



THE OLIVE BRANCH

MODEL UNITED NATIONS NEWSLETTER



Inside this Edition:

Page 2: Student Spotlight!

Page 3: DESMUN

Page 5: JOMUN XIII

Louder than Words: Connecting Communities

Announcements

THIMUN Qatar
Jan 26-29:

• THIMUN OMUN
Debate Info:

-General Assembly
November Debate:
Saturday, November
14th, 2015 - 01:00 UTC

-General Assembly
November Debate:
Saturday, November
14th, 2015 - 13:00 UTC

-Disarmament Com-
mission November
Debate:
Saturday, November
21st, 2015 - 13:00 UTC

-OMUN Qatar Debate:
November 28th, 2015
at 4:00 PM Qatar Time
(13:00UTC)

نودب قوچال اتابك رمل اةلأسمر-
رابط:
Saturday, November
28th, 2015 - 14:00 UTC

• PHESMUN Nov. 21

• MISMUN Dec. 4

• 2016: THIMUN
Qatar Northwestern
Film Festival on March
24-26, 2016. More
information at:

<http://qatar.thimun.org/film-festival>

-Film Festival Submis-
sion Window opens
December 1



Terry, a student at Taipei American School, reflects on this initiative and what he learned at the QLC.

In many schools, earning a spot on an MUN conference team requires intense tryout processes tantamount to those experienced by competitive speech and debate participants. What distinguishes MUN from conventional debate is its spirit of negotiation and consensus and its power in empowering youths to apply the skills they acquire in MUN in the real world. Considering the sheer volume of opportunities we have available in the international school community, it is time to shift the focus from expanding current programs to reaching out to under-resourced students who want the chance to participate in MUN. The MUN Social Outreach Initiative on Edmodo aims to do just

that: connect institutions with opportunities to those who need and want them. Thanks to THIMUN Qatar's broad network of contacts established at its various events and endeavors, schools like Qatar Academy (QA) and Taipei American School (TAS) have been able to reach student groups in Kabul, Sri Lanka and Doha to invite the youths to their MUN conferences. To ensure the best experience for both the visiting delegates and the personnel of the conferences, these schools have designated online mentors to assist in the visiting delegates' preparation from teaching them the basics of MUN research to practicing their speeches with them. However, these efforts were discrete, novel projects that based themselves on no organized structure. In order to effectively



champion this deserving cause- bringing MUN to the world and transcending physical boundaries limiting participation-we needed an efficiently streamlined platform to facilitate the operations of the program.

This is where Edmodo comes in. As an accessible secure, educational networking site supervised by teachers and adults, Edmodo acts as a handy virtual classroom environment for delegates wishing to learn about the spirit and procedures of MUN. This site allows members to post in all the groups they belong to, comment on each other's posts, upload quizzes and assignments, and more. This initiative gathered a group of experienced mentors from QA and TAS to train these interested delegates for THIMUN Qatar, a conference that most of

them will be attending at the beginning of next year. These delegates are divided into sub-groups in order to concentrate their research on their respective assigned nations for THIMUN Qatar. Nevertheless, they can still follow their other classmates' work in other country sub-groups to absorb more material. As the coordinator, I organize a tentative weekly schedule that set goals and assignments for the delegates, who post them on their respective Edmodo country group. Mentors then provide feedback for their mentees' work via commenting while delegates are encouraged to also review each other's posts. Mentors receive instructions as to what is expect of the delegates in a separate Facebook group to ensure that all mentors act in tandem at all times.

Director Forum



Name: Naomi Rennicks

School: Park House English School, Qatar

Number of Years Being an MUN Director: I'm embarking on my fifth.

Conferences Attended: All QLC, THIMUN, DCMUN and DCMUN ODTG conferences over the last 3 years.

Idea of a dream vacation: Someplace with hot weather, steeped in History and culture that offers a chance to learn something new and challenges my limits! I've a long wish list but maybe Colombia or India or...

Biggest pet peeve: People being rude or disrespectful to workers in the service industry

Animal Lover? Allergic to cats! Dogs are better company! Biggest challenge juggling teaching and being an MUN Director TIME! The delegates are fantastic and the Executive Team at Park House is exceptional but the time needed to run MUN is very demanding

especially when teaching a full timetable.

Three things you wish parents or students understood about MUN:

Identity- students learn to respect and empathise with different perspectives, cultures, and nationalities and through understanding the world they find their own identity instead of simply accepting at face value what is passed from the previous generation.

Invaluable skills- research skills, public speaking, resolution writing, discipline and patience.

Global responsibility- MUN helps delegates gain a better understanding of how the actions of some can affect others. They learn how to become more responsible global citizens.

Most memorable MUN moment: My most memorable MUN moment is Christopher Nasrawi's interview for a position on the THIMUN Qatar Executive Team for 2016. Starting MUN Christopher was the most nervous public speaker I have ever seen. For years he battled his nerves and worked hard to be prepared for conferences building his skills to Security Council standard. In that interview I was blown away by his maturity and vision and was proud to have him as Park House's Secretary General and now the President of the General Secretary for THIMUN Qatar 2016.

Student Spotlight!



Name: Dinkar Khatta

Grade: 12th

School/Country: DPS-Modern Indian School, Doha, Qatar

Three words that describe you as a delegate: Innate, dedication and determination

1. Favorite thing to do when you don't have homework: I personally believe that there is no time in life where one doesn't have any homework. In a broader sense, homework is not solely school related work. It can be anything, be it school, sports, politics or any other interest. As an ideal mind is a devil's workshop, I like to keep myself occupied at all times. So it's either tech news or everyday politics. I am an ardent follower and admirer of the latest technology that is shaping the world around us today. Innovation in technology and up-gradation in equipment is the key element to a brighter future.

2. Pet Peeve: The thing that grinds my gears is the incorrect usage of grammar. I believe we are infamously known as the "Grammar Nazis". For example when people use the word "literally" when they don't literally

mean it, or when they use "your" instead of "you're" on social media, or when they think "irregardless" is an actual word.

3. Personal MUN goal for the year: Model UN is a platform for civilised discussion and debate that opens up one's mind to an unlimited potential with a surfeit of views and ideas. All of this resonating through the voice of the youth. As a 15 year old with a gusto for oration and politics, MUN was the best platform for me to explore my potential. A few years later, after successfully experiencing national and international Model UNs as a delegate, I choose to pass on my knowledge and experiences to the next generation and take up an administrative role. For this reason, my MUN goal would be to successfully chair a committee and play an important role as a student executive officer.

4. One major improvement you'd like to see in Model UN: Every MUN experiences great cultural diversity, thus, which in turn democratizes the MUN experience for potential diplomats. It brings together a wide spectrum of people in an educational and social environment. Therefore, the primary goal of every Model UN must be to foster pragmatic reasoning and instill an eagerness to embrace the challenges of a more global future. One major improvement that complements this goal is to have more small scale MUNs, like in individual schools and societies, so the student is prepared to debate at large scale MUNs, national and international.



DESMUN

Jan Christine Macasa is the Secretary General of this year's Dhukan English School's MUN conference. Here is an update!

Planted in 2012, DESMUN has continued to grow from its roots. When the conference was first implemented, it was evident that it was a great success – thus, the numbers continued to increase with each passing academic year. Ultimately, the question raised is how is it possible for one training conference to elicit such a positive reaction? The answer lies within the very seeds of the conference: the leaders.

The leaders selected, whether it be President or Deputy Head of Tech, all contribute with one prominent characteristic: determination. We strive to think of innovative creations that can boost the quality of our conference. Moreover, we co-operate to work effectively and

promptly, and are very reliant on the idea of teamwork. Due to this mindset, it was what enabled the previous Big Four and Executive Team to create a bigger and better DESMUN – and this year will be no different.

When DESMUN first started, it was only a vision, which later turned into a reality. Before, there was more input from the older years whilst a handful of people from Key Stage 3 participated. As the years progressed, it became visible that due to the growing participation, we found ourselves seeing more students becoming involved with MUN. This doesn't target only fresh-faced delegates but rather the involvement of people working in the press team, admin team and even the performers! Since the beginning of DESMUN, the performances have evolved from cultural dances to the participation of



participated. As the years progressed, it became visible that due to the growing participation, we found ourselves seeing more students becoming involved with MUN. This doesn't target only fresh-faced delegates but rather the involvement of people working in the press team, admin team and even the performers!

Since the beginning of DESMUN, the performances have evolved from cultural dances to the participation of the well-known Red Velvet band to eventually, DES' very own soul band. Needless to say, what also started off as a memorable closing

ceremony in the Dukhan Cinema flourished into a grand and exciting finale in the Al-Doustar Hall.

As for this year, we are definite in bringing thought-provoking issues that will stimulate active discussions and debate sessions – an aspect that is highly anticipated in any MUN. Another feature that we are fervently enthusiastic about is the launching of our own website! There are many aspects to tackle about but one thing's for sure – DESMUN undoubtedly strives to progress, which ultimately leads to success.

QLC and a thanks to the Qatar Foundation

Emmy Josefson is the MUN Director from Awsaj Academy, a Pre-University School based in Education City. It was their school's first QLC experience.

As I finish typing up all of my notes taken at Qatar Leadership Conference I find myself reflecting on what an opportunity I was given to participate in a conference like this. I am an MUN director and brought ten of my students to this conference. The information and knowledge they were given this past weekend

will follow them for a lifetime. I have been teaching my other students in my classes about Ali Abu Awwab, "Dreams are what keeps us from sleeping until they come true."

My brain has been buzzing with dreams that I want to implement in my classroom, my household and share with the world I left QLC with a sense of renewal and a fire to make important changes that will fuel evolution. I am inspired and ready to become the best me and teach others how to be

the best them. That fact that Qatar Foundation supports QLC shows that they are willing to create change in Doha and

around the world, I am proud to be a part of an organization that is willing to improve me and the rest of humanity.



Student Empowerment: MISMUN



Student empowerment: that is MISMUN in a nutshell. Following on from the resounding success of the first ever MISMUN conference last year, MISMUN 2015 promises to be even bigger and better than ever before. While maintaining the positive ethos of the first conference, we have initiated some positive changes that we believe will take MUN to the next level. Aptly, the theme of MISMUN 2015 is 'Breaking Taboos', which is embodied in the controversial topics to be debated.

The conference experience itself will revolve around this theme. One of the taboos we hope to address is that of Model United Nations itself. MUN is perceived to be a 'nerd' club; an elitist clique which is inaccessible to the mere mortals in the rest of the school, and only open to a select few who have been recommended by teachers, or written dissertation length letters of motivation. Of course, MUNners have cultivated this image by regaling their friends with tales of mortal embarrassment endured by inexperienced delegates, and of the tremendous amount of work each delegate must complete in preparation for a conference. What these MUNners fail to mention is the tremendous reward that accompanies their work for every conference.

Moreover, they glaze over the details of the lighthearted laughter that follows innocent blunders as well as the sense of community and belonging fostered within each committee.

MUN is hard, undeniably so, but this should not deter potential participants from joining. In order to facilitate the journey of new delegates into MUN, at MISMUN 2015, we are offering participant schools the opportunity to be part of non-member delegations. Non-member delegates will be representing organisations such as Amnesty International and Greenpeace, but will not be required to arrive with written resolutions. Their input will be more focused on the conference day itself, as they will aid groups merging resolutions on topics of interest to their organizations, submit amendments and debate.

Once students have taken the initial leap of faith and joined MUN, as they gain momentum and experience, they may find themselves covertly eyeing the senior positions, but more often than not, simply do not pursue them for lack of confidence and faith in themselves. All too aware of this, we have opened up a stepping stone position between delegate and Chair – Trainee Chair. During the build-up to the conference, the trainee chairs will be gaining experience and participating in chair training alongside the other chairs, as well as editing research reports, all of which will provide them with the necessary experience and knowledge to further their MUN journeys.

Finally, in an effort to emulate the United Nations more accurately, MISMUN 2015 will require 100% consensus within each committee in order for a resolution to pass. This will not only challenge delegates to present the most flawless resolutions, it will stimulate constructive debate and encourage amendments, all leading to a more rewarding conference experience. I eagerly look forward to welcoming all participants to what promises to be a truly memorable conference. If you would like to know more about the conference, please visit our website:

<http://goo.gl/yCP3jk>

New Delegate Focus



Name: Zachary "Spike" Douglas

City/Country: Doha, Qatar

Number of brothers/sisters: One brother

A little bit of information about parents if desired: My Dad is a civil engineer, and my mom is the coordinator for the Doha Home Educators (DHE)

Grade in school: 11th

Favorite subject in school: Physics

Favorite activity to do in free time: Sailing

Some interesting fact or two about yourself: I teach sailing most afternoons, and I'm one of the few teenagers in Doha to have a job. I'm also the only teenager teaching sailing in Doha~~~~ Part II~~~~

Thoughts about MUN: It's been very interesting so far. This is my first year, and everything about the event, from mentors to the debates, have been very fun. What have you learned? I've learned so much about how the event works, how the actual UN works, and what my part in the conference is.

What is the most difficult/most fun about learning MUN?: The most fun would definitely be learning from the experienced mentors. They are very friendly and willing to help. The most difficult is learning all of the technical phrases and lingo that everyone is speaking!

Thoughts about your future participation in MUN or why you think MUN might be important: I think that MUN is very important for students because it shows that these people are willing to sacrifice their time to learn about and debate the issues of the modern world. It also gives them a critical thinking mind that many employers like to see.

JoMUN XIII

By Selah Bell

JoMUN XIII, which took place from September 17-20, 2015 on the AISJ Johannesburg campus, was a tremendous success this year as delegates, chairs, and faculty collaborated to create a rewarding and intriguing conference experience for all.

The delegates showed both poise and genuine interest regarding the matters at hand, constantly engaging in productive debate. All the while, they also managed to establish a lively yet formal atmosphere which was a joy to observe.

“I believe JoMUN XIII truly revealed the power individuals gain when they tackle issues together. International students transformed the conference into an experience of a lifetime, and will continue to enrich JoMUN for many years to come,” said Arijit Pandey, Deputy Secretary-General.

The theme of this year’s conference was “Ensuring a Peaceful and Secure Future for Africa.” Almost 250 students and teachers from nine different schools participated in the conference this year, a significant increase from last year.

Conference organizers faced a significant challenge as they worked to increase participation and bring down costs, shifting the conference venue to the AISJ campus for the first time in many years. In addition to changing the location of the conference, homestays were also offered in an effort to make it more affordable for students from outside schools to participate. The conference also rebranded itself, created a new website, and introduced a new committee, amongst a number of other important changes.

Some delegates, like a number of the members of the brand new Historic Security Council, found the debate to be just as challenging as it was rewarding. Delegates in this committee had to refrain from using any information post-1950, and therefore any who hoped to succeed had to have carried out extremely thorough research into both the time period and into their country’s position on the issues under debate.

Ironically, the top delegate of the entire conference, Ranko V. from the American International School of Lagos, came from this committee room. His chair, Simay Erciyas, noted that his speeches were like “history lessons” and commended him for being “a very articulate, active, and knowledgeable” delegate.

New delegates were also awarded this year, as they managed to have a huge impact on the conference despite their lack of experience. Kartik Sharma in General Assembly 3 and Thandiwe Keet in the Human Rights Commission, both students from AISJ, as well as Stefano O. in General Assembly 6 from the American International School of Mozambique, managed to wow their respective chairs with their debating skills and contributions to the conference in general.

As a whole, the people behind JoMUN XIII never ceased to impress, day after day, and the Secretary General Jose Foppiani perfectly encapsulated their amazing influence in the following statement: “JoMUN XIII was just the end of a new beginning. I hope that we will continue to think, dare, and create as these were, are, and will always be our greatest gifts.”

We look forward to seeing you all next year at JoMUN XIV!!!



Training Teachers in Model UN: Ryan and KFC lead the MUN Director Institute at the 2015 Qatar Leadership Conference



By Ryan Villanueva

MUN directors are the unsung heroes of Model UN. They support their student delegates, taking time out of their professional schedules to help with club meetings, advise student leaders, take delegates to conferences, provide guidance for their students' own conferences, and advocate for MUN at their schools and especially to administrators and parents.

But historically there's been little support for the MUN director. Most directors never did Model UN as students, only getting involved because of an enterprising young student leader who wanted to start a club — or they were told by administration to start a program because a neighboring school has a Model UN program. Typically directors have had to learn MUN through trial and error, along with their students who are also new to the activity, and seek help from other more experienced directors. It has generally been difficult for teachers to get started with Model UN.

And that's what the Qatar Leadership Conference, in partnership with Best Delegate, seeks to change.

At this year's QLC, 30 teachers participated in the MUN Director Institute, a groundbreaking profession-

al development opportunity where teachers learned the fundamentals of Model UN and best practices for supporting their Model UN programs.

Led by Best Delegate co-founders Ryan Villanueva and Kevin Felix Chan, the institute revolved around a full-day of MUN training for both new and experienced directors on Friday of the QLC, held at Qatar Academy.

The Level 1 program for new directors featured lessons on how to help new delegates learn research, public speaking, resolution writing, and procedure in preparation for MUN conferences. This was the third Level 1 program offered in Qatar, first at QLC'14 and then at TQ'15.

The Level 2 program for experienced directors featured lessons how Model UN simulates — and does not simulate — the real UN,



best practices for preparing delegates to attend conferences, and how develop student leadership through managing MUN clubs and hosting MUN conferences. This was the first-ever Level 2 program offered in the world.

In both programs, directors received access to printed and online lesson plans, workbooks, handouts, activities, and videos that they could share with their delegates.

The MUN Director Institute continued into Saturday of the QLC with an hour-long Director Debate, where Directors were assigned countries and debated the question of "Food Security." Directors went through an entire MUN simulation in less than 60 minutes, going through opening speeches, an accelerated lobbying process, and debate on one resolution. And the debate was moderated by Qatar Academy chairs — in a

reversal of roles, students were managing teachers!

And finally, the Institute concluded with a Level 1 Certification Exam. This was the second-ever exam, the first being offered at Best Delegate's MUN Institute at Georgetown University in June 2015. The exam featured 35 questions that ranged from fundamental knowledge of the UN to Best Delegate training methodology in research, public speaking, and resolution writing. 17 directors took the exam and 7 had a passing score of 80% or more.

"After completing the level 1 training, networking with other MUN Directors in the region, and participating in a simulated debate, I feel more confident and prepared to help develop my school's MUN program. I highly recommend the Best Delegate training for any teachers new to MUN." - Director Keith Snider



Afghan Delegate starts new MUN Career in Thailand



Samir was one of the original MUN delegates from Afghanistan to participate in THIMUN Qatar 2015. He is now attending school in Bangkok, but his passion for MUN remains!

Everyone says that MUN is an organization which is trying to increase the skills of youth in any field of life. MUN hopes to improve the skills of youth at an international level and through student's hard work, try to represent youth as an international delegate with the new skills.

But for me Model United Nation showed me different faces in my life, something unique. I mean I have never seen some of the things that MUN has given me, not even in my dream. At my first conference when I went to THIMUN 2015 in Doha, I found MUN to be an educational simulation and academic competition in which students learn about diplomacy, international relations, United Nations. MUN involves and teaches research, public speaking, debating, and writing skills, in addition to critical thinking, teamwork, and leadership abilities. And for me it was very interesting and something new, because I have never done the above mentioned things before.

I then got another opportunity to participate in TASMUN in Taipei, Taiwan which was a great experience in my life. I made many new friends and increased my knowledge about MUN.

Now I am doing MUN at my school here at Regents International School in Bangkok, Thailand. It is very interesting and very useful for me. I believe that doing MUN is not only an exclusive privilege for me, it is also a privilege for my country, friends, and nation. I learned from MUN how to solve the main problems of the nations and by which way it is possible to solve, or at least limit, these problems from increasing. I learned how to make an impact on these problems.

Now MUN has become part of my life and it has become my passion. MUN brought and will continue to bring a lot of changes in my life.

Thanks MUN and to those people who invented and created such an amazing organization!!!

Adam Carter talks service learning



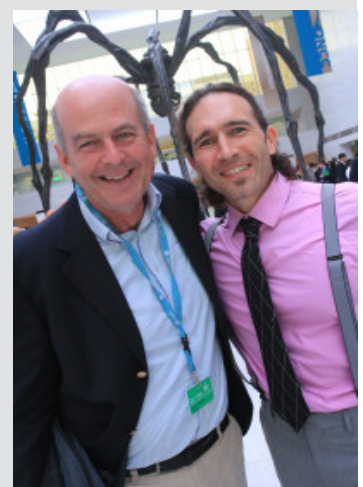
By THIMUN Qatar

Since THIMUN is very keen on mobilizing students to step beyond the classroom to improve their communities, we were very happy to welcome Adam Carter – a service learning specialist and social studies teacher – to present two workshops at

at this year's QLC in Doha. Mr Carter is the founder of a non-profit called Cause & Affect Foundation (<http://causeandaf-fectfoundation.org/>); he also teaches social studies at Schutz American School in Alexandria, Egypt where he has also designed a course on global citizenship and community service.

He presented a concise 9-step plan that teachers and students can follow in order to create meaningful community service projects that result in learning in and out of the classroom. Some of the main takeaways were the importance of

integrating the underlying multi-disciplinary issues into the pre-existing curriculum, allowing students a voice in designing and carrying out the project and offering opportunities for them to celebrate their success and provide feedback on their experience. His slideshow is available here for any schools interested in adopting any of his ideas: goo.gl/nDRAVI Mr Carter has spoken at schools, conferences and universities around the world and is available for in-school visits and keynote speeches; he can be reached at adam@causeandaf-fectfoundation.org.



Dealing with Post-QLC Depression

An article by Caleb Meyer, the Head of Press for MISMUN 2015.

We all suffer from it, or at least most of us do. That tingly feeling of dreariness after MUN conferences or an MUN related conference. The constant struggle to stay motivated and kickstart life after an MUN conference or the QLC is something most of us will be familiar with.

After three days of being around like-minded individuals who are committed to improving the lives of others and themselves, life after QLC may seem a bit bland and mundane. The burst of energy and excitement you experience at the QLC when meeting new friends, making new connections and in my case, bonding, laughing and singing on top of my lungs with my friends on the way home, can be a stark contrast with the endless dreary demands of our daily lives. Most of us dread returning to the same old rhythms of completing homeworks, going to school or work, the list goes on. For me, this feeling is especially profound as QLC 2015 will be my last one.

However, I believe we shouldn't be dismayed yet. The seeming dreariness and monotony of life is an invitation for us to change and improve our lives. Our brains and mind-set has undergone three days of inspiration and elevation, so it's only natural for an inspired mind to see the mundaneness in life. Therefore, instead of moping about our current state-which I know can feel better than doing anything else, let us heed to the call to revolutionise our daily lives and choose to impart the energy we gained from QLC to the rhythms of life.

For this reason, we shouldn't be dismayed, but we should find creative ways to change our lives as this is when great ideas are born and morphed to have an impact! So find those little opportunities, grab hold of it and do something great, so you too can also inspire a group of teenagers and adults at the next QLC 2016 or inspire the people around you, wherever you find yourself in the coming weeks, months and years to reach for greatness.



Leadership and Collaboration: Working in the front lines – Peter Dalglish



By Shubhangi Kumari

“One of the two children had his eyes burned, tongue cut and a gunshot in his head. He saw something wrong, he raised his voice against it and he was murdered.”

Peter Dalglish belonged to an affluent family, went to Stanford University and was on his way to leading a traditionally successful life in a law firm until an epiphany occurred. His life changed and along with it changed the lives of millions of other people, or street kids to be more specific. His is an experience richer than gold mines and Mr. Dalglish in his session at QLC gave out some gold chunks.

Mr. Dalglish revealed at his session one beautiful observation he made with the experience he had with street children- the poorest of the children are often the happiest and despite their lack of formal education they have a great sense of ethics. He shared one story illustrative of this which involved two street boys being brutally murdered and their three friends of ages no older than 12 standing up against the authorities for them. In the words of Mr. Dalglish, “One of the two children had his eyes burned, tongue cut and a gunshot in his head. He saw something wrong, he raised his voice against it and he was murdered.”

Mr. Dalglish and the three friends fought tooth and nail against the authorities in a court case. Unfortunately despite the immense courage they showed they could not get the two boys their share of justice. But this was not the end, not for such luminaries. Despite being pinned to the wall and threatened after the trial, they did what none of us would ever forget. They wiped each other's tears, held hands and walked to the cemetery where their two friends were buried and said their prayers duly.

Moving on to involving the participants in such noble work through incentive Mr. Dalglish shared another anecdote. With the British Council and Jane Goodall Institute, Mr. Dalglish recollected creating a special curriculum for child domestic workers in Nepal so that they could learn after their working hours.

The curriculum designed was for two years, but the children covered it in 6 months. These children in Mr. Dalglish's words were, “Children stranded in a desert who saw water for the first time in months.”

The crowd was inspired and to further lead this inspiration, Mr. Dalglish had another story. This time of a teenage boy from Turkey, a relatable figure for the high school participants. He took leave from school to teach children in a monastery in Nepal and the risk of passing his finals without attending classes, and of course he pulled through.

The session was as heart-warming and thought provoking as it could be and ended up with participants swarming up to Mr. Dalglish asking for his business card for volunteering.

PiMUN launched to help MUN clubs



Computers being readied for distribution.

This article is brought to us by Madison Swanson, a student at the John Burroughs School in St Louis, Missouri. Inspired by her trip to THIMUN Qatar 2015, and determined to help emerging MUN programs like the one in Kabul, Afghanistan, Madison helped to spearhead PiMUN, a school organization to refurbish laptops and to donate them to individuals and programs lacking IT resources. She will be speaking about PiMUN at the upcoming Qatar Leadership Conference.

As our world becomes ever increasingly global, society is adapting to fit the new international landscape we live in. Technology plays a huge role in linking the world together, and from it we have new opportunities that didn't exist twenty years ago. One of the tools that has helped so many of us get connected to the global community, and utilizes technology to do it, is Model UN. MUN helps kids learn about what is going on in the world and work towards attainable solutions for the problems that are demanding attention. It also teaches these kids valuable life lessons on leadership, productivity and teamwork. Through MUN, we are learning how to be the leaders that the world will soon need.

THIMUN is able to do all this with the unique addition of global partnership. At THIMUN, many of the delegates are coming from different countries around the world, and it helps us expand our

global view. I, for example, traveled from St. Louis, Missouri in the United States all the way to Doha for THIMUN Qatar 2015. While there, I met students from Doha, of course, but also the U.A.E., Australia, England, and many more countries and regions of the world. We got to spend a lot of time with the students of the Afghanistan Initiative, three boys and two girls who traveled to THIMUN Qatar from Kabul, Afghanistan. They were among the first students from Afghanistan to participate in MUN, and the delegation from my school was lucky enough to spend a day with them in Doha before the conference began. We started at the Islamic art museum with stiff interactions because we were unsure what to say to each other, being that there was half a world's difference between us. However, the night ended with us all on the rooftop of a Dhow boat cruising through the Arabian Gulf, enjoying each others company, sharing a mix of our favorite music. There may have even been some dancing! The THIMUN experience helped us break down our borders and expand our horizons. We were able to take off the blinders and realize that, no matter where you grew up, we're all so similar. THIMUN helped us build bonds that will not easily break.

A few weeks removed from the trip, I struck up a correspondence with one of the Afghani boys, Rahmat. After THIMUN, he returned home to Kabul

and started Afghanistan's first model UN club. His club attracted twenty two students, but, unfortunately, only one computer. Rahmat was attempting to teach twenty two kids MUN and have them research, formulate, and type resolutions on one single laptop. I was amazed, and knew that there had to be something I could do. So, I sat down with my MUN director, Mr. Andrew Newman, and we created Plug into Model UN, or PiMUN. PiMUN's goal is to collect unused computers four years old or less, wipe their memories, and distribute them to students in developing countries across the globe so they, too, can have access to the lessons taught by MUN and the global network of students it attaches them to. We are collecting computers from individuals, schools, and

businesses, and have already accumulated around ten since our start last April. Our next step is to bring PiMUN to the global arena so that we can really begin helping students.

What PiMUN needs is simple: it needs driven students who want to put in a little work for a great cause. If PiMUN clubs are augmented to schools all around the world that collect even just a few laptops a year, the output would be tremendous. We could give laptops to hundreds of students and introduce them to MUN, which has the potential to change lives. It's as simple as getting a few students involved, getting the word out, and stirring up donations in your school and community. Then, you can watch as you change lives.



The Power of Stillness

By Shubhangi Kumari

As the Qatar National Convention Centre swarmed with presentations stimulating the mind with copious food for thought, one unique workshop brought stillness to these minds racing with ideas. The workshop by Mr. Steve Lawrence gave an unprecedented dimension to leadership which began not with controlling the world around us but with controlling ourselves.

Introducing the center of our being or our soul and the four functions of our mind – the Unconscious, the five senses, Buddhi or the deeper conscience and the Ego, Mr. Lawrence created an introspective atmosphere in the room.

The discussion focused on the Ego function of our mind due its relevance with leadership. Mr. Lawrence explained ego to be that function which creates a sense of identity and duality or separation between “I” and the world around it. Ego was also introduced as the source of all fears, anxieties and selfishness.

Nevertheless, going beyond the negative connotation surrounding the Ego, Mr. Lawrence

revealed the protective virtue of it through an example that while driving, it is our sense of “I” and that “I” have to protect myself which makes us chary.

Relating the Ego with leadership, the discussion moved on to how the Ego and its voice, “I lack” feeds on our sense of unfulfillment and fear. The participants were now introspecting the “I” and which they used so very often while voicing their want for leadership and its source. Participants experienced questions such as: Is it a sense of inner discontent driving me? Is it a fear that I lack something that is driving my want for leadership? Or is it love?

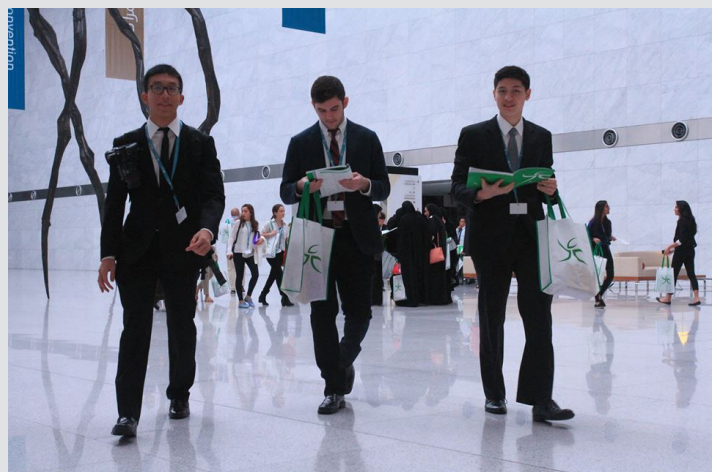
Participants next contemplated the consequences of having a leader driven by a sense of inner discontent and fear, and love. With the dawn of subtle realizations of hidden fears, Mr. Lawrence alleviated the atmosphere by the observation that fear exists only in the future.

Instead of the typical question that leaders ask themselves: what they can give to the society, the burgeoning participants of the session were now asking themselves if they

are ready to give with love.

Mr. Lawrence thus highlighted the importance of an inner sense of contentment, love and stillness

which fosters it. Lastly, participants were suggested to take up meditative practices for it is in stillness that a control over ourselves thrives.

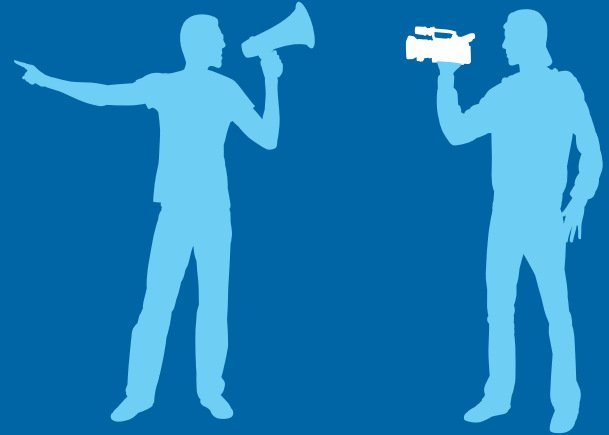




bestdelegate

THIMUN
QATAR
NORTHWESTERN
FILM
FESTIVAL

2016 THIMUN QATAR
NORTHWESTERN
FILM FESTIVAL



THIMUN Qatar and Northwestern University in Qatar are encouraging high school student films through a documentary film festival from March 24–26, 2016 in Doha, Qatar.

Educational opportunities and prize money are offered for winning entries.

The film submission deadline is February 10, 2016.

Details can be found online at
<http://qatar.thimun.org/film-festival>



Write for the Olive Branch!

Submit articles by the 1st of the month.

**Email thimunqblog@gmail.com
for more information**