

A white silhouette map of the Americas, including North, Central, and South America, is positioned on the right side of the page. The background is a dark red color with a faint, repeating pattern of the United States flag's stars and stripes.

HACIA

XXVI SUMMIT OF THE AMERICAS

| **Faculty Advisor Guide** |



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Welcome to HACIA XXVI

Dear advisers and members of the HACIA Democracy community:

It is with the great honor that I address you as President of HACIA Democracy at its XXVI Summit of the Americas. This year, our event will be adapted to the virtual modality for the first time in its history. Carmen Enrique, Vice President of HACIA Democracy, and I are faithful believers in the opportunities, safety and quality that the adoption of this new format will bring us while the inescapable world situation is resolved.

My story with HACIA Democracy begins in 2018 when I served as Co-chair of the Summit of the Americas. I remember the excitement and nerves that overwhelmed me throughout the experience, as I had never led a committee or been part of a structured debate before. Reflecting on the problems that afflict our region, I selected the issue of labor informality and its consequent lack of social protection, thinking that the key to a good committee was to engage the delegates in topics that they could easily connect with their own lives at home. In my case, I had witnessed informality in the streets of Medellín, my hometown, where street vendors offered various products at most traffic lights. Additionally, this reality, contrasted with the modern buildings of one of the most innovative cities in Latin America, presented a ubiquitous and at the same time curious problem, like many of the issues that arise in our various committees. When the date of the XXV HACIA Democracy summit arrived, it was clear that the debate was going to be a success. Watching delegates embrace this issue and interpret it in their own way to produce high-level recommendations was extremely fulfilling. There, I decided that I ought to continue with HACIA Democracy and offer our debate experience to an even greater number of students from the region.

Now in my critical role as President of our 2020 Summit of the Americas, I wish to reiterate my commitment to providing you with a conference that continues to challenge delegates and seeks to include all voices from Latin America.

Sincerely,

Isaac Ochoa

First Steps

Preparation

HACIA Democracy is above all about preparation. While the substance of the conference comes through spirited and vibrant discussions and debates, they are only possible when built upon a foundation of knowledge and practice. Because of this, the most important role you fill as a Faculty advisor is in preparing and training your delegates for conference. Adequate training will not only help your delegates succeed at conference, but will also help make sure they take away as much as possible from the experience, both in knowledge and skills learned.

This means that the time spent training delegates and preparing your delegation for conference on a substantive level, not just a logistical one, is of the utmost importance. This means not only teaching the HACIA Democracy Rules of Procedure, but also a deeper understanding of the political issues behind committee debates. In the following pages, we detail various through which this can be done.

Beyond that, a good faculty advisor is a guide, resource, and mentor for their delegates, the central coordinator of the delegation, and the liaison between the conference and the students. Most importantly, it is their responsibility to make sure that preparation for HACIA is a fun, engaging, and positive experience. After all, HACIA can be many things, but it should always be fun.

Good luck!

General Principles of Training

In order to ensure their success in the committee, delegates should be very familiar not only with parliamentary procedure, but also with what the flow of committee sessions is like.

Committee sessions open with Opening Statements from the Co-chairs. In order for a quorum to be established, co-chairs then conduct a roll call, whereby delegates should indicate they are present. At the start of the first session, a motion to set the Agenda to either Topic A or Topic B is now in order. If the

motion for setting the Agenda to one of the topics fails, then the agenda is immediately set to the other topic. If delegates set the agenda to, say, Topic A, then a motion to discuss Topic B will not be in order until the Committee has voted on a resolution for that topic.

Once the Agenda has been set, the committee moves into a general Speaker's list, where each speaker gets 45 seconds of speaking time. After several speakers have spoken, or when the Chair asks if there any points or motions on the floor, delegates usually motion to enter a moderated caucus, whereby the chair suspends the Speaker's list and recognizes delegates to speak from their seats. This caucus is useful at moments of faster-paced discussion on a particular topic.

Whenever delegates motion to caucus, they should always remember to indicate the type of caucus: either moderated or unmoderated, the duration of the caucus (not to exceed 20 minutes), the topic to be discussed and the speaker duration. At this stage of the committee, debate will typically center on general debate, either through the speaker's list or through moderated caucuses.

Usually during the second committee session, delegates will begin to introduce working papers. These are intended to aid the committee in its discussion and formulation of bills and need not be written in a specific format. They require the signature of the Acting Chairs to be distributed to the committee and do not require formal introduction.

Delegates should motion to enter unmoderated caucuses, caucuses during which procedure is automatically suspended and delegates may get up from their seats and move around the room to speak to each other, when they are writing working papers and resolutions. During the second to third committee sessions, delegates usually debate on working papers and begin forming coalitions to write resolutions.

Once the Chair indicates that they will begin accepting resolutions, delegates may approach the chair, requesting the approval and signature of their resolutions. Once the chair approves, signs and distributes a resolution, a delegate may motion to introduce a resolution. Multiple resolutions are generally introduced, discussed and amended. When a motion to close debate on each resolution has passed, the committee moves into voting procedure to vote for each resolution. Once resolutions have been voted on, discussion on that topic ends. Delegates may then motion to set the agenda to the topic that has not

been discussed.

It is important that delegates are familiar with the HACIA parliamentary procedure, as this will enhance their committee experience and allow them to actively participate. In particular, they should be familiar with what the different motions are; in particular, the motion to caucus, which is usually the one most used.

In order of precedence, the motions are: Motion to set the agenda, Motion to Appeal a Decision of the Chair, Motion to Adjourn the Meeting, Motion to Adjourn or Suspend the Meeting, Motion for Testimony, Motion to Close Debate, Motion to Suspend Debate, Motion to Withdraw a Bill or Amendment, Motion to Introduce an Amendment, Motion to Introduce a Bill, Motion to Resume Debate, and Motion to Reconsider. These motions are described in more detail in the “Rules of Procedure” section of the Delegate Preparation Guide.

Delegates should also know what yields are and when to use them. Whenever a delegate has remaining time in a speech during formal debate, they may yield that time in three ways: to questions, to another delegate, or to the chair. If time is yielded to questions, the chair will decide how many questions will be taken from the floor. Time cannot be yielded to another speaker during moderated caucuses.

It is also important for delegates to know what the different types of points are and when they can use them. A delegate may rise to a point of personal privilege, to request the correction of conditions impairing his or her personal comfort (for example, permission to go to the bathroom). A point of personal privilege may interrupt a speaker, but should be used with considerable discretion. A delegate may rise to a Point of Order if he or she feels that the rules of procedure are not being followed correctly. When the floor is open, a delegate may rise to the point of parliamentary inquiry to ask the Acting Chair a question regarding the rules of procedure.



Committees

HACIA Democracy includes three different types of committees, each of which involves different rules of procedure, a unique committee flow, and a distinct atmosphere.

Standing Committees

Standing Committees are the bulk of committees in both English and Spanish. These are the traditional bureaucratic committees such as OAS, and political committees such as UNASUR and Consejo de Seguridad de la ONU. Standing committees follow the traditional HACIA rules of procedure, generally have two topics to be addressed over conference (with exceptions), and are oriented towards the eventual production of a final resolution or sets of resolutions.

In most standing committees, the bulk of debate will not be crisis-oriented and delegates rarely have extensive ability to act unilaterally, and thus the most important skills are cooperation and consensus building, rather than maneuvering or manipulation. Unlike crisis committees, they are intended to exist as contained units of debate, without heavy influence of outside ‘breaking events’ or developing trends. Because of this, standing committees attempt to model what debate is really like in venues of international summit and treaty-making bodies, where delegates are simply representatives of their country attempting to find common ground and mutually beneficial solutions. For delegates with experience in Model United Nations, this type of committee will be relatively familiar.

For more information on the flow of standing committees, read the “Parliamentary Procedure” section or the separate guide to HACIA Rules of Procedure.

Courts are made up of two committees at HACIA: the Spanish and English Inter-American Courts of Human Rights. In these committees, delegates will be given the opportunity to think critically about human rights violations cases being sent to the IACHR. In the past, the courts have dealt with issues such as indigenous rights, same-sex marriage, genocide, etc. During the course of the three days, delegates will have to debate and decide upon three cases, one per day. The case on the last day will be a surprise case and the bulletin for that will be distributed on the morning of that day. Delegates will be assigned a different role each day: petitioner, state representative or judge, which will allow them to view the judicial process from different perspectives and allow them to develop different types of arguments. Advisors should ensure that delegates are familiar with the details of the two court cases they are given, that they are looking at all sides of the argument when preparing for each case, and that they

are familiar with the different court roles and responsibilities. Delegates should also develop thoughtful questions about the cases before coming to conference.

Crisis Committees

Continual Crisis Committees meet when a crisis arises. At HACIA, crisis committees simulate the meetings of the organs responsible for handling the crises, as it is the case with an executive cabinet during times of national instability, for example.

Crisis committees will have the goal of solving the main problem presented in the beginning of the committee as well as adapting to changes that occur throughout. Debate in crisis committees is driven by crisis elements. This gives all delegates an opportunity to fully develop their skills in adapting to fast changing situations. Topics may include the national and international threats faced by Salvador Allende in Chile and Benito Juarez in Mexico, or any other complex issue that demands an urgent response. Crisis committees differ from standing committees in which they do not have to follow a strict parliamentary procedure nor present a resolution at the end of the committee. Instead, crisis committees should produce directives (sets in motion a substantive action), press releases (an announcement to the public) or communiqués (a message to a specific external actor). Besides, delegates can also use individual crisis notes, which are physical notes passed to the chair that can further the ambitions of your character or country. The individual crisis notes act without the committee's knowledge or consent and must be feasible for the character.

Position Papers

Faculty advisors can assist delegates with their research before conference by helping to provide them with sources of where they can look for information and ensuring that delegates are substantively prepared for their committees. We encourage that delegates go beyond what is written in the bulletins, and that they conduct their own research. In particular, delegates should be very familiar with the background or history of the topics, they should brainstorm solutions to the questions being asked, learn about the past actions that have been taken regarding the problem and solutions that other international organizations have put into place.

Since delegates should ensure that they remain on their country's policy, they should conduct research to know the position, history, and politics of the country they will be representing. Students can conduct research on the websites of the OAS, the UN, NATO and other international organizations. They can use Google Scholar to find articles relating to the topic, newspapers such as The New York Times, Al Jazeera, and Latin American newspapers. In addition, it is important that students tie in this research into their position papers. In particular, advisors should edit position papers to look for grammar and syntax mistakes.

Preparation Ideas

Sample Substantive Exercises

From the experience of past advisors, it seems that one of the most effective ways to train delegates for HACIA is through a variety of carefully prepared exercises and games. The following are lists of potential substantive exercises and speaking games for you to use with your delegates. Substantive exercises attempt to model real HACIA debate, while speaking games are more fun, often silly ways to practice debate skills.

- **Mock HACIA Committees:** One of the easiest ways to practice for HACIA is to literally practice an HACIA committee. To do this, you can use a bulletin from a past year (available under the “previous summit” tab of haciademocracy.org). The best way can often to be have two students—generally the most experienced—chair the debate and have the rest of the students represent specific countries.
- **Ask delegates to prepare speeches on their committee topics:** A simpler way to capture the feel of HACIA speech and debate can be to have all the delegates prepare two-minute speeches equivalent to the speakers list at HACIA. To encourage ‘buy-in,’ it can be helpful to make it a competition for various traits, including most forceful, best projection, most logical, most convincing, best body language, etc.
- **Ask delegates to give spontaneous speeches:** Additionally, you can do a similar exercise, but without the students knowing the topic beforehand or having a prepared speech, but instead having to improvise a convincing speech for a period of time on a topic given to them by you.
- **Play a line debate:** In this exercise, students are read aloud a statement relevant to HACIA Democracy and asked to move to different sides of the room depending on whether they agree or disagree. Once they have picked a side they must come up with arguments to support their case by talking with other students on their side. The teacher then mediates debate between the two sides, alternating sides with each student speaking for 30 seconds. Examples of questions include: “The wealthy in Latin America should pay more in taxes,” “Protecting the environment should be a top priority for the government,” “It is the responsibility of the government to provide healthcare, food, schooling, and other social services for all its citizens,” “In some cases in politics, the majority opinion is not correct,” and “The United States is a valuable ally for Latin America.”

- Play a reverse line debate: The same exercise, only when the students line up according to the side they agree with, they must argue the opposite viewpoint. If they agree with the statement, they must convincingly argue against it in order to win. This exercise is very helpful for HACIA, as often delegates must argue positions they do not personally agree with.
- Play tennis debates: In a tennis debate, students line up on opposite sides of the table. The person holding the ball is the only person allowed to speak. They must ‘serve’ an argument across to the opposing side and then throw the ball. The opposition then rebuts the argument and serves one of his own onto the next person in line on the other side. This can be done either for a serious question of Latin American politics or for a sillier question such as “which country has the best music?”

Speaking Games

- “No um” speeches: Students are given random topics about which they must talk for a set period of time without using um, ah, like, er, etc. As soon as they use one of the words, they are out. This goes on until there is only one student remaining or until you choose to end the game.
- Debate battles: Students line up in two rows. The two students at the front of the line are the only ones allowed to speak. Students battle by presenting one argument or rebuttal (depending) and the winner stays at the front of the line, while the other student moves to the back of their line and the next student moves forward. You act as the moderator, judging the winner of each. This works best for silly debates to keep delegates from feeling too competitive.
- Role play: Students role play controversial situations where a debate would occur such as someone cutting in line, getting a speeding ticket, etc. Students must take on different personas and argue the topic from their person’s point of view.
- Silent debate: Students are each given a sheet of paper. They are then allocated affirmative or negative alternately. The teacher then tells the class the topic. Without speaking, students must write one argument according to their side. They then swap the paper to the next student who will then need to rebut their argument. Repeat process until students end up with their original sheet.
- Two truths and one lie: Students must come up with two truths and one lie to tell about themselves/ or their topic. Other students must guess and explain what gave their friend away. This helps students learn to be convincing and genuine.
- Apples to oranges: One student is the judge and secretly thinks up any noun (any noun at all, assuming appropriateness, of course). Then all of the other students think up of random nouns for themselves and

declare them aloud. Once everyone else says their word, the judge reveals his or her noun and all of the other students have up to a minute to give a convincing, silly, or dramatic speech as to why their word (e.g. apple) is most connected to the judge's word (e.g. orange). Once everyone has presented, the judge picks a winner (on whatever qualities they determine) and that student then becomes the judge. The game repeats. Apples to oranges is most fun when it is silly and nonsensical.

If your delegates have ever attended HACIA or a similar form of government simulation before, we recommend doing some advance training in order to ensure the students can more fully enjoy their experience.

Here is a schedule for HACIA preparation over the course of a day (a Saturday at school, for example). These training modules can also be broken down into several afternoon sessions.

Before the session, ask students to read through the HACIA bulletins for their committee.

Sample Preparation Schedule

- Ice breaker (30min)
 - ◇ Have students play a game like Apples to Oranges (see “Speaking Games”) in order to make them comfortable speaking in public.
 - ◇ As the faculty advisor, this can help you pinpoint who is already comfortable speaking in public and who could use extra assistance.
- Topic summaries (30min)
 - ◇ Ask students to summarize their committee topic to the rest of the HACIA group in 2min or less.
 - ◇ Delegates can be broken into smaller groups for larger schools.
 - ◇ This is a good opportunity to make sure students know their topic, and gives them a chance to practice public speaking.
- Country research (1h)
 - ◇ Delegates who are representing the same country can work together.
- Public speaking exercise (30min)
 - ◇ Line debate or reverse line debate are good ones to start off the day; see the section on “Substantive Exercises.”
 - ◇ If possible, try to videotape delegates during the debate. While this can be intimidating, it is helpful to watch video footages in order to improve rhetorical performance. This might be more appropriate for experienced delegates.
- Additional research (1-2h)
 - ◇ If they are not familiar with these resources, show delegates how to use Google Scholar and Google News (15min).

- ◇ Practice research skills and identifying reliable sources
- Public speaking exercise (30min)
 - ◇ Spontaneous speeches or tennis debates are more involved forms of public speaking that might be appropriate at this time of the day. See the section on “Substantive Exercises.”
- Speech writing time (1h)
 - ◇ Have delegates prepare a 2min introductory speech stating their position on the topic of their committee.
 - ◇ Remind anxious first-time delegates that they can use this prepared speech at HACIA so that everyone speaks up during the weekend at least once!
- Mock HACIA committees (2h)
 - ◇ Hand delegates a summary of a past HACIA bulletin (available under the “previous summit” tab of haciademocracy.org).
 - ◇ Have delegates pick out country assignments from a hat and give them 15min to prepare for committee.
 - ◇ Experienced delegates or the program coordinator chair a 1h debate on the topic of the selected bulletin. Encourage all delegates to speak up.
 - ◇ Spend 15-30min at the end reflecting on what went well and what delegates want to improve on.

In addition to being prepared for the debate aspects of conference, the most effective delegates at HACIA are aware of Latin American and hemispheric politics beyond their committee topics. As a faculty advisor, you can help in expose your students to current events and political happenings in your country and in the region.

Here are a few ways you can help delegates keep up to date on current events:

- Start each practice with a news article to set the debate
- Set up a Google Group email list and regularly send out articles
- Designate a student each week to present a news article at practice
- Give a mini-lecture on Latin American politics



The Conference

Role of the Advisor

During conference, the faculty advisor plays a critical role in helping to ensure that delegates are present in all committee sessions and that they are abiding by HACIA rules, hotel regulations and host country laws. Faculty advisors may provide feedback to their delegates after committee sessions, encourage their delegates to participate more, or provide guidance with regards to parliamentary procedure or the flow of committee.

However, advisors should support their delegates during the conference without coaching them. All coaching should be completed before the start of the conference, and not during conference. Faculty advisors cannot pass notes to their delegates during committee sessions or coffee breaks, write any portion of speeches, position papers, working papers or draft resolutions for their delegates, or provide substantive support on the topics. If faculty advisors need to relay logistical information to their delegates during committee sessions, they should approach the committee chairs and do so through them. It is important that faculty advisors prepare their delegates well before the conference and that they do not provide their delegates during committee sessions with any guidance or help.

Interactions with Co-Chairs

One of the most important roles of the faculty advisors during the conference is to ensure that their delegates are present during night crisis. Faculty advisors are not allowed to tell their delegates whether or not they will have a night crisis or when these will be held. Advisors should always be cognizant of where their delegates are and enforce the HACIA curfew.

The role of co-chairs is to provide substantive authority on the topics of the committee and they are responsible for facilitating and moderating debate. The Junior Co-Chairs function as liaisons between the co-chairs and the delegates and help support the co-chairs in various tasks. The relationship between co-chairs and faculty advisors should always be one of cordiality and collaboration. Faculty advisors are encouraged to sit in during committees. However, all feedback and suggestions to committee Co-Chairs and JCCs should be directed to the Directors of the Spanish and English Committees, who can then relay this information.

Seeing as the Co-Chairs have been trained for months before the conference and that they function as substantive and procedurally authorities in their

committees, faculty advisors should allow the Co-Chairs to decide on the flow of debate, content of position papers, working papers, and resolutions, and whether they will entertain various points or motions, being that some may be dilatory or out of order. Co-Chairs will be very busy during committee sessions, balancing substantive and procedural responsibilities. Thus, advisors should approach co-chairs during committee only if there is important logistical information that must be relayed to a delegate. Advisors should feel free to introduce themselves to the co-chairs during breaks or when committees are not in session.

HACIA Traditions

Being that HACIA is a very unique conference, there are many traditions that we would like advisors to know about. In order for delegates to develop their own personal networks, Co-Chairs will be conducting various icebreakers scattered throughout committee sessions. These icebreakers are a delegate favorite since they allow participants to learn about each other and develop friendships.

After committee sessions each day, HACIA also provides delegates with various activities that they can take part in. There are three social events that allow delegates to get to know each other and continue to foster the newfound friendships they have made. Among these events is Taste of HACIA, where each school is given a booth to set up with food, souvenirs, or items from their country of origin. This becomes a multicultural event where delegates can learn about the other countries participating and teach others about their own. In addition, we have a Delegate Dance, where delegates will be able to have fun dancing to the tunes of a great DJ. Finally, whenever possible, we also have a Talent Show, where delegates can demonstrate their talents and skills, besides being able to see their co-chairs dance.

HACIA also has a tradition of roses. Delegates may buy roses from the HACIA business booth and include a note to the person they are sending it to. These roses foster collaboration and friendship in HACIA. Many delegates send roses to their chairs, and JCCs, friends in other committees, or to new friends they have made in their committees. The HACIA staff delivers these roses to the Co-Chairs, which then read the notes on the roses aloud and give the rose to the delegate to whom it was addressed to.

At the end of the conference, usually during the last half hour of the last committee session when debate has ended, Co-Chairs may also decide to speak to their delegates about applying to college, to debrief on their experience over the last couple of days, to provide feedback and to learn more about their delegates. In addition, delegates may request to vote on funny awards, which are superlatives, or for a committee dance or picture.

New HACIA Initiatives

HACIA has long relied on the knowledge and experience of our Faculty Advisors to bring both stability and innovation to our conference. We know how valuable of a resource our Faculty Advisors are, and to the end we are pleased to announce the launching of our Faculty Advisor Network. This network is meant to connect you with each other and provide you with the contact information of other Faculty Advisors participating in the network, to be exchanged before conference. We hope this network will allow those Faculty Advisors which have contributed to HACIA throughout the years to share their knowledge with younger Faculty Advisors and help new schools feel more comfortable with HACIA, knowing that they will be walking into a pre-existing network of advisors that know the in's and out's of the conference.

We have also sought to expand recruiting efforts throughout the region with the help of the Junior Recruiters Program. It is clear to us that the best way to recruit new schools and to diversify our conference is to visit schools personally to tell them about HACIA. Our Junior Recruiters Program will therefore take two student representatives from each country and train them during the month of August, so that in September they will be able to visit schools in their country and recruit for the conference. For more information about applying to become a Junior Recruiter, please contact Isaac Ochoa, our Recruiting Director, at recruiting@hacia-democracy.org