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**NOW WE HAVE THE BASIS,  
IT'S TIME TO MOVE  
TO THE NEXT STEP:  
OUR GAME...**

# THE MODEL EUROPEAN PARLIAMENT AND THE ROLE OF MEP DELEGATES

## WHAT IS IT?

The Model European Parliament (MEP) is a simulation (which means a role playing game) of the activities of the European Parliament.

# THE MODEL EUROPEAN PARLIAMENT AND THE ROLE OF MEP DELEGATES

## WHAT'S THE POINT?

Education of young students about...  
European integration and cooperation  
The understanding of common issues  
The EU institutions  
Political awareness  
Leading skills  
Social Skills such as teambuilding  
and discussion forums

# THE MODEL EUROPEAN PARLIAMENT AND THE ROLE OF MEP DELEGATES

## WHO PLAYS?

The **students** will be European Delegates and they will act as Members of the European Parliament.

So... **YOU!**

# THE MODEL EUROPEAN PARLIAMENT AND THE ROLE OF MEP DELEGATES

## WHICH MEANS THAT...

You will be grouped by political affiliation.

You will work within the framework of one of the standing committees of the European Parliament.

Each member of the committee presents the view of the government of his/her country on the specific topics in his/her committee.

**“OK, BUT HOW  
DO I PLAY?”**

**... LET'S SEE  
THE RULES  
OF THE GAME!**

# RULES OF PROCEDURES

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# RULES OF PROCEDURES

## WHAT

Rules of Procedures structure the debate in every single committee ensuring that it is fair and equal for every single member.

## WHY

Without this rigid structure the life in the committee will be a chaos. Knowing that you can rely, follow and apply these rules will help you bring your ideas forward so you can focus 100% to the topic under discussion.

## QUALITY

The rules you will be taught are the same rules parliamentary rules used at the European Parliament

**RULES OF PROCEDURES**

REGULATE

**THE FLOW OF THE DEBATE**

**DRAFTING  
OF OFFICIAL DOCUMENTS**

**DELEGATE'S BEHAVIOR**

# TIMELINE / RULES OF PROCEDURES

## MOTION TO OPEN THE SPEAKER'S LIST

Set the speaking time  
"I have a motion to open the speaker's list with a speaking time of 1 minute"

## INTRODUCTION OF RECOMMENDATION

## WORKING PAPERS

## MOTION TO INTRODUCE AMENDMENTS

DEBATE

## TIMELINE

## ROLL CALL

INFORMAL DEBATE

## UNMODERATED CAUCUS

The unmoderated caucus is a completely informal debate, with a complete suspension of all rules. "I motion for a 10 minutes unmoderated caucus"

## MOTION TO CLOSE THE DEBATE

(and move to voting procedures)

## MOTION TO ADJOURN THE SESSION

(usually for lunch or dinner)

## MOTION TO CLOSE THE SESSION

# FIRST THINGS FIRST

## ROLL CALL

The very first thing you will do before each committee session is the roll call.

The roll call consists in the alphabetical calling of each member per party in order to know if they are present.

## HOW TO REPLY

### PRESENT

Declaring that a Member is present means that he/she will not be able to abstain from voting recommendations.

# FIRST THINGS FIRST

## QUORUM

**1/4**

total number of delegates  
needed to start **DEBATING**

**1/2**

number of delegates needed  
for **SUBSTANTIVE VOTES**

# HOW TO MOTION

## COMMITTEE LIFE

Everything you do during a committee session needs to go through the chair who will decide if it is “in order” or not and then put it to vote. The committee - you, delegates - decide what direction you want to go, make sure to always remember this.

## STRUCTURE

**i motion to/for**

verb

**i have a motion to/for**

verb

# DEBATING

## FORMAL DEBATE

The formal debate is the most common and used form of debating there is.

Being extremely formal it is also “slow” especially compared to other forms of debating, knowing all the differences will let you decide which form suits best the moment in the committee you are in.

## SPEAKER'S LIST

The Speaker's List is the expression of the formal debate, it allows delegates to talk about the topic in agenda and their countries' views relating to each specific issue. The very first thing in order to have a debate is to open the Speaker's List, countries wishing to speak can add themselves at the President's request and/or by sending a note to the DAIS. It is the best way to talk to the committee about your country's opinion on the topic in a more broad way.

# DEBATING

If you do not use all of your speaking time, and there's a considerable amount of seconds left, the President will ask you what you would like to do with your time, there are 3 options at your disposal and this procedure is called:

## YIELDS

### TO THE CHAIR

This will give all your remaining time to the President who will absorb it and the Speaker's List will go on as if you spoke for all the time given to you.

### TO QUESTIONS

You will allow the committee to ask questions to you regarding matters of your speech or your stance on the topic, this will go on for as long as the time will permit it.



# DEBATING

## INFORMAL DEBATE

Different from the Formal Debate, the Informal one is described as a “temporal suspension of the formal meeting”. The Speaker’s List gets briefly paused, members are still not allowed to leave the room, unless given approval by the president, and the committee or parliament is still regarded as *in session*. What changes is the way you debate with you fellow delegates.

## UNMODERATED CAUCUS

More Specifically the Unmoderated Caucus is truly the suspension of the formalities and it is the most “active” form of debate. When an unmoderated caucus is approved by the committee members are free to leave their seats roam freely the committee space in order to talk to their peers privately, even intimately. This is the time where you build your alliances and where you will have time to start writing your “working papers” which will eventually become the “Draft Recommendation”.

# MAIN POINTS

## POINT OF ORDER

During the discussion of any matter, a member may rise to a point of order. A point of order is used **only in the case of an error in the order of procedure or the use of the rules of procedures** and is used to bring the issue to the attention of the President. A Member rising to a point of order may not speak on the substance of the matter under discussion. **A point of order can interrupt the speaker.**

## POINT OF PARLIAMENTARY INQUIRY

A Member may rise to a point of parliamentary inquiry when **uncertain of the procedural setting of the committee**. A Member **may not interrupt a speaker** on a point of parliamentary inquiry. MEPs may use this point to have the Chairman explain **any** procedural matter.

## POINT OF PERSONAL PRIVILEGE

A Member may rise to a point of personal privilege in order to bring to the attention of the Chairman some physical discomfort (can't hear properly, sick, too hot etc.) which is disrupting the proper functioning of the committee. **A point of personal privilege may interrupt the speaker.**

# OTHER MOTIONS

## MOTION TO CLOSE DEBATE

A MEP may move to close debate in order to end Debate on the Topic Area under Discussion. A two-thirds (2/3) majority vote is required to pass the Motion to close debate. If this motion passes the committee will enter voting procedure on all Draft resolutions on the floor.

## MOTION TO ADJOURN THE MEETING

A MEP may move for the Adjournment of the meeting to suspend all committee activities until the next scheduled meeting time. A simple majority vote is required to pass this motion.

# OTHER MOTIONS

## RIGHT OF REPLY

A MEP whose personal or national integrity has been impugned by another MEP's comments may rise to a Right of Reply. Disagreement with the content of a MEP's speech is not ground for a Right of Reply.

The President will recognize the Right of Reply at his/her discretion as well as decide on how to resolve the motion. This point may not interrupt a speaker but should be addressed the moment he/she will has finished his/her speech. Should the President rule the Right of Reply out of order, his/her decision cannot be appealed.

No members may call for a Right of Reply on a Right of Reply.

# OTHER MOTIONS

## REQUESTING A ROLL-CALL VOTE

Other than voting by show of placard, a member might rise a request of a Roll-Call Vote.

This requests will automatically pass unless the President rules it out of order, it will result in the President calling up every single member by English Alphabetical Order, starting with the name of the member picked up by a draw straw, and have them vote with a “Yes”, “No”, or “Pass”.

If a member passes at the moment of its calling, the president will put them at the bottom of the voting list. Members are required to ascertain their vote once the president calls them up again.

## VOTING WITH RIGHTS

A member might request a “right of explanation” pertaining to their vote, this will result in them explaining the reasons behind their decision upon voting, right after the procedure is concluded. The president might limit their speaking time at their own will.

# RECOMMENDATION

A Recommendation is a official document redacted by a EU body that contains a number of “clauses” citing possible ways of improving or resolving the issues that have been at the center of the debate.

## DRAFTING A RECOMMENDATION IS YOUR ULTIMATE GOAL AS A DELEGATE

During the debate you will find members with similar point of views, this will allow you to work together in groups brainstorming ideas on how to solve the issue presented in the topic. The Debate usually reaches its pinnacle - and its usefulness - when the committee has presented one or more recommendation to the President and they have been accepted as “Draft Recommendation”.

Once the committee has reached this point, the President will wait for a motion for the *closure of the debate* and then move directly into voting procedures, where members will present your resolution to the committee and then vote on it.

# THE PROCESS

## WORKING PAPER



A Working Paper is nothing more than a piece of paper upon which members work together on their ideas on how to solve the problem under discussion.

MEPs will have time to work on this during unmoderated caucuses.

Once it is completed the paper shall be submitted to the President for evaluation and approval.

## DRAFT RECOMMENDATION



Once the working paper is submitted the President will make sure that it is acceptable, both content and layout wise. Grammar will also be checked.

Once the President accepts it, the Working Paper becomes a Draft Resolution.

## VOTING

It is highly possible that the body will be voting on 2 or more draft recommendations.

Voting **follows** the order of presentation of the draft recommendation: the first submitted is the first to be voted on.

Amendments **MUST BE VOTED BEFORE** each draft recommendation, right after the “motion for the closure of the debate”



# RECOMMENDATION

# VOTING PROCEDURES

MOTION FOR THE CLOSURE  
OF THE DEBATE

=

VOTING  
PROCEDURES

- ROLL CALL
- ALL THOSE IN FAVOR OF...
- ALL THOSE IN OPPOSED...

**RESULTS**

## WATCH OUT

Members are entitled of applauding strictly when a draft recommendation passes.



# HOW TO WRITE A RECOMMENDATION

In order for your working paper to be accepted by the President it has to meet certain standards of layout proper of each european body.

## THEORY

The recommendation must begin with a series of "*Introductory Clauses*" - or clauses that function as introduction to the resolution giving a basic knowledge of the topic and/or linking to past recommendation - which are then followed by "*Operative Clauses*", or clauses that contain the actions the members wants to sustain in order to solve the issues.

# HOW TO WRITE A RESOLUTION

## PRACTICE

### INTROD. CLAUSES

- A. Realizing that it is hard for the immigrants to integrate if they live in a ghetto
- B. Fully aware of the lack of education of some of the immigrants
- C. Having examined that the unemployment rate among immigrants is high
- D. Realizing that some of the immigrants can't communicate with the population because of linguistic as well as cultural barriers
- E. Keeping in mind that ghettos are an expression of segregation and can cause prejudices and ignorance
- F. Recognizing that initiatives to improve living conditions in the ghettos have already been taken in some countries
- G. Observing that racism is a problem
- H. Aware of the fact that immigrants often have problems getting a job matching their home country education
- I. Alarmed by the fact that some EU countries will soon be affected by the burden of the elderly,
- J. Recognizing that some countries are already dealing with financial problems
- K. Recognizing that programs as well as binding legislation concerning asylum seekers are already being initiated by the EU Commission,
- L. Believing that asylum seekers who have been in a country for a period of time have established a social network and have started a new life

# HOW TO WRITE A RESOLUTION

## PRACTICE

### OPERATIVE CLAUSES

1. Demands that immigrants who come to an EU country be required to take lessons paid for by the national governments to learn about the country's language, history and culture
2. Endorses that more information should be given to the immigrant families concerning the importance of education in the EU
3. Encourages to make the ghettos more tempting and attractive to the eg. Danish people
4. Draws attention to the benefits of a social network for an immigrant in order to find a job and be motivated to get an education
5. Encourages the government to improve the living conditions in the ghetto areas and inside the ghettos to make them more attractive to live in for the population
6. Approves that the labour force of the immigrants will be needed in the future and that they will be a contribution to our societies
7. Demands that asylum seekers who don't have an education get the right to get one
8. Calls upon the national government to prioritize their budget to make room for these changes as soon as possible however before the year of 2015
9. Requests that no asylum seeker who has been in a country for a period of time can be forced to return to the country he came from
10. Recommends the member states to offer education so that immigrants will more easily find a job which matches their education from their home country.

# INTRODUCTORY CLAUSES OR ARGUMENTS

- A. Realizing that it is hard for the immigrants to integrate if they live in a ghetto
- B. Fully aware of the lack of education of some of the immigrants
- C. Having examined that the unemployment rate among immigrants is high
- D. Realizing that some of the immigrants can't communicate with the population because of linguistic as well as cultural barriers
- E. Keeping in mind that ghettos are an expression of segregation and can cause prejudices and ignorance

They serve as introduction to the topic. They are a mere formality, but they could also further specify the environment in which the resolution act, focusing on one or more sub-topics. Their function might also be - and usually is - to give specifics upon the topic so that unacknowledged members or functionaries could easily understand the surrounding of the contents of the debate.

## THEY MAY

**CITE APPROPRIATE SECTIONS OF EU TREATIES**

**REFER TO PAST UN RECOMMENDATION OR INTERNATIONAL TREATIES**

**ACKNOWLEDGE EFFORTS OF EU COUNTRIES OR EU INDEPENDENT BODIES**

**MENTION DOCUMENTS ADOPTED BY HIGH COMMISSIONERS OR OTHER BODIES AND AGENCIES**

## STRUCTURE

They begin with a past participle and end with a “comma”, “semicolon” is needed right before the operative clauses. They are numbered with letters.

# PRE-AMBULATORY CLAUSES

AFFIRMING

DEEPLY DISTURBED

GUIDED BY

ALARMED BY

HAVING ADOPTED

HAVING CONSIDERED

OBSERVING

AWARE OF

EMPHASIZING

UNDERLINGING

NOTING

BELIEVING

BEARING IN MIND

HAVING EXAMINED

RECALLING

CONVINCED

FULLY AWARE

DECLARING

KEEPING IN MIND

DEEPLY CONCERNED

NOTHING WITH REGRET

DEEPLY CONSCIOUS

NOTING WITH SATISFACTION

WELCOMING

DESIRING

STRUGGLING TO BELIEVE

# OPERATIVE CLAUSES OR PROPOSALS

- 1. Demands that immigrants who come to an EU country be required to take lessons paid for by the national governments to learn about the country's language, history and culture*
- 2. Endorses that more information should be given to the immigrant families concerning the importance of education in the EU*
- 3. Encourages to make the ghettos more tempting and attractive to the eg. Danish people;*
- 4. Draws attention to the benefits of a social network for an immigrant in order to find a job and be motivated to get an education*
- 5. Encourages the government to improve the living conditions in the ghetto areas and inside the ghettos to make them more attractive to live in for the population*

They contain the very result of the debate: possible solutions to the presented issues. Each Operative Clause calls for a specific action, but that does not necessarily mean that the issue will be resolved or that things will actually improve. The actions might be as vague as recognising there is a problem, or creating a special commission that will investigate suspicious action and report back later in time. Bare in mind that these recommendation do not always put an end to an issue or a situation, to the contrary most of the times these documents represent the very basis, or first step of dealing with the problem.

## THEY MAY

Urge, recommend, encourage, request certain questions

Acknowledge the existence of a problem

Propose the creation of commissions or other bodies to investigate or mitigate

State opinions regarding the topic

## STRUCTURE

They begin with a verb in third person singular referring to the committee, every clause is logically numbered.

# OPERATIVE CLAUSES

ACCEPTS

AFFIRMS

APPROVES

AUTHORIZES

CALLS

CALLS UPON

CONDEMNS

CONFIRMS

CONSIDERS

DECLARES ACCORDINGLY

DEPLORES

DESIGNATE

DRAWS ATTENTION

EMPHASIZES

ENCOURAGES

ENDORSES

FURTHER PROCLAIMS

FURTHER RECOMMENDS

NOTES

PROCLAIMS

REAFFIRMS

RECOMMENDS

REGRETS

REMINDS

REQUESTS

RESOLVES

SOLEMNLY AFFIRMS

SUPPORTS

TAKES NOTE OF

URGES

# SPONSORS & SIGNATORIES

Other than the technical knowledge needed to write a resolution, delegates must understand the marked difference between sponsors and signatories and their **individual** importance.

## SPONSORS

The Sponsors of a resolution are usually the ones that took active part in its writing: collaborating with ideas, solutions and who completely believe in every single part of it.

There is **no requirement** of a minimum number of sponsors, even only one is still “in order”; a larger amount of sponsors usually gives strength and prestige to a recommendation.

Sponsors must be present for a draft Recommendations to be introduced to the floor and their names must appear on the resolution text.



# AMENDMENTS

Once the recommendation has been submitted and accepted by the Chair, it is no longer open to direct modifications; in order to modify a recommendation - from adding clauses to striking other one or more amendments need to be presented to the committee, debated and voted on.

## RULES

**ONLY OPERATIVE CLAUSES CAN BE AMENDED (MODIFIED)**

**IF MORE AMENDMENTS REFER TO THE SAME CLAUSE.  
SUPPRESSIVE ONES ARE VOTED FIRST,  
THE REST WILL FOLLOW**

**2/3 MAJORITY IS REQUIRED TO BE APPROVED**



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