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**MUNC Revolution Good Practice Guide Vol. 2**

**Incorporating Technology into a Model United Nations Conference to Support Learning Outcomes**

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# MUNC Revolution

Good Practice Guide Vol. 2  
Incorporating Technology into a  
Model United Nations Conference to  
Support Learning Outcomes



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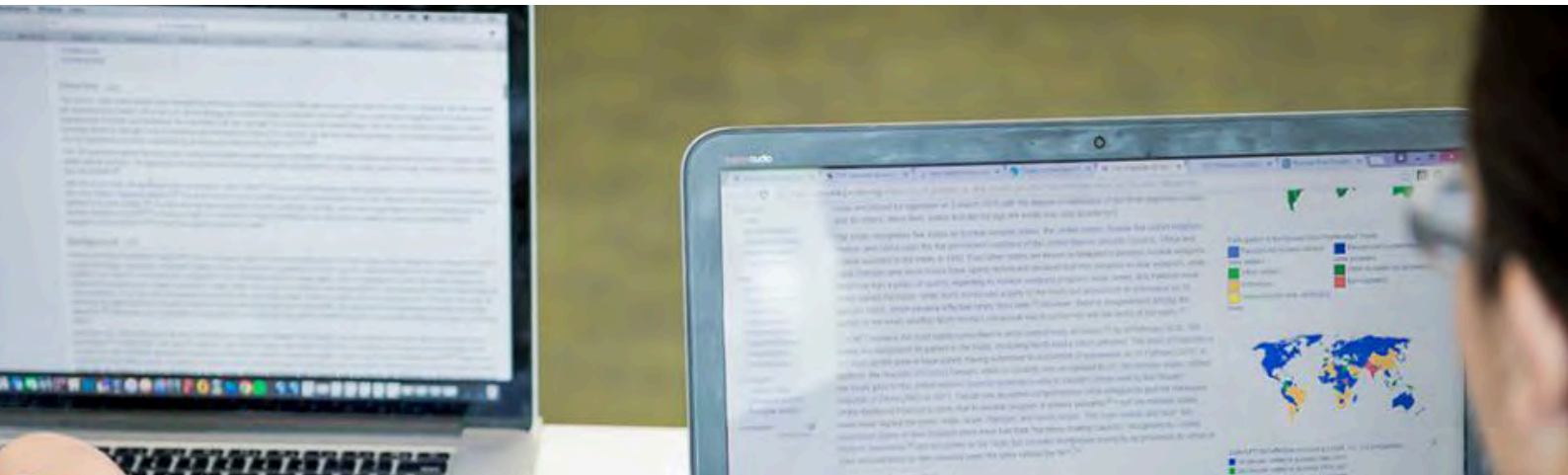
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## LIST OF ACRONYMS

**GSOC** Global Strategic Operations Centre  
**ICONS** International Communication and Negotiation Simulations  
**IR** International Relations

**MUNC** Model United Nations Conference  
**PHEIC** Public Health Emergency of International Concern  
**UN** United Nations  
**WHO** World Health Organization

## PURPOSE OF THIS GOOD PRACTICE GUIDE

The following toolkit has been designed to assist convenors of Model United Nations Conferences. The scenarios and teaching plans contained within this toolkit have been researched and tested throughout the life of the research project “Is participation in technology enhanced Model United Nations Conferences the employability skills solution for learners?” This project was supported by the Australian Government Office for Learning and Teaching as a seed grant. In designing this toolkit the research team has placed a strong emphasis on reinforcing the employability skills that the learner can acquire through a Model UN simulation based learning experience.

Within this toolkit educators will find ideas, resources, and scenarios to successfully execute their own Model United Nations

Conferences. Each scenario has been crafted in a way that offers educators an insight into scenario design, which will enable the educator to design their own scenarios in the future. The scenarios contained within this guide were designed using the software platform ‘The Global Strategic Operations Centre.’ That being said, the scenarios are of a nature that they may be utilised without the technological enhancement.

The research team has also provided open access to their conference resources including country delegate placards, rules of procedure, and delegate preparation documents. Additional resources are freely available from the project website.

[www.muncrevolution.com](http://www.muncrevolution.com)

*The simulation of intergovernmental negotiations has been commended as one of the most powerful learning experiences for students (Haack, 2008; McIntosh, 2001).*



## BACKGROUND TO THE MODEL UNITED NATIONS CONFERENCE

The aim of this good practice guide is to provide educators with an insight into using technology to enhance a Model United Nations Conference. The guide will first provide an introduction to the Model UN platform, including a brief overview regarding the incorporation of technology. The guide will then support a good practice approach to incorporating technology into a MUNC to achieve specific learning objectives. This guide builds upon Volume One of this Good Practice Guide series. The intent of this guide is to provide educators with the tools required to enable them to use technology and the Model UN platform to maximise the educational benefit for learners.

### Background

Conceived in the 1920s, the simulation of intergovernmental negotiations has been commended as one of the most powerful learning experiences for students (Haack, 2008; McIntosh, 2001). The first recorded MUNC occurred in March 1947 and the prevalence of MUNCs has increased to a reported 400 conferences hosting 200,000 to 400,000

delegates on an annual basis (Crossley-Frolic, 2010; Muldoon, 1995; Obendorf & Randerson, 2013; Perrin, 2013). These conferences require delegates to adopt the persona of a designated country during simulated international discussions. Delegates must research their countries' position on a pre-determined topic or theme and represent the country accordingly (McIntosh, 2001; Obendorf & Randerson, 2013; Taylor, 2013). Model United Nations Conferences are an effective educational tool in which students must cooperate with peers and provide solutions to complex real-world issues (Starkey & Blake, 2001). Published research has provided evidence that students develop communication, presentation, negotiation and research skills by participating in these active learning exercises (Haack, 2008; Hall, 2015; Taylor, 2013).

### The use of Technology in Model UN Conferences

Traditionally, technology has played a minor role in MUNCs, most commonly in a behind-the-scenes administrative capacity. However, recent

innovations in e-simulations (e.g., Cybulski et al., 2010) are beginning to accumulate evidence in support of the technological enhancement of simulations for educational purposes. The world of MUNC has been slow to embrace the potential for technological simulations, although the same cannot be said for their home discipline of International Relations (IR). Arguably, the earliest use of technology within the field of IR simulations is the International Communication and Negotiation Simulations (ICONS) Project from the University of Maryland established in the 1980s. ICONS was designed to use interactive technologies to engage participants in authentic simulations that would require them to critically think, make, and defend difficult decisions (ICONS Project, 2016). Obendorf and Randerson (2012) used the Blackboard platform as a support mechanism for their MUNCs through the University of Lincoln. These authors attest to the importance of face-to-face engagement, claiming that technology enhances, but does not replace, embodied social experiences. These and other researchers state that the primary role of technology in the MUNC context is to enhance communication rather than computation (Obendorf & Randerson, 2012; Starkey & Blake, 2001).

## Good Practice

As posited within Volume One of the Good Practice Guide series, the success of the MUNC platform as an active learning approach is vested in the practice of the educator. Central to the practice of simulations is recognition of the transitional role of the educator. Traditionally, the educator was seen as the expert on a topic (Lederman, 1984). However within simulation exercises, such as Model United Nations, the educator adopts the role of a facilitator (Hertel & Millis, 2002).

The degree to which students understand and recognise the educational value of MUNCs relies upon the approach taken by the instructor (McIntosh, 2001; Obendorf & Randerson, 2013; Taylor, 2013). The incorporation of technology into the MUNC process is no different. As a facilitator, the educator must determine the level of interaction the learner shall have with technology and then encourage and create the conditions under which this engagement can thrive.

In an effort to assist educators with this process, the project team created a software platform called the Global Strategic Operations Centre (GSOC). Central to the educational use of the GSOC platform is the creation of realistic scenarios and background research into the impact of these scenarios as situated in multiple contexts and cultures, as well as the examination of learner-created resolutions to mitigate that impact. Enhanced simulations serve to encourage or motivate learners to participate more freely in MUNCs.

Published research has clearly discerned that in order to maximise the learner value of the MUNC process, the educator must focus on three phases of a successful simulated learning exercise, that is: pre-conference planning and briefings, the conference itself, and the post-conference de-briefing (Hertel & Millis, 2003; Obendorf & Randerson, 2013; Starkey & Blake, 2001; Taylor, 2013). A phased approach is particularly important when adding the complexity of technological enhancement. For a more detailed commentary on these phases see Volume One of the Good Practice Guides.



# SCENARIOS

This practice guide provides three Model United Nations scenarios for educators to utilise. Each scenario provided offers a background briefing, a suggested teaching plan, potential assessment topics, and a list of resources.

## 2015 Public Health Emergency of International Concern (PHEIC)



Time allotted for conference: 6 hours  
Number of Countries: Unlimited  
Escalation Scenarios: 4

This scenario tasks learners to confront an escalating global pandemic, the case used to support this scenario was the H5N1 pandemic, as investigated by the World Health Organization. Learners are made aware of the severity of the pandemic via an indication of the crisis level. Within the GSOC platform, this indicator is a star value, which is also linked to a colour on the world map. The darker the colour, the more severe the crisis is for that particular country. Throughout the crisis, educators are able to either escalate the level of crisis or, as is provided within this scenario, bombard learners with a multitude of potentially irrelevant information. The intent behind the design of the

escalation scenarios included here was to compel delegates to stay on task.

### Initial Crisis Indicators

The WHO Director-General, on the advice of an Expert Panel, has declared a Public Health Emergency of International Concern (PHEIC). The expert panel has deemed the H5N1 Influenza to be responsible for reports of animal and human deaths. The mortality rate of the Influenza varies from country to country, with the strain within South East Asia appearing to be the most virulent, with a mortality rate of close to 80 per cent. States are duly advised to activate respective measures and engage in international diplomatic measures to:

1. Reduce the likelihood of the international spread of the Influenza; and
2. Mitigate the impact on those countries impacted by the PHEIC.



Country	Crisis Level
People's Republic of China	+4
Republic of Korea	+2
Thailand	+4
Viet Nam	+3
Japan	+2
Cambodia	+3.5
Lao PR	+3
Indonesia	+4.5
India	+2
Austria	+1
Iran	+3
Poland	+2
The United States of America	+1
The United Kingdom	+2
Kuwait	+3
Romania	+2
Iraq	+3
Bulgaria	+2
Nigeria	+4
Greece	+2
Italy	+1
France	+2
Israel	+2
Egypt	+3
Denmark	+2

Members will be updated on any changes in the crisis level, and the effect of their actions. Priority will be given to multilateral resolutions, prior to any unilateral action being examined.



## Escalation Scenario #1

### Democratic People's Republic of Korea Nuclear Weapons Test - Six Party Talks in Disarray

#### **Countries Afflicted: DPRK, ROK, USA, Russia, Japan, China**

Message: Unusual seismic activity has been detected around the Punggye-ri underground nuclear test site. The KNCA (DPRK State News Agency) has confirmed that the 'the nuclear test was carried out at a high level in a safe and perfect manner using a minaturised and lighter nuclear device with greater explosive force than previously, the detonation did not pose any negative impact on the surrounding ecological environment.'

Country	Crisis Level
People's Republic of China	=
Republic of Korea	+4
North Korea	+2
Russia	+3
Japan	+4
The United States of America	+3



## Assessment Topics

In addition to students formulating a country position paper in relation to the implications of a global pandemic for their allocated country, alternative assessment topics may include the following:

- How does the character of a nation's population influence its ability to confront an epidemic?
- What more could the international community have done to confront the Ebola pandemic of 2015?
- What role can technology play in mitigating the impact of pandemics in the 21st century?



## Escalation Scenario #2

### H1N1 Detected in Swine within Indonesia

#### **Countries Afflicted:** Indonesia, Global Alert and Response Level Increased by +1

Message: Routine testing of swine within Indonesia has returned positive. Whilst H1N1 has a decidedly low mortality rate (around 0.02%) the 2009-2010 H1N1 pandemic infected at least one in five people worldwide. A global crisis alert has been generated given concerns that H1N1 and H5N1 may mutate into a highly virulent influenza.

Country	Crisis Level
Indonesia	+5
Rest of World	+1



## Escalation Scenario #3

### Earthquake in Japan

#### **Countries Afflicted:** Japan

Message: A 7.8 magnitude earthquake has struck in Shimoda, Shizuoka, Japan. More details as they come to hand.

Country	Crisis Level
Japan	+2



## Escalation Scenario #4

### Civil Unrest Within the United States of America: Travel Advisory Issued

#### **Countries Afflicted:** The United States of America

Message: A number of countries have issued travel advisories regarding a high level of violent civil unrest taking place within the United States of America. Estimates show the economic impact of the advisory to be significant with individuals cancelling planned trips to the United States. The US government is yet to respond.

Country	Crisis Level
The United States of America	+2

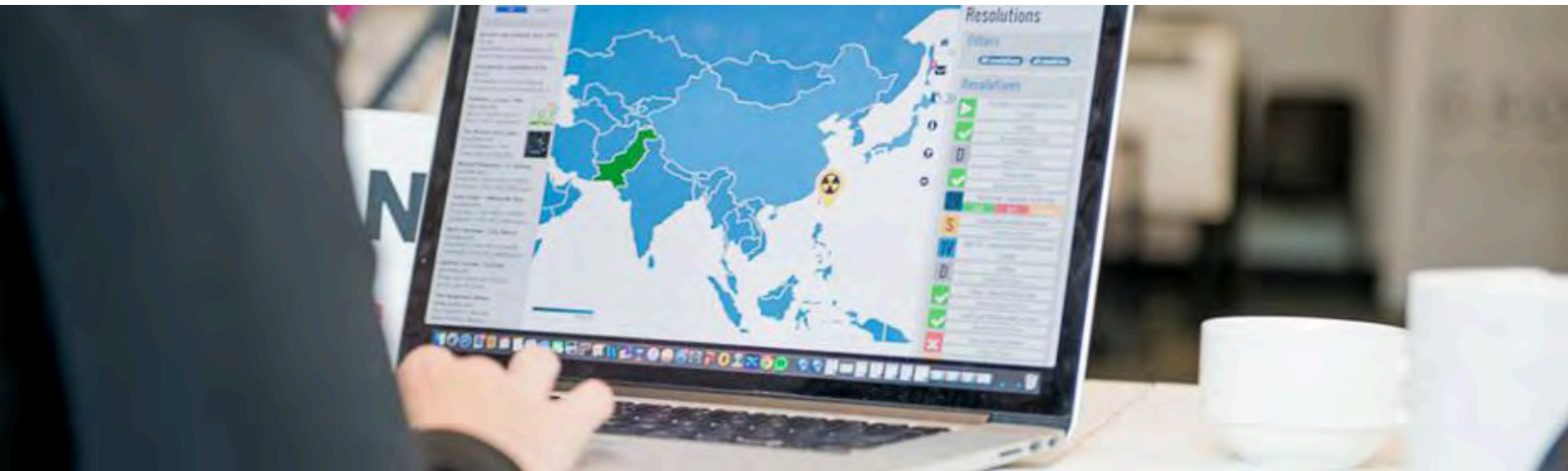
## Additional Resources

Centre for Disease Control. (2015, October 20). *CDC Resources for Pandemic Flu*. Retrieved January 28, 2016, from <http://www.cdc.gov/flu/pandemic-resources/>

Fineberg, H. V. (2014). Pandemic Preparedness and Response — Lessons from the H1N1 Influenza of 2009. *New England Journal of Medicine*, 370(14), 1335–1342. doi:10.1056/nejmra1208802

World Health Organization. (2013, June 10). *Pandemic Preparedness*. Retrieved January 28, 2016, from <http://www.who.int/influenza/preparedness/pandemic/en/>

Theme/Topic			
<b>2015 Public Health Emergency of International Concern</b>			
<b>Aims</b>	To introduce students to the complexities of consensus-building in confronting ongoing and escalating global security threats.		
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Assess the implications of a pandemic for the national power of a state</li> <li>2. Evaluate the role of the World Health Organization and the broader threat posed by international health insecurity</li> <li>3. Construct a viable outcome document reached via consensus</li> </ol>	Evidenced By	<ol style="list-style-type: none"> <li>1. Country briefing paper and content of speeches made during the conference</li> <li>2. Country briefing paper and contribution made during the debriefing process</li> <li>3. The content of the outcome document is accepted by all parties by consensus, and is in line with each state's national interest</li> </ol>
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>• The role of the World Health Organization and efforts embraced by countries to respond to pandemics</li> <li>• Concepts of the cooperation and consensus embedded within the UN Charter and the IHR</li> </ul>		
<b>Resources</b>	A short overview of the IHR supported by a case study regarding the lessons learnt from the 2009 H1N1 pandemic (see additional resources)		
<b>Activities</b>	<b>Educator Activity</b> <ul style="list-style-type: none"> <li>• Lecture: The role of the World Health Organization in the 21st Century</li> <li>• Provide initial background briefing to learners</li> <li>• Distribute escalation scenarios at appropriate intervals during conference</li> </ul>	<b>Learner Activity</b> <ul style="list-style-type: none"> <li>• Research assigned country and/or author a country briefing memo</li> <li>• Participate in Conference</li> <li>• Contribute towards the final outcome document</li> </ul>	<b>Additional Activities</b> <ul style="list-style-type: none"> <li>• Conference strategy paper – have learners map their strategy for the conference</li> <li>• Review the Rules of Procedure</li> <li>• Regional meetings prior to official conference</li> </ul>
<b>Evaluation / Debrief</b>	<b>Educator Debrief Questions</b> <ul style="list-style-type: none"> <li>• What were the key issues addressed today?</li> <li>• What real life issues were missing from today's conference? What sort of an impact did this absence have on proceedings?</li> <li>• How would you describe the processes that led to today's outcome document?</li> </ul>	<b>Learner Debrief Questions</b> <ul style="list-style-type: none"> <li>• Do you think you spent enough time preparing for today's conference?</li> <li>• What goals did you hope to achieve at today's conference?</li> <li>• How did you set about achieving these goals?</li> </ul>	<b>Peer Debrief Questions</b> <ul style="list-style-type: none"> <li>• What were the greatest obstacles you faced during today's conference?</li> <li>• How did you overcome those obstacles?</li> <li>• What did you learn today?</li> </ul>



## Diaoyu Islands Missile Crisis



Time allotted for conference: 3 hours  
Number of Countries: Unlimited  
Escalation Scenarios: 2

Following the construction of artificial islands in 2015, as part of the ongoing South China Sea dispute, a number of countries, inclusive of Australia and the United States, deployed military assets to the region. This scenario, playing on history, speculates on a potential Chinese response. Specifically, the scenario looks to a relocation of 1962's Cuban Missile Crisis to the South China Sea, and tasks learners to work with Chinese representatives on a way to prevent the deployment of tactical nuclear weapons to the Diaoyu Islands. Within this simulation the escalation scenarios are designed to act in a "ticking timebomb" fashion in order to push the delegates towards a resolution.

### Background Briefing

In contrast to previous scenarios the background briefing for this exercise was given in two stages. In order to assist the delegate for China to prepare adequately, it is recommended that they

are provided an advance briefing prior to the wider committee being made aware.

### Confidential Briefing to the People's Republic of China:

#### **Communiqué on the Deployment of Nuclear Weapons to the Diaoyu Islands**

A notice from the Central Committee of the Communist Party of China's General Office:

Provinces, autonomous regions, municipalities directly under the Party committee, Central ministries and state organs, Party ministries, People's Liberation Army headquarters, major Party committees, and Party leadership groups of civilian organizations: This notice "A Communiqué on the Deployment of Nuclear Weapons to the Diaoyu Islands" has been approved by the central leadership, and is herewith distributed to you.

In order to reaffirm, and enforce, the East China Sea Air Defense Identification Zone, we have ordered the deployment of tactical nuclear weapons to our Diaoyu Island chain. Whilst the Committee, at this stage, still abide by its 'no-first-use or nuclear weapons', as stated within the 2010 White Paper, we believe this deployment will serve as a strong deterrent to those that challenge our claim to the Islands.

Our intelligence has informed us that the UN Secretary-General has been made aware of our deployment and is considering his options, including the activation of the Global Strategic Operations Centre. We believe that if any such activation does occur it shall be within the next five (5) minutes. We continue to rely on you for our representations to the international community. In accordance with procedure the choice to convey this information to your fellow delegates, or to wait for GSOC activation, is entirely up to you.

### Full committee briefing:

The Secretary-General is under the impression that the People’s Republic of China has placed, or deployed, tactical nuclear weapons to the Diaoyu Islands. Such an act, if confirmed, will have significant implications for international peace and security. Therefore the Sec-Gen has activated the GSOC and determined that the current meeting of the Committee will immediately commence deliberations on this nascent threat.

The Sec-Gen anticipates the level of this crisis to escalate quickly, delegates are reminded to maintain decorum at all times and to respect the values of the United Nations. The Sec-Gen has requested a final communiqué, with as close to a consensus as possible, to be delivered within 180 minutes.

### Notification One: On A Matter of International Peace & Security

See adjacent country list below for Countries Afflicted:

Message: Evidence has emerged that The People’s Republic of China (PRC) has deployed tactical nuclear weapons to the Daiyou Islands. We have detected that a number of countries have increased their military alert levels.

Country	Crisis Level
People’s Republic of China	+4
Republic of Korea	+3
Thailand	+4
Viet Nam	+3
Japan	+5
Cambodia	+3.5
Australia	+4
Indonesia	+2
India	+1
Iran	+1
The United States of America	+4
The United Kingdom	+3
Russia	+2

Members will be updated on any changes in the crisis level, and the effect of their actions. Priority will be given to multilateral resolutions, prior to any unilateral actions being analysed.



## Escalation Scenario #1 US Places Carrier Strike Group Five on High Alert

### **Countries Afflicted: US, Japan, Australia, PRC**

Message: The United States has placed its Carrier Strike Group Five, based out of Yokosuka, Japan, on high alert. The fleet will be preparing for deployment on the President’s orders.

Australia has reassured both Japan and the United States, that it will join them in any action necessary to “stand up to China and its bullying ways”. The newly appointed Prime Minister has stipulated that he is uncertain as to “whether or not it would be appropriate to ‘shirtfront’ the Chinese President...yet.”

Country	Crisis Level
People's Republic of China	=
Republic of Korea	+4
The United States of America	+3
Russia	+3
Japan	+4



## Assessment Topics

In addition to students formulating a country position paper in relation to the nuclear diplomacy, or the dispute within the South China Sea, alternative assessment topics may include the following:

- Provide a historical overview of nuclear diplomatic negotiations; be sure to incorporate both successes and failures.
- Critically assess the Joint Plan of Action, otherwise known as “the Iran deal” entered into by Iran, the P5+1, and the European Union. Could this plan be a blue print for negotiations with other nuclear ambitious states?
- General Assembly Resolution A/RES/70/33 was adopted on the 7th of December, 2015. The resolution established an open ended working group to abolish nuclear weapons. What challenges will confront this working group in fulfilling its mandate?



## Escalation Scenario #2

### US Deploys Carrier Strike Group

**Countries Afflicted:** US, Japan, China, RoW

Message: The United States has deployed Carrier Strike Group Five to the South China Sea. Australia has also deployed naval assets to the region.

Country	Crisis Level
The United States of America	+4
Japan	=
China	=
Australia	+2
Rest of the World	+1

## Additional Resources

The Economist. (2012, December 22). *Narrative of an Empty Space*. Retrieved January 28, 2016, from <http://www.economist.com/news/christmas/21568696-behind-row-over-bunch-pacific-rocks-lies-sad-magical-history-okinawa-narrative>

US Department of State: Office of the Historian. (2013). *The Cuban Missile Crisis, October 1962*. Retrieved January 28, 2016, from <https://history.state.gov/milestones/1961-1968/cuban-missile-crisis>

The Brookings Institute. (2016, January 21). *Nuclear Weapons*. Retrieved January 28, 2016, from <http://www.brookings.edu/research/topics/nuclear-weapons#/?tab=1>

Theme/Topic			
<b>Daioyu Islands Missile Crisis</b>			
<b>Aims</b>	To expose learners to the time sensitive negotiation process, while providing them with an understanding of the historical underpinning of nuclear diplomacy		
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Explore a range of domestic and international texts to identify responsible positions</li> <li>2. Engage in critical discussions based on evidence and consider multiple perspectives</li> <li>3. Construct a viable outcome document reached via consensus</li> </ol>	Evidenced By	<ol style="list-style-type: none"> <li>1. Country briefing paper and content of speeches made during conference</li> <li>2. Deliberations and discussion taking place throughout conference</li> <li>3. The content of the outcome document is accepted by all parties by consensus, and is in line with each state's national interest</li> </ol>
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the disputed island chain within the South China Sea</li> <li>• A basic understanding of international law and treaties, as well as nuclear proliferation issues</li> </ul>		
<b>Resources</b>	Most respected news agencies have comprehensive coverage of the South China Sea Islands dispute, learners should also look historically to documents pertaining to the Cuban Missile Crisis, and the diplomatic avenues pursued during nuclear crises		
<b>Activities</b>	<b>Teacher Activity</b> <ul style="list-style-type: none"> <li>• Lecture: Nuclear Security in the 21st Century: From rogue states to terrorism</li> <li>• Provide background briefing to learners no less than seven (7) days prior to the conference</li> <li>• Distribute escalation scenario when required</li> </ul>	<b>Learner Activity</b> <ul style="list-style-type: none"> <li>• Research assigned country and complete a country brief</li> <li>• Collaborate with colleagues to ensure an acceptable agreement is reached</li> <li>• Contribute towards the final outcome document</li> </ul>	<b>Additional Activities</b> <ul style="list-style-type: none"> <li>• Conference strategy paper – have learners map their strategy for the conference</li> <li>• Compile a diplomatic briefing folder of all relevant documents</li> </ul>
<b>Evaluation / Debrief</b>	<b>Teacher Debrief Questions</b> <ul style="list-style-type: none"> <li>• How do you think that today's conference compares with the real world experiences?</li> <li>• What real life issues were missing from today's conference? What sort of an impact did this absence have on proceedings?</li> </ul>	<b>Learner Debrief Questions</b> <ul style="list-style-type: none"> <li>• What goals did you hope to achieve at today's conference?</li> <li>• How did you set about achieving these goals?</li> <li>• What were your greatest successes and frustrations?</li> </ul>	<b>Peer Debrief Questions</b> <ul style="list-style-type: none"> <li>• Why did you take this specific action?</li> <li>• How did you react to this action?</li> <li>• What were the greatest obstacles you faced during today's conference?</li> </ul>



## European Refugee Crisis



Time allotted for conference:  
Ninty (90) minutes

Number of Countries: Based on the  
UN Security Council - 15 Maximum

Escalation Scenarios: 2

The final scenario provided within this guide focuses on the 2015 European Refugee Crisis. The approach of this scenario was different to the preceding scenarios in that the use of the GSOC was designed to present data, as opposed to actual events. To affect this presentation figures pertaining to the global refugee burden, on a regional basis, were translated to a crisis level, which allowed for a world map to have a variety of colours, based on the degree of refugee burden. Importantly, all figures are taken from official sources. The information below is based on figures from October 2015.

The background briefing for this scenario is significantly less detailed, with the bulk of the data being presented in an electronic form once the conference has commenced. Delegates are provided with the briefing seven days prior to the conference.

## Background Briefing

Delegates are informed that the Security Council shall be meeting in a special session to deliberate the growing concern of the refugee crisis within the Middle East and Europe.

Region	%	Crisis Level
Africa	32.32	3
Asia	47.21	5
Europe	7.08	1
Latin America	12.14	1.5
Northern America	1.13	0.5
Oceania	0.13	0



## Escalation Scenario #1

“Current” figures pertaining to the refugee crisis within the Middle East are provided to delegates to assist with their deliberations for today.



Middle East Refugee Crisis (2015)

Country	No. of Refugees	%	Crisis Level
Turkey	2,727,260	45.15	5
Lebanon	1,805,403	29.88	3
Iraq	364,318	6.03	2
Egypt	190,002	3.14	1
Jordan	953,259	15.70	3

Asylum Seekers per Million Population (2015)

Country	Number	%	Crisis
Hungary	7714	26.06	3
Austria	3731	12.60	2.5
Sweden	3462	11.69	2.5
Germany	2296	7.75	2
Switzerland	2848	9.62	2.5
Luxembourg	1036	3.50	1
Norway	987	3.33	1
Belgium	873	2.95	1
Turkey	755	2.55	1
Denmark	747	2.52	1
Greece	658	2.04	1
Netherlands	604	1.96	1
Italy	581	1.84	1
France	546	1.57	1
Finland	467	1.26	1
Ireland	375	0.98	1
United States	290	0.87	0
Iceland	259	0.87	0
United Kingdom	259	0.80	0
Canada	238	0.78	0
Australia	231	0.39	0
Spain	118	0.34	0
Estonia	103	0.33	0
Poland	99	0.23	0
Czech Republic	71	0.17	0
Slovenia	53	0.16	0
Portugal	50	0.16	0
Korea	49	0.16	0
New Zealand	48	0.16	0
Japan	27	0.09	0
Slovak Republic	16	0.05	0



## Escalation Scenario #2

The current refugee crisis throughout Europe, and other countries, is now being displayed (see table to right). The level of crisis is indicative of the percentage of asylum seekers per million members of that country's population.

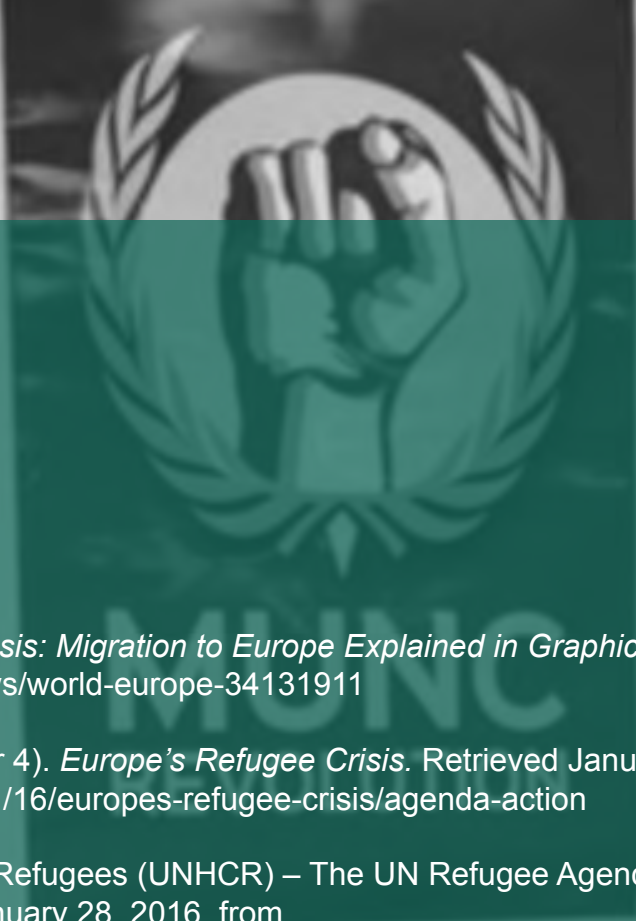


## Assessment Topics

In addition to students formulating a country position paper in relation to the targeting of children by terrorist organisations, alternative assessment topics may include the following:

- What are the most urgent challenges for the Office of the UN High Commissioner for Refugees? What long-range plans does the agency have to reduce the number of refugees worldwide?
- UN Personnel work in some of the world's most difficult and dangerous places. What security challenges do UN personnel face in the field? What actions have the international community taken to make them more secure?
- Why is the international community so hesitant to invoke the Responsibility to Protect?

Theme/Topic	The European Refugee Crisis		
<b>Aims</b>	To provide students with an understanding of a refugee crisis, as well as the refugee burden for particular countries		
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Develop an argument based on compelling evidence</li> <li>2. To explain how complex situations are able to unfold</li> <li>3. Engage in critical discussions based on evidence and consider multiple perspectives</li> <li>4. Construct a viable outcome document reached by consensus</li> </ol>	Evidenced By	<ol style="list-style-type: none"> <li>1. Content of speeches and deliberations made during the conference</li> <li>2. Content and contribution of speeches to the final outcome document</li> <li>3. The content of the outcome document is accepted by all parties by consensus, and is in line with each state's national interest</li> </ol>
<b>Prior Learning</b>	<ul style="list-style-type: none"> <li>• An appreciation of the working process of the Security Council and the UNHCR</li> <li>• Previous responses of the Security Council to threats of this nature.</li> </ul>		
<b>Resources</b>	The UNHCR's global trends report on the Global Refugee crisis, and a comprehensive guide to the European Refugee crisis – available from most reputable news agencies		
<b>Activities</b>	<b>Teacher Activity</b> <ul style="list-style-type: none"> <li>• Lecture: The United Nations and its Responsibility to Protect</li> <li>• Provide background briefing no more than seven days prior to the conference</li> <li>• Distribute escalation scenario at an appropriate time</li> </ul>	<b>Student Activity</b> <ul style="list-style-type: none"> <li>• Research the implications of a refugee crisis for international peace and security</li> <li>• Understand your countries policies towards asylum seekers</li> <li>• Contribute towards the final document</li> </ul>	<b>Additional Activities</b> <ul style="list-style-type: none"> <li>• Provide an annotated bibliography of asylum seeker policies of countries</li> <li>• Draft a persuasive speech in relation to your country's position on asylum seekers</li> </ul>
<b>Evaluation / Debrief</b>	<b>Teacher Debrief Questions</b> <ul style="list-style-type: none"> <li>• What did you like most about today's conference?</li> <li>• What did you like least about today's conference?</li> <li>• How would you describe the processes that led to today's outcome document?</li> </ul>	<b>Learner Debrief Questions</b> <ul style="list-style-type: none"> <li>• What were your greatest successes and frustrations?</li> <li>• What did you learn today about your peers?</li> <li>• How did you feel at the conclusion of today's conference?</li> </ul>	<b>Peer Debrief Questions</b> <ul style="list-style-type: none"> <li>• What were the greatest obstacles you faced during today's conference?</li> <li>• How did you overcome those obstacles?</li> <li>• What did you learn today?</li> </ul>



## Additional Resources

BBC. (2015, December 22). *Migrant Crisis: Migration to Europe Explained in Graphics*. Retrieved from <http://www.bbc.com/news/world-europe-34131911>

Human Rights Watch. (2015, December 4). *Europe's Refugee Crisis*. Retrieved January 28, 2016, from <https://www.hrw.org/report/2015/11/16/europes-refugee-crisis/agenda-action>

United Nations High Commissioner for Refugees (UNHCR) – The UN Refugee Agency. (2016). *The UN Refugee Agency*. Retrieved January 28, 2016, from <http://www.unhcr.org/cgi-bin/texis/vtx/home>





# APPENDIXES

## APPENDIX I: RULES OF PROCEDURE



### Regular Sessions

#### Opening Date

##### Rule 1

The MUNC Revolution General Assembly shall meet every year in regular sessions commencing on the Friday of the last week in May, counting from the first week that contains at least one working day

#### Closing Date

##### Rule 2

On the recommendation of the General Committee, the MUNC Revolution General Assembly shall, at the beginning of each session, fix a closing date for the session.

#### Place of Meeting

##### Rule 3

The MUNC Revolution General Assembly shall meet at the Headquarters of the MUNC Revolution unless convened elsewhere in pursuance of a decision taken at a session or

at the request of a majority of the Members of the MUNC Revolution.

##### Rule 4

Any Member of the MUNC Revolution may, at least one hundred and twenty days before the date fixed for the opening of a regular session, request that the session be held elsewhere than at the Headquarters of the United Nations. The Secretary-General shall immediately communicate the request, together with his recommendations, to the other Members of the MUNC Revolution. If within thirty days of the date of this communication a majority of the Members concur in the request, the session shall be held accordingly.

#### Notification of Session

##### Rule 5

The Secretary-General shall notify the Members of the MUNC Revolution, at least sixty days in advance, of the opening of a regular session.



## II. AGENDA

### Provisional Agenda

#### Rule 6

The provisional agenda for a regular session shall be drawn up by the Secretary-General and communicated to the Members of the MUNC Revolution at least sixty days before the opening of the session.

#### Rule 7

The provisional agenda of a regular session shall include:

- a. The report of the Secretary-General on the work of the Organisation;
- b. All items which the Secretary-General deems necessary to put before the MUNC Revolution General Assembly.

### Adoption of Agenda

#### Rule 8

At each session the provisional agenda and the supplementary list, together with the report of the General Committee thereon, shall be submitted to the MUNC Revolution General Assembly for approval as soon as possible after the opening of the session.



## III. DELEGATIONS

### Composition

#### Rule 9

The delegation of a Member shall consist of not more than five representatives and five alternate representatives and as many advisers, technical advisers, experts, and persons of similar status as may be required by the delegation.



## IV. PRESIDENTS AND VICE-PRESIDENTS

### Elections

#### Rule 10

Unless the MUNC Revolution General Assembly decides otherwise, the MUNC Revolution General Assembly shall elect a President and One (1) Vice-President at least three (3) months before the opening of the session over which they are to preside. The President and the Vice-President so elected will assume their functions only at the beginning of the session for which they are elected and shall hold office until the close of the session.

### Acting President

#### Rule 11

If the President finds it necessary to be absent during a meeting or any part thereof, they shall designate their Vice-President to take their place.

#### Rule 12

A Vice-President acting as President shall have the same powers and duties as the President.

### General Powers of the President

#### Rule 13

In addition to exercising the powers conferred upon them elsewhere by these rules, the President shall declare the opening and closing of each plenary meeting of the session, direct the discussions in the plenary meeting, ensure observance of these rules, accord the right to speak, put questions, and announce decisions. They shall rule on points of order and, subject to these rules, shall have complete control of the proceedings at any meeting and over the maintenance of order thereat. The President may, in the

course of the discussion of an item, propose to the MUNC Revolution General Assembly the limitation of the time to be allowed to speakers, the limitation of the number of times each representative may speak, the closure of the list of speakers, or the closure of debate. They may also propose the suspension, or the adjournment, of the debate on the item under discussion.

#### Rule 14

The President, in the exercise of their functions, remains under the authority of the MUNC Revolution General Assembly.

### **The President Shall Not Vote**

#### Rule 15

The President, or a Vice-President acting as President, shall not vote but shall designate another member of their delegation to vote in their place.



## **V. GENERAL COMMITTEE**

### **Composition**

#### Rule 16

The General Committee shall comprise of the President of the MUNC Revolution General Assembly, who shall preside, the twenty-one Vice-Presidents and the Chairpersons of the six Main Committees. No two members of the General Committee shall be members of the same delegation, and it shall be so constituted as to ensure its representative character. Chairpersons of other committees upon which all Members have the right to be represented and which are established by the MUNC Revolution General Assembly to meet during the session shall be entitled to attend meetings of the General Committee and may participate without vote in the discussions.

### **Substitute Members**

#### Rule 17

If a Vice-President of the MUNC Revolution General Assembly finds it necessary to be absent during a meeting of the General Committee, they may designate a member of their delegation to take their place. The Chairperson of a Main Committee shall, in case of absence, designate one of the Vice-Chairpersons of the Committee to take their place. A Vice-Chairperson shall not have the right to vote if they are of the same delegation as another member of the General Committee.

### **Functions**

#### Rule 18

The General Committee shall, at the beginning of each session, consider the provisional agenda, together with the supplementary list, and shall make recommendations to the MUNC Revolution General Assembly, with regard to each item proposed, concerning its inclusion in the agenda, the rejection of the request for inclusion, or the inclusion of the item in the provisional agenda of a future session. It shall, in the same manner, examine requests for the inclusion of additional items in the agenda and shall make recommendations thereon to the MUNC Revolution General Assembly. In considering matters relating to the agenda of the MUNC Revolution General Assembly, the General Committee shall not discuss the substance of any item except insofar as this bears upon the question whether the General Committee should recommend the inclusion of the item in the agenda, the rejections of the request for inclusion, or the inclusion of the item in the provisional agenda of a future session, and what priority should be accorded to an item the inclusion of which has been recommended.

#### Rule 19

The General Committee shall make recommendations to the MUNC Revolution General Assembly concerning the closing date of the session. It shall assist the President and the MUNC Revolution General Assembly in drawing up the agenda for each plenary meeting, in determining the priority of its items, and in coordinating the proceedings of all committees of the Assembly. It shall assist the President in the general conduct of the work of the MUNC Revolution General Assembly, which falls within the competence of the President. It shall not, however, decide any political questions.

#### Rule 20

The General Committee shall meet periodically throughout each session to review the progress of the MUNC Revolution General Assembly and its committees and to make recommendations for furthering such progress. It shall also meet at such other times as the President deems necessary or upon the request of any other of its members.

### **Participation by Members Requesting the Inclusion of Items in the Agenda**

#### Rule 21

A member of the MUNC Revolution General Assembly which has no representative on the General Committee and which has requested the inclusion of an item in the agenda shall be entitled to attend any meeting of the General Committee at which its request is discussed and may participate, without a vote, in the discussion of that item.

### **Revision of the Form of Resolutions**

#### Rule 22

The General Committee may revise the resolutions adopted by the MUNC Revolution

General Assembly, changing their form but not their substance. Any such changes shall be reported to the MUNC Revolution General Assembly for its consideration.



## **VI. SECRETARIAT**

### **Duties of the Secretary-General**

#### Rule 23

The Secretary-General shall act in that capacity in all meetings of the MUNC Revolution General Assembly, its committees and its subcommittees. They may designate a member of the Secretariat to act in their place at these meetings.

#### Rule 24

The Secretary-General shall provide and direct the staff required by the MUNC Revolution General Assembly and any committees or subsidiary organs, which it may establish.

### **Duties of the Secretariat**

#### Rule 25

The Secretariat shall receive, translate, print and distribute documents, reports, and resolutions of the MUNC Revolution General Assembly, its committees and its organs; interpret speeches made at the meetings; prepare, print, and circulate the records of the sessions; have the custody and proper preservation of the documents in the archives of the MUNC Revolution General Assembly; distribute all documents of the Assembly to the Members of the MUNC Revolution, and, generally, perform all other work which the Assembly may require.

## **Report of the Secretary-General on the Work of the Organisation**

### **Rule 26**

The Secretary-General shall make an annual report, and such supplementary report as are required, to the MUNC Revolution General Assembly on the work of the Organisation. They shall communicate the annual report to the Members of the MUNC Revolution at least forty-five days before the opening of the session.

## **Notification Under Article 12 of the Charter**

### **Rule 27**

The Secretary-General, with the consent of the Security Council, shall notify the MUNC Revolution General Assembly at each session of any matters relative to the maintenance of international peace and security which are being dealt with by the Security Council and shall similarly notify the MUNC Revolution General Assembly, or the Members of the MUNC Revolution if the MUNC Revolution General Assembly is not in session, immediately the Security Council ceases to deal with such matters.



## **VII. LANGUAGES**

### **Official and Working Languages**

#### **Rule 28**

English shall be both the official and the working languages of the MUNC Revolution General Assembly, its committees, and its subcommittees.

## **Languages of the Journal of the MUNC Revolution**

### **Rule 29**

During the sessions of the MUNC Revolution General Assembly, the Journal of the MUNC Revolution shall be published in the languages of the Assembly.

## **Languages of the Resolutions and Other Documents**

### **Rule 30**

All resolutions and other documents shall be published in the languages of the MUNC Revolution General Assembly.

## **Publications in Languages Other than the Language of the MUNC Revolution General Assembly**

### **Rule 31**

Documents of the MUNC Revolution General Assembly, its committees, and its subcommittees shall, if the Assembly so decides, be published in any language other than the languages of the Assembly or of the Committee concerned.



## **VIII. RECORDS**

### **Resolutions**

#### **Rule 32**

Resolutions adopted by the MUNC Revolution General Assembly shall be communicated by the Secretary-General to the Members of the MUNC Revolution within fifteen days after the close of the session.





## IX. PUBLIC AND PRIVATE MEETINGS OF THE MUNC REVOLUTION GENERAL ASSEMBLY, ITS COMMITTEES AND ITS SUBCOMMITTEES

### General Principles

#### Rule 33

The meetings of the MUNC Revolution General Assembly and its Main Committees shall be held in public unless the organ concerned decided that exceptional circumstances require that the meeting be held in private. Meetings of other committees and subcommittees shall also be held in public unless the organ concerned decides otherwise.

### Private Meetings

#### Rule 34

All decisions of the MUNC Revolution General Assembly taken at a private meeting shall be announced at an early public meeting of the Assembly. At the close of each private meeting of the Main Committees, other committees and subcommittees, the Chairman may issue a communiqué through the Secretary-General.



## X. MINUTE OF SILENT PRAYER OR MEDITATION

### Invitation to Silent Prayer or Meditation

#### Rule 35

Immediately after the opening of the first plenary meeting and immediately preceding the closing of the final plenary meeting of each

session of the MUNC Revolution General Assembly, the President shall invite the Representatives to observe one minute of silence dedicated to prayer or meditation.



## XI. PLENARY MEETINGS Conduct of Business

### Reference to Committees

#### Rule 36

The MUNC Revolution General Assembly shall not, unless it decides otherwise, make a final decision upon any item on the agenda until it has received the report of a committee on that item.

### Discussion of Reports of Main Committees

#### Rule 37

Discussion of a report of a Main Committee in a plenary meeting of the MUNC Revolution General Assembly shall take place if at least one third of the members present and voting at the plenary meeting consider such a discussion to be necessary. Any proposal to this effect shall not be debated but shall be immediately put to the vote.

### Quorum

#### Rule 38

The President may declare a meeting open and permit the debate to proceed when at least one third of the members of the MUNC Revolution General Assembly are present. The presence of a majority of the members shall be required for any decision to be taken.

### Speeches

#### Rule 39

No representative may address the MUNC Revolution General Assembly without having

previously obtained the permission of the President. The President shall call upon speakers in the order in which they signify their desire to speak. The President may call a speaker to order if his remarks are not relevant to the subject under discussion.

## **Precedence**

### Rule 40

The Chairman and the Rapporteur of a committee may be accorded precedence for the purpose of explaining the conclusion arrived at by their committee.

## **Statements by the Secretariat**

### Rule 41

The Secretary-General, or a member of the Secretariat designated by them as their representative, may at any time make either oral or written statements to the MUNC Revolution General Assembly concerning any question under consideration by it.

## **Points of Order**

### Rule 42

During the discussion of any matter, a representative may rise to a point of order, and the President, in accordance with these rules of procedure, shall immediately decide the point of order. A representative may appeal against the ruling of the President. The appeal shall be immediately put to the vote, and the President's ruling shall stand unless overruled by a majority of the members present and voting. A representative rising to a point of order may not speak on the substance of the matter under discussion.

## **Time Limit on Speeches**

### Rule 43

The MUNC Revolution General Assembly may limit the time to be allowed to each speaker and the number of times each representative may speak on any question. Before a decision is taken, two representatives may speak in

favour of, and two against, a proposal to set such limits. When the debate is limited and a representative exceeds their allotted time, the President shall call them to order without delay.

## **Closing List of Speakers, Right of Reply**

### Rule 44

During the course of a debate, the President may announce the list of speakers and, with the consent of the MUNC Revolution General Assembly, declare the list closed. They may, however, accord the right of reply to any member if a speech delivered after they have declared the list closed makes this desirable.

## **Adjournment of Debate**

### Rule 45

During the discussion of any matter, a representative may move the adjournment of the debate on the item under discussion. In addition to the proposer of the motion, two representatives may speak in favour of, and two against, the motion, after which the motion shall be immediately put to the vote. The President may limit the time to be allowed to speakers under this rule.

## **Closure of Debate**

### Rule 46

A representative may at any time move the closure of the debate on the item under discussion, whether or not any other representative has signified their wish to speak. Permission to speak on the closure of the debate shall be accorded only to two speakers opposing the closure, after which the motion shall be immediately put to the vote. If the MUNC Revolution General Assembly is in favour of the closure, the President shall declare the closure of the debate. The President may limit the time to be allowed to speakers under this rule.

## Suspension of Adjournment of the Meeting

### Rule 47

During the discussion of any matter, a representative may move the suspension or the adjournment of the meeting. Such motions shall not be debated but shall be immediately put to the vote. The President may limit the time to be allowed to the speaker moving the suspension or adjournment of the meeting.

## Order of Procedural Motions

### Rule 48

Subject to rule 61, the motions indicated below shall have precedence in the following order over all other proposals or motions before the meeting:

- a. To suspend the meeting;
- b. To adjourn the meeting;
- c. To adjourn the debate on the item under discussion;
- d. To close the debate on the item under discussion.

## Proposals and Amendments

### Rule 49

Proposals and amendments shall normally be submitted in writing to the Secretary-General, who shall circulate copies to the delegations. As a general rule, no proposal shall be discussed or put to the vote at any meeting of the MUNC Revolution General Assembly unless copies of it have been circulated to all delegations not later than the day preceding the meeting. The President may, however, permit the discussion and consideration of amendments or of motions as to procedure, even though such amendments and motions have not been circulated or have only been circulated the same day.

## Withdrawal of Motions

### Rule 50

A motion may be withdrawn by its proposer at any time before voting on it has commenced, provided the motion has not been amended. A motion thus withdrawn may be reintroduced by any member.

## Reconsideration of Proposals

### Rule 51

When a proposal has been adopted or rejected, it may not be reconsidered at the same session unless the MUNC Revolution General Assembly, by a two-thirds majority of the members present and voting, so decides. Permission to speak on a motion to reconsider shall be accorded only to two speakers opposing the motion, after which it shall be immediately put to the vote.



## XI. PLENARY MEETINGS cont... Voting

## Voting Rights

### Rule 52

Each member of the MUNC Revolution General Assembly shall have one vote.

## Two-Thirds Majority

### Rule 53

Decisions of the MUNC Revolution General Assembly on important questions shall be made by a two-thirds majority of the members present and voting. These questions shall include: recommendations with respect to the maintenance of international peace and security; the election of the non-permanent members of the Security Council; the election of the members of the Economic and Social Council, the election of members of the Trusteeship Council in accordance with paragraph 1 c or Article 86 of the Charter;

the admission of new Members to the MUNC Revolution; the suspension of the rights and privileges of membership; the expulsion of Members; questions relating to the operation of the trusteeship system; and budgetary questions.

#### Rule 54

Decisions of the MUNC Revolution General Assembly on amendments to proposals relating to important questions, and on parts of such proposals put to the vote separately, shall be made by a two-thirds majority of the members present and voting.

### **Simple Majority**

#### Rule 55

Decisions of the MUNC Revolution General Assembly on questions other than those provided for in rule 54 and 55, including the determination of additional categories of questions to be decided by a two-thirds majority, shall be made by a majority of the members present and voting.

### **Meaning of the Phrase “Members Present and Voting”**

#### Rule 56

For the purposes of these rules, the phrase “members present and voting” means members casting an affirmative or negative vote. Members which abstain from voting are considered as not voting.

### **Method of Voting**

#### Rule 57

a. The MUNC Revolution General Assembly shall normally vote by show of hands or by standing but any representative may request a roll-call. The roll-call shall be taken in the English alphabetical order of the names of the members, beginning with the member whose name is drawn by lot by the President. The name of each member shall be called in any roll-call, and one of its representatives shall reply “yes”, “no”, or “abstention”. The result of

the voting shall be inserted in the record in the English alphabetical order of the names of the members.

b. When the MUNC Revolution General Assembly votes by mechanical means, a non-recorded vote shall replace a vote by show of hands or by standing, and a recorded vote shall replace a roll-call vote. Any representative may request a recorded vote. In the case of a recorded vote, the MUNC Revolution General Assembly shall, unless a representative requests otherwise, dispense with the procedure of calling out the names of the members; nevertheless, the result of the voting shall be inserted in the record in the same manner as that of a roll-call vote.

### **Conduct During Voting**

#### Rule 58

After the President has announced the beginning of voting, no representative shall interrupt the voting except on a point of order in connection with the actual conduct of the voting. The President may permit members to explain their votes, either before or after the voting, except when the vote is taken by secret-ballot. The President may limit the time to be allowed for such explanations. The President shall not permit the proposer of a proposal or of an amendment to explain their vote on their own proposal or amendment.

### **Division of Proposals and Amendments**

#### Rule 59

A representative may move that parts of a proposal or of an amendment should be voted on separately. If objection is made to the request for division, the motion for division shall be voted on. Permission to speak to the motion for division shall be given only to two speakers in favour and two speakers against. If the motion for division is carried, those parts of the proposal or of the amendment which are approved shall then be put to the vote as a whole. If all operative parts of the proposal,



or of the amendment, have been rejected, the proposal or the amendment shall be considered to have been rejected as a whole.

## **Voting on Amendments**

### **Rule 60**

When an amendment is moved to a proposal, the amendment shall be voted on first. When two or more amendments are moved to a proposal, the MUNC Revolution General Assembly shall first vote on the amendment furthest removed in substance from the original proposal and then on the amendment next furthest removed therefrom, and so on until all amendments have been put to the vote. Where, however, the adoption of one amendment necessarily implies the rejection of another amendment, the latter amendment shall not be put to the vote. If one or more amendments are adopted, the amended proposal shall be voted upon. A motion is considered an amendment to a proposal if it merely adds to, deletes from, or revises part of the proposal.

## **Voting on Proposals**

### **Rule 61**

If two or more proposals relate to the same question, the MUNC Revolution General Assembly shall, unless it decides otherwise, vote on the proposals in the order in which they have been submitted. The MUNC Revolution General Assembly may, after each vote on a proposal, decide whether to vote on the next proposal.

# APPENDIX II: STUDENT RESEARCH GUIDE

In preparation for their Model UN experience there are two, arguably three, areas that learners should research: their allotted country; the theme they are addressing; and how the UN works. Below are a number of broad, yet specialised, questions that delegates may wish to complete prior to participating within a MUNC. Ideally, all delegates would, at a minimum, complete the Country Briefing Profile, prior to participating in a MUNC.

## Country Research

- What type of government does your country have?
- What sort of ideologies (political, religious, etc.) influence the government of your country?
- Are there any domestic issues that may influence your country's foreign policy position?
- What are some of the major historical experiences of your country?
- What sort of culture can be found within your country?
- How does your country's geography influence its relationship with other countries?
- Which countries are considered your allies? Which are considered your enemies?
- What is the economic climate of your country?
- How has your country interacted with multilateral organisations in the past?

## Thematic Research

- What is the main problem regarding the chosen theme? How does this problem affect your country?
- Historically, what has your country done to address the problem?
- What are the various positions within the debate?
- Which aspects of the issue are most important for your country?
- How will your country shape the debate at the conference?
- What positions will be adopted by other countries? How will this affect your country's position?
- Are there any statistics or evidence that will assist you to reinforce your country's position?

## UN Research

- What are the important, and relevant, aspects of the UN Charter?
- What are the roles of the main bodies of the UN?
- What are the relevant UN bodies and agencies that would address the topic at hand? How are they organised? How do they operate?
- What are the most recent UN actions on the issue being debated?
- Were these issues successful, or did they ultimately fail?
- Are there any other conferences and meetings that have been conducted about your topic?
- What have UN officials, including heads of agencies and the Secretary General, said about your issue?

# Country Briefing Profile

**Country Represented:**

**Topic/Theme:**

## Country Details

What are the major political and economic considerations for your country (e.g. political stability, level of human development)?

What were the last three significant foreign policy issues addressed by your country and/or its political leadership?

What role has your country played in international organisations in the past?

Which other countries may be sympathetic to your country's position?

## Thematic Details

What is the main issue for your country regarding the assigned theme (Both current and historically)?

Has your region approached the theme in a specific way? If so, how?

What is the best negotiated agreement for your country in respect to this theme?

What is the best alternative to a negotiated agreement for your country in respect to this theme?

What is the worst alternative to a negotiated agreement for your country in respect to this theme?

## Relevant Documents

Are there aspects of the UN Charter that are relevant? Yes/No  
If yes, which chapters and articles?

Has the theme been addressed by the organisation before? Yes/No  
If yes, what are the relevant resolutions and reports?

Is there any specialised agency to address the matter being debated? Yes/No  
If yes, provide a brief overview of those agencies.

## Strategy

Given the information above, how do you intend to approach the negotiation for this topic/theme (e.g., construct alliances, go it alone, use statistics to win hearts and minds)?

Suggestion: On the back of this document map out your strategy for the pending negotiation.

# APPENDIX III: RESOLUTION DRAFTING GUIDE

As the outcome document for a Model United Nations Conference the style of the resolution plays a vital role in affirming the reality of the Conference. Outlined below is a guide to drafting a realistic Model United Nations Conference.

Resolutions are written as one continuous sentence with a very strict format to allow the reader to understand the resolution without confusion. Traditionally, UN resolutions contain three parameters: the header; the preambular paragraphs; and the operative paragraphs.

## The Header

Within the header, the resolution contains the document number, the topic or title of the resolution, the committee that has created the resolution, and the sponsors of the resolution. A sponsor of a resolution is anyone who has made a contribution to the resolution (Note: the reference to a sponsor should only exist within the drafting stage of the resolution, once the full committee adopts the resolution, the sponsor is no longer noted).

For example:

\_\_\_\_\_

Resolution Number

Committee Name:  
Topic:  
Sponsors:  
\_\_\_\_\_

## The Preambular Paragraphs

The preambular clause, or paragraph, supplies the historical background for the issue being addressed as a way to justify the action to be taken. In essence, the preambular paragraphs can be utilised to construct an argument. These paragraphs are critical to the resolution as they provide the context to analyse the problem. Traditionally the paragraphs will start broadly by referring to the UN Charter, before becoming more specific. Such an order may look as follows:

1. United Nations Charter
2. International legal precedent, or previous Resolutions
3. Observations regarding the theme
4. Any relevant reports of the Secretary General





## The Operative Paragraphs

The operative clause, or paragraph, provides the solution in a resolution. The paragraph should progress logically and be sequentially numbered. Each operative clause calls for a specific action e.g. denouncing a certain action, or calling for a financial commitment. An operative paragraph may have sub-clauses, but there must be a minimum of two sub-clauses. The operative paragraphs begin with an active verb and are followed by a semicolon; only the final operative clause has a period at the end of it.

# APPENDIX IV: GLOSSARY OF RESOLUTION PHRASES

Preambulatory clauses justify the need to address the topic. These clauses can make reference to the United Nations Charter, treaties, conventions, and previous resolutions. They may even make reference to ongoing international events. Each clause begins with an italicised phrase (a sample of which are provided below) and ends with a comma.



## Preambulatory Phrases

- Acknowledges
- Acknowledges with deep gratitude
- Acknowledging
- Affirming
- Again requests
- Alarmed
- Alarmed and concerned
- Alarmed by
- Also bearing in mind
- Anxious
- Appealing
- Appreciating
- Appreciating highly
- Approving
- Aware of
- Basing itself
- Bearing in mind
- Believing
- Calling attention
- Cognisant
- Concerned
- Confident
- Conscious
- Considering
- Contemplating
- Continuing to take the view
- Convinced
- Declaring
- Deeply alarmed
- Deeply appreciative
- Deeply concerned
- Deeply conscious
- Deeply convinced
- Deeply disturbed
- Deeply regretting
- Deploring
- Desiring
- Desirous
- Determined
- Dismayed
- Distressed
- Emphasising
- Encouraged
- Expecting
- Expressing its appreciation
- Expressing its concern
- Expressing its deep concern
- Expressing its grave concern
- Expressing its regret
- Expressing its satisfaction

- Expressing its utmost concern
- Finding
- Firmly convinced
- Fulfilling
- Fully alarmed
- Fully aware
- Fully believing
- Further believing
- Further deploring
- Further recalling
- Gravely concerned
- Guided by
- Having
- Having adopted
- Having approved
- Having considered
- Having considered further
- Having constituted
- Having decided
- Having devoted attention
- Having examined
- Having heard
- Having met
- Having received
- Having received and examined
- Having regarded
- Having reviewed
- Having studied
- Inter alia (among other things)
- Keeping in mind
- Looking forward
- Mindful
- Noting interest
- Noting alarm
- Noting also
- Noting appreciation
- Noting approval
- Noting concern
- Noting deep concern
- Noting further
- Noting with approval
- Noting with deep concern
- Noting with regret
- Noting with deep concern
- Noting with satisfaction
- Observing
- Paying tribute
- Profoundly concerned
- Reaffirming
- Realising
- Recalling
- Recalling further
- Recognising
- Reconfirming
- Reemphasising
- Referring
- Regretting
- Reiterating its dismay
- Reiterating its appreciation
- Reiterating its conviction
- Resolving
- Seeking
- Seriously concerned
- Stressing
- Stresses its desire
- Stresses once again
- Strongly emphasising support
- Supporting fully
- Taking in account
- Taking into consideration
- Taking note
- Taking note also
- Taking note with satisfaction
- Underlining

- Underscoring
- Urging
- Viewing with appreciation
- Viewing with apprehension

- Welcoming
- Welcoming also
- Wishing



## Operative Clauses

- Accepts
- Adopts
- Affirms
- Agrees
- Appeals
- Appreciates
- Approves
- Asks
- Authorises
- Calls
- Calls upon
- Commends
- Concurs
- Condemns
- Confirms
- Congratulates
- Considers
- Decides
- Decides accordingly
- Declares
- Declares accordingly
- Demands
- Denounces
- Deplores
- Designates
- Directs
- Directs attention
- Draws attention
- Emphasises
- Encourages
- Endorses
- Endorses the call
- Establishes
- Expressing
- Expresses its appreciation
- Expresses its belief
- Expresses its concern
- Expresses its conviction
- Expresses its grave concern
- Expresses its hope
- Expresses its readiness
- Expresses its regret
- Expresses its sympathy
- Expresses its thanks
- Fully supports
- Further
- Further invites
- Further proclaims
- Further recommends
- Further reminds
- Further requests
- Further resolves
- Have resolved
- Insists
- Instructs
- Intends

- Invites
- Is fully conscious
- Notes
- Notes with appreciation
- Notes with approval
- Notes with concern
- Notes with deep regret
- Notes with gratification
- Notes with gratitude and satisfaction
- Notes with interest
- Notes with profound concern
- Notes with satisfaction
- Opposes
- Pays special tribute
- Praises
- Proclaims
- Reaffirms
- Reaffirms its belief
- Recalls
- Recognises
- Recommends
- Regrets
- Reiterates
- Reiterates its call upon
- Reiterates its calls
- Reiterates its demand
- Reiterates its request
- Remains deeply concerned
- Reminds
- Renews its appeal
- Repeats
- Requests
- Requires
- Reserves
- Resolves
- Solemnly affirms
- Stresses its readiness
- Strongly condemns
- Suggests
- Supports
- Takes note with appreciation
- Transmits
- Trusts
- Underlines with concern
- Urges
- Welcomes



# APPENDIX V: DEBRIEFING QUESTIONS

To assist in the debriefing process, educators may find it beneficial to ask learners some of these questions prior to the conference commencing. Such a process will allow both the learner and the educator to compare and contrast the responses, providing a clear indication of the progress experienced by the learner.



## LEARNER DE-BRIEF

These questions can be answered by learner via a debrief worksheet.

- What skills did you hope to achieve by participating in this conference?
- Do you think you spent enough time preparing for today's conference?
- How did you feel at the start of today's conference? (Were you nervous, excited, etc.?)
- How did you feel during today's conference?
- How did you feel at the conclusion of today's conference?
- What goals did you hope to achieve at today's conference?
- How did you set about achieving these goals?
- What were your greatest successes and frustrations?
- What did you learn today about your peers?
- What are your goals for the next conference?



## EDUCATOR-LED DE-BRIEF

These questions should be asked by the educator to the entire conference.

- What were the key issues addressed today?
- How do you think that today's conference compares with the real world experiences?
- What real life issues were missing from today's conference? What sort of an impact did this absence have on proceedings?
- What did you like most about today's conference?
- What did you like least about today's conference?
- How would you describe the processes that led to today's outcome document?
- Was today's conference predictable? Why?



## PEER DE-BRIEF

These questions could be utilised by learners to debrief each other following the conclusion of the exercise.

- Why did you take this specific action?
- How did you react to this action?
- What were the greatest obstacles you faced during today's conference?
- How did you overcome those obstacles?
- What did you learn today?

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# MUNC Revolution

Good Practice Guide Vol. 2

Incorporating Technology into a Model United Nations Conference to Support Learning Outcomes

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