

# Committee Leader Handbook

## English

We want to thank our friends from Costa Rica International Model United Nations for facilitating this handbook to be used as a reference for the II AASCA MUN.





Costa Rica  
International Model  
United Nations




# **Model United Nations Chairman's Manual.**

Tenth Edition - 2024

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Publication of Costa Rica International Model United Nations

CRIMUN 2024

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## Introduction:

### Model United Nations as a playful educational mechanism

Education is the most powerful tool to change the world; it is the pillar and the mechanism by which the human being is immersed in a process that allows and encourages the total development of his capacities and faculties, resulting in the construction and integral growth of himself and, as a consequence, of society.

Considering the contemporary educational system, it can be observed that it creates a process that teaches, but does not pretend that the individual values the process and understands the social, cultural, economic meanings of education for himself and for the collective.

With this in mind, it is incredible to note that even with "normal" education, human society has developed so dramatically. Precisely, with the advancement of universal access to education, at least in its fundamental stages, about two centuries ago, knowledge production and social, economic and cultural progress have soared to levels that we have never known in our 12,000-13,000 years of writing and organized societies. There is no doubt that education, while a foundation for any kind of ideal reality, is an area that has failed to be perfected to this day.

Now, it is worth asking, if normal education has allowed this, what can we achieve with extraordinary education? This gives an enormous degree of importance to global and regional goals such as the SDGs, the Europe 2020 Strategy and organizations such as ECLAC, the European Union and the United Nations.

Taking into account all this and more, the Model United Nations (MUN) is presented to us as a small fragment of this utopia of meaningful education processes, since it is born with this purpose. MUN is a playful-educational mechanism that through a safe space and the representation of reality allows people to develop skills in a direct and practical way. The participant develops the skills of research, public speaking, critical analysis, evaluation of information sources, construction of solutions, understanding of different perspectives, teamwork and leadership. It is a complete system of vital skills for action and self-building, while living in meaningful moments of meeting people, making friends, getting out of the typical learning space and facing new contexts. It is impressive that in such a simple process there can be so much individual and collective development....

One of the most outstanding skills to be developed is leadership. This is the basis of promoting and using this utopia to build reality. It is only one skill of many, yet alone it does more than many other skills put together. Building a single leader means promoting the betterment of the world in general, because this person may be unable to do any amount of action and project, but has the ability to encourage, direct, drive, and organize people to be leaders. One leader becomes two, becomes three, becomes ten, becomes

a thousand. The more leaders there are, the more will, the more significance there is to do something, to change, to move forward.

To work to educate, to work to change the paradigm, to work to form leaders, is to build change and, therefore, the utopia that the extraordinary thing we dream of is achievable. MUN is only one of many opportunities, but we should strongly consider that it is a very useful, viable and applicable one, because it places the student in the context of another great desire of humanity, a united and peaceful world, working together to achieve happiness for all.

**CRIMUN 2024**

# Chapter 1

## The Presidency: Definition, Action and Pillars of Professionalism

The presidency itself is a simulation of the role of the presidency or secretariat of the various organs of the United Nations. The chair or secretariat of a body represents some of the tasks derived from the UN General Secretariat, such as the presentation of the report, the representation of the organization's interests. Therefore, a chairperson is an expert on the subject, on the committee and on the political position of his or her body, in the same way that he or she guides the debate, promotes the highest quality of solutions and ensures the best application of the procedure. Therefore, he or she is a figure of leadership, knowledge, critical and rigorous evaluation and education.

### 1.1 The pillars of presidency

A table chairperson must be a professional in what they are going to do, a diplomat. They are not just an organizer, they are an expert on the subject. In addition to being a politician, he or she is an active entity that watches over the debate session at all times, trying to build the best version of what he or she represents and of what the body presents, therefore he or she must be critical and analytical, must be sufficiently prepared to interpret the arguments made by each delegation. This means that they should investigate and dominate their space, theme, committee, norms, contexts, background, proposal, errors. It is the figure of leadership based on knowledge.

The presidency is a key position since it gives meaning to the debate. That is why it has four essential pillars that give it its stability, these pillars are:

### 1.2 Knowledge of the Committee

The chair must be an expert in every sense of the word. They must master all areas of the committee, to know how it works, its origin and history, its interests, its statutes and the member states. The presidency must have full knowledge of the functioning of its organ, that is to say, know what its powers are (executive, legislative or judicial), whether it belongs to another organ of the United Nations, what it can and cannot do without prior consent of the primary organs, i.e. the **General Assembly, the International Court of Justice and the Security Council**.

This will make it possible to define the possible subject of debate because its functions and powers determine its scope of action. It is logical that the International Labor Organization will not discuss preventive measures on the civil war in Yemen, because it has no jurisdiction or power over such matters. That issue, however, is precisely what would be discussed in the UN Security Council.



The origins and history are points of great importance to understand what can be discussed within the body and what would be its objectives and interests within the subject. In addition, it allows the understanding of the scope of the committee's powers and its achievements, which can effectively guide the creation of feasible solutions.

Furthermore, the bylaws or internal regulations refer to all documents issued by its body.

These can be grouped into two groups, procedural regulations and resolutions. The former indicates the general functioning of the committee and the latter are the solutions to the issues under discussion.

To put this in perspective, the research work on the **United Nations General Assembly** determines that the powers of this body are Executive and Legislative. That is, it can create international regulations and it can also execute different direct actions. It would also show that its resolutions are not binding per se, but may become so. It has the power to create new UN bodies and international treaties. It could also be found that from the perspective of its history and origin, it is the international forum par excellence and its subjects can be practically anything as long as they involve the purposes of the United Nations Charter. Research on its rules and functioning would indicate that it is governed by **Chapter IV of the Charter of the United Nations and the Statute of the International Court of Justice and that according to Article 12.1** of the latter, its limitations on discussion lie in not discussing or resolving anything that the United Nations Security Council is debating.

This research outline reveals, moreover, that its interest is certainly the international dialogue to the widest possible extent and that therefore, it will ensure the achievement of the purposes of the United Nations, determined in Article 1 of its charter, that is to say:

#### **Article 1**

The purposes of the United Nations are:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;
2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;
3. To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and
4. To be a centre for harmonizing the actions of nations in the attainment of these common ends. (ONU, 1945, p. 3)

### 1.3 Understanding of parliamentary procedure

The presiding officer must have mastery of all parliamentary procedure and protocol required during the entire debate session. Understand what it means, understand it and ensure compliance with it, including functions such as opening the debate session, mastery of motions and items on the table, knowledge of the types of debate, as well as ensuring that delegates execute it properly. This pillar does not mean simply handling parliamentary procedure, but understanding its meaning and importance, the ability to differentiate and define precisely the procedure, function and importance. This requires theoretical knowledge of the common concepts of parliamentary procedure and their critical analysis. This knowledge will be addressed more fully in Chapter 3 of this paper.

### 1.4 Understanding and awareness of international law

Antonio Sánchez de Bustamante y Sirvén, defines in the *Manual of International Public Law* (1936, p.15) that International Law is what National Law is for Human Beings. That is to say, the human being pursues happiness and the attainment of his objectives in the conformation of society as the States and Nations pursue their happiness and ultimate goals in the International Society. In the same way, as much as within the societies nations there exists the freedom of the individual subject to the laws; for the individuals of the international society, that is to say, the states, nations, organization and actors there exists the sovereignty that is subject by itself to the International Law, which allows the coexistence, the development and the cooperation of the international society.

The understanding of International Law is fundamental for international officials and presidents of Model United Nations, since their debates and actions are governed by these rules. Understanding these rules facilitates the construction of concrete solutions to the problems discussed and their implementation. Although a complete mastery of international law can be time-consuming, a general understanding is indispensable. This involves knowing basic concepts and relevant references to address the various issues effectively.



## 1.5 Concepts

**Binding and non-binding:** The term binding in the field of international law refers to the attachment of the sovereignty of a State to an international normative text.

**Jurisdiction:** The power, exercised through the relevant organs, to declare the law as applicable to a territory and matters. In other words, the power to govern by means of a series of rules and organs a territory and the matters arising from the rules and the territory.

**Sovereignty:** In international law, sovereignty is the right of a State to exercise its powers. The right of sovereignty is the very basis of International Law and represents the capacity of recognition, exercise of powers, representation, linkage and participation within the international community. It also safeguards the right of self-determination.

- **Binding international sources**

### **Charter of the United Nations and Statute of the International Court of Justice:**

The Charter of the United Nations and Statute of the International Court of Justice is the cornerstone of international law. It determines, for the most part, the interaction between States, the functioning of the United Nations and the International Court of Justice. The principles of this constitutive text are international cooperation for social, cultural, economic, political and legal development, the formation of bonds of friendship among the nations of the world, the achievement of peace and international security, the strengthening and establishment of Human Rights and to be the forum and center of international cooperation and work. Its very basis lies in the sovereignty of nations as stipulated in Article 2.1 of the Charter. As a basic text, no other norm, action, resolution should violate it, in which case such a document loses its validity.

### **Universal Declaration of Human Rights (its derivatives):**

The Universal Declaration of Human Rights is ultimately an ideal document of international human rights law. This means that this text is an example for other normative texts. The Declaration is not a binding text, but it stipulates the basic, ideal, fundamental human rights and serves as a guide for the formation of binding international law in this field. It is in this way that the ten current human rights treaties are formed:

It is important to remember that these treaties have not been ratified by all countries of the world.

### **Domestic law from the perspective of international law:**

For the United Nations, the concept of "rule of law" is central to the Organization's mission. It refers to a principle of governance whereby all persons, institutions and entities, public and private, including the State itself, are subject to a set of laws that are publicly promulgated, equally enforced and independently adjudicated, and are consistent with international human rights norms and standards. It also requires that



measures be taken to ensure respect for the principles of the rule of law, equality before the law, accountability to the law, fairness in the application of the law, separation of powers, participation in decision-making, legality, non-arbitrariness, and procedural and legal transparency".<sup>1</sup> This will be important in the construction and analysis of national level committees or bodies.

## 1.6 Duties of the chairman

Chairpersons should:

- Conduct extensive research to find innovative topics that include global issues for committee discussion.
- They should access the UN website, review, read and examine recent resolutions pertaining to their committee and documents that provide further context for the topic.
- They should choose topics that allow for a broad contrast of different perspectives to the debate in areas that are of growing interest to the international community.
- It is important for them to keep in mind that bilateral problems, problems that have a "pre-established solution", conflicts where there is an impasse or an issue with multiple recent resolutions on the subject present few avenues for discussion and often degenerate into a non-productive debate.
- The table chairperson must take into account the importance of the study guide and how essential it is for the preparation of the delegate in the discussion of the debate, therefore, they must prepare a study guide that allows the delegate to understand and comprehend the topic, these must exemplify in depth, as well as be concise and complete, i.e. a substantial explanation.
- In preparing the guide, they should use reliable sources based on detailed data to cover the complexity of the subject.
- The chairpersons should have a good assertive communication with the delegations, which means that they should attend to the doubts and concerns of the delegations in the best way possible.
- They should accompany the delegation in each process, serve as a guide and counselor. This implies reviewing the position papers, giving feedback and reviewing the working papers.
- The chairperson should have extensive knowledge of the chosen topic, as well as the parliamentary process as it should be applied in each debate session.

## 1.7 The presidency as educator and evaluator

### **Educate delegates who do not exhibit decorum:**

It is very likely that there will be delegates who lack or are unaware of the etiquette that should be followed during the debate. These individuals can be identified when they show disrespect to other delegates, use inappropriate language or foul behavior, and

<sup>1</sup> ONU. (2019). *La onu y el Estado de Derecho*. Retrieved from: <http://www.un.org/es/ruleoflaw/>

send unsolicited messages of various kinds. Therefore, chairpersons should monitor and ensure an optimal atmosphere, in a professional manner, as well as comfort and participation in a positive manner. This is achieved through constructive comments that allow the delegate to be aware of what he/she is doing and to keep in mind that he/she is hurting others, and if he/she persists in this attitude, there will be consequences. In these cases, the best thing to do is to intervene with a written message in an effective way to counteract the fault or ask the supervisor to intervene.

Examples include the following cases:

Case 1: A delegate interrupts another in a disrespectful manner in order to give his opinion on his speech.

Incorrect way to intervene	Correct way to intervene
<p><i>"You can't express your opinion about a person's speech when it's over."</i></p>	<p><i>"These actions you just took are detrimental to the entire committee because it is disrespectful to everyone in the room. It suggests that your opinion is more important than everyone else's when you ignore the entire parliamentary procedure, which is meant to give everyone an equal voice and vote. I would ask you not to repeat this behavior, but if you feel a strong reaction to the speech you just made, you can send them a direct message or ask to be added to the list of speakers so that you can address the points. "</i></p>

Case 2: Use of inappropriate or foul language (swear words) within the discussion session.

Incorrect way to intervene	Manera correcta de intervenir

*"Delegate, what you just did, makes you a lousy delegate. It shows that you don't know the dynamics of a debate, and you lack professionalism."*

*"Delegate, we recommend that you refrain from using this type of language within the committee, as the dynamics of a debate indicate that comments should be conveyed in a respectful manner and in keeping with appropriate language. "*

Case 3: Misuse of technology, for example: When the delegation is using a computer to play, watch a soccer game, among others

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**Incorrect way to  
intervene**

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**Manera correcta de intervenir**

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*"Delegate you seem to be unaware of what you are coming to a conference for, stop using your technological devices or we will proceed to take them away from you."*

*"Delegate, we would appreciate it if you could stop using your electronic device for purposes not correct to this conference, as it is an interruption to the rest of the delegates. We suggest you leave the committee if you wish to continue using it, but we remind you that this is not an appropriate attitude of a delegate within a committee."*

Case 4: Unpunctuality at the time of arrival stipulated in each debate session. In case of late arrival, the reason for the absence must be justified in writing to the table.

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**Incorrect way to  
intervene**

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**Manera correcta de intervenir**

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"Delegate, perhaps you don't have a watch or simply don't know how to use it. I remind you that you are at a prestigious conference, if you are late again you will be denied entry to the premises."

There are two ways to respond: Generally, that is, to all members present, reminding them of punctuality as a necessary requirement. On the other hand, a delegate, who has been known to be repeatedly late, can be told directly:

"Delegate, the table reminds you and requests you to please comply with the pre-established hours of each discussion session and arrive in a punctual manner."

Case 5: You may encounter delegations with inappropriate behavior such as sending unwanted romantic messages to another delegation or flattering their clothing by using this resource in an irrelevant way.

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**Incorrect way to  
intervene**

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**Manera correcta de intervenir**

It is for the table to read the message sent by the delegate and evidence in public the act committed.

This action not only evidences the act but also exposes the delegations.

*"Delegate, you are reminded that the functionality of sending messages to the other delegates is to efficiently seek solutions to certain problems, what you have done is not only inappropriate but also the committee is not the appropriate place to do this."*

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This denotes a more professional tone that not only calls attention to the delegate but also allows the delegate to realize his or her fault and increases the likelihood of a positive reaction. Consider the following:

### Recommendations of the General Secretariat:

- When the directors consider that a delegate is lacking in parliamentary language, proper behavior, truthful sources, etc. The board should make recommendations accordingly and not make impositions.
  - E.g. - Delegate, the bureau recommends ....
  - -Delegate, the board reminds you that....
  - - Delegate, the board informs that...
  - - Delegate, the table warns that...
- Use an appropriate tone, giving a constructive response, which allows the delegate to know his or her mistake and to mitigate his or her actions.
- Depending on the type of incident, the best solution is to send an explanatory message. If it was a noticeable disruption to the entire committee, you can respond in public. When speaking in public, be very careful not to make the delegate feel bad or embarrassed.
- Before making a direct recommendation to a particular delegation, you should act in general terms. Ex.
  - -Delegate: \*use first person\*.
  - -Chair: "Delegations are reminded to speak in the third person."
  - -Delegate: \*persists in using first person\*.
  - -Chair: "Delegation from \*(country)\*, the table reminds you to speak in the third person".
- If there is more than one incident with a delegate, a second conversation should be held outside the room to understand what is going on and if there was a miscommunication problem.
- If the delegate is aware that his or her actions are inappropriate and persists in his or her attitude, the ideal is to have a conversation with the delegate and involve the teacher or supervisor to take the necessary measures to counteract these attitudes.
- In general, remember that delegations that are out of order are generally less familiar with the rules of procedure, opportunists trying to play dirty, or people who are not interested in the activity and just want to cause chaos.

### Give feedback on position papers:

A position paper is usually the first impression that directors get from a delegate, and to get a sense of how the discussion will unfold, all position papers should be read and edited. This will be the first time that delegations will hear specific and detailed

comments on their work from directors, and as such, they should be carefully designed to be constructive and instructive.

For this, the chairs will use different parameters that will allow them to evaluate the delegate's progress through a rubric of work, which will examine 7 criteria evaluated from bands of **A - F** where A is the highest score and F is the lowest.

Below is the link where the rubric will appear so that you can read each criterion carefully.

[https://drive.google.com/open?id=1CrP4xnGrTZB7u3xYgxl81Jcqz\\_pTtHbtE7NSkFjXDY](https://drive.google.com/open?id=1CrP4xnGrTZB7u3xYgxl81Jcqz_pTtHbtE7NSkFjXDY)

Having the position of committee director, they will have the task of observing and reviewing several documents, so it is important that they have the knowledge about the fundamental criteria to qualify a good document. In the first instance, the delegations are expected to be immersed in the subject, demonstrating their knowledge and notions about the topic to be discussed, as well as general contributions to the problem.

### **Guiding the Working Papers:**

As part of the functions of the chair, it is intended that the chair should accompany the delegate in the completion of his or her working paper as a guide, so he or she should analyze its feasibility, using knowledge of the pillars of the chair to determine how to construct such a document, and obtain the best version of it, understanding the approach, interests, limitations and powers. It should point out to the bloc anything that is not appropriate or relevant and should point out any shortcomings. The chair may even order binding amendments, i.e., he/she will not receive the working papers if the indicated corrections are not resolved or to add something to the paper if it lacks some aspect. In other words, the objective is to intervene in a professional manner to help shape and guide the substance as objectively as possible.

### **Provide general feedback:**

One of the important aspects to take into consideration is the constant feedback to the delegations in which different aspects will be evaluated as well as guiding in their progress.

The feedback covers different aspects of the delegate, it evaluates not only the written part such as the position paper and the resolution paper, but it must also identify the possible profile of the delegation and progressively make the necessary contributions to obtain the best version of itself, so that the contributions provided by the table should be objective based on the behavior of the delegation during each discussion session; This means that the feedback requires a meticulous analysis that allows, through constructive criticism and corrections given by the table, to make known through the results obtained to identify possible errors in order to obtain the best results. It is of vital importance that the feedback is given from the positivity and not from the negativity, so that it is better received.



**:Educate on parliamentary procedure:**

Chairs should identify whether their delegations are aware of the parliamentary procedure, so they should ensure its correct execution, which means that they should provide guidance and explain the guidelines to be followed if necessary.

## Chapter 2

### The Study Guide



The study guide is a fundamental element for the debate and for the conference and is undoubtedly one of the most important tasks of the committee chair in its work. The **Charter of the United Nations and the Statute of the International Court of Justice** in Article 98 of Chapter XV establishes as a task of the General Secretariat to present the general report to the annual General Assembly. This task is in turn transferred to the presidency of the various organs of the United Nations, which must also submit reports for the debate sessions of these organs. This report is the cornerstone of the session being presented, since it defines the topic under discussion and provides all possible information on the subject so that the representatives can respond to it.

Understanding this makes it possible to decipher the role of the Study Guide. This is a simulation of the report presented by the actual UN officials prior to the debates for the information of the participants. An example of this is the ECLAC (Economic Commission for Latin America and the Caribbean) reports for conferences in Latin America. Each year the secretariat prepares a report on these occasions on what will be discussed in preparation.

To put it clearly, the Study Guide is a research document directed and structured by the head of a specific body on a given topic to be discussed in a session of the same body, which serves to provide fundamental information to the participants. The document is a broad and deep explanation of the topic, an analysis of what has been said and done on the topic, an exhaustive review of what has been resolved by international and national organizations, and also a draft-proposal of solutions and alternatives.

#### 2.1 The theme

It is intended that the table chairpersons broaden their outlook and dedicate themselves to researching and critically analyzing global issues in order to allow for a broad development of the debate. It is recommended that the topics chosen be taken from the

current agenda of the various United Nations bodies in order to adapt to issues of global and current importance. It is required that the topic be broad and with diverse scopes, to allow for greater analysis, study and research, and it should also be supported by sources that allow the veracity of the facts to be obtained in a transparent manner, that is to say, reliable sources. The topic must be delimited in a concrete manner and must be adapted to the body that is represented, so that solutions can be built from it. For example, it would be wrong to raise *economic disputes over the use of waters in the Indian Ocean for trade* in the Organization of American States because it has neither jurisdiction nor power over the matter. But, that may be a good issue for the Economic and Social Commission for Asia and the Pacific because it has jurisdiction and power over the issue.

## 2.2 Content of the Study Guide

The study guide is composed of a series of parts that are described and explained below. An asterisk ( \* ) indicates that this part is optional.

### **Letter from the chair:**

This section is the presentation of the chair as guides and position. It is also a first impression of the table as educator and leader throughout the process. This part usually includes an accurate reference to the chairpersons' experience, a clear idea of their objectives for the committee and a reference of kindness to the delegates. In this sense, this part represents a cordial greeting, an introduction and a positioning.

### **Introduction to the organ:**

This section is an explanation of the organ being represented. This means that it must be clearly described what the organ is, what its powers are, what its jurisdiction and scope of action are. It is also necessary to explain its functioning with precise references to its regulations, how the number of members is determined, voting procedures, subordination to other organs and directly specifying the regulations governing its function.

Immediately afterwards, it is necessary to present the history of the committee (year of establishment, number of members, topics covered, goals and achievements), as well as its political position and interests. All of the above provides the necessary knowledge to present realistic solutions from within the framework of this body and its nature.

### **Introduction to the topic:**

This section should develop an argumentative explanation of the topic and its importance. This area is supposed to be a solid knowledge base and a broad view of the main components of the subject that allows a clear understanding of the topic. As an introduction it should allow for an understanding of the more robust elements of the study guide. Generally, the topic introduction should answer the essential questions:

- What is the topic?
- What does this topic mean?

- Why is this topic important?
- What does the topic cover?
- Why is this topic being discussed in this committee?

### **Key terms:**

The topics in general are complex, which is why they inspire and merit discussion. In addition, the different areas of knowledge develop words and concepts that allow understanding reality from the lens of that area of knowledge. Two elements are knotted at this point, the concepts of an area of knowledge and the complexity of a topic. These two elements are present in a topic in general and for this reason the study guide must define and explain those key concepts specific to the topic for a correct understanding of it.

The importance of this lies not only in the understanding of them, but epistemologically, the lack of a word means the inexistence of its reference. That is, if I do not know what the word means, neither the word nor the concept exists in my reality. Providing access to their definitions will allow a full understanding of the subject and a correct and efficient reading of the study guide. This part consists, therefore, of an explanation and definition of those necessary terms of the subject with precision.

### **Background:**

This section explains the roots of the issue and its prior context, along with related information. Its purpose is to address the angles of the issue that allow delegations to understand where the issue originates so that they can see its causes and effects in retrospect. In other words, it also aims to show what was the context where the problem originates, what are the causes, as well as the historical elements that refer to the issue.

This means an analysis of causality that includes the immediate causes as well as the ultimate causes. If the problem has been going on for some time, there should be a very clear separation between "current" and "past" events that allow delegations to separate the time intervals and better situate the debate, understand the different sides of the issue, both resolved and unresolved. This section should answer the questions:

- What is the origin of the issue?
- What are the immediate and ultimate causes of the issue?
- How did the context (historical, social, economic, cultural, political) influence the emergence of the issue?
- What has been resolved about the issue?
- What were its general and specific effects?

This section explains the roots of the issue and its previous context, along with related information. Its purpose is to address the angles of the issue that allow delegations to understand where the issue originates so that they can see its causes and effects in retrospect. In other words, it also aims to show what was the context where the problem originates, what are the causes, as well as the historical elements that refer to the issue.

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- What is the origin of the issue?
- What are the immediate and ultimate causes of the issue?
- How did the context (historical, social, economic, cultural, political) influence the emergence of the issue?
- What has been resolved about the issue?
- What were its general and specific effects?

## **Development:**

### **Current situation:**

The current status section of the problem forms one of the pillars of the Study Guide, it is a broad explanation of the current context of the issue, its development, its importance and its delimitation. Thus, this section should have a strong data base and reference information that illustrates each aspect of the current context of the problem.

This section should also clearly explain the key points of the topic, the most important elements to consider. In addition to explaining the importance of the issue and the factors that compose it, the importance of the issue should be analyzed. From this framework of factors, a precise description of the aggravating factors can also be developed. This part of the study guide can be divided into sections to explain more precisely specific points of the current situation.

Some of the references can be to data, graphs, maps and any other supporting information that will help delegations form a clear mental picture of the extent of the problem. Typically, this provides the roadmap of how solutions should be structured to address all key points. It is very important that this section allows delegates to visualize the issue in its fullness. This section should answer at least the following questions:

What is the current context of the topic?

- What is the current context of the topic?
- What are the factors that currently make up the issue?
- In what way is the issue manifested or impacted today?
- What factors aggravate the issue and why?
- What is the scope of the topic?
- How and to what extent does the issue impact the community (international or national)?
- What is the importance of your discussion today?
- What period includes the current situation of the topic?



### **Regional situation:**

The regional situation is an optional section that consists of explaining the current context of the topic from the perspective and focused on a region of the world. Thus, it represents the reality of the topic from the chosen region and therefore must be built with precise references of information that allow us to understand what the topic means in said region, what is its scope, its impact and other aspects. It is similar to the construction of the Current Situation section, but focused on a region.

This section is strongly recommended especially for General Assembly committees, with participation from different regions and which generally deals with issues of global importance. In these cases, the regional situation allows each delegation to illustrate the situation from the focus of their region, which will allow them to define its position more effectively and represent the interests of their area reliably.

### **Position of the organization regarding the issue:**

This section determines the position of the body represented on the topic in terms of interest and political position. In this sense, this part explains precisely what this body is doing on the topic, why it is interested in it, why it is within its jurisdiction and what the objectives or interests of the body are on this topic.

In this way, this section is a clear reference of what the committee intends as a political figure within the framework of the topic and its current and past development. Important questions for the development of this section are:

- Why is this topic of interest to this body?
- What are your fundamental objectives on the subject?
- What is the body's political position on the issue?

### **\*Chronology of events**

In some committees it is essential to the understanding of the problem to develop a clear timeline of events to untangle the countless web of causality and be able to discuss it. For this reason, this section represents a timeline with all those important events and a short summary of them to explain the key moments in the history of the topic. This timeline sets up a precise explanation of the events and a clear chronological line, as well as an explanation of their importance to the topic.

This section is strongly recommended for historical committees as it allows a correct and structured determination of the historical process and context due to location and understanding of the historical topic.

### **\*Concerned parties:**

Some issues, due to their specific or conflictive nature, have parties intrinsically involved. Although it is advisable to the extent possible that the topics allow for broad discussion and the participation of all delegations, in these cases these pieces are fundamental. The main stakeholders in an issue should be clearly defined to facilitate understanding of the often complex multilateral nature of international relations.

Taking into account the above, this section explains in a precise and concrete way the role played by the interested party, the reasons for its interests and the context of this

intrinsic participation of the party with the issue. This section answers the following questions:

- Why is this actor important?
- What is the role of this actor?
- Why is he so affected and in what way?
- What is his position on the issue?

### **Solutions:**

#### **Background on past solutions to the topic:**

The Past Solutions section of the topic is a clear determination and explanation of the solutions that have been made, both with examples at the national level and the greatest reference of possible international solutions, illustrating in turn the weaknesses and strengths of such solutions. This section should explore the pros and cons of these implemented solutions, in addition to cautiously analyzing the shortcomings of these action plans.

With this objective, this part must provide direct references to resolutions of United Nations bodies, the latest forums or conferences on the subject, as well as their description.

This section should explain the previously proposed solutions and what they achieved or did not take into account, as well as previous discussions on the topic and the results of these to help delegations propose new solutions.

#### **Proposal of solutions made by the table:**

From the expert knowledge of the presidency, the analysis and research that the study guide has entailed, this section is a serious proposal for solutions from the perspective of viability, effectiveness and feasibility. Here it is established what the board believes should be done, based on its interests and position and being clear about what the body in question can do.

This section must be concrete and precise, it must be a detailed explanation of what the presidency proposes as solutions and it must be presented fundamentally as an alternative, that is, the delegates must also be encouraged to propose solutions equal to or better than those presented by table. The professionalism, complexity and effectiveness of the proposal must serve as a form, that is, an example for other alternatives.

### **Regional work blocks:**

This section is a simple determination of the regional working groups of the body. These groups are formed based on the current members of the body that is being represented by region. For example, if you are representing the General Assembly, the regional working blocks would be the countries of each continent. A working group would be America and would be composed of all American member states present. These groups work together after the work done by the initial work groups and cannot be separated. They can join other blocks only after having their own working paper that is shaped from their perspective and contributions. This must be explained in this section clearly and demonstrating its importance.

**Requirements for working papers:**

This section is a list of minimum quality requirements expected in terms of substance in a working paper. For this reason, the presidency must clearly stipulate its justifications for requesting these minimum requirements for working papers, what these substantive requirements consist of, and what failure to comply with them implies. Clearly, failure to comply means the impossibility of presenting the papers in the debate session.

**Additional recommended sources:**

The additional sources section consists of any substantial sources of information. On the other hand, this section consists of listing these sources and giving a brief description of their content and importance as a source within the topic. There is no limit to recommended sources. It is useful to attach material with different characteristics, that is, varied sources of content such as video, text, images, audio, etc.

**Bibliography:**

All sources of information used to develop the study guide should be listed here in APA format. It is necessary to use footnotes throughout the body of the Study Guide, which are references to the sources where the information was obtained.

Below is an example of a study guide:

[Guía de Estudio Comision Economica America Latina y el Caribe-CRIMUN 2018.pdf](#)

## 2.3 The sources

To support and give veracity to the work to be carried out, a selection of relevant sources must be made that allow the fact to be demonstrated, so they must be reliable. That is why the committee presidency is urged to carry out exhaustive research in order to serve as a tool for the development of its topic in an appropriate manner, in the best of cases it is urged to use the sources of the different bodies of the United Nations and that have objectivity and partiality. However, the hierarchy of sources that can be used must be taken into account, as follows:

- Official, scientific and/or academic documents.
- Official political documents.
- Journalistic notes.
- Documentaries.
- Podcasts.
- Informative videos.
- All the rest.

Take into account that each source you use to argue or support your research must be justified using APA format.

## Chapter 3

### Parliamentary Procedure

The word procedure comes from the Latin *procere* which means "to go forward" and also "to come from". Its meaning can be located as the action of proceeding, that is, the action of going forward or the action of coming from. Generally, a procedure is a methodical action to achieve an objective. In this sense, the word procedure is associated with the word method, this word in turn comes from the Greek *methodos* which means "path or way to get to something" so that it is presented as an orderly and structured way of reaching an end. . This brief etymological description of the word procedure allows us to conclude that the procedure is the action of moving forward in a methodical, structured and delimited manner with the objective of achieving a specific end, so that what is achieved has its origin in the procedure itself.

The above opens the space to determine the importance of the parliamentary procedure, since in this sense this procedure is the way, the path and the form for achieving the ultimate goals of the debate. The debate exists in an intrinsic relationship with the procedure and without it, it does not achieve its purposes of exchanging ideas; the critical analysis of the topic, the production of knowledge and the construction of solutions regarding it. In this task, the parliamentary procedure is presented as the cornerstone of the act of debate within the Model United Nations because it not only organizes, but also draws a clear and structured line to build the debate and analysis of the topic.

Due to the vital importance of the parliamentary procedure, it is necessary to fully understand what it means, what each of its parts works for, why the application of each part is important and how to use it. Furthermore, its understanding allows the delegate to be taught why they must follow and fulfill their objectives.

#### 3.1 Principles of parliamentary procedure

The parliamentary procedure that CRIMUN has developed differs from other important conferences and projects because it attempts to focus on the educational component over those of confrontation or competition. **One of the principles is representativeness**, which is useful insofar as it is a tool to understand the problems that plague our world and the international community from achieving true lasting peace and global prosperity. Therefore, this procedural model seeks to create a space of equitable and equal distribution of time between the moderated and unmoderated debate since it allows effective communication for the analysis of the topic and the construction of solutions combined with a concise explanation of the ideas, as well as as proposals for successful and realistic solutions adapted to the committee throughout the debate. In this same sense, the principle of representativeness also leads this procedure to provide an equitable and equal distribution, to the extent possible, of the floor among the delegations.

It is essential in this sense that everyone is invited to give their opinion to build a more holistic perspective of both the debate and the solutions. Finally, the speaker's time

in relation to this principle must be given from the approach of **effective speaking time**, that is, the time that the delegation speaks is counted. If he gets stuck on an idea or word and doesn't say anything for five seconds, those five seconds are not effective speaking time. Even in line

With this principle, a delegation can, if needed, ask for a slight pause in time (15-20 seconds maximum) to take up ideas or to breathe if they are nervous.

## 3.2 Written documents

Written documents within the parliamentary procedure are all those formal documents that are a mandatory part of the procedure. These documents are based on the development of written communication skills, analysis of complex issues, argumentation, the construction of solutions and the ability to follow formal construction procedures. There are three documents that compose this and simulate the three fundamental documents produced within the United Nations and its procedures: the position paper, the resolution and the study guide. Of these, only the study guide has a different name from its UN counterpart, the report, as the other two, the resolution and the position paper, are called the same within the UN procedure. This section will explain the two that have not been discussed: Position Paper and Resolution Paper.

### **Position paper:**

The position paper is a formal and individual document that each delegation prepares prior to the conference based on the research it has done on the committee, the topic and the country. This document is, as its name indicates, the delegation's position on the issue from its country's perspective and with a clear and precise proposal of solutions. The position paper is a mandatory document within the United Nations and within the MUNs as well, and its function is dual. On the one hand, the Position Paper functions as a mechanism to encourage delegations to research the topic with the objective of developing this document and secondly, it allows the presidency to understand the position and the research that the delegation is conducting to guide the educational process, the debate and also to form the initial working groups. This document consists of four parts which are: introduction to the topic, the topic from my country's perspective, solutions and bibliography.

**A. Introduction to the topic:** This area represents a clear written understanding of the topic, so that it explains from the global approach what happens, how and why. This section is responsible for explaining the roots of the issue and its development, importance and impact. Delegations should not only name their position and ideas, but should back them up with facts, historical evidence and citations. This section should answer the following questions:

- What is the historical context and causes of the issue?
- What are some regions or nations where the issue is most pronounced?



- Are any of the affected countries your allies or part of your regional group (such as the European Union, African Union, Organization of American States, Arab League, etc.)?
- What factors have made this issue so prominent and difficult to resolve?
- What has the UN already done to try to solve it? Include important documents, organizations and other projects.
- Explain if other organizations, such as the World Bank, Interpol or the European Union have been involved.
- What is the importance of the issue and what does it mean?

**B. The issue from my country's perspective:** this part should focus on explaining broadly how the issue affects a delegation's country through social, economic, military and political means. This section includes a broad argumentation of the country's position on the issue and its specific interests, the national and international efforts it is involved in regarding the issue, and the current status of the issue in your country. All of this should be accompanied by precise information references that allow the context of this topic to be revealed from my country's perspective.

The following questions to be answered in the position paper are exemplified:

- How does this issue directly affect your country? of impact references.
- How is your country working internally and internationally to address this issue? Mention punctually the policies, projects, laws that deal with this issue.
- What do you think are the most important objectives for your nation related to this issue?
- What is your country's political position on the issue?

**C. Solutions:** This is the most important part of the position paper, in this section the solutions to the issue are structured. These solutions must be viable, feasible and with a clear understanding of the issues. The solutions explain at length their form and objectives, their rationale, and the ways in which they will be carried out:

- What are the proposed solutions?
- How do these proposals solve the issue?
- How will these proposals be implemented?

**D. Bibliography:** The bibliography consists of detailing the sources consulted using an APA citation format. This section is of vital importance as it acknowledges the intellectual work of others. At the same time, it allows understanding the depth of the research and the veracity of the data.

A position paper can be found in the following link:

<https://drive.google.com/file/d/1PfEoU6XeEgoEl3VchpikMiziypNNOBhx/view?usp=drivesdk>

### Working papers-Resolution papers:

Working papers are a formal document that structures the initial, regional and global solutions by stating their rationale and priority functions. Working papers are called resolution papers when accepted by majority vote. These documents are continually developed and refined throughout the debate. First an initial working paper is created in the initial groups based on the position papers, then work is done in regional groups, and finally, regional groups may merge two or more working papers.

The working paper is made up of three parts: the header, the preambulatory clauses and the operative clauses.

- A. Header:** This section consists of a specification of the conference, the body where it is being held, the number of working papers, the sponsors and the signatories. The sponsors are the delegations that contribute the most to the debate and to these solutions. It does not matter if they are small nations, developing nations or any other condition that may diminish their factual power. Signatories are the delegations that participate in or are sympathetic to the resolution role. Neither of these two conditions obliges delegations to vote in favor of the resolution paper.
- B. Preambulatory clauses:** this part of the paper consists of listing the reasons why the resolution paper is presented. Commonly, they make explicit the sources of these reasons, refer to other documents, make mention of articles of international regulations. They refer to the reasons for these solutions and synthesize the considerations of the subject of debate. These clauses begin with a verb in gerund in italics and preceded by a comma, followed by the explanation. A good resolution paper consists of ample reflection in this section. Some clauses can be found at this link:  
<https://drive.google.com/open?id=19oVUUV1f1tYT23TkDZNMim6bD827hats>
- C. Operative clauses:** Operative clauses form the second group of clauses in a resolution. They always end with a semicolon (;) after each sentence and begin with an infinitive or present perfect verb. Operative clauses are important because they state what the plan is to resolve the issue in a realistic, feasible and viable manner. They not only describe the answer, but how it is implemented in detail. This section is the most important part of a resolution paper and it should contain an extensive development of the how of the solutions, have a clear structure and show how they complement each other.  
 Some clauses can be found at this link:  
<https://drive.google.com/open?id=1XB9fx81ioLq8RWYf8z1KDJAbghGZuw2H>

In the following link you can find an example of a resolution paper:  
<https://drive.google.com/open?id=17lloIh4DJSpoOfTR8EQBvgEKep1ZVafDeK3QVEpNaR8>

### A. Motion:

A motion is a verbal clause that is established at a certain point in the debate. Motions initiate collective action if they have the approval of a simple majority of the

committee. For this reason, it is the primary mechanism of action during debate and is a procedural trigger.

They are established as a **Motion to "..."** since parliamentary debate is governed by rules of respect and humility, which means that anyone can propose that the committee take one and another decision; however, the proposal must be made through a formal process. In that way, each proposal can be properly exposed, discussed and voted upon.

Motions are proposed when the table asks if there are items or motions on the floor. They should be stated as: "Motion for [ACTION] for/to [ACTION OBJECTIVE] with [ACTION DURATION]. For example, "motion to [open a moderated debate] to [discuss the opposition of proposal 3.1l] with [a duration of 20 minutes and 45 seconds per speaker]. It will then ask if there are any other items or motions on the floor, and if there are, they will be added to the motions to be considered up to a maximum of 5; otherwise, a vote will be taken on the proposed motions in disruptive order, followed by their time stamp. Examples of motions include setting the agenda, moving to a moderated or unmoderated group, opening a list of speakers, presenting a working paper to the committee, voting on a resolution, or suspending debate.

The motions are in disruptive order are:

- **Motion to open debate:** Opens the General Debate.
- **Motion to establish list of Speakers:** Opens the floor for opening statements with one minute per speaker, here time must be yielded to the table, questions or other delegation.
- **Motion to set agenda:** Opens space to create an agenda.
- **Motion to Vote Agenda:** Opens a voting session to approve the agenda.
- **Motion to edit agenda:** Opens a space to make partial edits to the approved agenda.
- **Motion to suspend debate:** suspends general debate
- **Motion to resume debate:** resumes general debate.
- **Motion to open moderated debate:** Opens a simple moderated debate with speaking time and general time on a specific agenda item.
- **Motion to extend debate:** extends debate for no longer than the time first established.
- **Motion to open unmoderated debate:** opens an unmoderated debate where delegations may speak freely to each other.
- **Motion to open information session:** opens a space to ask questions to one or more subjects.
- **Motion to open a round table debate:** opens a moderated debate with one minute per speaker that is given clockwise and has the possibility of one or two interventions on a specific subject.
- **Motion to open a formal debate:** Opens a debate with a list of speakers with one minute per speaker on a specific topic and a set time.
- **Motion to present working papers:** opens a space for presentation of papers for each speaker.

- **Motion to vote on working papers:** opens a formal voting session to approve or reject the papers.
- **Motion to close debate:** Closes the general debate.

### B. Points:

A point is a verbal clause that triggers an individual action at any time within the general debate and requires only the acknowledgment of the chair. They are usually quick and concise actions. They are presented and explained below:

- **Point of Personal Privilege:** Its function is to grant a privilege to a delegation. It is an interjection in the debate that calls the attention of the committee, a specific delegate or the board regarding an inconvenience of a personal nature. It is made by raising the banner when no one is speaking.
- **Point of order:** it has the function of returning the debate to order, decorum and professionalism. It can be used when the procedure is not being followed, when the debate has lost its central theme, when a delegation is not assuming its political position or when a delegation is not speaking on the subject.
- **Information Point:** Used to request general information about the debate or to ask questions about the course of the debate.
- **Parliamentary Information Point:** serves to request information about the parliamentary procedure from the table.
- **Point to appeal the decision of the presiding officer:** is a point that allows the delegation to express its disagreement on the proposals or decisions of the table, activates an appeal of those decisions or proposals that the table considers and resolves to grant the point.

### C. Closings and openings of the general debate

**Quorum call:** Consists of a reading of the delegations in alphabetical order to confirm that at least two-thirds of the committee is present to begin the session. The delegations respond "present", "present and voting", "present and not voting", or if any delegation is absent, the committee chairperson will register them as "absent". This is important to start the session and ensure representativeness. This is done before opening the general debate.

**Opening of debate:** Once a quorum has been established, the chair will entertain a motion proposed by the delegations (also known as "the floor") to open the session and begin the process of debate. A vote in favor by at least two-thirds of the committee is required. Debate is the theoretical range where all types of debates, motions and items within the committee take place. Nothing proposed outside of it is in order, only within it. Its corresponding motion is *"Motion to open debate"*.

**Opening speech:** Once the committee has opened the first session of the debate, each delegation has the right to make an opening speech. Normally, it follows the same alphabetical order as the quorum call, with a maximum time of 1 minute per speaker. It is mandatory and functions to get in touch with the political position of the delegations with respect to the topic and to guide the construction of the agenda. Its corresponding motion is *"Motion to establish a list of speakers"*.

**Suspension of the session:** During the course of the debate, it is necessary to suspend or pause, either for lunch, coffee breaks, as well as, between days of the conference. In contemplation of this, a motion must be made and voted by simple majority to temporarily halt the general debate and moderation processes of the committee for a specific purpose and for a specific time.

Your corresponding motion is *"Motion to suspend debate for/for ..."*

**Resumption of the session:** when debate has been suspended, it must be resumed by a call for a quorum which, once recognized, must be validated by a simple majority vote in favor of reopening the session and resuming the process of debate where it was suspended. This cannot occur before the time stipulated by the adjournment by voting on the motion to adjourn.

Its corresponding motion is *"Motion to Resume Debate"*.

**Closure of Debate:** a motion to close debate and formally conclude the session may be made at the end of debate. This is done after all items have been debated and a working paper has been adopted as a resolution. This closes general debate and therefore nothing can occur after this.

Its corresponding motion is *"Motion to close debate"*.

#### **D. Working groups and working papers**

**Initial working group:** these are groups of 2 to 3 delegations assigned by the chair of each committee at the beginning of the first discussion session after the opening statements. The working groups are based on the similarities of interests found in the delegations' position papers, with the objective of working as a team on the initial drafting of preambulatory and operative clauses for a final draft working paper. Normally, each group is expected to produce at least 5 clauses by the end of the first discussion session, for which they should try to focus their efforts on the most important aspects of the topic from their delegation's perspective. This has the function of creating an environment of calm development of solutions and learning about the drafting of the final procedural documents. It is a space where delegations interact more directly and get to know each other.

**The result of this is the Initial Working Paper:** a document structured according to UN style with the three sections including preambulatory and operative clauses, written by each initial working group. It contains at least 5 clauses at the end of the first discussion session, for which they should try to focus their efforts on the most important aspects of the topic according to their delegation's perspective. are made in the initial working groups. This paper should be presented to the table for review.

The respective motion to work on working papers is *"Motion to open an unmoderated discussion for - minutes."*

**Regional Working Group:** consists of a working group determined in the study guide following the geographic distribution of the delegations, as ordered by the United Nations itself. These groups are indivisible and are designed to produce a working paper



on the topic from the focus and interests of the region. These regional groups can join with other groups in having a full working role. Regional working groups can be subdivided when the committee is large, but cannot be split.

**The outcome of these groups is the Regional Working Paper:** a working document structured according to UN style with the three sections including preambulatory and operative clauses, written by each regional working group. This document is based on the initial working papers of the delegations that are included in the regional working group and the development of ideas in both moderated and unmoderated discussions. Although it does not have a minimum number of clauses, it should reflect the views and interests of the member delegations of the committee, as well as fully cover the topic. This paper, if desired, can be presented to the committee.

The corresponding motion to present the working papers is "*Motion to present working papers*" and to vote on them "*Motion to vote on working papers*".

**Global working group:** consists of a working group that is formed by merging two or more regional working groups into a single group. This can be done after each regional group has a regional working role. In this process the two regional working papers should be formed into one.

**The outcome of these groups is the Global Working Paper:** a working document structured according to UN style with the three sections including preambulatory and operative clauses resulting from the combination of the two regional working papers. This document must be submitted to the committee for consideration.

**Resolution paper:** These are the final papers presented and approved by the committee by simple majority. Ideally, the committee concludes with a single resolution that is approved by consensus among the entire committee, however, when this is not achieved, different resolutions are presented and voted on in order. All statements within the resolution should follow the structure of a UN resolution with preambulatory clauses, operative clauses and use formal and correct language.

**Amendments:** individual modifications to clauses that are introduced to modify a resolution document after it has already been voted on by the committee and is voted on individually.

**Voting session:** to reach the final session of the debate, even if consensus has been reached among all delegations, a motion is proposed to enter into a voting session during which each resolution is voted on individually in the order in which they were presented. Depending on the committee and the proposed content of the resolutions, a simple majority or two-thirds vote may be required to pass a resolution. If more than one resolution is approved, and they have conflicting parts, an amendment must be submitted to resolve the conflict. During the voting session there may be no observers or guests on the committee, and the session begins by closing the room, calling for a quorum, and then calling in alphabetical order for delegations, who may respond with "Yes", "No", or "Abstain".

## E. Debates

**Discussion Agenda:** to organize and facilitate the discussion of the topic, a list of points to be discussed by the entire committee should be defined after the presentation of the topic. The agenda tends to be structured in a sequential manner that does not encourage jumping to points already discussed or that require the discussion of subsequent topics for the definition of the current one.

It is a form of collaborative discussion in which there are no moderators or committee directors to assign speakers, as delegations speak directly to each other for a set period of time and with a clear objective. Typically, it is used at the beginning of sessions; therefore, working groups can discuss, propose solutions and write clauses before proceeding to present their proposals to the rest of the delegations in the committee. Delegates are also expected to maintain decorum and mutual respect by working formally in their assigned room.

**Simple moderated debate:** A form of debate in which a moderator or committee chair intercedes and assigns the next speaker at the end of each speech. Delegates are selected by holding up signs to request the next time slot. When proposing the motion to open a moderated committee, a purpose and total duration are established, as well as the time per speaker. Whoever proposed the motion for the moderated committee is normally recognized as its first speaker. Speeches are usually made from the same seats where the delegates are seated, with no need to go to the podium, but to stand up. The language used is formal and more dynamic, allowing for more direct interaction between speakers than the formal discussion that takes place through a list of speakers. It is necessary to give time back to the director when the delegation has finished its speech.

**Formal debate with the list of speakers:** this is the parliamentary debate format par excellence, as it allows all members equal prominence during speeches from the podium in an organized style that allows each speaker to make his or her points in an orderly and respectful manner. In general, the directors accept requests to be added to the list of speakers through notes, messages or by raising the poster upon request; in the same order, delegations are called upon to deliver their speeches. The committee establishes a maximum length per speech at the beginning of the session by a motion that is voted by simple majority and governs the remainder of the debate or until amended. A speaker who has already spoken once may request to speak again, but priority is given to delegations who have not yet spoken on the publicly posted list. Unlike other styles of debate, you are allowed to yield time to other delegations or directors for their use, if they agree to do so. However, you may not yield the time you were given, it is generally considered disrespectful to the committee.

**Round Table Discussion:** normally used only in small committees due to its dilatory nature, but is useful for getting everyone's position on a given topic. For a roundtable discussion on a specific topic, each delegation has the floor for a period of time (usually 1 minute), then delegations make one or two interventions at the discretion of the committee chair (questions or comments), for which the delegation will respond within the time allotted for the intervention. Subsequently, at the end of the

delegations' speaking time, the next delegate in clockwise or counterclockwise order will continue with the same procedure, however, delegations may refrain from speaking. To propose a panel discussion, a motion must be made specifying the topic, speaking time and speaking time. This is the principal method of debate in the Security Council.

**Unmoderated discussion:** this is a discussion space without moderation by the table, so that delegations can speak freely among themselves without the need to be in their seats. It is mostly used for the construction of solutions in the working papers. They are established for a specific time and do not need a specific time. It is also an ideal time for the chair to evaluate the working papers.

## Important Sources

- Estados Miembros de Naciones Unidas y la Corte Internacional de Justicia: <http://www.un.org/es/member-states/>
- Estados No Miembros de Naciones Unidas y la Corte Internacional de Justicia: <http://www.un.org/es/sections/member-states/non-member-states/index.html>
- Página oficial de la Corte Internacional de Justicia: <https://www.icj-cij.org/es>
- Página Oficial de Naciones Unidas: <http://www.un.org/es/index.html>

Acronym	Full Name	Date	Supervisory Body
<a href="#">ICERD</a>	<a href="#">Convención Internacional sobre la Eliminación de todas las Formas de Discriminación Racial</a>	21 dic. 1965	<a href="#">CERD</a>
<a href="#">ICCPR</a>	<a href="#">Pacto Internacional de Derechos Civiles y Políticos</a>	16 dic. 1966	<a href="#">CCPR</a>
<a href="#">ICESCR</a>	<a href="#">Pacto Internacional de Derechos Económicos, Sociales y Culturales</a>	16 dic 1966	<a href="#">CESCR</a>
<a href="#">CEDAW</a>	<a href="#">Convención sobre la eliminación de todas las formas de discriminación contra la mujer</a>	18 dic 1979	<a href="#">CEDAW</a>
<a href="#">CAT</a>	<a href="#">Convención contra la Tortura y Otros Tratos o Penas Crueles, Inhumanos o Degradantes</a>	10 dic 1984	<a href="#">CAT</a>

<a href="#">CRC</a>	<a href="#">Convención sobre los Derechos del Niño</a>	20 nov 1989	<a href="#">CRC</a>
<a href="#">ICRMW</a>	<a href="#">Convención internacional sobre la protección de los derechos de todos los trabajadores migratorios y de sus familiares</a>	18 dic 1990	<a href="#">CMW</a>
<a href="#">CED</a>	<a href="#">Convención Internacional para la protección de todas las personas contra las desapariciones forzadas</a>		<a href="#">CED</a>
<a href="#">CRPD</a>	<a href="#">Convención sobre los derechos de las personas con discapacidad</a>	13 dic 2006	<a href="#">CRPD</a>

In the following link you can access the web page of the United Nations High Commissioner for Human Rights, where you can review the ratifications by country of each of these treaties as well as the efforts made to promote and establish them.

**United Nations High Commissioner for Human Rights, in Human Rights by Country (main page):**

<https://www.ohchr.org/SP/Countries/Pages/HumanRightsintheWorld.aspx>

**Rome Statute of the International Criminal Court:**

**To learn about its states parties:** <https://www.icc-cpi.int/asp>

**To visit the page of the International Criminal Court:** <https://www.icc-cpi.int/>

- **La carta de la Organización de los Estados Americanos:**  
[http://www.oas.org/es/sla/ddi/tratados\\_multilaterales\\_interamericanos\\_A-41\\_carta\\_OEA.asp](http://www.oas.org/es/sla/ddi/tratados_multilaterales_interamericanos_A-41_carta_OEA.asp)
- **The Inter-American Democratic Charter:**  
[http://www.oas.org/OASpage/esp/Documentos/Carta\\_Democratica.htm](http://www.oas.org/OASpage/esp/Documentos/Carta_Democratica.htm)
- **The American Convention on Human Rights:**  
[https://www.oas.org/dil/esp/tratados\\_b-32\\_convencion\\_americana\\_sobre\\_derechos\\_humanos.htm](https://www.oas.org/dil/esp/tratados_b-32_convencion_americana_sobre_derechos_humanos.htm)

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