



Waterloo Region High School

# Model United Nations

## Delegate Training Session February 16, 2017

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## WHRSMUN AGENDA

### Thursday, March 23, 2017

#### CIGI AUDITORIUM and FOYER, CIGI CAMPUS, WATERLOO, ON

7:00 – 8:15 PM	<b>Opening Ceremonies and Keynote Address</b> <b>Speaker:</b> TBC
8:15 – 9:00 PM	<b>Reception, refreshments</b>

### Friday, March 24, 2017

#### CIGI CAMPUS, WATERLOO, ON

7:30 – 8:15 AM	<b>Pre-meeting</b> (Secretariat/Directors/Assistant Directors)
8:15 – 8:45 AM	<b>Registration and Light Breakfast</b>
8:45 – 9:15 AM	<b>Plenary</b> , CIGI Campus Auditorium
9:15 AM – 12:00 PM	<b>First Break-Out Session</b>
12:00 – 1:30 PM	<b>Lunch</b> , CIGI Campus Main Foyer
1:30 – 5:15 PM	<b>Second Break-Out Session</b>
5:15 – 5:45 PM	<b>Health Break</b> , CIGI Campus Main Foyer
5:45 – 6:30 PM	<b>Closing Ceremonies and Awards</b> CIGI Campus Auditorium

### DISCUSSION TOPICS:

#### **UN Environmental Program (UNEP)**

*Mitigating and Adapting to Climate Change through an Integrated Policy Approach*

CIGI – Multipurpose Room A120, First Floor

#### **United Nations High Commissioner on Refugees (UNHCR)**

*Human Rights of Migrants in Developing States*

BSIA – Tiered Classroom 143, First Floor

#### **Security Council (UNSC)**

*Controlling the Use of Defense Weaponry for Targeted Killings*

BSIA – Boardroom 123, First Floor

**WRHSMUN Secretariat Meeting Rooms** – Sunny Meeting Room, A137, First Floor

#### **CIGI Campus Guest Wireless Access**

STEP 1: Connect to the following Wireless Network Connection (SSID): **Campus\_Guest**

Network Security Key: **CIGIengag3**

STEP 2: Open your Internet browser and expect the Web authentication page. Use the following credentials:

User Name: **cigiguest**

Password: **collaboration**

Note: For internet access only

# THE MODEL UNITED NATIONS CONFERENCE: AN INTRODUCTION TO PARTICIPATING AT WRHSMUN

## A Brief Introduction

Model United Nations (MUN) is, for many people, their first introduction to the work done by the United Nations on a diplomatic level. While there is a general understanding that the UN is involved in human rights and peacekeeping internationally, the scope of the organization comes as a surprise to many. The point of these simulations is to encourage young people to grow into global citizens – truly engaged and involved in the work being done to better the lives of all people. This guide will provide a brief overview of what Model United Nations is, how it functions, and the best ways to approach a conference. The aim is to provide you with the best possible material to prepare you for what lies ahead.

First of all: what is MUN? MUN, or Model United Nations, it is a simulation of meetings of various UN bodies coming together to address a specific problem. In the most abstract, a conference committee will contain anywhere from 15 to 193 young people, each representing a different UN member state, and will be simulating diplomatic debate and discussion pertaining to the topics set forth for their committee. Examples of this include meetings of the First Committee of the United Nations General Assembly discussing the relationship between disarmament and peace, or a meeting of the United Nations Security Council discussing conflict in Syria and the humanitarian crisis created by mass migration of refugees. These topics and committees are designed to engage young people not only in realistic simulation, but to get them thinking about real-world problems, and applicable, workable solutions.

Delegates are required to be in business formal attire at all times, and not using their phones or laptops during a committee session, out of respect to their Dias and those around them. With this in mind, this guide is meant to provide an overview of what Model UN is and how to be successful, and have fun. The most important things any delegate needs to know to approach Model United Nations successfully include the Rules of Procedure that will be followed during the conference, the research necessary to prepare, and what a committee session will look like. Each of these will be discussed in detail further in this manual. Prior to these sections will be a short glossary of common terms found within Model UN.

## ***Important Concepts and Terms***

### *The Committee Staff*

The committee staff consists of the **Chair** and the **Vice-Chair**. The Chair is the chief educator of the committee and is responsible for the substantive aspects of the committee session, the preparation of the Background Guide, and the general accuracy of the simulation. The Vice-Chair assists the Chair in his or her responsibilities and prepares the Update Papers – which provide updates on recent developments – distributed at the beginning of committee session.

### *Rules of Procedure*

WRHSMUN will operate with some basic rules of procedure, which will be presented prior to the conference. Each delegate will receive an online kit before the conference and will be able to contact his or her Chair prior to the conference to understand fully these rules of procedure.

### *Blocs*

During the course of the conference, delegates may find themselves working in different blocs or groups of nations that vote and/or caucus together due to a set of similar interests and common views. The reasons for this unity can be historical, political, ideological, military, geographic, or economic in nature. These blocs unite on issues of importance to use their combined strength to press for opposition or support of resolutions, amendments, or concessions primary to their national interests. States acting together in blocs can accomplish goals that as individual nations they could never hope to achieve. During caucus periods, blocs interact with one another and negotiate to further their goals--agreeing, for instance, to eliminate an unfavorable clause to gain support for their resolution, or promising to vote in favor of another bloc's position if that bloc agrees to defeat the proposal of another, opposing bloc.

Examples of regional blocs are the African or Latin American blocs; ideological blocs include the non-aligned and the Eastern blocs; a bloc formed for military (and political and strategic) reasons is the North Atlantic Treaty Organization (NATO). The breakdown of blocs will vary from committee to committee and from issue to issue depending on the nature of the topic under discussion and the blocs the delegates find most useful. The more political committees tend to split along regional lines (i.e. Western, African, Middle Eastern, Eastern, Asian, Latin American); however this is not universal — the non-aligned bloc tends to draw many developing and under-developed states away from their geographical bloc. One must note that regional or ideological interests are not always paramount. For example, Israel (a Middle Eastern state) traditionally votes with the Western bloc.

### *Role-Playing*

Delegates will be expected to effectively act out the role of their assigned country representatives throughout the duration of the conference. This must be demonstrated both through proper conduct as a UN official and by the delegate's aptitude in representing the interests of his or her country. Delegates will frequently be challenged to think on their feet and it is therefore important that all delegates be well versed in their national positions and in the reasons behind those positions.

It is absolutely critical that delegates be able to distinguish between their national policies (positions) and their fundamental national interests. A national position is the stance a country takes on an issue, the policy a delegate presents when negotiating with other delegates. A national interest is what a country deems vital to its existence. To illustrate this difference one need only consider the United States' relationship with the Philippines. The US supported both the Marcos regime and its usurper, the Aquino government. This course of action by the US was largely due to the fact that the US benefits strategically by having a military base on Philippine soil. Thus, the national policy of the United States changed from supporting Marcos to Aquino but its national strategic interests remained the same.

A national position can be compromised for the sake of a greater good (especially if it achieves long-range interest goals or if it can be translated into direct benefits for the nation). A national interest cannot be compromised. Delegates should not be preoccupied with following blindly the stated positions of their country that they have come across in their research. Rather, they should identify the reasons behind those positions and extrapolate from the facts at their disposal the genuine national interest of their country beyond which they cannot compromise in negotiations. **This is readily apparent to the conference staff, and is the mark of a talented and well-researched delegate.** By recognizing the difference between a national position and a national interest, delegates will be freer to actively participate in the negotiating process while accurately representing their country. **Delegates can be creative in their approaches to problem solving and can thus get more out of their WRHSMUN experience.**

## A Quick Glossary of Terms

**Delegate:** The young person representing a given member state. No delegate should refer to themselves in the first person, as at all times they are to be representing the foreign policy of a state, rather than their own person opinions.

**Chair/Vice-Chair:** These are the people in charge of the flow of committee. Responsible for most of the background planning and design, they should be considered subject matter experts by the delegates, and are to be respected as the ultimate authority in the room. They are in charge of maintaining the flow of proper procedure. They can also be called, collectively, the **Dais**.

**Placard:** A namecard indicating the member state represented. This is used to indicate a point, motion, or vote.

**Point:** While these will be covered more in detail during the Rules of Procedure section, a point is meant to raise a specific issue or question.

**Motion:** While these will be covered more in detail during the Rules of Procedure section, a motion is meant to propose a new discussion or format of discussion.

## WRHSMUN DISCUSSION TOPICS

### **United Nations Environmental Program**

*Topic: Mitigating and Adapting to Climate Change through an Integrated Policy Approach*

Climate change will have significant adverse effects on all of humanity, including threats to water and food security, agricultural production, nutrition, public health, environmental refugees and extreme weather events. Failing to avoid these threats will result in global insecurity, irreparable environmental degradation, conflict over scarce resources, spread of disease, and wide-scale migration.

Addressing the impacts of climate change will require a two-step process of both mitigation and adaptation, as policies that support each other rather than acting at cross purposes. Even if we reduced greenhouse gas emissions to zero, climate change impacts would still persist, especially as some impacts are already being felt today. Although many climate change experts point to the importance of mitigation strategies, countries must be prepared to include climate change adaptation policies to a certain degree, as this is unavoidable. As such, countries must begin preparing comprehensive decarbonisation strategies in which cover a wide range of policy areas and target all sources of greenhouse gas emissions, including energy, industry, agriculture, forest, fisheries and water systems, transport, coastal zones and other sectors.

### **United Nations High Commissioner for Refugees**

*Topic: Human Rights of Migrants in Developing States*

While migration is increasing, some developing states' policies regarding migration are becoming more restrictive. Furthermore, many migrants endure human rights violations, discrimination and exploitation and can be found working in jobs that are dirty, dangerous and degrading. The High Commissioner for Human Rights, Navi Pillay, noted that "protection of migrants is an urgent and growing human rights challenge. Governments have obligations to ensure that xenophobic violence, racism and related intolerance against migrants and their communities have no place in their societies." However, migration can have very positive effects for both sending and receiving States.

"Migration, when governed fairly, can make a very important contribution to social and economic development both in the countries of origin and in the countries of destination," said Mr. Wu Hongbo, UN Under-Secretary-General for Economic and Social Affairs. He further stated "migration broadens the opportunities available to individuals and is a crucial means of broadening access to resources and reducing poverty."

### **The United Nations Security Council**

*Topic: Controlling the Use of Defense Weaponry for Targeted Killings*

Unmanned and manned Combat Air Vehicles, Special Forces, among other defense mechanism have become an increasingly preferred method for targeted killings. The growing coverage by journalists, academics and human rights organizations has "intensified the concerns, in particular, of observers preoccupied with the moral, legal, political, and operational implications of the new surveillance and combat technology."

Opponents of the targeted killing program argue that the distinction between a non-military combatant, a military combatant, and a civilian can be extremely difficult to untangle in modern battlefields. Furthermore, they warn that targeted killing is a step towards a slippery slope of increased violations of human rights in combat situations.

## AN OUTLINE OF A MODEL UN COMMITTEE

### *Setting the Agenda*

The first matter to be considered in committee following the taking of the role (and an orientation speech by the committee staff) will be the setting of the agenda. Each committee has a provisional agenda prior to the session. The provisional agenda consists of the topics presented in the Background Guide. The committee must choose the order in which to address these topics. Traditionally, the time allotted for debate at WRHSMUN provides committees with enough time to thoroughly address only one topic.

A **speakers list** will be established for the purpose of debate on the order of the agenda. Delegates may begin making motions proposing an agenda only after the chairperson has deemed that sufficient debate has taken place. The motion must include all topics on the provisional agenda (ex. a motion to address Topic B first and Topic A second, or vice versa). If the chairperson accepts the motion, it will be put to an immediate vote. If a proposed order passes, debate on the agenda is over, and debate on the first topic begins. If the motion fails, debate on the agenda continues until another motion is made and passed.

### *Procedure*

*Rules of Procedure* (occasionally referred to as “parliamentary procedure”) are almost exactly what they sound like: procedures and rules used in Parliament. These are designed to govern how and when a delegate speaks. Primarily, delegates are meant to refrain from using the first person. Individuals do not exist in the same capacity in international diplomacy and relations, so all actions, speeches and decisions are made on behalf of a state. Therefore, delegates should refer to themselves and others as the “delegate/delegation of (insert state)”.

Additionally, delegates will be expected to effectively act out the role of their assigned country representatives throughout the duration of the conference. This must be demonstrated both through proper conduct as a UN official and by the delegate’s aptitude in representing the interests of his or her country. Delegates will frequently be challenged to think on their feet and it is therefore important that all delegates be well versed in their national positions and in the reasons behind those positions.

There are also a few important phrases to remember. These will allow a delegate to guide and shape discussion, raise and ask questions, or help them if they need something.

- **Point of personal privilege:** This addresses a matter of personal comfort. The temperature of the room is unsuitable, the text on the screen is too small to see, you cannot hear, etc.
- **Point of order:** A point of order may be raised if you believe the chair or a delegate has breached procedure, or if a delegate has substantially deviated from the topic. A point of order is not a matter of debate.
- **Right of reply:** If a delegate feels they have been personally insulted by another delegate, or the delegate has made an attack on their country’s character, they may exercise the right of reply at the chair’s discretion. Right of reply is not an opportunity to debate; it is an opportunity to defend against attacks on character.



- **Point of information:** If a delegate is unsure of procedure or the current business of the committee, they may introduce a point of information. A point of information is not to be used to ask for factual information regarding debate or a communiqué - it is a procedural matter.
- **Challenging the chair:** If a delegate believes the chair has made a grievous error, they may challenge the chair's decision. When a chair is challenged, they must recuse themselves of their duties and be replaced by a deputy or another official. The challenging delegate may then state their challenge, and the body will then vote to uphold the ruling or overturn it. Once the challenge has concluded, the chair will resume their duties. Challenging the chair is an extremely rare event that should not, as a matter of routine debate, be used.

See Appendix A for a chart describing the different points and motions including what to say, what it can and can't interrupt or overrule and the necessary votes it must receive.

### *General Debate on the Topic*

Once a topic area has been opened, a new speakers list will be taken, and formal debate on the topic area will begin. Normally, debate will begin in a very general way, with delegates making policy statements and suggesting broad solutions. After the main issues have been outlined (which delegates should have been aware of before the session opened) and individual country positions established, someone will call for a caucus (see below). The formal session will recess and delegates will informally begin to discuss the issues and draft proposals. Normally, it takes the first two sessions to get the issues on the table and delegates adjusted to the committee format.

WRHSMUN attempts to simulate as closely as possible the workings of the actual United Nations. The work of the United Nations is carried out within its committees and organizations, and these bodies formulate policy by way of debate. For this reason, each Chair includes a section in his or her Background Guide on how the debate will be structured (the "Simulation" section). In a more general sense, however, a mastery and understanding of the three basic types of debate is a must for a delegate on any committee.

### *Moderated Caucus*

A *Moderated Caucus* is carried out entirely within the Rules of Procedure. There is a suspension of speaker's list in order to have a more direct debate about a specific topic. Delegates cannot go off topic and must only speak on the topic that the committee has voted on. Speakers are chosen one-by-one. Delegates must propose a total time for the moderated caucuses and must also propose a speaking time

- For example: "The Delegate from Canada wishes to move to a moderated caucus of 15mn with 1 mn speaking time on the topic of proposed amendments to the given resolutions". If this motion passes, delegates can only speak for 1mn each on the proposed amendments for a total of 15 mn.

### *Unmoderated Caucus*

Also called "unmods" are most helpful for writing working papers and talking with allies. During an *unmoderated caucus*, the Rules of Procedure are suspended, there is no set topic and delegates may move around and discuss issues and negotiate freely. There is a set time limit and the Chair does not moderate the debate.

### *Working Papers*

Before composing a formal resolution to deal with the topic problems, delegates may wish to transfer their general ideas into a working paper, or rough draft. Working papers are usually formed by a group of nations from the same geographic bloc or of similar ideological persuasion. Working papers need not be written in formal resolution format; they can be as simple as few major points neatly jotted down on paper. The purpose of a working paper is to have something in writing to serve as a starting reference point during caucus and formal debate. Though not formally introduced to the committee, working papers may be copied (by WRHSMUN administrative staff) and distributed in committee, with the Director's approval. Working papers serve to help delegates identify the different views of the countries in the committee and facilitate the negotiation process. Resolutions are usually formed by combining the content of several working papers.

### *Resolutions*

At some point in the debate, a group of delegates (sponsors) who have been working on a proposal (perhaps in working paper form) will find they have enough support to formally bring their resolution before the committee. All this really means is that the resolution is assigned a number designator (e.g. 1.1 for the first resolution on Topic 1), typed, duplicated and distributed to the committee.

The director authorizes the copying and distribution of a resolution or working papers. To introduce a resolution to the full committee, a minimum number of signatures are needed to justify bringing it before the committee. It is important for delegates to take note that *signing* a resolution (or being a *signatory*) does not constitute *endorsing* it; by signing a resolution the delegate only indicates that he or she believes that the resolution deserves debate before the full committee. The writers of a resolution (who do endorse the content of the document) are the *sponsors*, and they are considered endorsers and proponents of all the content in the resolution. To introduce a resolution, one-fifth of the committee body must be sponsors or signatories of the documents (there must be at least one sponsor per resolution).

### *Voting*

Generally, it becomes apparent that debate on a topic has reached some sort of conclusion, consensus, or final stage beyond which the arguments only repeat themselves. At this time the director may allow a motion that debate be closed on the topic area. Should the committee pass such a motion, debate on the topic area closes and all resolutions before the committee are brought to an immediate vote. Such a step is not to be taken lightly, for it generally means that no further discussion on the topic is possible and that the committee moves on to the next agenda item.

The committee takes two types of votes: procedural and substantive. Procedural votes pertain to logistical issues, for example the length of speaking time. Procedural votes take place routinely throughout debate, largely about motions concerning the type of debate to take place (e.g. moderated caucus). There are no abstentions to procedural matters.

Substantive votes pertain to all content-driven matters before the committee, like passing an amendment or resolution. During substantive voting procedure, the chamber, or committee room, is sealed and no one is permitted to leave or enter the room. Most voting procedures use a simple majority vote, meaning the item must pass by a majority of half the committee body plus one. Delegates may abstain from voting, and their vote is not counted in the total number of votes; to pass, a resolution only needs a majority plus one of delegates who have cast votes.

## PREPARING AND DELIVERING SPEECHES

Communication is fundamental for the delegate. He or she must be able to verbalize ideas and support arguments clearly and concisely to a single person as well as to large groups. Delegates should learn to speak from prepared notes as well as extemporaneously (with little time for preparation). All speeches, whether they are written weeks or minutes in advance, should be clear and concise. They should address the issue at hand, whether it is substantive or procedural, and remain relevant throughout. Written speeches will help to ensure that delegates do not leave important points out.

**Writing the Speech** — Although most of the speeches that a delegate gives will be delivered extemporaneously, there are occasions when formal speeches can be given. Even these prepared statements, however, may need to be altered in the course of the general debate in order to respond to points made by other delegates. This flexibility is important to keeping the main points of the speech engaging to listeners (delegates).

Generally, the speeches that are well-suited for extensive preparation are policy speeches, especially speeches establishing a country's policy at the start of debate. A good initial policy speech should meet the following requirements:

- Broad introduction of the country's goals on specific issues
- Specific positions on various aspects of the issue at hand
- Supporting arguments
- A conclusion summarizing your case

**Extemporaneous Speeches** — These spur-of-the-moment speeches will be the primary vehicle for the delegate's communications of his or her ideas as they develop during committee. A few minutes of planning will make the speech much more effective; a rambling delegate will quickly lose the attention of the committee. The following tips on extemporaneous speeches should be helpful:

- Make notes on opposing viewpoints while they are being given
- Answer each point *directly*
- Keep notes on the speeches of your bloc partners; bring out points which they have omitted, re-emphasize concepts which may still be unclear
- Highlight important sections of the resolutions and tell why they are important
- Use your notes so that you do not omit important points

**Delivering the Speech** — Good speaking skills are necessary in the United Nations because both formal and informal meetings require that your words reach a large audience. Because most people have had a fair amount of practice in speaking to small groups, this section concentrates on the skills necessary to speaking to a large group. The points made, however, can easily be applied to a small group situation. The following tips may be helpful:

- Know what you are going to say before you say it; even extemporaneous speakers should have a general outline for what they want to say.
- Speak loudly; take advantage of any available sound amplification systems
- Speak slowly; allow your words to sink in. Do not, however, fill the spaces between your words with monosyllables like "um" and "and." Silence isn't a bad thing in a speech, and it can, in fact, be quite powerful.

- Practice pre-written speeches in advance.
- Try to add some interesting points about your country to the body of your speech. This will make your speech more interesting, causing more delegates to pay attention to it.

## NEGOTIATING

Delegates must develop negotiating skills so to attain their country's aims, whatever they may be. This includes adopting a strategy and using the proper tactics to accomplish the desired goal. To be an effective negotiator, delegates must be tactically and substantively prepared before the conference begins. In researching their country, committee and issues, they should, *for each agenda item*, formulate an objective, strategy, and tactics. Student's objectives should address such questions as: does my country have a specific position on this issue; does it wish to see concrete action taken?

Once a delegate has thought through the objectives of his or her country in the debate, he or she should prepare a strategy and tactics for reaching that objective. Examples range from delaying debate through procedural means to utilizing speeches in order to persuade fellow delegates. Obviously, a delegate should develop a strategy that achieves as many of his or her country's objectives as possible without losing sight of the overall goal in negotiating any one point.

**To negotiate is to practice diplomacy.** It is a careful balancing of the ideological against the practical, of the necessity of compromise against the policy and priorities of the nation one represents. This is not always easy, but in many ways it is one of the most rewarding aspects of the conference.

## WRITING

Writing is an essential skill used to transfer acquired research and the process of debate into a usable form. Drafting and writing may result in working papers, resolutions, news articles, or court decisions. It may also result in frustration. Every word counts when composing a negotiated document. In the end, all actions of the United Nations appear in written form. If a delegate cannot write well, he or she is forced to rely on the ability of others to promote his or her ideas.

**Drafting** — Creating a written statement of aims, goals and a means of effective action is the ultimate goal of debate on any topic. The process that generates such a document is termed drafting. Drafting as a process is the written result of compromise and consensus built in debate and caucus. Drafting is a continual process of revision, and delegates should never view any "draft" as the finished product that the entire committee should accept.

Drafting involves building agreement through accommodating other delegate's concerns. This accommodation takes place by changing the document's operatives or elaborating on potentially confusing or misleading points. These changes are sometimes as extensive as altering the content, or sometimes as minute as substituting an alternate word choice. While certain countries may play key roles in writing a resolution, many delegates will want to have input. A bloc, for example, may designate certain countries to be part of the drafting group, but all countries expect to review the document before it comes to a vote. Many will try to make changes at that time.

**Wording** — Negotiations over revisions usually take the form of disputes over wording. At times, an argument over semantics (the meaning of a word in relation to others) will be one that is essential to the meaning of the document. Consider, for example, the difference between calling the Hamas a “terrorist organization” or “a collection of freedom fighters” in your resolution. The tone of the documents would be very different. Thus, delegates need to be aware of the implications of using certain crucial words.

## ATTRIBUTES OF SUCCESSFUL DELEGATES

WRHSMUN gives awards to delegations that exhibit exceptional performance at the conference; however, this is only possible if delegates and delegations prepare intensely for the conference by studying their topics and country, as well as gaining effective speaking and negotiation skills.

WRHSMUN staffers are trained to recognize and encourage the following qualities in delegates, which form the basis of our awards policy. It should be noted that these qualities are hierarchical. Staffers do look for some qualities over others in order to discourage so-called “**power delegates**” from becoming a detriment to the entire committee’s experience. Collaboration, knowledge, interest in the topics, and demonstrated effort are valued more than the number of times a delegate speaks or the size of caucus blocs.

1. **Knowledge:** Fundamentally, every successful WRHSMUN delegate must be knowledgeable on the topics being discussed. Delegates should be familiar with the history and development of the topic, past UN actions taken to mitigate the problem, and should strive to be familiar with proposed solutions. However, a delegate must also be knowledgeable of his or her country’s policy on the topic; delegates cannot be true to the simulation without researching their country. Sometimes, the policy is well known and easy to research; other times, a delegate will need to infer policy based on his or her country’s history, response to similar conflicts, regional partners and interests, etc. Without having a sound knowledge of this information, a delegate cannot hope to be successful in the subsequent target areas.
2. **Clear Speech:** While knowledge of the topic and country policy is invaluable, it is not very useful unless the delegate has the ability to convey that policy to others. Delegates should be comfortable with speaking in a variety of settings, from speaking in front of the whole committee, to speaking as part of caucus blocs, as well as one-on-one communication. Using effective speaking techniques to hold an audience’s attention is a must, as well as the ability to control the thoughts conveyed in the speech — delegates who veer off topic will not be able to use their limited time to the best of their ability.
3. **Collaborative:** Once the ideas are known and conveyed, it becomes important for delegates to take on the task of compromising their country’s policy with other countries. This task is very challenging. In order to properly compromise, delegates must have a deep enough knowledge of their policy to understand what is at the “core” of that policy and what is at the periphery. Compromising the core of a policy is unacceptable, but delegates should be willing to compromise the periphery as well as convince other delegates to compromise with the periphery of their policies. This deep analysis of a country’s policy is the mark of a well-researched and thoughtful delegate and is valued in every WRHSMUN committee.
4. **Leadership:** Leadership skills are typically the first skillset a delegate strives for, but without the previous three qualities listed here, leadership is an empty talent. In caucus bloc, while collaborating and compromising with other delegates, a good delegate will find himself or herself becoming a leader in the caucus bloc. Leadership should not be

authoritarian, though. A good leader knows how to listen to those who are following. Furthermore, a good leader is skilled at managing people. Giving other delegates levels of responsibility (such as assigning one delegate to lead a group to work on an operative clause) will make the leader much more effective and the group much more productive.

5. **Creativity:** Creativity is the highest quality WRHSMUN looks for in delegates. If a delegate has mastered the ability to be creative with his or her solutions, then that delegate truly understands the spirit of the simulation and what it means to be a UN representative. Creativity is simply the ability to understand the problems that past attempts at solving the topic have run into, then (after collaboration and leadership within a caucus bloc) solving those problems to create better solutions. This is the level that most UN representatives operate in, and so it is the highest mark we can give.



## A YOUNG DIPLOMAT'S DICTIONARY GLOSSARY OF USEFUL TERMS

**ABM:** Anti-Ballistic Missile.

**Abstain:** to refrain from casting a "yes" or "no" vote.

**Activist:** an individual who is extensively and vigorously involved in political activity, either within or outside the governmental system.

**Adjourn:** to suspend a session to another time or place or indefinitely.

**Adjudge:** to decide or rule upon as a judge.

**Agenda:** a list of specific items of business to be considered at a legislative session, conference, or meeting.

**ALBM:** Air Launched Ballistic Missile.

**Annex:** to incorporate into a country the territory of another country.

**Apartheid:** the official policy of racial discrimination that existed in South Africa until the late 1990s.

**Arbitration:** process by which an outsider is authorized to dictate the terms of a settlement of a dispute if a voluntary agreement cannot be reached.

**Armistice:** a temporary peace agreement.

**ASAT:** Anti-Satellite weapon.

**Auspices:** protection or patronage.

**Autonomy:** independence, self-government.

**Belligerent:** group or state that is engaged in a war or military conflict.

**Bilateral:** having or involving two sides.

**Boycott:** refusing to deal with a person, group, state, or group of states so as to punish or show disapproval.

**Breach of treaty:** failure to observe the terms of a signed treaty.

**Build down:** the theory of building up the weapons arsenals of the US and USSR until equal and then negotiating reductions in arms from their new equal standing.

**Capitalism:** an economic system characterized by private or corporate ownership of capital goods by investments that are determined by private decision rather than by state-control, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market.

**Cartel:** an association of industrialists or states formed to establish an international monopoly.

**Caucus:** a meeting among delegates to discuss policy and topics outside of the formal meeting.

**Censorship:** broadly, any government restrictions on speech or writing; more precisely, government restrictions on forms of expression before they are disseminated.

**Censure:** to blame, criticize adversely, or express disapproval.

**Coalition:** combination of two or more factions or parties for the purpose of achieving some political goal.

**Communism:** a totalitarian system of government in which a single authoritarian party controls state-owned means of production with the professed aim of establishing a stateless society.

**Compensatory financing:** credit designed to help raw material producer members of the IMF in times of poor markets for their exports.

**Coup d'état:** a sudden and decisive act in politics, usually bringing about a change in government unlawfully and by force.

**Cruise missile:** A long-range jet-propelled, winged-bomb which can be launched from land, sea, or air and targeted by remote control; usually considered to be more accurate and low-flying than traditional missiles.

**Decolonization:** process of a colony becoming a self-governing entity.

**Deflation:** a sustained decrease in the general price level.

**Demilitarize:** to free from military control.

**Depression:** a severe economic slump (worse than a recession) characterized by very high unemployment.

**Deregulation:** the act or process of removing restrictions and regulations (typically state regulations).

**Destabilization:** the process of a government becoming unsteady or unstable.

**Detainment:** detention, confinement.

**Developing states:** states in the process of building a stable economy, government, and/or society, usually with low per capita income and GNP.

**Dilatory:** causing delay, repetitive.

**Diplomatic immunity:** special privileges accorded to diplomats, their families, and staff by international agreement, including freedom from arrest, search, and taxation.

**Disarmament:** the act of disarming; reduction of military forces and equipment.

**Dissemination:** the act or process of scattering or state of being scattered; usually referring to distribution of information.

**Eastern bloc:** formerly, the group of states led by the Soviet Union, whose general theory of government was communism.

**Epidemic:** An outbreak of an infectious disease in an area where the disease is not already prevalent; an epidemic is confined to a locality, small region, or single country.

**Expansionism:** a state philosophy wherein a state believes that it must expand its borders (usually by invading or annexing other existing states) to meet its people's needs.

**Expropriation:** the taking of property into public ownership without compensation, such as the property of foreign investors or foreign industry in a state.

**Extradition:** the surrender of a prisoner or fugitive by one state, state, or legal authority to another.

**Foreign intervention:** interference by one state into the affairs of another, usually by means of force.

**Forum:** an assembly for discussing questions of foreign interests.

**GATT:** General Agreement on Tariffs and Trade; the agreement precursor to the current World Trade Organization, started in 1944 during the Bretton Woods Conference.

**GNP:** Gross National Product; the total value of the goods and services produced in a state during a specific period of time.

**HEU:** Highly Enriched Uranium; material necessary for the construction of nuclear weapons.

**ICBM:** Intercontinental Ballistic Missile; a missile, normally with multiple warheads, with a long range.

**Ideology:** a comprehensive set of political, economic, and social views or ideas, particularly concerned with the form and role of government.

**Inflation:** a sustained increase in the general price level.

**Integrity:** honesty; sincerity; trustworthiness.

**Inter alia:** among other things.

**Internal affairs:** operations within a state; domestic affairs.

**Junta:** a political or military group holding power after a revolution; a political faction; an assembly or council for deliberation or administration, especially in Spanish-speaking states.

**Jurisdiction:** authority vested in a court to hear and decide certain types of cases; term literally means "to say the law."

**Least developed countries (LDCs):** countries whose share of output composed of agricultural products, mining, and the like is relatively high, which engage in relatively little industrial high-technology activity, and whose per capita incomes are generally comparatively low.

**Mandate:** a commission given to one state by a group of states to administer the government and affairs of a territory or colony.

**Millennium Development Goals (MDGs):** the product of the UN Millennium Summit and 2000 Millennium Declaration; these eight goals focus on major developmental hurdles to be met by 2015. Goals include reducing child and maternal mortality rates, fighting HIV/AIDS, malaria, and other



diseases, and promoting gender equality.

**Mediation:** process in which an outsider is brought into a dispute negotiation in the hopes that this person can lead the two sides to a voluntary agreement through persuasion.

**Multinational corporation (MNC):** a company having branches in several states.

**National debt:** a government's total indebtedness, which resulted from previous deficits.

**Nationalize:** to invest control or ownership of industry in the national government.

**Natural resources:** actual or potential forms of wealth supplied by nature, such as coal, oil, water power, arable land, etc.

**NGO:** Non-Governmental Organization.

**Non-aligned:** a state not politically tied to another, usually taking a neutral position between large power blocs.

**Oligarchy:** a system of government in which political power is exercised by a small group of people, usually self-selected.

**Orphan diseases:** isolated yet deadly diseases that have no cure yet.

**Pandemic:** when an epidemic crosses national and/or continental boundaries, it takes on pandemic status.

**Patent:** a temporary grant of monopoly rights over an invention.

**Peace building:** term connoting activities that go beyond crisis intervention such as longer-term development and the building of governance structures and institutions. It includes building the capacity of non-governmental organizations.

**Peacekeeping:** a United Nations presence in the field (normally involving civilian and military personnel) that, with the consent of the conflicting parties, implements or monitors arrangements relating to the control of conflicts and their resolution, or ensures the safe delivery of humanitarian relief.

**Peacekeeping force:** a force sent to maintain, enforce, or intervene to achieve a cessation of hostilities between opposing armies, states, or other groups.

**Plenary session:** a session attended by all of its qualified members.

**Procedural:** of or relating to procedure.

**Proliferation:** spreading; propagation.

**Protectionism:** the process of government economic protection for domestic producers through restrictions on foreign competition.

**Protectorate:** a weak state under the protection and partial control of a stronger state. The political implications of a state being identified as a protectorate are often very ambiguous.

**Rapporteur:** a member of a legislative, military, or other official group appointed to record and make or draw up a report.

**Recession:** period during which the total output of the economy declines.

**Sanction:** an action by several states toward another state intended as a punishment for breaches or international law or acts of aggression.

**Satellite state:** a country that is independent, although is well entrenched into a bloc dominated by another more powerful state.

**Secretariat:** the official office or position of Secretary-General; the department, including staff, buildings, etc. controlled by the Secretary-General.

**Self-determination:** the decision by the people of a nation as to what form of government they shall have, without reference to the wishes of any other state or nation.

**SLBM:** Submarine Launched Ballistic Missile.

**Socialism:** a theory or system of social organization by which the major means of production and distribution are owned, managed, and controlled by the government, by an association of workers, or by the community as a whole.

**Sovereign:** independent of all others; supreme in power, rank, or authority.

**Substantive:** real, actual, essential.

**Suspend:** to cause to stop temporarily, as in a meeting; to set aside or make temporarily inoperative, as in rules.

**Tariff:** a schedule of duties, rates, or charges imposed by the government on imported or exported items.

**Trusteeship:** the administration by a state of a trust territory, approved by the UN, usually with the idea that the trust territory will be developed toward self-government or independence in the future.

**Terrorism:** use of terror, especially the systematic use of terror by the government or other authority against particular persons or groups; a method of opposing a government internally or externally.

**Void:** without legal force or effect; not binding by law.

**Weapons of Mass Destruction (WMD):** weapons whose effects are widespread or deemed to be excessively injurious to civilians or the environment, e.g. chemical, biological, and radiological warfare.

**Western bloc:** group of states whose general theory of government is democratic and capitalist. Includes mostly developed states.

## PRECEDENCE

When multiple points or motions have been made, the committee shall consider them in the following order of precedence, dealing with every point or motion of higher precedence before those of lower precedence. Substantive matters are accorded the lowest precedence.

- Point of Order
- Point of Personal Privilege
- Right of Reply
- Point of Parliamentary Inquiry
- Motion to Set the Speaking Time
- Motion to Adjourn
- Motion for Recess
- Motion for Censure
- Motion for Unmoderated Caucus
- Motion for Moderated Caucus
- Motion for the Verification of Quorum
- Motion for Closure of Debate
- Motion for Closure of the Speakers' List
- Motion to Table Topic
- Motion to Divide the Question
- Motion for an Important Question
- Motion to Introduce and Amendment
- Motion to Introduce a Draft Resolution
- Motion for Reconsideration
- Motion to set the Default Yield

## PREAMBULATORY AND OPERATIVE CLAUSES

### Preambulatory Clauses

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

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

### Sample Preambulatory Phrases

Affirming	Desiring	Noting with deep concern
Alarmed by	Emphasizing	Nothing with satisfaction
Approving	Expecting	Noting further
Bearing in mind	Expressing its appreciation	Observing
Believing	Fulfilling	Reaffirming
Confident	Fully aware	Realizing
Contemplating	Further deploring	Recalling
Convinced	Further recalling	Recognizing
Declaring	Guided by	Referring
Deeply concerned	Having adopted	Seeking
Deeply conscious	Having considered	Taking into consideration
Deeply convinced	Having examined	Taking note
Deeply disturbed	Having received	Viewing with appreciation
Deeply regretting	Keeping in mind	Welcoming

## Operative Clauses

Operative clauses offer solutions to issues addressed earlier in a resolution through the perambulatory section. These clauses are action oriented and should include both an underlined verb at the beginning of your sentence followed by the proposed solution. Each clause should follow the following principals:

- Clause should be numbered;
- Each clause should support one another and continue to build your solution;
- Add details to your clauses in order to have a complete solution;
- Operative clauses are punctuated by a semicolon, with the exception of your last operative clause which should end with a period.

## Sample Operative Phrases

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

## SAMPLE COMMITTEE RESOLUTION

### Resolution:

Sponsors: United States, Austria and Italy

Signatories: Greece, Tajikistan, Japan, Canada, Mali, the Netherlands and Gabon

Topic: "Strengthening UN coordination of humanitarian assistance in complex emergencies"

The Committee,

*Reminding* all nations of the celebration of the 50th anniversary of the *Universal Declaration of Human Rights*, which recognizes the inherent dignity, equality and inalienable rights of all global citizens, **[use commas to separate preambulatory clauses]**

*Reaffirming* its Resolution 33/1996 of 25 July 1996, which encourages Governments to work with UN bodies aimed at improving the coordination and effectiveness of humanitarian assistance,

*Noting* with satisfaction the past efforts of various relevant UN bodies and nongovernmental organizations,

*Stressing* the fact that the United Nations faces significant financial obstacles and is in need of reform, particularly in the humanitarian realm,

1. *Encourages* all relevant agencies of the United Nations to collaborate more closely with countries at the grassroots level to enhance the carrying out of relief efforts; **[use semicolons to separate operative clauses]**
2. *Urges* member states to comply with the goals of the UN Department of Humanitarian Affairs to streamline efforts of humanitarian aid;
3. *Requests* that all nations develop rapid deployment forces to better enhance the coordination of relief efforts of humanitarian assistance in complex emergencies;
4. *Calls* for the development of a United Nations Trust Fund that encourages voluntary donations from the private transnational sector to aid in funding the implementation of rapid deployment forces;
5. *Stresses* the continuing need for impartial and objective information on the political, economic and social situations and events of all countries;
6. *Calls* upon states to respond quickly and generously to consolidated appeals for humanitarian assistance; and
7. *Requests* the expansion of preventive actions and assurance of post-conflict assistance through reconstruction and development.

## RESEARCH AND PREPARATION POSITION PAPERS

### WHAT ARE POSITION PAPERS?

The purpose of position papers is to ensure that debate in committee is highly substantive and to assist delegates in assembling their research into an organized policy statement. Individual position papers are a crucial part of the preparation process, and further information about their format and content is provided in this section.

In each committee Background Guide, the director provided questions on each topic generally and as it pertains to individual delegations specifically. Delegates' position papers should be concise, accurate, and well written. The Research and Preparation Questions found succeeding the topic papers have been specially formulated to lead the delegates in a logical progression through the topic and position paper. It is important that delegates directly answer these research questions. A good position paper will:

- Clearly outline the country's policies on the topics and what factors contribute to these policies
- Integrate indigenous national factors into the responses
- Refer to domestic and international documents and correctly site the sources
- Deal with the in-depth issues of the topic areas as well as the overt topic issues
- Provide suggestions of solutions that address the problem areas
- Answer all *Research and Preparation Questions* posed in the Background Guides.

The staff looks for the demonstration of the following skills in evaluating the paper:

- Original and critical thinking
- True understanding of the dynamics of your nation
- Functional and applied knowledge of the topics

Please note that under no circumstances will plagiarism of any portion of position papers be tolerated. Plagiarism is defined as the usage of material from another source without appropriate citation. Plagiarism includes both word-for-word borrowing of text and material, and paraphrasing of material without citation. All material acquired from existing sources, including text quotations, charts, graphs, diagrams and data must be cited. Please note that **plagiarism of the Background Guide provided by your Chair is equally unacceptable.**

### HOW TO WRITE A POSITION PAPER

It is important to recognize that the amount of information available for use in your position paper will vary according to the size, level of development, and age of your country. Your director's topic choices will also affect the amount and type of research you will be able to find. Do not be discouraged by the limitations of your resources. If you are representing a newly formed country or looking for information on a topic that has only recently been in the public eye, you will experience many of the same problems that confront actual UN delegations. Remember that diplomats must look to their governments at home for direction and information. Where you have trouble developing a coherent policy, they probably do, too. See the next section on [Research](#) for helpful tips on where to find information.

A successful position paper will provide the following information:

1. **Introduction:** Discussion of the importance of the topic and the problems that will be encountered in finding a solution
2. **Country policy:** There are two parts to this section.
  - a. A general, **relevant** history of your state. Include major events that shape its current policy about the topic under consideration
  - b. Your state's general position on the topic, including resolutions that it has or has not signed and reasons for previous votes on these measures
3. **Proposed action and solutions:** Suggestion for reaching a compromise, where applicable: sometimes a state's position is that the UN should not be discussing the topic because it is not of international concern. If this is the case, it is a valid position to take—please be sure to clearly explain this in your Position Paper.

### POSITION PAPER GUIDELINES

Position papers should be (at minimum) **3 double-spaced, 12-point type (Times New Roman) pages with 1" margins**. Any academic citation style is acceptable. (Please refer to the sample position paper).

### POSITION PAPER SUBMISSION

Individual position papers should be submitted to your teacher or Model UN leader. The cover page should include:

- Your name
- Country
- Committee
- School's name

### WHY RESEARCH?

Proper research and preparation is essential to effectively participate in any Model United Nations conference. Without it, the educational experience offered by the conference is largely lost and the delegate's ability to participate successfully in the debate is greatly handicapped. When preparing for WRHSMUN, the members of the delegation should ask themselves three questions:

1. Why should I research?
2. What should I research?
3. How should I go about researching?

While a Model United Nations conference should be an enjoyable experience for the delegate, it is also a great deal of hard work. WRHSMUN prides itself on the integrity and accuracy of its simulations; the staff devotes a tremendous amount of time and energy to make the substantive side of the conference the best it can be. The conference, in turn, expects and requires a high degree of preparation and extensive research from its delegates. To ensure that every delegation prepares to some degree, WRHSMUN requires that a position paper from each member state of each committee be submitted to the Secretary-General and the committee Chair (see the Position Papers section of the delegate resources). More than this, the performance of the delegate during the conference and their enjoyment of committee session depend greatly on the extent and quality of his or her research. The delegate who performed inadequate research is unable to participate fully in the simulation and is handicapped in his or her ability to formulate country policy. Not only does a lack of preparation detract from the quality of the simulation, but the delegates will not be able to enjoy some of the most exhilarating parts of the conference experience, namely the debate and negotiation that go into resolution writing. Simply, the largest part of the conference is the research and preparation leading up to WRHSMUN, and the delegate who knows this will do well.



## WHAT TO RESEARCH

In short, the delegate needs to research the United Nations itself, the country being represented, the committee topics, the country's position on the topics, and “world opinion” on these topics.

### *The United Nations*

The delegate must be familiar with the history and organization of the UN and of his or her assigned committee. Most importantly, the delegate should be familiar with the past actions of the United Nations on the committee topics as well as the present status of those topics in the United Nations system.

Sources for these research areas are quite numerous. The most useful sources are actual UN documents and UN online sources. A good starting point is the UN website at [www.un.org](http://www.un.org). There you will find links to all the committee homepages, histories, UN documents and resolutions, as well as lists of current topics being discussed in each forum. The online [Dag Hammarskjöld Library](#) is an excellent starting point for UN document research. The [Peacekeeping Best Practices](#) online library offers a range of indexed documents, many of which go well beyond the scope of peacekeeping operations.

### *Specific Country Research*

Concurrent with United Nations research, the delegate should be researching the specific country they have been assigned. A delegate must know a great deal about the country in order to make informed decisions on the issues. Country research is best done in two steps:

1. **Background research** into the country's political, economic, and cultural systems and institutions.
2. **Assimilation** of this information so that the delegate can effectively act as an actual representative of the country.

### **Step One: Background Research**

The first step is the most time-consuming, but it will provide the basis both for your later research and for your effectiveness as a delegate at the conference. The country research should encompass the economic and political systems of the country, the history and culture of the society, the demographics of the society, the geography of the country, the international and regional organizations the country belongs to, and the present influences the domestic situation has on the formulation of international policy.

Delegates should pay particular attention to the decision-making structure within the country. It is important to understand the actual, rather than the theoretical process of political decision-making. (Sources of this information are discussed later in this document.) The entire delegation should participate together in this research process. Please note for reference that WRHSMUN requires that a summary statement be prepared by your delegation on the basic economic, political and social structures of your country, as well as on its history and the nature of its relations with other states. This document will be submitted for evaluation to the Secretary-General at the time of your arrival to the conference (see the Position Paper section for more information).

In general terms, the more you know and research about your country, the easier it will be for you to accurately formulate your country's positions relating to the topics under discussion. Items that are crucial to know include:

1. **Geography:** size and description, location, natural resources, and neighboring states and regions
2. **Demographics:** Statistics of the state's population, population density and growth rate, life expectancy, infant mortality, literacy rate
3. **Culture:** majority and minority components, religions and their influences, language(s), and customs and traditions
4. **Economy:** type of economy, gross national product (GNP) and strength of economy, debt owed, average per capita income, major imports and exports, and trading partners
5. **Government:** type of government, leaders, political parties and opposing political faction, allies and enemies, membership of political and economic organizations, role in international politics
6. **History** of state: general history and reasons and philosophy behind present-day foreign policies.

It is important to realize that these previous examples are by no means the only items necessary to formulate correct policies. Each country has specific problems that only it deals with; these idiosyncrasies must also be accounted for during effective research on a country.

Additionally, your delegation should research your country's relationship and role in the United Nations. This should include when your country became a member, committees and organizations of which you are a member, and how much money you annually contribute to the UN. Flagship programs with the UN and any other collaborations or interactions of note (ex. peacekeeping operations, major World Bank or IMF loan programs, public health campaigns, etc.) should also be addressed, especially if it pertains to research on the individual committee's topic.

### **Step Two: Assimilation of Research**

The assimilation step of research is often the hardest thing for a delegate to accomplish. Try to put yourself in the place of someone from the country you are representing. It may seem difficult, but the more you talk about the various topic areas with your delegation, the more you will be able to understand why other countries behave the way they do. By using the knowledge gained through the background research, the delegate should be able to extrapolate how their nation might form a policy on a specific topic (even if the state's actual policy on a topic is unknown). If this step is accomplished, a delegate, for instance, will be able to represent India and act as a representative of a developing, over-populated state desiring both stable international relations and economic growth. In this sense, an interdisciplinary approach to preparation is recommended. For example, the Commission on the Status of Women may be addressing female illiteracy; while the topic may not directly concern economic, political, or security issues, these aspects nonetheless inform how a state will approach the topic and possible solutions. A state with great political instability will bring this experience to the committee and advocate against solutions that rely too heavily on government support. If a delegate goes into the conference with concerns and attitudes of the country he or she is representing, then he or she will likely excel at the simulation.

### *Topic Research*

With background and basic United Nations research accomplished, the delegate can begin formulating a policy for his/her country on the issues to be discussed at the WRHSMUN conference. This process involves recognizing the various factors and processes that influence decision-making within the country, and applying this knowledge to the topics at hand. Often specific information on national policy is not available and it becomes necessary to display some educated creativity.

A delegate must first note the existing policy problem areas in order to formulate the country's policy. Although the problem will be explained in the committee Background Guide, the delegate must discover the importance of the issue in his or her own country. The delegate should understand the nature and the extent to which the topic affects his or her country. He or she should also be aware of the existing policies designed to meet the problem in his or her own country, the UN, and other international organizations. It is very important to note whether a conflict exists between those policies made in the UN and those within one's "home" countries.

If no national policy exists on the topic the delegate should look at where various groups in the country stand on the issues. The delegate must determine the level of access and power these groups have over the government. By weighing the power and access of the different groups, a delegate can infer the probable policy decision the country will make on the issue.

In some cases, if there is limited information about the decision-making process of the country or of its interest groups, the delegate may only be able to determine some of the issues involved. If this occurs, he or she will have to rely on the ideology of government, power, and the role of the individual upheld by the country in order to make an educated and defensible guess about the country's policy on that particular issue.

Another possible approach to take when information is lacking is to look at the policies of countries with similar ideologies and regional interests. For example, many African states hold similar ideological and regional interests. For example, they may hold similar positions on many issues including the topic concerning Namibia and South Africa<sup>1</sup>. This manner of inferring policy should be used carefully, however, so that errors are not made. It would, for example, be a grave error to assume that Thailand and Vietnam always agree with each other simply because they are both located in the same region of the globe.

By following this process as closely as possible, a delegate will be able to formulate policy for his or her country. The delegate will also discover the complex variables that affect policy formation throughout the world.

### *World Opinion*

Once the delegates have completed the research on the United Nations, their own country, and the topics to be discussed, they must turn to the allies of their country and the various blocs. The delegate should know which countries will support their position and what the position of the other blocs (groups of nations with similar interests) will be on the various problems to be discussed. He or she should also know which of these countries will be represented in the committee.

## **RESEARCH SOURCES**

With the questions of what and why to research answered we turn to the more difficult question of how to research (or perhaps more importantly "where"). The enormous amount of information available may seem a bit overwhelming. The following section contains an outline of a variety of the best sources available and the locations where they can be found. There are other sources, but these are what we believe to be the best.

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<sup>1</sup> Alfredo Tjiurimo and Chris Saunders, "Unequal but intertwined: Namibia's bilateral relationship with South Africa," (2014)  
[www.kas.de/upload/Publikationen/2014/namibias\\_foreign\\_relations/Namibias\\_Foreign\\_Relations\\_hengari\\_saunders.pdf](http://www.kas.de/upload/Publikationen/2014/namibias_foreign_relations/Namibias_Foreign_Relations_hengari_saunders.pdf), (accessed on November 5, 2014).

### *Topic Research Materials*

After understanding the UN system and the role your committee plays in it, delegates will then be able to tackle the task of researching their topics. Depending on the category and nuances of the topic, the best resources to use for researching the topics will vary. It is advisable to first consult the “Important Documents” section of your committee’s Background Guide as an introduction to the topics. However, there are many other general resources available that can easily launch a delegate’s research.

The **United Nations Chronicle** (UN Magazine) covers the current events of the UN including excerpts from the speeches of the member states. The Chronicle is published quarterly.

The **Yearbook of the United Nations** (UN publication) focuses on yearly developments within particular international issues. It is the most detailed, chronological narrative of United Nations activities. The only problem with this resource is that it is behind by a couple of years. It is not known if and when the United Nations will correct this problem.

Many of the organs, agencies, and even individual committees of the UN publish their own magazines (notably *UNESCO Courier*, *UNHCR Refugees*, etc.). Look for these at your nearest UN Depository Library, or online.

**Newspapers** provide some of the best sources of current information on international affairs. *The New York Times* is an especially good source for up-to-date information about United Nations happenings. Other newspapers that are helpful include the *Globe and Mail* and the *Times of London*.

**News Magazines**, including *Time*, *Newsweek*, and *US News and World Report*, are another good source of current international news. One of the most thorough and useful magazines is *The Economist*, a British news weekly. In addition, the *World Press Review* contains articles from news media from around the world. News magazines generally differ from newspapers in their objectivity; magazines are typically much more tolerant of overtly biased or argumentative columns outside of the Opinion section, while newspapers’ biases are typically more subtle, but uniform across articles.

**Professional Journals** also provide a wide variety of information on specific topics. Some of the more useful ones include:

- *Bulletin of Atomic Scientists*
- *Current History*
- *Foreign Affairs*
- *Foreign Policy*
- *World Affairs*
- *World Policy*
- *Journal of Palestinian Studies*
- *Middle East Journal*

Unfortunately, many of these resources require subscriptions to access, which are likely inaccessible to high schools but often accessible to larger libraries. There are also many search engines capable of searching professional journals, such as JSTOR and WorldCat, or <http://scholar.google.ca>. Subscriptions are still required to access the content, though. If a local library does not provide access to these scholarly journals, the committee director almost certainly has access through their school, and would be more than willing to download resources for delegates.

**Council on Foreign Relations** provides information on where countries stand on a variety of topics, like their policies on energy and the environment, their economic well being, and the health services they provide to their people. <http://www.cfr.org/global-future-trends/international-affairs-indexes-country-rankings/p33345>

### *Research on the Internet*

The main thing to keep in mind when conducting research on the Internet is the source from which information is being drawn. You can be certain of the reliability of information obtained from the United Nations home page or the home pages of its committees, commissions, etc., but use caution when searching for information from potentially biased sources. When in doubt, stick with **peer-reviewed sources** that you know are reliable. Internet databases, to which most colleges and universities subscribe, are excellent and reputable sources of research. Your high school or local librarian can most likely point you in the direction of some useful databases. (Wikipedia and its subsidiary sites are under no circumstances considered reliable academic sources of information. Wikipedia is a good starting point for a general overview of a concept, but **it is not an acceptable source to cite in a position paper.**)

**Google and Google Scholar Searches:** Conduct searches on both Google and Google Scholar for the foreign policy of your country. For example, by searching for “Canada Foreign Policy” on Google, you can find the Global Affairs Canada website that details Canada’s foreign policy on a variety of issues.

You can conduct a similar search on the foreign policy of your country on a particular topic. For instance, by searching for “Canada foreign policy nuclear weapons proliferation,” you can find the Global Affairs Canada website on non-proliferation and disarmament (nuclear) division, which details Canadian foreign policy on nuclear weapons and disarmament.

The search on Google Scholar is similar, and will likely contain scholarly sources on your search topic. Some of these will be journals that you need access to before you can view it. You can check with your school library if they have, or can give you, access to the articles you want to view.

If you have any questions about the reliability of a source on the Internet, or any other Internet-related research questions, please feel free to contact your individual committee director or the Director-General.

### *Missions and Embassies*

A delegation can receive current information on its country by contacting the Permanent Mission to the United Nations, the country’s Information Center, or its embassy in Washington, DC. With your request, it is best to include an explanation of what your group is involved in, a list of agenda items, and a request for information about your country’s stands on these issues. The delegation should also request a copy of the opening policy statement given during the most current session of the General Assembly, as well as relevant speeches given in committee.

Not all countries will be able to honor your requests; many of the smaller states do not have the staff to handle a detailed inquiry. If they cannot supply you with this information, there are other sources. You can access much of this information through UNDOC that lists the speeches of every member state by specific topics. Although they cannot give you the exact position of member nations, the information in the official records should be a big help. Having the exact document number when making your request will greatly speed the process.

## SAMPLE POSITION PAPER

*This paper exemplifies the appropriate tone, research skills, and citation style necessary for a successful position paper.*

### **Committee: Historical Security Council**

### **Topic: The Situation in the Democratic Republic of Congo (1991)**

### **Member State: China**

#### *Introduction*

Mr. Tsiang, China's representative on the Security Council, asked, "The Council at this juncture must answer two questions: What can the United Nations do for the Republic of Congo, and how do we do it?" ("Report" 17). Invoking Article 99 of the UN Charter, Hammarskjold articulated three goals for the United Nations Operation in the Congo (ONUC): "First, the Force had to help expel the foreign military and paramilitary personnel not connected with the UN cooperation; second, it had to prevent civil war, using force if necessary; and third, it had to protect the territorial dignity of the Congo" (Lefever 72). China agrees with the Secretary-General in these requirements, and pledges to abide by them.

#### *China's History*

Due to China's history, we realize the importance of acting cautiously but firmly when dealing with the Congo situation. The self-established dynasties before 1644 became absorbed into what is presently known as Chinese culture. Such reigns include the Ch'in (when the Great Wall was built), Han, Sui, T'ang, and then the Sung dynasty. Succeeding this, the Manchu from Manchuria asserted themselves. Although this was not a colonial power, they joined the Manchu-Chinese civilization in a manner similar to a colonial power taking control of another nation.

#### *Current Situation in Congo*

Presently, 300 Swedish troops are stationed in Elisabethville in Katanga, functionally replacing the Belgium troops that once held order before Congo's independence (Lefever 40). Patrice Lumumba, party president of the national, non-ethnic Mouvement National Congolais (MNC), felt that this action was inadequate and deployed troops of his own, aided by the Soviets (McDonald 50). Struggle for control of the Congolese government began between Lumumba, the first president of Congo, Joseph Kasavubu, and the Army Chief of Staff, Joseph Mobutu. (McDonald 56). Internally, the level of conflict in Katanga has risen, as Tshombé, the leader of the main Katangan party, fought with Katanga's largest tribe, the Baluba. Both the UN and the Congolese Congress have been attempting to ease tensions since then, such as ONUC's efforts in launching Operation Rumpunch. The UN also called for the arrest of Tshombé, which resulted in battle (Lefever 65). The fact remains that Belgium and Tshombé have prevented the UN from accomplishing the ideals that have previously been set forth ("Letters" 2). China vehemently opposes "any perpetuation or revival of any form of colonialism whatsoever in the Congo" (Report, Mr. Tsiang 18).

#### *Proposed Actions and Solutions*

One of the most important tasks pointed out by Prime Minister Cyrille Adoula is working out a draft constitution. The founding principles of *Loi fondamentale* will have to be slightly revised, as the



present principles are now grounded on a nationalistic feeling, not, as before, where the health of the nation depends on foreign forces. Mr. Adoula is pushing for “a Congolese constitution which will harmonize with the Congolese spirit, one which will adopt political structures suited to the aspirations of the Congolese people and which will be established by the Congolese themselves” (“Speech” 77).

China firmly believes that peacekeeping forces, (namely ONUC) should be employed in Congo. As long as the requirements of impartiality, acceptance of the host country, and opening fire only in defense are held accountable, the UN has grounds to confidently assert itself to diffuse the tension building in the Katanga region. China empathizes with Congo’s need to ensure their sovereignty and hopes to uphold this to the utmost. ONUC should only enter as a peacekeeping force, which by definition must have the consent of both parties involved.

It is imperative that in the quest to maintain humanitarian dignity, the logistics of financing the entire operation be kept at the forefront. As representative Mr. Carduso from Congo (Leopoldville) has pinpointed, “The truth must be told: ONUC is beginning to run out of money” (“Congo’s” 18). China and Ceylon have both supported an influx of financial assistance to Congo; however, as Mr. Tsiang noted, China “favours channeling such aid through the United Nations . . . [and] opposes any direct aid from individual Governments to the Congo” (“Report” 18). In including such a clause, international rivalry and conflict arising from unilateral aid will be bypassed.

### *Conclusion*

China firmly believes that “There is no reason to quit; there is all the more reason for persisting in our course of actions defined in the resolutions which we have already adopted” (“Report” 17). The progress that has to this point been made in Congo is commendable, and China sees that with the aid of the Republic of Congo as well as the United Nations, that more can be done to alleviate the problems that have been attacking especially Katanga in the past three years. China looks forward to the day when Congo is firmly established with a working constitution, when the children are being schooled and the army fights as it would in any other country. As Mr. Tsiang stated, “I am instructed by my government to uphold here [in Congo] the political independence and territorial integrity of the Republic of the Congo”; Congo should now walk towards these new worlds.

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## Appendix A



To:	Delegate says:	Interrupt Speaker?	Second Needed?	Debateable?	Amendable?	Speakers for/against	Vote Needed
Adjourn	"Motion to adjourn."	No	Yes	No	No	No	Majority
Complain about personal comfort	"Point of personal privilege"	Yes	No	No	No	No	Chair's discretion
Respond to insult	"Request right of reply"	No	No	No	No	No	Chair's discretion
Object to procedural error	"Point of order"	Yes	No	No	No	No	Chair's discretion
Request procedural information	"Point of parliamentary inquiry"	No	No	No	No	No	Chair's discretion
Request information regarding current business	"Point of information"	No	No	No	No	No	Chair's discretion
End debate and enter voting procedure	"Motion to enter voting procedure"	No	Yes	No	No	No	2/3rds
Select the topic of discussion	"Motion to set the topic"	No	Yes	Yes	No	2 for 2 against	Majority
Postpone consideration of something	"Motion to suspend the matter until..."	No	Yes	Yes	No	No	Majority
Vote on a ruling made by the chair	"Challenge the chair"	Yes	Yes	No	No	Speaker must indicate objection	2/3rds
Dividing the question	"Motion to divide the question"	No	Yes	Yes	Yes	2 for 2 against	Majority
Introduce a communique	"Motion to introduce draft communique xx"	No	Yes	No	No	No	Automatic
Request a question and answer period	"Motion to request a Q&A period"	No	Yes	No	No	No	Majority