding.
15.30	Clean up!	

Organising a One-and-a-half day Model UN Event

Below is a possible timetable for a Model UN lasting for one-and-a-half days:

DAY1	Section	To do
9.30	Welcome	Welcome and administrative arrangements from the Chair or organiser. The organiser should explain what will happen during the day, and what is expected of the participants. The seating should preferably be with tables arranged in a horseshoe shape. The countries should be seated in alphabetical order.
9.45	Introductions	Introductions and short address by the guest speaker.
10.00	First session	Each delegation (three participants in each delegation) should use this time to research the topic that has been presented to them. It is recommended to allocate assignments for each individual participant within a delegation: ➢ One delegate is responsible for general research on their country (government, population, developing country etc.) ➢ Another delegate is responsible for research on the political policies of their country (recent conflicts, history, current policy etc.) ➢ Third delegate is responsible for outlining the position the country would take in the topic that is being discussed
12.30	Lunch break	Ideally, the delegates should remain in character so that they can lobby and negotiate with each other over lunch. They should aim to identify allies and to agree on the general tone to be adopted during the resolution-writing phase
13.30	Second session	The three pupils from each delegation should present the results of their research to the other delegates. The Chair should ensure that the delegates respect the time limit that has been allocated to them. Delegates from other countries should take notes during this time. Each country should aim to identify possible allies to work with when producing a draft resolution.
14.45	Third session - Caucus	The Chair should allow the various delegations to divide into two broadly opposing groups. Within the groups, delegations should lobby each other over the elements which will make up their draft resolution. The Chair should push agreement within each group as, tomorrow morning, the groups will have to each produce an agreed draft resolution.
15.30	Clean up!	

DAY2	Section	To do
9.30	Resolution writing session	The two groups should each agree on three or four bullet points expressing their understanding of the issue. They should then agree on two or three bullet points explaining what solutions they would like to adopt. The Chair should help the groups to reach a consensus, so that two completed resolutions can be put to the vote.
10.30	Voting	The two groups should return to the main seating area and the Chair should put the two resolutions to the vote. Each delegation has one vote. A simple majority of votes is sufficient for a resolution to pass.
10.45	Security Council	The Chair should explain that the voting procedure adopted so far (one country, one vote) is that used in the General Assembly. Delegates will now switch to the voting procedure used in the Security Council – the US, UK, France, Russia and China now have vetoes. Pupils should return to their two groups and attempt to negotiate draft resolutions using the Security Council voting procedure. The Chair should encourage the Permanent Five countries to use their veto to prevent any resolution that they don't approve of from being adopted.
11.30	Plenary session	The two groups should return to the main seating area and the Chair should discuss with the pupils the differences between the two voting procedures. Pupils should be made aware of the increased difficulty in agreeing a resolution when five states have the right of veto.
11.45	Closing ceremony	Formal end of the Model UN; appropriate thanks given to all concerned. The Chair should talk briefly about the work done during the event and may want to mention delegates who were especially outstanding.
12.00	Lunch!	

Countries to be included in Model UN

There are 193 Member States of the UN. When choosing the countries for your Model UN, there are various considerations:

➢ **The number of participants:** each Model UN delegation should ideally have two members.

➢ **The Model UN agenda:** you should choose countries that will be relevant to the issue(s) you have chosen for your event. For example, a resolution on access to water should include countries from sub-Saharan Africa, North Africa, the Middle East, South Asia and Australasia, among others. The countries that you choose should have divergent interests, meaning that they will disagree about the issue under discussion.

➢ **Geographical spread:** you should aim for a geographically wide range of countries, including at least one country from each continent. The countries that you choose should come from different areas of the continent – for example, if you only choose two African states, do not choose two West African states.

➢ **Economic spread:** you should aim to include developed and developing countries.

➢ **Political spread:** you should aim to include countries representing contrasting political and economic systems, including both democracies and dictatorships, as well as pro- and anti-Western countries.

➢ **States in conflict:** where states have a major current, or historical, disagreement, you should not include only one of them. For example, if you decide to include India, you should also include Pakistan.

➢ '**Mediator' states:** although you should include states with divergent interests, you should also include some neutral states that can act as catalysts or mediators in order to achieve a consensus acceptable to all. States such as Canada, Switzerland, Sweden, Norway and Finland can play this role.

➢ **Permanent five:** you should include the Permanent Five members of the Security Council (although no country has a veto in the General Assembly) – China, France, the Russian Federation, the UK and USA.

➢ **EU Council Presidency:** you should include the country holding the EU Council Presidency, which can speak on behalf of the whole EU on most General Assembly issues.

➢ **Don't forget the 'little' states:** Model UNs have a tendency to stick to the 'big' states, like always using Nigeria, South Africa or Egypt to represent Africa. It can be more interesting and a bit more challenging to use smaller or simply less-well known states that fulfil the same geographic or other criteria

Curriculum and A-level requirements

Model UN events can be used to meet many of the requirements of the National Curriculum for pupils aged up to 16 and of the A Level specifications for pupils aged 16-18.

General requirements of the National Curriculum

Planning and participating in Model UN events reflect the general teaching requirements regarding inclusion and use of language, as well as the values, aims and purposes which underpin the National Curriculum.

Aim 1 requires pupils to develop knowledge and understanding of "the local, national, European, Commonwealth and global dimensions of their lives. [The National Curriculum] should encourage pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas.
By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens ".

Aim 2 states: "The school curriculum should promote pupils' spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong. It should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
"The school curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society. It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping.

"It should develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level ".

Promoting pupils' cultural development' requires pupils to acquire "an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge,

skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture".

Model UN events contribute to the development of the key skills and thinking skills which are embedded at Key Stages 3 and 4 in all subjects of the National Curriculum.

Under the National Curriculum, pupils must undertake education about sustainable development, requiring them to "develop the knowledge, skills, understanding and values to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future." This can be integrated into the subject matter of many Model UN events.

### National Curriculum programmes of study and A Level specifications

Model UN can be used to cover aspects of the programmes of study and specifications for many subjects under the National Curriculum and at A Level.

Citizenship

Model UN events are directly relevant to the National Curriculum Citizenship programmes of study – a Model UN event can provide a term's work for Citizenship where it is taught as a discrete timetabled subject.

A defining feature of the Citizenship curriculum is the concept of 'active global citizenship', enabling pupils to become "actively involved in the life of their school, neighbourhood and wider communities and learn to become more effective in public life". This makes it distinct to most of the other approaches to civic education elsewhere in Europe and presents a real challenge to teachers.

However, the simulation involved in Model UN work provides opportunities for active citizenship. It involves research, debate, problem-solving, team-work, leadership, negotiation, patience and much more. Groups of students can be deployed to act as press corps, researchers and the UN Secretariat, as well as delegates.
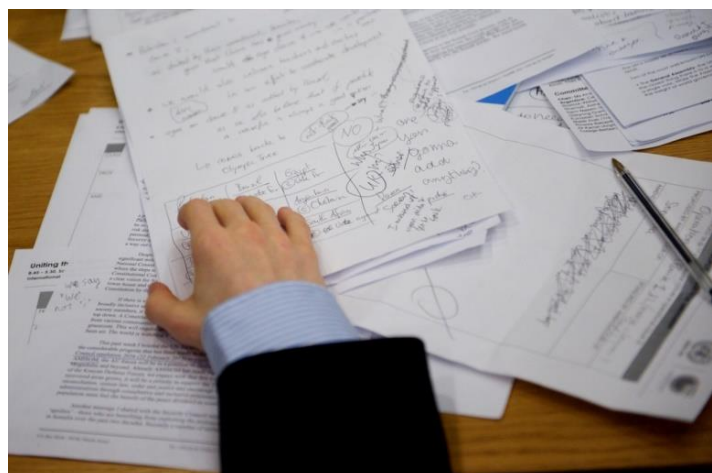
International networks exist for students to collaborate worldwide, further reinforcing the notion of active global citizenship. Provided students have the time to reflect on their participation, Model UN work can make a unique and important contribution to successful Citizenship teaching.

Citizenship and Model UN – Key Stage 3 Curriculum

Programme of study requirement	Model UN work
Knowledge and understanding about becoming informed citizens	
1(a) the legal and human rights and responsibilities underpinning society and how [these] relate to young people	The **Universal Declaration of Human Rights** and its accompanying Conventions can be used as a Model UN issue
1(g) the importance of resolving conflict fairly	A Model Security Council can be held on a current or historical peace and security issue
1(h) the significance of the media in society	Critical reading of a wide range of sources is vital to Model UN preparation; participants in a Model UN event can play the role of the press corps
1(i) the world as a global community, and the political, economic, environmental and social implications of this, and the role of the EU, the Commonwealth and the UN	Understanding the relations between countries is an important part of the preparation and negotiating process in a Model UN event; delegates learn about the UN's role through participating in a Model UN event
Developing skills of enquiry and communication	
2(a) think about topical political, spiritual, moral, social or cultural issues and events by analysing information and its sources, including ICT-based sources	Model UN events are designed to address topical issues; many sources of information are used (especially internet-based resources) and analysed during the negotiation process
2(b) justify orally and in writing a personal opinion about such issues, problems or events	Model UN participants have to research their issue and write a position paper; they have to be ready to answer questions and prepare questions for others
2(c) contribute to group and exploratory class discussions, and take part in debates	The whole class can be involved in determining the delegates' positions on the issue under debate; delegates take part in debates and negotiations, prepare and give speeches and respond simultaneously

Developing skills of participation and responsible action	
3(a) use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	Model UN delegates present views which are not necessarily their own and may represent any country in the world
3(b) negotiate, decide and take part responsibly in both school and community-based activities	Participating in Model UN demands commitment and a sense of responsibility towards other participants; negotiation forms a key component of Model UN work
3(c) reflect on the process of participating	Model UN participants can feed back to their class and evaluate their experience

Citizenship and Model UN – Key Stage 4 Curriculum

Programme of study requirement	Model UN work
Knowledge and understanding about becoming informed citizens	
1(a) the legal and human rights and responsibilities underpinning society…and how they relate to citizens	The **Universal Declaration of Human Rights** and its accompanying Conventions can be used as a Model UN issue
1(f) the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally	Participants in Model UN events learn about the role of UN bodies and non-governmental organisations and how to influence their actions
1(g) the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion	Critical reading of a wide range of sources is vital to Model UN preparation; participants in a Model UN event can play the role of the press corps; Model UN participants can create their own website
1(i) the UK 's relations in Europe , including the EU and relations with the Commonwealth and the UN	Understanding the relations between countries is an important part of the preparation and negotiating process in a Model UN event; delegates learn about the UN's role through participating in a Model UN event
1(j) the wider issues and challenges of global interdependence and responsibility, including sustainable development	Participants in Model UN events learn about how states interact with each other; a Model UN event can be based on the **UN Commission on Sustainable**

	Development
Developing skills of enquiry and communication	
2(a) research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources showing an awareness of the use and abuse of statistics	Model UN events are designed to address topical issues; many sources of information are used (especially internet-based resources) and analysed during the negotiation process; statistics are an important source of evidence and students have to present them and answer any challenges
2(b) express, justify and defend orally and in writing a personal opinion about such issues, problems or events	Model UN participants have to research their issue and write a position paper; they present their arguments orally and have to be ready to answer questions orally and in writing and prepare questions for others
2(c) contribute to group and exploratory class discussions, and take part in formal debates	The whole class can be involved in determining the delegates' positions on the issue under debate; delegates take part in formal debates and negotiations, prepare and give speeches and respond simultaneously
Developing skills of participation and responsible action	
3(a) use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own	Model UN delegates present views which are not necessarily their own and may represent any country in the world; they must negotiate with delegations expressing differing views
3(b) negotiate, decide and take part responsibly in school and community-based activities	Participating in Model UN demands commitment and a sense of responsibility towards other participants; negotiation forms a key component of Model UN work
3(c) reflect on the process of participating	Model UN participants can feed back to their class and evaluate their experience

After the event

After your Model UN, particularly if it is held in a school, you may want to organise some follow-up events. In a school, these could include all the pupils who were involved in the Model UN, together with every teacher who assisted with the event. Here are some suggestions for follow-up events after a school Model UN:

➤ Pupils could be encouraged to keep up an interest in their country, and in the Model UN issues, and could give the group a 'progress' report after six months.
➤ Pupils could collect newspaper cuttings, reports, postcards and other materials for a bulletin board of developments in the topics debated.
➤ The pupils who participated in the Model UN could convene a meeting (possibly in a school assembly) to explain to other staff and pupils about the event and its outcome.
➤ The different delegations could make a display of their countries for use at parents' evenings.
➤ Pupils could send copies of the final resolution to the school governors, and to appropriate subject teachers, asking for comments.
➤ Pupils may want to draft an article about the event, the issue discussed, and/or the 'solutions' agreed upon for the local or school newspaper.

Follow-up work with the completed Model UN resolution may be appropriate for delegates of all ages:

➤ Each delegation could send the resolution to the Embassy or High Commission of the country that they represented, with a covering letter explaining what position the delegation had taken and asking for comments.
➤ Participants could send the resolution to their local MP, with a request to discuss it with them. Participants could ask their MP to forward the resolution and letter to the relevant government department and to send back any reply received.
➤ Participants could ask their local newspaper to print the resolution, or a letter summarising it, and could monitor any responses.
➤ If the subject matter of the resolution is relevant to the local community, participants could ask their local councillor to raise the resolution and discuss it in a council meeting. Representatives of the delegations could attend the debate and be available for questions.

For Participants

Introduction to Model UN events

Model UN events are simply a role-play of a UN meeting. Events can last from a few hours to a week and can involve people of all ages. The Security Council and the General Assembly are the most popular. However, the basic principles remain the same, regardless of the UN body being modelled:

1. Participants are assigned a UN Member State. They assume the role of that country's diplomats and each delegation represents the views of 'their' country, reflecting that country's national interests, rather than their own personal opinions on an issue.

2. The delegates research their country's position on selected topics, paying particular attention to their country's perspective on the topics to be discussed at the Model UN.

The most important thing to remember is that you are representing the values of your country. This means that when you are discussing a topic with the other delegations/countries, you have to remain in character and put forward the values of your assigned country. To do this, you will have to research your country, a skill which will be discussed in the next few sections.

Model UN is, in essence, a diplomatic role play. It will give you useful experience in how to present an idea and convince your fellow classmates of your point of view.

How to research your country

The emphasis of a Model UN event is on delegates finding out about their country themselves. One of the skills that you will gain is spotting bias in your sources – always bear in mind the origin and purpose of your source.

Some sources may give accurate information, but only about their narrow area of focus. For example, websites from human rights campaigners are useful for understanding civil and political rights, but less useful for understanding economic development.

A Model UN event is an opportunity to see what cooperation between states could achieve, and also to see why the international community has not solved all the world's problems. This is why you should be ready to reflect the real views of the country you represent, even if you disagree with them. Only then can you understand the complex reasons why the world is the way it is and what has to change to make it better.

The following are suggestions for how to research your country:

> The BBC website produces country profiles which are useful as a starting point.

> The UK Foreign and Commonwealth Office ('FCO') produces country briefings.

> See the website of your country's Permanent Mission to the UN in Geneva.

> Search the UN website for information regarding your country and the issue to be debated.

> Look at the website of your country's Embassy or High Commission (if they are a member of the Commonwealth) in the UK. If you cannot find the information you want, email or write to one of the diplomats at the Embassy or High Commission and ask for their country's position on the topic to be debated. The FCO has a list of foreign Embassies in the UK, together with website and contact details.

➢ Search for the website of your country's central government ministry which deals with the topic to be debated. Be aware that ministries may have a different name to that which you expected. For example, the US equivalent of the FCO is the Department of State. Also, a single Model UN issue may straddle many ministries. For example, internal water issues in the UK may fall under the Home Office or the Department for Environment, Food and Rural Affairs; external water issues may fall under the FCO or the Department for International Development.

➢ Every year since 1990, the UN Development Programme has produced a Human Development Report, detailing all aspects of every country's state of development. You can search by country and by theme.

➢ Freedom House produces audits of a country's political rights and civil liberties, together with other useful information.

➢ Human Rights Watch produces country guides on states' human rights records.

➢ Infoplease gives brief historical and other information on every UN state.

➢ Transparency International gives information about corruption worldwide.

➢ Find out which international organisations, apart from the UN, that your country is a member of. The aims of these organisations will give you an indication of the type of country that you have been assigned.

➢ Get a feel for the type of country that you have been assigned by searching for programmes or books about ordinary life in that country.

Knowing your Country

➢ Where is it in the world and what are its neighbours? Which countries are powerful in its region?

➢ What system of government does it have and who is its leader? What type of government does it have, e.g. is the government elected or is it a dictatorship?

➢ Is its economy industrialised or mostly agricultural? What are its main sources of income?

➢ What is the role of religion in the state? Do all or most of its people belong to the same religion? How tolerant of different religions and beliefs is its government? Are its laws based on religion or is it secular?

➤ Are there minority groups which are different to the majority because of their race, language or culture? Are these groups treated differently to the majority? Do the minorities have links with similar people in other countries?

➤ Are there civil conflicts (groups of people within the same country which are violently opposed to each other)? What is the government's response to this?

➤ Are there any groups that are fighting to be independent or autonomous?

➤ What is the country's history? Was it a colony? What country was its colonial power? Has it had revolutions?

➤ Is it a developed or developing country? Does it have adequate roads, schools and hospitals? Does it struggle to feed its population? Do most people have jobs? Does it owe money to other countries or is it able to be a lender?

➤ What is the state of your country's environment? What is the climate like? Do people have access to fresh water? Are there high levels of pollution? Is your country being affected by global warming?

➤ What is the political and social position of women and girls? Can they go to school and get jobs? Can they vote for the government and be elected themselves?
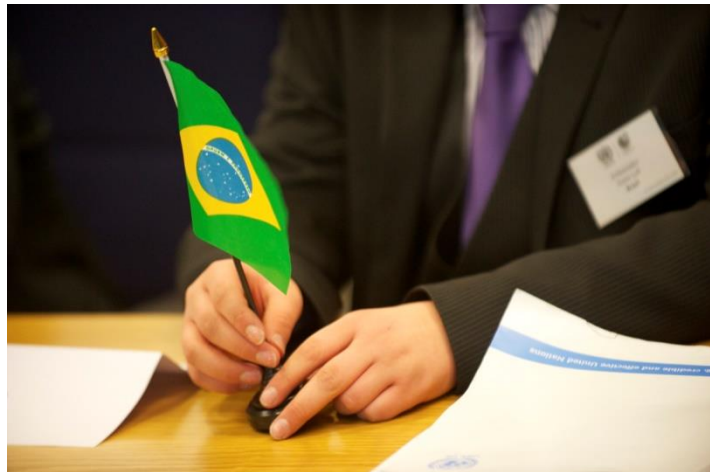
➤ Has the country been guilty of human rights violations? What kinds and to what extent?

➤ Is it open to contacts with other countries? These contacts could be through tourism, business, schools and universities etc.

➤ How does the government get on with other countries? Does it cooperate with or is it a member of international groupings, such as NATO, the European Union, the African Union, the Commonwealth or the Non-Aligned Movement?

➤ Are there individual countries with which it has especially strong ties (or animosity towards)? Who are its competitors and its allies? Major trading partners? Aid donors or recipients? Has it ever fought a way against another country and are there continued bad feelings as a result?

How to make an opening speech

Giving good speeches is a key skill at Model UN events. Speeches are the most important way of convincing members of your committee to support your points of view and proposed solutions.

Those who speak frequently and articulately are most likely to steer the course of discussions in their favour. Feeling some nervousness before giving a speech is natural and healthy. It shows you care about doing well. But, too much nervousness can work against you.

The most important thing is to seek and grab opportunities for speaking. As a beginner make a greater number of small and successful speeches. Remember that practice makes perfect, and this experience builds confidence, which is the key to effective speaking.

The following speech frame will help you to write your speech.

Describe your country. Location, poor or rich, special concerns or circumstances (e.g. ongoing civil war, drought, member of the EU)

Think of something unique. Include one or two interesting facts about your country, things that make it unique

What problems are faced by your people? Hunger, unclean water, disease, global warming, refugees, aggressive neighbours, conflicts

What help, if any, do you need from the rest of the world? Financial aid, increased trade, expertise, advice, removal of debt

Why is this topic important to your country? Destabilises region, is a cause of poverty, kills lots of people in your country, violates principles that your country thinks are important

What do you think should be the first step to 'solving' the problem presented by the topic? Choose something that addresses the reasons why this topic is important to your country

What solutions can you propose? Be creative!

Taking part in a One-Day Model UN Event

Below is a guideline timetable for a Model UN lasting one day:

	Section	To do
9.30	Welcome	Before the session begins, your teacher will talk about what will happen during the day. Before you start, make sure that the tables are arranged in a horseshoe shape. This ensures everyone can see each other and creates a friendlier environment during the session. It is good to organise the countries in alphabetical order.
9.45	Introductions	Your teacher might have organised for someone to come and speak to you about the topic you are going to discuss. It is important to listen carefully at this point as it might give you some useful ideas on the issue.
10.00	First session	You will be working in groups of three. Each group represents one country. During this session you will have time to research the topic and your country. A tip is to give each other different assignments within the group to make the research more productive: ➢ One delegate should be responsible for general research on their country (government, population, developing country etc.) ➢ Another delegate should be responsible for research on the political policies of their country (recent conflicts, history, current policy etc.) ➢ The third delegate should be responsible for outlining the position the country would take in the topic that is being discussed
11.30	Second session	The first two delegates from each country will present their speeches – your teacher will tell you how long you are able to speak for. You must remember that you are presenting the view of your country, not your own view. So, 'stay in character' all the time! Delegates from other countries should take notes during this time and should not interrupt other delegates' speeches. Later on, you will have to work with other like-minded countries to produce a resolution, setting out what your country thinks of the issue you are discussing. So, try to identify countries that feel the same way as you do about the issue.

Taking part in a One-Day Model UN Event

12.30	Lunch break	Try to remain in character so that you can lobby and negotiate with each other. You should try to talk with delegates from countries which feel the same way as you do about this issue – these will be your allies. Start to think about what you would include in a resolution on the topic. This will set out what your countries think about the issue, and what you think should be done about it. This might include military action against another country, or might ask countries to work together to beat a problem which affects all countries, such as climate change.
13.30	Third session	The third participant from each delegation will present their research, outlining their country's view of the issue and also identifying any allies that they have worked with over the lunch break. They might include an idea of what they would like to be done about the issue you are discussing.
14.15	Resolution writing session	Your teacher will divide the various countries into two broadly opposing groups. Each group will try to agree on a resolution explaining what the countries think about the issue, and what should be done about it. You will have to negotiate between yourselves – not every country in your group will feel the same way that your country feels. However, you must come to an agreement on some wording which satisfies all countries in the group. Each group should agree on three or four points which express their understanding of the issue. They should then agree on two or three points explaining what solutions they would like to adopt. Your teacher will help the groups to reach a consensus, so that two completed resolutions can be put to the vote.
15.00	Voting	The two groups should return to the main seating area and your teacher will read out the two different resolutions. They will then put the two resolutions to the vote. You will be voting like countries in the UN General Assembly - each country has one vote. The three delegates from each country must decide which resolution they support. You can only vote for one resolution. Whichever resolution gets more than half the votes is adopted by the Model UN.
15.15	Closing ceremony	Your teacher will go over what you have learnt during the day, and will congratulate delegates who have been particularly effective during the speeches or negotiations. This is the end of the Model UN.
15.30	Clean up!	

Taking part in a One-and-a-half day Model UN Event

Below is a possible timetable for a Model UN lasting for one-and-a-half days:

DAY1	Section	To do
9.30	Welcome	Before the session begins, your teacher will talk about what will happen during the day. Before you start, make sure that the tables are arranged in a horseshoe shape. This ensures everyone can see each other and creates a friendlier environment during the session. It is good to organise the countries in alphabetical order.
9.45	Introductions	Your teacher might have organised for someone to come and speak to you about the topic you are going to discuss. It is important to listen carefully at this point as it might give you some useful ideas on the issue.
10.00	First session	You will be working in groups of three. Each group represents one country. During this session you will have time to research the topic and your country. A tip is to give each other different assignments within the group to make the research more productive: ➢ One delegate should be responsible for general research on their country (government, population, developing country etc.) ➢ Another delegate should be responsible for research on the political policies of their country (recent conflicts, history, current policy etc.) ➢ The third delegate should be responsible for outlining the position the country would take in the topic that is being discussed
12.30	Lunch break	Try to remain in character so that you can lobby and negotiate with each other. You should try to talk with delegates from countries which feel the same way as you do about this issue – these will be your allies. Start to think about what you would include in a resolution on the topic. This will set out what your countries think about the issue, and what you think should be done about it. This might include military action against another country, or might ask countries to work together to beat a problem which affects all countries, such as climate change.

13.30	Second session	The three delegates from each country will present the results of their research to the other countries. Your teacher will tell you how long you are able to speak for. You must remember that you are presenting the view of your country, not your own view. So, 'stay in character' all the time!
		Delegates from other countries should take notes during this time and should not interrupt other delegates' speeches. Later on, you will have to work with other like-minded countries to produce a resolution. So, try to identify countries that feel the same way as you do about the issue, building on the negotiations that you did during the lunch break.
		The third speakers could identify any allies that they have worked with over the lunch break. They might include an idea of what they would like to be done about the issue you are discussing.
14.45	Third session - Caucus	Your teacher will allow the various delegations to divide into two broadly opposing groups. After the lunch break and the second session, you should be aware of which countries feel the same way as your country – these will be your allies, and will form part of your group to negotiate a draft resolution.
		Within the groups, countries should lobby each other over the elements which will make up their draft resolution. Each group will try to agree on a resolution explaining what the countries think about the issue, and what should be done about it. You will have to negotiate between yourselves – not every country in your group will feel the same way that your country feels.
		However, you will have to come to an agreement on some wording which satisfies all countries in the group. Your teacher will try to push agreement within each group as, tomorrow morning, the groups will have to each produce an agreed draft resolution.
15.30	Clean up!	

DAY2	Section	To do
9.30	Resolution writing session	The two groups should each agree on three or four points expressing their understanding of the issue. They should then agree on two or three points explaining what solutions they would like to adopt. Remember to stay in character – you are representing your country's views, not your own views. Your teacher will help the groups to reach a consensus, so that two completed resolutions can be put to the vote.
10.30	Voting	The two groups should return to the main seating area and your teacher will read out the two different resolutions. They will then put the two resolutions to the vote. You will be voting like countries in the UN General Assembly - each country has one vote. The three delegates from each country must decide which resolution they support. You can only vote for one resolution. Whichever resolution gets more than half the votes is adopted by the Model UN.
10.45	Security Council	The voting procedure adopted so far (in which each country has one vote) is that used in the UN General Assembly. You will now switch to the voting procedure used in the UN Security Council. Each country has one vote, but the US , UK , France , Russia and China now have vetoes You will return to your two groups and attempt to negotiate draft resolutions using the Security Council voting procedure. If you are representing a country that has a veto power, you should use this to stop any resolution that you do not approve of. All countries will find that it is much harder to negotiate a resolution under the Security Council voting than it was under the General Assembly voting. These are exactly the problems that countries on the Security Council face when trying to agree solutions to pressing problems.
11.30	Plenary session	The two groups will return to the main seating area and your teacher will discuss with the pupils the differences between the two voting procedures.
11.45	Closing ceremony	Your teacher will go over what you have learnt during the day, and will congratulate delegates who have been particularly effective during the speeches or negotiations. This is the end of the Model UN.
12.00	Lunch!	

Model UN rules and procedure for schools

Introduction

- MUNs are an 'impersonation' of the real UN and are therefore formal & orderly.

- Model UN rules of procedure are a simplified version of the rules that the UN General Assembly or the UN Security Council use.

- The basic principle of parliamentary procedure is that **only one person speaks at a time.** This is why a delegation can only speak after being recognised by the presiding officer and why it is important for delegates to yield to others at the end of their speeches.

Parliamentary Procedure

There are three major components of parliamentary procedure: Points, Motions and Yields.

Points allow delegates to suggest that rules have been misused, to ask questions about the rules and of other delegates.

Motions guide the work of the committee. They allow the group to make decisions on which agenda item to discuss, to introduce draft resolutions and amendments and to decide when to hold a final vote.

Yields relate directly to who speaks. It allows delegates to indicate who gets to speak next at the end of their speeches.

Your rules of procedure can be as simple or as complicated as you would like. Here are some of the basic points and motions that most conferences use. They are listed in order of importance, or the order in which the motions or points must be heard and acted upon.

RULE	DEBATABLE?	VOTE REQUIRED?	INTERRUPT SPEAKER?	DESCRIPTION
POINTS				
Point of Order	No	No	Yes	Used to point out misuse of rules
Point of Information	No	No	No	To ask a question of the speaker, at the end of their speech
Point of Parliamentary Inquiry	No	No	No	To ask for rules or non-rules related clarification from the presiding officer
MOTIONS				
Suspension of the Meeting	No	Majority	No	Suspends the formal rules of procedure to allow either moderated or unmoderated caucusing. Also used to suspend debate for breaks in the schedule (i.e. for lunch).
Adjournment of the Meeting	No	Majority	No	Ends the meeting
Postpone Debate	1 For 1 Against	2/3 Majority	No	Removes an issue, amendment or draft resolution from consideration without voting on the content. Also known as 'tabling'.
Closure of Debate	1 Against	Majority	No	Finishes the debate and brings the resolution or amendment under consideration to an immediate vote.

RULE	DEBATABLE?	VOTE REQUIRED?	INTERRUPT SPEAKER?	DESCRIPTION
Reopen Debate	1 Against	Majority	No	Allows the committee to reconsider matters upon which debate was previously postponed
Division of the Question	1 For 1 Against	Majority	No	Divides a draft resolution in to two or more parts, to be voted upon separately, after closure of debate. Only one division is allowed per resolution. Useful for allowing states to object to and delete specific provisions, without failing resolutions as a whole.
Introduce a Draft Resolution	No	Majority	No	Brings a draft resolution to the floor for discussion.
Introduce an Amendment	No	Majority	No	Brings an unfriendly amendment to the floor for discussion. Opens a new speaker's list of those wishing to speak for and against the amendment, alternating between the two.
Set the Agenda	1 For 1 Against	Majority	No	Chooses which agenda item will be discussed first (only relevant when there is more than one item on the agenda)
Request for a Roll Call Vote	No	No	No	Only available when voting on a resolution or amendments. If granted by the presiding officer, member states will be called on in alphabetical order to announce their vote

RULE	DEBATABLE?	VOTE REQUIRED?	INTERRUPT SPEAKER?	DESCRIPTION
YIELDS – How a speaker finishes their speech				
Yield to the Chair	No	No	-	The Chair retakes control of the committee.
Yield to another Delegate	No	No	-	Another delegate is allowed to speak until the end of the speaking time (if there are time limits).
Yield to Points of Information	No	No	-	Allows members of the committee to ask questions of the speaker, until speaking time has expired.

When motions are debatable, it means that a certain number of delegations will speak for and against the motion. This is done after the motion is made and seconded, but before the vote. The presiding officer chooses the speakers.

Draft Resolutions require both the presiding officer's permission, and sponsors that number at least 20 per cent of the committee members. More than one draft resolution can be on the floor at any one time. However, only one amendment may be on the floor at any one time. There are two types of amendment:

Friendly amendments become part of the resolution without debate or voting - once approved and announced to the committee by the chair - as long as all of the sponsors of the draft resolution being amended are also sponsors of the amendment. Additional sponsors are welcomed.

Unfriendly amendments require the presiding officer's permission for distribution and sponsors that number at least 12.5 per cent of the committee members. Once distributed, debate can begin following a successful motion for introduction.

Only one amendment can be on the floor at any one time and will remain on the floor until it has been tabled or voted on by the committee. A motion for closure of debate is in order after there have been at least two speakers for and two speakers against the amendment, and happens automatically when there are no more states on the speaker's list.

Once debate has been closed on a draft resolution, only four points or motions are appropriate:

➢ Point of Order
➢ Point of Parliamentary Inquiry
➢ Motion for a Division of the Question
➢ Request for a Roll Call Vote

The committee may also decide that it would be more efficient if it suspended the formal rules for period. This may take the form of unmoderated caucusing (where there are no rules and everyone is free to get up and move around - a 'time out' from normal procedures) or moderated caucusing (where the presiding officer calls on delegations to speak when they raise their placards).

A resolution: the final outcome of a debate

Actions of the United Nations are expressed in resolutions submitted in draft form under the sponsorship of one or more delegations.

The final results of discussion, writing and negotiation are resolutions—written suggestions for addressing a specific problem or issue.

Resolutions may simply register an opinion, or may recommend action to be taken by a UN organ or related agency.

Chairing a committee – some tips

After a few experiences as a delegate, you may enjoy being on the other side – a chair.

Remember, a chair is always formal, proper & orderly. Also, chairs have the final decision making authority in their council, thus, they must be cautious in how to exercise it!

Most importantly, ensure your delegates –

  a) Learn about the agenda topic

  b) Participate and don't feel left out

  c) Enjoy themselves!

Model UN Glossary

Model UN can be confusing to a beginner, not only because of the complexity of the issues and the pace of debate, but because of the strangeness of the language. To save you some confusion, below is a Model UN jargon buster. Note that several of the terms below, including Secretariat and Secretary General, have different meanings in Model UN and in the real UN so you should familiarise yourself with both meanings.

NOTE: Rules of procedure vary greatly from Model UN conference to Model UN conference. The most common definitions of the terms are given below, but do not be surprised if you see them used in a slightly different manner at some of the conferences you go to.

Abstain - During a vote on a substantive matter, delegates may abstain rather than vote yes or no. This generally signals that a state does not support the resolution being voted on, but does not oppose it enough to vote no.

Adjourn - All UN or Model UN sessions end with a vote to adjourn. This means that the debate is suspended until the next meeting. This can be a short time (e.g. overnight) or a long time (until next year's conference).

Agenda - The order in which the issues before a committee will be discussed. The first duty of a committee following the roll call is usually to set the agenda.

Amendment - A change to a draft resolution on the floor. It can be of two types: a "friendly amendment" is supported by the original draft resolution's sponsors, and is passed automatically, while an "unfriendly amendment" is not supported by the original sponsors and must be voted on by the committee as a whole.

Arab League - A body independent of the UN, comprised of Arab states in Africa and the Middle East. Some of its procedural rules differ from those of the UN (e.g. in the Arab League, a resolution is not binding on states which vote against it).

Background guide - A guide to a topic being discussed in a Model UN committee usually written by conference organisers and distributed to delegates before the conference. This is the starting point for any research before a Model UN conference and is also known as a topic guide.

BATNA (Best Alternative to a Negotiated Agreement) - If your preferred solution cannot be accomplished or agreed upon by the committee, you should have a BATNA on each issue that will be debated in order to promote compromise and co-operation.

Binding - Having legal force in UN member states. Security Council resolutions are binding, as are decisions of the International Court of Justice; resolutions of the General Assembly and Economic and Social Council are not.

Bloc - A group of countries that form a logical combination because of geographical, economic, or cultural similarities (e.g. G8, African bloc, Arab League).

Caucus - A break in formal debate in which countries can more easily and informally discuss a topic. There are two types: moderated caucus and unmoderated caucus. Usually some of a committee's most productive work is accomplished during caucuses.

Chair – Also known as a moderator, this is a member of the dais that moderates debate, keeps time, rules on points and motions and enforces the rules of procedure.

Dais - The group of people in charge of a Model UN committee, which generally consists of a Chair, a Director and a Rapporteur.

Decorum - The order and respect for others that all delegates at a Model UN conference must exhibit. The Chair will call for decorum when he or she feels that the committee is not being respectful of a speaker, of the dais, or of their roles as ambassadors.

Delegate - A participant acting as a representative of a member state or observer in a Model UN committee.

Delegation - The entire group of people representing a member state or observer in all committees at a particular Model UN conference.

Director - A member of the dais that oversees the creation of working papers and draft resolutions, acts as an expert on the topic, makes sure delegates accurately reflect the policy of their countries and ensures that decorum is maintained during caucuses.

Division of the question - During voting bloc, delegates may motion to vote on certain clauses of a resolution separately, so that only the clauses that are passed become part of the final resolution (e.g. vote on Clauses 1, 3 and 4 together, but the rest individually). This is useful if you agree with one part of a resolution but not the whole thing.

Draft resolution - A Working Paper which has been signed by sponsor countries and approved for debate by the chair. A draft resolution seeks to fix the problems addressed by a Model UN committee and must be submitted in the correct format. If passed by the committee, the draft resolution will become a resolution.

EU (European Union) - An economic and political union created under the Maastricht Treaty in 1993, it comprises most of Western and Central Europe as well as much of Eastern Europe.

Flow of debate - The order in which events proceed during a Model UN conference.

Foreign aid - Money given by one country to another for humanitarian or developmental purposes. It plays a key role in shaping foreign policy.

Foreign policy - The attitudes and interests of a state towards external issues. Foreign policy can be influenced by a variety of factors such as military strength, trading partners, history and domestic government.

Formal debate - The "standard" type of debate at a Model UN conference, in which delegates speak for a certain time in an order based on a speakers' list. They must also formally yield the floor to questions, the chair, or another delegate.

G8 (Group of Eight) - A body comprised of eight of the world's most powerful nations: Canada, the U.S., U.K., France, Italy, Japan, Germany, and Russia.

Gavel - The tool, shaped like a small wooden hammer, which the chair uses to keep order within a Model UN committee.

ICJ (International Court of Justice) - The ICJ is a body designed to resolve legal and territorial disputes between states.

Head Delegate - The leader of a Model UN club or team.

Lowest common denominator - The most basic, least sophisticated point that the majority can agree upon.

Lobbying - Informal caucusing between a small group of delegates, usually outside the committee room while debate is still in progress. One may wish to lobby another delegate for support on a resolution or policy option, but must be used with caution.

Member State - A country that has ratified the Charter of the United Nations and whose application to join has been accepted by the General Assembly and Security Council. Currently, there are 193 member states.

Moderated caucus - A type of caucus in which delegates remain seated and the Chair calls on them one at a time to speak for a short period of time, enabling a freer exchange of opinion than would be possible in formal debate.

Moderator - See Chair.

Motion - A request made by a delegate that the committee as a whole does something. Some motions might be to go into a caucus, to adjourn, to introduce a draft resolution, to enact a right of reply, or to move into voting bloc.

NATO (North Atlantic Treaty Organization) - Security organisation created in 1949 by Western powers to provide a collective force against the Soviet Union. In the post-Cold War era it has taken on new responsibilities in peacekeeping and enforcement of international law in places such as Kosovo and Afghanistan.

NGOs (Non-governmental Organisations) - Organisations or associations that are not associated with a specific country or international political organisation. Their aims can be broad (World Vision International, Amnesty International, Greenpeace) or quite specific (Doctors Without Borders). The United Nations has a history of working closely with NGOs on various issues, especially relating to humanitarian projects.

Non-member / observer - A state, national organisation, regional organisation, or non-governmental organisation that is not a member of the UN but participates in its debates. Observers can vote on procedural matters but not substantive matters. Examples are the Holy See, Palestinian Authority or Red Cross.

OAS (Organization of American States) - An international political organisation comprised of North and South American states.

On the floor - At a Model UN conference, when a working paper or draft resolution is first written, it may not be discussed in debate. After it is approved by the Director and introduced by the committee, it is put "on the floor" and may be discussed.

Operative clause - The part of a resolution following the Preamble which describes how the UN will address a problem. These numbered clauses set out actual solutions and initiatives for the committee to undertake, and always begin with a verb (such as: decides, establishes, recommends).

Page - A delegate in a Model UN committee that has volunteered to pass notes from one delegate to another, or from a delegate to the dais, for a short period of time.

Placard - A piece of card with a country's name on it that a delegate raises in the air to signal to the Chair that he or she wishes to speak.

Point - A request raised by a delegate for information or for an action relating to that delegate. Examples include a point of order, a point of inquiry, and a point of personal privilege.

Position paper - An informal paper written by a delegate before a Model UN conference summarising their country's position on a topic, including its track record on the issue, policy targets and proposed solutions.

Preambulatory clause - The clauses at the beginning of a resolution that introduce the issue by describing previous actions taken on the topic and reasons why the resolution is necessary. Each begins with a participle or adjective (noting, concerned, regretting, aware of, recalling, etc.). They are not numbered.

Procedural - Having to do with the way a committee is run, as opposed to the topic being discussed. All delegates present must vote on procedural matters and may not abstain.

Quorum - The minimum number of delegates needed to be present for a committee to meet. In the General Assembly, a quorum consists of one third of the members to begin debate, and a majority of members to pass a resolution. In the Security Council, no quorum exists for the body to debate, but nine members must be present to pass a resolution.

Rapporteur - A member of the dais whose duties include keeping the speakers' list and taking the roll call.

Resolution - A document that has been passed by a UN body aiming to address a particular problem or issue. The UN equivalent of a law.

Right of Reply - A right to speak in reply to a previous speaker's comment, invoked when a delegate feels that their personal or national integrity has been insulted or slandered by another's speech. It is easily the most over-attempted and misused motion in Model UN debating – delegates often fail to understand that asking for a 'Right of Reply' is making a very serious accusation and must not be abused. The Director decides whether to grant the Right of Reply and their decision is not open to appeal. If granted the Chair will normally ask the offending party if they wish to apologise.

Roll call - The first order of business in a Model UN committee, during which the Rapporteur reads aloud the names of each member state in the committee. When a delegate's country's name is called, he or she may respond "present" or "present and voting." A delegate responding "present and voting" may not abstain on a substantive vote.

Rules of Procedure - The rules by which a Model UN committee is run.

Second - To agree with a motion being proposed. Many motions must be seconded before they can be brought to a vote.

Secretariat - The most senior staff of a Model UN conference.

Secretary General - The leader of a Model UN conference.

Security Council - The most powerful body within the UN, it is comprised of fifteen members, five of which are permanent and have the power of veto (see veto). It is responsible for the UN's peace and security policy, dealing with conflict through peacekeeping, sanctions and other measures.

Signatory - A country that wishes a draft resolution to be put on the floor and signs the draft resolution to accomplish this. A signatory need not support a resolution; it only wants it to be discussed. Usually, Model UN conferences require some minimum number of sponsors and signatories for a draft resolution to be approved.

Simple majority – 50 per cent plus one of the number of delegates in a committee. The amount needed to pass most votes.

Speakers' list - A list that determines the order in which delegates will speak. Whenever a new topic is opened for discussion, the Chair will create a speakers' list by asking all delegates wishing to speak to raise their placards and calling on them one at a time. During debate, a delegate may indicate that he or she wishes to be added to the speakers' list by sending a note to the dais. Your country's name cannot be on the speakers' list more than once at a time.

Sponsor/Co-sponsor - Working papers and resolutions require sponsors (the main authors) and in some cases co-sponsors. Being a co-sponsor does not necessarily mean being in support of the ideas presented, - you may just want to see them debated in front of the rest of the committee. A friendly amendment can only be created if all sponsors agree.

Substantive - Having to do with the topic being discussed. A substantive vote is a vote on a draft resolution or amendment already on the floor during voting bloc. Only member states (not observer states or non-governmental organisations) may vote on substantive issues.

Unmoderated caucus - A type of caucus in which delegates leave their seats to mingle and speak freely. Enables the free sharing of ideas to an extent not possible in formal debate or

even a moderated caucus. Frequently used to sort countries into blocs and to write working papers and draft resolutions.

UN (United Nations) - The international organisation created in 1945 from the legacy of World War II to promote and protect international peace and security, co-operation, and human rights worldwide. Its legitimacy comes from the UN Charter, with its major bodies including the Security Council, the General Assembly, and the various committees that comprise the Economic and Social Council.

Veto - The ability, held by China, France, the Russian Federation, the United Kingdom, and the United States, to prevent any draft resolution in the Security Council from passing by voting against it.

Vote - A time at which delegates indicate whether they do or do not support a proposed action for the committee. There are two types: procedural and substantive.

Voting bloc/Voting procedure - The period at the end of a committee session during which delegates vote on proposed amendments and draft resolutions. Nobody may enter or leave the room during voting bloc.

Working paper - Sometimes informally called an 'idea paper', these are documents in which the ideas of some delegates on how to resolve an issue are proposed. A working paper is drawn up in the form of a resolution, but its status as a "working paper" allows for amendments to be made which do not require the support of the entire committee, only the sponsors themselves. Working papers are one step below a draft resolution, and many are often combined into one. Their overall purpose is to set out specific solutions or policy stances on an issue that can be debated within the committee.

Yield - In formal debate the delegate must yield his/her time at the beginning of their speech in one of three ways:

  ➢ to the chair: once the speech is over the chair takes the floor and moves on with the speaker's list
  ➢ to questions: delegates can ask questions to the speaker for his/her remaining time
  ➢ to another delegate: another speaker uses up the remaining time to give a speech, but cannot yield themselves.