MODEL UNITED NATIONS HANDBOOK

Recommendations for Participants and Supervisors

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Foreword

Dear reader!

You have in your hands a Model United Nations Handbook, which is intended for **supervisors to** introduce the role-playing format and organise role-plays, as well as for the independent preparation of **participants** within the role-play. Hopefully, this handbook will help you better understand the structure of the Model and prepare for it effectively. At first, the concepts, rules and standards of conduct may seem a little confusing, but as you begin to delve deeper, you'll see that the rules make the format clearer and the game easier. If you are experiencing some difficulties with any aspects, do not hesitate to contact the organisers and ask for help.

Dear **supervisor**, thank you for introducing students to the basics of international cooperation and diplomacy through an interactive and inclusive method that is popular around the world. This format requires some preparation from you, the supervisor, but by participating in this work young people can practice effective dialogue, work towards a common goal, gain new knowledge and develop life skills. We have prepared a role-play format with a presentation and worksheets to help introduce the topic to students and to identify young people who could take part in the international Model United Nations organised by NGO Mondo and the Estonian Model United Nations volunteers every year.

Dear **participant**, we hope that you will learn a great deal through the Model United Nations. You will certainly gain a wealth of knowledge and experience, as well as the ability to better understand both the role of the United Nations in the world and the factors that influence countries' domestic and foreign policies. The Model United Nations gives participants the opportunity to feel like a top politician or an international journalist, learn about the appropriate etiquette and the rules of the game, and learn the art of conversation. The ability to debate and speak in the Model will also prove useful in the future too.

In addition to acquiring new knowledge, participating in the Model is also an exciting communication and presentation experience: an opportunity to debate and communicate in a freer form with representatives elected from schoolchildren in Estonia and other countries who are taking on the roles of important policy makers and discussing important world issues.

We hope that the Model United Nations will be an educational activity as well as an exciting adventure for all participants and supervisors!

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Background information

What is the United Nations?

The United Nations (UN) is an international organisation that unites 193 countries. It was officially founded on 24 October 1945, the date on which the Charter of the United Nations entered into force. Peace, security, development and human rights issues fall within the broad remit of the United Nations.

The United Nations was set up to replace the League of Nations, established after the First World War, which was unable to act effectively enough to maintain international peace and security and to involve national leaders in this work.

Objectives of the United Nations in accordance with the Charter:

- ensuring international peace and security;
- developing friendly relations between countries;
- international cooperation in solving global economic, social, cultural and humanitarian problems; and promoting respect for human rights in the world.

Principles on which the United Nations operates:

- All UN Member States are equal;
- Member States comply with their obligations under the Charter;
- Member States shall settle international disputes by peaceful means;
- Member States shall refrain from threatening or using force against the territorial integrity or political independence of other States;
- Member States shall assist the United Nations in carrying out its activities in accordance with its Charter;
- The United Nations shall ensure that non-member States adhere to these principles to the extent necessary to ensure international peace and security;
- The United Nations shall not interfere in matters of national competence, except in the case of measures taken under Article 7 of the Charter of the United Nations.

The UN has six main bodies (General Assembly, Security Council, Economic and Social Council, International Court of Justice, Secretariat and Board of Trustees), in addition to specialised agencies, funds and programmes.

All UN member states are represented in the **General Assembly**. The General Assembly meets in an ordinary session each year from mid-September to mid-December, and extraordinary sessions are held as necessary.

The decisions of the General Assembly are not binding, but they have a strong impact on international relations. On important matters (peace and security, acceptance and expulsion of members, budget), decisions of the General Assembly are taken by a two-thirds majority; in other cases, a simple majority suffices.

More information on the structure and activities of the UN can be found on the website of the Ministry of Foreign Affairs.[1]

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1   https://vm.ee/et/tegevused-eesmargid/uhinenud-rahvaste-organisatsioon-uro

What is the Model United Nations?

Model United Nations is an **educational role-playing game, the aim of which is to learn about the decision-making process of UN bodies through personal experience**. During the Model United Nations, a session of the UN General Assembly, the Security Council or another body is simulated. Each participant in the Model shall represent the United Nations Member State designated to them, whose views and other relevant background information he or she has previously researched.

These are globally organised role-playing games for high school and college students; it is possible to add special features to the traditional format according to the interests and skills of the participants. Model United Nations are diverse in nature, from multi-day international simulations organised by UN associations or educational institutions to short sessions taking place during school lessons. The aim of all Models is to create the most realistic UN experience possible, in which participants remain in their role throughout the session and act within a given framework, seeking realistic and workable solutions to any day-to-day political problem that is threatening international security, stability or adherence to human rights.

The tradition began in 1921 at Oxford University in England, where the first League of Nations role-play was held. In 1923, the first Model League of Nations took place at Harvard University in the United States. After the Second World War, universities continued to organise Model United Nations, and historical role-playing games of the League of Nations are also still held.[2] Today, Model United Nations are very popular all over the world. This is usually an extracurricular activity, but in some countries Model United Nations is also taught as a separate subject.

Participating in a Model United Nations gives young people new knowledge and skills, opens doors and helps to build international friendships that last for years. A number of later top politicians and eminent personalities have taken part in the Model United Nations, such as former US President Barack Obama, former UN Secretary-General Ban-Ki Moon, the King of the Netherlands Willem-Alexander, Chelsea Clinton and many others.

Model United Nations in Estonia

In Estonia, Model United Nations are organised at secondary and higher education institutions within individual educational institutions, and at national and international level.

NGO Mondo participated in the organisation of Model United Nations (formerly called UN simulation) for the first time in 2011, when – in cooperation with UNESCO Estonian National Commission, Estonian UN Association, Tartu Raatuse Gymnasium, Estonian Foreign Policy Institute and NGO Active Estonian Youth (MTÜ TEN) – it organised a UN simulation[3] at Tartu Raatuse Gymnasium. Since then, various levels of Model United Nations-related events have taken place in Estonia every year.

Since 2019, the role-play has been named ***Estonian Model United Nations***[4] (abbreviated: **Est-MUN**) and is organised in cooperation with the Model United Nations volunteer team within the framework of the UNESCO Associated Schools Network[5] events. In this handbook, 'Model United Nations' refers primarily to EstMUN role-playing games.

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2   https://en.wikipedia.org/wiki/Model_United_Nations
3   https://unatestsite.wordpress.com/uro-simulatsioon/
4   https://maailmakool.ee/en/estmun/
5   https://unesco.ee/en/unesco-associated-schools/

Structure of the Model United Nations Programme

The Model United Nations Programme focuses on two phases: **preparatory work and participation in the** Model United Nations Conference.

Preparatory work

Before announcing the conference and opening the registration, the Model United Nations team considers what topics the discussions could focus on. In order to arouse young people's interest in the topics, meetings with thematic experts and **English-language seminars** on various UN work formats are organised for them, which include opening speeches, panel discussions, group discussions, etc. The seminars focus on key issues related to the important topics arising from the UN Sustainable Development Goals and provide young people with the opportunity to broaden their knowledge and communication skills in English and to get to know and interact with other young people.

The main target group of the Model United Nations is young people aged 15–19, many of whom have not had previous experience in similar role-playing games. That is why we organise **regional mini-models** before the conference, which often involve made-up countries and humorous topics and do not require thorough preparation. The aim of these events is to introduce young people to the format of the event so that they already have some experience when they come to the conference.

When registering for the conference, young people have to choose their preferences regarding the proposed topics and cooperation groups. Typically, a participant can select up to three preferences, and about a month before the conference the participants receive confirmation on their cooperation group. Participants in the work of the Committee are also informed of the country which they will represent at the conference. The chairs of the committees send participants a specific information pack for the cooperation group to help the young people **independently prepare for the conference**: get acquainted with the topic and background in-

formation, draft a position document for their country and write an opening speech. Thorough preparation is the key to a successful and meaningful discussion: if independent preparation is not done, the participant will feel insecure and incompetent at the conference. For more detailed guidance and advice, see the 'Preparing for a Model United Nations: Recommendations for Participants' section of the handbook.

POSSIBLE COOPERATION GROUPS

Model United Nations is a flexible format that provides an opportunity to play through the work of various international institutions, both in history and today. Meetings of the General Assembly, the Security Council, the United Nations Environment Programme, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and United Nations committees are the most common, but other cooperation groups are possible. The handbook contains useful information, especially for preparing for the role of a UN delegate and attending a conference, but it also mentions other formats used in Model United Nations.

In addition to UN bodies, the *Estonian Model United Nations* **team also coordinates the work of the International Collaborative Group of Journalists (*Media*)**, which, as a representative of international media outlets, observes the speeches of the delegates and the voting of decisions within the Model United Nations. Depending on the profile and views of the media publication represented, journalists write articles and ask questions in interviews or at press conferences. The role of journalists is less formal and provides an opportunity to criticise, amplify and even influence what is happening in the Model United Nations. Preparatory material will be sent to representatives of the media, as with delegates, about a month before the conference so that they can carry out background research and settle into their role.

In addition to the work of media representatives, it is also possible to organise meetings of historical UN bodies or the League of Nations, proceedings of the UN International Court of Justice, or the Criminal Court within the framework of Model United Nations. These sessions are less traditional, and their guidance materials will be sent to selected participants one month before the conference.

Work during the Model United Nations Conference

The Model United Nations Conference usually lasts 3–4 days. Below is a basic agenda, which may vary according to the specific event.

Day 1

- Opening event for participants and supervisors, where organisational information is shared, out-of-role opening speeches are held and the conference is opened.
- The Secretary-General reiterates the rules of discussion with the participants, giving examples and highlighting the most important.
- The organisers and participants will take on roles, delegates will give their opening speeches and the Secretary-General will announce the topics of the conference.
- Division into cooperation groups and getting acquainted with the group chairs.

Days 2 and 3

- The work of the committees where the positions are discussed, debates are held and a joint resolution is drawn up.
- Constant communication with the media, who may ask delegates for interviews, invite them for talk shows or attend a committee meeting.

SOCIAL LIFE AND ENTERTAINMENT

In addition to formal sessions, social events also play an important role in the Model plan, where participants can step out of their political roles. Entertainment events can take many forms, including quizzes, dances, karaoke nights and more. Events can also be organised where participants are still in their roles, but the topics are informal (such as a national food evening).

The identity of the participant in the Model United Nations

As part of the preparatory work, each participant should create an identity that matches the profile of the delegate of the represented country. When doing so, the example of top politicians of the represented countries who participate in the work of the United Nations can be followed.

For example, when creating an identity, you can think about:

- what the delegate's life and education has been like;
- what their political career has been like so far;
- why and how they became a politician;
- what are the issues closest to the delegate's heart;
- what are their favourite non-political topics?

Like the delegates, we recommend that journalists participating in the work of the media team create a journalist identity that matches the profile of their publication. A journalist can also design their clothing and communication style/manner of speech accordingly (however, one should not go too grotesque).

NB! One of the most important conditions for participating in the Model United Nations is to remain in the role throughout the official part of the conference. This may mean that you have to represent and defend opinions and views that you yourself do not agree with. At the same time, all other delegates must be treated with respect, and it must be understood that they also have a role to play. The official part of the Model United Nations also includes talk shows, press conferences and unmoderated debates.

As the Model United Nations lasts 3–4 days, it is understandable that it becomes difficult to stay in the role around the clock. Social events are usually a place where everyone can be themselves and do not have to remain in their role.

Etiquette

Diplomatic etiquette plays an important role in the Model United Nations. Before attending the conference, we recommend that you watch the video introducing the Code of Conduct for the Model United Nations and keep the following principles in mind during the event.

COURTESY AND RESPECT

Even if it is the last day of the conference or if sympathy or antipathy has emerged between delegates from different countries outside of the session, formal and polite language must be maintained at the session. Rude, derogatory or overly familiar behaviour is not allowed during or between sessions. Throughout the Model, try to act as a diplomat who respects his/her fellow delegates as well as everyone else they meet during the trip.

SPEECHES

Speeches must be concise, relevant and polite. They are formally addressed to all listeners and presented to the Chair. A familiar address to a delegation, such as 'Dear brave Somalis ...', is not a good tone, but the previous speaker's argument can be referred to if desired: 'As the Somali delegation has already emphasised...'. It is strictly forbidden to attack any delegation or delegate. The discussion must take place on the issue raised, without personal hints or implications. Each speech begins with an honourable address to the Chair and co-delegates: 'Honourable Chair, honourable delegates'. The relevant vocabulary can be found in Annex 9.

The applause is polite only after the opening speeches, the presentation of the motion for a resolution on the General Assembly and the adoption of the resolution. At other times, support can be expressed, for example, by your speech or by lightly tapping on the table.

CLOTHING

Each delegation decides whether its members dress according to the traditions of the people they represent or whether they wear universal formal clothing. In both cases, certain general rules apply. For formal clothing, we recommend that you follow the principles of Western Business Attire. When dressing according to ethnic traditions, behave respectfully and avoid stereotypical or culturally ridiculous approaches. It is not allowed to cover one's face at UN meetings, except for the purpose of preventing the spread of infectious diseases. General rules:

- Clothes should be clean and well-kept.
- A shirt, smart sweater, jacket or blouse is acceptable.
- Avoid T-shirts, sleeveless shirts, sweatshirts, tank tops, overly colourful shirts or shirts with a slogan, and other casual wear.
- Avoid jeans. Dress trousers or other trousers with a formal cut are most suitable. Sweatpants and leggings are definitely not suitable.
- The skirt or dress must extend beyond the knee and must not be too revealing.
- Shoes must be respectable. Sneakers, keds, snow boots and sandals are not suitable. Footwear should definitely be comfortable – walking and standing in tight shoes or on high heels for an entire day is tiring, and blistered feet do not allow one to focus on the world's problems.
- Keep your hair clean and combed. Stay modest and consistent in your hairstyle, make-up and selection of jewellery.
- Be sure to wear a tie with a suit.

Preparing for a Model United Nations

Recommendations for supervisors

An ever-changing world also requires changes in the education system. How can we best provide a meaningful learning experience at school and support the development of students' knowledge, skills and attitudes so that they will continue to benefit in real life? The Model United Nations, which broadens students' worldviews and creates both an understanding that all countries and peoples of the world are closely interlinked and that we need to work together to meet the challenges of the future, is one such opportunity.

Methods by which the supervisor can support the success of the Model United Nations:

- introduces students to the principles of the Model United Nations and provides general information;
- conducts a role-play on the Model United Nations, if possible, or requests the assistance of the Model United Nations team;
- shares with interested parties more information about the Model United Nations;
- supports the preparation process for registered participants;
- participates as a companion in a Model United Nations with their school's participant(s) and collaborates with other supervisors and event organisers.

Introduction of the format

We have put together **a presentation** for supervisors to give a brief introduction to the format of the Model United Nations. If the tutor has more time to dedicate to the topic, the **lesson plan and worksheets for students** can be used (Materials for the supervisor to introduce the Model United Nations: Annexes 1–3), which make up a group role-playing game. The presentation, supervisor's materials and worksheets are also available as separate files on the Maailmakool (NGO Mondo global education centre) website, so they are convenient to use in distance learning, for example. The role-play does not require any prior preparation from the students, but it is similar in structure to the Model United Nations and is one of the ways to introduce the students to the principles of the UN. The role-play takes approximately **90 minutes** and is ideal, for example, as two lessons in geography or social studies. An English language role-play can also be organised in an English class.

It is worth following the information on the Maailmakool website about the Model United Nations. Depending on the season, the Model United Nations team either organises regional one-day Model United Nations or offers workshops for schools to introduce the format. There are also introductory videos of different lengths about the format, which can be used in class or recommended for students to watch on their own. An overview of the Model United Nations Structure and the conference agenda is also provided in the Structure of Model United Nations Programme chapter of this handbook.

You can find more information about the Model United Nations at www.maailmakool.ee and on the Maailmakool Facebook page; questions can be sent by e-mail to unescoschools@mondo.org.ee.

Supporting participants during preparation

Once you have introduced the format to your students and identified young people who are interested in the Model United Nations or who could actually take part in it, the next step is to introduce them to the upcoming events of the programme. You can find the calendar of events on the [Maailmakool](#) page. In the preparatory seminars, we offer young people substantive information on the topics to be discussed at the conference, as well as an opportunity for mutual discussion and the exchange of views; we also promote the conference and encourage young people to submit expressions of interest.

Some students decide on their own that they want to take part in the event, find information themselves and submit an expression of interest. However, some need more persuasion and encouragement from a teacher or loved ones to enrol in the conference. You know your students best and can choose the most appropriate approach for everyone. We certainly do not recommend sending 'exemplary students' to the conference on a mandatory basis. The best experience will be had by those participants who have a serious interest in the event and a desire to take part in it. In the expression of interest, each participant must indicate the name of the supervisor; the organisers need this information simply so that they can keep the supervisors informed of important things.

The following sections of the guidance material mainly contain information for young people who want to take part in the Estonian Model United Nations and have been confirmed as participants by the organisers. The materials are primarily intended for young people to work independently. As some young people need the active support of a supervisor in the preparation process, it is good that the supervisors also get to know and be aware of these materials. Before the conference, the [Checklist](#) should be reviewed together, and young people can also be referred to their Committee or working group supervisor if they have questions about homework etc.

The role of the supervisor at the event

During the preparation period, the supervisor should examine and decide whether he/she should attend the conference and, if so, what his/her tasks/functions are. Young people receive a wealth of preparation material and play an active role in the conference. However, each event also requires the participation of a number of supervisors. Below we describe in which cases the participation of the supervisor is mandatory and in which case it is voluntary, and what this entails.

In the case of minor students, the supervisor must attend the conference as an accompanier of the students in order to share with the organisers the responsibility for the well-being and safety of the students. There must be at least one adult per ten minor students at the event, so it is possible (in agreement with the organisers) for schools in one area to appoint, for example, one teacher to accompany students from several schools.

The teacher can also take part in the event with **adult participants**. During the event, young people may need support in role-playing and other events as well as in solving everyday problems, and it is good if they are accompanied by a familiar adult. It should be borne in mind, however, that a firm rule of the Model United Nations Conference is that **supervisors should not interfere in the role-play in any way**. In the event of a breach of the rules, the chairpersons may intervene, either by making a remark or by imposing a pre-agreed sanction.

However, the important function of supervisors is to participate in discussions as observers and to take notes. The supervisors exchange feedback in a separate group, and a meeting is organised with the leaders of all the cooperation groups, in which the supervisors can share their observations and recommendations.

During the conference, the organisers offer the supervisors other opportunities to communicate and exchange experiences; educational workshops and study visits are organised for the supervisors, for example. Supervisors are always welcome to the EstMUN conference.

Recommendations for participants

The following instructions are intended primarily for the participants of the Estonian Model United Nations; in addition, you will find answers to several questions that may arise in preparation for the event. For more information on the background, schedule and rules of the event, please refer to the 'Background Information' section of this handbook. You will find helpful tips and advice in the video made by the youth of the Model United Nations and the Q&A section of the handbook.

Preparatory events and expression of interest

HOW DO I BECOME A PARTICIPANT IN A MODEL UNITED NATIONS?

Information about this year's programme and topics can be found on the Maailmakool (NGO Mondo global education centre) website. There you will also find the form of expression of interest (if the application period is active). If for any reason you do not find the information you need, contact your supervisor or the UNESCO Associated Schools Coordinator (unescoschools@mondo.org.ee). If you submit an expression of interest on time, more detailed information about the event, topic and country you represent in the Model United Nations will be sent to your inbox.

I HAVE READ THE BACKGROUND INFORMATION AND SUBMITTED AN EXPRESSION OF INTEREST. WHAT NEXT?

Keep an eye on your inbox, where organisers send information about the following important things:

1. **the country you represent;**
2. **the Committee you will work in during the event;**
3. **the subject of the debate;**
4. event plan;
5. written homework guide;
6. contacts details of the management team (including committee chairs).

All information may not come in a single letter. The first three points are especially important because the preparation, the composition of the organising team and the plan of the event may change during the work, and the exact information will arrive later. However, if the event is approaching and you have not yet received the necessary information, contact the organisers yourself.

Information gathering and written homework

I KNOW WHICH COUNTRY I REPRESENT AND WHICH COMMITTEE I PARTICIPATE IN. WHAT NEXT?

All the data and background information about the foreign policy of the country assigned to you as well as knowledge of the domestic policy of the country will be beneficial because one influences the other and vice versa. To gather information and provide a quick reminder, we have compiled a country background information worksheet, which can be found in the annex to this guide. Print it out, fill it out and take it with you to the event, where you can use it as a cheat sheet.

WHERE AND HOW CAN I FIND INFORMATION ON THE COUNTRY REPRESENTED?

You can try the Google search engine first. Wikipedia and the CIA World Factbook also provide useful information. Pay attention to the country's history, population and population composition, the ruling state order and, to some extent, geography. For more detailed information, enter *Country name + foreign policy/domestic policy*) in your search engine.

For foreign policy, pay particular attention to the following aspects:

1. the general reputation of the country;
2. state participation in international organisations (including the UN);
3. the country's main allies;
4. the countries the State does not have an overly friendly relationship with, and the root causes of any conflict;
5. major wars and other foreign policy events.

When searching for sources, preference should be given to English language sources because the working language of the event is also English, and the materials offer the vocabulary, expressions etc. necessary for the work. If you have trouble with English, look for materials in your native language as well, but not to replace those in English. From English-language sources, choose international publications with an objective approach, such as the BBC, the *Financial Times*, CNN, *The Economist*, etc. Avoid party publications or other 'biased' sources, as the information they provide is not always objective.

If you feel that the preliminary work is too voluminous or otherwise difficult for you, feel free to contact your supervisor or the committee chair, who will help you screen out the most important topics and sources.

HOW TO MOST EFFECTIVELY COLLECT DATA ON THE COUNTRY I REPRESENT?

We recommend that you create a separate folder on your computer, where you will gather all the necessary documents, links, videos, etc. If you want to use the collected background information during the debate, print out the most important facts. Remember that during the debate, the use of electronic devices is only allowed during the Unmoderated Caucus.

I HAVE COLLECTED ENOUGH DATA ABOUT THE COUNTRY I REPRESENT AND HAVE SAVED IMPORTANT INFORMATION FOR FUTURE USE. IS THIS ENOUGH?

You're almost on target! There is still one last but very important home task: writing a position paper.

A position paper is a short summary of an important topic, problem, controversial issue, etc., from the State's point of view. It is also used in real politics, and the task provides the opportunity to try one's hand in drafting it.

First of all, pay attention to the subject of your Committee. To do this, open the Study Guide in your e-mail box, which contains an overview of the topic prepared by the committee chairs. This document must be read **before starting independent research**.

For the auxiliary materials in developing the positions and submitting arguments of the represented State, we have prepared a worksheet which you will find in the annexes to this guide – be sure to pay attention to it!

WHY IS IT IMPORTANT TO READ THE *STUDY GUIDE* BEFORE WRITING YOUR POSITION PAPER?

The *Study Guide* contains definitions and concepts that will be used by both the chairpersons to lead the debate and the participants in developing the solutions. Introducing one's own concepts and definitions is a risky step in foreign policy that a novice politician should avoid.

WHERE AND HOW CAN I FIND THE INFORMATION ABOUT THE REPRESENTED COUNTRY THAT I REQUIRE TO PREPARE A POSITION DOCUMENT?

In addition to the country's general foreign and domestic policy positions, it would be necessary to know what the country's official positions are on the subject to be discussed in the Committee. Facts and statistics should be found that help to put forward your claims and relate credibly to the views of other countries. The more preliminary work you do, the more convincing your arguments will be.

Enter the *name of the country + keywords related to the topic* in the search engine. Follow all the recommendations above. In the case of more specific topics, it is recommended to use primarily English-language sources, as information in your native language may be insufficient, incorrect or non-existent. If necessary, ask your supervisor or the committee chair for help.

I HAVE GATHERED ENOUGH INFORMATION BOTH ABOUT THE COUNTRY I REPRESENT AND ABOUT THE SUBJECT OF THE DEBATE. I KNOW THE VIEWS OF THE COUNTRY I REPRESENT ON THIS ISSUE. HOW DO I NOW WRITE A POSITION DOCUMENT?

Carefully read the instructions for writing a position paper sent to you by the Chair. Write the following information in the document header:

1. **Name of the country represented;**
2. **The name of the Committee;**
3. **Topic.**

The position paper may have a separate title page, but this is not necessary. Focus on content, not formatting. If you wish, you can also include an image of the flag of the represented country in the header.

There are three important parts to a position paper that should be more or less the same volume:

1. **Introduction to the topic.** Provide a brief summary of the topic/problem and its importance, and briefly discuss what sources and data you rely on. This is an introduction to the following sections of the document.
2. **Relation of the topic/problem to the country you represent.** Explain how the State deals with solving the problem, in which relevant organisations or projects it participates, what the general attitude of the State is and its contribution to solving the problem.
3. **Solutions.** Suggest a possible strategy for solving the problem, and point out the most important points that you will defend and promote during the debate. They will form the basis of your draft resolution.

The approximate size of the position paper is two A4 pages (font size 12 p, line spacing 1.5). Don't forget the references to the sources used. If you need advice and assistance in writing a position paper, contact your supervisor or committee chair. An example of a position paper can be found in the annex to this manual.

DOES THE POSITION DOCUMENT AFFECT MY FINAL RESULT AS A PARTICIPANT?

Yes, to some extent. Remember that writing a position paper is a homework assignment that is given enough time. Failure to do so or just winging it will show your attitude towards the event, and the topic, and the committee chairs will take this into account.

I AM AFRAID I WILL NOT BE ABLE TO SUBMIT THE POSITION DOCUMENT BY THE DEADLINE. WHAT SHOULD I DO?

Be sure to contact your Committee chairs. If you have been busy at school, become ill or have any other good reason for the position paper being delayed, the committee chairs will take this into account. It has even happened that the *winner of the Best Position Paper* award submitted his document the day before the conference. However, this opportunity should not be abused – the work of late submitters is always looked at more closely.

SHOULD ALL SPEECHES AND POSSIBLE ARGUMENTS BE PREPARED IN WRITING?

You could write your opening speech before the event. Opening speeches are scheduled for a separate session of the General Assembly at the beginning of the event, and improvising such an important speech on the spot leaves a rather bad impression, especially if you are not an experienced orator. At the same time, dull reading the whole text from paper is not a good solution. Whenever possible, memorise your opening speech and try to present it as naturally and convincingly as possible. For support and encouragement, you can write on the paper the most important points and keywords that will help you to follow the content and emphasise the importance. An example of an opening speech can be found in the annexes to this manual.

However, it is impossible to write down all speeches. After the first round of speeches, it is very difficult to predict the course of the debate and the views of the speakers, and your arguments often have to be formed on the go. In your preparation, focus on which countries are in the same Committee as you and what their views are on the subject under discussion. In the course of the work, competing groups and coalitions are formed from the representatives of the countries – you will definitely want to take an active part in them as well.

Checklist before going to a conference

Congratulations, you are almost ready for the conference! To make sure everything is done, use the following Checklist:

- I know which **country** I represent on the Model United Nations.
- I know which **Committee** I am in and what the **topics for discussion are**.
  (If anything is **unclear**, ask the supervisor or a member of the Model United Nations for **more information**)
- I have gathered enough information about the country represented:

  - the country's **foreign policy** and **cooperation** with other international organisations
  - the **position of the** State on the issues to be discussed during the Model
  - **background** and **reasons for the** country's views (e.g., historical events, religion, etc.)
  - **readiness of the country to cooperate** with other UN member states
  - organisation of state **power** and public **order**
  - the country's biggest **internal problems**
  - possible **conflicts** of the State with another Member State participating in the Model

- I have the necessary clothing ready to take with me (see 'Background information'/'Etiquette'), a laptop or tablet, and the necessary papers with background information.

Frequently asked questions from participants

I HAVE SOME MORE QUESTIONS THAT I WOULD LIKE ANSWERED.

Feel free to contact your supervisor and/or event management team to help find answers. The members of our organising team are experienced debaters and former participants in Model United Nations, so they can definitely help.

THE MODEL INCLUDES DISCOS AND OTHER SOCIAL EVENTS. IS PARTICIPATION IN THEM MANDATORY?

No, but we definitely recommend participating. Model United Nations are not only a debate before judges but also a great opportunity to make new acquaintances and increase your international network of contacts. During these events, you can also showcase your own skills and admire the skills and creative sides of others: sing, dance, play social games, taste the food of different nationalities, etc. Be sure to avail of these opportunities! You can take the instrument you are playing, some interesting costume or something cool to surprise other participants.

THE PROGRAMME OF THE EVENT INCLUDES NATIONAL CUISINES AND PRESENTATIONS OF DELEGATIONS. HOW DO I PREPARE FOR THEM?

The Model programme also includes events that focus on the national culture of the countries represented. In the course of them, you can offer the national dishes of this country, and introduce the history and culture. There may be limited opportunities to prepare fresh food and obtain the necessary raw materials at the venue of the event – it is more sensible to bring snacks with sufficient shelf life that only need to be served or heated in the microwave. You can find more recommendations for a dignified presentation of the represented country and culture in the 'Background information' section.

I NEED TO TAKE MEDICATION AND/OR USE AIDS BECAUSE OF MY HEALTH CONDITION. IS THIS AN OBSTACLE TO PARTICIPATION?

If the person is able to cope on their own, special medical needs should not be an obstacle, but be sure to let the management team know so that they can take better account of your needs. Bring a sufficient amount of medication and the necessary aids to the event.

WHAT NOT TO BRING TO THE EVENT?

The same rule applies here as for any other event or trip: take everything you need with you and leave everything you don't need at home. Be sure to leave alcoholic beverages and drugs at home, as the use of these is strictly prohibited at all events (including for adults). Violators of this rule can expect trouble with the police.

WHAT SHOULD BE CONSIDERED WHEN CHOOSING CLOTHES?

Clothing plays an important role in every event. Find the necessary clothes in time, check them (so that, for example, there are no buttons missing etc.) and pack a suitcase. It's not a good idea to rummage in your closet half an hour before the bus leaves. Pay attention to the 'Etiquette' section at the beginning of the handbook, which provides recommendations for choosing the appropriate clothing. If your representative suit is made of easily wrinkled material, check with the organisers before the event as to whether there is a possibility to iron clothes on site. Also, keep in mind the weather and other conditions so as not to wade through the snow in light shoes or have to cope with tropical heat in a woollen suit.

IS IT PERMITTED TO SMOKE AT EVENTS?

When you are an adult, you can smoke, but only in designated areas. In Estonia and many other countries, smoking is not allowed in the premises and campus of educational institutions, which means that you have to take a long walk to find a place to smoke.

I HAVE HEARD THAT MANY HAVE FOUND LOVE AT THE MODEL UNITED NATIONS. IS THAT TRUE?

Be polite and decorous at all events, as if you were a professional politician. You will definitely find a number of new acquaintances during the Model, and it is not unheard of for warmer relationships or even feelings to develop. However, this type of communication should take place outside of the conference rooms or at social events. A Model United Nations is definitely not a place to go just to find love.

NB! However, if a participant becomes too intrusive towards you or anyone else, grossly violates the courtesy rules or endangers the safety of others with their behaviour, **notify the organising team IMMEDIATELY!**

I'M INTERESTED IN POLITICS, BUT I'M AFRAID OF PUBLIC SPEAKING. DOES THAT MEAN THAT MODEL UNITED NATIONS IS NOT FOR ME?

Don't worry; many well-known performers are also very nervous before taking the stage – in this case, deep inhalation and exhalation will help to calm you down. At our event, you are in a safe and supportive environment. Remember, no one has come here to laugh at you, and other performers are probably as scared or even more afraid than you are. However, if the situation seems very bad, feel free to let your Committee chairs or a member of the management team know. You will also find support and encouragement from the supervisor(s). However, if the fear of performing seems insurmountable, consult a psychologist, for example, before deciding to participate. A Model United Nations should be an exciting challenge for you, not a pathway to suffering.

NB! If someone shows a derogatory attitude towards your or someone else's language or presentation skills at the event, **report it to the organising team IMMEDIATELY!**

HOW TO PRACTICE SPEAKING BEST?

The most natural and private way to do this is at home in front of a mirror. This way, you can see and practice gestures, facial expressions and body language, which play a very important role next to the verbal content of the speech. At school, express your opinion in English and in other lessons, debate with your peers, speak up boldly in meetings and find additional opportunities to practice public speaking. If your supervisor forms a working group with future participants in the Model United Nations, be sure to take part in that group's work. It is also useful to record your performances with a camera or voice recorder to adjust your words and body language if necessary.

DOES IT EVEN MAKE SENSE TO GO TO THE EVENT WHEN THERE ARE SO FEW WINNERS?

All participants benefit from the event, gaining a wealth of new knowledge and developing their language and presentation skills. Of course, prizes are also awarded to the best of the best. They often become members of the team organising the next events. Some of them have the opportunity to participate in international conferences and other events. But, as with other competitions, participants who are not officially declared winners are often noticed at the Model United Nations, and the event becomes a springboard for something exciting. We remember all active and skilled participants, so it is not worth going to the event just to get a prize.

Participation in the work of the committee

The structure of the Model United Nations Programme is described in the [Background Information sectio](). It is also outlined there that the Model United Nations Conference takes place in working groups. The work in the Committee, which is the standard Model United Nations format, is described in more detail below. Instructions for media representatives and other groups will be sent to participants about a month before the event.

Opening of sitting and common forms of discussion

At the end of the opening ceremony and the demonstration (mock) session, the participants will be divided into committees. When you get to your committee room, you need to first find your place. There is usually a table of chairs in front of the delegation tables. Remember that the delegations are arranged behind their desks in alphabetical order! Depending on the size and shape of the room, the location of the tables may differ. If you are unsure, ask your Committee chairs for help.

If you find a placard with a flag and the name of the country you represent on the table, you are in the right place! Take a seat and prepare all the materials necessary for the work (printed position paper, speeches and important arguments, notebook, etc.), but not smart devices because their use is prohibited in the initial phase of the debate.

The working session of the Committee always begins with a welcome address by the Chair, after which the meeting of the Committee will be declared open. A meeting can only take place if at least one-third of the delegations are present; at least two of the five permanent members of the Security Council must be present.

NB! In some conferences, it is customary to use one-time placards, on which other participants can write friendly messages etc. EstMUN placards are reusable, and you can't write anything on them!

ROLL CALL

At the beginning of each session, the Committee Chairperson conducts a **Roll Call**, during which the names of all the delegations present and their position in relation to the substantial Voting will be written down. This means that before the debate begins, you must indicate whether you intend to abstain from the amendments and the resolution or whether you intend to vote in favour or against.

The chairs of the Committee will read out the names of the delegations in alphabetical order. When you hear the name of your delegation, raise your placard and announce your choice, saying:

1. *Present and Voting* (no abstention);
2. *Present* (abstentions on amendments and resolution).

Keep in mind that the second option is preferred by large countries or delegations that do not have a clear position. Your selection is binding, and you can only change it later during the next roll call.

MOTIONS AND POINTS

The task of the committee chairs is to follow the debate and make sure that delegations comply with the rules. The real power in the work of the Committee, however, belongs to the delegations, expressed in procedural **proposals** (*Motions*) and **observations** (*Points*).

In order for the debate to move forward, delegates need to take the initiative. The transition from one form of debate to another takes place through motions. To make a motion, wait until the chairs give delegations the opportunity to submit proposals, then raise your placard and say:

> 'The delegation of (name of country)
> would like to motion for (desired proposal).'

We will talk about more detailed motions in the subchapter of each discussion form.

Delegates can also make *Points* that do not affect the debate process but are necessary for the transmission of information. The point is announced by raising your hand, and no placards are used. There are four types of points:

1. **Point of Personal Privilege.** Behind such a fancy title, in fact, lies the usual personal request – to enlarge a document on the screen, open a window, go to the toilet and so on. This is the only remark that can interrupt someone else's talk;
2. **Point of Order.** The point is used if a delegate suspects a breach of procedure by another delegate or the Chair. The Chair will usually ask for further clarification on the nature of the breach;
3. **Point of Parliamentary Inquiry.** The point is used if a rule remains unclear or if the delegate needs help with some procedure. The point can be used with confidence, but its misuse can indicate that the participant has not done his or her preliminary work well enough;
4. **Point of Information.** The point is used to ask the Chair or another delegate something that is not directly related to the topic of the debate but may be important for everyone (for example, the time of the next break).

When making a point, be sure to let the Chair know what kind of point it is.

SETTING THE AGENDA

Once the roll call has been completed, delegates will be given the opportunity to submit motions. The only suitable motion at this point is the **Motion to Set the Agenda**.

> 'The delegation of (name of country) would
> like to motion to set the agenda to the topic
> (official topic of the committee).'

If there are several topics, delegates are asked to specify the order in which the topics will be discussed. The vote will then take place in the order in which the proposals are presented.

No points (other than Point of Personal Privilege) or suggestions may be made during the vote, nor shall the floor be taken. You must raise your country's placard to vote. All delegations voting in favour of the proposal are counted first, followed by those who oppose it. As this is a procedural vote, no delegation has the opportunity to abstain. Adoption of the agenda requires at least 2/3 of the delegations present to vote in favour.

SPEAKERS' LIST

Once the agenda has been adopted, a few more important procedural steps need to be taken before delegates can debate. Next, some delegates should propose the Motion to Open the Speakers' List:

'The delegation of (name of country)
would like to motion to open the Speakers' List.'

There will also be a procedural vote on this proposal. This time, a simple majority (50% + 1) is required, but in general, it is customary to approve this proposal unanimously.

The next step is to decide for how **long each delegate on the list of speakers can speak** (*Speaker's Time*). It is usually between 60 and 90 seconds, although in technical terms, speaking time is not limited. After the vote, this time is valid for everyone and must be chosen carefully because the pace of the sitting depends on it. There is a separate motion to confirm speaking time:

'The delegation of (name of country) would like to
motion to set the Speaker's Time to (desired time).'

Participants may submit several different proposals. A simple majority is required to confirm speaking time.

After the speaking time has been confirmed, delegates will be able to speak formally. To make a request, the delegate must raise his/her placard. The committee chairs write down those who want to do so in the order in which the placards are raised so that a list of speakers is drawn up. If there is a projector in the room, this list is usually visible at all times. After each speech, the list is reopened so that the floor can be taken several times. At the same time, motions and points can be made. The floor may also be dropped, in which case the next delegation on the list will be given the floor.

When a participant is given the floor, he or she shall stand and express the views of the delegation on the subject in question. It may happen that the speech is shorter than normal. The rest of the time can be used by the participant in several ways:

1. **Yielding to the Chair.** If the participant yields to the Chair, nothing happens, and the next speaker gets the floor;
2. **Yielding to another Delegate.** A delegate may 'yield' the rest of the time to a delegate from another country. This option is used when a speech from one delegate needs to be supplemented by another delegate. Such 'joint speeches' are usually made by allies and large coalitions;
3. **Yielding to Questions.** The delegate may give others the opportunity to ask him/her questions. In this case, 10 seconds equals one question; for example, you can ask three questions for a 33-second time limit.

MODERATED CAUCUS

Speeches based on a list of speakers are a suitable format for opening speeches and summaries, but delegates exchange the most constructive information during **debates**. The debate, chaired by the Chair, is similar to speeches on the basis of a list of speakers, but there is no pre-established list. Instead, the Chair gives the floor to delegates at his/her own discretion, and the pace of the debate is much faster than the speeches. There is no possibility in the debate to use surplus speaking time to ask questions or make joint speeches. In order to initiate a moderated caucus, a motion must be set during the round of speeches:

A simple majority is required to adopt the motion. In the case of a Moderated Caucus, the following **must be** defined:

1. a topic that is usually related to a specific aspect of the problem under discussion;
2. total duration, usually between 10 and 20 minutes;
3. speaking time, which is usually shorter than for speeches (30–60 seconds).

The debate may always be extended, but the additional time may not exceed the duration of the initial debate. The topic and speaking time remain the same. The proposal sounds, as follows:

'The delegation of (name of country) would like to
motion for an extension of the previous Moderated Caucus
with a total duration of (overtime).'

A simple majority is also needed to adopt this motion.

A guided debate is the best way to present your draft resolution and create a meaningful dialogue. Offering and using this discussion form shows the participant's activity and diverse knowledge of the topic.

UNMODERATED CAUCUS

An **Unmoderated Caucus** may sound a little anarchic, but it is not. The purpose of the Unmoderated Caucus is to give delegates the opportunity to move freely, use smart devices and form groups to write ready-made draft resolutions. In the case of an Unmoderated Caucus, there is no specific topic or speaking time, and the chairs do not have the opportunity to intervene in delegates' discussions. The motion to launch an unmoderated caucus is, as follows:

'The delegation of (name of country) would like to motion
for an Unmoderated Caucus with a total duration of
(total duration of debate).'

The total duration of an Unmoderated Caucus is usually between 10 and 20 minutes. A simple majority is required to adopt the motion. The Unmoderated Caucus may always be extended, but the additional time may not exceed the duration of the initial debate. The proposal sounds, as follows:

'The delegation of (name of country) would like to motion
for an extension of the previous Unmoderated Caucus
with a total duration of (duration of overtime).'

A simple majority is also needed to adopt this motion.

During the Unmoderated Caucus, important events will take place: the formation of political coalitions and the drafting of resolutions. Although the chairs do not have the opportunity to intervene in the discussions, they monitor the activities of the participants.

NB! Unmoderated caucus is not a break for coffee or a cigarette! To leave the room, permission from the chairperson must be sought.

Resolutions and Voting

PRESENTATION OF A DRAFT RESOLUTION AND SUBSEQUENT DEBATE

Once your coalition has decided that your draft resolution (Working Paper) is ready for submission to the Committee, a relevant motion needs to be made. Before doing so, make sure that the following points are included in your draft resolution (see the annexes to this handbook for a sample resolution):

1. List of supporters. Supporters are all the authors of the draft resolution who will defend it in the ensuing debate. The same delegation cannot support several draft resolutions at the same time.
2. List of Signatories. In this context, the signatories are not the official supporters of the draft resolution but the delegations that are ready to discuss the resolution. The same delegation may be the signatory to several different draft resolutions.
3. At least five introductory points in the Preambulatory Clauses. The Preambulatory Clause introduces the problem and previous resolutions on the subject.
4. At least eight Operative Clauses. Each introductory point should correspond to at least one operative clause.

The tabling of a draft resolution also requires a correct motion, which is adopted by a simple majority:

> The delegation of (name of country) would
> like to introduce a Draft Resolution.'

Delegates may then submit their draft resolutions to the committee chairs, either electronically or on paper. Once the committee chairs have received the draft resolution, a reading of it will begin (Panel of Authors), during which the authors of the draft resolution will be able to present the content of the document.

Following the presentation of the draft resolution, a formal draft Resolution Debate will begin, consisting of three parts:

1. Speeches by draft resolution (*Time in Favour*). The floor will be given to delegates who are for the document;
2. Speeches against a draft resolution (Time Against). In order for delegations to be able to speak against the draft resolution, it is necessary to submit a motion (simple majority required):

> 'The delegation of (name of country)
> would like to move into Time Against';

3. Open Debate. Delegations can speak for or against the project.

MAKING PROPOSALS FOR AMENDMENTS

It is often the case that some delegations broadly agree with the draft resolution tabled but consider that it needs to be supplemented. In order for delegates to be able to correct and supplement draft resolutions, a procedure for tabling amendments is provided.

The committee chairs usually announce a pause or free debate during the debate so that all delegations can prepare their amendments. Amendments shall be tabled in one round in order to avoid Amendments to the Second Degree.
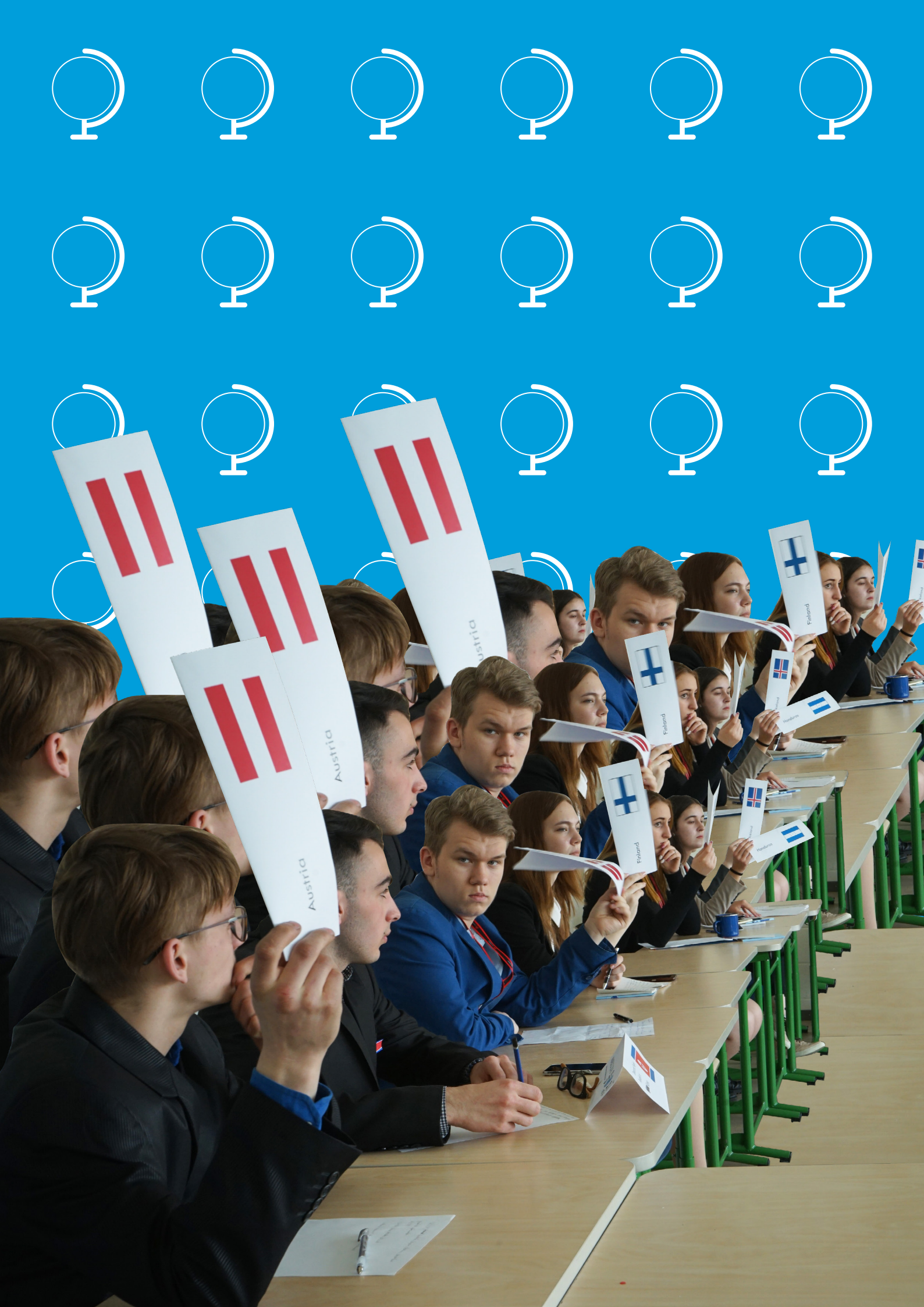
Amendments can have three purposes:

1. Addition. A new operative clause is added to the draft resolution;
2. Subtraction. One or more operative clauses shall be removed from the draft resolution;
3. Modification. Substantive changes can be made to the operative clause. No amendment is needed to correct orthographic errors.

The amendments fall into two categories:

1. 'Friendly Amendments,' the content of which has been agreed with the supporters of the draft resolution. Such amendments shall not require a vote;
2. 'Unfriendly Amendments,' tabled by a delegation not involved in the draft resolution and opposed by at least one of the supporters of the draft resolution.

In order to table an amendment, it is necessary to make a motion:

'The delegation of (name of country) would like to introduce a (friendly/unfriendly) Amendment.'

'Unfriendly' proposals require a discussion and vote (a simple majority is required for approval). This is a substantive vote in which the delegations entitled to do so may abstain.

FINAL VOTE

Once all the draft resolutions and amendments have been tabled and discussed, the Committee may begin the final vote. The proposal sounds, as follows:

'The delegation of (name of country) would like to motion to Close the Debate.'

Adoption of this motion requires at least 2/3 of the votes of the delegations. Following the adoption of the proposal, delegates will have the opportunity to propose the final voting procedure.

The first possible proposal is Motion to Re-Order Draft Resolutions. The votes are usually taken in the order in which the draft resolutions are tabled, but they can be moved if necessary. The corresponding proposal, which requires a simple majority for approval, reads, as follows:

'The delegation of (name of country) would like to motion for Re-Order Draft Resolutions, as follows: (desired order).'

Another possible proposal is Motion to Divide the Question. The Committee usually votes in favour or against the whole document, but in the case of a larger and more complex resolution, it may be necessary to divide it into smaller parts or even points. The proposal requires a simple majority for adoption and reads, as follows:

'The delegation of (name of country) would like to motion to Divide the Question, as follows: (items requiring a separate vote).'

Regardless of whether or not someone submits the above proposals, it is necessary to confirm that the vote has taken place:

<p style="text-align: center; color: #29ABE2;">'The delegation of (name of country) would
like to Move to the Voting Procedure.'</p>

Adoption of this proposal will require a simple majority. Since then, delegates have two possible proposals for the voting procedure. The first is Roll Call Vote. The normal voting procedure provides for the placards to be raised, but in the case of roll-call votes, delegations announce their opinion (*In Favour – Against/Abstain*) and do so in English alphabetical order. This does not affect the outcome of the vote but makes the voting process more attractive and adds excitement to the end of the sitting. The proposal does not need to be approved and reads, as follows:

<p style="text-align: center; color: #29ABE2;">'The delegation of (name of country)
would like to motion for a Roll Call Vote.'</p>

There is another way to vote, which is Vote by Secret Ballot. Delegations usually request a secret ballot when there are major inconsistencies in the debate on a resolution. The proposal sounds, as follows:

<p style="text-align: center; color: #29ABE2;">The delegation of (name of country)
would like to motion for a Vote by Secret Ballot.'</p>

The proposal requires 2/3 of the delegations to vote in favour, and the possibility of abstention is ruled out, as the committee chairs cannot check the respective rights of the delegations.

The adoption of a resolution in the Committee is marked by applause. The resolution adopted (with the exception of the decisions of the Historical and Legal Committees and the directives of the Security Council) shall be forwarded to the General Assembly for approval.

CLOSURE OF SITTING

The sitting shall be closed once all the debates and scheduled ballots have been completed. The closure of the sitting is the last motion that delegates can make. It sounds like this:

<p style="text-align: center; color: #29ABE2;">'The delegation of (name of country)
would like to motion to Adjourn.'</p>

The motion shall be deemed adopted by an absolute majority of the votes cast, and the sitting shall be declared adjourned.

Keep in mind that longer breaks, such as a lunch break or the end of a part session, require a second motion:

<p style="text-align: center; color: #29ABE2;">'The delegation of (name of country)
would like to motion to Suspend the Session.'</p>

A simple majority is required to adopt this motion, and the sitting will resume after a break.

More about the rules: important notes and recommendations

SOME MORE SPECIFIC FORMS OF DISCUSSION AND PROCEDURAL PROPOSALS

The format of some of the more specific committees requires the use of discussion forms that are not used in the ordinary Committee. Examples of such committees are crisis committees, in particular the Security Council, and historical committees.

In the first case, instead of alternating between a moderated caucus and open debate, a Perpetual Moderated Caucus is used. This means that the list of speakers is quite formal and delegates, under the chairmanship of the chairs, discuss an issue that is the subject of ongoing important new information (*Crisis Updates*). Continuous making and Voting on motions would then be confusing and time-consuming. With this form of discussion, delegates can focus on substantive discussions, and speaking time, topics etc. are usually set by the chairs.

Another rare form of discussion is Consultation of the Whole. It is considered an obsolete form today, but it may appear in historical committees. This form of discussion is similar to open debate, but all delegates must remain in their designated seats and speak one by one. An informal moderator is usually chosen from among the delegates to give the floor to the participants and follow the discussion. A motion is foreseen for the use of this form of discussion:

> 'The delegation of (name of country) would like to
> motion for a Consultation of the Whole with a total
> duration of (discussion total).'

The proposal shall be adopted by a simple majority. The debate may always be extended, but the additional time may not exceed the duration of the initial debate. The proposal sounds, as follows:

> 'The delegation of (name of country) would like to
> motion for an extension of the previous Consultation
> of the Whole with a total duration of (overtime).'

A simple majority is also needed to adopt this motion.

Sometimes the Chair needs to initiate and take procedural decisions on his/her own initiative, which can have a major impact on the course of a debate. If a delegate does not agree with the Chair's decision, he or she can always challenge it (*Appeal the Decision of the Chair*). The proposal sounds, as follows:

> The delegation of (name of country)
> would like to appeal the Decision of the Chair.'

The chairman shall ask what decision the delegate wishes to appeal. The floor will be given first to the initiator of the proposal, and the chairman will take the floor next with a defence speech. The chairman's defence is followed by a vote – challenging and amending the chairman's decision requires an absolute majority, which is 2/3 of the delegates present.

PERSONAL ATTACK AND RIGHT OF REPLY

Sometimes the debate becomes heated and passionate, but it is the duty of each delegate to remain objective and polite. However, delegates are also human, and some may spice up their speech by attacking another delegate's person and/or his or her country. In the diplomatic context, this can be seen as an insult that requires a *Right of Reply*. If a delegate feels offended, he or she may appeal to the Chair with the right of reply:

<div align="center">

'The delegation of (name of country)
would like to motion for a Right of Reply.'

</div>

The chairman shall ask the delegate what the offence consisted of and may give the floor to the offender, who shall explain his or her words. If his or her explanation still contains insults, no further explanation can be requested – this can lead to endless debate. Remember that the offender is not directly obliged to apologise to the person he/she has offended, but the best practice provides for it.

Materials for the supervisor to introduce the Model United Nations

Annex 1

Lesson plan on 'Common concerns of the Apalanga Sea States'

The purpose of the lesson	The student: • acquires an idea of the format of the Model United Nations; • embodies the delegate of a fictional state and participates in a conference of representatives of the countries of the Apalanga Sea region to discuss common issues and adopt a resolution; • improves his/her oral and written argumentation and expression skills.
Age level	9th grade, gymnasium
Integration	social studies, geography, globalising world and other electives, mother tongue, English
Topics	climate change, environmental pollution, military conflicts, migration, international cooperatio
Duration of the lesson	90 minutes
Materials	PowerPoint presentation, printed country role maps or, in the case of distance learning, in a digital format to be completed by students
Guidelines for the supervisor	• Introduce students to the Model United Nations format w(use a presentation), then complete a thematic role-play. A student may be appointed as the role-play leader or conference secretary. It is important that the class accepts the student as a leader. Before the role-play, the conference secretary can be selected and given an overview of what is happening in the lesson and the most important keywords. • Think about when conference participants can ask each other questions: either immediately in the introductory round or later in the discussion round because this depends on how quickly the discussion starts. • Agree on good practices to follow in the discussion, such as mutual respect, listening to each other and using a third person to talk about your role. • The lesson plan can also be divided into two 45-minute lessons. An introduction to the Model United Nations, an introduction to the role-play and shaping the country's positions will fit together, with a conference round and a summary of the topic for the next lesson. Be sure to allow time for post-conference discussion so that students can analyse their own and the group's behavioural patterns and learn from the experience. In the case of distance learning, role-play can be performed in a suitable online environment.

- The role cards prepared for the role-play contain general information about the fictional country and focus on two major problems. The main goal of the lesson is to introduce the format of an international conference where countries with different positions have to negotiate. If desired, details can be added to the country presentations that better fit the subject being studied or the topic covered. For example, in a geography lesson, you can give a more specific geographical background for the Apalanga region, figure out what the religions of the countries are for a religion lesson, add economic indicators to introduce economic models and so on.

Course of the lesson

Divide the students into groups, each representing one of the six fictional countries. Explain to students that they are participating in an international conference to address the issues of sustainable development of the Apalanga Sea, such as the civil war in Lingate on the south coast and the influx of refugees to other countries, and the devastating effects of climate change on coastal states. **If necessary, provide additional information about the area related to the specific subject and lesson.**

Show a map of the location of the countries and distribute worksheets to the groups on what positions to present and defend at the conference. Explain that the aim of the conference is to reach a common position on how to ensure the sustainable development of the Apalanga region in the interests of all countries. Once the discussions have reached common positions, a joint resolution must be adopted.

| PART OF THE LESSON	TEACHER AND A SELECTED STUDENT (SECRETARY)	STUDENTS	APPROXIMATE TIME
Preset	Introduce students to the Model United Nations and opportunities to participate in this year's programme through a presentation and Maailmakool webpage. Explain to students that they will be attending an international conference and give the floor to the conference secretary.		10 min
Opening of the conference	The secretary declares the conference open, explains the conference rules and directs participants to review role cards and complete the worksheet.	Read through with your role cards in groups and write the most important points of your country on the back of the page/ on a separate piece of paper.	15 min

Speeches and pres-entation of proposals **(end of the first 45-minute-lesson)**	The secretary of the conference gives the floor to a representative of each group, with about 2 minutes to speak. Representatives could focus on: **1.** What does the sustainability of the Apalanga region mean for your country? **2.** What are the aspects/problems that differentiate your country? When all six groups have presented their views, the secretary thanks them and introduces a suggestion sheet on which the common positions are recorded during the discussion. It should be agreed in advance who will fill in the form. The secretary shall encourage representatives to put questions to each other. Here you can choose one of the two sub-themes that the resolution will focus on.	Representatives of the groups present the views of their country to the class, and other countries make notes that could be helpful in the discussion round. During the intro-duction to the suggestions page, students can ask procedural ques-tions.	20 min
Discussion	The secretary opens and leads the discussion, while the teacher moni-tors and takes notes to pay attention to in the final analysis. If the discus-sion does not naturally start, the sec-retary can emphasise the differences between the countries and encour-age the participants to ask each other questions. The aim of the discussion is to reach common positions on one of the two topics (you could vote at the begin-ning regarding which topic to focus on, or the teacher can make that choice himself/herself): **1.** How to deal with climate change affecting the Apalanga Sea? **2.** How to jointly solve the refugee crisis caused by Lingate? Coordinated positions should be recorded on the proposal page, if possible, in such a way that all coun-tries see the document on the screen. Follow the given structure: **a.** mention the main framework and background documents on which the proposals are based (e.g., sus-tainable development objectives); **b.** highlight the most outstanding national initiatives or ideas you want to recognise; **c.** include suggestions from your countries.	Students speak on behalf of their delegations. The person wishing to speak raises his/her role card and waits for the sec-retary to give him/her the floor. Be polite and respectful during the discussion.	20 min

Closure of the conference and adoption of a resolution	If a common solution is reached during the debate, a final resolution must be drawn up, and a vote held. If no solution is reached, the secretary closes the conference and thanks the delegations.	The resolution will be voted in favour/against, or the conference will be closed without reaching a common position.	5 min
Analysis and exchange of experience	At the end of the conference, a summary is made in which the teacher guides the students to think about the following questions (first 5 minutes in groups for the first three questions, 15 minutes of joint discussion): **1.** What compromises did each country have to make in order to reach a solution? Which country had to give in most and which the least in their positions? Why? **2.** Which country did not back down and why? **3.** How did you decide which of the proposed solutions is suitable and which is not? **4.** What are the similarities and differences between this type of role-playing game compared to real international meetings? **5.** What helps to reach a common position with people with whom we have different views? After the discussion, please note that in a Model United Nations you can experience such a role-play over three days. It is possible to represent real UN countries and your positions must be prepared in advance. Please write the names of those interested and direct them to contact unescoschools@mondo.org.ee. by e-mail. The teacher can also act as an intermediary between those interested and the Model United Nations organisers.	Students exchange ideas in groups on the basis of the first three questions (5 minutes), followed by a joint discussion.	20 min

Annex 2

TROPICO

ALDORRIA

DAWSBERGEN

Apalanga Sea

CARPANIA

LINGATE

BALTISH

DAWSBERGEN

A small island nation in the middle of the Apalanga Sea. As a result of climate change, the average water level in the Apalanga Sea has risen to such an extent that coastal villages are threatened with flooding. It is in the country's interest that all coastal states agree as a matter of urgency on how to proceed in the current situation. Immediate action is needed to curb climate change. The outbreak of civil war also affects Dawsbergen – refugee boats reach the island's beaches.

Tropico   Aldorria

Dawsbergen

Apalanga Sea

Baltish
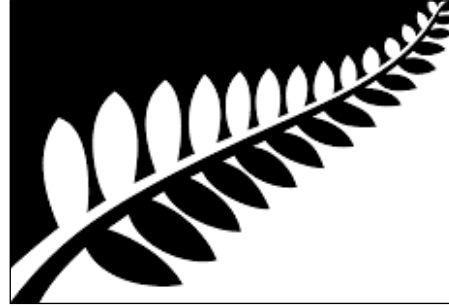
Carpania   Lingate

CARPANIA

BALTISH

ALDORRIA

TROPICO

LINGATE

CARPANIA

Located on the west bank of the Apalanga Sea. A country with a strong economy that derives its main income from selling energy to neighbouring countries. Produces energy from oil shale, which pollutes the environment and causes dissatisfaction in neighbouring countries. The State has been instructed that 70% of the energy it uses must be green energy in the next 5 years. However, this would mean large additional costs that would be very difficult to pay from the state budget. National authorities are refusing to acknowledge that climate change is anthropogenic. In addition, a civil war has broken out in neighbouring Lingate. Carpania plans to build a wall to protect its border to prevent war refugees from entering the country.

Tropico Aldorria

Dawsbergen

Apalanga Sea

Baltish

Carpania Lingate

DAWSBERGEN

BALTISH

ALDORRIA

TROPICO

LINGATE

BALTISH

Located on the eastern shore of the Apalanga Sea. The country's economy depends on fishing and tourism. As a result of climate change in recent years, fish, the capture and processing of which has so far generated a significant share of national income, have become rare. The reason is the alien species that thrive in the sea, the dwarf dogfish, which is better able to tolerate the lack of oxygen and the increased water temperature due to global warming. The beautiful beaches that were once the pride of the island state and a tourist attraction are full of rubbish, including microplastics, which is why the tourism sector is also teeming. The people of the country want neighbouring countries to make their economies and lifestyles more environmentally friendly. The civil war that broke out in Lingate is also a cause for concern, as war refugees are also fleeing across the borders of Baltish. Refugee camps have been set up for them, but living conditions are inhumane, there are problems with clean drinking water and waste management, and refugee children do not have the opportunity to go to school.

	CARPANIA
Tropico · Aldorria · Dawsbergen · Apalanga Sea · Baltish · Carpania · Lingate	
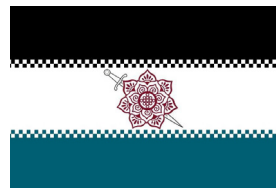
DAWSBERGEN	ALDORRIA

TROPICO	LINGATE

ALDORRIA

Located in the northeastern part of the Apalanga Sea. The country's population and authorities are concerned about the growing number of microplastic particles in the common sea. Scientists have found traces in the water, groundwater and air, as well as in food, drink and even beer. The public is concerned that the microplastics contain a large number of chemical compounds that can have a detrimental effect on public health. People in Aldorria are convinced that concrete steps must be taken in cooperation with neighbouring countries, such as banning plastic containers, encouraging recycling through public subsidies and the transition to a circular and blue economy. The civil war that broke out is not affecting the country at all; the majority of the refugees go to Tropicos, Dawsbergen or Baltish.

CARPANIA

DAWSBERGEN

BALTISH

TROPICO

LINGATE

TROPICO

Located on the northern shore of the Apalanga Sea, on the opposite shore of Lingate, a civil war has broken out, and a large number of the population has decided to flee the country across the sea. As Tropico is located directly across the sea from Linga, a large number of war refugees come here. The war has been going on for half a year now, and the country is no longer able to receive incoming refugees. Tropico wants to reach an agreement with neighbouring countries on how to share the tasks of arriving refugees and helping them in solidarity. Although climate change also affects Tropico, the biggest challenge today is managing refugee flows.

CARPANIA

DAWSBERGEN

ALDORRIA

BALTISH

LINGATE

LINGATE

Located on the southern shore of the Apalanga Sea. Half a year ago, a civil war broke out in the country. The government was overthrown, and there is now anarchy in the country. The country desperately needs help to set up temporary camps for people who lost their homes in the war, as well as humanitarian aid (food, medicine, clothes) from neighbouring countries. This would make it possible to stem the flow of refugees across the sea to other countries. The outbreak of the civil war was linked, among other things, to the desertification of the fertile areas of the country: the rebels who began the uprising were dissatisfied with the government's inaction in dealing with the environmental disaster.

CARPANIA

DAWSBERGEN

BALTISH

TROPICO

ALDORRIA

Annex 3

Worksheet for writing proposals (basis of resolution)

RESOLUTION ON HOW TO ENSURE THE SUSTAINABILITY OF THE REGION'S COMMON SEA?
Our (indicate the names of the countries acceding to the resolution)
Focusing on the topic (mark the topic of the conference): **1.** The outbreak of civil war in Lingate and the associated influx of refugees **2.** The devastating effects of climate change on coastal states.
In view of the documents
Recognising
We make the following suggestions

Materials for participants to prepare independently

Annex 4

Country Background Information Worksheet

The worksheet is intended for gathering general information about the country and for quick reminders during the event. Print out the completed worksheet and take it with you to the Model United Nations!

COUNTRY PROFILE TEMPLATE

Country name	
Capital	
Population	
Major languages	
Major religions	
Continent	
Neighbouring countries	
Independent since	
Joined UN in (year)	
Major import	
Major export	
Political views in power	
Allies (partner countries)	
Foes (countries with opposite views)	

Annex 5

Position worksheet

The worksheet will help you in the compilation of a position paper and in a discussion where your main points need to be quickly recalled. Print out the completed worksheet and take it with you to the Model United Nations!

Causes of the problem (3–4 sentences) Keywords (e.g., mind map)	
Current situation and national position (3–4 sentences) Keywords (e.g., mind map)	
Problem solutions (3–4 sentences) Keywords (e.g., mind map)	

Annex 6

Example of a position document

Name of Committee: UNESCO IPDC
Delegation: PAKISTAN
Topic: THE RIGHT TO FREE AND PUBLIC ACCESS TO RELIABLE INFORMATION

The phenomenon of fake news has been one of the most discussed sightings in the media for the past couple of years. Originally popularised by the 45th President of the United States, Donald Trump, the term is now becoming a colloquialism, and various organisations are adopting better names for this particular kind of false journalism and misinformation. However, fake news has been around for at least a couple of centuries, originating in political propaganda much like their current form. Today, this kind of unreliable media has become widespread due to the onset of the age of post-truth, where facts are given less priority, and the main focus is shifted towards conveying emotions and appealing to a particular audience in order to invoke certain biases amongst the consumers of media. Providing the general public with access to reliable media has become a multi-level challenge, encompassing the fields of education, national security and media literacy. Therefore, the international community has to come up with a multi-step solution to this problem.

Another important aspect that needs to be covered is the freedom of the press, which has also received a blow in certain parts of the world. With our societies becoming extremely interlinked due to globalisation, observations and opinions have gained the ability to spread like wildfire and influence events all around the globe. While some states have made substantial progress in ensuring the right to free press and freedom of speech, others have retained the totalitarian model where all media is controlled by the State, such as in North Korea. It is true, however, that some opinions expressed by journalists can cause conflict and serious controversy among the general population, such as in the case of Charlie Hebdo and other numerous caricatures aimed at the Islamic faith. Therefore, a proper balance has to be maintained in order to ensure that the media serves its purpose of forming public opinion. Appropriate attention has to be given to violence against journalists, since the risk of this severely undermines the ability of the entire worldwide media sector to provide the general population with up-to-date information.

Several actions have already been taken by UNESCO in order to promote media literacy worldwide. In addition to educating the general public, UNESCO focuses on providing professional training to journalists and drawing attention to media ethics.

The right to free media and the protection of journalists has been outlined in several UN documents, most notably the Universal Declaration of Human Rights, Article 19, and United Nations Security Council Resolution 1738. According to these documents, everyone has the right to freely express their views and opinions, and violence against journalists operating in conflict areas should be considered violence against civilians. Along with condemning violence against the press, the resolution also deplores any opinions expressed through media that aim to incite genocide, crimes against humanity and violations of international law.

The delegation of Pakistan expresses its sincere hope in the ability of all nations to contribute to solving both the issue of questionable media and public access to information. Based on its current experience, coupled with the data provided by Reporters Without Borders, Pakistan is willing to provide a number of suggestions to the possible working paper on the issues stated above. We would like to stress that the key to successfully promoting media literacy lies in education, as it is often up to the individual to assess the quality of the information provided by various media outlets. We propose assessing the general level of media credibility in the same way the levels of media freedom are assessed, so that progress can be tracked and additional

measures implemented. We believe that cooperation between all Member States and UNESCO in this field should continue to ensure that all nations pursue the same goals and share a unified vision. Decisive action should be taken in the field of press freedom, as well as ensuring the safety of journalists working on the frontlines. We believe that punitive measures should be taken against governments of nations who interfere with the work of journalists, and violence against journalists working internationally should be investigated according to international law. However, an important distinction has to be made between repressions perpetrated by the State and individuals or groups unaffiliated with the State, such as terrorists, as well as acts of God. By implementing these measures, we will secure the universal right to free and public access to reliable information.

Authors: Andrei Pankratov and Viktoria Iškina, 2018

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Annex 7

Example of an opening speech

Dear Excellencies and distinguished delegates, ladies and gentlemen,

Today we live in an age that is described by some as the age of post-truth. Societies all across the globe now face the issue of worsening media credibility. Nowadays, the factual data presented in media outlets is not as important anymore. What is important, however, are the emotions that it conveys and the strength of the language used by the reporter. It is the harsh reality that we live in, but it also a challenge that we can only overcome through international cooperation and mutual understanding. We have to ensure that the information presented by the media is both accessible and trustworthy. Speaking of media accessibility, it is important to note that in the digital era, nearly every person in the developed world has access to media. However, not every bit of information that is collected and crafted into a report becomes available to the general public. The security of journalists working in dangerous areas should be of utmost importance to all of us. Despite all of this, we have to affirm that not every statement should make it into the global media stage.

The delegation of Pakistan would like to conform to the idea that some views expressed through certain media channels are simply too provocative as their only purpose is to sow hatred and discontent among the general public. This particularly concerns religious issues, as we have witnessed in the case of Charlie Hebdo and similar outrageous acts against our brothers and sisters. We strongly believe that the media should only serve the purpose of providing its end consumer with reliable and up-to-date information and opinions, not perpetuating hate speech and turning a blind eye to the beliefs of millions of people all around the world. This is why the delegation of Pakistan calls upon all other delegations present to cooperate in creating a framework that will allow journalists worldwide to continue their work while ensuring a proper balance between facts and weighted opinions. We express our sincere hope that during this session, we will be able to adopt a resolution that will be the best statement to the ideas expressed by our delegation and shared by many of our brothers and sisters in faith. Thank you.

Author: Andrei Pankratov, 2018

Annex 8

Sample resolution

This document was prepared by participants in the United Nations Environment Programme and adopted by the UN General Assembly in 2020.

Sponsors: UNITED STATES OF AMERICA, THE NETHERLANDS
Signatories: PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA, PEOPLE'S REPUBLIC OF CHINA, REPUBLIC OF MADAGASCAR, REPUBLIC OF MALDIVES, RUSSIAN FEDERATION, STATE OF KUWAIT
Topic: 'MANAGING RESOURCES EFFICIENCY AND SUSTAINABLE CONSUMPTION FOR CLIMATE ACTION'

United Nations Environment Programme,

Recognising that the global framework of the Paris Agreement focused on nine key action areas;

Affirming the main goals of the key, such as youth and public mobilisation; social and political drivers; energy transition; finance and carbon pricing; resilience and adaptation; nature-based solutions; industry transition; mitigation strategy; and cities infrastructure and local action; the world faces an unyielding, destructive foe in climate change,

Noting that climate change threatens all the world's nations and their populace; the nations most vulnerable to climate change are those ravaged by colonialism; the nations who have escaped the yoke of colonialism currently need coal to industrialise; the fossil fuel industry employs millions across the world,

Further Noting that the Secretary-General should build coalitions consisting of governments, business leaders, subnational actors, indigenous peoples and other civil society stakeholders to develop transformative initiatives,

Taking into consideration the possible implementation, through monetary incentives and sanctions, of disincentives to urge nations to transition towards clean energy sources,

1. **Invites** its members to cooperate and arrange joint activities with other organisations, with the purpose of organising conferences to identify ways of preventing the effects of climate change:

   a. Each State can be represented by, not limited to, representatives appointed from the nation's ministry of environment, or similar actors knowledgeable about environment issues and climate change threads
   b. Have a discussion about the main goals for the conference and compile a report so that the plans can be implemented by nations
   c. The steps that will be agreed upon at the conference can be introduced to citizens as part of disseminating information;

2. **Suggests** spreading more awareness in society through campaigns or the social media of NGOs regarding the efficient management of resources and sustainable consumption;

3. **Recommends** reducing deforestation and habitat destruction to a minimum and cutting down less trees, as it will only worsen the level of carbon dioxide and other greenhouse gases in the atmosphere. Also, increase reforestation to create a better balance in nature:

   a. Providing training and capacity development by educating the general population to plant more trees, especially in rural areas, and to explain the effects of climate change and the importance of a sustainable planet by working with scientists, communities and NGOs;

4. **Further suggests** the application of 'Zero Waste' policies as soon as possible, but not limited to:

   a. Reducing the usage of energy everywhere, and not wasting electricity, as it requires the burning of fossil fuels. As a result of the burning of fossil fuels, greenhouse gases in the atmosphere increase rapidly and contribute to the climate change crisis
   b. Reducing the carbon footprint by implementing effective limitations on travel by plane
   c. Implementing 'Zero Waste' habits in education curricula, especially in younger institutions for upcoming generations;

5. **Encourages** opting for eco-friendly options in order for them to become the norm among citizens, such as:

   a. Creating more solar energy and wind power
   b. Taking up the habit of recycling and reusing, not throwing away things instead of learning to reuse them properly;

6. **Calls on** UN AID to provide generous aid to nations that wish to transition from coal to renewable energy for industrialisation, and likewise urges the UN Security Council to impose sanctions on nations that refuse to transition;

7. **Requests** limitations on the usage of cosmetic and hygiene products as soon as possible, but not limited to:

   a. Limitations on the movement towards wasteless production
   b. Approaches for collaborations with companies to have agreements in place to ensure policies that limit the production of their products, specifically resources that harm people's lives and biodiversity;

8. **Trusts** the United Nations Environment Programme (UNEP) to establish a platform to provide further requirements and resources in order to build up positive habits among world citizens, specifically in developing countries, to:

   a. Bring together community leaders and similar knowledgeable actors or professions through collaboration with the Intergovernmental Panel on Climate Change (IPCC)
   b. Assigns them to prioritize aid for the developing countries and fragile states around the world;

9. **Further invites** all UN members to restrict the use and production of diesel and petrol-powered cars;

10. **Further recommends** that UN members reach equality in production between diesel and petrol-powered cars and electric cars.

Annex 9

Useful vocabulary

Amendments	**Preambulatory Clauses**
Draft Resolution Debate	**Roll Call**
General Assembly	**Signatories**
Moderated Caucus	**Speaker's Time**
Motion to Open the Speakers' List	**Speakers' List**
Motion to Set the Agenda	**Sponsors**
Motions and Points	**Study Guide**
Open Debate	**Time Against**
Operative Clauses	**Time in Favor**
Panel of Authors	**Unmoderated Caucus**
Point of Information	**Working Paper**
Point of Order	**Yielding (the time) to another Delegate**
Point of Parliamentary Inquiry	**Yielding (the time) to Questions**
Point of Personal Privilege	**Yielding (the time) to the Chair**
Position Paper	

Diplomatic language

NB! You should always refer to others and yourself in third person!

Referring to everyone in the room when starting to speak	*Honorable chair, honorable delegates*
Referring to the chair	*Mr./Madam Chairman...*
Referring to other delegates	*Honourable delegate/Fellow delegate...*
Indicating your role in the debate during the Roll Call	*Present and Voting* *Present*
When asking for permission to speak	*(The delegate of___) requests the floor...*
When beginning a speech	*Albania wishes to speak in favor of/against this motion/resolution/amendment because...*
When wishing to ask a question	*The delegate rises to a point of information/point of order...*
When asking a question	*Is the Chair/the speaker (not) aware that...* *Does the speaker (not) agree that..* *The speaker stated in his speech..* *Does the delegate of China (not) realize that...*

Sample Preambulatory Phrases

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

Sample Operative Phrases

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