The Olive Branch
Model United Nations Newsletter

Vol. I Issue IV
May 2013

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
9/26 - 9/28 Qatar Leadership Conference

Online MUN:
5/5 O-MUN Security Council
5/12 O-MUN Asia
5/18 uniMUN
5/25 O-MUN Global Debate
5/26 O-MUN Middle East/Africa

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 sustainability 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. Whether you’re the former group graduate, 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. Creating a club that’s been such a large part of your life is a way of giving back to society, and keeping the club going is the key to long-term sustainability.

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 sponsored by the Tehran 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, rediscovering 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.”

Continued on page 5

Film Festival

BY Cameron Janzen

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In the Beginning

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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, representing the global culture for the 21st Century. From the 20th to the 23rd of March, the intense debate sessions and exciting social events gave everyone a memory to take home with them.

With inspiring guest speeches by the likes of Ms. Fatma Al Matar, 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, 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 Dhahran but attends school in Bahrain. This Ibn Khaldoon National School 10th grader finds herself 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 fabulous 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 African 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 Khaldoon National School in Bahrain, Marina Najm from St. Joseph's School in Beirut, and Jayesh Kaushalshar 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, Samim 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 Willem-Alexander's high school in Bahrain. This Ibn Khaldoon National School in Bahrain. This Ibn Khaldoon National School 10th grader finds herself at the helm of the most diverse and global leadership team in MUN history.

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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 partici- pated in the April Security Council deb- ate on the issue of creating a Standard for Intervention: The Security Council debate facilitated by Online MUN is a two-phase program. Prior to the ac- tual debate, the delegates that wants to lobby and create a resolution will con- vert 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 de- bate, there are delegates from India, Malaysia, Africa, Turkey, Vietnam and even Australia. You can see a great va- riety 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 little to none 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 interesting 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 a Security Council debate that features 5 nations each with a decisive veto power, but also, between China, Russia and the United States, there exists a huge disparity in terms of the perception the term ‘intervention.’ Usually, the debate turned out to be a showdown between these 3 nations each not reluct- tant in using their veto powers in de- terring 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 blis- tering crossfire between the two blocs then surfaced, with each nation recit- ing former failures of intervention and unjust justification of intervention by individual states. What appears to be a very simple topic turns into those un- ending debates where new contentions are formed constantly while others have not even ended.

**Why join OMUN?** The online de- bate environment created by OMUN gives MUN a magical touch, bringing MUN into another level. Because each delegate is unknown to each other, it is 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 one thing you have to consider that is the dynamic of your voice.

Through my experience as a moderator and a dele- gate, 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 con- venient 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 On- line 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. Join- ing 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!

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**MUN Scene in Lebanon**

By Hasan Shami

**AS IT DOES** every April, Lebanon wit- nessed one of the largest conferences in the Middle East: the Global Classrooms Lebanese American University Model United Nations (GCLAU/MUN). The conference was held over the course of two days on the premises of the LAU campus in Byblos and Beirut. Under the slogan of “Dream more, be more,” LAU launched its 8th annual MUN conference, with around 1,000 high school students in attendance this year, distrib- uted 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 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 concur- rent issue which produced a quite in- novative resolution, with input strictly from delegates that have little to none 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 interesting crossfires and interesting arguments.

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**Monthly Report from Jordan**

By Shambhavi Tiwari

**THE MUN SCENE in Amman is current- ly very exciting. With MASMUN (Mod- ern American School MUN), AMMUN (Amman Mun) and AMMINI-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 separ- ated into three forums: the General Assembly A and General Assembly B. Delegates are keenly learning and hence all resolutions that were en- tertained focused on public awareness and empowerment. Delegate participa- tion in this MASMUN was also much improved, with the younger delegates showing enthusiasm and commitment, as the Secretary-General and the Depu- ty 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 AMMINI-MUN, of the Amman Baccalaureate School, are cur- rently in progress. Chairs and presidents have met several times already and pres- ident packets have been submitted for AMMINI-MUN. The topics of this year have been strictly kept under wraps, but eve- ryone is very excited, as the team this year is well chosen and highly commit- ted. With meetings twice a week, AM- MUN’s Big Five, presidents and chairs are working hard! AMMINI-MUN, an MUN similar to AMMUN, held for dele- gates in eighth and ninth grade, will be held next month. There are two forums: General Assembly A and General As- sembly B. Delegates are keenly learning how to write resolutions and position papers, and the presidents are sure of a very successful conference. Addition- ally, 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 cracking 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 film and 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.worldoutsidemyshoes.org.
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 Logman of Athabson 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 Elshey 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.

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 Ctrl+D+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 jO2-MUN platforms. She may be reached at rowek@tas.edu.tw.

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**Point of Order**

**By Cameron Janzen**

I recently finished reading a book by Peter Drucker titled “Managing the ‘Non-profit’ Organization.” My 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 the main, these are profit-related objectives that are quite straightforward and easy to define—profit. While this is not the only objective of a business management, it is the primary focus. We tend to set profit 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 misconception with non-profit leaders is their belief that the action of doing something about a problem serves as the performance indicator rather than more focused analysis of results and resource allocation. We tend to discuss 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 invested 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 time are precious and 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? These are the questions we need to ask ourselves as we begin to think about 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 conference compared 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 a 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 Debatabase. 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 authorize military action against a sovereign state. Currently it consists 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 dramatically 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.

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 contribution 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 therefore 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.

Four out of five permanent members are industrialized and four out of five are ‘European’. The four-fifths of mankind 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 see 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 the blocks almost always opposed each other, the Security Council had significant difficulty passing any meaningful resolutions. Up until 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 on 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 demands and 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 legitimatize 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 Results 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!
Living by the Five Cs: The Ultimate Model UN (and Life) Philosophy

By Conna Walsh

As my sixth year of Model United Nations is wrapping up, I can’t help but to reflect on all the experiences that have led me to where I am today. After attending over twenty-five conferences and fulfilling numerous roles as delegate, chair, and many more, I have come to realize that I would have gotten absolutely nowhere without the help and support of my team mates, both in high school and in college. Team unity is essential to a successful Model UN delegation – without cooperation and support, a team falls apart. My Model UN coach (yes, he was a coach, not an advisor) in high school constantly made it clear to us that team unity was always top priority no matter what, and this is what made us successful not only on our circuit, but in life as well. The following characteristics are the Five Cs that my coach preached to us as making up the essential backbone of a team.

1. Character: There’s an idea that the way you act when you are by yourself, and the way you act when no one is looking, is the true definition of who you are as a person. This is also the definition of character. My coach always made sure that we understood that just because you won the gavel, it doesn’t automatically make you a better person than everyone else. You could win one hundred gavels, but in the eyes of our coach, it didn’t matter unless you portrayed a great deal of character. By encouraging your teammates to improve themselves beyond the scope of public speaking and debate, you will foster a team unity that is strengthened by the good character of its members.

2. Caring: Going along with the concept of character is the notion of caring. Teammates must care about each other in order to succeed. My coach would always begin every training session or meeting by asking every single person in the room a simple yet sincere question: “How are you doing?” By ensuring that your teammates know that they have people talk to and turn to for support, you can make sure that your team is mentally strong enough to weather the challenges it will face at conferences and in life situations. In short, look out for one another.

3. Chemistry: While disagreement fosters discussion and innovation, too much dissent can lead to unrest and anger. On a Model UN team, chemistry is necessary not only so that everyone has fun, but also to make sure that every member feels safe and comfortable around their teammates. Promote team chemistry by planning social events outside of an academic setting, such as going out to dinner with your team or seeing a movie together. By planning events such as these, your team members will undoubtedly become friends, and the increased chemistry of your team will help you succeed on the circuit.

4. Commitment: There’s no way for a team to succeed if its members are not committed to its cause. Because Model UN is a lot of hard work and intensive effort, it might be difficult to get people to commit to your team. If you make sure to highlight the benefits of joining Model UN, however, you might be able to attract the right kind of hardworking kids to your team. Tell people about your leadership skills, or your public speaking abilities, or how you’ve learned to network. Tell people about the close sense of camaraderie that you feel with your teammates. By building a great team, you will be able to attract individuals who are just as committed to Model UN as you are.

5. Competence: One of my favorite sayings that my coach had still pops into my head from time to time when my motivation falls to dangerously low levels: “Work hard or go home.” Skill levels are obviously on a sliding scale across a Model UN team, from veteran delegates to new members who are still learning. But even if your skills might not be the best on your team, what is stopping you from working your hardest and doing your absolute best? In my coach’s eyes, competence wasn’t so much a measure of your skills; it was more a measure of your overall effort. As long as you worked hard and put in 110% of your effort, you were considered to be a benefit to your team.

All in all, team unity can be accomplished in many ways, and there are so many different kinds of teams that there is not a perfect method. But if you follow the philosophy of the Five Cs, your MUN team will not only be successful on the circuit, but it will also be a great support system for your team members.

Interested in writing for the Middle East MUN Newsletter? The submission cycle ends on the 30th of each month. Articles and an accompanying photo/caption should be emailed to info@bestdelegate.com.
Great Expectations, cont.

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, unexperienced 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 get 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, Model UN 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 significantly smaller 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 your club has attended.
2. Keep a list of training ideas to use in the future.
3. Make a list of all the conferences your club has attended. This list should include costs, average difficulty, past results, chairs and anything else you know to make planning easier along the way.

Consolidate your resources. Leave an exit report. An executive with experience will give 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.

Leaves an exit plan. 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Take place</th>
<th>Website</th>
<th>Location</th>
<th>Hosted by</th>
<th>Registration deadline</th>
<th>Fees (approximate)</th>
<th>Difficulty</th>
<th>Start organizing</th>
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<td>U: MUN</td>
<td>Late September – mid October</td>
<td><a href="http://www.umn.org">www.umn.org</a></td>
<td>Toronto; Upper Canada College</td>
<td>Upper Canada College</td>
<td>Mid - September – September</td>
<td>~35</td>
<td>Intermediate</td>
<td>Early September</td>
</tr>
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<td>SSUNS</td>
<td>mid-November</td>
<td><a href="http://www.ssuns.org">www.ssuns.org</a></td>
<td>Montreal, Quebec</td>
<td>McGill</td>
<td>mid-October</td>
<td>~350 per delegate, including transportation, travel accommodations</td>
<td>Intermediate - Hard</td>
<td>Mid-September (or as early as June)</td>
</tr>
<tr>
<td>ACMUN</td>
<td>Late March – Early April</td>
<td><a href="http://www.acmun.org">www.acmun.org</a></td>
<td>Oaktown, Appleby College</td>
<td>Appleby College</td>
<td>Late February</td>
<td>~40 per delegate</td>
<td>Committees range in difficulty</td>
<td>Early February</td>
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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

Amman Baccalaureate 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