HHHS MUN XV

YIN & YANG: The Harmony in Opposites

Junior Delegate Guide

15th HHHSMUN
27 - 28 November 2026

Dear Esteemed Delegates,

It is with great pleasure that we welcome you to the 15th session of our reputable Houssam Eddine Hariri High School Model United Nations (HHHSMUN). We are truly overjoyed to have you joining us for what we hope will be a memorable and enriching experience; one that will remain with you long after the conference comes to an end. It is our sincere pleasure to present this guide as your reference throughout the HHHSMUN experience, carefully designed to help you navigate the conference and excel in every aspect of it.

This guide has been thoughtfully crafted with dedication and care to provide you with a clear understanding of what to expect throughout both conference days. Within its pages, you will find the essential rules of procedure, technicalities, formalities, and strategies that will accompany you throughout the MUN process. We hope it serves not only as a guide to the procedures of the conference, but also as a source of confidence as you prepare to step into your committees and make your voices heard.

Please bear in mind that the rules of procedure followed at HHHSMUN, being a distinctive fusion of a THIMUN-affiliated conference and a Global Classroom Model, may differ from those of other conferences. We therefore strongly encourage you to familiarize yourselves with them and to refer back to this guide whenever necessary. Should you have any questions or concerns, do not hesitate to reach out to your committee's chairing panel, who will be more than happy to assist you throughout the conference.

Above all, we hope that you remember that an outstanding HHHSMUN experience is not measured by an award or a title, but by the effort, passion, and spirit you bring with you. We have poured great dedication into preparing this guide, and we sincerely hope that it contributes to making your experience as meaningful as possible.

We wish you the very best of luck, and we cannot wait to welcome you to the 15th session of HHHSMUN. We are truly honored to have you with us.

Sincerely,

Reina Bous & Yasmine Fadda

Heads of Training

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I. About Houssam Eddine Hariri High School

Houssam Eddine Hariri High School (H.H.H.S.) was established in 1995 by the Makassed Charitable Islamic Association of Saida. The school is a co-educational, nonprofit K-12 institution, where modern and updated educational theories and practices are implemented. It offers national and international educational programs in three languages, English, Arabic and French. The school's educational and administrative policies are set by the Makassed Association's Board of Directors.

H.H.H.S is registered with the Ministry of Education in Lebanon and is currently an associate member in NESA, an IB world school authorized by IBO (International Baccalaureate Organization) to teach PYP and IBDP. Moreover, AEFE has authorized H.H.H.S to teach Bac Français. It is located in the south of Lebanon in Saida city. H.H.H.S is recognized in its local area as a "Pioneer School"; it was the first school to integrate students with special needs and the first to be authorized to teach the PYP, IBDP, and AEFE and continues to do so. The school is currently running for the American Program accreditation through Cognia.

a) Vision:

Houssam Eddine Hariri High School graduates, coming from various backgrounds and having diverse learning needs, are well-educated and open-minded lifelong learners who have acquired virtuous personal traits and maintained high standards of ethical, moral and civic conduct. Upon their graduation, they will have developed not only vast knowledge of the major current issues but also profound learning of the Arab Islamic heritage and culture leading to better understanding and appreciation of other cultures. They are capable of coping with the ever-changing universe and are responsible personally, nationally and globally to contribute in protecting the planet they are sharing with others.

b) Mission:

The mission of Houssam Eddine Hariri High School is to raise open minded individuals who are capable of adapting to changes, assuming responsibility at the personal, national, and international levels, and showing respect to different learning abilities and cultural backgrounds. The school seeks to equip students with knowledge, education, as well as Arabic and foreign language skills. It also works on enhancing their ability to reason logically and think critically, appreciate and use art, utilize technology in its updated forms, and understand the relationship between learning at school and its practical application in life exhibiting positive attitudes and values to influence their local and wider global communities.

II. Introduction to Model United Nations

a. Definition and Benefits

Model United Nations (MUN) is a recreation of the United Nations in which students research global tribulations and suggest solutions from the perspective of different nations. Attendance at MUN conferences offers participants' engagement in research, writing, speaking, and listening. In addition to the many academic skills developed and enhanced through participation, students will be able to make connections with other students, gain knowledge of the UN and its work, and add an admirable experience to their academic records.

b. The Basics

The idea of MUN is that students represent countries rather than their own personal opinions.

For instance, a student may be allocated to represent Italy, in which case, that student must momentarily ignore his/her own belief or feelings and study where Italy stands on a certain issue. Role playing is extremely significant in MUN and students ought to do everything possible to stick to their positions. Students will be assigned a country and a committee with one topic to be fully debated and voted upon. At this time, the student participant is considered a delegate of the country.

In the weeks leading up to the conference, the delegate will need to become familiar with the facts and history of his/her country in order to be able to comprehend what that country's position on a topic will be. During the conference, the delegate will meet other delegates in his/her committee and attempt to write a resolution that illustrates how the issue will be resolved. Since countries have no similar interests and worldviews, not all delegates will consent on the same solution. The opposing resolutions will thus result in debates and be voted upon in the committee. If delegates keep these basics in mind, preparation for the conference will be very efficient and easy-going.

III. About the 15th HHHSMUN:

Over the past 15 years, the HHHSMUN conference has developed from being a private Model UN, to becoming a local student-led conference, and the first international simulation in Saida. Lebanon welcomes pioneering and driven students from all nationalities to empower and improve their negotiation and diplomatic skills. The HHHS Model UN provides an educational medium that awards all students the chance to simulate our world's leaders from politicians to governors, to activists. Thus, the HHHSMUN is a chance for everyone to step out of their comfort zone and possess the power to change the world, even if it is an embodiment. Year by year, the continuous successes of the HHHSMUN conference have allowed the MUN team to create and innovate our annual MUN Conference.

Just like every year, our MUN has once again included youth committees that target 6th graders. This opportunity grants juniors a glimpse into MUN, paving the way for meaningful

participation in future conferences. Furthermore, this year, our MUN has expanded its reach by introducing a committee specifically designed for parents, allowing them to experience the world of diplomacy firsthand and engage in the spirit of MUN alongside their children. As a matter of fact, this year's HHHSMUN will be accommodating a diverse range of committees across different languages and grade levels, providing delegates with opportunities suited to their age and experience. The conference will feature English-speaking committees for students from Grades 6 through 12, French-speaking committees for students from Grades 6 through 12, two Arabic-speaking committees for middle and high school students, as well as a dedicated committee for parents.

English-Speaking Committees

Grade 6 Committees

- **Human Rights Council (HRC)**
  Promoting Equal Access to Education Regardless of Gender, Nationality, and Race
- **Food and Agriculture Organization (FAO)**
  Ensuring Agricultural Security in the Face of Extreme Weather Events
- **UN Women**
  Promoting and Protecting Freedom of Expression for Women

Grades 7–8 Committees

- **World Health Organization (WHO)**
  Preventing the Next Global Pandemic in an Era of Emerging Infectious Diseases
- **International Air Transport Association (IATA)**
  Exploring Strategies to Develop Greener Airports and More Sustainable Aviation Infrastructure

Grades 8–9 Committee

- **Social, Humanitarian and Cultural Committee (SOCHUM)**
  Combating Forced Evictions Resulting from Urban Development Projects

Grades 9–12 Committees

- **United Nations Office on Drugs and Crime (UNODC)**
  Addressing the Growing Threat of Biocrime in a Rapidly Changing Global Environment
- **Fédération Internationale de Football Association (FIFA)**
  The Future of Football: Balancing Commercialization, Financial Influence, and Global Expansion
- **INTERPOL**
  Investigating the Jeffrey Epstein Case: Addressing Institutional Failures, Elite Influence, and International Mechanisms to Combat Human Trafficking and Exploitation Networks
- **International Court of Legal Inquiry (ICLI)**
  USA vs. Iran: Alleged Violations of Sovereignty and the Use of Force in Relation to Nuclear Facilities
- **Global High Command (GHC)**
  The Escalation of Contemporary Geopolitical Conflicts: Navigating the Threshold of World War III
- **Futuristic Economic Crisis Committee (FECC)**
  Designing a Stable Global Monetary System in an Era of Economic Integration
- **Council of the European Union (CoEU)**

Assessing the United States of America's Manipulation of Politics on European Nations

French-Speaking Committees

Grades 6–9 Committee

- **Commission pour la prévention du crime et la justice pénale (CCPCJ)**
  Protection des mineurs contre les abus, l'exploitation sexuelle et les interactions numériques dangereuses dans l'environnement numérique.

Grades 10–12 Committee

- **Organisation des États Américains (OEA)**
  Guerre contre les cartels de drogue au Mexique.

Arabic-Speaking Committees

Grades 6–9 Committee

- **جامعة الدول العربية**
  التوازن التنموي العربي: الاستثمار في المدن الذكية أم تطوير المدن والقرى القائمة؟

Grades 9–12 Committee

- **اللجنة الأولى**
  الهيمنة خارج ميادين القتال

Parents' Committee

HHHSMUN will also welcome parents through a dedicated committee, allowing them to take part in the conference and engage in diplomatic discussion on a locally relevant issue.

- **مجلس الوزراء اللبناني**
  دور الحكومة اللبنانية في الحد من آثار الأزمات الاقتصادية والاجتماعية

15th HHHSMUN THEME: "Yin and Yang: The Harmony in Opposites"

"Yin and Yang: The Harmony in Opposites" is the guiding theme of the 15th HHHSMUN. It underscores the reality that opposing sides can exist in balance, whether between conflict and cooperation or speaking and listening. In a world defined by Interdependence, this theme reminds us that meaningful progress often behind when we learn to understand perspectives different from our own. The conference invites delegates to reflect on the delicate balance of opposing forces, to appreciate the profound influence of their own voices, and to recognize that every step in negotiation has the potential to shift this balance and alter the trajectory of history.

IV. The Dias Members:

The Dias members generally consist of a president/co-presidents and chairs. Each group of dais members leads a committee, tackling specific topics of the presidents' choices and is responsible to evaluate the performance of their participating delegates authentically in reference to a grading system and the ATLs. The Dias members may address any delegate at any time and overrule any motion if bound necessary.

V. Conference preparation

a. Approaches to Learning:

The approaches to learning (ATLs) are derived skills set by the International Baccalaureate Program, which are found and acquired in the majority of our daily life experiences. They are especially vital to utilize in the Model United Nations because a diplomatic, well-prepared, and cooperative delegate has a good acquisition of those skills.

- **The ATLs consist of:**

Research Skills: Research Skills are skills mostly used and acquired prior to the conference when researching about a committee, topic, or country. Research skills will be the basis of your performance helping you formulate questions, collect and interpret information, respond to points of information, and write innovative resolutions.

Communication Skills: Communication skills are crucial during the conference from listening to other delegations' suggestions to being able to communicate your ideas in a respectful and diplomatic way. Moreover, communication skills are utilized when delivering a speech and answering questions in a clear and concise manner.

Self-management skills: Self-management skills are also important to acquire before and during the conference. Prior to conference days, delegates must be able to manage their time in order to conduct research while writing their speeches and preparing some resolutions. During the conference, delegates are expected to have time-management skills in finishing their speeches on time and abiding by the time set for unmoderated caucuses. Moreover, awareness, choices, and behavior all contribute to the acquisition of these skills.

Thinking Skills: Thinking Skills are skills shown through the delegate's ability to analyze and comprehend the topic at hand. This will be evident, for example, while answering questions on spot, suggesting innovative resolutions, and evaluating situations or crises appropriately.

Social Skills: Social Skills are very essential in evaluating a delegate's ability to accept responsibility, cooperate and respect others, and make group-decisions. This will be dominantly utilized in forming blocs to write a resolution cooperatively.

NOTE: The ATLs are not limited to these scenarios in MUN; however, this gives an overview on the importance of utilizing these skills during the conference.

Delegates are expected to acquire all 5 ATLs throughout the conference which will highly contribute to better their performance.

B. Pillars of Good Governance:

The foundation of social well-being, political stability, and sustainable development is generally acknowledged to be good governance. It emphasizes how power is used, how decisions are made, and how citizens' voices are incorporated into public affairs, going beyond the simple act of governing. A system of good governance guarantees that resources are managed responsibly, builds trust between institutions and society, and establishes the conditions necessary for justice, equity, and long-term prosperity.

The UNDP's 12 Pillars of Good Governance offer a clear road map for evaluating and enhancing governance practices within this framework. The 12 pillars are:

- **Transparency and Openness in Governance:**
  Decisions must follow clear rules, and relevant information must be easily accessible, understandable, and open to public scrutiny.

- **Rule of Law:**
  All authorities must operate under fair, impartial laws upheld by an independent judiciary, with full protection of human rights, especially for minorities.

- **Sound Financial Management:**
  Public spending should be transparent, prudent, and risk-assessed, with multi-year budgeting and citizen consultation.

- **Responsiveness in Governance:**
  Institutions must serve citizens promptly and adapt to their evolving needs, ensuring effective service delivery and meaningful public feedback mechanisms.

- **Competence and Capacity:**
  Officials must continuously develop their skills and improve governance performance through training, evaluation, and goal-setting.

- **Fair Elections, Representation, and Participation:**
  Elections must be free, fair, and inclusive. All citizens, regardless of identity, must have equal access to participation, and civil society must be empowered to engage in public life.

- **Effectiveness and Efficiency:**
  Public services must achieve intended outcomes (effectiveness) while using resources wisely (efficiency), supported by audits and performance evaluations.

- **Human Rights, Cultural Diversity, and Social Cohesion:**
  Governance must uphold human rights, embrace cultural diversity, and promote the inclusion and integration of marginalized groups.

- **Ethical Conduct:**
  Public officials must prioritize the common good over personal interest, avoiding corruption and conflicts of interest.

- **Innovation and Openness to Change:**
  A culture of experimentation, modern problem-solving, and institutional flexibility should be promoted in both public and private.

- **Sustainability & Long-term Orientation:**
  Policies must safeguard the needs of future generations while meeting present demands, addressing social, environmental, and economic sustainability.

- **Accountability:**
  All actors (governmental or non-governmental) must take responsibility for their actions, report decisions transparently, and face consequences for misconduct.

C. Country Research

First, delegates should familiarize themselves with their country.

Country research is very important and should be an ongoing exercise. The delegate should be aware of this information:

i. The type of government and the head of state

ii. The Gross Domestic Product (and GDP per capita) and type/power of currency

iii. The Human Development Index (HDI)

iv. The major religions, ethnicities, and languages of the country

v. The general history of the country and major events in its past

vi. Organizations that the country belongs to

vii. Major industries and sources of income viii. The population of the country

II. The current pressing issues for the country and how the government is responding to them

III. Geographic considerations (natural resources, disasters, bordering countries)

IV. The political tension and rivalry present between international and national political parties in the country xii. The presence of corruption and the pressure that non-state actors cause to the country

D. Research of Committee Topics

After delegates have a dense understanding of the topic of their committees, they can begin researching their country's stance towards such a topic while also taking into consideration the economic, political, and social status of the country. The internet will offer the most sources, but delegates must make sure the references are credible (refrain from using .com and Wikipedia resources). If the topic doesn't directly impact the country the delegate has been assigned to, he/she should consider how their allies' stances in regard to it alongside the way they may respond to the topic at hand. Delegates should accumulate as much background and current information on the matter to construct a full picture of what the problem is. For each topic, the delegate should be able to answer the following questions:

1. What is the basic problem?
2. Which countries/groups of people are affected the most by this topic?
3. What is currently being done to resolve this issue? What has the UN (e.g. your committee) tried to do on this topic?
4. What are the most important resolutions and treaties on this topic?
5. What is my country's relationship to this topic? What has your country tried to do about this topic? What have your political leaders (your President, Prime Minister, or Foreign Minister) said about this topic?
6. What are the possible solutions to this problem? What is the most innovative solution you can imagine to the problem?
7. Where would the money or resources for the solution come from? Is it realistic?
8. Which of these solutions would my country support? Why?

N.B.: Remember that sometimes a country may not suppose that the topic at hand is even a problem. Being able to respond to the above questions will lay a solid base for the rest of the conference preparation.

VI. Flow of Debate

What is it?

Parliamentary procedure is a set of rules that explains how a formal debate flows in the UN. During formal debate, delegates should refer to themselves, other delegates, and the dais in the third person.

Some examples of modes of address:

- What does the delegate of X think about the problem in Syria?

- The honorable delegate of X did not address the problem correctly.

- This delegate is very sure that the information is true.

N.B: Delegates should be familiar with the formal language that debates are conducted upon. The dais will be an expert at parliamentary procedure and will lead the committee debates accordingly, so delegates must be familiar with the different points, motions and modes of address.

1. Roll Call:

The first order of business in MUN is roll-calling. A roll call takes place when the house is set to order in which the chair reads aloud the names of each country in the committee.

When a delegate's name is called, he/she may respond with either "present" or "present and voting". A delegate responding with "present and voting" is not allowed to abstain during any absolute votes.

2. Speaker's List:

After Roll Call, the second order of business in MUN is entertaining the speaker's list. The delegates go up to the podium to deliver their only obligatory speech which is the **opening speech** and delegates representing countries go to the podium by alphabetical order.

The opening speech ranges between 45-60 seconds. If the delegate finishes prior to the allocated time of the speech, he/she may yield the remaining time to points of information, another delegate, or back to the dais.

N.B. Yielding comes in the following form: "The delegate of X wishes to yield his/her time to points of information – to delegate Y – back to the dais."

The main intention of introducing opening speeches is for delegates to proficiently let others know what their position on the topic is. This will help allies according to this topic to mingle during writing the resolution. This is also a chance for delegates to display their speaking and writing capabilities. Delegates with a well-built opening speech will surely draw other delegates to work with them. The characteristics of a well-built opening speech include:

- Being respectful to the other delegates and dais
- Having an attention-grabbing opening (hook)
- Describing the country's stance towards the topic through facts (background

information)

- Suggesting a solution to resolve the issue at hand where you may consider an existing solution that could be expanded with further support and/or funding
- Respecting the time limit
- Sustaining good volume (not too low or too high)
- Projecting physical communication (makes use of hand gestures and facial expressions when needed)
- Maintaining eye contact

N.B: An opening speech is a formal speech; it should be delivered in the 3rd person. For example, the delegate should say, "Canada believes that X," or "The delegate of Canada believes that X" **instead of** "I believe that X." The opening speech should always begin with: "Honorable Chairs and fellow delegates…"

Sample Opening Speech:

Honorable chairs and fellow delegates,

Antonio Guterres once said, "Refugees are not terrorists, they are often the victims of terrorism." Adopting laws for refugees is an issue that has been tackled for years if not for decades-(Hook). Among those escaping the conflict, 4.8 million have sought refuge in hosting countries since the outbreak of the civil war in 2011 and 6.6 million are internally displaced within Syria itself. As the crisis in Syria continues to intensify, the humanitarian needs are increasing significantly. Many people have been killed and wounded and tens of thousands have fled their homes, leaving behind everything they own. Syrian refugees in most hosting countries are facing violations including lack of proper humanitarian assistance-(Background Information). Syria is willing to collaborate with all nations to propose tangible resolutions to reduce the rate of these violations such as: helping refugees to integrate into the new culture, and opening up safe routes to sanctuary for refugees-(Solution).

Thank you.

Key: Hook – Background information – Local & International Actions – Solution – **Mandatory opening and closing clauses**

3. Caucusing:

Caucusing allows delegates to discuss the topics of the committee in a more focused and interactive manner. It provides delegates with the opportunity to exchange ideas, address specific aspects of the topic, develop solutions, and collaborate with other delegates. Caucusing is divided into two main types: **moderated caucuses** and **unmoderated caucuses**. While moderated caucuses allow the Dais to recognize delegates individually to speak on a specific subtopic, unmoderated caucuses allow delegates to move around freely and communicate directly with one another to negotiate, form blocs, and work on resolutions.

a. Moderated Caucus

A moderated caucus is motioned for in order to discuss subtopics, unravel what happened in a previous unmoderated caucus, and exchange views on a crisis that shook the quorum.

b. Unmoderated Caucus

Delegates will be given adequate time to informally discuss the topic that their committee will tackle; this is called “unmoderated caucus.” During this, delegates will find additional delegates that share similar aspects on the topic. Delegates with similar views will form a bloc and write a “resolution”.

An unmoderated caucus is motioned for to lobby and merge as delegates form blocs of allies to find respective countries that match their stance regarding the topic at hand. After this happens, an unmoderated caucus is also used for writing the final resolution of the conference.

The following steps act as a guide for processing a resolution:

1. Discuss the topic with other delegates of the committee.
2. Write a draft resolution with delegates who share a similar position.
3. Submit the draft resolution to the dais that has a chosen “main submitter” with a list of “co-submitters”.

N.B: If the resolution has any errors, either formatting or language errors, it will be given back to the delegates in order to have the opportunity to modify it.

4. Once the resolution is error-free, the dais will assign the resolution a number (e.g. GA3 1.1).
5. The resolution will be debated formally

i. Resolutions

A **resolution** is a document that is utilized in the UN to find solutions to a topic debated and discussed.

Technically, a resolution starts with the "Header" that includes committee name, topic name, main submitter, co-submitters, and signatories. A resolution is made up of a chain of clauses, divided into two parts: **pre-ambulatory** and **operative** clauses.

- **Pre-ambulatory Clauses:** The pre-ambulatory part of the resolution is the first part and its clauses are not a part of the solution to the issue; they are considered to describe the history of the topic and convey why the topic has been taken into consideration.

Each of the clauses starts with a verb and does not inform the reader on how to resolve the problem. You will also notice that each clause is separated by an empty line, the verb is in *italics*, and there is a comma at the end of each clause.

N.B: There is no correct number of pre-ambulatory clauses. There should be as many as necessary in order to construct a broad picture on the problem without too much or little details.

Pre -ambulatory verbs/phrases:

Affirming	Alarmed by
Approving	Bearing in mind
Believing	Confident
Contemplating	Convinced
Declaring	Deeply concerned
Deeply disturbed	Deeply convinced
Deeply conscious	Deeply regretting
Desiring	Emphasizing
Expectating	Expressing its appreciation
Fullfilling	Fully aware
Further deploring	Further recalling
Guided by	Having adopted
Having considered	

- **Operative Clauses:** Operative clauses are the second part of the resolution and are the proposed solution to the topic. Similarly, to pre-ambulatory clauses, these clauses begin with an action phrase but each clause should be devised as something that the countries can actually achieve. Technically, UN resolutions are not obligatory, which means that they cannot command other countries to take an action towards something; instead,

they are regarded as recommendations. These recommendations are taken seriously and can include motivations and penalties to implement them.

For instance, an operative clause **cannot** state: “Commands all nations to donate money to France,” or “Declares that France will donate all its money to Canada.” If so, there should be sub clauses added in order to further explain and clarify the previous point mentioned. The format for these sub clauses must be in lower case alphabet (a. b. c. etc.) If sub clauses were to be further clarified as well, it is in order in the format of lower-case roman numbers (i. ii. etc.)

Operative verbs/phrases:

Accepts	**Affirms**
Approves	**Authorizes**
Calls	**Calls upon**
Condems	**Confirms**
Deplores	**Considers**
Declares accordingly	**Designates**
Emphasizes	**Draws the attention**
Endorses	**Encourages**
Expresses its hope	**Expresses its appreciation**
Further proclaims	**Further invites**
	Further reminds

N.B: You will notice that the action words are underlined. Unlike pre-ambulatory clauses, each clause is numbered. Also, each operative clause ends with a semi-colon, except for the last operative clause, which ends with a period. Similar to perambulatory clauses, there is no correct number of operative clauses; the right number will depend on how organized and articulate the solution is.

Refer to the sample resolution paper **on the next page** for further clarification of examples and format.

Sample Resolution Paper:

COMMITTEE: Africa
QUESTION OF: Clean Water
SUBMITTED BY: Cameroon
THE GENERAL ASSEMBLY,

Taking into account the 1999 United Nations Development Programme (UNDP) report, which identified Nile, Niger, Volta and Zambezi basins as potential flashpoint sites,

Noting with concern the fact that 80% of the world's population lives in areas where the fresh water supply is not secure,

Deeply concerned with climate-induced inter-state conflict risk, for example, violence on the Mauritania-Senegal border,

Alarmed by contamination of water sources by industrial organisations, which has caused cancers and other diseases in indigenous populations,

Fully alarmed by the deteriorating situation in the Horn of Africa, where 11.5 million people are directly affected by water scarcity,

1. Calls for the formation of UNSWAG (United Nations Society for Water under African Governance), whose main priorities would be as follows:

    a. Encouraging integrity within the African continent, by mediating negotiations between hostile nations and, if necessary, placing UN peacekeeping forces on the borders

    b. Initiating investigations by medical and biochemical specialists into companies which dump toxic waste in rivers and streams (where the alternative is financial sanctions against the corporations and any subsidiaries);

2. Encourages UNSWAG to work alongside governments to provide better irrigation for rural districts, so as to avoid any further conflicts;

3. Strongly suggests that governments agree to transparency in the allocation of funds (from aid donors and their own GDP) towards managing this crisis, as well as current policies on clean water and sustainable management;

4. Recommends that densely populated areas become the priority, so as to avoid the spread of epidemics such as cholera and other water-borne diseases;

5. Requests that limits be set, so that no dwellings are further than 2 miles from a source of clean running water;

6. Calls upon the 23 states not expected to meet the Millennium Development Goal (of improving water availability) to renew their efforts and invest more time in the campaign to battle water scarcity.

*N.B: Main submitters **cannot** be signatories to their resolution and other bloc's resolution (this **excludes** co-submitters)*

ii. Debating a Resolution:

All of the resolutions processed through dais will be debated formally in each committee.

Note: Any delegate who brings a full written resolution will be getting disqualified as we value the integrity and effort our delegates put into the resolution throughout the actual final conference.

The following procedure will be used for each accepted resolution:

1. The dais will state which resolution will be debated first, followed, and set time for the debate.
2. The main submitter (s) of the resolution will read all of the operative clauses of the resolution out loud and deliver a speech explaining why the latter resolution serves the best interest of the committee.
3. The dais will then ask the main submitter(s) if he/she/they are "open to points of information". When answering points of information, the main submitter may have a co-submitter (s) alongside him/her to aid in answering the questions.

Note: Main submitters are the delegates who contributed the most to this resolution. Co-submitters are all the delegates within the same bloc that contributed to writing the resolution while signatories are delegates that find this resolution tangible and would vote for it regardless of which bloc wrote it.

4. If the main submitter accepts points of information, any delegate in the committee may raise his/her placard to ask a question.

N.B: A point of information may criticize an apparent weakness of the resolution; delegates may ask about things that are not addressed in the resolution or for clarification on a point that is not clear. It should also be stated in the form of a question. If the delegate wishes to ask another question, then he/she may ask the dais for a "Request to follow up"; if granted, the delegate is allowed to ask a second question.

5. A maximum of 3 delegates in favor or against of the resolution will deliver a speech in which the delegate clarifies why other delegates should vote for the resolution or against it respectively (this speech can't be longer than 2 minutes)
6. After speeches are delivered, amendments will be received by the chairperson and called upon; any delegate who submitted a non-friendly amendment can deliver a maximum of a 1 min speech on why the amendment should pass. An amendment can be a friendly one if the main submitters agree or an unfriendly amendment if they don't. In the case of a friendly amendment, no voting is therefore required.
7. After receiving and voting on amendments, a delegate should motion for closing the debate and moving to voting procedure.
8. If the motion passes, delegates may vote for "for," "against," or "abstain" on a resolution (an abstention means that a country does not feel strong enough to vote for or against a resolution).

Note: Delegates always have to take into consideration that voting for a resolution is a crucial act that ensures the success of the committee. This is why we urge delegates to vote for the

most accurate, precise, and reasonable resolution regardless of which bloc wrote it.

9. If the resolution passes by simple majority, then the committee reaches a resolution, and no further voting is allowed for the other resolutions. (Amendments are accepted in the meantime)

If not, steps 2-8 will be repeated.

4. Amendments:

During the debate of a resolution, any delegate may write an amendment to the resolution he/she wishes to modify and send it to the dais. An amendment should change, add, or cancel out any of the operative clause(s) of a resolution. This is done in order to gain more support. Amendments come in two forms: friendly and non-friendly. A friendly amendment is either an amendment done by a delegate amending his/her own resolution or it can be an amendment done by a delegate from another bloc, but the main submitter of the amended resolution deems the amendment as friendly and thus it is so. An amendment is considered non-friendly when the main submitter of the resolution declares that the amendment addressed to his resolution is non-friendly.

The following procedures will be considered for a friendly/non-friendly amendment:

1) The dais will decide whether the amendment is relevant and properly formatted; if not, he/she will send it back to the delegate with a description on the reason of its rejection.
2) The dais will pick the most convenient time to suspend regular debate and introduce the amendment, and they will set debate time for the amendment.
3) The dais will read the amendment aloud, and the main submitter should loudly inform the quorum if he/she deems this amendment as friendly or not.
4) If he/she deems it as friendly, then the amendment automatically passes without the need for debating or voting.
5) If he/she deems it as non-friendly, the delegate sending the amendment will then be asked to give a speech further explaining the reason behind his/her amendment. The dais would the entertain points of information from the delegates.
6) After debate, there will be a vote on the amendment.
7) The amendment passes with a simple majority of votes.

a) To abstain **(not vote)** is not allowed for amendments.

b) If the amendment passes, debate on the resolution will resume with the changes; if not, debate resumes without the changes

8) If ¾ a resolution is amended, then the resolution automatically fails.

N.B: There will be an admin staff in each committee room that will pass notes between delegates; private communication between delegates is otherwise prohibited. The content of notes must be relevant to the topics of the committee. Personal messages are strictly forbidden, and the admin staff will not send notes that are not professional and relevant.

Delegates may receive a warning if the content of notes is not proper. Notes may be sent to the dais and amendments should be too in the form of a note.

5. Voting

All delegates are required to vote for or against a resolution or an amendment. Delegates may abstain from voting on a resolution, but not on an amendment, unless otherwise specified by the Chair. Voting is done by raising the placard unless a motion to divide the house is called for. In the Security Council, the five permanent members hold the veto power, which, when used, automatically causes the failure of a resolution. All veto votes must be well explained or will be otherwise disregarded. For a resolution to pass; there should be a majority vote for it (51 percent).

6. Crisis mode:

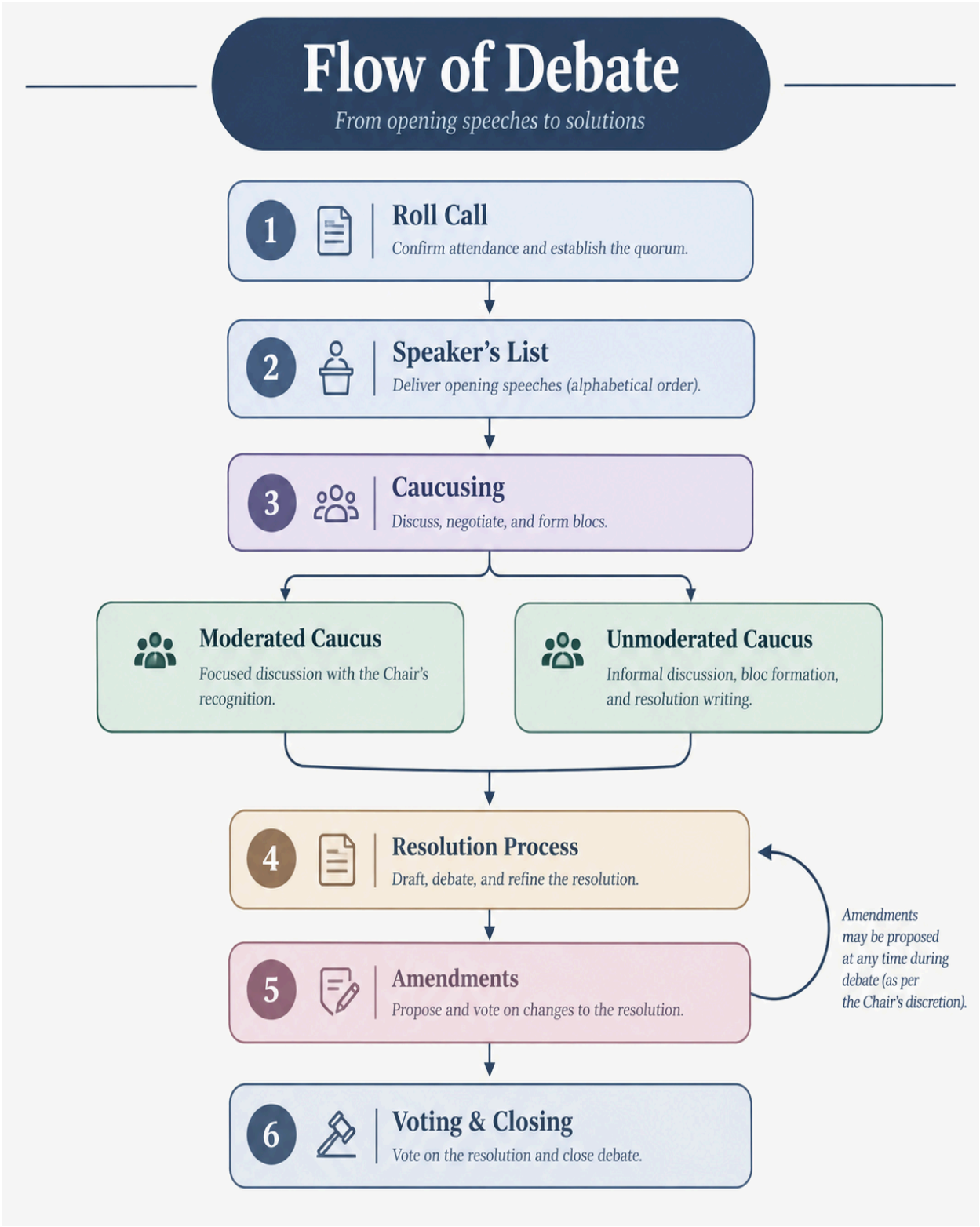
At any time during the conference, a crisis would arise. A crisis in MUN can be a hypothetical situation that targets certain countries. Delegates involved in such a crisis prepare speeches either to defend themselves or an allied country of theirs, support themselves or an allied country of theirs, or second a claim towards an enemy country of theirs while remaining **diplomatic**. After crisis mode, delegates **motion for an unmoderated caucus to proceed with writing crisis speeches, a consultation of the whole to reflect on what occurred during the crisis, and a moderated caucus to tackle the crisis speeches.**

In this scenario, for/against speeches are given from delegates in the quorum and the parties involved in such a crisis and head-to-head debates are in order.

On an additional note, **instead of creating extra resolutions specific to each crisis, which are separate from the final resolution of the conference, delegates will now instead deliver their views and arguments regarding the crisis while also presenting brief solutions to the crisis at hand through speeches.** This is due to the time that could instead be invested more productively and would instead instigate even more debate and activity within the conference.

Flow of Debate

From opening speeches to solutions



VII. Rules of Procedure

a. Delegate Duties

When the Dais Panel Says…	Delegates Must…
"Delegates, may the House come to order?"	Stand when recognized and remain standing while speaking and answering another delegate's question.
	Use formal and diplomatic language at all times.
	Speak in the third person, avoiding personal pronouns such as "I," "you," "he," or "she." Refer to the delegate or the relevant country/organization instead.
	Yield the floor at the end of a speech or whenever instructed by the Chair.
	Respect all delegates, Student Officers, Secretariat members, and administration staff.
	Refrain from any behavior that may disrupt or interfere with the flow of debate.
	Follow the chain of command when facing an issue: first approach the Presiding Chair, who may escalate the matter to the President or Deputy President if necessary.
	Remember that every delegate has the right to vote, submit resolutions, propose amendments, raise points and motions, and be recognized to speak by a Student Officer.

a. Points and Motions

During formal sessions, a delegate may refer to any of the following points and motions by raising his/her placard and then calling out the point or motion below:

1. **Point of information**: A point of information is a question addressed to another delegate who has the floor; delegates do not need to raise their placards to ask for a point of information. The dais will ask if any delegates wish to ask one at the suitable time. A point of information must directly relate to the resolution being debated or the speech at hand.
2. **Point of personal privilege:** A point of personal privilege is an interrupting point that should be used only when there is a problem with audibility or comfort. It may be used when the speaker is not speaking loudly enough or if the delegate wishes to be excused (bathroom etc.)
3. **Point of order**: A point of order is an interrupting point (not excessively); it is used to ask the dais about parliamentary procedure. This should be used if a delegate believes there was a mistake in how the debate process is being conducted. It may also be used when a delegate notices that another has spoken false information and chooses to correct it in front of the quorum.
4. **Point of inquiry**: A point of inquiry isn't an interrupting point. It is used to ask any question to

the dais that is not proper for another point or motion. For instance, a delegate may approach the Chairperson to know how many minutes remain in debate.

5. **Motion to set the speaker's list**: This motion should be set for delivering opening speeches. It should be seconded, and the delegate should specify the individual time of speaking which is commonly 1 minute. The motion passes by simple majority and if time remains, yields may take place by yielding the time to the chair, questions, or another delegate. Delegates should also keep in mind that there is not any motion that states that a delegate can demand resuming to the speaker's list. It is up to the chair's discretion. Moreover, The Speaker's list is never exhausted.

6. **Motion to extend the debate**: This motion may not interrupt a speaker. It can be used at the end of debate time if a delegate believes there needs to be more time for a debate on a given resolution. The motion must be seconded in order to receive a vote. If there are any objections, the dais may ask delegates to make short speeches on why there should or should not be an extended debate and a vote will be held on whether to extend debate time with simple majority.

7. **Motion to move to voting procedure**: This motion may not interrupt a speaker. It may be used at any point during the debate of a resolution if a delegate feels that further debate will not change the outcome. The motion must be seconded and if there are any objections, the dais may ask the delegate to make a short speech on why the committee should or shouldn't move into voting procedures. The dais may overrule this decision if they feel the motion is being used to unfairly disadvantage a resolution's ability to gain votes through debate.

8. **Motion to approach the chair**: This motion is used to approach and talk to the dais if they're not replying to the notes sent by the delegates. This motion doesn't require any seconds and the chair will need to grant this motion for it to pass.

9. **Motion to a head-to-head debate:** If any delegate feels the urge to debate any single delegate on a specific sub-topic or after a crisis situation, the delegate should motion for a one to one or a head-to-head delegate debate with country X usually after several points of information with said country. If the motion is granted by the dais, they will set a maximum time for the personal discussion. However, delegates should take into consideration the modes of address, the official language of the conference, and the pitch of their voice while addressing the other delegate. In addition, other delegates can motion to join this head-to-head debate if they have a valid claim to make. (Note: this motion might be denied if the dais sees its timing inappropriate and may be encouraged if the dais deems necessary.)

10. **Motion to move to caucus:** there are two types of caucusing: the moderated and unmoderated caucuses. Both caucuses allow delegates to discuss the topic further. The unmoderated caucus is informal, and the moderated caucus is formal.
    - **Moderated caucus**: in moderated caucusing, delegates can deliver speeches on subtopics that are related to the topic of course, discuss what had previously happened in an unmoderated caucus, and exchange views regarding a crisis. However, the delegate should specify the individual time of speaking and the total time of the caucus. This motion should be seconded, and delegates are not allowed to ask to discuss the same sub-topic if the motion fails twice. The motion should go as follows:

    "Motion to suspend the debate to a moderated caucus to discuss (_) for speaker's time (_) and total time (_)" Remember that there is no time yielding in moderated caucuses.

    - **Un- Moderated caucus**: in un-moderated caucusing, delegates will form

blocs to start discussing and drafting resolutions. However, the delegate should specify the total time of the caucus. This motion should be seconded and delegates are allowed to motion for an extension if needed. The motion should go as follows: "Motion to suspend the debate to an unmoderated caucus to form blocks/draft resolutions for a total time of ( )".

11. **Motion to adjourn the meeting**: this motion should be proposed for the purpose of shortage of time, lunch break, coffee break etc... This motion is used to adjourn the debate for any of the motives above, requires a second, and needs simple m s.

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13. **Right of Reply:** This particular motion is a written motion that is sent to the chair due to the nce of tension as delegation X brought up delegate Y's country directly and offended it. mention in this note that they are willing to reply to what delegate X mentioned about their ation. It's upon the chair's ruling whether they accept it or not. When such motion is accepted by the chair, the delegate offended goes up to the podium and delivers a speech about why they requested for a right of reply in the first place and provide factual counter arguments

VIII. Policies

a) Awards

We at HHHSMUN are primarily concerned with providing each delegate an enjoyable and educational experience. We believe firmly that this conference is an opportunity for students to learn about international relations and public speaking. Above all else, we hope that delegates leave the conference as better-informed global citizens who are better able to engage others in conversations about important world issues than when they first arrived. However, we also value the recognition of students and delegations that have contributed to the conference in exemplary ways. At Closing Ceremonies, the Dias members will announce the awards.

The dais after discussions and consultations amongst each other will determine individual awards on the basis of the following criteria:

- Knowledge of committee and its corresponding topics.
- Knowledge and representation of the nation's interests and policies;
- Skill and effectiveness in caucusing, writing amendments and resolutions, and debate (both formal and informal);
- Ability to work with and persuade other delegates through in-depth explanations and convincing arguments;
- Ability to develop pragmatic and actionable solutions;
- Ability to diplomatically master the approaches to learning skills;
- Ability to work on the spot and improvise;

The awards in each committee consist of the following: a best delegate, diplomacy awards, and honorable mentions.

N.B. The number of awards may vary depending on the number of delegates in the committee. There can be 2-3 delegates who win diplomacy or honorary awards; however, only one delegate is awarded the best delegate award.

b) Plagiarism

We at HHHSMUN acknowledge that the open exchange of ideas plays a crucial role in debate. However, it is important for all delegates to acknowledge that clearly when they have relied upon or incorporated the work of others. It is expected that all materials submitted to the committee staff before and during the conference will be the delegates'

own work. Delegates should always take great care to distinguish their own ideas and knowledge from information derived from sources through the proper citation of all quoted and paraphrased material. Delegates who are in any doubt should consult the dais before the work is prepared or submitted. Delegates who, for whatever reason, present work that is not their own without clear attribution to its sources will be subject to disciplinary action, up to and including notification of dais, delegation awards, expulsion from the conference, and/or disqualification from future attendance at HHHSMUN. All documents submitted to the dais will be vetted for plagiarism, but any suspicions regarding a violation of the plagiarism policy should be brought to the immediate attention of the committee president.

c) Dress code

As the resemblance of the United Nations, we at HHHSMUN strive for professionalism in all features of the conference. Delegates are expected to follow a dress code during all committee sessions and conference events. The prevailing dress code will be Western business clothing. The rules of Western business attire are as follows:

Women	**Men**
• **Blouse with skirt (must be appropriate length)** • **Suit** • **Long Dress** • **Slacks with nice blouse** • **Dress shoes** • **Avoid lace and colored stockings** • **No heavy perfume** • **No costume jewelry**	• **Suit with tie** • **Collared, buttoned up shirt with tie** • **Slacks** • **Dress shoes** • **Black or dark navy socks** • **No jeans** • **No hats** • **No sneakers**

****Delegates who are dressed inappropriately for any event may be asked to change into more appropriate attire.**

IX. Contact us

For any additional inquiries, please do not hesitate to contact mun@mak-hhhs.edu.lb , and we will be sure to reply to you as soon as possible.