**The Vision behind the Qatar Leadership Conference**

By Nasser Atiyah

"The task of leadership is not to put greatness into people, but to elicit it, for the greatness is there already." - John Buchan.

**FOR THREE DAYS IN September, the student executive team will be working hard to elicit the greatness of the MUN and Film leaders attending the Qatar Leadership conference.**

Leadership is an extremely vital quality that might well be in every single one of us; it is one that can be used in both, MUN related activities and real life. It doesn’t matter what type of leadership one aims to develop—the QLC’s most prominent goal is to provide the people that attend the conference with the necessary information and skill that would allow them to excel in the fields that they are interested in.

One might ask, however, what people do in the Leadership Conference and what makes it so different from regular MUN conferences? In essence QLC basically consists of a wide range of workshops conducted by up to 100 speakers from different ages and cultural backgrounds discussing distinct topics. These themes range from learning how to write a resolution, all the way up to applying to universities, and back down to shooting your first short film. The sessions are not restricted to presenters “teaching” something in their workshops, but instead,

**Reflections from O-MUN’s SG**

By McKenna Tucker

BUILDING O-MUN with Lisa from the ground-up has been an experience that has changed my life. From standing at the frontlines of international affairs with global youth on a daily basis, to the leadership capacities I've been able to explore and hone, to traveling to THIMUN with O-MUN’s premiere delegation, to the friendships I've made along the way, this journey has been one for which I will eternally attribute

**jrO-MUN Revolutionizes Security Council Debate**

By Rohan Sinha

**In Late April, North Korea invaded South Korea, threatening the world with nuclear war unless the international community lifted all sanctions. Of course, this only happened in a Security Council conference room in Taiwan at TASMUN (a junior conference hosted by the Taipei American School), but for the passionate middle school delegates who were participating in the simulation, the atmosphere certainly felt as intense as a real Security Council crisis.**

The bulk of the nations present—excluding the P5—were Middle Eastern, since the two

**From California to Qatar**

By Ryan Villanueva

**BACK IN September, KFC and I taught MUN workshops at the Qatar Leadership Conference and at schools around the Middle East region. Last month, we were invited back to the Middle East to teach “MUN Training Camps” in Jordan and Qatar. Between camps, we had one-in-a-lifetime experiences seeing Petra and the Golan Heights. And along the way, we discovered why a part of the Middle East is called “the Promised Land.”**

**MUN students at the Amman Baccalaureate School listen to Best-Delegate co-Founder KFC present a lesson**

By McKenna Tucker

**Conference at Amman Baccalaureate School**

In Jordan, KFC and I worked with the MUN program at Amman Baccalaureate School, led by advisor Peter Carrigan. We helped ABS students prepare for their inaugural A-mini-MUN, a one-day local conference designed to introduce delegates to MUN, which was organized by student leader Jude Shammout.

Prior to the conference, KFC and I worked with ABS’ eighth grader students on resolution writing and lobbying. We also worked with ABS’ ninth, tenth, and eleventh grade students. We explained the rules and procedures of MUN, conducted mock conferences, and practiced specific cases. The students held a Security Council debate (a junior version of a Security Council conference), which I will eternally attribute

**Reflections from O-MUN’s SG**

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**IN LATE APRIL, North Korea invaded South Korea, threatening the world with nuclear war unless the international community lifted all sanctions. Of course, this only happened in a Security Council conference room in Taiwan at TASMUN (a junior conference hosted by the Taipei American School), but for the passionate middle school delegates who were participating in the simulation, the atmosphere certainly felt as intense as a real Security Council crisis.**

The bulk of the nations present—excluding the P5—were Middle Eastern, since the two
Community and Service Trip to Sri Lanka

By Noor El Talmas

As part of their commitment to community and service learning, a group of eleventh graders from Qatar Academy recently travelled to Sri Lanka to support their community development project.

Initiated by students involved in the Qatar Academy MUN program in 2009, the community and service program has been making significant improvements in the lives of the residents of Ervar. QA supports over 250 students to attend educational programmes in the evenings focusing on English language and information technology. In the past, QA students have helped raised funds to run the Ervar project as well as to build a two-storey block school.

Throughout the academic year, Qatar Academy students do a variety of activities to raise awareness and funds for the students’ community in Ervar. This year is when a group of students travel to Sri Lanka and visit the community and people they have been working with over the past year. One of the student participants, Noor El-Talmas, recalls the instant connection made between students and the community members.

The opportunity to meet the Ervar community was an unforgettable experience. Despite this being our first time to meet them, the village embraced us with open arms. They showed us love, respect and uttermost care. What makes the project exceptional and unique is that Ervar was home for us; it was a special first day; they welcomed us as a family, as one of them. If there is anyone to be thanked, it is the people of Ervar and their ongoing efforts and accomplishments in establishing a social support program.

One of the activities students were involved in during the trip was teaching English lessons to the local students. Alaa Ibrahim noted, “We went to Sri Lanka to teach kids, but instead they taught us. They taught us how to look at the world in a different way and how it is important to see what others offer and give us. We might be different on the outside but we are the same in the inside.”

Students also contributed to the community by conducting a number of water quality tests in the community. Likewise, Qatar Academy students taught the local high schools students how to conduct the tests so that water testing could be ongoing. Students raised funds in order to provide the community with the equipment needed to conduct the ongoing tests. Science teacher Mike Knickt said, “Not only did students complete the requirements of an integrated science project; they also tried to solve a real community issue, they saw how different people lived within the community, they taught local students how to carry out the same tests and finally but not least developed an enduring bond with the community and its students. It is an experience they will not forget.”

Asa Abdullah explained, “Their faith, aspiration and perseverance in life is inspiring. If I could only describe to you the looks on their faces while merely speaking with us, I’ve never had anyone treat me like that or react as such to me. Really does hit you hard; especially how willing they were to give despite their limited possessions. They highlighted the importance of selflessness. It was fascinating how different yet similar our priorities were.”

Visiting the project, in which many of the participating students have been supporting for years, made students realize the impact their actions can have on a community said Shakeer Ahmed. “Coming from Bangladesh, I had become used to the images we so often see today of disparity. But this project has taught me the beauty of hope and happiness. I have learnt to see things in a different light, and have become more moved to try and create a change.”

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

The Olive Branch

Jennifer Ban, Lead Editor
Ashley Inman, Best Delegate Media Associate
Staff Writers: Contributors: Nasir Ayati, Kim Bishop, Tehya El Zawahry, Sarra Hamid, Nasser Atiyah, Ash Lee, Jawaher Al-Hajri of the American School in Doha, Ryan Alam of Dubai College and Leeven Trindade of the Park House English School. We have been working hard to provide you a detailed report for everyone involved and hope you can join us. Nobody should be left out. QLC 2013 as the same leader, student or coordinator as they came in.

topics for the conventional debate had been the situation in Syria and the conflict between Iran and Israel. This posed a problem for many East Asian nations present in the committee.

However, through Junior Online Model United Nations (jro-MUN) special e-mails representing North and South Korea, Japan, and other countries were brought in virtually to participate in the debate of the crisis resolution. These virtual delegates were from the American Community School in Amman, Jordan, Ibn Khaldoon National School in Manama, Bahrain, and Dubai International Academy in the United Arab Emirates.

Delegates in the physical committee room were ecstatic to be collaborating with delegates half-way around the world via Blackboard’s collaborative web conferencing tools; indeed, some of the virtual delegates were from countries the face-to-face delegates had been representing at the conference. While for many participants this was a first glimpse into the world of online MUN debate, some of the students from Taipei and Amman who had collaborated in previous jro-MUN Global Debates and had even met in person at MY-MUNOFS, Overseas Family School’s middle school constituency, months earlier. Together, they grappled with their options for responding to the North Korean attacks.

The delegate of Guatemala, in a desperate bid to avoid nuclear war, suggested the SC should cede South Korea to North Korea; however, France, Morocco, PRG, UK, Iran, and Israel lined up with Points of Information to dissuade the Council from taking such extreme action. Nevertheless, after receiving a brief lesson on the concept of Mutually Assured Destruction (MAD) from the chair, delegates unanimously agreed to prioritize avoiding a nuclear catastrophe, ultimately constructing a peaceful resolution calling for a ceasefire.

The delegate of Morocco, Seamus Boyle, reflected on his SC crisis experience, saying, “It was a great way to close discussions, seminars and reflections on personal experiences are all other approaches that workshops can take to in order to communicate their messages. Generally, the workshops presented enhanced understanding of specific concepts of skill building, community and service, organization, film/media studies, teaching and conceptual learning which the conference revolves around. The diversity of workshops results in making this a very beneficial experience to everyone that chooses to attend, whether they be students, a teacher, a student or even a presenter.

This year’s student executive team, comprising Saudi Arabian and Jamil Allen of Qatar Academy, Jameer Al-Hashi of the American School in Doha and Ryan Alam of Dubai College and Leeven Trindade of the Park House English School. ‘We have been working hard to provide a year defining and memorable experience for everyone involved and hope you can join us. Nobody should be left out. QLC 2013 has the same leader, student or coordinator as they came in.'
My MUN Story

By Yehya El Zawahry

MANY PEOPLE have wondered why some students are intimidated by Mod-
el United Nations or are unmotivated to join, while others that have newly
joined or are experienced in Model UN seem to really both enjoy it and love
it. Here is my own explanation of why I was inclined to not join MUN in the
beginning, and how I felt after I have joined.

I am generally a busy student with not
a lot of time on my hands. It’s either do-
ning assignments, working on projects,
completing homework, studying for the
upcoming test or exam, doing side hobb-
ies, etc. I generally saw MUN as a place
where people interested in international
politics, political sciences, and public
speaking would go to practice and do
what they enjoy because they have some
time on their hands that they can put to
good use.

My problem with that in the begin-
nning was that I was not willing to put
in the extra effort to research a country
and its topic in a specific United Nations
committee that I knew nothing about;
after that, I would get sent off to a con-
ference where I felt I would have been
humiliated. I essentially saw no gain out
ference where I felt I would have been
worth spending time on because you
now find it extremely interesting and
improvement to my personality, since
speaking in front of people was a major
issue. Likewise, it has allowed me to gain
a big large amount of information on
international relations and the UN. Yet
the main reason why my thoughts on it
have changed so much is mainly due to
the conference itself, which is when my
eyes really opened up to what MUN is
all about; a great place where delegates
meet to debate and negotiate topics in
order to find a solution for it collective-
ly. This is coming from someone who
thought that the Security Council was a
branch of the United States government
and that the General Assembly was a
non-governmental organization 1 week
prior to joining MUN, and then during his
first conference he won the best del-
legate award.

This is essentially my story of why I
was inclined to not join MUN in the be-
ginning, and how joining it and going
to a conference completely changed my
entire perspective. The main thing is
to have general knowledge of your country
and what you are talking about; every-
thing that follows is simple.

My Chat with the Secretary General of
THIMUN Qatar

By Sarra Hamid

AMONG THE excitement of the high-
ly anticipated THIMUN Qatar conference,
the role that receives the most limelight
is the prestigious role of Secretary-Gen-
eral, which this year will be occupied
by Wessam Kanes, a MUN regular who
worked her way from humble begin-
ning as a delegate, to the top.

We sat down with Wessam for a little
chat about some of her interests. “I like
to listen to Jimi Hendrix, The Beatles,
Queen, Led Zeppelin, I could go on. Al-
most any rock music between the ‘50s and
‘80s.”

However, her love for debate sur-
passes her love for classic rock, “I’ve
always had this drive to find solutions
to the some of the world’s most press-
ing issues through the Model UN for-
mat of debate. It has and always will
be the platform that enables me to push
boundaries, challenge myself, as well as
view world issues from multiple per-
spectives.”

Wessam stresses the positive effects
that extracurriculars had on her debate
skills, “Being a delegate was one of the
most rewarding experiences of my high
school career. It allowed me to harness
my passion for debate by developing
my public speaking and communica-
tion skills. It also helped me to evolve
as an independent and articulate voice
and has equipped me with the necessary
skills to serve as Secretary-General.”

Her passion for debating sprang from
her interest in global issues, “I started keeping up with what
was happening in the world at a young
age and I always try my best to keep my-
self updated with current events.”

As Secretary General, Wessam dis-
cussed her approach to the 2014 THI-
MUN conference values, “In any MUN
conference, a level of professionalism
needs to be maintained. But that doesn’t
mean that people can’t have fun and
make the conference a memorable ex-
perience.”

Despite the major responsibilities up
ahead, Wessam expressed her enthusi-
asiasm for THIMUN Qatar 2014, stating

Wessam plans on approaching her
duties with a completely positive atti-
dude. “I am optimistic about the confer-
ence and the experience that it will re-
ward all of it’s participants with.”

‘I’m very excited about what I’ll be do-
ing for the months up ahead, I have
an excellent team to work with, and I’m
confident about the future outcome.”

Catch Wessam in action as Secretary-
General in this year’s THIMUN Qatar con-
ference, “It will be a memorable and
rewarding experience for all.”

Monthly Report from Jordan

By Shambhavi Tiwari

Jordan’s AMINI-MUN was a huge
success this year, AMINI-MUN, targeting MUN-
ers of younger grades, is a part of the
MUN program of the Amman Bac-
calaureate School. Its presidents and
chairs are also involved in the upcom-
ing AMMUN; hence, they have a broad
knowledge base and are quite experi-
enced. AMINI was divided into two
forums: General Assembly and General
Assembly B. The assemblies discussed
a wide array of topics, including topics
about the human rights of the Palestin-
ian population as well as nuclear disar-
mament in the Middle East. Delegates,
though young, were keen to participate
under the watchful eyes of their chairs
and presidents.

Additionally, delegates found it
helpful to practice for the upcoming
AMMUN conference by familiariz-
ing themselves with AMMUN rules of
procedure, which follows the THI-
MUN rules of procedure. Delegates
were aware of when they made minor
mistakes in their speeches (such as us-
ing personal pronouns) and often cor-
corrected themselves, which strengthens
my belief that they memorized the rules
of procedures before attending the con-
ference! It was a pleasure to see that del-
egates at such young ages were able to
maturely and confidently debate issues
of global importance, with thorough
resolutions, valid points of information,
and logical amendments. It was evident
that these delegates had received excel-
leant training from their chairs. I would
like to laud the AMMUN team for such
a well-organized conference!

With AMINI-MUN and AMMUN on the calendar, MUNers in Jordan prepare
for an exciting finish to their debate season.
Preliminary list of Qatar Leadership Conference Presenters Released

By Cameron Janzen

THE SECOND annual Qatar MUN and Film Leadership conference recently released their preliminary presenters list. Over 50 different speakers from around the world will be presenting at the conference this year making this conference a must attend event for any MUN director.

The leadership conference is co-hosted by Georgetown University School of Foreign Service in Qatar, Northwestern University in Qatar, and THIMUN Qatar. The conference has two main goals, to provide quality workshops in order to support high school students and teachers ability to organize successful MUN and Film studies and to provide an annual meeting place for MUN and Film leaders to exchange ideas and develop partnerships.

The conference program will feature educational, diplomatic and MUN leaders from the United States, Canada, Germany, the United Kingdom, Netherlands, Germany, Somalia, Israel, Jordan, Oman, UAE, Qatar, Singapore, Taiwan, and China. Please see the THIMUN Qatar website or the Best Delegate website for more a complete listing. The registration deadline for the conference is June 30th.

Featured Presenters

Carl Wilkens was doing humanitarian work with his young family in Rwanda when the genocide that eventually took over 800,000 lives was launched in April of 1994. Carl refused to leave though thousands of expatriates evacuated and the United Nations pulled out most of its troops. He was the only American to remain in Kigali, the capital city. In order to bring food, water, and medicine to orphans trapped around the city, he built relationships with those involved in the slaughter. His actions saved the lives of hundreds. For nine years now, Carl has been speaking in schools on nearly every continent. In 2008, he and his wife Teresa founded World Outside My Shoes, an educational nonprofit organization committed to raising awareness about genocide and intolerance. To learn more, please go to www.worldoutsidemyshoes.org.

Dr. Rodney Sharkey is a native of Dublin, Ireland where he studied literature at University College Dublin (B.A. and M.A.) and Trinity College (Ph.D.). Having taught at Trinity, Dublin City University, and the University of Limerick, he relocated to Cyprus where he lectured at Eastern Mediterranean University for seven years. His specialized fields of interest are in Anglo-Irish literature, critical theory, performance dynamics and popular culture. He publishes regularly in journals such as Modern Culture Reviews, Journal of Beckett Studies, Perspectives on Evil and Human Wickedness and Reconstruction and he produces and directs theatrical and musical events, such as “Haas” (2001), “Catastrophe” (2002), “Glengarry Glen Ross” (2004) and “Baggage” (2005). He was the curator and director of the hugely successful Inscriptions in the Sand conference and arts festival, which became an annual event in Cyprus between 2002 and 2005. Impressed by the vision and dynamism he has encountered at Qatar Foundation, he is very pleased to be teaching writing, through literature, in the Pre-Medical Program at Weill-Cornell Medical College Qatar.

Dr. Todd Kent is the Assistant Dean for Academic Affairs and a member of the political science faculty at Texas A&M University at Qatar. Todd formerly served as the Liberal Arts Program Chair. He has an extensive background in public opinion research and political consulting, and regularly provides political analysis for Al Jazeera English. His academic research interests include presidential foreign policy decision-making, political risk-taking and the relationship between religion and international relations.

Alain Meidinger serves as the co-chair of THIMUN Foundation Board, one of the largest MUN organizations in the world. He has a Master’s Degree in History and Geography from the University of Bordeaux, France and is currently a History and Geography Teacher at Lycée français in The Hague, Netherlands. Alain is also Chairperson of the French MUN in The Hague and is a member of the Lions Club Den Haag Universal, Netherlands.

Benjamin Bottorff is passionate about telling the stories that have not been told, through the medium of film. He is a filmmaker and film teacher originally from California, but now resides in Switzerland where he works at the International School of Geneva. Benjamin completed his first film in 2011, and is now writing and in pre-production for a film set in the Middle East. He works closely with MUNs, International Organizations and NGOs to bring stories from around the world to life.

David Burton is the Founder and Managing Director of Burton Consultancy, a company that specializes in training, facilitating, consulting and business coaching. Born in Brisbane, Australia, he has lived in England, Japan, USA, and for the last eight years in Doha, Qatar. He has spent his career dedicated to adult learning and management development around the world. His formal training is in education where he graduated from Griffith University. Burton Consultancy was created to meet the needs of companies and organizations in the region that require world-class training and consulting but with a local focus.

David Williams is the Founder and former Chairman of the THIMUN Foundation. He is now a retired teacher and serves on the THIMUN Foundation Advisory Board as well as on the O-MUN Board of Directors.

Dr. Eugene Geis, is one of the authors of MUN-E and the creator of ModeIUNEducation.com and TheMUNiversity.com. His personal experience with education, social dynamics, and interpersonal skills led him to the formulation of a Social & Emotional Intelligence instruction strategy that is being taught to executives and CEOs throughout the world to increase the productivity of business relationships between employees and B2B.

Liina Baardsen works as Curriculum Manager in the Diploma Programme development team at the International Baccalaureate Organization. She leads the curriculum review of IBDP subjects Global Politics, Economics and Business Management. Before joining the IBO, Liina worked as DP Coordinator and Economics and Theory of Knowledge teacher in Norway. Her prior work experiences include strategy work at a large Northern European media company called Sanoma and the management consultancy McKinsey & Company. Liina holds an MA in Philosophy from Victoria University of Wellington and a BA (Hons.) in Philosophy, Politics and Economics from Oxford University. She hails from Finland.

Sarah Hübner raised in German and English, is a passionate teacher and theatre practitioner. She obtained her BA, MA and PGCE in Devised Theatre and Modern Languages at 4 universities in the U.K. and the U.S. In 2012 she also completed several educational courses at Harvard University in the U.S. Over the past 12 years, she has toured with two of her own theatre companies in Europe and she worked on interdisciplinary projects with artist networks such as Spacewalk and Tango Beats. Teaching theatre workshops to people of all ages has always been part of her practice. In 2007 she started teaching full-time in Secondary Education. Since 2010 she has been acting and working with Munich’s English speaking Theatre Company, Entity Theatre and she is also a co-founder of Munich’s most successful English speaking theatre improvisation group Bake This.

Wilma Derksen is a powerful advocate regarding the need for forgiveness within leaders and society. Since the abduction and murder of her daughter Candace in 1984, Wilma has influenced students around the world by telling her story. She has worked with support group of survivors of homicide, organizing dialogues between victims and inmates in prison, and addressing victims’ needs for restorative justice conferences.

Sarah Hübner

Dr. Rodney Sharkey

Dr. Todd Kent

Alain Meidinger

Benjamin Bottorff

Liina Baardsen

Wilma Derksen
Reflections from O-MUN’s SG, cont.

By Kim Bishop

Many would think that Middle Years students are too young to grasp the diverse topics found in debate at Model UN conferences. Through experience, I have discovered that not only are students in Middle Years capable, they are eager to participate fully in the experience. Since the Middle Years Social Studies curriculum in Canada revolves around Ancient Societies, implementing world issues and current events into class was a natural extension from the routine of textbooks, powerpoints and lectures.

Integrating MUN into the regular classroom studies has been instrumental in the growth of the program at the school. Students are eager to participate knowing exactly what they will be expected to do and it is quickly becoming one of the most anticipated events for Middle Years students at Heritage. If critical thinking and issue based analysis was not already a part of daily study for Heritage students, the jump to learning these skills for MUN would have been a drastic leap. Instead, with regular implementation and discussion of complicated issues for class, our younger students quickly latched onto the ideology of MUN and were exhilarated by the opportunity to do so.

Implementing a Middle Years MUN program is not as instantaneous as it would be in a High School setting. Many Middle Schools students have already obtained the skills necessary to be effective in MUN. Middle Years students require more guidance and support to begin with the daily introduction of a world issue in class. First, present the issue and have the students discuss in pairs. Then, students can expand the discussion in small groups. Have them develop as many ideas as to what the issue actually is before moving into a larger group setting. After a couple of weeks, this process becomes second nature. It forces them to think broadly about topics and without fear that their ideas will be pushed away because in this format, there are no right or wrong answers. This process empowers young students to speak their minds and challenges them to think beyond the classroom walls. This year, all Middle Years students were required to participate in an internal MUN ‘conference’. This internal conference closely mimicked an actual conference experience. All the practice that the students had done in class quickly surged into reality for them as they got to participate in something that “only the older kids get,” and by morning break the phrase, ‘this is awesome!’ began ringing through the halls.

By having these discussions in class, younger students are entering High School with an intense desire to participate in something that ‘only the older kids get,’ and by morning break the phrase, ‘this is awesome!’ began ringing through the halls.

Having been taught to think critically about the issues in our world today has made them view the news and current events from a different perspective. It is for this reason, that regardless of how young, a Grade 7 student may seem, that MUN and world issues will continue to be practiced in classrooms at Heritage. It is these students that will enter High School and beyond with the ability to put themselves in another person’s shoes and seriously reflect on what they had originally thought to be ideal. It is these students that are going to make a difference in the world they live in, both in the present and in the future.

Never Too Young: Why MUN is Necessary in Middle Years

By McKenna Marie Tucker

O-MUN Secretary General and Assistant Director, 2012-2013

Middle school MUN delegates participate in a conference
Resource Corner: UNISPAL

**THE QUESTION OF PALESTINE**

The navigation bar allows you to find documents by using the navigation bar. Examples include key resolutions issued by UN organs.

- **Type of Resources:** Electronic
- ** Purpose:** Research on topics related to Palestine. Easy searching features allow the site to be used by all users.
- **Cost:** Free!

- **Subject:** Palestine
- **Symbols:** Being prepared to debate the issue of Palestine.
- **Title:** The UN resolution on the issue of Palestine and Middle East peace efforts. It allows the delegate to quickly find the key documents over the 70 years.
- **Type:** Using the UNISPAL Supplement feature gives the user access to key documents from non-UN agencies. Once again, there is a search feature that allows you to quickly find documents. For example, click on the subject index and the site provides the users with key categories which are further indexed by date.
- **Date:** While the volume of information available on the site may be intimidating to a first time user, this is a good resource for any delegate serious about being prepared to debate the issue of Palestine.

**UNISPAL DOCUMENT COLLECTION**

**UNISPAL LOGO**

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**THE OLIVE BRANCH**

**JUNE 2013**

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**By Cameron Janzen**

**THE ISSUE OF Palestine** is a popular topic in many MUN conferences. It is one topic that most MUNers have some understanding due to regular coverage in news media and easy access to resources. UNISPAL is the one stop shop for resources on this issue. With over 30,000 text documents, links to supplementary materials, and huge map collection, this resource should be known by an MUN delegate that is planning on debating this issue.

The United Nations Information System on the Question of Palestine (UNISPAL) was established and is being developed by the Division for Palestinian Rights. The main collection contains the texts of current and historical United Nations material concerning the question of Palestine and other issues related to the Middle East situation and the search for peace.

There are over 30,000 text documents in the UNISPAL Documents Collection. They are browsable by Date, Entry, Subject, Symbols, Title, and are fully searchable. You can also easily find documents by using the navigation bar. The navigation bar allows you to find key documents by UN organs or type of document (see below).

- **For example:** click on the Security Council tab and the database will give you access to all UN Security Council resolutions related to the issue of Palestine. You are then given the option to sort according to type of document, date, or subject.
- **For the beginner researcher:** the home page offers UNISPAL-Select. This section contains the most important United Nations documents on the Question of Palestine and Middle East peace efforts. It allows the delegate to quickly refer to the key documents over the 70 years.

**Using the UNISPAL Supplement feature** gives the user access to key documents from non-UN agencies. Once again, there is a search feature that allows you to quickly find documents. For example, click on the subject index and the site provides the users with key categories which are further indexed by date.

- **While the volume of information available on the site may be intimidating to a first time user, this is a good resource for any delegate serious about being prepared to debate the issue of Palestine.**

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**THIMUN O-MUN National Programs Coming to the Middle East**

**By Lisa Martin**

O-MUN is expanding its debating programs at the national level here in the Middle East, with three new programs in the works for the 2013-2014 school year. Hayah International School in Cairo, the Friend’s School in Ramallah, and Amman Baccalaureate School will be starting online debate’s programs for Egypt, Palestine, and Jordan, respectively.

Anyone with a little experience in O-MUN will see the immediate similarities. The platform, the rules and procedures, and even many of the moderators will be the same. But these national programs, being run under the auspices of one school, will focus on expanding online debate into communities and to new students in their respective countries. As such, the National Program initiative will become an increasingly important tool to make Model UN more accessible to students throughout the region. The region’s best debaters are likely living in areas and going to schools where Model UN is not an option open to them. THIMUN O-MUN National Programs hopes to change that.

THIMUN O-MUN anticipates further programs in Qatar, Saudi Arabia and Israel in the coming months. If your school would like to take up the challenge of pioneering a THIMUN O-MUN National Program in your country, please feel free to contact O-MUN Director, Lisa Martin, for more information.

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**THIMUN Launches the MUNIS Database Service**

**By Cameron Janzen**

IN NOVEMBER 2013, two THIMUN-affiliated conferences will become the first to manage conference registration and data management using the new THIMUN database application, MUNIS.

MUNIS (Model United Nations Information System) is a custom-made database application designed by long time THIMUN supporter Jochen Vermeulen. In 2012, the THIMUN Foundation commissioned Mr. Vermeulen to build a database to help with the operations of its three MUN conferences. After successfully using the system in each of its three conferences, the THIMUN Board recently decided to begin offering this service to other conferences around the world. Offering the MUNIS is seen as way of continuing the tradition of THIMUN providing support to partner schools and programs. The goal of the service is provide a powerful conference organizational tool that eases the administrative burden on teacher and student organizers.

MUNISISH (Model United Nation International School of the Hague) and DC-MUN (DoBo College Model United Nations) agreed to trial the database for THIMUN and will be using the system during their MUN conferences in November.

There will be a full time IT staff member working to support this new service. Abhay Valiyaveettil has recently been hired to provide training and offering support services for conferences who want to use the system. With a dedicated staff member to support the service, even schools or conferences without extensive IT support systems will be able to use the service.

For a nominal registration fee, interested conferences will be able to have a online registration system, financial management tools such automatic invoicing, automation of conference materials (such as badges, certificates, and roll sheets), email services, and the ability to conduct demographic analyses.

If you are interested in getting more information about the MUNIS system, please contact any of the THIMUN Foundation offices.
By Cameron Janzen

MAY AND JUNE are the months typically when MUN directors set their calendars for the following school year. Internal calendars are created, conference dates are arranged, and selection of our student executive teams makes the end of the school year a busy time for the MUN director. I have always been a big fan of David Letterman’s Top 10 lists. While I won’t attempt to be humorous, I have created a list of the 10 organization points for conference managers taken from various web sites:

1. Budget accurately. Costs can easily escalate under the best of circumstances so detailed requirements need to be built in at the earliest stage possible. Schools and conferences operate on limited budgets. As there is usually new student leadership each year at MUN conferences, there is a often desire to make the current conference “different” or “special”. These types of requests can often put a lot stress on a budget and can result in conferences going over budget or spending large percentage of the budget one item (“We just want to have a special student officer dinner this year”). “Wow factor” additions to your conference need to be fully evaluated. Extra ideas and options introduced at the wrong time for the wrong reasons can distract and dilute your core messages and objectives.

2. Secure the support of your teacher colleagues. Conference planning and implementation can be a drain on resources. With a number of staff members contributing to the success of the conference you will be amazed at how much more can be achieved. Ultimately everyone will benefit from a successful event outcome.

3. Maximize the event on all fronts. Get your school’s public relations department involved, have the PTA run a concession stand, have the community and service program organize a charity drive. MUN conference should be a community building event. Think of how individual departments or individual members of staff could take link into the event in some way.

4. Don’t assume if you are planning a small low key conference that the time and effort involved will be significantly less. Research, planning and implementation all still need to be thoroughly covered. Even the smallest conference needs to be run professionally in order to secure a positive outcome for students.

5. Build a timeline. If your conference does not have a critical planning list, construct one. Construct the various aspects of the conference and place them on a calendar timeline. A lot of items will need to be coordinated. People don’t register for a conference until they know the entire draft conference program and issues. You need to release your conference information package well before you ask schools to register. I attend a conference where the MUN organizer was upset at the lack of preparation by the delegates yet the conference had only released the issues three weeks before the conference. It shouldn’t be a surprise the 15-16 years came to the conference ill-prepared to debate four complex world issues from a perspective different than their own.

6. Quality, not quantity. It is far better to have fewer delegates and fewer committees that are of good quality than to have lots of average ones. Don’t be tempted to think that numerical growth is a sign of success.

7. Lead the event with passion, enthusiasm, and pride in what you have prepared. I always find it interesting listening to delegates talk about their own conference while attending another Model UN conference. Most often the delegate will comment how much better their conference is in some aspect. I don’t believe delegates are trying to be overly negative; instead, there simply is a tremendous pride and ownership that students have in planning their own MUN conferences. Be proud of your conference and inspire your organizing team to be proud of their work as well.

8. Selection of the venue is critical. Most MUN conferences occur in the host school. Basic understanding of the physical limitations of the classroom size is often not applied to the size of the committee. It is not uncommon to see a classroom, in which the school imposes a class size limit of 24 students, stuffed with significantly more delegates at an MUN conference. The room quickly becomes stuffy and the delegates are irritable and start giving their student officers a hard time. Don’t ask your student officers to work in conditions that you as the teacher would not be happy to work in on a daily basis.

9. Vet your Key Note Speaker. Some of my worst experiences as an MUN conference organizer have happened with the key note speaker. There are two parts to this title Keynote Speaker. Don’t automatically go for the person that is most qualified on the subject matter or has a large public image. They should also be an interesting speaker who can deliver a speech relevant to young people.

10. Was it a success? Finally, gather and measure the feedback. All the money and time you have spent putting on a successful conference needs to be recouped. Take the time to speak to the attendees and gauge their honest opinion about what worked and what didn’t. Spend time after the conference debriefing and reflecting.

Learn MUN from the Experts!

THIMUN Qatar and Best Delegate Middle East Model United Nations Training Tour

THIMUN Qatar and Best Delegate will be teaching Introduction to Model United Nations Workshops at schools throughout the Middle East from September 26 to October 7.

Each workshop is three hours long and focuses on the most important MUN skills, including…

- Understanding rules of procedure and the flow of debate,
- Giving successful speeches with structure and confidence,
- Writing resolutions and lobbying effectively,
- Researching and writing policy statements in an organized way, and,
- And we can customize workshops to meet the specific needs of your program.

Workshops will be led by THIMUN Qatar and Best Delegate staff, including Best Delegate co-founders Ryan Villanueva and Kevin Felix Chan. Graduates of Yale University and UCLA with over 24 years of combined MUN experience, Ryan and Kevin are two of the world’s leading experts on Model United Nations who deliver MUN training around the world.

Participating delegates will be asked to pay a 50 Qatari Riyal participation fee with schools committing to a minimum of 10 participants. If you would like to reserve a training session at your school, please contact thimunqatar@qf.org.qa or contact us by at 974-4454-2014.
Opposing Views: A Universal Language for the World?

One of the key strategies in preparing the United Nations 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, 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 Debate.org. The two sides of debates outlined in an easy-to-use format, this is a great resource for students. This month’s opposing view will focus on the idea that: The United Nations should support the development of English as a global language.

Background

In the 20th century, English became a global language; it is the language of trade, diplomacy and the Internet. English has 400 million mother-tongue speakers in the world, and another 700 million second-tongue speakers. There have been many dominant languages before in history. However, these languages have always been the language of the elite. English is both much more widespread geographically and is not just an elite language so having a much stronger position and is in a much better position to become a single language for everyone. But is the marginalization of other regional languages, a good thing? The advance of English is resisted within many cultures who see language as an essential component of identity as well as a key tool for accessing the history and literatures of individual peoples, yet others believe one global language would be useful. Should everyone be taught English as to make the language the only one globally?

Points for Developing a Universal Language:

Point: A Global language is necessary in a globalized world.

The world is becoming increasingly more and more globalized and a common language of communication is necessary to help this continue. Countries are more interdependent than ever and with the advances that we have seen in technology in the last few decades, communication is instantaneous. For us to be able to effectively communicate, especially within fields such as international trade and economics, as well as diplomacy, a common working language is key. McDonalds for example have almost thirty thousand branches in almost every country in the world within such big global companies communication is essential. Not surprisingly these multi-national companies increasingly opt for English as their corporate language regardless of where the company originally comes from, for example Japanese company Rayakawa made English its company language from 2012.

It would not be impractical to have everyone learn English.

The United Nations already has universal education high up the priority list. The second millennium development goal is to achieve universal primary education and to ‘ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling’. Universal schooling is the key to teaching a global language. This does not mean that children will be forced to learn a global language, but because of the utility of the language most will want to when they are given the opportunity. The global spread of English encourages non-native speakers to learn a second language; English. Without English, a second language would only slightly increase the number of people you could communicate with. With English there is a stronger incentive to learn the single language that will dramatically improve your ability to communicate with others around the world.

Language extinction does not mean communication extinction.

Most of the world’s seven thousand languages will no longer be spoken by the end of this century. So what? The Economist recently reported that 20 African languages have recently died and another 300 are endangered. In Southeast Asia, another 145 are on the verge of disappearing. Should we moan, resist, or say ‘Good riddance?’ Any loss can seem threatening, and so the knee-jerk reaction to warnings about languages is an urge to conserve them. But what’s to be alarmed about? The disappearance of a language is not like, say, a local crop failure that causes starvation. In other words, if some obscure language ceases to be spoken, it is not as if millions or even dozens of people will be unable to talk. All it means is that the people who would have spoken that language will speak a different language.

Fewer languages makes economic sense.

Translation is very expensive, but while there is no common language also necessary. All sorts of documents have to be translated into several languages even within countries. The European Union is the big example of this with all documents needing to be translated into every member state’s language. The total bill for the EU in translation fees was €800 million in 2004, that’s €2 per citizen. With a global language this will be cheaper and quicker as well as reducing the potential for misunderstanding. Is this worth spending billions of dollars in a futile effort to keep variation? The world only needs 2 or 3 languages, not seven.

Points against Developing a Universal Language:

A Global language is neither necessary nor easy.

The world today demonstrates that globalization can occur even without a global language. McDonalds has obviously not been hindered by having to speak different languages in different countries. As a company that employs people on low wages and is based on a franchise system there is no need for employees to be able to speak a global language to be able to serve their local customers. Meanwhile in international relations, speaking a guest country’s language is generally seen as good manners; even from tourists. It will be difficult and impractical to make everyone learn the same language. Picking just one language disadvantages those whose languages are replaced especially if they are unable or unwilling to use the new language. It would be extremely difficult and expensive to teach everyone the new language, especially when literacy levels, even in their own language are very low in some countries. Those without enough language skills may find it hard to get a job at all, thereby disadvantaging those without access to good education, something that is seen in countries where knowledge of English is becoming essential, such as Spain.

Having a single language is a slippery slope to a decline in freedom of thought.

A single language reduces the freedom of thought. In George Orwell’s 1984 orwell placed an essay at the back of the book explaining the novel’s concept of Newspeak, a single language formed by the novel’s dystopian government in order to eradicate free-thought and what is known in Newspeak as ‘crimethink’. To force everyone to learn a single language is a ‘slippery-slope’ towards this type of language, as cultural identity would be the first thing that is lost and then maybe free-thought would eventually go with it.

Local language and culture would decline significantly.

Language is the primary form of cultural recognition, and if this were to disappear then culturally every nation with its own language would lose the biggest recognition of its cultural identity. Many nations do not like this form of ‘cultural genocide’ and actively rebel against it (such as France who try and limit the amount of English loan words that creep into its language). This will happen because once there is a global language the language of instruction will be, in many places, predominantly that global language; that usually in turn is the language people become most fluent in. Multi-linguals are likely to only have a more impressive command of one language. There would be pressure for that language to be the global language and once local languages are less well-spoken than that language, there will be little point in learning them any longer so they are likely to decline and disappear.

Promotion of a single language would be in contrast to the mission of The United Nations.

The official languages used at the United Nations are: Arabic; Chinese; English; French; Russian and Spanish. Any language can be adopted as an official language of the United Nations if the majority of the 192 UN member countries must agree to make the language official. For any United Nations agency to begin actively promoting one language would be in contrast to official UN policy and the spirit of internationalism.

Conclusion

For a complete version, you can read the entire debate and access more resources on the topic here.
From California to Qatar, cont.

Students at the ABS are taught various techniques for use in conferences

the UN’s work and major successes in Peace & Security, Human Rights, and Sustainable Development.

I spoke about MUN at US Universities, as many of the delegates in attendance wanted to go to college in the States. I described how university-level MUN is very different in the US, for many college students, MUN is a competitive sport, and committees can be very creative, sometimes having nothing to do with the UN or even modern-day international affairs. Jaws dropped when I described the ‘Paradise Lost’ committee at Yale’s college conference, where angels and demons, chaired by Jesus and Lucifer, debated the nature of mankind and battled for the souls of Biblical civilizations.

The all-day conference went very well and served as a great introduction to MUN for delegates, as well as good practice for chairs and student officers. Other local schools were in attendance and teachers had opportunities to discuss best practices for their MUN programs and brainstorm ways for building MUN in the country.

Qatar: The MUN Training Camp at Qatar Academy

In Qatar, KFC ran an MUN Training Camp at Qatar Academy, led by THIMUN Qatar Director Cameron Janzen. We worked with students from around Doha, including students from Qatar Academy, Qatar Canadian School, and Qatar Academy Sidra.

The camp was three days long, and on the first day, we worked with students on understanding the rules of procedure, resolution writing, and lobbying. We also worked with students on how to organize their public speeches so as to make maximum impact given the short speaking times that are typical of MUN conferences.

On the second day, we introduced students to college-level research methods, including how to compile research binders and write policy statements and position papers. We also gave an overview of the United Nations, including its history and structure, as well as how

Metaphors: “Model UN is like a...”

By Numair Mujeeb

“Model UN is like a chocolate cake: it looks great, but has no nutritional value.”

“Model UN is like duct tape: the solution to all problems.”

“Model UN is like a black hole: it just sucks.”

“Model UN is like a pair of baggy trousers: it falls down at every opportunity.”

“Model UN is like a drive through at McDonalds: quick and efficient — it gets the job done quickly!”

“Model UN is like SpongeBob Squarepants: it makes you smile, but if you look closely, it’s full of holes.”

“Model UN is like getting a ward, painful and humiliating.”

“Model UN is like a black hole: it just sucks.”

“Model UN is like getting a ward, painful and humiliating.”

“Model UN is like a black hole: it just sucks.”

“Model UN is like a black hole: it just sucks.”

“Model UN is like a black hole: it just sucks.”

That wraps up this month’s collection of analogies! Be sure to send your favorite analogies to me at mun.analogies@gmail.com, and I will be sure to include them in the next issue.
Since January 2013, our mission has been to communicate the events and achievements of Model UN community members in the Middle East. In our new series, we ask that readers contribute photos of themselves reading the newsletter in different locations, and then submit these pictures to us for publication. Your picture can be seen by hundreds of readers across the region!

Send us a snapshot of yourself reading the newsletter, whether you’re at home or traveling abroad! Photos will be featured in each upcoming edition of The Olive Branch.

If you would like to advertise your conference in The Olive Branch, please send your ad to thimunqatar@qf.org.qa or info@bestdelegate.com!
A Thank You to Our Middle East MUN Organizers

By Cameron Janzen

THE END of the school year is also a time of thank-you and good byes. MUN conferences are only possible because of the dedication and commitment from teacher volunteers. The organizers of The Olive Branch would like to thank the individuals below for the countless hours of support and work with young people. We wish you all the best in the next chapter of your life.

Linda Dubock

Anyone associated with the THIMUN Foundation knows the tremendous impact Linda has had. She has served as the head of the MUN club at her school, served on the THIMUN Board, including serving as Chairperson. She has visited countless number of schools and MUN conferences around the world offering workshops or conducting affiliation visits. She has been instrumental in the expansion of the THIMUN first to Singapore and then to Qatar. Despite her many accomplishments, Linda was always at her best when engaging one on one with the delegates. Her love of teaching and interacting with students is what inspired her to volunteer her time and energy. The moment that summarizes Linda the best for me occurred during the 2012 Qatar Leadership conference. During an open panel discussion a young lady from Saudi Arabia rose to ask a question and instead thanked Linda and the THIMUN Foundation. She stated she didn’t know if the THIMUN Foundation realized how much it meant to young girls in the region to have the opportunity to engage in MUN. She wanted to sincerely thank Linda for all that she done to make this happen. It was the best compliment that anyone could pay Linda. We wish you all the best.

Mike Bowe

Mike Bowe has been an active volunteer for the Qatar Academy Model UN club for the past seven years. He has served as the deputy club director and supervised numerous international Model UN trips during his term. Mike’s positive outlook on life and deep commitment to student development has endeared him to many QAMUN club members. We wish him all the best as he and his family departs for his new school, Escuela Americana de Rio Janario.

Sue Hitchman

Sue Fletcher has been instrumental in the development of many different programs for THIMUN Qatar. She is the co-founder of the THIMUN Qatar Northwestern Film Festival and the founder of the THIMUN Qatar Film Institute. She has inspired a generation of filmmakers during her ten years of service at Qatar Academy. She has helped student leadership teams produce four outstanding multi-media productions at the THIMUN Qatar Northwestern Film Festival. She is always willing to lend a hand or offer support to whomever was needed. We wish her all the best as she enjoys retirement in Australia.

Sue Fletcher

Sue Fletcher has served as the Head of the Administration Staff for QMUN/THIMUN Qatar for the past five years. Managing over a 100 student administration staff in order to provide logistical support for a conference of 1300 is no small task. At any THIMUN Qatar conference, one could see Sue busy making sure everything and everyone was in the right place so delegates could focus on debate. Sue also volunteered to supervise multiple international MUN trips and has been a key supporter in the development of the Qatar Academy MUN club.

Iara Lindemann

Iara Lindemann was the founder of the MUN program at the International School of London - Qatar. She also served for three years on the THIMUN Qatar Advisory board providing key support in developing the policy and procedures of the new conference. Despite her busy schedule of being head of a new school and working on completing her doctorate degrees, Iara found the time to support a program that she believed was important part of developing internationalism within her school community. Iara continues to serve the vision of MUN programs in her new role as the Head of the Senior School in The British Schools in Carrasco, Uruguay.

Steven and Jenny Parenteau

Steven and Jenny personify what we hope our MUN delegates become; kind, caring and committed individuals. Steve and Jenny are true humanitarians spending countless hours supporting programs that help others. In the past six years Steve and Jenny have started a micro-credit program for widows in Sri Lanka, created a Lap Top for Workers program providing hundreds of computers and training to low paid migrant workers in Qatar, and have been instrumental in the formation of a new school in Sri Lanka. Their actions have made them role models and a support network for countless number of people within the Nepalese and Sri Lankan community. We will deeply miss them and we wish them all the best at Canadian International School – Tajong Katong Campus.
About Carl Wilkens

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 the only American 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. For nine years now, Carl has been speaking in schools on nearly every continent about his experiences in Rwanda and how to build bridges with “the other”. To learn more, please go to [www.worldoutsidemyshoes.org](http://www.worldoutsidemyshoes.org). Here is also a website with clips from the PBS documentary, “Ghosts of Rwanda” that are relevant to Wilkens' story – [http://vimeo.com/54387278](http://vimeo.com/54387278).

Goal

In broad strokes, the goal of each year’s speaking tour is to inspire and equip people to stand up against genocide, racism, intolerance and bullying.

Presentation

STORIES and SERVICE are our most effective tools to build bridges, to build peace and eliminate ‘Us vs Them’ thinking. This message is not only conveyed through the sharing of Wilkens’ own experiences but also through the stories of others he met and worked with during the genocide.

Carl uses Google Earth and his own pictures to tell the story of what his own family experienced during the genocide. He doesn’t focus on the horror and loss near as much as he focuses on those who stood up against the wrong. He also shares the amazing recovery process Rwanda has been going through for the last 19 years. Carl’s purpose is to leave the students with tools and hope, enabling them to make a positive difference locally as well as internationally.

Support

World Outside My Shoes is primarily funded by donations made from schools where Carl gives his presentations. A donation of $750 is suggested, along with covering travel & accommodation costs.
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