



# AUDMUN OFFICIAL HANDBOOK

By the  
DEPARTMENT OF COMMITTEES

# INDEX

(NOTE: For convenience, please turn on Navigation by going View<Navigation Pane to navigate through the document.)

**(NOTE 2: Moderators, please proceed to section 7)**

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## SECRETARY GENERAL'S WELCOME LETTER

Dear Delegates of AUDMUN,

I would like to welcome you to the sixth annual conference of the American University in Dubai Model United Nations. Firstly, I would like to congratulate you on taking the initiative to start your MUN journey and, for those of you who are returning, welcome back! This might not be an easy journey for everyone, especially the newcomers; however, our skilled moderators, who have been trained thoroughly, will assist you to the best of their abilities and give you an unforgettable experience. Throughout these three days, you will gain a plethora of benefits, such as public speaking skills, teamwork skills, and the ability to critically analyze international relations.

This guide will aid you in preparing for our conference and any other MUN conference you could attend. It includes all the detailed experiences and issues that you could possibly face. I urge you to read through this guide in order to be better prepared for the conference. If you face any issue while researching for your position paper or with rules of procedure, do not hesitate to contact your moderators; they are there to help you.

Bear in mind that this conference is a chance for you, as delegates, to experience what it is like to be in the place of ambassadors at the United Nations. This experience will open your eyes to global problems and conflicts that you may have never heard of before. On that note, I wish you the best of luck in your future endeavors of researching, planning, and positioning. Work hard and achieve the impossible. The entire AUDMUN team and I believe in you.

Best Regards,  
Marc Eid  
Secretary-General



# DELEGATE GUIDE

## 1. POSITION PAPERS

## 1.1 What is a Position Paper?

A position paper is a document describing a topic, the delegate's country position on the issue, and possible solutions. When writing a position paper, delegates should use their respective committee's background guide as a reference and starting point. From there on, the delegate must conduct their own research. The position paper will equip them with necessary knowledge that will help establish, and ultimately advance, insight on the delegate's nation's approach and stance, past points of reference and paradigms, and voting coalitions on specific issues.

A position paper must present the topic at hand from the specific country's stance, its history, current situation, and must propose possible solutions that are logically deduced from the delegate's research. A good position paper looks at the topic from different perspectives in order to reach a consensus that is diplomatically and politically viable.

### 1.1.1 A Position Paper Should Include:

- Background of the Topic
- Gravity of the issue at hand
- Locating the fundamental causes that facilitated the creation of issue
- Country's Position, policies, and previous actions regarding the issue
- Country's perspective and foresight on the topic, as well as their readiness to contribute to its resolution
- An understating of your country's international, domestic, and regional policies, as well as its interactions with other states regarding the issue
- Potential solutions



## 1.2 Format of Position Papers

Position papers should be no longer than four pages, in Times New Roman font, at 12 pt. 1.5 spacing, and 1-inch margins. Position papers must address both of the topics as exhibited in your committee's Background Guide. Your position paper may serve as your opening speech; however, it is not necessary. It is also encouraged the paper is reformulated into a more concise speech due to time constraints.

### 1.2.1 Plagiarism

Plagiarism is a highly intolerable offense. Plagiarism is the use of other people's words and ideas without clear acknowledgment of the source of that information. Plagiarism will result in the disqualification of any Moderator from the conference.

Examples of plagiarism include:

Copying from books, articles, or the internet without fully acknowledging the original authors. Misrepresenting the work of others as your own work.

To avoid plagiarism, you must give credit and cite sources whenever you use:

- Another person's opinion, idea, or theory.
- Any facts, pictures, statistics, graphs, or other pieces of information that is not common knowledge.
- A quotation of another person's written or spoken words.

### 1.2.2 Paraphrasing

Paraphrasing is one of the key tactics to avoid plagiarism. Paraphrasing is the restatement of another person's ideas in your own words. This is the skill you will use the most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information by providing proper citations using whatever style you are comfortable with.

In order to paraphrase effectively, the following strategies are to be used:

Paraphrase, but not by simply rearranging or replacing a few words. Rather, carefully read over what you want to paraphrase, and write out the idea in your own words without checking the original text as a “guide”.

Check your paraphrased text in contrast to the original text to ensure that you have not accidentally or mistakenly used the same phrases or words, and to also ensure that the information is accurate. If you find that you cannot write out the idea in your own words, put the information that is lifted directly from the text in quotations.

### 1.2.3 Citing Style & Sources

For reasons of simplicity and efficiency, delegates are free to choose any citing style they are familiar with. However, the sources to be used when writing a position paper are strictly restricted to:

- The U.N. or a U.N. affiliate
- Published scholarly articles (refer to any University and Scholarly Database.)
- Past resolutions passed by the U.N. (if available and fitting in the context of the committee and topics)

In a situation where not enough information is available, and the previous three categories have been exhausted, a reliable news agency may be used, such as:

- BBC
- New York Times
- The Guardian
- Agence France Presse
- Associated Press
- Washington Post
- Sky News
- France 24
- Bloomberg

Position papers are due 2 weeks before the conference (delegates will be informed of the deadline according to the conference dates). Delegates should send their position papers to their Moderators directly by email. The Moderators' emails can be found on our website in each separate committee's page.



## 1.3 SAMPLE POSITION PAPER

*Delegation from*

Luxembourg

### *Position Paper for UNICEF*

The topics before UNICEF are “Protecting Children's Right to Healthcare and Education During Warfare and Crisis” and “The Role of Children in Drug Trafficking.” UNICEF is a United Nations program that provides developmental and humanitarian assistance to mothers and children in developing countries. Luxembourg has one of 36 UNICEF National Committees which were established as independent, local non-governmental organizations, which serve as the dedicated voice and public face of UNICEF. Luxembourg has been an avid advocate of protecting children’s right to healthcare and education during crisis and warfare; as well as, combating children being used in drug trafficking.

#### **1. Protecting Children's Right to Healthcare and Education During Warfare and Crisis**

During times of conflict, children’s rights are highly probable to be violated. Children become displaced, and their rights to healthcare and education become compromised; almost eradicated. This is fueled by the fact that access to healthcare and education becomes undermined in affected countries. In the initial stages of any crisis, survival is the most vital thing for families, and children, devastated by the conflicts. Their efforts are focused on safety, initially. During this process, they may overlook education and healthcare, and before long, they find that children’s access to them is no longer simple. There are inconspicuous events during wars such as sexual harassment and abuse, and brainwashing of children that further depress their situation. It is not only their physical health that suffers; conflicts take a toll on their mental health as well. Hospitals and schools are constantly being attacked and occupied which is the main reason behind the breach of children’s right to healthcare and education. Security Council Resolution 2143 notes that military use of schools and hospitals may result in increased risk of attack; as well as, harm to children’s education and healthcare.

Luxembourg’s Grand Duchy signed the 1989 Convention on the Rights of the Child, which it ratified by means of the Law of 20 December 1993. The convention’s purpose was to protect children's rights and improve their lives. One of the rights it stipulates is the right to education. According to Borgen Project, Luxembourg put great urgency on children refugees having access to education and healthcare. Luxembourg also placed great emphasis on incorporating the children of refugee families into the school system in order to promote social cohesion. This enables refugee children to benefit from education. Luxembourg provides high-quality housing and other resources, such as healthcare, for refugees. Though the nation has not instituted an official refugee program yet, they frequently arrange case-by-case resettlements. According to the Luxembourg Times, Luxembourg was at 75% capacity to accept refugees in 2016; and according to The Guardian, Luxembourg spent 1.07% of its gross national income in 2014 as aid for refugees.

At the 69th ordinary session of the General Assembly of the United Nations in September 2014, Luxembourg stated that it solidly believes that there must be an end to indiscriminate attacks against civilian populations. Often in conflicts, although they are regarded safe zones, schools and hospitals are blasted with barrel bombs, and humanitarian assistance is manipulated, stolen,

*Delegation from*  
Luxembourg

or not delivered to needy parties. Luxembourg believes that if these factors are not dealt with, it will deprive children of their basic educational and healthcare rights, cause severe children casualties; as well as, possible famines. At the initiative of Luxembourg, Jordan, and Australia in 2014, the Security Council unanimously adopted two resolutions on humanitarian aid access to Syria; demanding that all parties involved allow safe and rapid access for U.N. humanitarian agencies across conflict lines and across borders. It also demanded that all parties cease any and all attacks against civilians and the “indiscriminate” use of weapons in populated areas, which, in turn, meant ceasing all attacks on schools and hospitals.

According to a press release by UNICEF in 2016, four hospitals or schools are occupied or attacked everyday. Laws and regulations must be placed and enforced upon countries with crises and war to safeguard access to healthcare and education, and to ensure schools and hospitals not be manipulated for gain of the conflicting parties.

## **2. The Role of Children in Drug Trafficking**

UNODC defines drug trafficking as “a global contraband trade involving the cultivation, manufacture, distribution, and sale of substances that are subject to drug prohibition laws.” Children are used in drug trades in all regions of the world. According to Textbook 1: Understanding child trafficking, published by UNICEF in 2009, they are often trafficked into manipulation as either drug dealers or couriers, and then “paid” in drugs, such that they become addicted and further entrapped. Due to the illegal nature of drug trafficking, children who are apprehended are generally treated as criminals, when in reality they are usually the ones in need of legal assistance. While thorough worldwide statistics regarding the prevalence of this practice are undetermined, several useful regional studies have been conducted. The I.L.O has recently investigated and concluded that children involved in drug trade are at a higher risk of engaging in violence, particularly murder.

Luxembourg prohibits all forms trafficking, including drug trafficking, through Articles 382-1 and 382-2 of the criminal code. Luxembourg; however, rules less severely when the culprits are children. Depending on the severity of the situation, they do not send children to youth detention centers straight away. In fact, Luxembourg has been ardently pursuing other means of dealing with children. One of which is that they aim to integrate juveniles with their families, and are pushing towards having less prison cells for children, ultimately, none at all. According to DW, Luxembourg police have been committedly battling drug trafficking, by focusing their efforts on locating the men pulling the strings rather than the dealers, and children, that they hire, as the middle-men are replaceable. Luxembourg knows that if the men behind the scenes are not dealt with, then children dealers will persist.

According to Luxembourg’s Country Drug Report 2017, Drug-related public expenditure is around 0.1% of Luxembourg’s GDP. This expenditure is focused on many aspects of drug use and dealing, noting initiatives to keep minors away from drugs and drug trafficking as one of the most important. The Luxembourg Presidency of the Council of the EU organized Operation Blue Amber, which According to Europol, resulted in nearly 900 arrests in 2015. Of those arrests, 257 were drug-related; some of those arrested were minors.

*Delegation from*  
Luxembourg

Luxembourg is central to Belgium, France, and Germany. Over 100,000 visitors come and go daily. This has been one of the elements that poses an issue with Luxembourg's war on drugs and all its efforts, as drugs come and go, sometimes unnoticed. Due to globalization, children use in drug trafficking is more of an issue now than ever before. In order to deal with this, the problem should be tackled at its core by preventing and seizing drugs from entering countries. This can only be done with cooperation of all member countries.





## 2.1 Introduction

Awards differ on the basis of committee size. If the committee contains more than 25 delegates, it is considered a 'big committee' and is allocated 5 different awards. If the committee contains anything less than 25 delegates, it is considered to be a 'small committee' and is allocated 3 different awards. Generally, nominees must be confirmed by the end of the second day of committee sessions.

The awards for 'Big Committees':

*Best Delegate* - this is awarded to the delegate that the Moderators deem to be the best overall in their committee.

*Most Researched* - this is awarded to the delegate with the position paper that stands out the most to the Moderators in terms of quality, punctuation, accuracy of information.

*Best Orator* - this is awarded to the delegate that holds themselves the best during speeches and questions. They have a good diction and way of presenting their cases. They speak with confidence and show understanding of what they are presenting.

*2x Honorable Mention* - this is awarded to delegate who performed above expectation but still requires improvement in some areas; the second-best overall delegate.

The awards for 'Small Committees':

*Best Delegate* - This is awarded to the delegate that the Moderators deem to be the best overall in their committee.

*Most Researched* - This is awarded to the delegate with the position paper that stands out the most to the Moderators in terms of quality, punctuation, accuracy of information.



*Best Orator* - This is awarded to the delegate that holds themselves the best during speeches and questions. They have a good diction and way of presenting their cases. They speak with confidence and show understanding of what they are presenting.

### 2.1.1 Best Delegate

#### Position Paper

- Should be sent on time
- Should be accurate with no mistakes whatsoever
- Should present a point that was not common in the majority of the papers

#### Speeches:

- Should present strong information and points that help the flow of debate
- Should be able to easily answer questions brought up after the speeches
- Should be able to debate using logical reasoning and not only points from research

#### Resolutions:

- Should be a leader when writing resolutions
- Should present a number of different perambulatory and actions clauses when writing resolutions
- Should be able to stand up for the resolution when challenged.
- Should be able to refute other proposed resolutions with logical and factual evidence (if any).

#### Representation of Allocated Country:

- Easily and smoothly represents country and all of its political stances
- Easily defends nation's views when challenged

#### Contribution to Caucus

- Makes regular contributions to the flow of debate
- Motions when needed
- Takes initiatives in order to liven up the debate
- Asks questions constantly (whether to speakers, or to Moderators)

## 2.1.2 Most Researched

### Position Paper

- Position paper is sent on time
- All information is accurate
- Written concisely and to the point
- Introduces new info that wasn't in any of the other position papers

### Speeches

- Presents data & information that was not used in debate before
- Uses statistical data
- Uses factual and logical evidence
- Uses studies previously executed in order to prove a point
- Answers questions with even more irrefutable proof

### Resolutions:

- Contributes to the resolutions by writing new and authentic clauses
- Can back up the clauses of the resolution by presenting information

Overall, the most researched delegate is the delegate that seems to have gone into the most detail when researching the topic, the delegate that went farther than just the topic listed, and the delegate that introduces new and different subtopic to debate during a moderated caucus.

## 2.1.3 Best Orator

- Speaks in a very clear tone
- Speaks with confidence (does not stutter much)
- Speaks diplomatically and in a politically correct manner
- Speaks with full respect to Moderators and delegates
- Opts to place himself on the speaker's list eagerly
- Opts to speak for/against resolutions

The United Nations emblem, featuring a world map surrounded by olive branches, is centered in the background.

### 3. RULES OF PROCEDURE

## 3.1 Motions

Name of Motion	When It's Used	What Happens	Extra Note(s)
Motion to set the agenda "Motion to set the agenda to ..."	Used in the very beginning of the debate. It sets the debate to a certain topic to be discussed.	1 delegate from each side would state points for and against each topic. Voting will then take place and it will pass/fail accordingly.	Requires a simple majority to pass this motion.
Motion to set the speaker's list "Motion to set the speakers list to [insert topic] to [insert time] seconds/minutes"	After the agenda has been set, it helps start the debate formally.	The motion is made, and a time for each speaker is set and adhered to, until another motion is made.	Requires a simple majority in order to pass this motion.
Motion to move to a moderated caucus "Motion to move to moderated caucus of ... minutes of ... speaker time to discuss ..."	When delegates wish to change the form of the debate to a moderated caucus (see meaning below) about a certain topic for a certain time.	The overall time for the debate is set and voted upon about a certain topic	Requires a simple majority. Time can be extended by follow-up motions or by the chair if s/he sees the topic relevant or interesting.
Motion to move to unmoderated caucus "Motion to move to unmoderated caucus about ... for ... minutes"	Used when delegates wish to change the debate to unmoderated caucus (see meaning below)	The overall time and topic is set. Usually, delegates will use this time to write up resolutions, clauses, etc.	Requires a simple majority to pass and time can be extended.
Motion to adjourn the meeting "Motion to adjourn/recess the meeting for the purpose of ..."	Used when the delegates wish to end the debating session. Usually used at the end of the day.	The reason for adjourning of the meeting is stated and voted upon.	Requires a simple majority to pass.
Motion to recess the meeting "Motion to recess the meeting for ..."	Used when the delegates wish to have a break from the debate, usually for lunch break.	The reason to recess and the amount of time is set and it is voted upon.	Requires a simple majority to pass, if the chair sees fit.
Motion to move to voting procedure "Motion to move to voting procedure on [resolution/amendment]"	When delegates wish to move on from the debate and vote on the resolution/amendment that is being discussed.	The committee moves to voting procedures and pass/fail the resolution, if the chair sees fit.	To pass, the chair sees if there are anyone who seconds and anyone who opposes the motion, and moves accordingly. If there are several opposing votes, the motion does not pass. No one is allowed to leave or enter the room when voting is taking place.

## 3.2 Points

Name of Point	When It's Used	What Happens	Extra Note(s)
Point of Order	Whenever the delegate believes that there was an error in the formal procedure.	The delegate rises and addresses the committee and talks about the error.	The delegate is not allowed to talk about the topic as a whole, only the error that was made.
Right of reply written motion	Requested if any delegate feels he/she has been personally subjected to a derogatory comment/insult.	If granted by the chair, the delegate is given a certain amount of time to address the committee.	This is a written reply sent to the chair. It is at the chair's discretion whether it passes or not. There is no right of reply to a right of reply.
Point of Personal Privilege	When the delegate has a personal issue that needs to be addressed.	The delegate either sends a note to the chair or rises and states his/her point.	An example of this is when a delegate cannot hear the other delegate clearly. This is the only point that can interrupt a speaker.
Point of Information	When the delegate doesn't understand or needs clarification about a certain point brought up by another delegate.	The delegate rises, asks the question that they have and gets the answer from the delegate speaking.	The delegate that asks the question can request a follow up question, if allowed by the chair.
Point of Parliamentary Procedure/Point of Inquiry	When the delegate has a question about the rules of procedure, flow of debate, etc.	The chair will clarify the point asked and make sure the delegate understands.	This motion is made only when the floor is open.



## 3.3 Flow of Committee Session

### 3.3.1 Opening Speeches (General Speaker's List):

At the beginning of committee session, a motion to open a list of speakers should be made. Individual delegates choose to be added to the speakers' list. Opening speeches are made to openly discuss the basics of the topic at hand, and give an introduction to some action that was taken, or can be taken. Opening speeches also call all delegates to action in order for them to work together and bring the best solutions forward.

Opening speeches are allocated a specific individual speaking time for each delegate. Delegates must not surpass their allocated times. Chairs must kindly ask delegates to wrap up when their speaking time is almost done. If there remains any time at the end of the delegates' speeches, they are free to yield their time either to the chair, or to questions from their fellow delegates, as per the rules of procedure. The General Speaker's List is concluded when the total time assigned has finished and a delegate motions to go into a moderate caucus or an unmoderated caucus. Delegates can, however, motion to extend the General Speaker's List to any given specific duration.

### 3.3.2 Moderated Caucus

Moderated caucuses must be motioned for. The delegate who motioned for the moderated caucus must allocate a total time and individual speaking time, as well as a relevant subtopic to discuss amongst the delegates.

A moderated caucus is formal but there is no set speakers' list. Instead, any delegate who wishes to speak must simply raise their placard when the previous delegate is done speaking. Delegates do not need to come up to the podium to speak. They may stand in their places and speak to the committee.

Delegates must not surpass their allocated times. Moderators must kindly ask delegates to wrap up when their speaking time is almost done. If there remains any time at the end of the delegates' speeches, they are free to yield their time either to the Moderator, or to questions from their fellow delegates.

During moderated caucuses, delegates must formally address the moderators upon replying to other delegates' questions (Points of Information, Point of Order, etc.). They must do so by asking the moderators "Right to reply?" right after a delegate finishes their point risen.

### For example:

Delegate of Afghanistan

"Primary education for women in Afghanistan has seen a steady rise in the past decade."

Delegate of Iraq

"Point of Order..."

Moderator

"Granted."

Delegate of Iraq

"Statistics show that due to the increase in religious parties in the politics of Afghanistan's government have a direct correlation to the oppression towards allowing primary education for women."

Delegate of Afghanistan

"Right to reply?"

Moderator

"Granted."

### 3.3.3 Unmoderated Caucus

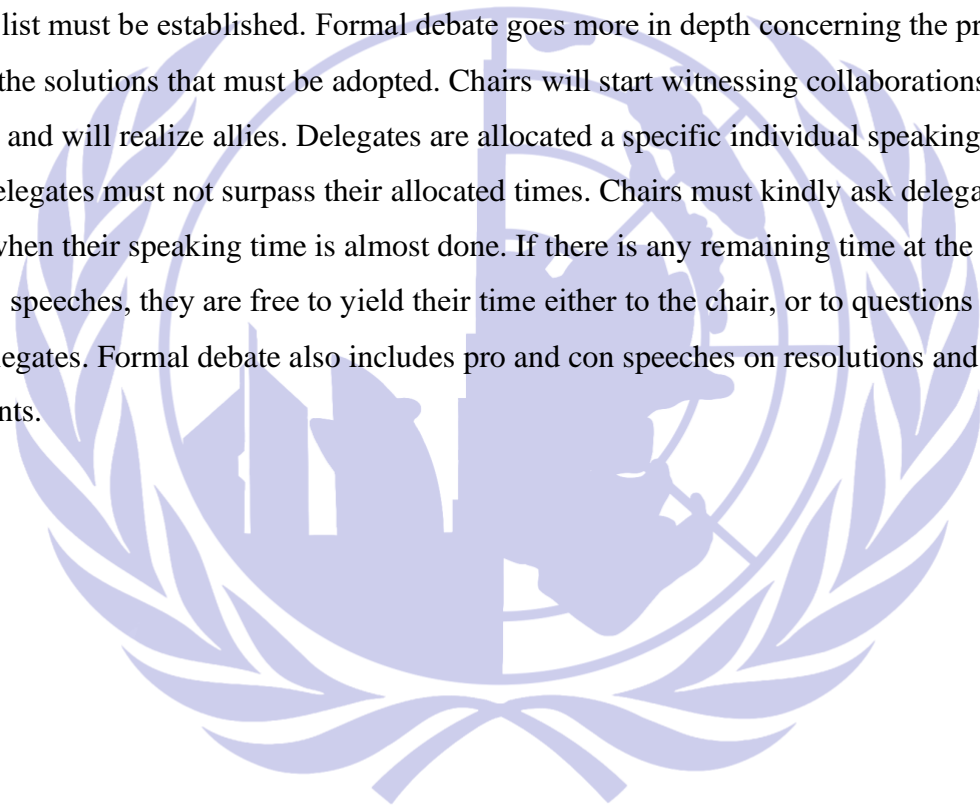
Unmoderated caucuses are informal sessions of discussions and debates amongst the delegates where they work together and form allies in order to begin drafting full resolutions. Delegates must motion for unmoderated caucuses and must allocate a total time. The time can then be extended if other delegates are also in favor of the motion.

During unmoderated caucuses, delegates can walk freely around the room and communicate with each other informally granted they are working on their resolutions and gathering signatories and authors. When unmoderated caucuses come to an end, committee begins discussing resolutions and debating them in order to then make and vote on amendments and eventually pass or fail a resolution.

### 3.3.4 Formal Debate

Formal Debate occurs during the moderated caucus. Similarly, to opening speeches, a speakers' list must be established. Formal debate goes more in depth concerning the problem at hand and the solutions that must be adopted. Chairs will start witnessing collaborations between delegates, and will realize allies. Delegates are allocated a specific individual speaking time.

Delegates must not surpass their allocated times. Chairs must kindly ask delegates to wrap up when their speaking time is almost done. If there is any remaining time at the end of the delegates' speeches, they are free to yield their time either to the chair, or to questions from their fellow delegates. Formal debate also includes pro and con speeches on resolutions and amendments.



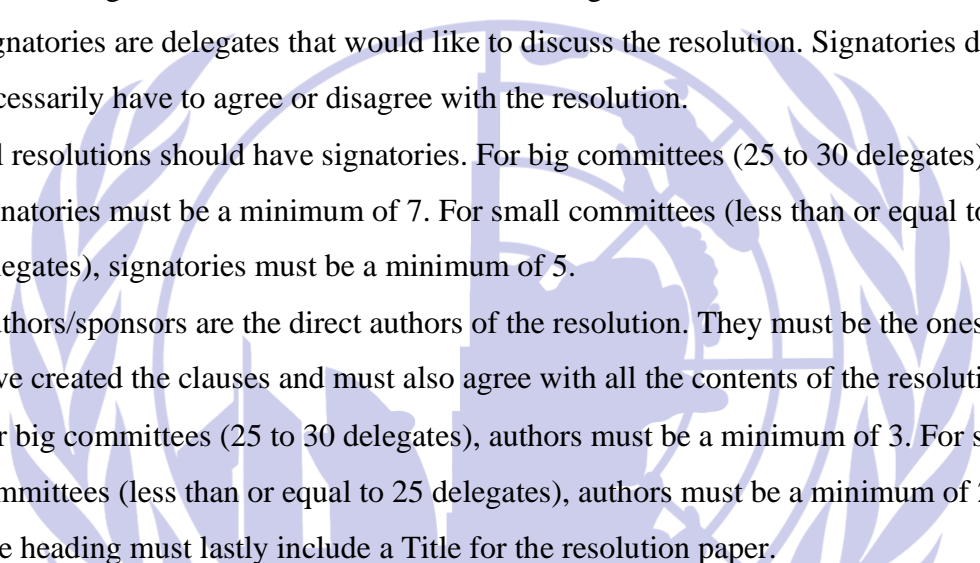




## 4.1 Introduction

During unmoderated caucuses, delegates spend time collecting signatories and authors for their resolutions. They also spend time drafting complete resolutions that will be discussed, debated on, and eventually voted on.

## 4.2 Contents of a Resolution

- The heading contains the committee name, the signatories, the authors, and the title.
  - Signatories are delegates that would like to discuss the resolution. Signatories do not necessarily have to agree or disagree with the resolution.
  - All resolutions should have signatories. For big committees (25 to 30 delegates), signatories must be a minimum of 7. For small committees (less than or equal to 25 delegates), signatories must be a minimum of 5.
  - Authors/sponsors are the direct authors of the resolution. They must be the ones who have created the clauses and must also agree with all the contents of the resolutions.
  - For big committees (25 to 30 delegates), authors must be a minimum of 3. For small committees (less than or equal to 25 delegates), authors must be a minimum of 2.
  - The heading must lastly include a Title for the resolution paper.
- 

## 4.2.1 Perambulatory Clauses

Perambulatory clauses are used to present an introduction to the problem and the solutions that are proposed in the resolution. Perambulatory clauses also shed light on any previous action that was taken to solve the problem. Below are some examples of perambulatory clauses and some keywords that are used to form them.

Affirming	Expecting	Having studied
Alarmed by	Expressing its appreciation	Keeping in mind
Approving	Expressing its satisfaction	Noting with regret
Aware of	Fulfilling	Noting with deep concern
Bearing in mind	Fully alarmed	Noting with satisfaction
Believing	Fully aware	Noting further
Confident	Fully believing	Noting with approval
Contemplating	Further deploring	Observing
Convinced	Further recalling	Reaffirming
Declaring	Guided by	Realizing
Deeply concerned	Having adopted	Recalling
Deeply conscious	Having considered	Recognizing
Deeply convinced	Having considered further	Referring
Deeply disturbed	Having devoted attention	Seeking
Deeply regretting	Having examined	Taking into account
Desiring	Having heard	Taking into consideration
Emphasizing	Having received	Taking note
		Viewing with appreciation
		Welcoming

<http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/resolutions/preambulatory-and-operative-clauses>

The General Assembly,

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

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

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

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

## 4.2.2 Operative Clauses

Operative clauses state the solutions that are presented for the problem at hand. The operative clauses relate directly to everything mentioned in the perambulatory clauses. Below are some examples of operative clauses and some keywords that are used to form them.

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	Transmits
		Trusts

<http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/resolutions/preambulatory-and-operative-clauses>

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

## 4.3 Amendments

Amendments are alterations and changes that delegates propose for the resolution to improve it. After a resolution is read aloud, moderators ask if there are any proposed amendments. Amendments are usually submitted exclusively by note form to the moderators.

Once the Moderators read out the amendment, the authors of the resolution can deem the amendment either “friendly” or “unfriendly”. If it is deemed “friendly”, then the amendment passes automatically and the changes are made to the resolution. However, if the authors deem the amendment “unfriendly”, the committee must then discuss the changes being proposed. That happens by “motioning to speak for and against the amendment.”

Moderators pick 2 to 3 delegates to speak for the amendment and another 2 to 3 to speak against it. After the speakers have stated their points, the whole committee collectively votes for the amendment. If it passes, the changes are made permanently. If it fails, the changes do not go through. Usually, there are multiple amendments. After they are all discussed and voted for, the committee collectively votes for the resolution as a whole.

## 4.4 Passing/Failing a Resolution

After any and all amendments have been made to the resolution, a final vote will be taken on whether the resolution should pass or fail. Delegates should remain impartial when voting to pass or fail resolutions as the objective is to pass quality resolutions that address all aspects of the issue being discussed. In order to make a final decision on resolutions there must be a two-thirds majority to either pass or fail said resolution.

When voting on resolutions and amendments, “present” countries have the right to choose whether to vote or abstain. However, “present” countries cannot vote for motions during committee sessions. On the other hand, “present and voting” countries are obligated to vote for all motions, and are also obligated to vote on all amendments and resolutions. Under any circumstances, a “present and voting” country cannot abstain from voting during the committee session.

## 4.5 SAMPLE RESOLUTION

Committee: The General Assembly

Topic: Establishment of Permanent Peace on the Korean Peninsula

Authors: Republic of Korea, Japan, China

Signatories: Russian Federation, United States of America, Germany, United Kingdom, France, Singapore, Philippines

Title: Safeguarding the Korean Peninsula

THE GENERAL ASSEMBLY,

Recognizing the proliferation of nuclear weapons in the Korean Peninsula,

Noting that emergency aid needs to be combined with long-term developmental assistance in order to stabilize the Democratic People's Republic of Korea (DPRK),

Welcoming recent developments as a means to establish a permanent solution,

1. Encourages DPRK to rejoin the Six Party Talks, for the continuation of dialogue leading to:
  - a. Dismantling of its nuclear weapons
  - b. Continued building of community in international diplomacy;
2. Calls upon the United Nations member states and other non-governmental organizations (NGOs) to provide humanitarian assistance, food aid support and agricultural rehabilitation to alleviate humanitarian consequences of the economic crises in the DPRK;
3. Strongly recommends that the two Koreas continue to participate in an active cultural exchange through ways such as, but not limited to:
  - a. Reunions
  - b. Sporting Events
  - c. Development of tourism industries such as, but not limited to:
    - i. Ecotourism
    - ii. Cultural Tourism
  - d. Media
  - e. Education

The United Nations emblem, featuring a world map surrounded by olive branches, is centered in the background.

## 5. CODE OF CONDUCT

## 5.1 Smoking

Smoking is ONLY allowed in allocated smoking areas on the AUD Campus. Please ask staff or security for guidance. Students caught smoking outside smoking areas will be reported to AUD Student Services and may be excused from the conference.

## 5.2 Leaving Campus

During committee sessions, lunch breaks, or general breaks, delegates should stay on campus. If a delegate wishes to leave campus, she/he must make sure to inform the AUDMUN Department of Committees or The Secretary-General and the Deputy Secretary-General. The delegate must keep their badge with them at all times. Delegates without their AUDMUN badge will not be allowed to enter campus.

## 5.3 AUDMUN Dress Code

Please make sure to wear formal attire throughout the conference. As per the American University in Dubai's Dress Code, delegates should ensure that their attire is not too short or revealing. A delegate may be denied entry to AUD campus if she/he is wearing inappropriate attire that does not abide by AUD's Code of Conduct. Skirts must be knee length and shirts must not be see through. Furthermore, please ensure that you are either in western formal attire such as a suit, or in formal Emirati-attire (Kandurah/Ghutra/Aabaya). In this case, please refrain from wearing jeans, shorts, and any clothing with explicit language on it..

## 5.4 Note Passing

Delegates will be passing notes around during committee sessions. Note-passing is only permissible as long as it is in the context of the conference. Delegates may be excused from the committee if caught sending irrelevant or inappropriate notes.



## 5.5 Prohibited Substances

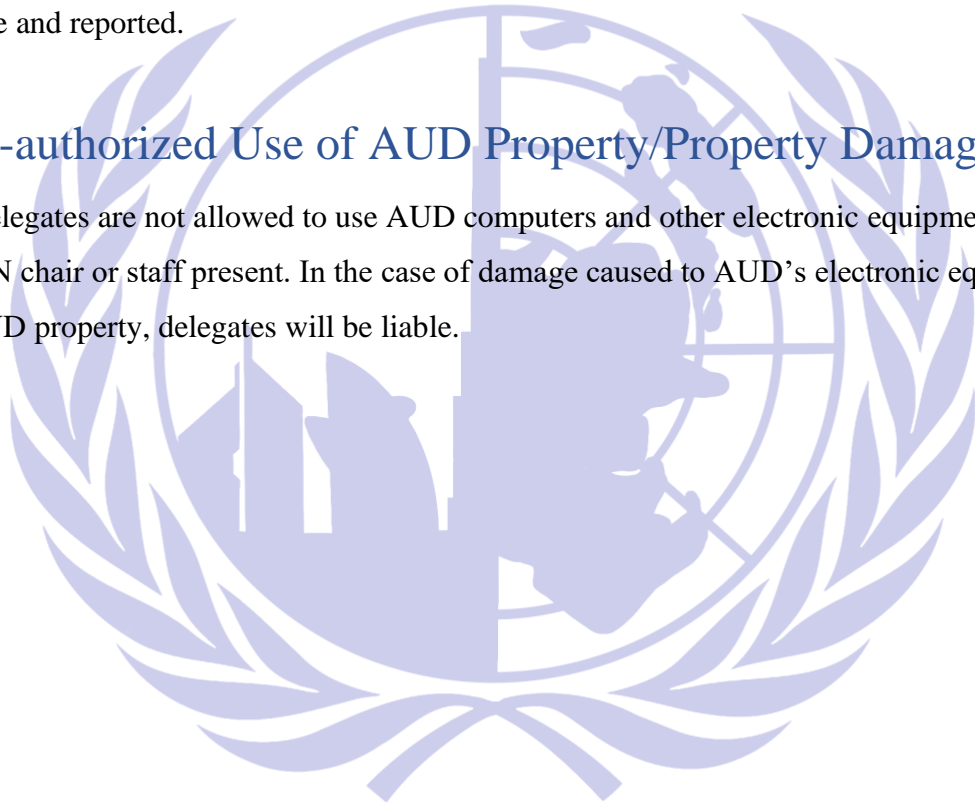
Alcohol and illegal substances are strictly prohibited. Any student possessing such substances and is caught will be immediately excused from the conference and reported.

## 5.6 PDA & Harrasment

Public displays of affection and sexual harassment are absolutely intolerable on AUD campus. Any delegate acting in this manner will be immediately disqualified from the conference and reported.

## 5.7 Un-authorized Use of AUD Property/Property Damage

Delegates are not allowed to use AUD computers and other electronic equipment without AUDMUN chair or staff present. In the case of damage caused to AUD's electronic equipment, or any AUD property, delegates will be liable.



The United Nations logo, featuring a world map surrounded by a laurel wreath, is centered in the background of the page.

## 6. SPECIAL COMMITTEE FUNCTIONS

## 6.1 Press Corp

### 6.1.1 Reporters

The Reporters in the Press Corps committee will each be allocated to and thus represent a news agency. There will be 28 reporters allocated to the Press Corps Committee and they will report on the debates, positions, and resolutions expressed within specific committees. Each reporter is assigned to a committee for the entirety of the conference..

	First Day	Second Day	Third Day
First Session	Summary Records 1 Write Article	Summary Records 2 Write Article	Compile verbatim records as well as articles to create a final editorial piece.
Second Session	-	Verbatim Records 1	-
Third Session	-	Verbatim Records 1 cont. Write Article	-

### 6.1.2 Articles

The moderators may create their own guidelines for the exact structure of the Article. Reporters going to and reporting the happenings of their assigned committees must;

- State all talking points of said discussion/debate present in the committee,
- Mention delegate(s) stances on a certain issue,
- In the case of a resolution being passed, report all the for-and-against debates for amendments, while also reporting key clauses in the resolution itself (noteworthy clauses).

*NOTE:*

*ALL ARTICLES WRITTEN IN THE FIRST AND SECOND DAY MUST AVOID BIAS AND OPINION AT ALL COSTS.*

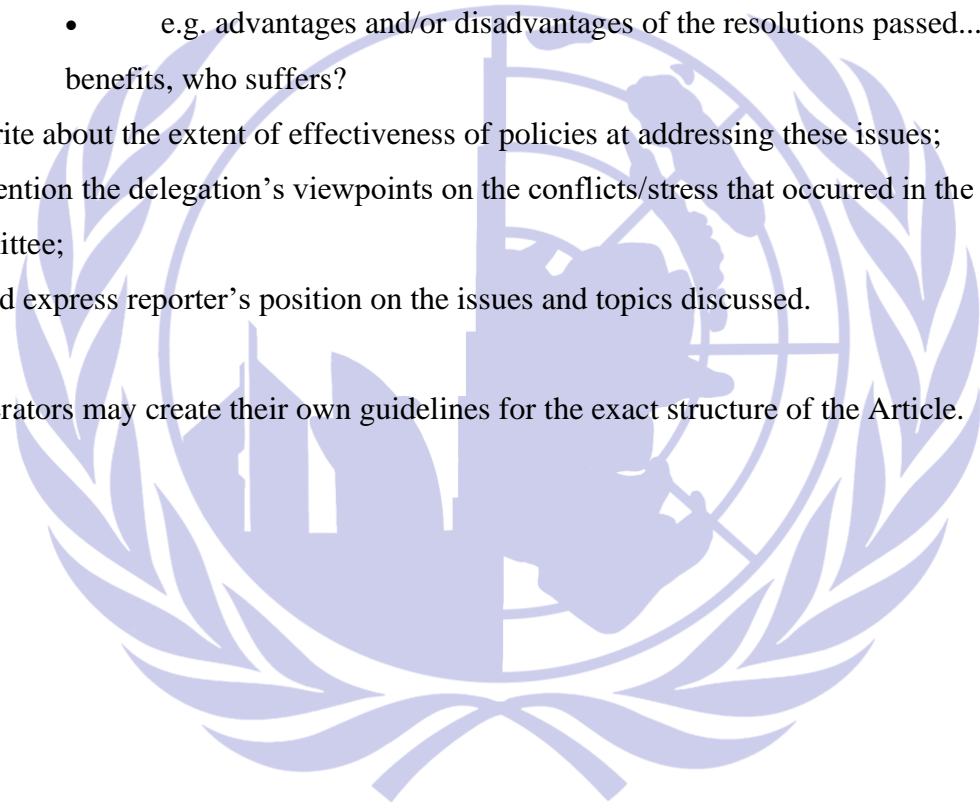
### 6.1.3 Editorials

On the third day, reporters must compile an editorial (Op-ed) that includes both Summary & Verbatim Records, along with their respective news-agency touches. This ensures the reporters set themselves apart according to what journalistic venue they represent. (political bias, personal reporter opinion, etc.)

Reporters writing the editorials on the third day must;

- express their views on the resolutions that were passed;
  - e.g. advantages and/or disadvantages of the resolutions passed... who benefits, who suffers?
- write about the extent of effectiveness of policies at addressing these issues;
- mention the delegation's viewpoints on the conflicts/stress that occurred in the committee;
- and express reporter's position on the issues and topics discussed.

The moderators may create their own guidelines for the exact structure of the Article.



## 6.1.4 Summary Records:

**Format:**

- Font size: 12pt.
- Font: Times New Roman
- Double Spaced

Fill in required information

SUMMARY RECORD OF THE 1<sup>ST</sup> SESSION  
Held at the American University in Dubai, on Thursday, 5<sup>th</sup> of  
November 2020, at 5:30 PM.  
United Nations Children's Fund  
MODERATORS: Sidra Rahimy & Ali Amin

TOPIC(S) DISCUSSED:

- A) Combatting increasing rates of enlistment of child soldiers in global conflicts.
- B) Protecting rights of lone refugee children.

The meeting was called to order at 5:30 PM.

**UNDERLINE**

AGENDA WAS SET

- (B) Protecting rights of lone refugee children then;
- (A) Combatting increasing rates of enlistment of child soldiers in global conflicts.

This record is subject to correction. Corrections should be set forth in a memorandum and also incorporated in a copy of the record.

Any corrected records of the public meetings of the [Committee] at this session will be reissued for technical reasons after the end of the session.

**(B) Protecting rights of lone refugee children:**

1. The MODERATORS have favored upon a motion to open a general speaker's list (GSL).
2. The Delegate of CHINA has raised their placard to open a voting procedure to open a GSL.
3. Majority of the committee have favored for this motion.

**NAME OF STATE: CAPITLIZED**

14. The Delegate of the UNITED STATES OF AMERICA raised concerns regarding Cambodia's ability to protecting the rights of lone refugee children, as just a year ago, they were found to be one of the highest in refugee percentages in their region.

15. The Delegate of CAMBODIA refuted such concerns raised by the delegate of the USA since it believes it is completely unnecessary to the debate and is witch-hunting.

**UNDERLINE POSITION OF SPEAKER**

25. The MODERATORS concluded the session by thanking everyone in the committee for the productive debates.

The meeting rose at 8:00 p.m.

**UNDERLINE**

*FOOTNOTE DISCLAIMER (SUBJECT TO  
CHANGE IN CASE OF INFO. CORRECTION  
SUCH AS NAMES, LOCATIONS, STATISTICS,*

*REPLACE RED TEXT WITH RESPECTIVE COMMITTEE*

This record is subject to correction. Corrections should be set forth in a memorandum and also incorporated in a copy of the record.

Any corrected records of the public meetings of the [Committee] at this session will be reissued for technical reasons after the end of the session.

## 6.1.5 Verbatim Records:

Reporting Agency: CNN

Committee: UNSC – Uni

Day: 2

Committee Session: Session 2

Fill in required information

Format:

- Font size: 12pt.
- Font: Times New Roman
- Double Spaced

**Start Record: [14:01:00]** ← **BOLD**

*Delegate of Cambodia*

“The delegate of Cambodia x believes there should be sanctions on South Africa due to  
INDENT ↔ their violations of international law.”

*Delegate of South Africa* ← *ITALIC*

“The claims by the delegate of Cambodia are unfounded as our actions were due to the  
preservations of South Africa’s national interests rather than abiding the international rule  
of law.”

**End Record [15:15:00]**

Note: The samples provided for both the Summary and Verbatim records are per the AUDMUN Press Corps format. For the official UN format, please visit the following source:

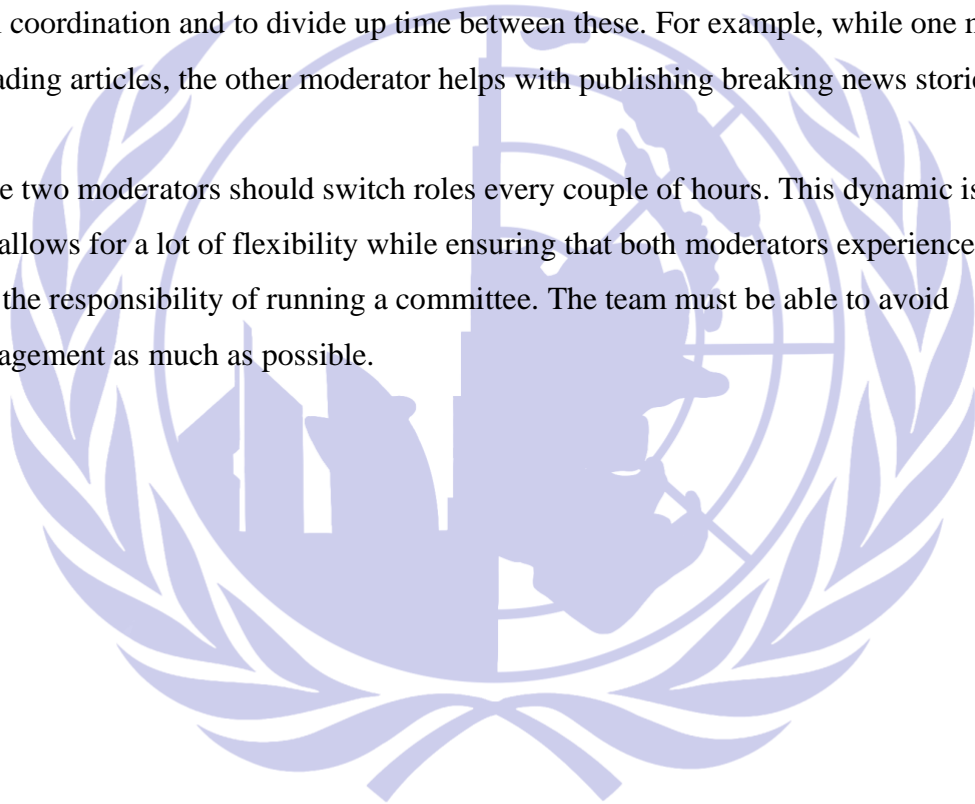
<https://research.un.org/en/docs/meetings>

## 6.1.6 Moderators

The moderators of Press Corps must be able to juggle multiple different duties such as overseeing the writing of articles and keeping tabs on reporters moving to other committees. The main duty of moderators within this committee is to ensure that they are well versed in the requirements for summary records and verbatim records so they can facilitate the learning of delegates in this area.

Moreover, moderators are responsible for ensuring the summary records, verbatim records, articles, and editorials produced by the reporters are up to standard. It is a must to have good team coordination and to divide up time between these. For example, while one moderator is proofreading articles, the other moderator helps with publishing breaking news stories and articles.

The two moderators should switch roles every couple of hours. This dynamic is a time saver and allows for a lot of flexibility while ensuring that both moderators experience all aspects of the responsibility of running a committee. The team must be able to avoid micromanagement as much as possible.





## 6.2 Functions of General Assembly Committees & the Security Council

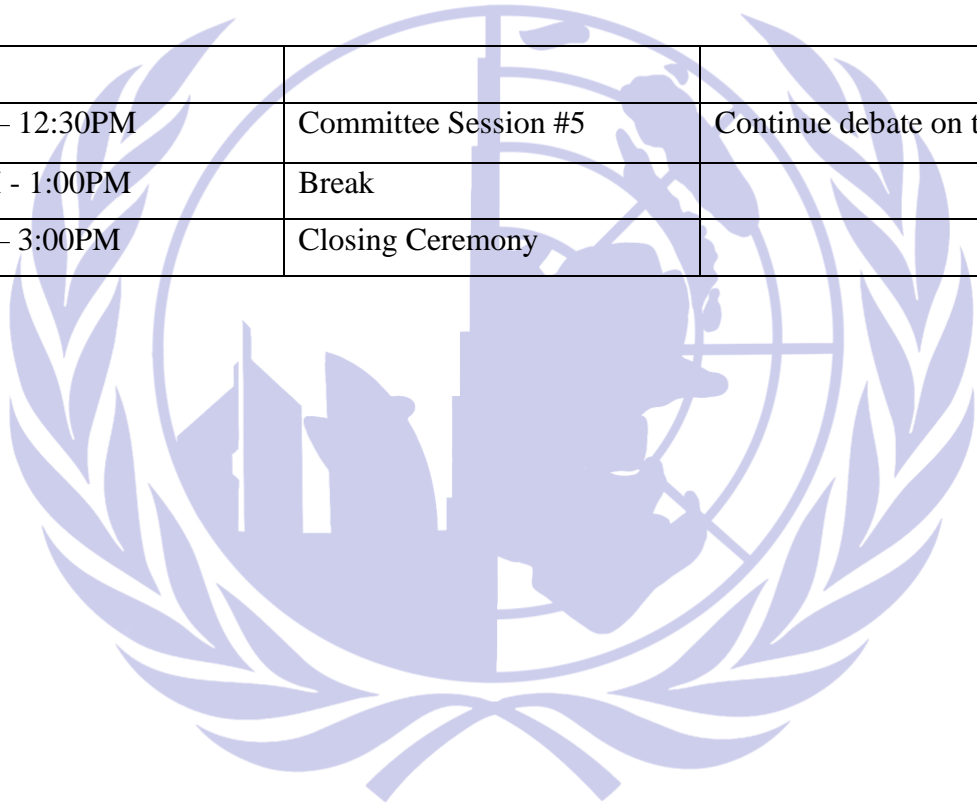
### 6.2.1 The First, Third, and Sixth Committees – C1, C3, and C6

Day 1		
1:30PM – 5:00PM	Registration	
3:45PM – 5:00PM	Opening Ceremony	
5:30PM – 8:00PM	Committee Session #1	Make sure to inform the delegates that the topic that will be discussed first will be the one for which the resolution will be sent to the Security Council – Uni Level. Take vote and start deliberation on first topic.

Day 2		
9:30AM – 12:00PM	Committee Session #2	Continue discussion of topic 1
12:00PM – 2:00PM	Lunch Break	
2:00PM – 4:00PM	Committee Session #3	At the end of the session, moderators should start sending in the resolution(s) to the Department of Committees.  *In the unlikely event that two resolutions are passed for the same topic, the moderators should forward

		both to the Department of Committees.
4:00PM – 5:00PM	Break	Final deadline for resolutions to be sent to the Department of Committees is 4:15 PM
5:00PM – 8:00PM	Committee Session #4	Start deliberating on topic 2 and continue the conference regularly.

Day 3		
9:30PM – 12:30PM	Committee Session #5	Continue debate on topic 2
12:30PM - 1:00PM	Break	
1:00PM – 3:00PM	Closing Ceremony	



## 6.2.2 Security Council

Day 1		
1:30PM – 5:00PM	Registration	
3:45PM – 5:00PM	Opening Ceremony	
5:30PM – 8:00PM	Committee Session #1	<p>Make sure to inform the delegates that they will be discussing resolutions from C1, C3, C6.</p> <p>Take vote and start deliberation on first topic</p>

Day 2		
9:30AM – 12:00PM	Committee Session #2	Continue to discuss Topic 1
12:00PM – 2:00PM	Lunch Break	
2:00PM – 4:00PM	Committee Session #3	Delegates from the General Assemblies
4:00PM – 5:00PM	Break	By 4:15 the delegates and Moderators will be sent copies of the resolutions from all three committees of the General Assembly.
5:00PM – 8:00PM	Committee Session #4	<p>Moderators and delegates will collectively look over all resolutions brought to the Council. After which the committee will set the agenda for the session.</p> <p>Discussions and debates begin for resolutions. (for &amp; against debates)</p>

Day 3		
9:30PM – 12:30PM	Committee Session #5	Continue discussing resolutions until final decision/vote is made.  Can move onto discussion of topic 2 IF sufficient time for debate is remaining.
12:30PM - 1:00PM	Break	
1:00PM – 3:00PM	Closing Ceremony	

## 6.2.3 Security Council Instructions

### 6.2.3.1 During conference;

Both moderators and delegates should be aware of all the topics being discussed in the General Assembly committees in order to conduct background research on each of the topics, as the council will be discussing the resolutions passed from the GA’s halfway through the conference.

With that said, after the council receives the first resolution that is passed for any of the two topics listed earlier, the council will proceed to review and debate these resolutions.

The topics that will have a resolution passed from the GA’s ultimately depends on how they set their agendas. For example, if C3 (SOCHUM) were to vote upon setting the agenda to discuss “State-Enforced Internet Shutdown(s) in Times of Domestic Conflict” first, then the final resolution(s) will be sent to the council via the Department of Committees for the council to review and debate upon.

The United Nations logo, featuring a world map surrounded by olive branches, is centered in the background.

## 7. MODERATOR GUIDE

## 7. Letter from the Secretary General to Moderators

Dear Moderators,

First and foremost, I would like to congratulate you on being a part of our AUDMUN team and being allocated to your respective committees. We appreciate all the work you have put in thus far. All our previous and future conferences could not take place without you. Delegates are mostly in contact with their moderators throughout the conference; hence, it is your job to run the conference as smoothly as possible.

A moderator leads delegates in the debate, replies to their questions, and ensures that they are enjoying the conference. Serving as a moderator brings you the incredible opportunity of coordinating debates and initiating powerful resolutions. You represent us, the Executive Board, and AUDMUN as a whole. The large portion of the weekend depends on you. The tone is set by you. Encouragement of delegates will increase because of you. Once the delegates meet you for the first time, you may become their role model for that weekend. You set an example as to what delegates should do, and what you expect them to have done by the end of the weekend.

As a moderator, you will prepare background guides, help delegates prepare themselves for their roles, speeches, resolutions, and position papers. This might seem like a strenuous task at first, but, over time, you will feel more comfortable talking to your delegates and assisting them in adapting to the needs of the conference. Delegates' personalities change over the weekend, and it is your job to mould said personalities into better orators, researchers, and representatives.

In our previous conferences, our moderators exceeded our expectations and showed true professionalism. We expect nothing less than the outstanding performance we witnessed from our moderators over the last five years. We truly believe in your capabilities and your passion towards the debate that goes on during the sessions.

Best Regards,  
Marc Eid  
Secretary-General



## 7.1 Introduction to Moderating

A Moderator is someone who is in charge of a meeting or an organization. While this definition gives a general essence of what it is, a good chair in AUDMUN is fundamentally, what sets apart an enriching, entertaining and all-encompassing debate from a mediocre one

### 7.1.1 The Basics

Moderators have three basic responsibilities:

- Writing the background guide for their respective committee.
- Being particularly knowledgeable of the rules of procedure for the conference.
- Maintaining order of the committee throughout the duration of the conference.

### 7.1.2 The Requirements

Essentially, anyone can be eligible to be a moderator. Being a moderator differs from being a delegate, even if their qualities do sometimes overlap. AUDMUN screens and specially selects moderators that are deemed as competent and professional. This is determined by the applicant's experience as a delegate and/or moderator, and their performance during the interview call.

### 7.1.3 Different Positions

#### *Moderator*

In the context of AUDMUN, Moderators are the primary persons in charge of the committee. They are tasked with writing the background guide along with their co-moderators, attending to their delegates, and guiding them. The Moderator is also responsible for creating synergy between them and their fellow moderators. Working well together ensures efficient and effective work between the Moderators. Synergy is created by having shared values, vision, and goals; meaning that you begin with the end in mind. This creates a sense of purpose as to why you are working together and how you are contributing to your personal successes, the success of your committee, and overall success of AUDMUN. Synergy is also created by having trust,



respect, and compassion. This ensures that everyone feels as though their work is valuable. A compassionate individual is conscious of the impact of their actions on others. A moderator at AUDMUN is more than just a person who runs a debate. They are reliable leaders who are approached for guidance and advice. The moderators are empowered by the AUDMUN Executive Board to act as they see fit in certain situations, as trust has been placed in them, their abilities, judgement, and wisdom.

#### 7.1.4 Who to report to:

##### *Department of Committees*

This is an important team you will be quite accustomed to by the time of the conference that comprises of an Under-Secretary General of Committees & Director(s) of Committees. The Department of Committees will be available throughout the conference for consultation on procedures and rules. Problems regarding logistics, delegate behavior and general issues should also be reported to this department if the need arises.

##### *Deputy Secretary General*

Just below the Secretary General in terms of authority at the conference. The Deputy Secretary General can be contacted in case the Secretary General is unavailable as well as for matters that may not be considered critical emergencies. Disruptions caused by delegates, information on certain features of the conference and other such issues can be directed to the Deputy Secretary General.

##### *Secretary General*

In terms of the AUDMUN Executive Board, the last to report to in the chain-of-command is the Secretary General. The Secretary-General (SG) is the public face of the organization and is responsible for all matters that require a “final” decision in the face of a conflict and/or critical emergency that would affect the whole conference.

## 7.2 Prior to Conference

### 7.2.1 Timeline

The tenure of committee moderators begins from when you are allocated into a committee and given the list of topics. Your first task will be to immediately begin preparing for the background guide of your respective committee topics. It is important to use this time to meet with your team, establish channel of communication, and be acquainted with one another. From this point onward chairs will be tasked with preparing a background guide for the conference (refer below).

Moderators will need to get in contact with delegates, share their email addresses and welcome them to their specific committee. Keeping an open line of communication is important, and will help delegates leading up to the Conference.

Finally, Moderators will be expected to come to the AUD campus for training sessions which will take place between the months of September and October (dates may change due to extenuating circumstances). These Moderator training sessions will not only introduce you to the rules of procedure, but also allow you to familiarize yourself with the setting of the conference and the function of the committees. Additionally, this will allow you to clarify any additional doubts you might have.

### 7.2.2 How to Prepare for Conference

Preparing for the Conference, as mentioned earlier, starts long before the training sessions. It is very important to get to know your team outside the working environment of Moderating. It will prove to be of great help. The key to a good team is communication, so it would be wise to have a group on an instant messaging service (i.e. WhatsApp).

#### *Country Matrices:*

Each Moderator must suggest countries for the country matrix for their respective committee which will be finally decided upon by the Department of Committees. The country matrices help with roll call, identifying delegates, and keeping track of them throughout all committee sessions. Country matrices differ from each committee to the other. Each committee has a set number of delegates, and therefore the countries on the list must abide by that number.

Some general tips on how to choose the participating countries:

- Be aware of the number of delegates allocated to your committee
- Identify the primary player countries of the committee based on the topic. For example, if the topic at hand was “Turkey and the EU”, the definite players are Turkey, Germany, Armenia, and all the other powerful member states of the EU.
- Identify countries that will cause controversy and have an opposing stance to other members of the committee. This way, debate is guaranteed to heat up, and moderators are directly able to distinguish competent from incompetent delegates.

*Topics:*

Be well-versed on the topics selected for your respective committee. Understand how this topic is dealt with by the wider body your committee represents, and the stance taken on it by the majority of the states present in your session. You will be the one who guides the discussion during the conference, so this is a must for all Moderators.

While writing the background guides, use this as a chance to familiarize yourself with the basics of being at MUN, regardless of your experience. Use this time to sit together as a team and start formulating your plans for the committee session. Rules of procedure are a cornerstone of any committee session, so it is fundamental to learn these before the training sessions.

*Dress Code:*

As the conference is a formal event, it is imperative to make sure that, as a Moderator, you have a set of neat and clean formal wear for the duration of the three days.

*Property/Necessities:*

We will be able to provide amenities such as pens, notepads, water, etc. Computers will be available in most rooms but these will often serve as a backup to your own laptops. Therefore, it will be important to bring your laptops charged with a charging cable in case. Beyond this, you are more than welcome to bring along any books, notepads and other items that would aid you during the conference.

### 7.2.3 Background Guides

A background guide serves as a guide for the delegates to gain background knowledge on their committee and selected topics, while also providing the grounds on which they will conduct their research for their position papers and debates. Remember, the quality of the background guides will be reflected in the quality of the delegates' position papers.

One key aspect to keep in mind when researching for the background guides is the relevance of the information. Relevance refers to how important the information is in the context of the topic being debated. Relevant information provides details that supports the main idea of the text. Irrelevant information gives extra ideas that relate to the main idea, but are not necessarily important. In order to differentiate between relevant and irrelevant information, you must first ask yourself: what type of information would you look for in order to prepare a guide for this topic? Picture your committee and the debates that may unravel within it: what kind of information would make the debate appropriate, informative, interesting, and useful? The kind and quality of information you provide in the background guide will be what delegates will refer to during their research for debates and their position papers.

#### *Plagiarism*

Plagiarism is a highly intolerable offense. Plagiarism is the use of other people's words and ideas without clear acknowledgment of the source of that information. Plagiarism will result in the disqualification of any Moderator from the conference.

Examples of plagiarism include:

- Copying from books, articles, or the internet without fully acknowledging the original authors.
- Misrepresenting the work of others as your own work.

To avoid plagiarism, you must give credit and cite sources whenever you use:

- Another person's opinion, idea, or theory.
- Any facts, pictures, statistics, graphs, or other pieces of information that is not common knowledge.
- A quotation of another person's written or spoken words.

### *Paraphrasing*

Paraphrasing is one of the key tactics to avoid plagiarism. Paraphrasing is the restatement of another person's ideas in your own words. This is the skill you will use the most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information by providing proper APA-style citations.

In order to paraphrase effectively, the following strategies are to be used:

- Paraphrase, but not by simply rearranging or replacing a few words. Rather, carefully read over what you want to paraphrase, and write out the idea in your own words without checking the original text as a “guide”.
- Check your paraphrased text adjacent to the original text to ensure that you have not accidentally or mistakenly used the same phrases or words, and to also ensure that the information is accurate.
- If you find that you cannot write out the idea in your own words, put in quotations any information that is lifted directly from the text.

### *Sources*

The sources to be used when writing a background guide are strictly restricted to:

- The U.N. or a U.N. affiliate.
- Published scholarly articles (refer to any University and Scholarly Database.).
- Previous resolutions passed by the U.N. (if available and fitting in the context of the committee and topics).

In a situation where not enough information is available, and the previous three categories have been exhausted, a reliable news agency may be used, such as:

- BBC
- New York Times
- The Guardian
- Agence France Presse
- Associated Press

- Washington Post
- Sky News
- France 24
- Bloomberg

### 7.2.3.1 Structure

The background guide will be divided into the following sections:

#### *Welcome Letter*

This is a friendly introduction to who you are and a general welcome to all of the delegates. This will be a general introduction to the conference and the specific committee. Within the welcome letter, discuss the history of your committee. Highlight the history of your committee, significant achievements, where it is located, and, crucially, the mandate and powers of your committee.

Length: No longer than 1 page.

#### *Introduction to Topic 1*

Generally, an introduction acts as a summary of the “history” and “analysis” sections of the background guide. It should be short, concise and thorough, full of information on the major issues of the topic. Use introductory phrases such as “There are approximately 65.6 million that have been forced from their homes, 22.5 million of which are refugees” in order to immediately provide important information to delegates who may not have studied the topic before. Provide definitions of the topic and key terms; however, keep in mind whether a UN body has approved the definition or not, as this could result in conflicts within the committee.

Length: No longer than 400 words.

## *History*

The history, along with the analysis, are the most important sections of a background guide. These sections provide the most amount of information regarding the topic. Providing a historical context by highlighting what has occurred in the past at the UN level and at the national level is vital in informing delegates what the specifics of the issue. This builds the context of the topic, and helps delegates understand the deeper role played by their respective committee in dealing with the topics being discussed. This section also provides a general background about the actions taken by the UN regarding the issues at hand, both at present and in the past.

This section will inform readers of the period during which the problem took place, as well as the participants in and contributors to the problem. Also, discussed in this section are any updates or changes made towards improving or worsening the situation, as well as any actions taken by official governments or UN organs in regards to the problem.

This section must also aim to address any conflicts and crises that are directly linked to the main problem. This will help delegates understand the relevance of certain events that they might not have realized in regards to the main topic.

By the end of this section, delegates should understand all the basics of the topic such as its origins, its timeline, and any initiatives taken to solve/remedy it. When delegates have a good understanding of all the topic's basics, it is made easier for them to analyze on their own and finds new solutions to the problem.

Length: No longer than 300 words.

## *Analysis*

By this point, the delegate should have a firm grasp on what the context of their role is. This section aims to look at the topic in all its messy details. Here you must show delegates how the topic impacts the international community and the obstacles it has created for both the UN and the body addressing it. Delegates should know what effects the UN policies have had, and what problems have been faced by different stakeholders in resolving the issue. This section

must not shy away from detail as this will allow delegates a chance to have an early look into how they will formulate their own strategies and arguments.

This section aims to shed as much light as possible on the intricacies of the topics and all the controversy surrounding them. Every problem is just a small window into a much wider issue. Therefore, this section provides readers with a gateway to the roots of the problem and its origins.

Despite already having mentioned any past action taken by official government bodies and the UN itself, this section works to discuss those actions and analyze their effectiveness. That said, it would also be very useful to dig a little deeper than that by discussing the motivations and separate agendas of these political entities.

Length: No longer than 350 words.

*Questions a resolution must answer.*

What criteria, based on the topic, must the resolution meet in order to be legitimate? The criteria address the basic objectives of the resolution. This section must be used to both inform delegates of areas they must concentrate on, but also on what they can do to go even further to create an innovative and worthwhile solution.

Length: No longer than 100 words

*Reference and Starter Sources*

Most delegates should already have an understanding of how MUN works with regards to position papers and research. Making the assumption that they all will have a similar level of experience would be a mistake, this section is therefore used to give a few standard sources they should refer to. However, mention that these sources are the bare minimum and greater research is required on their part.

Length: No more than 3 sources



## Works Cited


This section is to ensure delegates avoid plagiarism in their work. This serves a similar function as the “Reference and Starter Sources” section. Give delegates a rough idea of an APA ‘Works Cited’ page. It is imperative that they understand how important the presence of this page is. This section, its content, and its layout must be exact. Citing is a good skill delegates should cultivate as soon as possible to ensure they succeed at MUN research and their academics.

Length: No longer than 200 words



## 7.3 SPECIAL COMMITTEES (Moderators)





### 7.3.1 Press Corps' (Moderators Assigned to Press Corps)

### *Reporters*

The Reporters in the Press Corps committee will each represent (and be allocated to) a news agency.

There will be 28 reporters allocated to the Press Corps Committee and they will report on the debates, positions, and resolutions expressed within specific committees. Each reporter is assigned to a committee for the entirety of the conference.

	First Day	Second Day	Third Day
First Session	Summary Records 1 Write Article	Summary Records 2 Write Article	Compile verbatim records as well as articles to create a final editorial piece.
Second Session	-	Verbatim Records 1	-
Third Session	-	Verbatim Records 1 cont. Write Article	-

### *Articles*

The moderators may create their own guidelines for the exact structure of the Article.

Reporters going to and reporting the happenings of their assigned committees must;

- State all talking points of said discussion/debate present in the committee,
- mention delegate(s) stances on a certain issue,
- and in the case of a resolution being passed, report all the for-and-against debates for amendments, and report key clauses in the resolution itself (noteworthy clauses).

**NOTE:** All articles written in the first and second day must avoid opinion and bias at all costs.

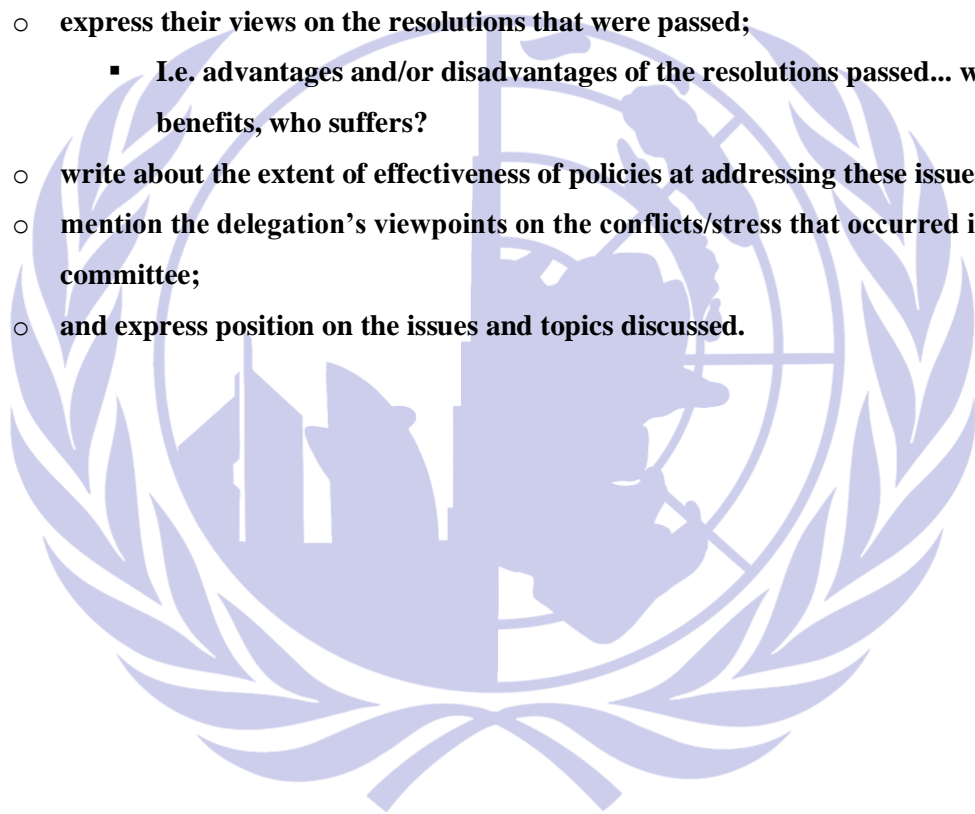
### *Editorials*

The moderators may create their own guidelines for the exact structure of the Article.

On the third day, reporters must compile an editorial (Op-ed) that includes both Summary & Verbatim Records, along with their respective news-agency touches. This ensures the reporters set themselves apart according to what journalistic venue they represent. (political bias, personal *reporter* opinion, etc.)

Reporters writing the editorials on the third day must;

- **express their views on the resolutions that were passed;**
  - **I.e. advantages and/or disadvantages of the resolutions passed... who benefits, who suffers?**
- **write about the extent of effectiveness of policies at addressing these issues;**
- **mention the delegation's viewpoints on the conflicts/stress that occurred in the committee;**
- **and express position on the issues and topics discussed.**



# Summary Records:

Format:

- Font size: 12pt.
- Font: Times New Roman
- Double Spaced

Fill in required information

SUMMARY RECORD OF THE 1<sup>ST</sup> SESSION  
Held at the American University in Dubai, on Thursday, 5<sup>th</sup> of  
November 2020, at 5:30 PM.  
United Nations Children’s Fund  
MODERATORS: Sidra Rahimy & Ali Amin

TOPIC(S) DISCUSSED:

- A) Combatting increasing rates of enlistment of child soldiers in global conflicts.
- B) Protecting rights of lone refugee children.

The meeting was called to order at 5:30 PM.

UNDERLINE

AGENDA WAS SET

- (B) Protecting rights of lone refugee children then;
- (A) Combatting increasing rates of enlistment of child soldiers in global conflicts.

*FOOTNOTE DISCLAIMER (SUBJECT TO  
CHANGE IN CASE OF INFO. CORRECTION  
SUCH AS NAMES, LOCATIONS, STATISTICS,*

*REPLACE RED TEXT WITH RESPECTIVE COMMITTEE*

This record is subject to correction. Corrections should be set forth in a memorandum and also incorporated in a copy of the record.

Any corrected records of the public meetings of the [Committee] at this session will be reissued for technical reasons after the end of the session.

**(B) Protecting rights of lone refugee children:**

1. The MODERATORS have favored upon a motion to open a general speaker's list (GSL).
2. The Delegate of CHINA has raised their placard to open a voting procedure to open a GSL.
3. Majority of the committee have favored for this motion.

NAME OF STATE: CAPITLIZED

14. The Delegate of the UNITED STATES OF AMERICA raised concerns regarding Cambodia's ability to protecting the rights of lone refugee children, as just a year ago, they were found to be one of the highest in refugee percentages in their region.

15. The Delegate of CAMBODIA refuted such concerns raised by the delegate of the USA since it believes it is completely unnecessary to the debate and is witch-hunting.

UNDERLINE POSITION OF SPEAKER

25. The MODERATORS concluded the session by thanking everyone in the committee for the productive debates.

The meeting rose at 8:00 p.m.



**PLEASE COPY THE FOLLOWING FOR THE COVER PAGE FOOTNOTE**

*This record is subject to correction. Corrections should be set forth in a memorandum and also incorporated in a copy of the record. They should be sent within one week of the date of the present record to the Documents Management Section ([DMS-DCM@unog.ch](mailto:DMS-DCM@unog.ch)).*

*Any corrected records of the public meetings of the [Committee] at this session will be reissued for technical reasons after the end of the session.*

**THE FOOTNOTE WILL ONLY BE IN THE COVER PAGE. PLEASE MAKE SURE TO CHANGE THE COLOR TO BLACK AND REPLACE [committee] WITH YOUR RESPECTIVE COMMITTEE NAME.**

## Verbatim Records:

Reporting Agency: CNN

Committee: UNSC – Uni

Day: 2

Committee Session: Session 2

Fill in required information

Format:

- Font size: 12pt.
- Font: Times New Roman
- Double Spaced

**Start Record: [14:01:00]** ← **BOLD**

*Delegate of Cambodia*

“The delegate of Cambodia x believes there should be sanctions on South Africa due to  
INDENT ←→ their violations of international law.”

*Delegate of South Africa* ← *ITALIC*

“The claims by the delegate of Cambodia are unfounded as our actions were due to the  
preservations of South Africa’s national interests rather than abiding the international rule  
of law.”

**End Record [15:15:00]**

**Note: The samples provided above for both the Summary and Verbatim records are per the AUDMUN Press Corps format. For the official UN format, please visit the following source:**

<https://research.un.org/en/docs/meetings>



## *Moderators*

The moderators of Press Corps must be able to juggle multiple different duties such as overseeing the writing of articles and keeping tabs on reporters moving to other committees. The main duty of moderators within this committee is to ensure that they are well versed in the requirements for summary records and verbatim records so they can facilitate the learning of delegates in this area. Moreover, moderators are responsible for ensuring the summary records, verbatim records, articles, and editorials produced by the reporters are up to standard. It is a must to have good team coordination and to divide up time between these. For example, while one moderator is proofreading articles, the other moderator helps with publishing breaking news stories and articles. The two moderators should switch roles every couple of hours. This dynamic is a time saver and allows for a lot of flexibility while ensuring that both moderators experience all aspects of the responsibility of running a committee. The team must be able to avoid micromanagement as much as possible.

## **Background Guide Instructions**

The Press Corps Committee functions differently from the other committees at the AUDMUN Conference. The Background Guide the committee uses is one source of differences. Chairs will follow a similar format in the early stages of the guide; the “welcome letter” and “history” sections will be very similar.

The “analysis” section will be the departure point. Here chairs must give delegates (**reporters**) the context of the committee, explaining their roles as reporters and what that means. Reporters must understand what separates them from the delegates in other sessions. Particularly their duty to report on events at the Conference, interview/photograph those present and write articles/headlines/breaking news stories as they unfold over the three-day period. The reporters also have the responsibility of compiling the summary records and verbatim records for their respective committees which will aid them in writing their final editorial. This section should be around a half a page to a page long. The proceeding sections will be as follows:


- Writing a Summary Record based on the AUDMUN sample.

- Writing a Verbatim Record based on the AUDMUN sample
- Writing an Article; guidelines on structure and format (include ideas for preparation before the conference).
- Writing an Editorial.
  
- Avoiding Bias; using various types of quotes and references in the article.
- Good Reporter Conduct.
- Example Articles.
- ANNEX: This section will include any images, graphs, pictures, or samples (such as the AUDMUN samples provided for Summary and Verbatim Records.)

**The following resources must be sent to the Department of Committees by the end of the conference:**

- **Any and all Summary & Verbatim Records produced by the Reporters**
- **All final Articles & Editorials written by the Reporters**
  - **This includes any form of media (pictures) produced for the purposes of the conference/committee.**



The United Nations logo, featuring a world map surrounded by olive branches, is centered in the background.

7.3.2 GENERAL ASSEMBLY-SECURITY COUNCIL  
SYSTEM (Moderators)

## Security Council Instructions

During conference;

Both moderators and delegates should be aware of all the topics being discussed in the General Assembly committees in order to conduct background research on each of the topics, as the council will be discussing the resolutions passed from the GA's halfway through the conference.

The following list includes all the topics that will be discussed by the delegates of the GA's:

- C1 - The First Committee (Disarmament & International Security Committee)
- State sponsored cyberterrorism and espionage.
- The political implications of the US withdrawal from Northern Syria.
- C3 - The Third Committee (Social, Cultural, & Humanitarian)
- The Review of the Declaration on the Rights of Indigenous Peoples (UNDRIP).
- State-Enforced Internet Shutdown(s) in Times of Domestic Conflict.
- C6 - The Sixth Committee (Legal)
- Allowing the Republic of China (Taiwan) to become a member-state of the United Nations and its organs.
- Reforming the voting structures within the Security Council.

With that said, after the council receives the first resolution that is passed for any of the two topics listed earlier, the council will proceed to review and debate these resolutions.

The topics that will have a resolution passed from the GA's ultimately depends on how they set their agendas. For example, if C3 (SOCHUM) were to vote upon setting the agenda to discuss "State-Enforced Internet Shutdown(s) in Times of Domestic Conflict" first, then the final resolution(s) will be sent to the council via the Department of Committees for the council to review and debate upon.

Security Council Background Guide

The background guide will be divided into the following sections:

### *Welcome Letter*

This is a friendly introduction to who you are and a general welcome to all of the delegates. This will be a general introduction to the conference and the specific committee. Within the welcome letter, discuss the history of your committee. Highlight the history of your committee, significant achievements, where it is located, and, crucially, the mandate and powers of your committee.

The moderators should mention in the in this section of the background guide, how the committee will be functioning. Most importantly, chairs should clearly state that the delegates will not only be debating the specified topics for the Security Council but they will also be discussing the resolutions passed in the First, Third, and Sixth Committees of the General Assembly for the first topic they deliberate on. To make this clear, the Moderators may share the timeline provided in this document to better familiarize delegates with the procedure.

**Length: No longer than 2 pages.**

### *Topic 1*

#### *Introduction*

Generally, an introduction acts as a summary of the “history” and “analysis” sections of the background guide. It should be short, concise and thorough, full of information on the major issues of the topic. Use introductory phrases such as “There are approximately 65.6 million that have been forced from their homes, 22.5 million of which are refugees” in order to immediately provide important information to delegates who may not have studied the topic before. Provide definitions of the topic and key terms; however, keep in mind whether a UN body has approved the definition or not, as this could result in conflicts within the committee.

Provide a brief summary of the topics discussed in the First, Third, and Sixth Committees, to the extent that it will be discussed in the analysis section.

**Length: No longer than 600 words.**

### *History*

The history, along with the analysis, are the most important sections of a background guide. These sections provide the most amount of information regarding the topic. Providing a historical context by highlighting what has occurred in the past at the UN level and at the national level is vital in informing delegates what the specifics of the issue. This builds the context of the topic, and helps delegates understand the deeper role played by their respective committee in dealing with the topics being discussed. This section also provides a general background about the actions taken by the UN regarding the issues at hand, both at present and in the past.

This section will inform readers of the period during which the problem took place, as well as the participants in and contributors to the problem. Also discussed in this section are any updates or changes made towards improving or worsening the situation, as well as any actions taken by official governments or UN organs in regards to the problem.

This section must also aim to address any conflicts and crises that are directly linked to the main problem. This will help delegates understand the relevance of certain events that they might not have realized in regards to the main topic.

By the end of this section, delegates should understand all the basics of the topic such as its origins, its timeline, and any initiatives taken to solve/remedy it. When delegates have a good understanding of all the topic's basics, it is made easier for them to analyze on their own and finds new solutions to the problem.

**Length: No longer than 300 words.**

## *Analysis*

By this point, the delegate should have a firm grasp on what the context of their role is. This section aims to look at the topic in all its messy details. Here you must show delegates how the topic impacts the international community and the obstacles it has created for both the UN and the body addressing it. Delegates should know what effects the UN policies have had, and what problems have been faced by different stakeholders in resolving the issue. This section must not shy away from detail as this will allow delegates a chance to have an early look into how they will formulate their own strategies and arguments.

This section aims to shed as much light as possible on the intricacies of the topics and all the controversy surrounding them. Every problem is just a small window into a much wider issue. Therefore, this section provides readers with a gateway to the roots of the problem and its origins.

Despite already having mentioned any past action taken by official government bodies and the UN itself, this section works to discuss those actions and analyze their effectiveness. That said, it would also be very useful to dig a little deeper than that by discussing the motivations and separate agendas of these political entities.

Provide the same for the topics being discussed in the First, Third, and Sixth Committees in order to provide delegates with a thorough understanding of the issue, how it developed, and the context surrounding the issue. Moderators can provide a brief history relating to these topics if it is relevant to the delegates' understanding of the topic.

**Length: No longer than 650 words.**

### *Questions a resolution must answer*

What criteria, based on the topic, must the resolution meet in order to be legitimate?

The criteria address the basic objectives of the resolution. This section must be used to both inform delegates of areas they must concentrate on, but also on what they can do to go even further to create an innovative and worthwhile solution.

**Length: No longer than 100 words**

### *Reference and Starter Sources*

This section is used to give a few standard sources that delegates should refer to. However, mention that these sources are the bare minimum and greater research is required on their part.

In terms of the General Assembly topics, please provide one starter source for delegates to refer to so that they have a better general understanding of what they should know. This is to ensure the delegates fully know the topics before diving deep into debates and discussions when the resolutions of said topics come in to the council for review.

Length:

**No more than 3-4 sources on the main Security Council topics**

**No more than 1 source per topic on the First, Third, and Sixth Committees' topics**

### *Works Cited*

This section is to ensure delegates avoid plagiarism in their work. This serves a similar function as the “Reference and Starter Sources” section. Give delegates a rough idea of an APA ‘Works Cited’ page. It is imperative that they understand how important the presence of this page is. This section, its content, and its layout must be exact. Citing is a good skill delegates should cultivate as soon as possible to ensure they succeed at MUN research and their academics.

Length: No longer than 350 words



## 7.4 Documentation Style: APA

Below are the key points of how to document the background guide.

**Double-spaced, Times New Roman, 12 pt. font size, 1-inch margin.**

### Topic Headings:

We recommend that you divide an essay into sections that you number those sections with an Arabic number and a period followed by a space and the section name. For Example:

- Topic 1. Which Came First, the Chicken or the Nugget?
- Topic 2. The McNugget: A Revolution

### In-text citation

#### *General Guidelines*

APA, or American Psychological Association style, is a format primarily used for works of social sciences. An APA in-text citation includes only three items: the last name(s) of the author(s), the year the source was published, and sometimes the page or location of the information. References include more information such as the name of the author(s), the year the source was published, the full title of the source, and the URL or page range.

Sources used for the aforementioned information:

<https://www.bibme.org/citation-guide/apa/>

<https://www.citationmachine.net/apa/cite-a-book>

#### *In-text citations for print sources with known author(s)*

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text,

like, for example, (Jones, 1998). One complete reference for each source should appear in the reference list at the end of the paper.

In the case you have a piece of information from a source (Book, Article, Journal, etc.) that you'd like to refer to, but not directly quote it, you must make an in-text citation that includes both:

- Author
- Year of publication

FOR EXAMPLE:

Original information:

*The statistics made based on our primary researches by conducting citizen satisfaction questionnaires show us that (x)% of students in Iraq cannot afford basic physiological necessities.*

*-By Ali Kurukçi on his book about Iraq, published in the year 2001.*

In-text citation

*According to a book on Iraq, there is a vast majority of Iraqi students who simply cannot afford to live a comfortable middle-class life (Kurukçi, 2001). This further proves that Iraq needs to have an economic reform.*

If you would like to use a piece and information and directly quote it, you should include the information between quotations, along with the page number or the range of pages.

*“The statistics made based on our primary researches by conducting citizen satisfaction questionnaires show us that (x)% of students in Iraq cannot afford basic physiological necessities.” (Kurukçi, 2001, p.128).*

OR

*“The statistics made based on our primary researches by conducting citizen satisfaction questionnaires show us that (x)% of students in Iraq cannot afford basic physiological necessities.” (Kurukçi, 2001, pp.128-130).*

#### In-text citations for print sources with no known author

If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Titles of books and reports are italicized; titles of articles, chapters, and web pages are in quotation marks. APA style calls for capitalizing important words in titles when they are written in the text (but not when they are written in reference lists).

*A similar study was done of students learning to format research papers ("Using Citations," 2001).*

#### *References*

Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a new page separate from the text of the essay; label this page "References" in bold, centered at the top of the page (do NOT underline or use quotation marks for the title). All text should be double-spaced just like the rest of your essay.

Basic Rules to be used for most sources:

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
- All authors' names should be inverted (i.e., last names should be provided first).
- Authors' first and middle names should be written as initials.
- For example, the reference entry for a source written by Jane Marie Smith would begin with "Smith, J. M."
- If a middle name isn't available, just initialize the author's first name: "Smith, J."
- Reference list entries should be alphabetized by the last name of the first author of each work.
- For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent.
- When referring to the titles of books, chapters, articles, reports, webpages, or other sources, capitalize only the first letter of the first word of the title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- Italicize titles of longer works (e.g., books, edited collections, names of newspapers, and so on).
- Do not italicize, underline, or put quotes around the titles of shorter works such as chapters in books or essays in edited collections.

Rules for more complicated sources:

Please refer to the following links to have a better understanding for sources that are exceptions to the rule mentioned above:

<https://www.mendeley.com/guides/apa-citation-guide>

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Online Citation Generators:

i. <http://www.citethisforme.com/>

ii. <http://www.citationmachine.net/>

iii. <http://www.easybib.com/>

\*NOTE: If you need it, use these websites to help you create your citations and references based on the source that you have chosen (Web, Article, Book, etc.). Make sure to follow the guidelines specified on the websites for APA citation. Also, take note of the source you are using (Web, Article, Book, etc.) to avoid mistakes.



## 7.5 Content Structure for Background Guide

### 7.5.1 Table of Contents

- Consistent
- Only list what page the section begins on

### 7.5.2 Welcome Letter

- Maintain formality
- No exclamation marks
- Length: No longer than a page

### 7.5.3 Figures and Tables

- Must be titled
- Must be easy to read
- If taken from a source, the URL of the source must be immediately under the figure or table.
- Tables usually have columns and rows
- Figures are pretty much anything else
- Photographs are neither figures nor tables, but the photo's source must be immediately under the picture
- Do not use "above" or "below". Use the specific Table or Figure number. E.g. "As is shown in Table 3..."

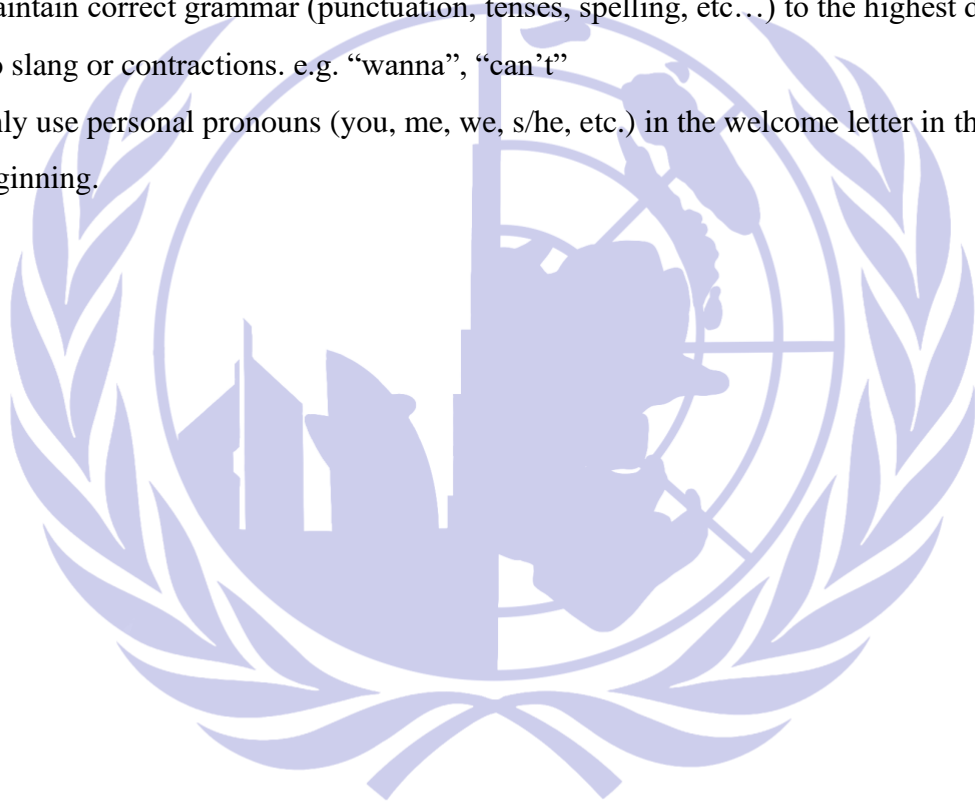
### 7.5.4 Miscellaneous

- Make sure section title and content match
- Abbreviations - First mention...Full name (Abbr.). From then on, you can use the abbreviation. Only indicate those names that you think the reader will not be familiar with.

- For further information to help delegates with research, do not just give the URL. Write the title of the web page and the website. e.g. “16 Reasons Chicken Nuggets Are Better Than Humans.” Spoon University. <https://spoonuniversity.com/lifestyle/chicken-nuggets-better-than-friends> . 3

NOTE: “The difference between a website and a web page is that a website is a collection of web pages with information on a subject, and a web page is a smaller part of a larger website usually containing more specific information. If a website were a book, then a web page would be a chapter in that book.”

- Maintain correct grammar (punctuation, tenses, spelling, etc...) to the highest degree.
- No slang or contractions. e.g. “wanna”, “can’t”
- Only use personal pronouns (you, me, we, s/he, etc.) in the welcome letter in the beginning.



## 7.6 Guidelines for Moderating

### 7.6.1 During Committee Sessions:

#### *Structure the Session*

It is good practice for Moderators to have a layout for how they want sessions to play out. Discuss this beforehand so the moderating team have a understanding of the general flow. This plan may not always be rigid, changing with the debate but it lays a good foundation.

An example;

- Roll Call followed by Setting the Agenda - 10 minutes
- Call for a Moderated Caucus and General Speakers List Call out - 5 minutes
- Moderated Caucus and Speakers List Debate - 30 minutes

This is a rough idea but having this will help the team out when it comes to keeping time. Organization and adaptability are key.

#### *Ice Breakers*

Ice breakers should be fun and engaging for your delegates, they are a way for both parties to ease tension and get to know each other.

You are at liberty to approach this as you see fit but it is always helpful to use some sort of game that promotes dialogue between Moderator and Delegate.

Use this to find quiet or nervous delegates, keep track of them and try to work with them as the conference develops. This will also show you what delegates are sure footed and can help in deciding on delegate awards.



### *Track Delegates*

By this, it is meant that you and your team must start analyzing the delegates you have in session. Whether by the interactions you have through email or while outside committee. See which delegates approach you or seem to be engaged from the get go. Keep track of them and see if they continue to perform. Also, as a team, be sure to engage back forth with delegates (explained in greater detail below). During the session, it is a good habit to not only control the proceedings, but also adapt to what the delegates need from you as a Moderator. See which delegates need more assistance see what you as a team can do to help that delegate improve.

### *Conflict Resolution*

The most unpredictable and challenging aspect of Moderating is conflict resolution. Whether experienced or novice, these situations can be stressful to handle. It is advised to always maintain the atmosphere in the session; encouraging dialogue, engagement and retain the authority you have as Moderator. If however, a situation arises that does force the session to go array, there are steps you can follow to restore the peace.

To resolve conflicts, this approach is advised by the AUDMUN Executive Board: Identify the problem. Whether it is a particularly divisive topic or an overly disruptive delegate. Take control of the situation. Make sure that, as a Chair, you are able to avoid delegates overpowering your say during these events. Work as a team to maintain the order of the committee. Remind delegates of their role and the end result of the Conference: cooperation and communication.

Understand the problem. Avoid taking sides in the conflict and be impartial. See what delegates have to say and hear them out. Always try to settle conflicts without halting the committee session. Make sure you as a team can bring delegates aside and communicate with them but also do so in a way that keeps the session moving.

Inform the Department of Committees if the situation continues to escalate and only if there is an absolute need for it. Involving the Secretariat directly should be a last resort

and should only come about when all other avenues have failed. However, do make sure to keep them apprised of what took place.

When dealing with a particularly problematic delegate we would advise that the moderators undertake a three-strike policy. In this approach moderators would give the delegate in question a written warning on their first infraction, and on the second infraction would give them a verbal warning in private. If the delegate continues to be overly aggressive or disruptive to the committee then the moderators should report it to the executive board and take adequate action based on the consensus of both teams. The moderators need to ensure that they keep a log of the delegate's specific disruptive behavior, what warnings had been issued and at what time, as well as how the delegate responded to said warnings. This will help the executive board better understand the situation and thus make a more informed decision on the issue.

### *Moderating Rotation*

Moderating is at its core a team effort. It is very good practice to allocate moderating time equally between the group so as to not overstretch the individual. Decide throughout the day who will be taking charge during various Moderated Caucuses, who will be writing down names for Speaker's Lists and how role call will work each morning. Step in for one another so no one on the team is worn out. Moderators must be able to step up when their co-moderator is unavailable. For example, on Friday try to ensure that throughout the day each member of the team has taken charge in a Caucus more than twice.

Allow the team to bring their own style to proceedings but maintain the general flow of the debate as it has been established. In order to avoid disparities in moderating style we would urge all moderators to stick as closely as possible to the functions and rules of procedure as dictated by the executive board. While one is Moderating a Caucus the other members of the team can work on shortlisting delegates for awards, checking delegates' notes or see what areas of the debate have yet be addressed. Always be prepared even during down time. Use your free time between Moderating to see what else can be done to improve the session, or what has yet to be done.

To make the process of choosing delegates for awards we would suggest that each moderator prepare their own list of potential nominees along with their specific qualifications or strengths. When it is time to make a final decision on which delegates should be given awards, the moderating team can compare the list curated by each moderator and deliberate on who deserves the award most.

### 7.6.2 Press Corps

The Moderators of Press Corps must be able to juggle multiple duties such as overseeing the writing of articles and keeping tabs on reporters moving to other committees. It is a must to have good team coordination and to divide up time between these.

While one of the moderators look over articles, editorials, summary records, and verbatim records for proofreading, another moderator can double check on which sessions reporters have visited while the other moderator helps with publishing breaking news stories and articles, switching around every couple of hours. This dynamic is a time saver and allows for a lot of flexibility. The team must be able to avoid micromanagement as much as possible.

### 7.6.3 General Tips

Know your topics thoroughly and do not be afraid to correct mistakes. In order for the delegates to be able to perform their best, a knowledgeable Moderator can make all the difference. When Moderators know the topics well, it ensures that the best solutions for the problem are being put forward by the delegates. This way, when need be, Moderators must also push certain relevant subtopics to be discussed in committee. (For example: If delegates have a hard time opening moderated caucuses, this is where the moderator's suggestion comes in).

**Knowing the rules and the information** leads to a fruitful committee session where delegates not only debate, but also learn new things to their utmost abilities. If you are unsure about a rule, confer with your fellow Moderator in order to ensure accuracy in all dealings within committee sessions.

**Be approachable and encouraging.** Be the delegates' role model during committee sessions. Encourage them to approach the dias during unmoderated caucuses for questions. If none do so, roam around yourself during unmoderated caucuses, get to know the delegates, and learn how they work with each other (this also helps when it comes to choosing awardees).

**Present yourself as friendly and readily accepting of answering any new questions.** Have a one-on-one conversation with delegates who seem lost or uninterested, understand why they feel that way, and encourage them to participate despite what circumstances exist. Always show delegates your enthusiasm, as that will help with theirs too.

**Take control of the committee.** This does not mean that you should raise your voice and constantly bang the gavel. Instead, you should be able to bang the gavel once and get full committee decorum. It is important to develop acknowledgement and respect between you and the delegates as opposed to just authority and power.

**Explain the rules and enforce them.** Take the time to make sure that all delegates understand the motions being made and the general rules of committee, especially if they are first-timers. When all delegates are aware and knowledgeable of the rules of procedure, they will feel much more comfortable to participate in debate. When certain things are not allowed in committee, they are not allowed and that is the end of it. Be stern when giving delegates warnings. However, make sure not to embarrass any delegate. Either address the entire committee at once, or ask to speak to that delegate separately when a recess is in motion.

**Move the debate forward.** Keep track of committee time and how it is being spent. As soon as you feel that the session is going stale, encourage certain motions to liven it up again and move it forward. If time is running from a certain session, and they have yet to start drafting resolutions, suggest that it would be suitable for them to motion for an unmoderated caucus in order to start doing that. When delegates get too immersed in a certain stage like speeches and are not getting out of it anything important anymore, suggest a change in stage for debate to continue.

**Be fair, aware of biases, and control flattery.** When looking at delegates to pick a speakers' list, be sure to pick a variety of people. Pick those who haven't spoken before as opposed to those who have spoken a number of times. Delegates get frustrated when they aren't called on as often as they raise their placards to be. When it comes to picking awardees, our subjective opinions of what a great speech sounds like might differ greatly from others'. Be sure to talk to your fellow chair about such things and have set criteria for the awards that all of you agree on. Be aware of the rubric that has already been set for you and leave your subjective opinions behind. Additionally, delegates will try to flatter you in hope of receiving awards. These actions can be as simple as coming up to you during lunch time and spurring up a conversation. The key here is to stay objective with everyone. Be friendly and engage with delegates in informal circumstances, but beware of the flattery. And if you feel that the distance between you and the delegates is the best way to remain objective, then that it not a problem.

*For Beginner Committees:*

**Let the delegates know that you started MUN as a beginner yourself.** Delegates often come into the conference, especially first timers, with great anxiety and a pressure to perform. As a Moderator, it is important to remind them that you were once in their place. Be brief and give them a few areas you struggled in, and what can be done to improve as the conference develops. Delegates can be very intimidated by their Moderators, if you are going to get the best out of them you have to break these walls down a bit. Maintain your authority as a Moderator, but show delegates you understand their struggles.

**Know the topic from the perspective of every country present in committee.** As mentioned before, you must know the topics being discussed better than any delegate in the room. This may seem daunting but it is a requirement. Beyond this though each country and its policy decision should not be new to you. Be on top of what each country would do so you can guide delegates if the stray too far from what their state policy actually is. This is especially important for smaller nations that may be in your committee. Delegates will thank you for

steering them back on track and it will reinforce your role as Moderator. Be the most knowledgeable person in the room.

**Give delegates general tips beforehand and recommend certain actions.** One of the easiest bad habits to fall into as a Moderator is being the hounding Moderator. This undermines you and takes away time that could be used to helping delegates or the debate. Before the session starts in earnest, let delegates know about small inconveniences such as placard waving and that they should be avoided. Doing so at the start establishes the rules of the conference but also means later down the line delegates do not need to be reminded of these things. It takes load off both parties.

**Identify struggling delegates and help them throughout the committee sessions.** A lively debate makes the entire committee experience all the more rewarding. The more delegates who can present their ideas the better. Therefore, keep an eye out for delegates who are either rather quiet or who struggle during speeches. Talk to them one-on-one after sessions and see what you can do to help them participate more. Encourage their strengths and see how they can use them to their advantage. A shy delegate who has done mountains of research might need some of this encouragement to bolster their confidence. See if putting them earlier or later in the Speaker's List helps for example. Delegates need to feel welcomed by you as well respecting your role as a Moderator, remember this. Offer tips on how to speak by looking at something familiar or imagining the room to be empty, advice that will allow them to step up and show their skills. Keep tabs on these delegates and see whether they improve over the conference and make sure to continue pushing them forward long after the conference is over.

**Keep the balance.** As Moderator, it is vital to maintain your integrity. Being unbiased during heated debates or with topics you feel strongly on can be very difficult. However, at all times, maintain the standard you have set out. Beyond this, as a Moderator, you must be disciplined in how you deal with delegates being their friend or advisor does not mean you must surrender your authority on proceedings.

**Remind them that MUN is FUN.** Delegates can often be trapped in the award winner mindset; become so engrossed on impressing Moderators that they can be completely disheartened when their resolution fails or turn bitter towards a fellow delegate over a disagreement. Remembering that MUN is as much about the experience and people as it is about awards should be your number one goal as Moderator. Delegates need to sometimes be brought back down to earth, either by talking or doing an ice breaker in between heated debate. Make your conference not only a well-oiled machine, but on occasion a fun house. Be lively and engaging Moderator and allow delegates every so often to let loose a bit and remind that MUN is more than just an award to win.



## 7.7 Deciding the awards

After the last committee session on the second day of the conference, the executive board will require the moderators of each committee to provide a list of nominees for delegate awards.

Deciding which delegate will receive specific awards is left to the discretion of the moderators. What is always important is that the awards are given based on merit, and the criteria remain consistent between the delegates. AUDMUN gives the Moderators and co-Moderators the flexibility to use the following criteria to their convenience as they see fit during the committee sessions in order to decide the awards.

Awards differ on the basis of committee size. If the committee contains 25 to 30 delegates, it is considered a 'big committee' and is allocated 5 different awards. If the committee contains anything less than 25 delegates, it is considered to be a 'small committee' and is allocated 3 different awards.

Generally, awardees must be confirmed by the end of the second day of committee sessions.

The awards for 'big committees':

**Best Delegate** - this is awarded to the delegate that the Moderators deem to be the best overall in their committee.

**Most Researched** - this is awarded to the delegate with the position paper that stands out the most to the Moderators in terms of quality, punctuation, accuracy of information.

**Best Orator** - this is awarded to the delegate that holds themselves the best during speeches and questions. They have a good diction and way of presenting their cases. They speak with confidence and show understanding of what they are presenting.

**Honorable Mention** – these are two awards presented to delegates who performed above expectation but still require improvement in some areas; the second and third best overall delegates.



The awards for 'small committees':

**Best Delegate** - This is awarded to the delegate that the Moderators deem to be the best overall in their committee.

**Most Researched** - This is awarded to the delegate with the position paper that stands out the most to the Moderators in terms of quality, punctuation, accuracy of information.

**Best Orator** - This is awarded to the delegate that holds themselves the best during speeches and questions. They have a good diction and way of presenting their cases. They speak with confidence and show understanding of what they are presenting.

Criteria to be used by Moderators to decide the Best delegates:

**Times Spoken** - Keep tabs on how often delegates take to either the podium or speak from their own desks. Along with this, also keep track of how long delegates speak for and whether they adhere to the time allotted to them during Moderated Caucuses and Speaker's List speeches. (Delegate proactivity)

**Quality of Speeches** - Speeches must be clear, concise and show a deep understanding of the topic and the flow of the session. Delegates must show that they have put thought and preparation into their speeches.

**Influence of Speeches on the General Debate** - Delegates must be able to further the conversation whenever possible during speeches. Speeches must promote a good flow to the debate and not result in pointless back and forth engagements. Speeches must be able to generate productivity in other delegates.

**Knowledge of Topic** - Delegates can show this in a variety of ways. The most obvious being through speeches. However, delegates can also do so by posing questions or making counter arguments during debate sessions. These are usually better criteria as they show how well the delegate has thought about the topic as well as memorized information.

**Oratory Skills** - This looks at how well a delegate can deliver their speeches and generally carry themselves while talking. Showing confidence while speaking, as well as, having a good range of vocabulary are important. Even more so does the delegate speak in a way that encourages attentiveness.

**Accuracy of Country Position** - Framing arguments that line up with the delegate's respective country is key. Delegates must be able to remain consistent with how they approach a topic based on their state. This does not mean that a delegate cannot push the envelope, but they must maintain a certain sense of realism. (North Korea suddenly becoming extremely egalitarian and human rights oriented would be nice but rather out of character, as an example.)

**Quality of the Working Paper** - These papers are the prototype Resolution Papers. These must not only show a good use and knowledge of information but must also be proofread. Several drafts of this are a good sign it shows improvement and care for the material. They must also be within reason and show a certain maturity.

**Quality of Position Paper** - These papers are worked on at home by delegates so these papers must be of a high quality. They should be scrutinized for general grammar, content and structure with a keen eye. These papers are important as they show early on how committed a delegate is and the level they may perform at throughout the conference. They must show a deep understanding of the topic and country being represented.

**Amount of Ideas that make it Into the Resolution** - This criterion is very dependent on the topic itself, its complexity and its breadth. Generally, ideas must be well thought out and varied. The number of which must be not too little unless they show a high degree of thought. They must also not be too numerous but instead be a decent number say around a minimum of 4 solid ideas, again depending on the topic at hand.

**Influence on drafting process (not necessarily the sponsor, but a driving force) coalition building / maintaining** - How well do the coalitions that form operate in the resolution

process? Are they beneficial to the paper or do they detract from it? Are the delegates running the coalitions in a way that allows it to operate smoothly or is the alliance fragile? These groups often highlight delegates who wish to take on leadership roles but also who can work well with others, as well as, how persuasive they can be.

**Activity Level During Unmoderated Caucuses** - Delegates who show enthusiasm during unmoderated caucuses are highly regarded. Use this time to observe how delegates interact without the structured nature of the moderated caucus. See whether they continue to further the debate or build coalition groups and the like. Delegates who show maturity and control during this 'free time' are the ones best suited to being in your top picks for awards.

### 7.7.1 Best Delegate Award Criteria:

Position paper:

- Should be sent on time
- Should be accurate with no mistakes whatsoever
- Should present a point that was not common in the majority of the papers

Speeches:

- Should present strong information and points that help the flow of debate
- Should be able to easily answer questions brought up after the speeches
- Should be able to debate using logical reasoning and not only points from research

Resolutions:

- Should be a leader when writing resolutions
- Should present a number of different perambulatory and actions clauses when writing resolutions
- Should be able to stand up for the resolution when challenged
- Should be able to refute other proposed resolutions with logical and factual evidence (if any)

Representation of allocated country:

- Easily and smoothly represents country and all of its political stances
- Easily defends nation's views when challenged

Contribution to caucus:

- Makes regular contributions to the flow of debate
- Motions when needed
- Takes initiatives in order to liven up the debate
- Asks questions constantly (whether to speakers, or to Moderators)

### 7.7.2 Honorable Mention Award Criteria:

Position Paper:

- Should have a concise, to the point position paper
- Should have been sent on time

Speeches:

- Speeches should be to the point
- Should be able to answer majority of questions asked after the speech
- Should be able to present important and relevant information during speech

Resolutions:

- Takes initiative to be a leader of the resolution
- Contributes and adds important points

Representation of Allocated Country:

- Represents given country rather well
- Sometimes, personal views might become prevalent
- Makes sure to be accurate when presenting factual evidence

Contribution to caucus:

- Makes a few contributions to redirect debate (much less than the best delegate)
- Motions when needed, but not always
- Asks questions to Moderators to ensure parliamentary procedure is being followed

### 7.7.3 Most Researched award criteria:

Position paper:

- Position paper is sent on time
- All information is accurate

- Written concisely and to the point
- Introduces new info that wasn't in any of the other position papers

#### Speeches:

- Presents data and information that was not used in debate before
- Uses statistical data
- Uses factual and logical evidence
- Uses studies previously executed in order to prove a point
- Answers questions with even more irrefutable proof

#### Resolutions:

- Contributes to the resolution by writing new and authentic clauses
- Can back up the clauses of the resolution by presenting information

Overall, the most researched delegate is the delegate that seems to have gone into the most detail when researching the topic, the delegate that went farther than just the topic listed, and the delegate that introduces new and different subtopics to debate during a moderated caucus.

#### 7.7.4 Best Orator Award criteria:

- Speaks in a very clear tone
- Speaks with confidence (does not stutter much)
- Speaks diplomatically and in a politically correct manner
- Speaks with full respect to Moderators and delegates
- Chooses to place himself on the speaker's list eagerly
- Chooses to speak for or against resolutions

## 8. Rules of Procedure

Name of Motion	When It's Used	What Happens	Extra Note(s)
Motion to set the agenda "Motion to set the agenda to ..."	Used in the very beginning of the debate. It sets the debate to a certain topic to be discussed.	1 delegate from each side would state points for and against each topic. Voting will then take place and it will pass/fail accordingly.	Requires a simple majority to pass this motion.
Motion to set the speaker's list "Motion to set the speakers list to [insert topic] to [insert time] seconds/minutes"	After the agenda has been set, it helps start the debate formally.	The motion is made, and a time for each speaker is set and adhered to, until another motion is made.	Requires a simple majority in order to pass this motion.
Motion to move to a moderated caucus "Motion to move to moderated caucus of ... minutes of ... speaker time to discuss ..."	When delegates wish to change the form of the debate to a moderated caucus (see meaning below) about a certain topic for a certain time.	The overall time for the debate is set and voted upon about a certain topic	Requires a simple majority. Time can be extended by follow-up motions or by the chair if s/he sees the topic relevant or interesting.
Motion to move to unmoderated caucus "Motion to move to unmoderated caucus about ... for ... minutes"	Used when delegates wish to change the debate to unmoderated caucus (see meaning below)	The overall time and topic is set. Usually, delegates will use this time to write up resolutions, clauses, etc.	Requires a simple majority to pass and time can be extended.
Motion to adjourn the meeting "Motion to adjourn/recess the meeting for the purpose of ..."	Used when the delegates wish to end the debating session. Usually used at the end of the day.	The reason for adjourning of the meeting is stated and voted upon.	Requires a simple majority to pass.
Motion to recess the meeting "Motion to recess the meeting for ..."	Used when the delegates wish to have a break from the debate, usually for lunch break.	The reason to recess and the amount of time is set and it is voted upon.	Requires a simple majority to pass, if the chair sees fit.
Motion to move to voting procedure "Motion to move to voting procedure on [resolution/amendment]"	When delegates wish to move on from the debate and vote on the resolution/amendment that is being discussed.	The committee moves to voting procedures and pass/fail the resolution, if the chair sees fit.	To pass, the chair sees if there are anyone who seconds and anyone who opposes the motion, and moves accordingly. If there are several opposing votes, the motion does not pass. No one is allowed to leave or enter the room when voting is taking place.

<https://audmun.org/rules-of-procedure>

Name of Point	When It's Used	What Happens	Extra Note(s)
Point of Order	Whenever the delegate believes that there was an error in the formal procedure.	The delegate rises and addresses the committee and talks about the error.	The delegate is not allowed to talk about the topic as a whole, only the error that was made.
Right of reply written motion	Requested if any delegate feels he/she has been personally subjected to a derogatory comment/insult.	If granted by the chair, the delegate is given a certain amount of time to address the committee.	This is a written reply sent to the chair. It is at the chair's discretion whether it passes or not. There is no right of reply to a right of reply.
Point of Personal Privilege	When the delegate has a personal issue that needs to be addressed.	The delegate either sends a note to the chair or rises and states his/her point.	An example of this is when a delegate cannot hear the other delegate clearly. This is the only point that can interrupt a speaker.
Point of Information	When the delegate doesn't understand or needs clarification about a certain point brought up by another delegate.	The delegate rises, asks the question that they have and gets the answer from the delegate speaking.	The delegate that asks the question can request a follow up question, if allowed by the chair.
Point of Parliamentary Procedure/Point of Inquiry	When the delegate has a question about the rules of procedure, flow of debate, etc.	The chair will clarify the point asked and make sure the delegate understands.	This motion is made only when the floor is open.

<https://audmun.org/rules-of-procedure>



## 8.1 Flow of Committee Session

### 8.1.1 Opening Speeches (General Speaker's List):

At the beginning of committee session, a motion to open a list of speakers should be made. Individual delegates choose to be added to the speakers' list. Opening speeches are made to openly discuss the basics of the topic at hand, and give an introduction to some action that was taken, or can be taken. Opening speeches also call all delegates to action in order for them to work together and bring the best solutions forward.

Opening speeches are allocated a specific individual speaking time for each delegate. Delegates must not surpass their allocated times. Chairs must kindly ask delegates to wrap up when their speaking time is almost done. If there remains any time at the end of the delegates' speeches, they are free to yield their time either to the chair, or to questions from their fellow delegates, as per the rules of procedure. The General Speaker's List is concluded when the total time assigned has finished and a delegate motions to go into a moderate caucus or an unmoderated caucus. Delegates can, however, motion to extend the General Speaker's List to any given specific duration.

### 8.1.2 Moderated Caucus

Moderated caucuses must be motioned for. The delegate who motioned for the moderated caucus must allocate a total time and individual speaking time, as well as a relevant subtopic to discuss amongst the delegates.

A moderated caucus is formal but there is no set speakers' list. Instead, any delegate who wishes to speak must simply raise their placard when the previous delegate is done speaking. Delegates do not need to come up to the podium to speak. They may stand in their places and speak to the committee.

Delegates must not surpass their allocated times. Moderators must kindly ask delegates to wrap up when their speaking time is almost done. If there remains any time at the end of the delegates' speeches, they are free to yield their time either to the Moderator, or to questions from their fellow delegates.



During moderated caucuses, delegates must formally address the moderators upon replying to other delegates' questions (Points of Information, Point of Order, etc.). They must do so by asking the moderators "Right to reply?" right after a delegate finishes their point risen.

### For example:

Delegate of Afghanistan

"Primary education for women in Afghanistan has seen a steady rise in the past decade."

Delegate of Iraq

"Point of Order..."

Moderator

"Granted."

Delegate of Iraq

"Statistics show that due to the increase in religious parties in the politics of Afghanistan's government have a direct correlation to the oppression towards allowing primary education for women."

Delegate of Afghanistan

"Right to reply?"

Moderator

"Granted."

### 8.1.3 Unmoderated Caucus

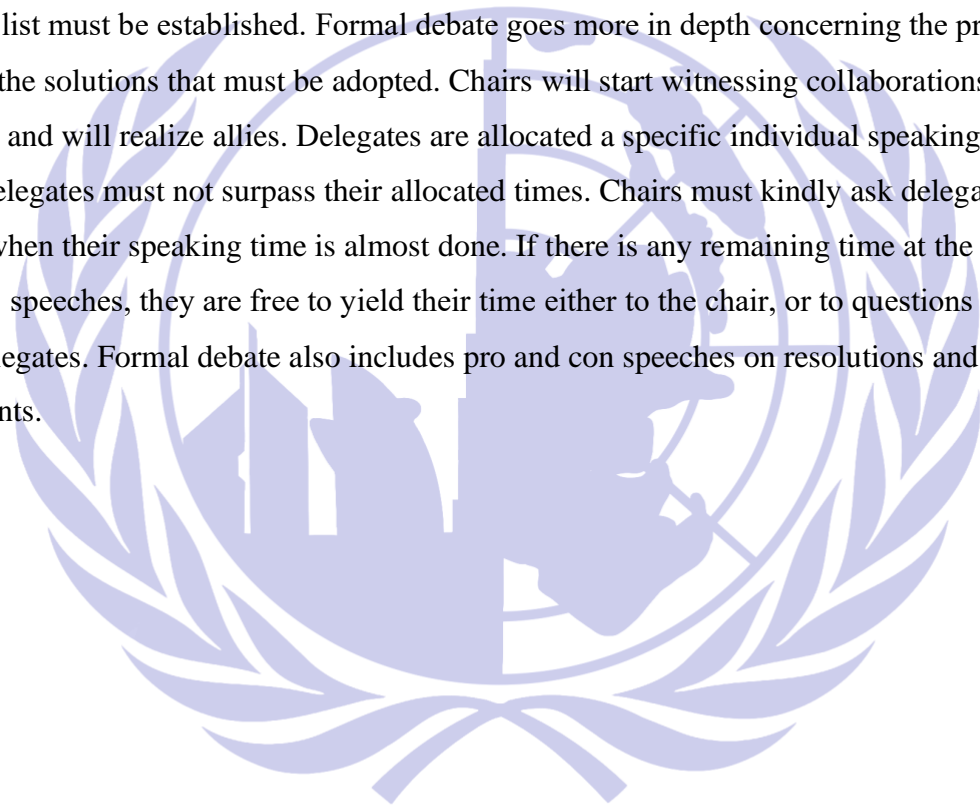
Unmoderated caucuses are informal sessions of discussions and debates amongst the delegates where they work together and form allies in order to begin drafting full resolutions. Delegates must motion for unmoderated caucuses and must allocate a total time. The time can then be extended if other delegates are also in favor of the motion.

During unmoderated caucuses, delegates can walk freely around the room and communicate with each other informally granted they are working on their resolutions and gathering signatories and authors. When unmoderated caucuses come to an end, committee begins discussing resolutions and debating them in order to then make and vote on amendments and eventually pass or fail a resolution.

#### 8.1.4 Formal Debate

Formal Debate occurs during the moderated caucus. Similarly, to opening speeches, a speakers' list must be established. Formal debate goes more in depth concerning the problem at hand and the solutions that must be adopted. Chairs will start witnessing collaborations between delegates, and will realize allies. Delegates are allocated a specific individual speaking time.

Delegates must not surpass their allocated times. Chairs must kindly ask delegates to wrap up when their speaking time is almost done. If there is any remaining time at the end of the delegates' speeches, they are free to yield their time either to the chair, or to questions from their fellow delegates. Formal debate also includes pro and con speeches on resolutions and amendments.



## 9. Resolutions

During unmoderated caucuses, delegates spend time collecting signatories and authors for their resolutions. They also spend time drafting complete resolutions that will be discussed, debated, and eventually voted on.

### 9.1 Contents of a Resolution

The heading contains the committee name, the signatories, the authors, and the title. Signatories are delegates that would like to discuss the resolution. Signatories do not necessarily have to agree or disagree with the resolution.

All resolutions should have signatories. For big committees (more than 25 to 30 delegates), signatories must be a minimum of 7. For small committees (less than or equal to 25 delegates), signatories must be a minimum of 5.

Authors/sponsors are the direct authors of the resolution. They must be the ones who have created the clauses and must also agree with all the contents of the resolutions.

For big committees (more than 25 to 30 delegates), authors must be a minimum of 3. For small committees (less than or equal to 25 delegates), authors must be a minimum of 2. The heading must lastly include a Title for the resolution paper.

### 9.2 Perambulatory Clauses

Perambulatory clauses present an introduction to the problem and the solutions that are presented in the resolution. Perambulatory clauses also shed light on any previous action that was previously taken to solve the problem. Below are some examples of perambulatory clauses and some keywords that are used to form them.

Affirming	Expecting	Having studied
Alarmed by	Expressing its appreciation	Keeping in mind
Approving	Expressing its satisfaction	Noting with regret
Aware of	Fulfilling	Noting with deep concern
Bearing in mind	Fully alarmed	Noting with satisfaction
Believing	Fully aware	Noting further
Confident	Fully believing	Noting with approval
Contemplating	Further deploring	Observing
Convinced	Further recalling	Reaffirming
Declaring	Guided by	Realizing
Deeply concerned	Having adopted	Recalling
Deeply conscious	Having considered	Recognizing
Deeply convinced	Having considered further	Referring
Deeply disturbed	Having devoted attention	Seeking
Deeply regretting	Having examined	Taking into account
Desiring	Having heard	Taking into consideration
Emphasizing	Having received	Taking note
		Viewing with appreciation
		Welcoming

<http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/resolutions/preambulatory-and-operative-clauses>

The General Assembly,

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

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

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

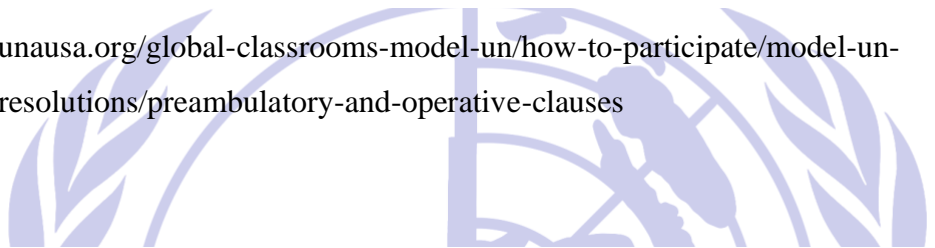
Stressing the fact that the United Nations faces significant financial obstacles and is in need of reform, particularly in the humanitarian realm,

## 9.3 Operative Clauses

Operative clauses state the solutions that are presented for the problem at hand. The operative clauses relate directly to everything mentioned in the perambulatory clauses. Below are some examples of operative clauses and some keywords that are used to form them.

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	Transmits
		Trusts

<http://www.unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation/resolutions/preambulatory-and-operative-clauses>



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

## 9.4 Amendments

Amendments are alterations and changes that delegates propose for the resolution in order to improve it. After the resolution is read aloud, Moderators ask if there are any proposed amendments. Amendments are usually submitted exclusively by note form to the Moderators. Once the Moderators read out the amendment, the authors of the resolution

can deem the amendment either “friendly” or “unfriendly”. If it is deemed “friendly”, then the amendment passes automatically and the changes are made to the resolution.

However, if the authors deem the amendment “unfriendly”, the committee must then discuss the changes being proposed. That happens by “motioning to speak for and against the amendment.” Moderators pick 2 to 3 delegates to speak for the amendment and another 2 to 3 to speak against it. After the speakers have stated their points, the whole committee collectively votes for the amendment. If it passes, the changes are made permanently. If it fails, the changes do not go through.

Usually, there are multiple amendments. After they are all discussed and voted for, the committee collectively votes for the resolution as a whole.

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

## 9.5 Passing/Failing a Resolution

After any and all amendments have been made to the resolution, a final vote will be taken on whether the resolution should pass or fail. Moderators should try to ensure that delegates remain impartial when voting to pass or fail resolutions as the objective is to pass quality resolutions that address all aspects of the issue being discussed. In order to make a final decision on resolutions there must be a two-thirds majority to either pass or fail said resolution. When voting on resolutions and amendments, “present” countries have the right to choose whether to vote or abstain. However, “present” countries cannot vote for motions during

committee sessions. On the other hand, “present and voting” countries are obligated to vote for all motions, and are also obligated to vote on all amendments and resolutions. Under any circumstances, a “present and voting” country cannot abstain from voting during the committee session.



## END OF AUDMUN OFFICIAL HANDBOOK

### COMPILED BY (2016-2019):

- Youssef Aboutaleb
- Yasmine Naccache
- Rohan Healy

### EDITED AND REVIEWED (2020-present):

- Sidra Rahimy
- Ali Amin Kurukçi
- Marc Eid
- Nour Bou Daher

