UTAH HIGH SCHOOL

MODEL UNITED NATIONS



Delegate and Advisor Handbook

Conference information • Research guidance • Policy papers • Rules of procedure

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Introduction

Thank you for your interest in bringing your team to UHSMUN. We're excited to see the progress that your students will make as they engage in this simulation of international diplomacy.

Enclosed in this handbook are materials relevant to helping your students prepare for the conference.

Please note that other information that you may need, including important dates, committee topics and briefs, and forms for registering teams, submitting policy papers, and student speech submissions can be found at ieprogram.org/uhsmun.

Thank you for your willingness to prepare the coming generation to engage in meaningful discourse and leadership as we all seek to face the challenges our world presents.

Sincerely,

Samuel Martineau

General Director of the Independent Education Program

Conference Preparation

The United Nations (UN) is made up of several committees, each focused on different world issues. A Model UN conference simulates some of these committees and the discussions that take place within them. Students work in pairs to represent different countries, serving as delegates in their assigned committees. Each pair represents their country's positions and works with delegates from other countries to discuss issues and develop solutions.

Advisor Responsibilities

1. Register Your Team and Request Countries

Your school will be assigned approximately one country for every 10–12 students, depending on the number and structure of committees at that conference.

When registering, you will request the countries you would like to represent. **Request twice as many countries as you expect to receive** based on the number of students you are paying for today.

For example, if you register 20 students, you can expect approximately two country assignments, so you should request four countries.

- You may request any member state of the United Nations.
- Register your team and submit your country requests at ieprogram.org/uhsmun.
- Request countries based on your current expected team size. If your team grows and you fill all your assigned countries, you will have an opportunity to request additional countries.

2. Assign Students to Committees

Once you receive your country assignments, divide your students into pairs and assign each pair to a committee.

Each country has several committee assignments. For example, if your school is assigned Brazil, you might have one pair of students representing Brazil in the General Assembly, another pair in the Human Rights Council, and another pair in a different committee.

1. Start with one country and assign two students to each of its committees.
2. Fill all the committees for that country before moving on to your next country.
3. Continue until all your students have been assigned.

Each pair of students will prepare together for their assigned committee. Direct students to ieprogram.org/uhsmun to find their committee topics and preparation materials.

Student Preparation

Once students have been assigned their countries and committees, they will begin preparing for the conference. The following steps explain what students need to research, write, and practice before conference day.

1. Review Committee Materials Provided by the Conference

Students should review the committee materials for each of their assigned committees. These materials explain the topics that will be discussed and provide background information to help students prepare.

Committee materials and additional research resources are available on the UHSMUN website.

2. Research Your Country's Policies

After reviewing the materials for their assigned committees, students should research how their country views each of the issues they will be discussing. The goal is to understand their country's position, priorities, and possible solutions.

Here are some places to start:

- Your country's embassy website.
- Your country's mission to the United Nations (un.org).
- The section titled "How to Find Information about Your Country Policy" in this handbook.
- Additional research resources are available through UNA-USA and American Model United Nations

3. Write a Policy Paper

Each delegate pair will write a policy paper explaining their country's position on the issues assigned to their committee.

A policy paper is a short research paper that describes:

- The nature and history of the issues, with emphasis on how the issue relates to past UN actions and your country specifically.
- How the issues affect the global community and your country specifically.
- Solutions your country would support and how they would address the issue.

Length: Approximately 2 pages per topic, per delegate pair, with a maximum of 5 pages and should include MLA citations including in text citations and a works cited page with works cited for each topic.

4. Submit Your Policy Paper

Policy papers must be submitted electronically as PDF files at ieprogram.org/uhsmun.

The submission deadline is typically 1–2 weeks before the conference. Check the website for the specific deadline and follow the submission instructions provided.

5. Apply to Speak at Opening Ceremonies (Optional)

Each school may submit one student speech for consideration to address the assembly during the opening ceremonies.

The speech topic will be posted on ieprogram.org/uhsmun.

Detailed speech requirements and submission instructions can be found on the website and in this handbook.

6. Practice for Committee Sessions

Before the conference, students should practice discussing the issues, negotiating with delegates from other countries, and working toward solutions.

During committee sessions, students will:

- Decide which topic they want to discuss first (called setting the agenda).
- Discuss the issue and explain their country's position.
- Work with other delegates to develop possible solutions.
- Draft resolutions proposing ways to address the issue.

7. Learn to Write Resolutions

A resolution is a formal document lays out the problem and proposes solutions relative to an issue being discussed by a committee. Students will work with delegates from other countries during the conference to write and develop resolutions.

Students can find instructions on writing MUN resolutions from a variety of sources online. They can also find the resolution template for the conference as well as a list of suggested preambulatory and operative phrases in the UHSMUN Official Guide to Procedure.

Important: Students should come prepared to write resolutions at the conference. Do not bring prewritten working papers or resolutions. All working papers and resolutions should be developed during the conference.

8. Learn Rules of Procedure

Committees follow parliamentary procedure, which is a set of rules that guides discussions, motions, debate, and voting. Students will use these rules throughout their committee sessions.

Students should become familiar with these rules before the conference.

Official rules for UHSMUN conferences can be found in the UHSMUN Official Guide to Procedure.

Conference Rules, Standards, and Information

Come prepared to represent your assigned country, participate in committee discussions, work with delegates from other schools, and help develop solutions to the issues facing the international community.

Technology

Students are encouraged to bring a personal laptop or tablet to the conference. Delegates may use their devices for research, note-taking, and drafting documents during committee sessions. All working papers and resolutions must be developed at the conference; students should not bring prewritten working papers. Working papers and draft resolutions will be submitted electronically.

Dress and Behavior Guidelines

Students should dress in diplomatic attire (business or professional dress). Costumes are not permitted.

As representatives of their assigned countries, delegates are expected to conduct themselves professionally throughout the conference. This includes:

- Treating other delegates, advisors, and conference staff with respect.
- Participating appropriately in committee discussions and proceedings.
- Following conference rules and instructions.
- Respecting the conference facility and its property.
- Acting as a caricature of any nation's people is strictly not allowed.

Students are expected to help maintain a respectful and professional environment. Disruptive behavior, inappropriate demonstrations, or actions that compromise the safety of others are not permitted.

Grade Eligibility

Conferences are open to high school students in grades 9–12 unless specifically noted as allowing junior high students (grades 7–8). Check specific conference information at www.ieprogram.org/uhsmun to confirm individual conference setup.

Schedule

Refer to the schedule on the UHSMUN website.

Advisors' Meeting

Advisors are invited to join the State Model UN Board for a business meeting at **11:00 AM during the conference**.

Awards

UHSMUN recognizes individual delegates and schools for preparation, participation, and overall performance. Four types of awards are given:

- **Individual Delegate Awards:** All participants receive a certificate. Delegates rated Superior or Excellent also receive a seal recognizing their achievement.
- **Special Committee Awards:** The top three Security Council delegations receive special awards. Security Council scores are separate from school awards because not every school has a Security Council assignment.
- **School Awards:** Schools receive one of three award levels, with the number of awards at each level determined by conference participation.
- **Research Award:** One school is recognized for the highest combined policy paper score.

Judging Criteria

Individual Delegate Awards: Ratings are based on preparation, adherence to country policy, participation, and policy paper quality. Participation includes caucus and formal debate, consensus building, proper use of parliamentary procedure, and decorum. A policy paper must be submitted on time to qualify for a Superior rating.

Special Committee Awards: Security Council committee directors select the top three delegations based on preparation, adherence to country policy, participation, and policy paper quality, using the same criteria listed above.

School Awards: To give large and small teams an equal opportunity, each school's highest-performing country across all committees determines its award points:

- Superior: 3 points
- Excellent: 2 points
- Good: 1 point

Only the highest-scoring country counts, regardless of how many countries a school represents.

Research Award: Awarded to the school with the highest combined policy paper score, based on the conference rubric.

Country Research

You won't always find a single website or book that explains your country's position on a particular issue. More often, you will find pieces of information from different sources and use what you learn to determine your country's likely position.

The best way to understand your country's policies is to first understand the country itself. Use the questions below as a starting point. You don't need to answer every question; focus on the information that will help you understand your assigned committee topics and prepare your policy paper.

1. Geography: Where Is Your Country Located?

Research tools: Maps, atlases, and online geographic resources.

- What continent or region is your country part of?
- Is it landlocked, coastal, or an island nation? What bodies of water or important waterways are nearby?
- Which countries share its borders? Which nations are nearby?
- Does your country have any disputed borders, territories, or islands?
- What physical features shape your country, such as mountains, deserts, rivers, lakes, forests, or plains?

2. History: What Has Shaped Your Country?

Research tools: Encyclopedias, almanacs, history books, and reputable historical websites.

- When did your country become an independent nation and when did it join the United Nations?
- Was it ever a colony or under the control of another nation? How and when did it gain independence?
- What role did it play in World War II, the Cold War, and other major international conflicts?
- Has it experienced a civil war or other significant internal conflict? What caused it, and what were the results?
- Does it have nuclear capabilities? If so, when did it develop them, and does it continue to maintain or develop them?

3. Society and Culture: Who Lives in Your Country?

Research tools: Encyclopedias, almanacs, history books, current news, and reputable websites.

- What are the major religious, ethnic, and racial groups? Is there an official state religion?
- How do these groups interact with one another and with the government? Have there been concerns about discrimination or inequality?
- What cultural traditions or characteristics distinguish your country from others?
- What is the population's age and gender distribution?
- Does your country face significant social challenges, such as overcrowding, low birth rates, food shortages, infant mortality, or other public health concerns?
- What educational opportunities are available, and who has access to them?

4. Economy: How Does Your Country Function Financially?

Research tools: Encyclopedias, almanacs, economic reports, current news, and reputable websites.

- What type of economic system does your country have (free market, closed, or mixed)?

- What are its major industries, natural resources, imports, and exports?
- What is its GDP, and what is its national and international debt?
- Who are its major trading partners? Does it have trade agreements, tariffs, or other trade restrictions?
- Is your country considered developed or developing?
- Does it receive foreign aid? If so, from whom and for what purposes?
- What is its relationship with the World Trade Organization (WTO) and the World Bank?

5. Government and International Relations: How Is Your Country Governed?

Research tools: Encyclopedias, almanacs, history books, government websites, current news, and reputable websites.

- What type of government does your country have?
- Who are its current leaders, and what political parties or affiliations do they represent?
- How are leaders chosen (elected, appointed, hereditary, or another method)?
- What political parties or factions exist? Are there significant disagreements or concerns about the government?
- How does the government influence the economy and society?
- What is the country's legal system?
- Does another country or an international organization significantly influence its government or policies?
- What major international treaties and agreements has your country signed or joined?
- What regional or international organizations does it belong to? What other countries are members?

Research Tips and Resources

- **Start with reliable sources.** Your country's official government website and its mission to the United Nations are good places to begin.
- **Use current information.**
- **Verify what you find.** Check information against multiple reputable sources, especially when researching controversial issues.
- **Look beyond your country's current position.** Research its history of involvement with the United Nations and its relationships with other countries.
- **Use library resources.** Many libraries offer searchable databases of newspapers and periodicals, including older articles that can provide useful historical context.

Recommended Resource: United Nations Website

The official United Nations website (www.un.org) is an excellent starting point. It includes current news, press releases, historical information, and links to the official websites of UN member states.

Putting Your Research to Use

The purpose of this research is not simply to collect facts about your country. It is to help you understand **why your country might support or oppose certain proposals and what solutions it would be willing to consider.**

Once you understand your country's geography, history, culture, economy, and government, you will be better prepared to determine its position on the issues your committee will discuss.

Policy Papers

A policy paper explains your country's position on the topics assigned to your committee. Write from the perspective of your country's diplomatic representatives. Your paper should explain the problems, describe your country's position, and recommend solutions. Think *Problem. Cause. Solution.*

Paper Requirements

- Write approximately 2 pages per topic.
- The entire paper must not exceed 5 pages, including the bibliography.
- Use 12-point font and double spacing.
- Include at least 3–5 reliable sources per topic.
- Cite your sources throughout the paper and include a bibliography at the end.
- Use MLA-style citations.
- Submit your paper as a PDF through the UHSMUN website:ieprogram.org/uhsmun

How to Organize Your Paper

Use the following outline for each topic.

I. Introduction

- Identify your country and committee.
- Introduce the topics your committee will discuss.
- State your country's overall position on each topic, in order of importance to your country.
- Write in first person. Refer to your country as "we" or "our nation," rather than repeatedly using its name. For example, write "We believe..." instead of "China believes..."

II. Body

For each topic, address the following:

A. Explain the problem

- What is the issue?
- Why is it important?
- What are its causes and effects?
- How does it affect your country and other nations?

B. Explain your country's position

- What does your country believe should be done?
- What has your country done or said about this issue?
- What are its interests, priorities, and concerns?

Look for your country's official statements, government websites, UN speeches, and voting records on related resolutions. If you cannot find a direct statement of your country's position, use its history, interests, strengths, and challenges to make an informed conclusion.

C. Recommend solutions

- What actions should the committee take?
- Why would your proposed solutions work?
- Are there examples of these solutions working in your country or elsewhere?

- What are the strongest arguments against your position, and how would you respond?

III. Conclusion

- Summarize the main problems and your country's proposed solutions.
- End with a strong statement that reinforces your position.

Tips for Writing a Strong Paper

- Read the research materials for your committee provided on the website ieprogram.org/uhsmun Use the information as a starting point, but do not simply copy or reword it.
- Research. Use at least 3–5 sources per topic. Look for examples of the problems your committee will address, even if they do not directly affect your country.
- Refer to important UN documents. Depending on your topics, these may include the UN Charter, the Universal Declaration of Human Rights, and relevant treaties or resolutions.
- Make your recommendations specific. Don't simply say that a problem should be solved. Explain what your country believes should happen and why.
- Support your recommendations. Give examples of successful approaches from your country or other nations whenever possible.
- Use clear topic sentences and transitions. Begin each paragraph with a sentence that introduces its main idea. Use transitions to connect topics and ideas.
- Write statements, not answers to a questionnaire. Turn what you have learned into a clear explanation of your country's position.
- Give credit to your sources. Cite information and ideas that come from your research. Do not plagiarize or copy material from your packet or other sources.

Submitting Your Policy Paper

Submit your policy paper by the deadline posted atieprogram.org/uhsmun. Papers submitted after the deadline will not be considered for the Superior Delegate Award.

1. Save your completed paper as a PDF.
2. Name your file using this format: Committee_HighSchool_Country
   Example: DISEC_BrightonHS_Sweden
3. Go to the UHSMUN website, select Upload Policy Paper, and follow the instructions.

Sample Policy Paper

This sample is provided to demonstrate the general structure and content of a policy paper. Its research, statistics, and sources are outdated and should not be used as current information. Your paper should use current, reliable sources and follow the requirements in this handbook.

Committee: United Nations Environment Programme
Country: Russian Federation

Topic 1: The Availability and Efficacy of Renewable Forms of Energy

Large amounts of air and water pollution, including smog and acid rain, are produced by burning fossil fuels and other conventional energy sources. These emissions contribute to climate change and other environmental problems. In addition, many conventional energy sources are limited in supply and will eventually become more difficult and expensive to obtain. We believe that renewable energy sources should play a major role in addressing environmental concerns while meeting the world's growing demand for energy (Bulanov, 2).

During the 1970s, the world experienced an oil crisis as prices rose dramatically and supplies became uncertain. Events such as the Yom Kippur War and Arab oil embargo in 1973, followed by political changes in Iran in 1979, demonstrated how dependent many countries were on a limited supply of oil. In 1992, the United Nations Conference on Environment and Development in Rio de Janeiro brought international attention to the need to reduce pollution and develop alternative energy sources. Later international agreements, including the Kyoto Protocol, continued to encourage the development of renewable energy and environmentally sound technologies.

Russia also has important reasons to improve its energy efficiency. Its energy use is high compared with that of other APEC economies. Energy costs account for approximately 3–4 percent of household expenditures and 6–8 percent of industrial production costs (Energy, 64).

Renewable energy sources include wind, solar, geothermal, hydroelectric, and ocean power. These sources can help reduce dependence on conventional fuels and limit environmental damage. However, not every energy source is practical for every country. We believe each nation should identify and develop the energy resources best suited to its geography, economy, and available technology.

The Russian Federation has introduced energy-efficiency programs through its Department for Energy Savings and State Energy Supervision. One program aimed to save 100 million tonnes of oil equivalent between 2002

and 2005. It encouraged the use of biomass, water, wind, solar, and geothermal energy to improve energy efficiency and strengthen the Russian economy (Energy, 64–65).

Based on our experience, we encourage other nations to establish energy-efficiency programs that include:

1. Updating technical regulations to establish energy-efficiency standards.
2. Requiring regular energy audits in businesses and public institutions.
3. Providing economic and tax incentives for energy-efficiency projects.
4. Educating households about ways to reduce energy use.
5. Developing databases to track energy use and efficiency.
6. Training workers to install and maintain energy-efficiency improvements.
7. Supporting and promoting energy service companies.

The implementation of these measures, along with a shared commitment to improving the world economy and protecting the environment, will benefit nations for generations to come.

Topic 2: Desertification

Desertification threatens the livelihoods and food security of people around the world. Its effects can be seen in regions such as Asia, the Sahel, Latin America, and the Mediterranean. Desertification causes soil degradation and the loss of vegetation, reducing the amount of land for agriculture and contributing to food insecurity.

Desertification is the process of land degradation in dry regions. It is caused by a combination of human activities and environmental factors, including climate change. It does not simply mean that a desert is expanding. Rather, land gradually loses its ability to support vegetation and agriculture, often through processes such as soil erosion, overgrazing, and poor land management.

The seriousness of this problem is clear in the Russian Federation. Large areas of the country have experienced land degradation and desertification. In 1993, President Ilyumzhinov of the Republic of Kalmykia declared a state of emergency because of severe desertification, land degradation, and water shortages.

The Russian Federation has taken steps to prevent further land degradation and drought. In the Astrakhan Region, the Republic of Dagestan, work has been carried out under the federal program *A General Plan to Combat Desertification of the Black Lands*. In Volgograd, the Institute of Forest and Land Improvement has also

worked to address land degradation. Large-scale tree-planting efforts have taken place in affected areas of Kalmykia, along with efforts to protect natural areas.

Although some causes of desertification, such as climate change, cannot be addressed by one country alone, many contributing factors are the result of human activity. The United Nations should focus on practical ways to prevent and reduce this damage. The Russian Federation encourages the international community to:

1. Address human activities that contribute to desertification.
2. Reduce overcultivation and overgrazing.
3. Support food security in developing countries affected by land degradation.
4. Restore damaged land wherever possible.
5. Prevent further desertification through improved land management and conservation.

Desertification is no longer a problem limited to distant or traditionally dry regions. It affects communities across the world, including parts of Europe, Asia, and Africa. The Russian Federation is prepared to continue its efforts and encourages the United Nations to work with affected nations to address this growing challenge.

Works Cited: Renewable Forms of Energy

APEC-ESES. *Overview of Testing Standards, MEPS, Labeling*. 2003. www.apec-esis.org.

Busarov, Vladimir. *Energy Efficiency for Sustainable Development in Russia: Renewable, New Technologies, and Policy Issues*. 2001. www.ulb.ac.be/ceese/STAFF/safonov/TERM.pdf.

Energy Efficiency Programmes in Russia, pp. 64–67.

Works Cited: Desertification

Gabunshina, Emma. "Desert Reaches Europe." May 1998. Accessed 8 Apr. 2005. www.ourplanet.com/imgversn/85/gabun.html.

"CRTC Combating Desertification." National Institute for Desert, June 2003. Accessed 8 Apr. 2005. www.caspianenvironment.org/cd/menu2.htm.

U.S. Library of Congress. "Russia: Environmental Issues." *Country Studies*. Accessed 8 Apr. 2005. countrystudies.us/russia/25.htm.

Position Paper Rubric

		Fair (1)	Good (2)	Excellent (3)	Superior (4)
Topic 1	1. Topic Overview/ Background 2. Past UN or other actions 3. Shows understanding of topic 4. Explanation of country's position on topic/accurate policy 5. Solutions offered				
Topic 2	1. Topic Overview/ Background 2. Past UN or other actions 3. Shows understanding of topic 4. Explanation of country's position on topic/accurate policy 5. Solutions offered				
Research	1. Sources are used in paper 2. Sources are good quality 3. Sources are cited in-text 4. Sources are given in a works cited-style list				
Writing	Paper is organized and coherent (grammar, sentence structure, spelling, etc.)				
Format	Double-spaced, 12 point font 5 page maximum				

Opening Address

Each school may submit one opening address for consideration at the conference's opening ceremonies.

Opening addresses should address the conference topic listed on the UHSMUN website and be written from the perspective of the country the student represents.

Requirements:

- No longer than one typed page
- Double-spaced, 12-point font
- Include the speaker's name and school
- Include a brief biography of the speaker (no more than one paragraph)

Submit the address and speaker biography through the UHSMUN website.

Sample Opening Address for Bangladesh

This is a sample from a previous conference. The topic is no longer current, but the address demonstrates how a delegate can present a country's perspective, explain its priorities, and encourage cooperation among member states.

Topic: The UN in the 21st Century

For the past twenty-five years, Bangladesh has been honored to be affiliated with an outstanding organization such as the United Nations. We have endeavored to play an active and constructive role in the world within the overall framework of the UN's global agenda for peace and development. Throughout the twenty-first century, we continue to aspire to these goals.

Bangladesh is a strong supporter of past and present peacekeeping missions. Starting in the late 1980s, we have participated in 25 of 53 UN peacekeeping missions and will continue to strive for a high level of participation. Through peacekeeping, we expect to see a substantial improvement in the foreign relations of all nations. The role of the UN throughout the world will grow as peacekeeping missions bring stability to states in conflict.

Africa emerged as a continent with diverse needs in the twentieth century and should be a focus of United Nations efforts. As the world looks upon the struggles of refugees and the HIV/AIDS crisis in Africa, Bangladesh envisions opportunities for international efforts to alleviate these problems.

Finally, the role of the United Nations in supporting developing nations will lead to more industrialized and stable economies. Conferences on development will bring together the resources and cooperation needed to achieve a higher standard of living for people around the world.

Bangladesh seeks the continued progress of the UN and challenges other member states to do the same. The United Nations does not exist by itself, but through the participation of every member country. Indeed, the whole is greater than the sum of its parts. With our combined efforts, new opportunities for creating a better world will unfold as we continue through the twenty-first century.

Thank you.

Resolutions

Resolutions are formal documents developed by delegates to present proposed solutions and recommendations on the topics being discussed in committee. Delegates work together to develop proposals that reflect their research, represent their countries' positions, and address the issues before the committee.

Resolutions are developed during the conference, not written in advance. Before attending, delegates should familiarize themselves with the resolution process and requirements.

For instructions on developing working papers and draft resolutions, required formatting, introductory phrases, and submission procedures, refer to the **Official Guide to Model UN Procedure for UHSMUN**.

Rules of Procedure

UHSMUN committees follow the official rules and conventions established in the Official Guide to Model UN Procedure for UHSMUN.

All delegates should read the guide before attending the conference. It explains how committee sessions are conducted, how delegates participate in debate, which motions are permitted, how working papers and draft resolutions are considered, and how voting works.

The guide also includes a quick-reference table of approved motions, a draft resolution template, and suggested preambulatory and operative phrases.