



Davis College Mallow  
Coláiste Daibhí Mála



# DCMUN 2016



*The Davis College  
Model United Nations*

**Cork City Hall**

26<sup>th</sup>-29<sup>th</sup> January 2016

[dcmun@daviscollege.ie](mailto:dcmun@daviscollege.ie)







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What is it?...





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Issue 1 – Nuclear Proliferation

Submitter: Italy

Co-submitters: Spain, Japan, Republic of Korea,  
Mexico, HRW and Liberia

Calls Upon all member states to create national organisations that will supervise the application of sanctions and use as a guideline the following premises:

- a) The establishment of legislation that will limit and control the production of nuclear energy;
- b) Periodic inspections of all nuclear plants and facilities;
- c) Publication of periodic reports that will be accessible to all of those who wish to consult them;
- d) Provision of intelligence to their respective governments when required;

# What's the objective?...





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STATIONERY

INITIAL SPEECHES

LIFE OF A RESOLUTION

NOTE PASSING

DRESS CODE

COFFEE BREAKS

LOBBYING / AP. PANEL

KEYNOTE SPEAKERS



## Features...



# Writing good clauses and resolutions

## Preparation – Research...



Get familiar with each issue;

- a) Research – Find out the main characteristics;
- b) Discover the problems;



# Writing good clauses and resolutions

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**Issue:**

*Water Shortage in Africa*

### Problems Found:

- *Main shortage in Sahel*
- *Fresh water depletion*
- *Unreliable rainfall*
- *Global warming*
- *Desertification*
- *Infiltration & evaporation*
- *Population explosion*
- *Waterborne diseases*
- *Sanitation*
- *Distance from wells*
- *Guerilla control*
- *(...)*





# Writing good clauses and resolutions

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- Choose a problem and come up with a solution;



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### Possible Solution(s):

- *Construction of metal pipelines;*
  - *Concrete lining of wells*
  - *Local technology wells*





# Writing good clauses and resolutions

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Get familiar with each issue;

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- Choose a problem and come up with a solution;
- Write down that solution as a clause;



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- *(...)*

### Possible Solution(s):

- *Construction of metal pipelines;*
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### Clause:

Urges the undertaking of construction and maintenance work of water facilities and devices in the Sahel region, with priority to:

- Construction of metal pipelines;
- Concrete lining of wells and water channels;
- Small scale projects using local expertise and technology



# Writing good clauses and resolutions

## Preparation – Research...



Get familiar with each issue;

- a) Research – Find out the main characteristics;
- b) Discover the problems;
- c) Choose a problem and come up with a solution;
- d) Write down that solution as a clause;
- e) Write down and deliver a speech to defend that resolution.



**Issue:**

*Water Shortage in Africa*





# Writing good clauses and resolutions

## Preparation – Research...



Get familiar with each issue;

- Research – Find out the main characteristics;
- Discover the problems;
- Choose a problem and come up with a solution;
- Write down that solution as a clause;
- Write down and deliver a speech to defend the resolution.



**Issue:**  
*Water Shortage in Africa*



Honourable chair, dear delegates, ladies & gentlemen;

The delegate of (...) urges all delegates to vote in favour of this clause.

Time has come to put an end to the problems of water provision to the African people.

One of the main difficulties of water provision is the problem of infiltration and high rates of evaporation, which can reach 75% of soil moisture per year in many areas of the Sahel..

This problem can, however, be greatly minimised (an in many cases solved) by simple maintenance work such as the concrete lining of wells, metal pipelines and the application of local technology and materials.

(...)

The delegate of (...) urges all delegates to vote in favour of this clause and allow the UN to take a decisive step towards the solution of such a dramatic problem.



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| General Assembly  |                                       | Special Conference<br>(on Health and Society)   |
|---|---------------------------------------|---|
| Millennium Hall   |                                       | Centinium Hall  |
| Lobbying & Caucusing  | Tuesday<br>26 <sup>th</sup> January   | Lobbying & Caucusing  |
| <ul style="list-style-type: none"><li>The Question of Terrorism and the Escalation of the Islamic State</li></ul>   | Wednesday<br>27 <sup>th</sup> January | <ul style="list-style-type: none"><li>The Question of Medical Ethics, Practice, Research and Experimentation</li></ul>                          |
| <ul style="list-style-type: none"><li>The Question of Mediterranean Migrants, Refugees and Asylum Seekers</li><li>The Question of the Tension in the Korean Peninsula</li></ul>           | Thursday<br>28 <sup>th</sup> January  | <ul style="list-style-type: none"><li>The Question of Natural Disasters and International Aid</li><li>The Question of LGBT Rights</li></ul>     |
| <ul style="list-style-type: none"><li>The Question of Space Exploration, Management and Militarisation</li><li>The Question of International Law, Extradition and Death Penalty</li></ul> | Friday<br>29 <sup>th</sup> January    | <ul style="list-style-type: none"><li>The Question of Religious Influence and Freedom</li><li>The Question of Liberalisation of Drugs</li></ul> |





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<https://youtu.be/qvcFA9ogREo>





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## Achieving the WWGS Global Passport

### STAMP 1 – Curricular

- Teacher meeting – start of year;
- Subjects adapt to Issues;
- TY Development Education Module created
- TY students coordinate whole activity (admin staff);
- CSPE and Geography changed syllabus (others subjects adapt yearly).





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## Achieving the WWGS Global Passport

### STAMP 2 – Extra-curricular

- Information displays – Large flat TV screens;
- Pop-ups & posters;
- Participation open to all year groups (MUN Club);
- Self-Assessment Tool (SAT)
- National and International level;





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**Achieving the WWGS Global Passport**

STAMP 3 – Teacher Capacity Building and Engagement

- **WWGS conferences – learnings shared with staff**





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## Achieving the WWGS Global Passport

### STAMP 4 – Student Capacity Building and Engagement

- Critical thinking skills prioritised
- Seeing things in perspective
- Fundraising – students (e.g. Mallow to Lisbon, Table quizzes)
- Peer work with students from different schools





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## Achieving the WWGS Global Passport

### STAMP 5 – School Leadership and Management

- Management encourages WWGS conference attendance and sharing of information;
- Workshops for other schools (10th December 2015)
- Parents involvement
- Links with universities, institutes, Cork City Council, etc.





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**Achieving the WWGS Global Passport**

STAMP 6 – Policy and Ethos

- Policy and ethos being revised to include Development Education approach





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## Achieving the WWGS Global Passport

### STAMP 7 – Successful Relationships

- Communication of Development Education Issues (press, screens, open ev.)
- Admin staff run conference
- Schools interaction – WWGS cluster school / merging resolutions
- Loreto Clonmel school in Portugal / schools from overseas





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