

Model United Nations Training Manual 2009

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Model United Nations Training Manual

This manual was designed to help students and teachers prepare for the 2009 Iasi Model United Nations (IASIMUN) conference. It may serve as an introductory course for students with limited exposure to Model United Nations.

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Attributions:

Stein I. and Williams D. Instructional Guide, 10th Edition. The Hague International Model United Nations, 1999, Preambulatory and Operative Phrases

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Introduction to Model United Nations

Definition and Benefits

Model United Nations (MUN), is a simulation of the United Nations in which students research global problems and propose solutions from the perspectives of different countries. MUN conferences have been held since the 1950s and thousands of students participate in such conferences all over the world.

Attendance at MUN conferences offers participants exercise in research, writing, speaking, and listening. Participants also find the inspiration and confidence to make a positive difference in the world and make lasting friendships with other participants.

In addition to the many academic skills developed and improved through participation in MUN, students will be able to make connections with other students, learn about the United Nations and its work, and add an excellent experience to their academic records.

The Basics

The idea of MUN is that students represent countries rather than their own opinions. A student may be assigned to represent France, in which case, that student must temporarily ignore his/her own opinions, feelings, and worldview and research what France would believe. This role play is extremely important in MUN and students should do everything possible to stick to their roles.

Each student will be assigned a country and a committee (IASIMUN 2009 committees include Political, Human Rights, Economic Social [ECOSOC], and Environment). Each committee has several topics that will be debated. At this point, the student participant is considered a “delegate” of the country.

In the weeks leading up to the conference, the delegate will need to become familiar with the facts and history of his/her country in order to understand what that country’s position on a topic will be. For example, given its history and politics, how would France respond to North Korea attempting to develop nuclear weapons?

At the conference, the delegate will meet other delegates in committee and attempt to write a “resolution” that describes how the problem will be solved. Since countries have different interests and worldviews, not everyone will agree on the best solution. The competing resolutions written by delegates will thus be debated and voted on in committee.

If delegates keep these basics in mind, preparation for a conference is actually a fairly straight-forward affair. It’s just a matter of putting in the time and effort along the way.

Six-week Training Schedule

The following is a recommended training schedule in preparation for IASIMUN 2009. If delegates have more than 6 weeks to train, it is strongly recommended that week number six be extended to however much time is available. The earlier weeks can also be combined in order to give students more time at the end of the training period for practicing debate.

Week	Subject	Activity	Minimum Time Commitment
One	Country research and history of the United Nations	Research countries and UN Quiz on each	2-4 hours (+ongoing research throughout training period)
Two	Research of committee topics	Research of committee topics	4-8 hours (+ongoing research throughout training period)
Three	Position papers and opening speeches	Write a position paper and opening speech Practice opening speech in front of an audience	2-4 hours (+refine and continue practice opening speech throughout training period)
Four	Resolutions	Study the format of resolutions and write resolutions on committee topics	6 hours (+continued refinement throughout training period)
Five	Practicing parliamentary procedure	Study Rules and Procedures of IASIMUN and conduct practice sessions	6 hours
Six	Refining resolutions, opening speech, and debating	Review of all activities and practice	Concentrate on additional hours of mock sessions – more is better!

Week 1: Country Research and History of the UN

In the first week of training, delegates should familiarize themselves with their country and the history of the UN. Some of the answers are provided in the appendix, but students should try to find the answers themselves. In doing so, they will come across much more information that is also relevant. Students should take a quiz on these questions at the beginning of the second week.

1. What year was the UN established? Why?
2. Who are the 2 most recently serving Secretary Generals of the UN?
3. Name the 5 permanent members of the Security Council
4. What are the 5 main organs of the UN? What does each do?
5. How is the UN funded?
6. What are the maximum and minimum contributions each country can make to funding?
7. What was the annual operating budget of the UN?
8. Where are the UN headquarters located?
9. How many votes do you need in the GA in order to pass a resolution?
10. How many members are there in each of the following: GA, ECOSOC, SECURITY COUNCIL
11. Name 5 out of 8 of the Millennium Development Goals
12. Name 2 conflicts that were “successfully” resolved by UN peace keeping forces
13. How are members of the Security Council chosen? How long is the term?
14. How are members of the ECOSOC chosen? How long is the term?
15. Describe in your own words, the function and/or purpose of the UN.

Country research is also very important and should be an ongoing exercise throughout the 6 weeks. However, after the first week of training, a delegate should know at least the following information about his/her country:

- The type of government and the head of state
- The Gross Domestic Product (and GDP per capita) and type/power of currency
- The major religions, ethnicities, and languages of the country
- The general history of the country and major events in its past
- Organizations that the country belongs to (ex. NATO, EU, ASEAN, OPEC)
- Major industries and sources of income
- The population of the country and how that ranks in the world
- The most important current issues for the country
- Geographic considerations (natural resources, disasters, bordering countries)

This information is also quiz-worthy after the first week. Delegates should continue to build more specific knowledge of their countries throughout the training period.

Week 2: Research of committee topics

After delegates have a firm understanding of their countries and the history of the UN, they can begin researching the topics of their committees. The internet will offer the most sources, but delegates must be careful to get multiple sources for any information and to be critical of information, particularly if it is found on the internet.

As delegates research their topics, they should begin to think about how their country would react, given the knowledge developed in the first week. If a topic seems to have very little direct impact on a country, that delegate can also think about which countries it has strong relationships with and how those countries might react to the topic. Frequently at MUN conferences, the leader of a resolution will be a country not directly impacted by a problem. Such a delegate may take advantage of the fact that he/she may be more objective in the matter.

Delegates should collect as much background and current information on the topic to develop a full picture of what the problem is. For each topic, the delegate should be able to answer the following questions:

1. What is the basic problem?
2. Which countries/groups of people are affected most by this topic?
3. What is currently being done to resolve this issue?
4. What is my country's relationship to this topic?
5. What are the possible solutions to this problem? What is the most innovative solution you can imagine to the problem?
6. Where would the money or resources for the solution come from? Is this realistic?
7. Which of these solutions would my country support? Why?

Keep in mind that sometimes a country may not believe the topic is even a problem.

Some countries may argue, for example, that global warming is not strongly connected to greenhouse gas emissions. Perhaps a country that would not like limits on carbon emissions would consider arguing this.

Being able to answer the above questions and having a healthy stock of research will lay a solid foundation for the rest of conference preparation.

Week 3: Position Papers and Opening Speeches

Position Paper: After researching the committee topics, a delegate should attempt to write a position paper on each topic. This paper is essentially a short essay that describes the issue, what factors are at play, and what his/her country believes about the issue. A position paper should not be longer than half a page and should act as an exercise in determining the most important aspects of the topic from the perspective of the delegate's country.

Opening Speeches: At the conference, delegates will be expected to make an opening speech in their committees. This is a one minute speech. The main purpose of the opening speeches are for delegates to efficiently let other delegates know what their position on each topic is. This will help to bring like-minded delegations together during the "caucusing" period.

This is also an opportunity for delegates to showcase their speaking and writing abilities. Delegates with strong opening speeches will attract other delegates to work with them. The characteristics of a strong opening speech include the following:

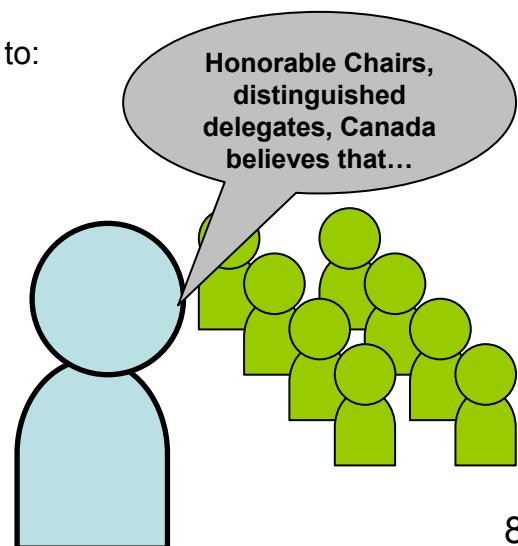
- Respectful of the other delegates and Chairs
- An attention-grabbing opening
- At least a brief statement about the delegates overall position on each of the topics
- Falls within the time limit
- Good volume, annunciation and eye contact

This is a formal speech, therefore it should be delivered in the 3rd person. For example, the delegate should say, "Canada believes that X," instead of "I believe that X."

The opening speech should begin with a line similar to:

"Fellow delegates, honorable Chairpersons..."

"Honorable Chairs, distinguished delegates..."



Week 4: Resolutions

A “resolution” is a document that is used in the United Nations to describe a topic under consideration and the proposed solution to that problem. Technically, a resolution is one long sentence that begins with an address, such as, “To the Human Rights Committee,” and has only one sentence final punctuation, a period at the end of the document.

A resolution is made up of a series of clauses, each beginning with an action phrase (ex. “Believing that...” “Calling upon nations to...” or “Suggests...”) and is divided into two parts, the “preambulatory” clauses, and the “operative” clauses. The form of a resolution may seem unnecessarily complicated at first, but delegates will quickly learn the few simple rules and be able to write resolutions without thinking too much about the form.

Preambulatory Clauses

The preambulatory section is the first part of the resolution and its clauses are not part of the solution to the issue. Instead, they are designed to describe the history of the topic and express why the topic is a problem under consideration. For example, a resolution may begin:

Environment Committee,

Alarmed that the volume of carbon emissions has doubled since 1990,

Aware that carbon emissions are directly affecting the Earth’s temperatures through a phenomenon known as global warming,

As you can see, each of the clauses begins with a verb and does not tell the reader how to solve the problem. It is only a description of the problem and selective information provided by the authors. You will also notice that each clause is divided by an empty line, that the verb is underlined, and there is a comma at the end of each clause. These are simply conventions adopted by the UN.

There is no “correct” number of preambulatory clauses. There should be as many as necessary to paint a general picture of the problem without too much or too little detail. Naturally, this is subject to interpretation. As a general rule, it is recommended that a resolution should have no fewer than half a page of preambulatory clauses and no more than a page.

Week 4: Resolutions

Operative Clauses

The operative clauses are the second part of the resolution and these clauses are the proposed solution to the topic. Like preambulatory clauses, they begin with an action phrase. However, each operative clause should be formulated as something that countries can actually act upon. Technically, UN resolutions are not binding, which means that they cannot command other countries to do something. Instead, they are considered recommendations. These recommendations are taken seriously, and can include incentives and punishments to enforce them.

For example, an operative clause cannot say: “Commands all nations to donate money to France,” or “Declares that France will donate all its money to Canada.” The UN simply does not have the power to make a sovereign country do something like that. Below are some examples of what operative clauses can do:

1. Calls upon all member states to provide monetary or tax incentives to industries that reduce their greenhouse gas emissions;
2. Requests the creation of a new UN organization that will monitor the amount of pollution each country contributes to the oceans of the world;
3. Encourages all member states to enact trade sanctions on any country that does not participate in initiatives to reduce pollution.

Although the third clause is an extreme solution, these are all possible operative clauses. You will notice that the action words are not underlined, as they are in preambulatory clauses, and that each clause of the operative section is numbered. You will also notice that each operative clause ends with a semi-colon, except for the last operative clause, which ends with a period.

Like preambulatory clauses, there is no “correct” number of operative clauses. The right number will depend on how thorough and clear the solution is.

Week 4: Resolutions

Training

Training for week 4 should include mastering the technical aspects of resolution writing, as described earlier in this section. Delegates should develop a level of comfort and familiarity with the form and language used in resolution writing. Once they have a firm grasp of the technical aspects of resolution writing, they should begin to write draft resolutions for their committee topics.

If delegates have written a position paper, it should be significantly easier to write the resolution. They will already have an idea of what the major problems are (preambulatory clauses) and what the solutions would be from the perspective of their countries (operative clauses).

It is very important at this point to recall that delegates are representatives of their countries rather than their own opinions. While they may share the opinion of the country they represent, if they do not, it is imperative that they let go of their own views and adopt those of their countries.

For the first week, it is suggested that delegates write 3 preambulatory and 3 operative clauses on at least 1 topic. Through weeks 5 and 6, they should add clauses, refine them, and do the same for the other topics in their committees.

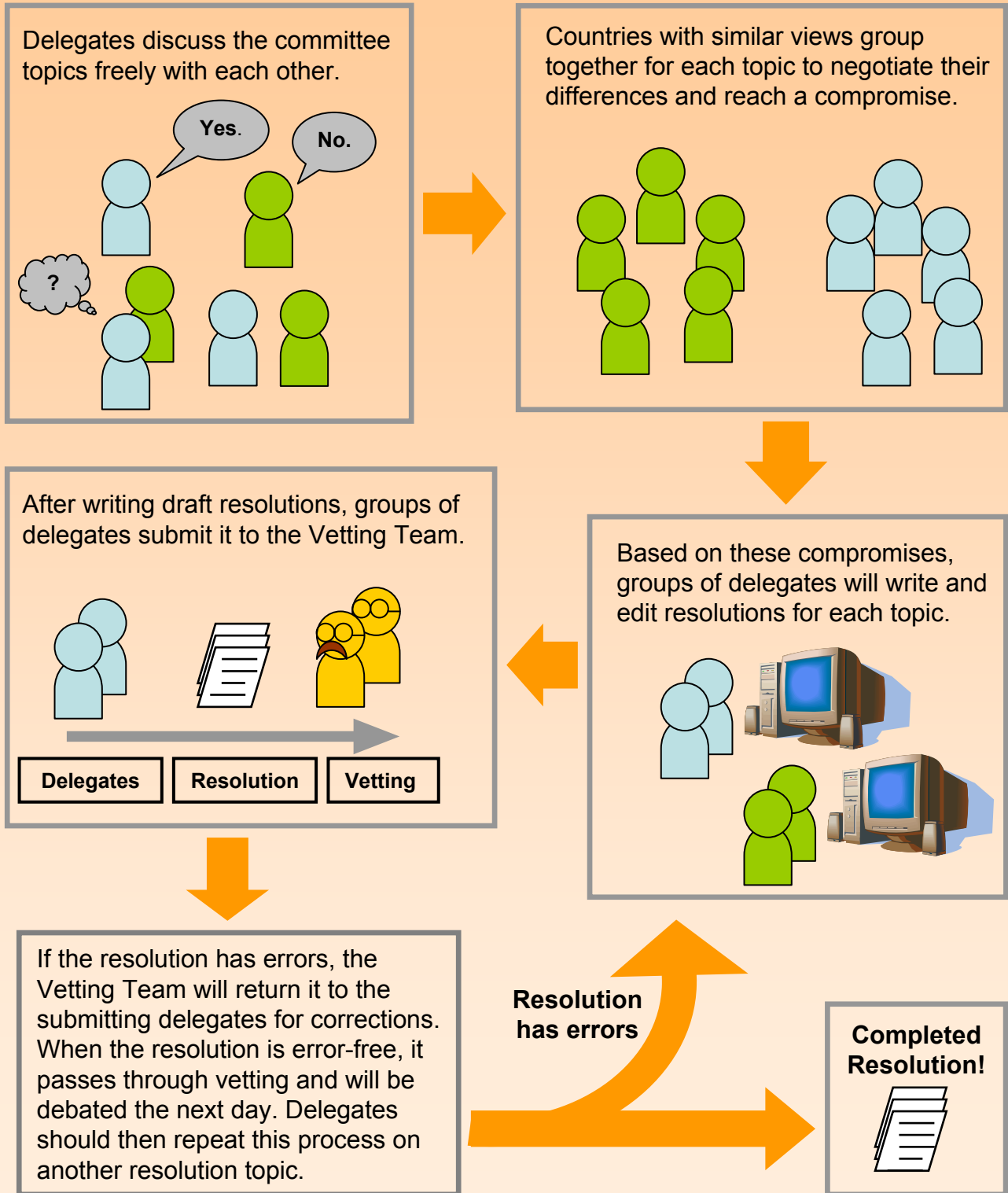
See the sample resolution and list of action phrases in the appendix.

How resolutions are used at conference

At the conference, prepared delegates will come with draft resolutions for each of their topics. On the first day of the conference, delegates with similar ideas on a topic will write a new resolution together that incorporates the most important elements from each of their own resolutions or position papers.

The views of some countries will be so different that it will not make sense for them to write a resolution together. Thus, at the end of the first day, there will be competing resolutions from different groups of delegates. The resolutions written on the first day of the conference will then be debated on the second and third days. See *Fig. 1* for a diagram of how caucusing will be done at a conference.

Fig. 1 PROCESSING RESOLUTIONS IN CAUCUS



Week 5: Parliamentary procedure

What is it?

Parliamentary procedure is a set of rules that describes how formal debates in the UN take place. During formal debate, delegates must refer to themselves, other delegates, and the Chairs in the third person. This is a formality that promotes civil and courteous discourse. Below is a list of examples of modes of address.

Incorrect Mode of Address	Correct Mode of Address
What do <u>you</u> think about the problem in Israel?	What does <u>the delegate of X</u> think about the problem in Israel?
Bogdan did not address the problem correctly.	<u>The honorable delegate of X</u> did not address the problem correctly.
I am very sure that the information is true.	<u>This delegate</u> is very sure that the information is true.
I disagree with <u>your</u> decision.	<u>The delegate of X</u> disagrees with <u>The Chair's</u> decision.

Delegates should familiarize themselves with the language and timeline of how debates are conducted. This can be found in the Rules and Procedures of IASIMUN 2009, which is also in the appendix. The Chair will be an expert at parliamentary procedure and will lead the committee debates so that it is always following correct parliamentary procedure. However, delegates should also be familiar with the different points and motions and modes of address.

Training

This is the most difficult skill to practice without actually attending a conference. If there are enough students that can meet together, it is suggested that they hold a mock session in which one student acts as the Chairperson and the rest debate a resolution. See the Rules and Procedures of IASIMUN 2009. This will help each student get a firm grasp of what the conference will be like.

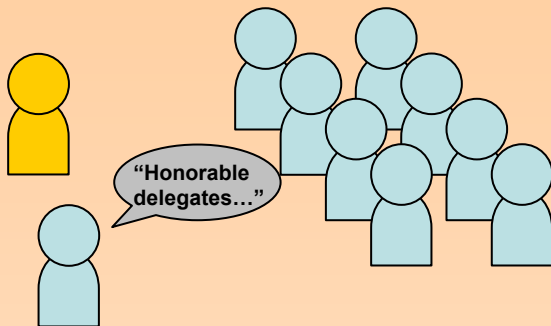
For participants of IASIMUN 2009, delegates can contact their Chairperson and ask for practice with the Chairperson. The MUN advisor of IASIMUN will also be giving a few seminars in different areas of Romania to practice parliamentary procedure with students. The seminar schedule will be posted in October, 2009.

See *Fig. 2* for a diagram of the basic flow of debate in parliamentary procedure.

Fig. 2 GUIDE TO PARLIAMENTARY PROCEDURE

NORMAL FLOW OF DEBATE

Chairperson chooses a resolution for debate and calls upon the primary sponsor to read the clauses.



After reading the clauses, the Chairperson sets debate time and the primary sponsor has the option to deliver a "for" speech.

The speaker may then choose to answer "points of information" from other delegates.

After all points are answered, the speaker may "yield the floor" back to the Chair, or ask to yield the floor to a specific delegate.

The Chair will then ask for more "for" and "against" speakers on the resolution. Each speaker will deliver a speech and have the option of answering points of information.

After all speeches are made or time for debate elapses, the committee votes on the resolution. A simple majority is needed to pass a resolution.

POINTS, MOTIONS, AND AMENDMENTS

Point of personal privilege

This is the only point that can interrupt a speaker and should be used only when there is a problem with hearing the speaker or another distraction in the room.

Motion to move directly into voting procedures

At any time during debate, a delegate may make this motion if he feels that further debate will not change the voting results.

Submit an amendment

Any delegate may submit an amendment to the Chairperson. It should aim to strengthen the resolution being debated.

Motion to caucus

This may be used if a delegate feels it is necessary to converse freely with others to make an amendment.

Motion to Extend Debate Time

When debate time is over, a delegate may motion to extend debate time.

Week 6: Refining resolutions, opening speech, and debating

In the time remaining before a conference, delegates should be refining their resolutions on all topics, practicing their opening speeches and working in groups to master parliamentary procedure.

For participants in IASIMUN 2009, there are also a number of ways to get in touch with the IASIMUN staff and other delegates to begin the work of making connections and working with others. There is a “Forum” on the IASIMUN website and contact information for all Chairpersons. Delegates are encouraged to reach out to others before, during and after the conference.

Just before the conference, all delegates should be prepared with the following:

1. At least 3-5 copies of each of your resolutions
2. Opening speech (1 minute)
3. Position papers (this is not required, but will help during caucus)
4. Pens and paper
5. Formal clothing for 3 days
6. Your resolutions on a memory stick, CD, or accessible through email

If you have any questions about content in the training manual, please contact us at info@iasimun.org

Good luck and see you in November!

Appendix – UN Facts

United Nations Facts

Established in June 1945

Current membership: 192 member states

Current Secretary General: Ban Ki-moon (Rep. of Korea)

Headquarters: International property in New York City

Permanent Security Council members: United States, Russia, China, France, UK

Organization:

- 1) General Assembly (GA)
- 2) Security Council
- 3) Economic and Social Council (ECOSOC)
- 4) Secretariat
- 5) International Court of Justice (ICJ)

General Assembly:

- This is the main body of the UN
- Voting is by simple majority rule, with the exception of “important” topics, which require 2/3 majority
- Decisions of the GA are essentially non-binding, thus the imbalance of representation with one-vote per country is not a controversy

Security Council:

- Has the power to make binding decisions for member states
- Consists of 5 permanent members and 10 rotating members, voted for 2 year terms by region
- Can commit and deploy UN peace keeping forces

Economic and Social Council:

- Made up of 54 members, elected for 3 year terms
- Assists GA in promoting economic and social cooperation

Secretariat:

- Headed by the Secretary General (list of the 8 Secretary Generals)
- Trygve Lie, Norway
- Dag Hammarskjöld, Sweden
- U Thant, Burma
- Kurt Waldheim, Austria
- Javier Pérez de Cuéllar, Peru
- Boutros Boutros-Ghali, Egypt
- Kofi Annan, Ghana
- Ban Ki-moon, South Korea
- Provides studies and information for the UN and its bodies

International Court of Justice:

- Located in The Hague, Netherlands
- Hears cases on war crimes, illegal state interference, ethnic cleansing

Appendix – UN Facts

Specialized Agencies:

- 1) Food and Agriculture Organization (FAO)
- 2) International Atomic Energy Agency (IAEA)
- 3) International Civil Aviation Organization (ICAO)
- 4) International Fund for Agricultural Development (IFAD)
- 5) International Labor Organization (ILO)
- 6) International Maritime Organization (IMO)
- 7) International Telecommunication Union (ITU)
- 8) United Nations Educational, Scientific and Cultural Organization (UNESCO)
- 9) United Nations Industrial Development Organization (UNIDO)
- 10) Universal Postal Union (UPU)
- 11) World Bank (WB)
- 12) World Health Organization (WHO)
- 13) World Intellectual Property Organization (WIPO)
- 14) World Meteorological Organization (WMO)
- 15) World Tourism Organization (UNWTO)
- 16) International Monetary Fund (IMF)
- 17) United Nations Development Programme (UNDP)

Funding:

- 1) The UN is funded by voluntary contributions from member states
- 2) The maximum contribution to the UN is 22% of its operating budget; the minimum contribution is 0.001% of its operating budget
- 3) The annual budget of the UN is \$4.19 billion
- 4) Top funding countries:
 1. United States 22.00%
 2. Japan 16.62%
 3. Germany 8.66%
 4. United Kingdom 6.13%
 5. France 6.03%

Functions:

- 5) Peacekeeping and security**
 1. Examples of successful interventions: Korean War, first Iraq War
 2. Rating is that 4/5 missions establish objective of peace
- 6) Human rights and humanitarian assistance**
 1. Guided by the Universal Declaration of Human Rights
 2. Example organizations: World Food Program, High Commissioner for Refugees, United Nations Human Rights Council
- 7) Social and economic development**
 1. Example organizations for social and economic development: UN Development Program (UNDP), World Health Organization (WHO) UNAIDS,
 2. Millennium Development Goals
 1. Eradicate extreme poverty and hunger;
 2. Achieve universal primary education;
 3. Promote gender equality and empower women;
 4. Reduce child mortality;
 5. Improve maternal health;
 6. Combat HIV/AIDS, malaria, and other diseases;
 7. Ensure environmental sustainability; and
 8. Develop a global partnership for development.

IASIMUN 2009

RULES AND PROCEDURES

General Rules of Conduct

Participants of IASIMUN are expected to be respectful toward others in the interest of productive discussion and learning. Participants of IASIMUN are representatives of themselves, their schools, localities, and country. Therefore, all participants will be held to the highest standards of behavior, inclusive of the following rules and procedures of the conference.

1. The official language of IASIMUN is English and all delegates are expected to communicate during the conference in English, without exception. Profanity is strictly prohibited and insults against other participants (direct or otherwise) are forbidden.
2. Participants of IASIMUN are expected to dress formally during conference hours. See the FAQ on the IASIMUN website for more specific information on what qualifies as formal wear.
3. Smoking is prohibited on the property of the school.
4. Alcoholic consumption is prohibited during the conference.
5. Cell phones should be turned off or put in silent mode during the conference. Participants are expected not to answer calls with the exception of emergencies.
6. Delegates are expected to be familiar with the rules of procedure of IASIMUN.
7. Use common sense and treat the conference space respectfully.

Powers and Responsibilities of the Chairperson

The Chairperson is responsible for interpreting the rules of procedure in his/her committee. Once formal debate is declared in session, a delegate may only speak after the Chairperson has granted him/her the floor. Delegates must yield the floor back to the chair before debate can continue.

Chairpersons have the following powers and responsibilities:

1. Setting debate time, speech times, and number of points of information (also the order of points of information)
2. Extending or reducing debate time
3. Deciding the order of resolutions to be debated in committee and the order of "for" and "against" speeches
4. Conducting votes
5. Rejecting amendments on the grounds of redundancy or lack of substance
6. Clarifying points of information and acting as an intermediary between delegates during formal debate
7. Issuing warnings and dismissing delegates
 - A. Delegates will receive 3 warnings for misconduct
 - i. On the first warning, no punitive action will be taken
 - ii. On the second warning, a delegate will lose speaking rights
 - iii. On the third warning, a delegate will lose voting rights
 - iv. On the fourth infraction, a delegates will be removed from the conference

- B. Serious misconduct may result in an immediate dismissal from the conference; this will be dealt with on a case by case basis
- 1. Managing administrative staff when the Chief of Administrative Staff is absent
- 2. The Chairperson has the right to break any tie-votes in committee

Procedure for Processing a Resolution

On the first day of the conference, delegates will be given sufficient time to informally discuss the topics of their committee. This activity is called “caucusing” and will take up the majority of the first day. During the caucus, delegates will attempt to find other delegates that share similar views on each of the topics. Delegates with similar views will group together and write a “resolution,” which is a formal document that describes a proposed solution to the committee topic. The following steps must be completed in order to process a resolution:

1. Discuss the topics with other delegates of the committee
2. Write a draft resolution with delegates who share a similar position on a topic (the computer lab will be available for delegates to write their resolution)
3. Submit the draft resolution to the “vetting team”
 - A. The resolution should have a designated “main submitter,” and a list of “co-submitters”
4. If the resolution has any formatting or language errors, it will be returned to the delegates and they will have an opportunity to make corrections on computer
5. Re-submit the resolution to the vetting team
6. Repeat steps 4 and 5 until there are no more errors in the resolution
7. Once the resolution is error-free, the vetting team will assign the resolution a number (ex. ECOSOC 1)
8. The resolution will be debated formally on the second or third day of the conference

Modes of Address

Delegates must refer to themselves and each other in the third person during formal debate. Therefore, instead of saying “I believe that you should change this resolution,” a delegate should say, “This delegate (or the delegate of X) believes that the delegate of Y should change this resolution.” Below are a few more examples of this rule. The reason for this convention in the UN (and therefore MUN), is that it ensures a high level of formality and respect between members of a debate.

Incorrect Mode of Address	Correct Mode of Address
What do <u>you</u> think about the problem in Israel?	What does <u>the delegate of X</u> think about the problem in Israel?
Bogdan did not address the problem correctly.	<u>The honorable delegate of X</u> did not address the problem correctly.
I am very sure that the information is true.	<u>This delegate</u> is very sure that the information is true.
I disagree with <u>your</u> decision.	<u>The delegate of X</u> disagrees with <u>The Chair's</u> decision.

Procedure for Debating a Resolution

On the second and third days of the conference, all of the resolutions processed through the vetting team on the first day will be debated formally in each committee room.

For each resolution, the following procedure will be used:

1. The Chairperson will announce which resolution will be debated
2. The primary author of the resolution will read all of the clauses of the resolution out loud while other delegates read along on their own copy of the resolution
3. The Chairperson will set debate time
4. The main submitter of the resolution will be asked to deliver a “for speech,” in which the delegate explains why other delegates should vote for the resolution (this speech is typically 1-3 minutes, and the Chairperson will set the time before the speech)
5. The Chairperson will then ask the delegate if he/she is “open to points of information” (questions from other delegates about the resolution)
6. If the delegate accepts points of information, any delegate in the committee may raise his/her placard (a card with the name of a delegate’s country)
 - A. If a delegate is called on by the Chairperson, he/she may ask a question to the delegate that just made a speech
 - i. This point of information may criticize a perceived weakness of the resolution, ask about things that are not addressed in the resolution, or ask for clarification on a point that is not clear
 - ii. The point of information must be stated in the form of a question; thus a delegate may not simply make a statement against the resolution
 - iii. If the delegate asking the point of information wants to ask a second question, he/she may ask the Chairperson, “Request for a followup;” if granted, the delegate may ask a second question
7. After points of information are answered by the speaker (or if the speaker refuses to answer points of information), the Chairperson will take back the floor.
 - A. In “closed debate,” speeches on the resolution will rotate between a “for speech” and an “against speech”
 - B. In “open debate,” the Chairperson will ask if there is anyone who wants to speak about the resolution being debated regardless of whether it is “for” or “against”
8. The Chairperson will repeat steps 4-7 for each delegate that speaks about the resolution being debated
9. Once time for the debate has elapsed, the Chairperson will call for a vote on the resolution
 - A. Delegates may for “for,” “against,” or “abstain” on a resolution
 - B. An abstention means that a country does not feel strongly enough to vote for or against a resolution
 - C. A simple majority of for votes is required to pass a resolution; the total number of votes includes abstentions (this means that abstentions effectively count as against votes)
 - D. Note-passing is not permitted during voting procedures
 - E. The Chairperson will break a tie-vote
10. After a resolution is debated, the Chairperson will pick the next resolution and repeat steps 1-10

Points and Motions

During formal debate, a delegate may rise to any of the following points and motions by raising his/her placard and calling out the point or motion:

Point of information: A point of information is a question addressed to another delegate who has the floor during debate. Delegates do not need to raise their placards to ask a point of information. The Chairperson will ask which delegates would like to ask a point of information at the appropriate time. A point of information must be in the form of a question and must directly relate to the resolution being debated.

Point of personal privilege: A point of personal privilege may interrupt a speaker and should be used only when there is a problem with audibility or comfort. A point of personal privilege may be used when the speaker is not speaking loudly enough or if the room is too hot/cold to concentrate.

Point of order/Point of parliamentary procedure: A point of order may not interrupt a speaker. It is used to ask the Chairperson about parliamentary procedure. This should be used if a delegate believes there was a mistake in how the debate process is being conducted. The Chairperson will immediately issue a ruling on the point of order.

Point of personal inquiry: A point of personal inquiry may not interrupt a speaker. It is used to ask any question to the Chairperson that is not appropriate for another point or motion. For example, a delegate may ask the Chairperson how many minutes remain in debate.

Motion to extend debate time: This motion may not interrupt a speaker. It can be used at the end of debate time if a delegate believes there needs to be more debate on a given resolution. The motion must be seconded in order to receive a vote. If there are any objections, the Chairperson may ask delegates to make short speeches on why there should or should not be an extended debate. The Chairperson will hold a vote on whether to extend debate time with a simple majority being necessary to pass the motion. The Chairperson will set the time of the extension.

Motion to move directly into voting procedures: This motion may not interrupt a speaker. It may be used at any point during the debate of a resolution if a delegate feels that further debate will not change the outcome of the vote. The motion must be seconded in order to receive a vote. If there are any objections, the Chairperson may ask delegates to make short speeches on why the committee should or should not move directly into voting procedures. The Chairperson will hold a vote on whether to move directly into voting procedures with a simple majority being necessary to pass the motion. The Chairperson may overrule this decision if he/she feels the motion is being used to unfairly disadvantage a resolution's ability to gain votes through debate.

Motion for recess to discuss resolution in caucus: This motion may not interrupt a speaker. It may be used at any point during the debate if a delegate feels that it is necessary to talk informally with other delegates to write an amendment or reorganize support/opposition against the resolution. The motion

must be seconded in order to receive a vote. If there are any objections, the Chairperson may ask delegates to make short speeches on why the committee should or should not recess. The Chairperson will hold a vote on whether to move into recess with a simple majority being necessary to pass the motion. The Chairperson will set the time of the recess.

Amendments

At any time during the debate of a resolution, any delegate may write an amendment to the resolution and send it to the Chairperson. An amendment should change or add to the operative clause(s) of a resolution being debated in order to gain more support.

This could mean adding more detail to clauses, deleting clauses, or adding new clauses. The following procedures will be taken for any amendment:

1. The Chairperson will decide whether the amendment is relevant and properly formatted for the resolution; if not, he/she will send it back to the delegate with a description of why it is rejected
2. The Chairperson will pick the earliest convenient time to interrupt regular debate and introduce the amendment; the Chairperson will set debate time for the amendment
3. The delegate who writes the resolution will take the floor, read the proposed amendment and give a for speech on the amendment
4. The amendment will then be debated like a resolution with for and against speeches and points of information
5. After debate, there will be a vote on the amendment
 - A. The amendment passes with a simple majority of votes
 - i. Abstentions are not allowed for amendments
 - ii. The Chairperson will break a tie-vote
6. If the amendment passes, debate on the resolution will resume with the changes; if the amendment fails, debate resumes without the changes

Note Passing

During formal debate, there will be administrative staff members in each committee room, who will pass notes between delegates. Private communication between delegates is otherwise prohibited. The content of notes must pertain to the topics of the committee. Personal messages are strictly forbidden and administrative staff will not send notes that are not professional and relevant. Delegates may receive a warning if the contents of notes are not appropriate.

Notes may be sent to the Chairperson. Amendments should be sent to the Chairperson in the form of a note. The Chairperson may suspend note passing if it becomes a distraction in the committee.

Preambulatory and operative phrases

(From Instructional guide by Stein I. and Williams D. Instructional Guide, 10th Edition. The Hague International Model United Nations, 1999)

Preambulatory phrases

Acknowledging
Affirming
Alarmed by
Approving
Aware of
Believing
Bearing in mind
Confident
Congratulating
Contemplating
Convinced
Declaring
Deeply concerned
Deeply convinced
Deeply disturbed
Deeply regretting
Deploring
Desiring
Emphasising
Expecting
Expressing its appreciation
Expressing its satisfaction
Fulfilling
Fully alarmed
Fully aware
Fully believing
Further deploring
Further recalling
Guided by
Having adopted
Having considered
Having devoted attention
Having examined
Having heard
Having received
Having studied
Keeping in mind
Noting further Noting with appreciation
Noting with approval
Noting with deep concern
Noting with regret
Noting with satisfaction
Observing
Pointing out
Reaffirming
Realizing
Recalling
Recognizing
Referring
Reminding

Seeking
Taking into account
Taking into consideration
Taking note
Viewing with appreciation
Welcoming

Operative phrases

Accepts
Affirms
Approves
Asks
Authorises
Calls for
Calls upon
Condemns
Congratulates
Confirms
Declares accordingly
Deplores
Designates Encourages
Endorses
Express its appreciation
Express its hope
Further invites
Further proclaims
Further recommends
Further requests
Further resolves
Hopes
Invites
Proclaims
Proposes
Recommends
Regrets
Requests
Resolves
Seeks
Strongly affirms
Strongly condemns
Strongly urges
Suggests
Supports
Trusts
Transmits
Urges

SAMPLE RESOLUTION FOR USE IN TRAINING
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Question of: HIV/AIDS related stigma

Sponsor: Republic of Indonesia

Co-submitters:

Human Rights Commission,

Deeply convinced that stigma remains the single most important barrier to public action,

Fully believing that AIDS is a preventable disease,

Recalling paragraph 13 of the 2001 Declaration of Commitment on HIV/AIDS, which states that: “Stigma, silence, discrimination and denial, as well as lack of confidentiality, undermine HIV prevention, care and treatment, and increase the impact of the epidemic on individuals, families, communities and nations.”

Acknowledging that women, children, minorities, indigenous people, poor people, migrant-workers, refugees, sex workers and prisoners living with HIV/AIDS may be disadvantaged and discriminated due to their legal status or lack of human rights protection,

Affirming with concern that self-stigma and social prejudices prevent people from taking HIV tests or antiretroviral drugs,

Taking into consideration the following factors which trigger HIV/AIDS discrimination:

- a) HIV/AIDS is a life-threatening disease
- b) there is an abundance of inaccurate information about HIV/AIDS
- c) it is usually associated with behaviours (homosexuality, drug addiction, promiscuity) and with sexually transmitted diseases(STD), which have always been highly stigmatized
- d) interferes with some religious beliefs,

Alarmed by the study conducted by UNDP together with Oxford University- “Living with HIV in Eastern Europe and CIS: The human cost of social exclusion”- which outlined the worrying increase of 140% since 2005 in the number of people living with the virus in the above-mentioned areas,

Reminding Member States the duties and obligations which they have committed to respect by signing the 2001 Declaration of Commitment on HIV/AIDS, which is to implement effective strategies in order to support the emancipation of women in what concerns their sexuality and their full enjoyment of human rights , as well the enforcement of regulations to stop discrimination against people living with HIV/ASIDS and other vulnerable groups (para. 58),

Welcoming that 67% of the countries have already implemented some form of legislation to protect People Living with HIV/AIDS (PLWHA),

Reminding world countries that eradicating AIDS, and thus HIV/AIDS related stigma, is one of the Millennium Development Goals (MDG), which they have committed to fulfill,

Underlining that right limitations can fuel the spread of the epidemic and exacerbate the impact of HIV,

Applauding the work of the Joint United Nations Programme on HIV/AIDS (UNAIDS) which empowers individuals and communities to claim their rights in the context of the HIV epidemic,

1. Supports the second Strategic Objective of the World Health Organization (WHO), which is to combat HIV/AIDS, tuberculosis and malaria;
2. Requests the implementation of proper legislation by national governments by giving them the necessary incentives in the form of food supplies, medical assistance and resources, which should contain laws regarding:
 - a) non-discrimination and equality before law- same access as others to services,
 - b) right to health(right not to be denied medical help on the basis of HIV status),
 - c) right to security of person,
 - d) right to travel freely(access not be denied when entering another country),
 - e) right to work (right not to be fired or mistreated due to HIV status),
 - f) right to be socially, politically and culturally active,
 - g)right to seek and enjoy asylum,
 - i) right to confidentiality and privacy on the part of the part of the medical apparatus,
 - j) proper punishment for those who infringe the above-mentioned rights (n.b. “proper” means following the principle of proportionality);
- 3.Asks the UNAIDS to create, together with national authorities and national NGO’s, informative campaigns in order to make society members aware of how HIV/AIDS is transmitted and how it can be prevented, targeting groups such as, but not limited to:
 - a) sex workers,
 - b) people who use drugs,
 - c) men who have sex with men,
 - d) prisoners,
 - e) medical staff working directly with people infested with the virus,
 - f) employers in the most diverse fields of activity;
4. Urges Member States to allow and help the establishment of special social centres, which:
 - a) will function under the UN’s supervision and be assessed by a Special UN Rapporteur every six months,
 - b) will be placed in the major cities of a country(maximum five per country- it depends on the country),
 - c) aims at including people living with HIV/AIDS, who will be encouraged to enroll, in the local community,

- d) will conduct social programmes and hold weekly meetings, which will support exchange of experience, workshops and social labors,
- e) asks members of the society(volunteers) to actively involve themselves in the discussions and projects,
- f) will reward the most prominent volunteers with international acknowledged certificates given by the UN,
- g) will be funded by the UN, the WHO and UNAIDS, which will also take part in the establishment and running of these centres and which are expected to submit proposals for future courses of action, so as this project to have a powerful social impact;

5. Decides to remain actively seized in the matter.