



THE OLIVE BRANCH

MODEL UNITED NATIONS NEWSLETTER



VOL. I ISSUE IV

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ONLINE EDITION

Conference Calendar

Upcoming Dates:

5/9 – 5/11
Jordan Best Delegate Boot Camp

5/16 – 5/18
Qatar Best Delegate Boot Camp

5/30
Qatar Leadership Conference
Registration Deadline

9/26 – 9/28
Qatar Leadership Conference

Online MUN:

5/5
O-MUN Security Council

5/12
O-MUN Asia

5/18
uniO-MUN

5/25
O-MUN Global Debate

5/26
O-MUN Middle East/Africa

uniO-MUN

By Ervin Tankiang

AT THE university level, Model United Nations is older than the UN itself — two of the oldest and most prestigious Model UN programs began as simulations of the League of Nations in the 1920s. Such a long and venerable tradition has created a strong MUN culture in many parts of the world, with many thousands of students participating in conferences at a collegiate level worldwide. In recent times, Model UN has spread rapidly across many countries in the Asia-Pacific region, including my home country of Australia. This newsletter is evidence enough of the global reach of MUN today.

However, for all the amazing virtues of Model UN, two things need to be said. Firstly, Model UN at the international collegiate level has generally remained in the domain of those who can afford the high costs of international travel and accommodation. In addition, even for those who can afford it, international travel and conferences are a time consuming exercise that can usually only occur a few times a year. Aspiring Model UN delegates have very few opportunities to engage in a truly global discussion with

Former THIMUN Delegate Crowned King



THIMUN Chairman David Williams and Secretary-General Adina Watt greet the keynote speaker, Prince Willem-Alexander (2000)

By David Williams

ON 30TH APRIL 2013, former THIMUN delegate, Willem-Alexander van Oranje, became King of The Netherlands.

Thirty years ago, in 1983, at the Fifteenth Anniversary Session of THIMUN in The Hague, Alexander (as he was known then) was a delegate representing Spain in the De-

colonization Committee. One of the issues before that committee was the Question of the Malvinas or Falkland Islands. The war between the United Kingdom and Argentina had taken place the previous year, and Spain's sympathies lay with their Spanish-speaking cousins in Argentina. In those days, THIMUN used to introduce a simulated crisis situation on

the final day and in 1983 Argentina was supposed to have invaded the Falkland Islands. This nearly led to Spain declaring war against the United Kingdom! It is perhaps an interesting footnote to point out that King Willem-Alexander's wife, Queen Maxima, is from Argentina.

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other delegates from around the world. Aside from these opportunities, students tend to remain within their home circuits - definitely learning more about the world and the UN, but without the true broadening of both the mind and ex-

perience that interacting with people from different countries allows.

These twin gaps of opportunity and connectivity are gaps that O-MUN, and its emerg-

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Ervin speaking to Radio ABC Australia about uniO-MUN/O-MUN at the World MUN Conference in Sydney

Film Festival

By Cameron Janzen

Doha College Student's Film Wins Top Award

Suleima Abed of Doha College won the QR10,000 award for Best Picture for her documentary "Yaqeen" at the 2013 Film Festival. The Festival is jointly organized by Northwestern University in Qatar and THIMUN Qatar, a partnership between Qatar Academy and The Hague International Model United Nations Foundation. Her film features a Palestinian woman and a man sharing their stories about growing up under occupation. It was inspired by her family's own experience dealing with issues of displacement and difficulties with education, re-discovering her own identity through the film. She spent ten days filming in Palestine for the documentary.

Suleima says she "became involved in film because, as a director, you have the chance to make your voice heard." Previously involved in debate, Suleima finds "film much more compelling as you are able to transmit emotion through the screen and you can create empathy through your film, you can activate a wider audience for change."

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Great Expectations

By Marta Canneri

WHETHER you're a high school or college Model UN team executive, teacher, or a student wanting to create their own school MUN team, building a team geared towards long-term growth can be tough. Challenges can range from recruiting members, funding delegation trips, and promoting the club's popularity. It can also be tough to graduate and say goodbye to a club that's been such a large part of your life - it's natural to worry about the club's survival long after you're gone.

Common obstacles to club sustainability can include lack of interest, lack of membership or disorganization in future executives. Among this is the ever-worrisome "power vacuum": a phenomenon that

occurs when all the club's resources are focused on older, "star" veterans with less attention paid to younger members. When the former group graduates, the club can be left with a shortage of loyal members to keep it going.

The keys to long-term growth and continued club existence are a strong membership base and well-defined and informed executive roles. When it comes down to it, a Model United Nations club is made great by its members. Catering to them from the beginning is crucial for the sustainability of your MUN team.

In The Beginning

Decide on your club's execu-

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Dubai International Academy Model United Nations 2013

By Farhan Farooqui

THE FIFTH ANNUAL installment of DIAMUN (Dubai International Academy Model United Nations) brought together 900 participants from all over the world under the theme of Education for the 21st Century. From the 20th to the 23rd of March, the intense debate sessions and exciting social event gave everyone a memory to take home with them.

With inspiring guest speeches by the likes of Ms. Fatma Al Marri, CEO of Dubai Schools Agency and Sanjay Verma, Consul General of India, delegates

debated on subjects from education being a frontier for long-term economic development, to education as a catalyst for political sustainability. They reflected upon some of the most pressing issues we face today, through the scope of education.

As DIAMUN continues to grow as a leading THIMUN affiliated conference in the Middle East region with two new committees were added: The Advisory Panel on Education for the 21st Century and the African Union. Along with the League of Arab States and the World Economic Forum, DIAMUN hosts four distinctive committees that

will strive for diplomatic and effective solutions.

DIAMUN 2013 broke new frontiers in the Model UN world with a successful collaboration with Online Model United Nations which included a debate session of the Security Council working to solve a crisis scenario wherein online delegates also logged in from the comfort of their home computers and joined delegates sitting in the physical conference. This virtual reality facet of debate was very intriguing and productive as all participants kept a keen eye on the clock whilst working with each other to solve the crisis.

A prime social event was held in the splendor of Atlantis, The Palm hotel. This provided an opportunity for delegates to get to know each other better and to make new friends. Delegates found that it was worth all the hard work they put into debate and position papers as they relaxed and had dinner under the Arabian night sky.

As the conference came to an end, the proud secretariat gave their closing speeches and bid adieu to everyone until next year for a hopefully bigger and better DIAMUN 2014.

O-MUN Leadership Well-Represented in Middle East Region

By Lisa Martin

WITH THE application window having just closed for O-MUN's 2013-2014 Executive Leadership Team, it is safe to assert that the strength and diversity of our team is a testament to the growth that we have experienced this past year. And the best evidence of that growth is in the Middle East. The O-MUN Middle East team is a strong one, drawing from several different school cultures and MUN traditions.

Nowhere is this strength and diversity seen more clearly than in O-MUN's second Secretary General designate, Maryam Al Ammari, a Saudi national with feet firmly planted in two different environments, literally. Madam Secretary-General lives in Dharan but attends school in Bahrain. This Ibn Khaldoun National School 10th grader finds her-

self at the helm of the most diverse and global leadership team in MUN history. Her oversight includes working with officers as far flung as South Korea and Taiwan, Australia, Zimbabwe and Nigeria, Turkey, France and the USA. Closer to home, she will work in the same time zone with most of her Middle East team. Maryam discovered O-MUN at the fateful demo debates held during the Qatar Leadership Conference in September 2012, and has been an active participant ever since, debating, then moderating, and now, assuming the top student position within O-MUN.

Other leadership positions in the region include Executive Administrative Officers from Jordan, Egypt, United Arab Emirates and Bahrain. Additionally, the Deputy Secretary General for Special Conferences will be held by this year's DIAMUN's DSG, Farhan

Farooqui. The Middle East and Africa DSGs will come from the UAE (Saarthak Saxena from ACS Abu Dhabi) and Egypt (Omar Elderwy from Haiyah International School in Cairo). Other EAO appointees include Hana Seita from ACS Amman, Alia El Kattan (Haiyah International School, Cairo), Khalifa Al Khalifa from Ibn Khaldoun National School in Bahrain, Marina Najm from St Joseph's School in Beirut, and Jayesh Kaushak from Delhi Public School in Dubai.

The region will see the implementation of four National O-MUN programs: Palestine, Jordan, Israel, and in the spring, Qatar. These autonomous programs will run O-MUN programs and debates at the national level, and work to increase MUN participation in schools and student communities currently outside the MUN fold. These

national programs will be overseen by one school and an appointed leadership team, provided with an online classroom, and supported through O-MUN outreach to develop these unique programs. You'll be seeing more of these in the coming year.

Lastly, at the Assistant Director's level, some of our staunchest O-MUN veterans will be graduating and starting new adventures and university. The Middle East region will continue to be assisted by our rising ADs Ibrahim El Kazaz, Salam Keadan, Simran Sampat, and Hasan Shami.

Online Model United Nations truly is like a global village - a village well represented by Middle Eastern students. These students will bring you most of O-MUN's news for 2013-2014, developing new programs and recruiting new members.

Former THIMUN Delegate Crowned King, cont.

Willem-Alexander was an enthusiastic delegate and I remember how proud he was when "his" resolution passed not only the committee stage, but also gained the favor of the General Assembly! He even mentioned this again when he attended THIMUN as a keynote speaker in 2000.

My personal connection to the young prince began in 1982, when a delegation from Willem-Alexander's high school joined forces with a delegation from my own school, Deutsche Schule Den Haag, to attend the first Royal Russell School MUN in Croydon, England. We all traveled to London together by bus and overnight ferry from Zeebrugge to Dover. The young prince was indistinguishable from his peers in dress and behaviour, and security was very low-key. The Dutch policeman travelling with us was unarmed and in civilian clothes, posing as an accompanying teacher. He did not act like a bodyguard but only tried to keep young Alexander in sight or to know where he was at all times. As a mischievous teenager, Alexander sometimes managed to give him the

slip!

Prince Willem-Alexander's interest in THIMUN has continued over the years: he has kept in touch with several of his fellow students who were on that memorable trip to Croydon and, in 1993, he returned to formally open the Twenty-fifth Anniversary Session of THIMUN.

Then in 2000, Willem-Alexander attended THIMUN again. This time, as Chairman of the World Water Forum, he was the keynote speaker at the Opening Ceremonies.

In his keynote speech, Prince Willem-Alexander spoke about the significance of the upcoming World Water Forum and of the importance of the contribution made by THIMUN youth. In particular, he had these words for the delegates:

"You represent the young people of the world, and that is what matters, for the voices of the young people of today are the voices of the leaders and decision-makers of tomorrow... There's a lot of work ahead of you but you now have the opportunity to be part of his-

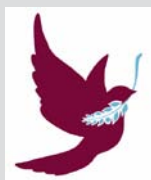
tory, to be a full-partner in the global decision-making process. Seize this opportunity, meet the challenge, and tell

the world!"

Wise words from the King of The Netherlands!



Prince Willem-Alexander with THIMUN Secretary-General, Natalia von Mensdorff at the THIMUN XXV Opening Ceremonies (1993)



Founded in January 2013

The Olive Branch

Kevin Felix Chan and Ryan Villanueva, Best Delegate Co-Founders

Lisa Martin, Online Model United Nations Director/Co-Founder

Cameron Janzen, Head of THIMUN Qatar

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April Security Council Debate Review

By Timothy Shu

MY NAME IS Timothy Shu, and I am from Taipei American School. I participated in the April Security Council debate on the issue of creating a Standard for Intervention. The Security Council debate facilitated by Online MUN is a two phase commitment. Prior to the actual debate, the delegates that wants to lobby and create a resolution will convene the day before the debate at the OMUN virtual conference room created by Black Board. One factor that makes OMUN debates so intriguing and fun is the fact that people all around the world are able to join. As of the April SC debate, there are delegates from India, Malaysia, Africa, Turkey, Vietnam and even Australia. You can see a great variety of debate styles as different schools instills upon a different set of technique to each and every one of the delegates. Also, in most cases, the delegates that joins the SC debate or, to put it more broadly, OMUN conferences in general are delegates that have a lot of MUN experiences and understanding of the MUN society. And that is why all of the OMUN debates either global or Security Council are full of intense crossfires and interesting arguments.

The debate on the resolution will be commenced one day after the drafting of the resolution. This topic, "Standards for Intervention," is especially controversial and heated seeing that not only is this a Security Council debate that features P5

nations each with decisive veto power, but also, between China, Russia and the United States, there exists a huge disparity in terms of the perception of the term "intervention." Unsurprisingly, the debate turned out to be a showdown between these 3 nations each not reluctant in using their veto powers in deterring a detrimental clause. Soon into the debate, each nation took side of the two conspicuous blocs headed by Russia and China, against the NATO and the United States. Intense and flesh blistering crossfire between the two blocs then surfaced, with each nation reciting former failures of intervention and unjust justification of intervention by individual states. What appears to be a very simple topic turns into those unending debates where new contentions are formed constantly while others have not even ended.

Why join OMUN? The online debate environment created by OMUN gives MUN a magical touch, bringing MUN into another level. Because each delegate is not able to see each other, the only way that a delegate is able to communicate to the rest of the house is through a microphone. This is very entertaining as a speaker because when you are making a speech there is only one thing you have to consider and that is the dynamic of your voice. Through my experience as a moderator and a delegate, I found out that OMUN does not only provide you with a opportunity to participate in MUN, but it also enhances

your public speaking skill where huge amount of focus is put on your vocal enunciation and tone.

Secondly, OMUN is extremely convenient and accessible all over the world even delegates in Africa. All you need is a headset and a computer and you are good to go! In fact, Lisa Martin who is the director and co-founder of the Online MUN program is a teacher from Amman, Jordan. She is a wonderful teacher whose vision is to spread and make MUN accessible to people all over the world. (If you are interested in On-

line MUN you can contact Lisa Martin via email at 3dragons.lm@gmail.com.)

I really like OMUN because there are always a lot of debates going on that features very interesting topics taken from prestigious MUN conferences all around the world, enabling delegates of all ethnicity and grade level to join. Joining OMUN had been a great experience for me and I will to continue expand my career as a delegate in OMUN. And if you are an MUN student, or merely a student that wants to debate, OMUN is calling you!



With ease, Timothy Shu plugs into an OMUN debate right from his own laptop

MUN Scene in Lebanon

By Hasan Shami

AS IT DOES every April, Lebanon witnessed one of the largest conferences in the Middle East: the Global Classrooms Lebanese American University Model United Nations (GCLAUMUN). The conference was held over the course of two days on the premises of the LAU campuses in Byblos and Beirut. Under the slogan of "Dream more, be more," LAU launched its 8th annual MUN conference, with over 1000 high school students in attendance this year, distributed into 25 committees.

There was no general theme for the conference as a whole, for the topics were relatively diverse depending on each committee, with even two totally atypical topics for the same committee in some cases (e.g. Access to Education and Multinational Terrorist Groups for GA Plenary). It is worth noting here that the Security Council had the topic of "Situation in North Korea," a concurrent issue which produced a quite innovative resolution, with input strictly from Lebanese students. One advisor commented that seeing the solutions proposed by the delegates made her reminiscent of the two years Lebanon spent as a temporary member in the UN Security Council, and how the delegation at that time felt both proud and inspired by the fact that their country was the main submitter of an actual resolution. "We would be fortunate if these intelligent delegates represent Lebanon in the UN one day," she said. Many have already started applying to Political Science & World Affairs majors, in hopes to accomplish that one day.

Other committees discussed regional conflicts and their effects. A committee which was discussing Illegal Trafficking of Organs, had a crisis situation about

this trafficking amongst Syrian refugees fleeing the conflict. Many of the delegates could actually empathize and understand how dangerous the topic is, seeing that Lebanon has witnessed an influx of Syrian refugees since the conflict began, and this is a phenomenon that the delegates have lived to see with their own eyes.

In addition, and like every year, LAU held the Global Village event, where each delegation had to best portray the country it was representing. Designs of the Eiffel Tower, phone booths, leprechauns, Hugo Chavez, Nelson Mandela, and even Hammurabi filled the place with an aura of diversity; delegates, ad-

visors, and LAUMUN staff felt that the world had indeed been reduced into a global village, in LAU Byblos's parking lot. And it was not limited to designs, for delegates prepared food, costumes, dances, music, drinks, stickers, and other catchy cultural characteristics. The Global Village was proof that the representation of a country is not only carrying a placard around, rather than having an actual understanding of each country's cultural identity, and knowing the best way to respect and represent that.

The conference ended with the closing ceremonies, held in the UNESCO Palace. The ceremony featured multiple keynote speakers such as Dr. Joseph

Jabra, president of LAU, Mr. Ralph Debbas, founder of W Motors, and Mike Haddad, founder of the 'Walk With Us' NGO. The former two spoke of achievements and success, while Mike, who happens to be 75% paralyzed. His words of turning disability into ability, and how he considers himself to be "differently abled" earned him a standing ovation of the thousands attending the ceremony. After that, an MUN anthem, created by the Rahbani brothers, was performed by Ms. Aline Lahoud, and the students euphorically recited the MUN oath alongside them. Towards the end, the awards were distributed, ending the 8th annual GC LAUMUN.

Monthly Report from Jordan

By Shambhavi Tiwari

THE MUN SCENE in Amman is currently very exciting. With MASMUN (Modern American School MUN), AMMUN (Amman MUN) and AMINI-MUN all in progress, delegates in Amman have had a lot of resolution-writing to do!

Firstly, the MASMUN conference was a great success. Delegates were separated into three forums: the General Assembly, the Human Rights Council, and the Security Council. and all students

debated topics of extreme and contemporary importance. The theme of this MASMUN was being an active citizen, and hence all resolutions that were entertained focused on public awareness and empowerment. Delegate participation in this MASMUN was also much improved, with the younger delegates showing enthusiasm and commitment, as the Secretary-General and the Deputy SG testified. Delegates attending the conference also found the conference to have improved, in terms of resolutions

and participation. All in all, this was a great conference to participate in!

AMMUN and AMINI-MUN, of the Amman Baccalaureate School, are currently in progress. Chairs and presidents have met several times already and president packets have been submitted for AMMUN. The topics of this year have been strictly kept under wraps, but everyone is very excited, as the team this year is well chosen and highly committed. With meetings twice a week, AMMUN's Big Five, presidents and chairs are working hard! AMINI-MUN, an MUN similar to AMMUN, held for delegates in eighth and ninth grade, will be held next month. There are two forums: General Assembly A and General Assembly B. Delegates are keenly learning how to write resolutions and position papers and the presidents are sure of a very successful conference. Additionally, delegates are finding it helpful to have pre-AMMUN practice and hone their MUN skills!



Eyewitness Stories From the Rwandan Genocide

By Cameron Janzen

AS A humanitarian aid worker, Carl Wilkens moved his young family to Rwanda in the spring of 1990. When the genocide that eventually took over 800,000 lives was launched in April of 1994, Carl refused to leave, even when urged to do so by close friends, his church, and the United States government. Thousands of expatriates evacuated, and the United Nations pulled out most of its troops. Carl was one of ten expatriates to remain in Kigali, the capital city. Venturing out each day into streets crackling with mortars and gunfire, he worked his way through roadblocks of angry, bloodstained soldiers and civilians armed with machetes and assault rifles in order to bring food, water, and medicine to groups of orphans trapped around the city. His actions saved the lives of hundreds.

Wilkens was featured in a documentary on the Rwandan genocide, titled *Ghosts of Rwanda*. In 2011, Wilkens released his first book, *I'm Not Leaving*. It is based on tapes he made to his wife and children during the genocide.

This June a new 35-minute documentary, also entitled *I'm Not Leaving*, will come out with the story of his family's journey through one of the darkest chapters of modern history.

Concerning both the *I'm Not Leaving*, and in the new documentary by the

same name, Wilkens writes, "While these stories happened during the genocide, the book and documentary are not really about genocide. They are more about the choices people made, actions people took, courage people showed, and sacrifices people gave in the face of genocide."

For nine years now, Carl and his wife Teresa have been speaking in schools on nearly every continent about their experiences in Rwanda and sharing the power of stories and service to build bridges to peace with "The Other."

Carl and Teresa will be presenting at the Qatar Leadership conference from September 26-28 in Doha, Qatar. They will be available to speak to schools or other organizations in Qatar and the surrounding region during the month of October.

If you are interested in having the Wilkens speak at your school, please contact the [THIMUN Qatar office](#) or send them an [email](#) directly.

For more information about the program, please see their website at www.worldoutsidemyschools.org.



Carl Wilkens

UAE Updates

By Saarthak Saxena

FOLLOWING the unprecedented success of Dubai International Academy MUN conference in Dubai, the hosting school has begun to expand its MUN roots downwards into its middle school. This strategy of training delegates at younger ages is popular in many Western schools, as delegates have extra years to practice their debate skills. Although many schools in the region such as the American Community School of Amman have already started MUN programs for their middle school, the idea is still novel for other powerhouses. Simran Sampat, an experienced delegate and chair, is striving to establish a club in DIA's middle school before she leaves for university in the fall.

Mr. Matt Lindsay of the American Community School of Abu Dhabi had this to say on the subject of introducing Model UN to a younger audience: "When I was in Mexico, we introduced MUN into our middle school as a unit in a social studies class. Within months, it had grown into the largest club at the school, and it was thriving when I left." ACS Abu Dhabi's UN club has also begun its expansion into the middle school, headed by three experienced high school delegates as well as Mr. Lindsay. In the opinion of one of the high school delegates, all of the participating students hope to begin the club in earnest at the start of next year: "Model UN teaches skills to students that are needed for their success in high school, and the sooner we begin to teach them, the sooner they'll train toward becoming better delegates when they come up to join MUN in high school."

With the advent of jr.O-MUN quickly approaching, more and more middle-school-age children are being given the chance to become delegates from all over the world, but the process is always more easily started when there's a club in the school. A goal of both Sampat at DIA and the delegates at ACS Abu Dhabi is to integrate the program at their school with jr.O-MUN, to allow more experience for the younger delegates when finding the appropriate conferences is difficult. With luck though, soon the ACS Abu Dhabi and the DIA middle school clubs will be large enough to hold conferences of their own.

uniO-MUN, cont.

ing partner program, University Online Model United Nations (uniO-MUN), are aiming to bridge.

The first ideas for the uniO-MUN program emerged in early 2012, and the program slowly took shape over the next year. The program was officially launched in early 2013, and we have had three debates so far this year, with participants from four continents and eighteen countries. Delegates have engaged in stimulating debate and discussion on the topics of the crisis in Mali, North Korea, and tuberculosis. As with O-MUN, students have had the opportunity to not just learn about world issues, but to learn about each other and about life in different parts of the world.

This is the case even for students in places as similar as Australia and the US, as I have personally found out myself!

Last month, uniO-MUN launched its Ambassadors program. Students who have attended debates can apply to become uniO-MUN Ambassadors, with their role being to generate enthusiasm and discussion about each month's debate, welcome and assist new delegates, and promote uniO-MUN to people in their social and school networks. We currently have Ambassadors from nations such as Australia, India, Nigeria, Pakistan, and the United States. Ultimately, we see the Ambassadors program as a stepping stone for delegates interested in becoming a part of the

program's leadership.

I have had the wonderful privilege of being one of uniO-MUN's Secretary-Generals, along with Audrey Cabral from the United States, and have been fortunate enough to see this program slowly gain momentum and begin to reach its potential as the online Model UN platform for university students. There have been many exciting moments — as well as many challenges, which we are confident we will overcome in the same way as our parent program did. If you are a university student, we really do hope you will join us and take up this great opportunity to engage with fellow students from all four corners of the earth!



Want to be the Best Delegate?

Best Delegate will teach MUN workshops for students and teachers in the Gulf region this September and October. If interested, please email THIMUN Qatar Director Cameron Janzen at cjanzen@qf.org.qa or Best Delegate Co-Founder Ryan Villanueva at ryan@bestdelegate.com.

Film Festival, cont.

THIMUN Qatar Northwestern Film Festival 2013

Young filmmakers from six different countries competed for recognition at this year's international annual film festival. The three-day festival is to encourage high school students to use film as a tool to advocate for social change

and development. After attending the film workshops the festival culminated in a gala awards ceremony where nine of the films were screened (all films can be viewed through <http://www.youtube.com/user/THIMUNQatarFilmFest>) Mohammad Loqman of Aithison College in Pakistan took Runner Up for

Best Picture award for his film, An Innocent Outcome, on child labor in his country. Best Poster, and Best Editing, SOLD by Bethany Elsby of Doha College; Best National Film, Split Second by Amal Al Muftah of Qatar Academy; People's Choice Award, joint winners being Split Second by Amal Al Muftah

of Qatar Academy and Dancing Eyes by Jenica Woolley of American School of Doha; Best Sound, Child of the Nile by Sam Cronin of American School of Doha; Best Story, Dogs in Doha by Will Wegner of American School of Doha; Best Cinematography, Untangling the Fishing Net by Paula Ortiz of Fundacion Colegio Americano de Quito, Ecuador; Best Junior Film, Dogs in Doha; Will Wegner of American School of Doha; and finally, Best Picture went to Suleim Abed of Doha College Yaqeen.



Best Picture winner Suleim Abed of Doha College Yaqeen receives her grand prize

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Resource Corner: World Press Review

By Cameron Janzen

WORLD PRESS WIRE is an automated headline service, updated every 15 minutes, drawn from a sampling of newspapers and magazines worldwide. It is a quick and easy way to see what story is making the newspaper headline (and what your country see as important) in your assigned delegation.

Each nation's press tends to view world events through a prism of its own language, culture and national interest. Thus, a closer version of truth may be gained from reading a variety of reporting, commentary and critical analysis from many nations.

Drawing upon publications around the globe, and a network of correspondents in dozens of countries, Worldpress.org illuminates the issues from around the world translating, reprinting, analyzing, and contextualizing the best of the international press from more than 20 languages. More than simply a source of international news and information, Worldpress.org provides users with a succinct view of the political and economic climate globally.

World Press Review is a unique tool for experienced internationalists and influential opinion-makers: it breaks the barriers of language, geography, and culture, providing first-hand information, all free from the bias that might be imposed by your local or even national press.

Viewpoints is one of the most interesting features of the site. Viewpoint provides a readers with direct comparisons of the national news coverage of a

major global event.

The Country Profile section is also a great resource for Model UN delegates. It includes the usually maps and basic statistical information with the added

bonus of including national stories that have been featured in the international press.

World Press is a good free resource to help delegates become familiar with the

perspective on international issues as well as learning more about their assigned delegation.

Type of Resources: Electronic or Print

Purpose: Country research / Comparing country perspectives on current issues

Cost: Free!

Website: <http://choices.edu/index.php>

Example: Syrian Crisis Reporting September 7, 2011

CNN'S Global Public Square, Sept. 7: The U.N. Security Council would be unlikely to pass a resolution authorizing force. Russia, a veto-wielding member of the council, enjoys access to a Mediterranean naval base in the Syrian city of Tartus and is a major supplier of arms to the country. Russia has already lost \$4 billion in foregone arms sales to Libya; no wonder Moscow is loath to see another customer vanish. Chinese arms sales to Syria have been equally buoyant, tripling between 2006 and 2009. More broadly, Syria lies at the heart of the Arab world. Although protests and regime violence have already destabilized the country and sent refugees northward to Turkey, outside intervention would have unpredictable consequences for neighbors Israel, Iraq, and Lebanon. Although Saudi Arabia has criticized Assad and withdrawn its ambassador, it's unlikely that the Arab League would repeat its endorsement of a no-fly zone.

Xinhuanet.com, Sept. 7: China said on Wednesday that the Syrian crisis should be solved through dialogue and consultations instead of simply putting pressure on the country. "We think the first thing to do is to ease tensions in Syria in order to avoid escalation," Foreign Ministry spokeswoman Jiang Yu said during a regular press briefing. Jiang's comments came in response to a question regarding whether or not China will communicate with the Syrian opposition, as Russia has already received a delegation from the Syrian opposition.

Curriculum Corner

By Kristin Rowe

LAST MONTH'S Curriculum Corner focused on the advantages of Google Docs as a tool for MUN directors to monitor the progress of their delegates. Because of the “anywhere, anytime” accessibility of this technology, coaches can watch in real time as delegates undertake research and develop documents. Editing documents online and collaborating with other users has never been easier, and this article will therefore expand upon the possibilities that Google Docs provides for feedback and mentoring in particular.

One of the most powerful features of a Google Doc is the ability to add notes – to highlight a segment of text in the document and insert a yellow comment box from the drop-down “Insert” menu (Ctrl+Alt+M or Cmd+Option+M on a Mac). This allows a coach, mentor, or multiple collaborators to provide feedback about specific clauses on a resolution, for example, without changing the original text. In addition, the editable comment boxes themselves have a “Reply” function, so the comments can become a back-and-forth conversation about the topic. Once the problem has been addressed, clicking on “Resolve” will remove the comment/discussion and the comment contributor will be notified via email. Discussion threads can be accessed under “Comments” in the right-hand corner of the document, so even when they no longer appear beside the document, document editors can return to resolved threads to retrieve good ideas worth resurrecting – just like the “see revision history” feature of the Google Doc (under the

“File” drop-down menu) ensures that earlier versions of a revised document are never really lost.

These features of Google Docs are invaluable in the way they facilitate mentoring as part of delegate preparation. Adding a mentoring component to an MUN program can enhance the student-led nature of this activity by shifting the responsibility for new delegates away from MUN directors and on to veterans. Seniors can look after junior delegates. Upper school students can support middle school students. Any delegate with conference experience can “pay it forward” by supporting a newbie. And busy schedules are no longer an obstacle when feedback and advice can be provided online (anywhere, anytime) and directly on to the position statement or opening speech document itself. Furthermore, peer-to-peer mentoring can be enhanced by expecting team mates to provide a certain number of POIs as comments on a delegate’s resolution-in-progress. In this way, live mock debate of a resolution can be complemented by a further round of online POIs, complete with Follow Ups and elaborated responses. Comments are also a feature of Google Presentations and Google Spreadsheets. MUN directors can set the expectations and then watch the online collaboration as it unfolds, comment by comment.

Kristin is the Middle School MUN Coordinator at Taipei American School, where she relies on a mentoring network of upper school MUN students to support middle school delegates via the Google Drive and jrO-MUN platforms. She may be reached at rowek@tas.edu.tw.



Face-to-face mentoring can be enhanced by online collaboration

Point of Order

By Cameron Janzen

I RECENTLY finished reading a book by Peter Drucker titled “Managing the Non-profit Organization.” The thoughts in this month’s column are derived from his chapter, *What is the Bottom Line When There is no Bottom Line*.

Peter Drucker argues that for any organization to be successful, it needs to have clear management objectives. In business, the main management objective is quite straightforward and easy to define: profit. While this is not the only objective of a business management, it is the primary objective that serves as the baseline for the business world. Most of our clubs and conferences operate with minimal financial resources and it is safe to say that most MUN organizations would not be deemed successful if measured in terms of profitability.

With MUN and all non-profit organizations, a standard quantifiable objective is not present. Therefore, Drucker argues that the first question any leader of a non-profit organization must answer is, “How will performance for this organization be defined?” He argues that performance is the ultimate test of any organization, regardless of the profit motive. Successful organizations are able to demonstrate that they are achieving clear objectives with maximum efficiency of resources.

Drucker contends that a common misperception with non-profit leaders is their belief that the action of doing something about a problem serves as the performance indicator rather than focused analysis of results and resource allocation. We tend to dismiss performance evaluation of our programs because we “serve a good cause”. Likewise, discussion about using business models to maximize efficiency will turn the organization into a for profit activity.

However, good intentions must turn into effective actions.

One of the most well known passages in the Christian Bible is the parable of the ten talents. The story is about a man who goes on a long trip. He needed his servants to take care of his property while he was gone, so he called them to him. To the first servant he gave five talents of money. This man went to work at once using his money until he had doubled it. He now had ten talents instead of five.

Another servant was given one talent with the expectation that he would manage it well. He, too, could have increased his money, but he dug a hole and hid it in the ground.

After a long time the master returned. He was ready for a report from the servants. The man who had received five

talents brought his money and showed the master that he had doubled it. The master was well pleased. He said, “Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things. The man who had received one talent dug up the talent he had buried and brought it to the master. The master was very angry with him and called him a lazy servant.

What can we learn from this story? We need to use whatever resources we have effectively and efficiently.

Students and teacher volunteer tremendous amount of time and money organizing MUN programs, yet very little time and energy is spent clearly planning and evaluating our performance. Limited resources make evaluation of resources allocations even more important.

Drucker argues that the first question any leader of a non-profit organization must answer is, “How will the performance for this organization be defined?” What are we here for? Who is accountable? What should I and our MUN program hold itself accountable for by way of contribution and results?

How we measure success will affect how we organize our MUN programs. Drucker asserts that only when the key performance areas are defined can we really set goals. The organization will be different if we measure success in terms of the number of participants in a club or conference compared to success being measured by MUN programs which define success through MUN participants’ level of engagement in community service activities. Is success measured in terms of the professionalism of the conference, or in the extent that student leadership and decision is essential to the organization of a conference? Most MUN programs claim to view success by enhancing intercultural dialogue and understanding or student leadership. The question is what performance indicators are in place to see if we are meeting these goals.

Once we have clearly identified our key performance areas then we begin to build in actions and evaluation methods to support them. I will end with a quote from Drucker’s book:

“Non-profits are human-change agents. Their results are therefore always a change in people – in their behavior, in their circumstances, in their vision, in their hope, above all, in their competence and capacity. The non-profit therefore needs to set specific goals in terms of its service to people and it needs constantly to raise these goals or its performance will go down.”

Opposing Views: A New Model for the United Nations [Security Council]

ONE OF THE key strategies in preparing MUNers for debate and resolution writing is to develop an understanding of the spectrum of opinion about the topic being debated. Once delegates understand the basic opposing views of the issue, they can better determine on which side and to what extent their assigned nation supports one of the two main views. Each month, Opposing Views will outline a debate taken from the website Deatabase. With hundreds of debates outlined in an easy to use format, this is a great resource for MUNers. This month's opposing view will focus on the idea of expanding the Security Council.

The Security Council is the key organ of the United Nations with primary responsibility for maintaining international peace and security. It has the power to establish peacekeeping missions, impose international sanctions, and can authorise military action against a sovereign state. Currently it consist of 15 members. Five of them (UK, USA, France, Russia and China) are permanent members that hold a special veto power over all non-procedural decisions in the Council. The other 10 are elected for two-year terms. Directly after World War II, the Security Council had eleven members; after the amendment of the UN Charter in 1963 the number of non-permanent members was increased from six to ten but no other substantial changes were made. Since the first reform in the sixties no other reforms have been made, although the world today has changed drastically from the world just after Second World War.

The question of equitable representation in the Security Council has been on the General Assembly agenda since 1979, when a number of mostly developing countries raised the issue of under-representation of developing and non-aligned countries in the Security Council. Although the topic of the reform of the Security Council was opened already in the late 1970s, there was no extensive debate until the 1990s.



Currently there is no consensus on what Security Council reform should look like. There are several models debated, some of them propose expansion only in the non-permanent category, others a third category of members that would have longer terms but no veto power. The most supported models envisage increases in both the permanent and non-permanent categories. One of them is the so-called Razali proposal that adds 5 permanent (Germany, Japan, one from Africa, one from Asia, one from Latin America) and 4 non-permanent seats (one for Asia, Latin America, Africa and Eastern Europe) to the existing Council, increasing the to-



Members of the United Nations Security Council debate imposing tighter sanctions on North Korea (March 2013)

REUTERS

tal number of members to 24. This proposal enjoys the widest support, yet it has not gained the sufficient number of votes required by the UN Charter (two-thirds of UN members, including all five permanent members are needed for any Charter amendments).

The arguments below discuss the pros and cons of a plan to expand membership and make fundamental changes to the Security Council.

Points for Reforming the Security Council:

Point: The current Security Council doesn't reflect the economic reality of the 21st century.

The current Security Council doesn't reflect the economic reality of the 21st century. France and Great Britain have clearly lost their position among the most powerful nations and their role was long ago taken over by Germany and Japan. They are the third and fourth largest world economies. Furthermore, these two countries are the second and third largest contributors to the UN budget and deserve a permanent seat in the Council. Moreover, as permanent members pay an extra share for their seat, Japan and Germany's contributions would bring considerable amounts to the UN budget – "The three largest contributors to the United Nations, the US (22.000% of the UN budget), Japan (12.530%) and Germany (8.018%) thus together finance some 43% of the entire UN budget." Meanwhile, Brazil and India have emerged as major economies and stable democracies over the past decade, and deserve recognition for their global importance.

The Security Council needs to be more democratic.

At the moment many countries are not heard in the Council, and some states may never gain a chance of being elected to the Security Council. This leaves billions of the world's population without representation in the world's highest body. How can India, with over a sixth of the world's population, be left out? Security Council expansion would make the UN much more democratic as there would be more participants representing more of the people of the world present in closed meetings and informal consultations. Expansion would increase the transparency and there-

fore the accountability of the Council – something that even countries sometimes considered to be against democracy believe is necessary. The fact that some nations have veto power and thus more power is another example of the lack of democratic accountability in the UN's more powerful body.

A rise in UN membership should be reflected also in an increase in Security Council members.

In 1945, there were only 51 UN members, so 11 Council members were adequately representing all voices. Today the UN membership has risen to almost four times the number of the original one, yet there are only 15 voices in the Council. This means that there are many countries who do not have anyone on the Security Council that has similar priorities to them, their views may well be unrepresented.

There is a growing imbalance between developing and developed countries representation in the Council.

There is a growing imbalance between developing and developed countries representation in the Council. Four out of five permanent members are industrialized and four out of five are "European". The four-fifths of humankind that live in developing countries have only one spokesman among the permanent five. Giving Africa, Asia and Latin America a permanent seat is a step forward in North-South balance – "Currently, four out of five veto-bearing members are industrialized countries and the fifth, China, is rapidly approaching industrialized status. Many in the rest of the world seethe at their exclusion from this elite group. Africa, Latin America, and the Islamic world, for example, have no permanent voice on the Council.

Points against Reforming the Security Council

By giving more countries veto power, the Council could come to a stalemate. The idea of adding more permanent veto members to the Security Council could mean that the council ends up deadlocked more often than not. During the Cold war when two blocs almost always opposed each other, the Security Council had significant difficulty passing any meaningful resolutions. Up un-

til 1991 (from the UN founding in 1946) there were only 700 Security Council resolutions, due to the deadlocked nature of the Council. In the 20 years since there have been over 1300 resolutions. The current situation in Syria and Israel/Palestine are good examples of how one or two veto members can block action on resolutions. If more nations had veto power, the negotiation process would also be significantly longer. As a result the peace and security of the world could be endangered.

A UNSC reform is very hard to achieve due to the many different interests and demands.

Reforming the UN Security Council is very difficult as no one can agree which new powers deserve representation, whether they should have a veto, and even whether permanent membership should continue to exist in any form. Japan and India seem obvious candidates for permanent status, but their candidacies are fiercely opposed by a variety of other Asian countries, while Nigeria and Egypt both feel they have a good claim to an "African" seat. The EU also considers it deserves a separate place. Furthermore Brazil as a very fast developing country and turning into a world power claims it also has a right in the UNSC as a permanent member. All these different demands opinions make an eventual reform or expansion of the UNSC very hard to achieve.

The bulk of operations approved by the Security Council are financed by industrialised nations.

As the bulk of operations approved by the Security Council are financed by industrialised nations, both because they are the main contributors to the budget, and Security Council members pay more towards peacekeeping, and have the military capacity that is ultimately responsible for enforcing resolutions. Developing countries already have a voice in the Council but should not have a veto power over decisions that they do not finance or have the ability to enforce. Resolutions are passed but not enforced would further legitimize the Security Council.

For a full version, this debate in its entirety and supplementary materials can be viewed [here](#).

Technology: The Infinite Power of Google

By Lisa Martin

WE ALL KNOW that Google has powerful, and generally accurate translating capabilities, but the ability to search for topics in other foreign languages and translate those into English is indeed a powerful tool in the hands of delegates looking for more regional reporting and news. If you have never taken the time to explore the Search Tools menu on Google, here are a few tips for you to maximize this resource.

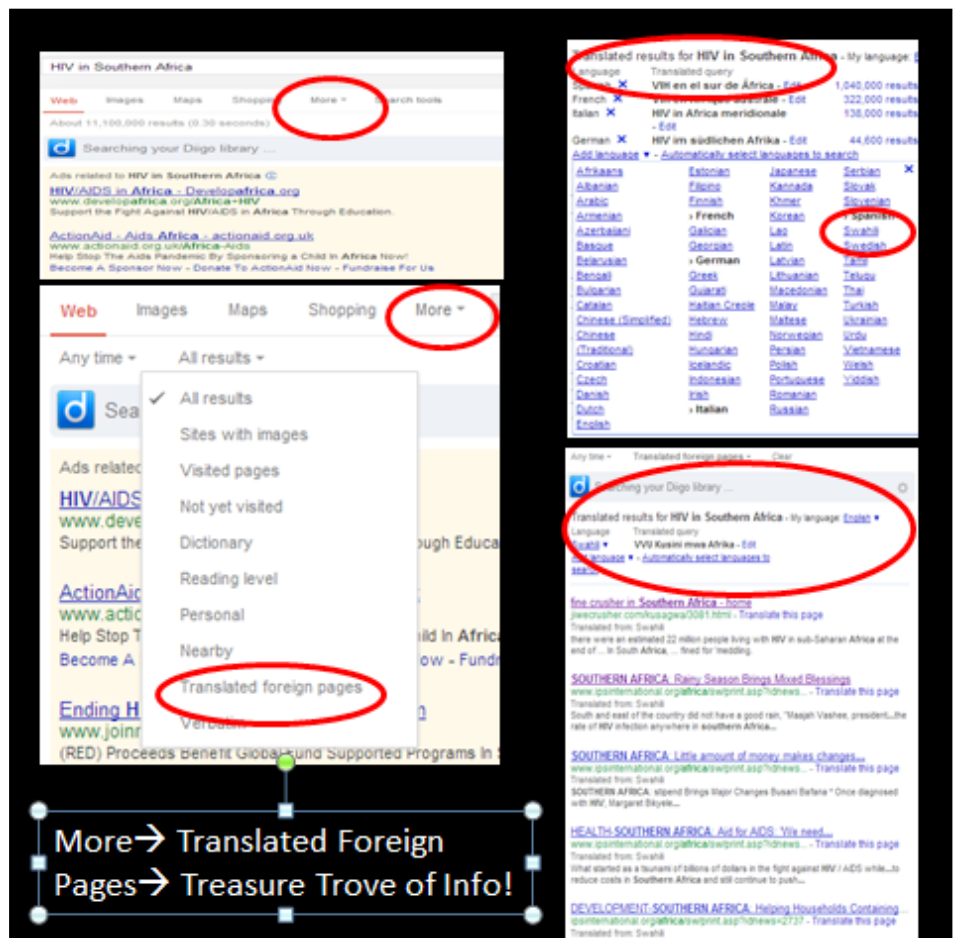
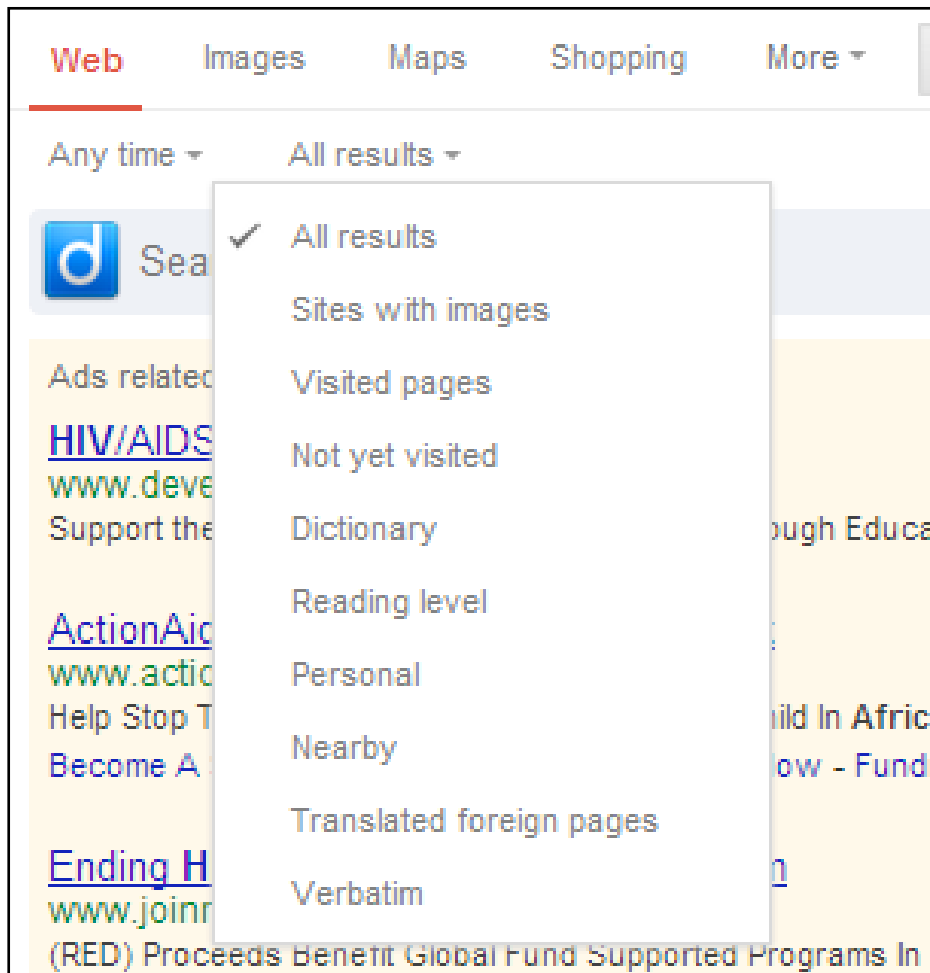
1. Google a topic you are researching. Then, under the typed search term, look for the Search Tools button.
2. When you click on this, you can now refine your search. Click on All Re-

sults and then Translated Pages.

3. Refine your search based on the target language. In my search for HIV in southern Africa, I wanted information in the Swahili press and local websites. I can make my language searches quite large or very narrow. I chose Swahili only.

4. Now my search for HIV in southern Africa yields only Swahili publications, which are then, of course, translated into English.

For delegates with more obscure countries or topics, this powerful search tool allows for more localized topic research. Play around with it. You will be delightfully amazed at what you can discover!



Searching in foreign languages helps increase the number and quality of links related to your topic

Great Expectations, cont.

tive structure. Some clubs, especially if they're smaller, can make do with one or two Head Delegates. Other teams have a highly structured, multi-member and multi-tiered executive. Having a larger executive will work for larger clubs, while one or two execs will suffice for smaller ones. Decide if you want to have specific positions in charge of various portfolios: common positions include VP Publicity, VP Training, Director of Conference Affairs. An executive with many leadership opportunities can help attract members and get them involved in the club from the very beginning. Consider having positions like Freshman Representative, which can help get younger delegates involved and feel included: remember, these are the delegates that will be in charge of the club years from now.

Diversify your delegates' skill sets. Don't get caught in the General Assembly versus Crisis Committee dilemma – where General Assembly delegate positions are given to younger, inexperienced delegates and Crisis is reserved for MUN veterans. This creates an environment where GA positions are merely seen as “obstacles” that must be endured before the fun stuff begins. Let delegates try a bit of everything before they decide to specialize. If this means the executives will have to take on GA positions to let younger members try crisis, so be it.

Identify star players... Talent is key to building a sustainable MUN club. Awards – from individual ones to delegation-wide ones – will give your club legitimacy, staying power, and can help you gain funding. Learn how to recruit top talent – through channels like debate team, teacher recommendations and word of mouth – and then work on developing that talent (Best Delegate has great resources on how to recruit and develop top talent). Scouting a diverse pool of talent is also a good way to give committee assignments that are tailored to delegate skill sets: a specialist

in Latin might benefit from participating in a crisis set in Ancient Rome, for example.

...but don't neglect the others. Make sure to avoid creating an “exclusive” club atmosphere. Model UN is first a learning experience, second a fun opportunity to meet people, and third a competition. Avoid a “clique”-y environment at all costs. Though it may appear so from the outside, MUN is about so much more than awards; it's also about meeting a group of fun and like-minded people and benefiting from a fantastic learning experience. Try to convey that by holding a variety of events: aside from training sessions or practice simulations, host social events like board game nights, current events discussions and even parties. If you only focus on “star” delegates, you'll find yourself with a significant power vacuum when these delegates leave: it's imperative that you thus create an inclusive club atmosphere where everyone is involved. Again, pay attention to younger delegates, as these will be the ones leading the club long after you're gone.

Consolidate your resources. Leave a paper trail. Create a binder with all the resources needed to run a MUN club:

1. Make a list of all the conferences the team tends to go to, and keep it on hand for future executives. This list should include costs, average difficulty, past results, chairing type – anything you know to make planning easier along the line. As the years go by, future executives can add to it and work towards creating a comprehensive list.

2. Keep a list of training ideas to use at a moment's notice: salient political issues to discuss, public speaking topics, crisis ideas...

3. Keep past promotion materials on hand: posters you've used in the past, brochures, flyers, clippings from the school newspaper...

Why not print out some Best Delegate training resources to keep handy? My Head Delegate binder always had

Best Delegate's guides on [what to keep in a research binder](#), [how to write a resolution](#), the [stages of committee](#), “[framing](#),” and more.

4. Have Junior Head Delegates. Creating leadership positions for younger delegates is a great strategy for attracting members and ensuring long-term growth. Let some members adopt some of the responsibilities of a Head Delegate on certain conference trips. Not only will this ensure that Head Delegates can pass on key aspects of their experience, it'll also help create an inclusive atmosphere. You can make these positions application-based, subject to a club-wide vote, or simply appointed.

At The End

Decide how the future executive will be decided. Will it be a vote? Will it be by application process? Will the current executives simply decide? Each method has its pros and cons. If your club is large, consider having a nomination process followed by a vote: that way you can ensure that future executives are qualified, but still selected by their fellow club members. If your club is small, an appointed executive might be a better option.

Once they're selected, let the future

executives lead a practice session/chair a simulation/be head delegates for the last conference of the year... Giving future executives the chance to “test-drive” their new position will give them valuable experience, and you'll be able to help them through it. It'll also give the rest of the club members a chance to familiarize themselves with their new executives.

Leave an exit report. In it, include what worked that year and what didn't – from training strategies, to conference planning, to aspects of delegation trips, to committee assignments. Include suggestions for next year: conferences you wanted to attend but couldn't, training ideas you wanted to try out but didn't have time for... As the years go by, future executives can add or modify the exit report and pass it on to the next year's executives, ensuring that they're as prepared for the coming year as possible.

Hold a transition meeting. Give the future executives the chance to ask you questions, propose new ideas, and discuss plans for the coming year. Taking charge of a club can be scary, so your goal is to make sure they're as prepared as possible to take the reins.



Name	Takes place	Website (might be outdated)	Location	Hosted by	Registration deadline	Fees (approximate)	Difficulty	Start organizing
UMUN (one-day)	Late September-mid October	www.umun.org	Toronto; Upper Canada College	Upper Canada College	June - Mid-September	~35	Intermediate	Early September
SSUNS (multi-day)	mid-November	www.ssuns.org	Montreal, Quebec	McGill	mid-October	~350 per delegate, including transportation, registration and accommodations	Intermediate - Hard	Mid-September (or as early as June)
UTMUN (multi-day)	Mid-February	www.utmun.org	Toronto, U of T campus	U of T	Early – early Dec; regular – mid Jan	~70-80 per delegate	Intermediate – Hard	Mid-November
YMUN (multi-day)	Early March	www.ymun.org	Toronto, Legislative Assembly	York University	Early – November; Regular- mid Jan	~85-95 per delegate		Early November
SSICsim (multi-day)	Late February-March	www.ssic-sim.ca	Toronto, U of T campus	U of T	Late February	~50 per delegate	Easy-Intermediate	Early February
ACMUN (one-day)	Late March-early April	www.acmun.org	Oakville, Appleby College	Appleby College	Late February	~40 per delegate	Committees range in difficulty	Early February

A “Conference Spreadsheet” from a high school MUN team's Resource Binder

The XII Annual Session of the Amman Model United Nations Conference



AMMUN'13 Conference Package

30th - 4th of November 2013



مدرسة البكالوريا - عمان
Amman Bacculaureate School



THIMUN Affiliated
Conference



Invites applications for the following position:

THIMUN Qatar Technology Coordinator

POSITION OUTLINE

The Technology Coordinator is responsible for providing direct support related to all activities involving planning, implementing, and evaluating programs originating from the THIMUN Qatar Regional office. As such, the Regional Coordinator will assist in planning and implementing all activities. Under the general supervision of the Head of THIMUN Qatar, the Technology Coordinator will be responsible for supporting the implementation of information technology, managing and improving the organization's database, developing professional development and providing solutions for educational resources to integrate technology for students and schools within the THIMUN Qatar mandate.

QUALIFICATIONS:

Have a demonstrated record of working with databases and database management (SQL and MySQL database and Linux server administration)

Extensive experience with Java and Object Oriented Programming, Java Servlets and Tomcat, Eclipse Plugin Development

Experience with the following programming languages: AspectJ (Aspect Oriented Programming), HTML, HTML5 Design elements, Javascript, Ruby, and CSS

Experience in data manipulation, query input and data extraction, and querying databases for information. Preferably experience in sqlite3 or mongo db.

Experience in managing a Blackboard online classroom

Ability to manage multiple projects and work with a wide variety of adult student volunteers.

Excellent interpersonal skills both in person and through telecommunications, with high professionalism.

SALARY RANGE AND BENEFITS:

Salary On offer, Benefits include furnished accommodation, annual flight leave, international health insurance, 37 days of annual paid leave and numerous other benefits.

START DATE: August 1, 2013

POSTING END DATE: May 19th, 2013

QLC 2013

QATAR LEADERSHIP CONFERENCE
September 26th-28th, 2013
Deadline for Registration June 30th

