

**Another Partnership for Peace:
Youths, Adults, and
a High School NATO Simulation**

A Handbook for Teachers

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Any material from this Handbook may be reprinted for classroom use provided that acknowledgment is given to the Atlantic Council of Canada

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INTRODUCTION

Institutions, ideas and individuals shape the programs intended to promote international peace and security. Changing circumstances change both the thinking and the decision-makers, but successful institutions are guaranteed a long life.

For more than half a century, an ever-evolving NATO has delivered peace in North America and Western Europe. Currently, NATO wrestles with the implementation of expansion into Central and Eastern Europe, the meaning of the “out of area” concept, especially as it relates to the Greater Middle East and the war against terrorism.

High school students need exposure to such an effective peacekeeping and peacemaking institution. Adults, namely Atlantic Councils, high school teachers and Boards of Education, must create opportunities for young people to hear the NATO story. Atlantic Councils and simulation organizers must make it a priority to convince classroom teachers to participate.

A NATO simulation for high school students can demonstrate how a primarily military institution paradoxically plays a crucial role in the delivery of peace and human security. As well, the simulation can temper and challenge the natural idealism of youth as it requires them to encounter the realities demanded of a democratic, multinational institution constrained by a consensus mandate.

Successful institutions guarantee their longevity when individuals within the institution persuade the next generation of the validity and efficacy of the ideas and ideals which motivate and direct the institution. A NATO simulation by high school students is one vehicle for promoting a broader and deeper understanding of international peace and security issues relating to transatlantic cooperation.

But a NATO simulation is more than a way to inform students about NATO. It is also an effective way to meet many other objectives of the secondary school curriculum. A well planned and executed simulation will call upon the students to develop, use, and enhance many skills. They will

- practice research and inquiry skills as they search out and analyze background information on NATO, issues on the agenda, and the countries they represent;
- refine communication skills when they contact consulates and embassies to get information on countries, and participate in debates;
- think critically as they prepare the content of position papers and briefing notes;
- practice their writing skills as they prepare short, informative opening statements and work collectively to prepare reports and communiqués;
- hone their listening and speaking skills as they listen to other delegates, analyze their arguments and respond with their own positions;
- use their judgment in responding to other participants in appropriate ways;
- learn to collaborate with fellow delegation members;
- learn negotiation skills as they work with other delegates to reach consensus on issues;

- gain an understanding of the complexity of international security issues, and of the work of international institutions addressing these issues;
- enjoy interacting with like-minded students from other schools.

In 2003, with the assistance and encouragement of the Atlantic Council of Canada, teachers in Waterloo County, Ontario, organized a one day simulation on *Terrorism* with 10 delegations from different schools as a pilot project. Feedback from students and teachers indicated that the project was a very successful and enjoyable learning experience for the students, but some changes were recommended for future conferences. The most significant recommendation was to extend the simulation to one and a half days in order to allow more time for negotiation and consensus building.

In April 2004, therefore, a one and a half day simulation was organized in Dufferin-Peel, just west of Toronto, on *The Future of NATO* with 20 delegations participating the whole school day on Friday and on Saturday morning, finishing with a lunch.

The following Handbook has been prepared based on the experiences of these two simulations, as well as on the experience of members of the Education Committee of the Atlantic Council of Canada with simulations on other topics and institutions. In addition, the experience of Carleton University's Model NATO conference for post-secondary students also provided material and suggestions which proved helpful when adapted for younger students.

OVERVIEW OF CONTENTS

The Handbook will go through the process of organizing a simulation in a step-by-step fashion from establishing the Organizing Committee to the evaluation at the end of the process. Handouts and other materials used are included as examples, and will also be provided in a down-loadable format on the Atlantic Council of Canada's web site. Teachers are free to use them as they are or adapt them to their own situation as necessary.

At various points, there will also be checklists, and suggestions for adaptations or handy tips to help the organizers. We believe that there is no one way of doing a simulation. Both the process and content should be adapted to fit the situation of a particular school or group of schools, the age level of the students, and the amount of time available within the curriculum. The content will also need updating on a regular basis. It should be noted that the students involved in the two simulations ranged from 15 to 18 years of age.

We plan to update this Handbook from time to time, and at the very least to post suggestions for revisions on our web site. We would also like to hear from teachers who use this material about their experience with it and how they adapted the material, and will post any suggestions from teachers on our web site.

PART A: LOGISTICS: ORGANIZING A SIMULATION

ESTABLISH ORGANIZING COMMITTEE

Size of Committee: 3-5 persons

Composition of Committee: A majority should be classroom teachers including the Simulation Coordinator from the host school. A member and/or staff representation from the Atlantic Council should also be included where feasible.

TIMELINE: 4 months

COMMITTEE TASKS:

- Select date(s) and venue. We found April the best month to hold the simulation. It permitted staff in semestered schools to prepare students and there were fewer conflicts with other school activities.
- Determine collaboratively with the Simulation Coordinator of the host school, how many students delegations/country teams can be accommodated, how many schools should be invited, and if schools could send more than one team.
- Prepare budget and establish cost per student (to cover photocopying, mailing, flags, snacks and meals, etc.)
- Set tentative agenda (see both *Terrorism* and *The Future of NATO* models) and draft a schedule of events.

Adaptation - You can choose different NATO committees, depending on the interests and backgrounds of both the teachers and the students. In our first pilot, we had a Defence Planning Committee. In the second pilot, we changed it to the Military Committee, because the students found it easier to understand how it operates. We found that four committees was the right number for a good country team. You could have more committees, but then you will need to allow more time at the end to debate the reports from the additional committees and you will need additional meeting space.

Helpful Hint - It is better to have more issues than you think the students will have time to debate. Sometimes, students, especially younger ones, do not have enough understanding of some issues to sustain a debate. The Committees will organize the agenda issues according to their priorities and will discuss as many as they have time for. Students should be told that they do not need to complete the agenda, but must arrive at some points of agreement that can be reported.

- Send out invitation, a registration form and a tentative agenda and schedule to your target schools. This is best done by Atlantic Council staff, once the committee has developed the material, and the moneys should be sent to the Atlantic Council which will pay all bills.

Adaptation - You can include a Press Corps in the simulation exercise. Invite schools to send one or two members of their school newspaper, or school radio staff, and offer them opportunities to interview guests speakers, organizers, and participants. You will need to set up a location to use as a Press Room or Media Room.

Note - Teachers on the Organizing Committee need to encourage colleagues in their area to enter one or more delegations.

- Try to complete registration two months before the simulation.
- Once a school is registered, send out a **Confirmation of Registration Package** with the following simulation material: schedule of events, role of delegates, consensus decision-making paper, Internet research sites, embassy and consular contacts, and relevant information from the NATO budget (which keeps country teams from proposing solutions which cannot be reconciled with their national contributions). Costs can be kept to a minimum if this material is sent electronically.
- The classroom teacher whose school is hosting the simulation must become the **Simulation Co-ordinator**. (If possible, the Co-ordinator should enlist a colleague as an assistant)
- One month before the simulation, send an e-mail to all registered teacher sponsors requesting that they review with their delegations the complete simulation package. Enquire about any difficulties being experienced in researching their delegation's country.

Adaptations - The entire simulation can be done within one school or even within a single class, or with a political club within a school. An in-class or club simulation would limit the number of country delegations participating in the simulation. A simulation within one school would cut down on costs and could allow the simulation to take place at intervals over a longer period of time, which could enable teachers to put more emphasis on the process of consensus building. However, a major down-side of keeping the simulation within one school is the lack of interaction with students from other schools. For many students, that interaction lends excitement to the experience and prompts them to put forth their best efforts.

HOST SCHOOL TASKS:

The **Co-ordinator** must complete the following:

- **Student Leadership Training.** The host school selects and trains the chairs of each committee and one or two secretariat members to support each committee, using the handouts on the role of chairs, chairing NAC, consensus decision-making, and model reports and communiqués. **This training is critical to the success of the Simulation.** It is recommended that all chairs and secretariat members be chosen from the host school so that the training can be done effectively, over a period of time. Train the chairs and secretariat members together so that each knows what to expect of the other and learns to work as a team. It is useful to include some role playing in a mini simulation in the training. Several short training sessions over time are more effective than one long one.

Helpful Hint - It is important to choose students who speak well and are well-organized to be the Committee Chairs. You may ask students to apply for the positions, but do not accept an unsuitable student simply because he or she was the only one applying. You may have to recruit some suitable students and ask them to apply. The Debating Club or Political Club is often a good source. Ask the staff advisor of these clubs and other teachers to suggest students for these leadership roles. These positions are critical to the success of the Simulation.

Secretariat members should have good writing and thinking skills in order to catch the key points of a discussion and prepare draft statements. It is useful to have two secretariat members per committee so they can spell each other off, consult with each other, or have one go to do printing and photocopying while the other continues to take notes.

- **Maps.** Provide 1) a map showing how to get to the host school, where to park, and directions for using public transit, if applicable; and 2) a floor plan of the host school showing the location of the meeting rooms and washrooms. The first map should be sent out with the **Confirmation of Registration Package**, while the second map should be included in the **On-site Registration Package**.
- Prepare **On-site Registration Package**. This package should include a map of the school, copies of the Final Schedule, the Tentative Agenda (the Agenda remains tentative until the committees meet and establish their Final Agendas), and the Evaluation Form. Include handouts and gifts such as NATO and ACC brochures, notepads, pens, decals, etc., as available from the ACC office, and/or from local sponsors.
- **Arrange Rooms.** You will need a large lecture hall or similar space for opening and closing sessions and the final NAC meeting, lunch/snack facility, a meeting room for each committee, computer site for secretariat members to use, registration area, Press area (if included) and small space for the organizing committee and reception of Simulation guests and guest speakers.

- **Recruit Students for Support Staff.** Try to recruit at least a dozen students who can work the Registration Desk, act as greeters at the door to meet visiting teams and guide them, assist at break and lunch times, do photocopying for the Chairs and Secretariat, and be available as messengers to the committees, etc.
- **Arrange Technical Equipment and Support.** Depending on what is available in the school, you need to arrange for overhead projectors with transparencies, or computer with power point display to assist in preparing reports and communiqués, and access to photocopying facilities. Lectern and sound system [if available] for the opening and closing ceremonies.
- **Decorations.** [as budget permits] Welcome sign outside school, NATO logo and flags in main lecture hall, small flags of all delegations [at least at the NAC table], water in meeting rooms and for speakers in plenary sessions. Place cards with the country names in large print are essential in each committee room as they will be used by the delegates to indicate their wish to speak. Determine which items to be purchased or made, and determine lead time required for each item and add to appropriate checklist.
- **Food.** Decide what you will provide for snacks and meals and make necessary arrangements with cafeteria staff. Schedule the snack and meal breaks for times when the cafeteria space and staff are not occupied with feeding the rest of the student body. Bottled water and simple snacks such as cookies or dried fruit leathers are sufficient for snack breaks. If the simulation is held on a Saturday when the cafeteria is not in operation or if there is no cafeteria in the school, pizza or chicken brought into the school is usually popular with students. (Check on the need to provide vegetarian alternatives) Determine lead time required for each item and add to appropriate checklist. Students could also be asked to bring their own lunches if expense is a concern, but a common area for eating should be provided to allow for negotiation and communication to occur over the meal breaks, and to increase the social enjoyment of the simulation for the participants.
- **Publicity.** Send news releases to local media and invite coverage by local print, radio, and television media. Many community newspapers, radio and television stations have special youth columns or programs. Use the Atlantic Council communication vehicles, (e.g., newsletters, magazines and web sites), school and school board newsletters and web sites. Videotape the simulation and assign an official photographer. Send prints and captions to the Atlantic Council for use in its own publications and for forwarding to the Atlantic Treaty Association Education web site. Most of this, including contacting the media, can be done by students with some direction from teachers. Particularly effective are short pieces (100 words or less) written by the student participants themselves accompanied by a photo of the student.

Helpful hint - While students can be invited to write their personal impressions after the event, it is helpful to get the ball rolling to get a commitment from three or four students ahead of time and make arrangements to have them photographed in action at the event.

- **Sponsorships.** Local businesses may be willing to sponsor part of the program financially, such as subsidizing all or part of the lunch, or provide products or services such as bottled water, juices, and snacks, printing of certificates and signs, etc., which would lower the amount to be charged to students.
- **Opening Ceremonies.** Plan to keep it short. Include greetings from NATO (ask the Atlantic Council for help in obtaining a letter), the Atlantic Council and school principal and local dignitaries. Guest speaker [maximum 20 minutes] should focus on roles of NATO, NATO capabilities, or current NATO activities. Have students chair the ceremony, and introduce and thank the speakers. At the end of the ceremony, the **Coordinator** should give final instructions, including any changes from the material sent ahead of time, and direct participants to their committee rooms.
- **Closing Ceremonies.** [Brief] Consider a general rapporteur, invitation to local Atlantic Council conference or other activity, award door prize(s) (donated books, subscription to *Transatlantic Quarterly*, etc.) Hand out certificates of participation.
- **Consent Form.** Prepare a Consent Form to be signed by parents (or students if 18 years or over) to allow students to be photographed and photos and student reports to be used for publicity by the school, the Organizing Committee or the ACC.

Helpful Hint - Extend the influence of the simulation on the rest of the students and staff at the host school by involving them in various aspects of the simulation. For example, visual arts classes or clubs could be invited to create a NATO logo, banners, signs, and/or other decorations; the audio-visual club or communication technology classes could videotape the proceedings and assist with audio-visual equipment and sound system; the school newspaper staff should be invited to cover the event and perhaps prepare reports to be sent to other media; language classes can be involved in preparing the publicity for the simulation; business classes can help with budget preparation and seeking sponsorships; if there are hospitality or work opportunity classes in the school, they could assist in the food preparation and service for the occasion. Teachers of history, politics, or contemporary studies classes not involved in the simulation should be invited to bring their classes to observe the plenary sessions.

SAMPLE INVITATION:

YOUR INVITATION

to

**The Atlantic Council of Canada' s
2nd annual NATO High School Student Simulation**

Our two day conference is being hosted at St. Augustine Secondary School, 27 Drinkwater Drive, Brampton, ON, L6Y 4T6, on Friday, April 23rd, 2004, from 9:00 a.m., to 3:00 p.m., and on Saturday, April 24th, 2004, from 9:00 a.m., to 1:00 p.m.

Enclosed please find a tentative agenda, a tentative schedule, and a registration form.

Your school can choose to play any NATO or Partner for Peace country: roles will be assigned on a "first come, first served" basis. A SCHOOL CAN SEND MORE THAN ONE TEAM.

Four students constitute a country' s delegation: one acts as a foreign minister and attends the North Atlantic Council [NAC] meeting, a second is a military expert and participates in the Military Committee [MC], a third is a politician who debates in the Political Action Committee [PAC] meetings, and the last, an anti-terrorism specialist, debates in the Special Committee on Espionage and Terrorism [SCET] meetings.

Once you have registered your TEAM[S], a detailed package indicating how to prepare your delegation will be sent to you promptly.

Should you need more information, e-mail to Ian Rankine ianrankine@gto.net

The last year' s student response in Waterloo County was so positive that we are reaching out to your region this spring. We hope to meet you and your students this April at St. Augustine.

Sincerely,

Julie Lindhout
President

Frances Adam
Vice-President, Education

SAMPLE REGISTRATION FORM:

REGISTRATION FORM

2nd Annual NATO High School Simulation

Fax registrations to Frances Adam @ 519-745-1549 or e-mail Frances_Adam@wrdsb.on.ca by March 31, 2004. Please submit one registration form for each country your school is representing, but submit only one cheque per school made payable to the Atlantic Council of Canada. Send your cheque to Atlantic Council of Canada, 6 Hoskin Avenue (Trinity College), Toronto, ON, M5S 1H8 by April 15, 2004.

Registration fee is \$10.00 per person. This covers expenses, snacks, a light lunch on Friday and Saturday.

Name of School: _____

Name of Staff Advisor: _____

E-mail of Staff Advisor: _____

Fax number: _____ School phone number: _____

Country you wish to represent: 1st choice _____

2nd choice _____ 3rd choice _____

4th choice _____ 5th choice _____

We will assign countries on a “first come first served” basis.

Names of Delegates: [print neatly]

1. _____

2. _____

3. _____

4. _____

SAMPLE SCHEDULE OF EVENTS (1 day simulation)

TENTATIVE SCHEDULE OF EVENTS

7:30 - 8:15	Registration
8:15 - 8:45	OPENING CEREMONIES [Lecture Room] Welcome and Introductions ACC/NATO Speaker on Terrorism Rules Briefing [by Chairs in Committees]
8:45 - 9:15	Committees set final agenda [establish priorities and time limits]
9:15 - 10:15	1 st Session - Committee Deliberations
10:15 - 10:30	Refreshment Break
10:30 - 12:00	2 nd Session - Committee Deliberations
12:00 - 12:45	Lunch Break
12:45 - 1:45	3 rd Session - Committee Deliberations
1:45 - 2:15	Drafting Final Committee Reports and Communiqué
2:15 - 2:30	Refreshment Break
2:45 - 3:05	Debate on SCET Report [lecture room]
3:05 - 3:25	Debate on PAC Report [lecture room]
3:25 - 3:45	Debate on DPC Report [lecture room]
3:45 - 4:00	Debate on NAC Communiqué [lecture room]
4:00 - 4:15	Evaluation of simulation

MEETING ROOMS

- a) Opening Ceremonies and Debates on Committee reports and communiqué ... Lecture Room
- b) NAC Committee - Lecture Room
- c) DPC Committee - Library
- d) PAC Committee - Classroom 85
- e) SCET Committee - Cambridge Christian School

SAMPLE AGENDA (1 day simulation on *Terrorism*)

TENTATIVE AGENDA

North Atlantic Council (NAC) - Foreign ministers

1. Should the struggle against terrorism become the top priority of NATO or must individual member states take the lead and enter into mutually beneficial bilateral or multilateral agreements?
2. Which NATO members already have specialized personnel/groups [e.g. Canadian JFT2] established to fight against terrorism?
3. Should member state expertise be shared with all, be seconded to a specialized NATO sub-committee or remain under the control of each member state or be allocated on a case by case basis?
4. Should immigration policy be a part of the war against terrorism? Can you screen for ideology and/or extremist views? If immigration should be a part of the defense against terrorism, does NATO have any role to play in this field?
5. Does NATO deal only with a transnational terrorist threat against a member state or does it have a role in fighting internal terrorism?
6. Does each member state need to appoint one individual to be in charge of homeland security as Luxembourg and the USA have done? Should this official liaise with NATO?

Defence Planning Committee (DPC) - Military officials

1. What assets does NATO have in the war against terrorism and should NATO adopt a pre-emptive or reactive approach towards terrorist activities?
2. What are the main anti-terrorism weapons against CB? Explain the capability of each [use the NATO publication, *The Prague Summit and NATO's Transformation: A Reader's Guide*], e.g., do effective serum antidotes exist?
3. What intelligence tools exist for monitoring the production/distribution of CB weapons?
4. How serious are cyber attacks and what tactics does NATO propose to defend against them?
5. How effective is the use of banks in seizing assets of terrorist groups as a tool against terrorism [research the role played by Luxembourg]
6. Is there any role for reservist forces in the war against terrorism?

Political Affairs Committee (PAC) - Politicians

1. Is addressing the "root cause of terrorism" within the purview of NATO? [See Article 2 of the Atlantic Charter]
2. If yes, what steps should NATO take, alone, or in conjunction with other

- international institutions [EU, UN, NGOs] to address the root causes?
3. If no, why not?
 4. Is it necessary to establish a clear definition of terrorism if NATO is to act? Should this be done on a case by case basis or must there be a mutually acceptable definition to guide NATO interventions?

Special Committee on Espionage and Terrorism (SCET) - Terrorist specialists

1. What steps have been taken towards implementing the Prague anti-terrorist commitments and the Partnership Action Plan against Terrorism?
2. In November 2002 at the Prague Summit, NATO introduced 5 initiatives in the war against terrorism. What are the implications of each?
 1. Prototype Deployable NBC Analytical lab
 2. Prototype NBC Event Response Team
 3. Virtual Centre of Excellence for NBC weapons defence
 4. NATO Biological and Chemical Defence stockpile
 5. Disease Surveillance System

SAMPLE SCHEDULE OF EVENTS (for 1 ½ day simulation)

**TENTATIVE SCHEDULE OF EVENTS
Friday, April 23, 2004**

8:30 - 9:00	Registration
9:00 - 9:30	OPENING CEREMONIES [Auditorium] Welcome and Introductions ACC/NATO Speaker Rules Briefing [by Chairs in committees]
10:00 - 10:30	Committees set Final Agenda [establish priorities and time limits]
10:30 - 10:50	Refreshment Break
10:50 - 12:15	1 st Session - Committee Deliberations
12:15 - 1:00	Lunch Break
1:00 - 1:30	Country Caucus [each committee reports to entire delegation the outcome of the 1 st session and plans strategy for 2 nd session of deliberations]
1:30 - 3:00	2 nd Session - Committee Deliberations

Saturday, April 24, 2004

8:30 - 9:00	Country Caucus [reports from 2 nd session and planning for final reports and communiqué]. Chairs/Secretariat produce draft reports and communiqué.
9:00 - 9:45	3 rd Session - Committee debates on Final Committee Reports and Communiqué
9:45 - 10:00	Refreshment Break
10:00 - 10:30	NAC debate on SCET report [library]
10:30 - 11:00	NAC debate on PAC report [library]
11:00 - 11:30	NAC debate on MC report [library]
11:30 - 12:00	Debate on NAC communiqué [library]
12:00 - 1:00	Final lunch with ACC/NATO speaker, awards, etc.

SAMPLE AGENDA (for 1 ½ day simulation on *The Future of NATO*)

**NATO HIGH SCHOOL SIMULATION
APRIL 23rd & 24th, 2004
CONFERENCE THEME: The Future of NATO**

TENTATIVE AGENDA

North Atlantic Council (NAC) - Foreign Ministers

Ministers of Foreign Affairs must present the official position of the member or PfP nation they represent. They are not able to compromise.

1. How can NATO educate the next generation to the need to protect the core democratic values articulated in the 1949 Atlantic charter?
2. Will the further enlargement of NATO require changes to the traditional consensus decision-making model? If yes, should NATO introduce a system of weighted voting (based on population or financial contributions to the Alliance), or either a simple or 2/3 majority vote, or be enabled to act only if there is “no active disagreement” among member states?
3. What is the long term vision for NATO? Consider its relationship with the UN, the EU, the Islamic world and Russia.
4. Is ISAF (NATO’s force in Afghanistan) a model for future “out of area” operations or is this a one time affair?
5. Should NATO expand its mandate in Afghanistan beyond Kabul?
6. Should NATO be involved in Iraq? If yes, what role should it play?

Military Committee (MC) - Military experts

Military experts must know and present the military policy of their nation: e.g., France will only serve in certain areas; Canada is concerned with clear rules of engagement. The MC is concerned with such questions as: do we have the equipment and trained personnel to do the job? Can we afford to take on the new task?

How is NATO’s new strategic thinking (rapid response forces and “out of area” operations) affecting the structure of the armed forces and the defense budgets of the member states?

1. Should NATO member states increase their contributions to the NATO budget or to their national homeland security budgets?
2. What are the economic consequences of NATO’s “out of area” operations? [military costs? peacemaking vs peacekeeping? civilian reconstruction?]
3. Should NATO member states specialize in their military contributions? [e.g. Canada - logistics; Luxembourg - AWACS; Czech and Slovak Republics - chemical decontamination; and USA - everything]
4. What are the military consequences of NATO involvement in both Afghanistan and Iraq?

5. What assets does NATO possess in the war against terrorism and should NATO adopt a pre-emptive or reactive approach towards terrorist activities?
6. What are the main anti-terrorism weapons against CB (chemical and biological weapons)? Explain the capability of each [see NATO publication, *The Prague Summit and NATO's Transformation: a Reader's Guide*] e.g. Do effective serum antidotes exist? What intelligence tools exist for monitoring the production and distribution of CB weapons?
7. Is there a role for reservist forces in the war against terrorism?

Political Affairs Committee (PAC) - Politicians

These representatives cannot make any commitments, but they can explore options and propose compromises.

1. What are the "root causes" of terrorism and is addressing them within the purview of NATO? [See Article 2 of the Atlantic Charter]
2. If yes, what steps should NATO take, alone, or in conjunction with other international institutions [EU, UN, NGOs] to address the root causes?
3. If no, why not?
4. Is it necessary to establish a clear definition of terrorism if NATO is to act? Should this be done on a case by case basis or must there be a mutually acceptable definition to guide NATO interventions?
5. How are new NATO members assessed on their contractual, political, and military reforms? Should this information be made public? If yes, how and why? What should be the consequences for non-compliance?
6. Should long standing members' contributions also be assessed and the findings made public? If yes, how and why? What should be the consequences for non-compliance?
7. Is NATO going to become a close political alliance as opposed to its traditional defensive alliance, or should it evolve into a military arm of other supranational organizations like the EU or the UN?

Special Committee on Espionage and Terrorism (SCET) - Anti-terrorism specialists

These national experts identify problems, prioritize problems, propose solutions, share ideas, and make recommendations to NAC.

1. What steps have been taken towards implementing the Prague anti-terrorist commitments and the Partnership Action Plan against Terrorism?
2. In November 2002 at the Prague Summit, NATO introduced 5 initiatives in the war against terrorism.
 1. Prototype Deployable NBC Analytical lab
 2. Prototype NBC Event Response Team
 3. Virtual Centre of Excellence for NBC weapons defence
 4. NATO Biological and Chemical Defence stockpile
 5. Disease Surveillance System

3. Should the struggle against terrorism become the top priority of NATO or must individual member states take the lead and enter into mutually beneficial bilateral or multilateral agreements?
4. Which NATO members already have specialized personnel/groups [e.g. Canadian JFT2] established to fight against terrorism? Identify the areas of specialization for all PfP and member states.
5. Should member state expertise be shared with all, be seconded to a specialized NATO sub-committee or remain under the control of each member state or be allocated on a case by case basis? Should information sharing for security purposes be voluntary? Should PfP countries have equal access? Should Russia or friendly non-NATO states be in the loop?
6. How effective is the use of banks in seizing assets of terrorist groups as a tool against terrorism?
7. Should immigration policy be a part of the war against terrorism? Can you screen for ideology and/or extremist views? If immigration should be a part of the defense against terrorism, does NATO have any role to play in this field?
8. What do we mean by WMD and how do we effectively counteract them?
9. How do NATO countries reconcile their heightened need for security with the protection of human rights and other democratic values identified in the Atlantic Charter?
10. Should NATO member states' security supercede national security and human rights regulations in PfP and member states?

Adaptation - Simulations involving post-secondary students often include a crisis situation. Our initial opinion was that high school students would not be sufficiently familiar with NATO issues to be able to respond to a crisis situation, and therefore we did not include one. The experience with the two pilot programs has not changed that opinion, and therefore we do not recommend including a crisis situation in a simulation for high school students. However, if all your participants are 17 or 18 year olds with a good background in contemporary history and international politics, you could include a crisis situation to provide additional challenge and excitement for the students. You would probably have to lengthen the program by at least half a day to allow time to do justice to both the crisis situation and the planned agenda.

PART B. PREPARING THE PARTICIPANTS

Good preparation of the student participants is critical, both to the success of the simulation and to ensuring that students get the maximum learning benefit from the experience. The preparation falls into two distinct areas: getting background information and preparing for the simulation process. In addressing both areas, teachers can help minimize problems and ensure that students feel well prepared and comfortable with the process.

ANTICIPATING POTENTIAL PROBLEMS

There are two aspects of the simulation exercise that secondary school students appear to have more difficulty with than post-secondary students: “staying in country character” throughout the simulation, and working in a consensus mode. Both these problems can be attributed to lack of experience on the part of the younger students and can be improved by careful preparation that addresses these issues.

Staying in the Country Roles

It is important for all participants to “stay in country character”. If one delegate in a committee consistently breaks out of his or her character and begins to debate from a personal point of view, it will change the entire dynamics of the committee and reduce the “real life” quality of the experience for all the participants. It could also lead others to break out of character, and the whole learning situation will be very different from what was planned.

It may be a small matter, but it is wise to avoid using the word “game” when talking about the simulation. To students, “game” often means something you do not take seriously academically, something you can dip in and out of mentally and emotionally, and something that does not count for marks. It is usually easier for students to “stay in country character” if they are more committed to the country role they are playing. This is easier for them to do when they know that everyone takes the project seriously, and they have more knowledge of the country and are more confident about the country’s position on the issues.

Teachers can encourage students to gain more understanding by treating the simulation as a major assignment and giving marks reflecting the value of the time the students are putting into the preparation phase of the simulation. In the Ontario context, the process could be part of the Independent Study Unit required of students in all senior courses.

Even if only part of the class actually participates as a delegation to the Model NATO, others can assist them by researching the position of other countries or the background for different issues on the agenda and preparing briefing materials for the delegates to help their understanding of the issues and ensure that they are better prepared to deal with the arguments from the other delegations and better equipped to negotiate.

Helpful Hint - An interview with embassy or consular staff of a country (face-to-face if at all possible) is particularly useful in helping the students to get a better “sense” of the country which will help them stay in country character. Several countries also have vice-consuls representing them in some of Canada’s major cities. If a face-to-face interview is not possible, a telephone or e-mail interview can also help.

It will help the delegates to have with them a Country Position Paper and one page confidential Briefing Note outlining their country’s position on the agenda issues to which they can refer during the debates. This paper could include identification of areas and ways in which the country would be willing to modify its position on some issues if that would help the committee to reach consensus. Any such modifications, however, should be in keeping with the overall position of the country or the way in which it has acted in the past in similar situations. (See Appendix F for suggestions on the content of the Briefing Note)

Decision-making by Consensus (See also Appendix A)

NATO operates on the principle of consensus. This means that all decisions in all committees must be made unanimously. All member countries must agree on the actions to be taken by NATO or the projects that are to be adopted jointly. This does not mean that all members must participate equally in every project or activity, but it does mean that all must agree that the activity or project should go ahead and that NATO resources should be committed to it.

NATO adheres strictly to this principle. It is not possible to impose decisions on any one country, even if it is the only one opposing a particular policy or action. This means that it may take a long time and a lot of diplomatic effort to reach some decisions. However, once a decision has been taken, the fact that it has the backing of 26 independent countries gives it additional force.

The Permanent Representatives to NATO and their staffs perform a crucial role in this process. Even before a country or NATO’s Secretary General proposes or requests a particular course of action, staff will research the positions of the countries, perhaps consult with their counterparts in the other Delegations, to find out what each country’s reaction is likely to be to their proposal. As a result of these consultations, the proposal may be modified before it is officially made, or it may even be abandoned altogether if it becomes clear that it will be impossible to achieve consensus or that the effort to do so will be out of proportion to the importance of the proposal.

Staff will identify those countries that are in strong agreement with the proposal, those who feel less strongly, but will support it, and those that are likely to oppose it. The Permanent Representative or the Secretary General will try to enlist other Permanent Representatives to speak positively to the proposal and help him or her try to convince their colleagues that the proposal has merit so that they will advise their countries to agree to it.

Sometimes another country's Permanent Representative can mediate the process by finding out what a country opposing the motion could agree to and going back to advise how the proposal could be modified to bring that country on board and perhaps persuade the movers of the proposal to make the changes.

It is not always difficult to reach consensus. It should be kept in mind that NATO is an Alliance of countries that want to belong to it. They have all agreed to the articles of the North Atlantic Treaty, and recognize that reaching agreements on common policies is in their national interests. At times, NATO can make very quick decisions on actions that are necessary to give force to those articles. Even in the more difficult situations that basic sense of agreement and cooperation leads to a willingness on the part of the members to work hard at reaching consensus. It is responsible for an attitude among the members that reaching consensus is a win for the Alliance rather than a win for some countries and a loss for others.

It is also important to appreciate that different views will exist from time to time and that the absence of consensus on a particular issue does not necessarily imply an immediate crisis within the Alliance. In some circumstances, there will be very good reasons for member countries to adopt varying positions because of historical, geographical, political, strategic or cultural differences between them. Working to resolve such differences and find common ground between them is a normal, every day function of life within NATO. In this way, something that could be a possible weakness actually gives NATO its strength. It is not an inflexible organization, but one which combines willingness to seek agreement with the freedom to differ.

The difficulty with a simulation exercise is that the time is usually too short to engage in any lengthy negotiation process, involving many other delegations. Good research by the students on the countries they represent and also on the positions of other countries on the issues on the agenda and their importance in the context of the North Atlantic Treaty will help the committees reach consensus on certain issues and agree to leave other issues for another day.

For this purpose also, the Confidential Briefing note will be useful. It may also be helpful to ask each committee delegate to come prepared with a short (half minute) position statement on the key issues on the agenda, so that it becomes clear early in the Committee sessions which are the issues on which agreement can be reached quickly and which will require considerable debate. This will help to focus the discussion and make it more effective.

It will also help if time is built into the program for country delegations to meet together to discuss if they can modify their position on the issues or if there are some additional arguments they can use to persuade another country to modify its position. Lunch time and break times can be used to approach other delegates. In this way, the students will have some experience, albeit limited, with this key decision-making principle of NATO.

GETTING BACKGROUND INFORMATION

Students need to get background information in three areas. In the first place, they should get some information on NATO, what it is and how it works. There is a lot of information material available on the NATO web sites (see list of suggested web sites) including interactive e-learning materials. The French version of a good booklet for students, *Raconte-moi ... L'OTAN*, is available in a class set from the Atlantic Council of Canada, and the English version should be available Spring 2005. The NATO Handbook in its electronic form is a good source for detail on the committees, their membership and mandates.

Next, students will have to get background information on the countries they have chosen or been assigned to represent. Most countries have English language web sites that give basic “tourist” type of information on the country’s size, population, climate, economy, etc. That is a good starting point. For some countries, especially the NATO member countries, it is also possible to research the country’s political positions on current issues on their web sites. Embassies and consulates are also a good source for that type of information. Several Atlantic Councils in the NATO member and partner countries also have their own web sites which can be accessed through links from the NATO web site.

Given Canada’s multi-cultural make-up, there may very well be students in the class or in the school whose parents, or who themselves came from one of the European NATO member or partner countries, who can understand ethnic language media, or can interview relatives with close contacts and awareness of what is going on in these countries. That is a resource which should not be overlooked.

Finally, students will need to do some research on the issues listed on the Tentative Agenda that was included in their Confirmation of Registration package. Here again, the NATO web site is a useful source of information, especially the most recent issues of the *NATO Review*, which is now available only in electronic format on the NATO web site. NATO also regularly issues pre- and post- summit reports, pamphlets, booklets, and brochures, some of which may be available in hard copies from the Atlantic Council of Canada. Almost all of them are also posted on the NATO web site. Students should also be assigned to track issues relating to NATO in the media over the two or three months leading up to the simulation.

INTERNET RESEARCH SITES

The following are recommended:

- nato.int
For example, see the following articles in the *NATO Review*
 - “Is the Fundamental Nature of the Transatlantic Security Relationship Changing?” Spring, 2001.
 - “Imagining NATO 2011” Autumn 2001.
 - “Partnership: One of NATO’s Fundamental Security Tasks” Spring/Summer 2000.
 - “Shaping Soldiers for the 21st Century.” Summer/Autumn 2000.
 - “A New Strategic Concept for a New Era” Summer 1999.
 - “Should NATO Take the Lead in Formulating a Doctrine of Humanitarian Intervention?” Autumn 1999.
- nationalreview.com/novak
- nationalreview.com/hanson [American]
- policyreview.org [extremely academic]
- newamericancentury.org
- wp.mil.pl [Poland - military]
- milparade.com [Russian - cost to use]
- securityconference.de [Munich Conference on Security Policy]
- securityconference.de [Munich Conference on Security Policy: the Davos of security policy]
- lemonde.fe [use forums and international] French only
- isn.ethnz.ch [for PfP countries]

RECOMMENDED BOOKS:

Anne-Marie Balenbois, *Tell me about ... NATO*, to be available Spring 2005

NATO, *The Prague Summit and NATO’s Transformation: A Reader’s Guide*, NATO 2003.

Atlantic Council of Canada, *The Transatlantic Quarterly*, available electronically on the Atlantic Council web site, or in hard copy by subscription.

Note: Please send the Atlantic Council of Canada any additions to this list that you have found useful, and we will post them on our web site and include them in revisions of this document

PREPARING FOR THE SIMULATION PROCESS

The following materials will assist the students to prepare for their roles in the simulation. They are printed as appendices to this Handbook, and they can be downloaded from the Atlantic Council of Canada's web site and copies may be made to hand out to the students. It is essential that the teacher sponsor or staff advisor review the documents on the role of delegates and on developing reports and communiqués with all the participants.

Appendix B is a suggested Handout on the roles of delegates in committee meeting deliberations. It deals with speaking, debating, and drafting of reports and communiqués as it applies to all delegates. This Document should also be included in the **Confirmation of Registration** package.

Appendix C addresses more specifically the roles of committee chairs and secretariat members, while Appendix D is a detailed guideline for committee chairs including suggestions for specific wording. Appendix E deals with drafting committee reports and the final communiqué and includes examples of reports from both secondary and post-secondary simulations, as well as portions of actual NATO communiqués. Appendix F has a series of questions which can be used to develop the country position paper and briefing notes.

The experience of the Model NATO Conference at Carleton University as well as of the pilot programs in Waterloo and in Dufferin-Peel indicate that preparing draft and final communiqués at both the university and high school level simulations is difficult because of time constraints. It will help to spend a little time on this topic with all students during the preparation phase. It is especially important to make drafting reports and communiqués a significant component of the training of the Chairs and Secretariat members.

It should be noted that only the NAC or the Secretary General or someone speaking for him can issue communiqués. Committees write reports for NAC to consider. Occasionally, a special committee may issue a press release about its findings or activities, but these will never include expressions of new NATO positions. A press release may, of course, reference NATO positions that have already been stated in previous communiqués.

If a report contains recommendations, they must be agreed upon by all. If a committee cannot reach consensus, it can report on the positions taken by different members. The NAC can then debate the issue and if it reaches consensus, it will include that point in its communiqué. In real life, committees will debate issues and write up their reports well in advance of the NAC meeting, and committee members would not ask questions concerning the NAC communiqué. Some liberties can be taken with the process in order to give the students more opportunity to participate in the whole process and gain an understanding of as many issues as can be included in the necessarily short time of a simulation exercise.

It is best to block time into the schedule of events for a member of the Secretariat and the Chair of each committee to compose a draft resolution. When time is not set aside in the schedule of events, we recommend that the notes of the committee discussions be made on two separate overhead transparencies: one for contentious and one for consensus items. The full committee will have to both write and revise the report in the time allotted for formulating a final communiqué. The Chair of NAC should proceed first with the report of the committee that has the greatest amount of consensus. This will permit the other committees to continue their deliberations for 20-30 minutes which may result in greater unanimity.

The Coordinator at the host school must ensure that the Committee Chairs and the Secretariat members are well trained in their roles.

PART C. THE MEETING DAY(S)

The Day Before

The **Co-ordinator** must

- Meet with the Chairs and Secretariat members to review their roles, the schedule of events, and the tentative agenda.
- Meet with other students involved as student support staff, audio-visual team, press, etc., to make sure they know what is expected of them, what time they are to arrive at the school and where and to whom they are to report. **Chairs, Secretariat members, and student support staff should be in the school at least 30 minutes before registration starts.**
- Make sure the Registration Packages are complete and ready to be handed out.
- Check that all other necessary supplies are in place and that audio-visual and photocopying equipment is available and in good order.
- Check with custodial staff when you and your student helpers can prepare meeting rooms. It is best to prepare them after school is over the day before, but if cleaning staff works in the evenings, you may have to have your team come in early in the morning to prepare them.
- Arrange to have money available to pay for incidentals and for food that is to be delivered to the school.
- Ensure that all snacks and drinks will be at the school in good time. Unless your choice of snack is perishable, it is best to have everything purchased and in the school the day before.

Day 1

- Arrive at least 30 minutes before Registration starts, and check that the registration desk is set up and student staff are in place at the desk and at the door, ready to show the guests and delegates where to register, where to find the washrooms, and where the room for the Opening ceremonies is located.
- Check out all the rooms to make sure the seats are properly arranged and the country name cards and flags are in place.
- Check the room for the opening ceremonies to ensure sound system is set up and working, the lectern is in place, and water is available for the speakers.
- Review any changes in the Schedule of Events with the Chairs and Secretariat members.

- Be in the Registration area for the first arrivals to make sure everything is working as intended, and students meet the guest speakers they are to introduce.
- Be on hand to start the Opening Ceremonies and support the student Secretary General to chair the session.
- Make any necessary announcements at the end of the closing ceremonies.
- Circulate through the meeting rooms to ensure everything is in order.
- For the one day simulation, remind the Secretary General at the end of the NAC session to ask the delegates to fill out the Evaluation Forms, and ask the staff advisors also to fill out a form.
- For the one and a half day simulation, check all the rooms at the end of the day to make sure they are set up again for the next day, and check with student support staff, chairs and secretariat members that everything is in order for the next day and remind them of the time they are to be at the school the next day.

Day 2.

- Be at the school at least half an hour before the start of the program and check that the rooms are properly set up, and all student support staff, chairs, and secretariat members are ready to go.
- At the break, remind the Secretary General to ask everyone to fill out the Evaluation forms at the end of the NAC session.
- Collect all invoices and receipts for anything purchased and/or delivered on the meeting days.
- Circulate through the meeting rooms to see if any committees are having problems completing their agendas, and give suggestions to help them along.
- At the end of the day, make sure all decorations are collected and put away for future use.

Helpful Hint - It can be very helpful to assign one member of the Organizing Committee to sit in on each committee meeting to help the Chair and Secretariat member(s) if necessary. The presence of a knowledgeable adult may give the Chair more confidence so that no help will actually be needed.

PART D: WINDING UP THE SIMULATION

The **Co-ordinator** must

- Send all receipts and invoices to the Atlantic Council for payment and for the records.
- Prepare a report for the ACC and send it to the Organizing Committee for review and input to their recommendations
- Encourage and assist Chairs, Secretariat members, and students to write up their impressions of the day, and send them to the local and school media and to the ACC.
- Compile the results of the Evaluation questionnaire.
- If the accounting is handled by the Coordinator, s/he must make up a final report for the Organizing Committee.

The **Organizing Committee** must

- Ensure that all required reports are prepared and submitted to the Organizing Committee in a timely manner.
- Review all reports and send them on to the Atlantic Council
- Sit down with the Co-ordinator to review the completed questionnaires. Send any recommendations or suggestions for improvement to the Atlantic Council.

AFTERWORD - HOW TO GET STARTED

One of the questions most frequently asked by teachers is “How do you get started if you’ve never done a simulation before?”

If you don’t feel ready to take the plunge and go for a full simulation with delegations from other schools, we suggest you start with a program within your own class. In that situation, you would restrict yourself to one committee, probably NAC. Once you have appointed the Secretary General and two Secretariat members, you would divide the rest of the class in pairs and include as many countries as you have pairs. One of the paired students would be the NAC representative, i.e., his or her country’s Minister of Foreign Affairs, and the other would be an assistant to that representative. This would allow the pair to do research together and consult with each other during the NAC deliberations in the same way that a country team of delegates would.

You would probably want to spend several class days doing the necessary research and training in preparation for the actual simulation.

If you teach more than one class of a subject that would lend itself to a NATO simulation, you could arrange to combine those classes for a plenary session, either on your first attempt or in a subsequent year. Add another Committee or more countries depending on the number of students available. You would spend several days on the research and training to prepare the classes for their assigned roles, and combine the classes for a half- or full-day simulation at the end.

If there is more than one teacher in the school teaching classes of a subject that would lend itself to a NATO simulation, you could collaborate with the other teacher(s) and have as many committees and countries as the number of students in the combined classes would allow for. Depending on the number of committees, you would then combine the classes for a half- or full-day simulation at the end. You could work together in the first year, or you could work with your own class(es) one year, and work with the other teachers in a subsequent year.

Then in the second or third year, you could invite other schools to participate in the kind of simulation described in this Handbook.

Good luck!!

APPENDIX A - HANDOUT

DECISION MAKING BY CONSENSUS

NATO operates on the principle of consensus. This means that all decisions in all committees must be made unanimously. All member countries must agree on the actions to be taken by NATO or the projects that are to be adopted jointly. This does not mean that all members must participate equally in every project or activity, but it does mean that all must agree that the activity or project should go ahead and that NATO resources should be committed to it.

NATO adheres strictly to this principle. It is not possible to impose decisions on any one country, even if it is the only one opposing a particular policy or action. This means that it may take a long time and a lot of diplomatic effort to reach some decisions. However, once a decision has been taken, the fact that it has the backing of 26 independent countries gives it additional force.

The Permanent Representatives to NATO and their staffs perform a crucial role in this process. Even before a country or NATO's Secretary General proposes or requests a particular course of action, staff will research the positions of the countries, perhaps consult with their counterparts in the other Delegations, to find out what each country's reaction is likely to be to their proposal. As a result of these consultations, the proposal may be modified before it is officially made, or it may even be abandoned altogether if it becomes clear that it will be impossible to achieve consensus or that the effort to do so will be out of proportion to the importance of the proposal.

Staff will identify those countries that are in strong agreement with the proposal, those who feel less strongly, but will support it, and those that are likely to oppose it. The Permanent Representative or the Secretary General will try to enlist other Permanent Representatives to speak positively to the proposal and help him or her try to convince their colleagues that the proposal has merit so that they will advise their countries to agree to it.

Sometimes another country's Permanent Representative can mediate the process by finding out what a country opposing the motion could agree to and going back to advise how the proposal could be modified to bring that country on board and perhaps persuade the movers of the proposal to make the changes.

It is not always difficult to reach consensus. It should be kept in mind that NATO is an Alliance of countries that want to belong to it. They have all agreed to the articles of the North Atlantic Treaty, and recognize that reaching agreements on common policies is in their national interests. At times, NATO can make very quick decisions on actions that are necessary to give force to those articles. Even in the more difficult situations, that basic sense of agreement and cooperation leads to a willingness on the part of the members to work hard at reaching consensus. It is responsible for an attitude among the members that reaching consensus is a win for the Alliance rather than a win for some countries and a loss for others.

It is also important to appreciate that different views will exist from time to time and that the absence of consensus on a particular issue does not necessarily imply an immediate crisis within the Alliance. In some circumstances, there will be very good reasons for member countries to adopt varying positions because of historical, geographical, political, strategic or cultural differences between them. Working to resolve such differences and find common ground between them is a normal, every day function of life within NATO. In this way, something that could be a possible weakness actually gives NATO its strength. It is not an inflexible organization, but one which combines willingness to seek agreement with the freedom to differ.

APPENDIX B - HANDOUT

ROLES OF DELEGATES IN COMMITTEE MEETING DELIBERATIONS **(Delegates should bring this Handout with them to the Simulation)**

Speaking/Debating

- Your performance **MUST** reflect the role your country plays in NATO: e.g., USA is a major player; PfP countries are seeking NATO membership and aim to please as many countries as possible; Canada prides itself on promoting compromises; Russia, although not a member or even a PfP country, nevertheless, must be taken very seriously; and France historically takes an independent line. **ALWAYS DEFEND YOUR NATIONAL POSITION.**
- It is strongly recommended that each delegation prepare, before the conference, a position paper or briefing note [maximum 1 page per committee] that clearly states your nation's desired outcomes and strategies for achieving them for each of the committee [NAC, MC, PAC, and SCET] meetings. The paper should provide an assessment of potential obstacles (including other delegations) and strategies for overcoming them. This document will be confidential and will keep your delegation in role. For strategic reasons, however, you might choose to share parts of the paper with other delegations and/or the press corps.
- Before you speak, you must be given the floor by the chair, who will keep a record of who wishes to be heard in the order you catch his/her attention. **DO NOT INTERRUPT ANOTHER SPEAKER.**
- Indicate that you wish to speak by holding up your country name card.
- If you wish to reply to a personal insult or misunderstanding by another delegate, raise your hand and the chair will give you **PRIORITY** status for a 30 second comment.
- You can speak to inform the committee of your country's position on the item under discussion, to concur with or challenge the position of another delegate, to ask questions of clarification from another member state or the chair, and to challenge the ruling of the chair.
- The intent of the deliberations is to reach consensus on the agenda item(s) and to draft a report or communiqué for the final general meeting.
- When "straw votes" are taken by the chair for consensus on clauses during committee deliberations, you vote by raising your country name card.

- If an unanticipated emergency arises and you are uncertain how to play your national role, you may ask the chair to call a short 5-10 minute recess which allows you to consult with your staff advisor. A chair may refuse to grant a recess; however, the rules provide for a challenge of the chair. REMEMBER RECESSES CUT INTO THE TOTAL TIME YOU HAVE AS A COMMITTEE TO REACH CONSENSUS AND DRAFT THE FINAL REPORT OR COMMUNIQUÉ.
- The normal time to plan national strategy and to lobby other national delegations occurs during the breaks and the Country Caucus time [see Schedule of Events]

Drafting and debating the final committee communiqué [see also Appendix E for samples and more details]

Only the NAC or the Secretary General or someone speaking for him can issue communiqués. Committees write reports for NAC to consider. If a report contains recommendations, they must be agreed upon by all. If a committee cannot reach consensus, it can report on the positions taken by different members. The NAC can then debate the issue and if it reaches consensus, it will include that point in its communiqué.

- The Chair and Secretariat members of each committee will draft a tentative report (or in the case of NAC, it will be a draft communiqué);
- In this draft report or communiqué, all items of agreement will appear in normal font, but all phrases or clauses on which consensus has not yet been achieved will appear in *[brackets and in italicized font]*;
- Member and PfP nations may propose changes to any part of the draft report or communiqué, but the chief task of the committee is to resolve the *[bracketed italicized]* portions of the draft;
- The Secretariat members will revise the final report/communiqué as decided during the debate and will print sufficient numbers for the NAC debate.

Debating committee reports

- NAC is the decision-making body of NATO. It will debate the final reports of SCET, PAC and MC. It may delete, amend, or completely reject a committee report. Should it choose a complete rejection, it needs to clearly indicate the reasons. NAC will include in its communiqué any items from the committee reports that are agreed upon.
- While the committees may bring reports to NAC that do not reflect complete consensus, NAC as the decision - making body, must arrive at complete agreement on every statement.
- Members of the SCET, PAC and MC committees MAY NOT DEBATE their reports, but each in turn will be seated at the table and can QUIETLY advise their NAC spokesperson and can answer questions upon request.
- Since NAC has already approved its communiqué, **for the purposes of the simulation**, the Chair will permit members from the SCET, PAC and MC committees to raise questions concerning the NAC communiqué in order to share their insights into the issues..
- At any point during the discussion a member of the NAC can propose to delete or amend a portion of the NAC communiqué. At this point, the Chair must make this a PRIORITY item, and have called a vote on any proposed change by the time agreed upon for the end of the session.

APPENDIX C - HANDOUT

ROLES OF COMMITTEE CHAIRS AND SECRETARIAT MEMBERS

Chairs and Secretariat members assist each committee in its chief task: NEGOTIATING REPORTS OR COMMUNIQUÉS that reflect CONSENSUS.

- Committee chairs and delegates must set the agenda. **DO NOT TAKE MORE THAN 30 minutes.** This includes adding new items to the tentative agenda if a country so wishes, prioritizing the order in which items will be discussed, and establishing a tentative time limit for each item. With a 2/3 vote or with consensus, debate on an item can be extended, but remember you want to cover as many items as possible and you still need time to debate the wording of the final report/communiqué.
- Chairs recognize delegates, which permits them to speak. Keep on paper the order in which national delegates speak, based on when you see their raised country name cards.
- Chairs listen carefully to the dialogue and periodically state, "This is what I hear ..., do we have consensus?" You can call for a straw vote.
- If a consensus is reached, the wording needs to be recorded by the Secretariat member on a transparency or some other way that everyone can see; this may become part of the draft and/or final report or communiqué.
- If there is not consensus, the Chair tries to achieve consensus through an amendment or further debate.
- If the time permitted for discussion has elapsed and there is still no consensus, the Chair will instruct the Secretariat member to record the wording of the majority position and also record THE RESERVATION(S) of the minority position on the transparency. Perhaps the committee can come up with the wording that is acceptable to all during the final report/communiqué preparation session.
- Chairs will quietly and privately instruct delegates that **THEY ARE IS NOT PLAYING THEIR NATIONAL ROLE PROPERLY** [e.g., France and the USA should not usually cooperate; Pfp nations should generally vote with the Americans, although in debate they can try to persuade the USA to alter its point of view; although Russia is neither a member of Pfp or NATO, its views are important.]
- The Chair may call short (5-10 minute) breaks to allow members of a delegation to consult their staff advisor, or to permit delegates to informally lobby other delegates or for the chair to seek clarification from the Home Government on how to handle a delicate situation.
- Chairs must ensure that committees rise at the pre-set break times. This allows delegates to meet in caucus or to lobby.

- The Chair and the Secretariat will draft a tentative report/communiqué to be debated by their committee. USE THE MODELS ENTITLED “DRAFT” AND “FINAL” IN APPENDIX E AS A GUIDE.
- The Secretariat member will provide an overhead transparency of the final communiqué to the Chair, so that the Chair may present this to the Secretary General in time for the NAC debate on the committee report.

APPENDIX D - HANDOUT

GUIDELINES FOR COMMITTEE CHAIRS

Sometimes it helps to have introductory sentences and/or phrases to assist you as you open, chair and conclude your committee meetings.

FIRST SESSION IN THE MORNING

“On behalf of the Atlantic Council of Canada, I welcome all delegates to this first session of the special NATO meeting on [insert topic] the Future of NATO [2004]”

“My first task is to review with you the rules for speaking/debating as outlined in the first section on the sheet ROLES OF DELEGATES; please take a minute and re-read the rules.” [if some delegates have forgotten to bring the sheet, you might ask a volunteer to read them aloud]

After they have re-read the rules, ask, **“Are there any items that need clarification?”**

“Our next task is to approve the agenda. Are there any new topics that you feel this committee should add to the agenda? [If yes, give the item a number, e.g. NAC already has 6 items, so the next item would be number 7. SCET has 9 items, so the next item would be number 10.] **Now that we have all the items, we must prioritize them and give each item a tentative time limit.** [Determine the total time available in the sessions scheduled for debate] **We have ... minutes available for debate. The floor is now open for debate on priorities and time limits.** [total time for reviewing rules and setting agenda is 30 minutes]

After the agenda has been established, you state, **“We are ready to debate item 1, which has a tentative time of ... minutes. Raising your country name card indicates your wish to speak.”** [Keep track of the order of speakers on a sheet of paper]

Remember that when a delegate raises her/his hand, s/he receives priority [very brief = 30 seconds] to reply to a personal/country insult or misunderstanding.

If you sense there is agreement on a part of the item or the entire item, you wait for a speaker to finish, and then say,

“This is what I hear” - state what you believe the delegates are saying in your own words, and then ask the question, **“Do we have consensus?”** Take a straw vote and if all agree, then instruct the secretariat member to record the agreement; if a country disagrees ask, **“Do you wish your objection to be recorded?”** If the delegates say, “Yes” instruct the secretariat to record it. You can pass agreement with a 2/3 vote, but if time permits, you may wish to say, **“I see there is not yet consensus. Let’s debate some more.”**

Ask your Secretariat member(s) to keep track of the time and when the allotted time is up, say,

“Our time is up on this item; does any delegate wish to move a 5 minutes or a maximum 10 minute extension?” Take a straw vote and if 2/3 of the delegates agree, continue the debate.

Repeat with item 2, 3, 4, etc.

At break times (a.m., lunch, p.m., or delegate/chair requested recess), simply say,

“This committee is in recess and will reconvene sharply at [indicate time]”

When your committee returns, say **“We are presently discussing item number ..., and we have minutes remaining.”**

When the draft report/communiqué is presented to your committee, you will advise them that they have only 45 minutes [or whatever amount of time has been allotted to this session in your simulation] to approve the wording.

Say, **“In the next ... minutes, we must polish and vote on all parts of this report (or communiqué in the case of NAC). Let’s start with the first item. Does it reflect our debate or does it need amending?”** [After discussion, call for a straw vote on the original or amended version. If there is not consensus, you may need to insert an objection from one or more delegates.]

Continue with, **“We are now reviewing the next portion of this draft report. Are there concerns with any part, or are there objections that need to be heard and debated?”**

You may have to work through the break to complete your report, but when you have finished or the time has completely run out, conclude,

“The work of this committee is now finished and our report will be debated by the North Atlantic Council in the room [name the appropriate room] beginning at [state the time]. Thank you for your hard work and we’ll see how the Council views our work in a few minutes.”

CHAIRING NAC

Sharp at the time published in the schedule, the NAC will start debate on the reports of its sub-committees.

Start by asking the delegates for their attention and then say,

“Before we begin, I wish to review the procedures we will follow as the North Atlantic Council debates committee reports.”

At this time, read the items from the *ROLE OF DELEGATES* handout on **Debating Committee Reports**.

Then say, **“Although NATO is primarily a military defensive alliance, the ultimate control of the Alliance resides with elected civilians and that is why the North Atlantic Council, made up of the foreign ministers of all member states, must approve all policy statements and decisions. The first report is from the Special Committee on Espionage and Terrorism. It is on the screen and we will proceed clause by clause. Members of the Council may amend, delete or on rare occasions send the entire report back to the committee for further work. I declare debate on the SCET report now open. Who wishes to speak on the first clause?”**

Remember there is a time limit [whatever your schedule calls for, but generally 20 minutes for a one day simulation or 30 minutes for a one and a half day simulation.

When you sense agreement on the first clause says, **“I sense the committee accepts the first clause [or the amended first clause]. I call the vote.”**

If there are objections, you must continue the debate until there is consensus.

If at the end of the allotted time, NAC has not approved the SCET report, say, **“Our time has elapsed and as chair I declare the debate closed; we will continue debate on this report at our next regular meeting.”**

If all parts of a committee report are voted on, conclude, **“This Council formally accepts the report of the [name of committee] and will direct the Secretariat to translate it into French and it will be the responsibility of the Secretary General of NATO, Mr. de Hoop Scheffers, to see that it is acted upon in a speedy and judicious manner.”**

Continue, **“We now open debate on the report of the Political Action Committee. Who wishes to speak on the first clause?”**

Repeat the wording used in the SCET debate as appropriate, and end when the allotted time has expired, continue

“Our third report is from the Military Committee. Who wishes to speak on the first part of this report?”

Repeat wording as appropriate, and end when the allotted time has expired.

Continue, **“This Council has already approved its own communiqué, but we are open to questions from the delegates. Do any delegates wish to ask questions of clarification or make comments concerning this final communiqué of the Council?”**

After hearing the comments and questions, you can ask, **“Do any members of this Council wish to propose amendments to our final communiqué in light of the discussion that has just been completed?”**

If anyone answer, “Yes” proceed with any amendments [must be accepted by consensus]. When the time runs out, indicate that further discussion MAY occur at the next NAC meeting.

When time has expired, conclude, “**I declare this special NATO meeting on the *Future of NATO* [or other topic as appropriate] closed.**”

Then ask delegates to fill in and return the evaluation form included in their registration package.

APPENDIX E - HANDOUT

DRAFTING COMMITTEE AND FINAL REPORTS/COMMUNIQUÉS

Actual NATO communiqués can be found in the Documentation Supplements of *NATO Review* issued prior to 2001 when NATO ceased publishing the magazine in hard copy. All communiqués are also posted on the NATO web site, and it might be useful to print one or two recent ones for students to see as examples. Portions of NATO communiqués are included here to illustrate specific points. We also include some models from Carleton (committee reports), and from Waterloo (NAC final communiqué), demonstrating different styles and content.

The committee report must identify WHICH committee is reporting, WHAT topics were debated, WHO proposed and WHO opposed recommendations for action and what issues could not be resolved. In official communiqués, paragraphs are numbered and the language is measured and concise. Statements usually start with the first person plural, “we remain (deeply) concerned,” “we welcome,” “we direct,” “we recognise,” “we encourage,” “we continue to attach importance to,” “we urge,” “we reaffirm.”

Excerpts from NATO communiqués:

MEETING OF THE NORTH ATLANTIC COUNCIL IN FOREIGN MINISTERS SESSION Brussels, 15 December 1999

1. At our meeting today, we recalled NATO’s major achievements in 1999:
2. We pay tribute to the service-men and women of all nations who are serving in the Balkans for their professionalism and dedication to the cause of peace and stability....
5. We are determined to play our part in meeting in full the aims of the international community as set out in UN Security Council Resolution 1244.
7. We urge all community leaders in Kosovo, irrespective of their ethnic background, to work together and with the international community in the reconstruction of Kosovo and the establishment of a democratic society founded on the rule of law, tolerance and respect for human rights....
22. We direct the Council in Permanent Session to proceed with its work as set out at the Washington Summit ... and report to us at our next meeting.
27. We welcome the recent signing by Ireland of the PfP Framework Document and we look forward to close co-operation with Ireland in the PfP and EACPC.
31. We are deeply concerned about the conflict in Chechnya, continuing reports of civilian casualties there and the plight of displaced persons. We condemn, in particular, Russian threats against unarmed civilians, such as those in Grozny....

MEETING OF THE NORTH ATLANTIC COUNCIL IN DEFENCE MINISTERS SESSION
Brussels, 2 December 1999

1. The North Atlantic Council met in Defence Ministers Session in Brussels on 2 December, 1999.
2. As this was our first formal meeting following the Washington Summit and Operation ALLIED FORCE, our discussion centred on assessing progress on the continuing adaptation of the Alliance as directed by the Heads of State and government in the Summit Communiqué and in the new Strategic Concept, and on reviewing the situation in the Balkans.
5. Considerable progress has been made since the completion of the air campaign. We are determined to play our part in meeting in full the aims of the international community as set out in UNSCR 1244.
7. We are pleased with the excellent co-operation between KFOR and UNMIK. We reaffirm our full support to UNMIK in its efforts to establish a fully functioning civil administration in Kosovo....
8. The robust practical and political support which neighbouring countries provided throughout the air campaign, and which they continue to provide, was and remains critical to success. We noted our deep appreciation for this support and in particular welcome the ongoing efforts of Albania and the former Yugoslav Republic of Macedonia in supporting KFOR.

The job of the Secretariat member assigned to each committee is to keep notes on items and the wording of resolutions on which all members of the committee agree. Items of disagreement should also be identified in the record of the deliberations.

When the Chair and the Secretariat member prepare a draft report/communiqué, the consensus items should appear in normal font and the wording of the contentious issues should be italicized. The authors of the draft might propose wording [placed in brackets and italicized] that might be acceptable to all members of the committee. The draft report/communiqué is debated and wherever possible, consensus on the contentious issues is achieved. Unresolved items should appear as a separate item of the final report. The NAC communiqué can only include items on which there is complete agreement.

When time is not set aside in the schedule of events, we recommend that the notes of the committee discussions be made on two separate overhead transparencies: one for contentious and one for consensus items. The full committee will have to both write and revise the report in the time allotted for formulating a final communiqué. The Chair of NAC should proceed first with the report of the committee that has the greatest amount of consensus. This will permit the other committees to continue their deliberations for 20-30 minutes which may result in greater unanimity.

Final communiqués should be typed and distributed to every member at the NAC table. If possible, an overhead or power point copy should be projected for the delegates to follow.

Samples from Carleton Model NATO

Defence Planning Committee

Proposed by: Portugal, France, Italy, Greece

In order to respond to growing problems of international terrorist activities being directed against NATO Countries, and in recognition of the specific threat posed by some extremist groups and their proximity to NATO borders:

NATO will establish a task force attached to the already existing NATO naval forces in the Mediterranean area responsible for strengthening the security of the Mediterranean Sea and protecting NATO's southern European borders by providing intelligence and counter-terrorist support, the funding of which would be provided exclusively by the participating states. Such a task force would participate in information sharing with members of the Mediterranean Cooperation Group and Partnership for Peace, recognising their strategic importance and, therefore, the importance of NATO and the global community of stability in the region.

Against: Czech Republic

Economic Affairs Committee

Proposed by: Czech Republic, Hungary, Poland

1. Cognisant of the unique opportunity to expand the Alliance for the purpose of strengthening its Eastern frontier;
2. Realising the costs of expansion are significant and must be shared by all NATO members;
3. Recognising that expansion costs are a politically sensitive issue in member countries;
4. Believing that the expansion of NATO membership can contribute to the long-term economic well-being of member states;

The Economic Affairs Committee proposes that:

1. When the North Atlantic Council announces its intention to expand the Alliance, countries that are designated for admittance will receive preferential treatment in arms trade with member countries;
2. New member countries will receive a degree of subsidy based on need from the general NATO budget once the North Atlantic Council announces its intention of admitting a country or countries until the membership of a country or countries is effective.

Political Affairs Committee

Proposed by: UK, France, US

We as NATO Members request that North Atlantic Council use all of its resources relevant to the issue concerning NATO-Russia relations to develop new or improved policies on NATO-Russia relations and to improve NATO's partnership with the Russian Federation.

It is the belief of the Political Affairs Committee that the advances in cooperation and relations with Russia are very important and have surpassed expectations.

We assess that continued dialogue, consultation and cooperation with Russia are necessary to benefit world peace and successful future joint ventures.

Sample Communiqué from Waterloo High School Model NATO

Final Communiqué Military Strategies Against Terrorism

- 1) Whether NATO as a whole should take a pre-emptive or reactive approach to terrorism. What assets do NATO member countries have to put forth towards anti-terrorism?
- 2) The responsibility of NATO members towards anti-terrorist military strikes. Differentiating between remote strikes and local troop anti-terrorist strikes; potential consequences of both.
- 3) The need for a central intelligence gathering agency to act as a connection between individual NATO countries' intelligence.
- 4) Potential threats and consequences of cyber attacks on institutions under NATO=s jurisdiction.
- 5) The threat of well-funded terrorists.
- 6) The role of reservist forces in the war on terrorism.

Accepted Solutions to Outlined Problems

- Assuming concrete evidence suggesting a terrorist strike, a pre-emptive approach will be taken by NATO. By developing a supranational anti-terrorist organization within each member state acting as both intelligence collectors and anti-terror enforcement, a greater level of security will be provided. Thus reducing terrorist activity.
- If a CB threat is recognized, NATO will sponsor a US led strike against the facility or group in question with the financial/military support of all NATO members. Russia expressed military support if they deemed necessary.
- A central intelligence-gathering agency will be set up and supported by all members= intelligence agencies. This agency will be under the power of the anti-terrorist organization previously mentioned in this document. Member intelligence agencies must relay information pertaining to the security of any component of NATO.
- A branch of the anti-terrorist organization of NATO will also address the threat of cyber attacks.
- NATO countries reserve the right to freeze assets of known terrorists, which will later be used for relief and/or charitable causes.

APPENDIX F - HANDOUT

COUNTRY POSITION PAPER AND BRIEFING NOTE

The following questions should be answered in your country Position Paper. If you keep this with you and refer to it on a regular basis, it will help you to play your country role.

1. What are your country's key security concerns?
2. Has your country changed its relationship with NATO in the last ten years? If so, how?
3. Are there resources that your country contributes to NATO? If so, are these contributions satisfactory to your government? Why or why not?
4. What is your relationship to the Partnership for Peace program? Do you believe this arrangement is satisfactory? If so, why; if not, why not?
5. What was your country's position on NATO enlargement?
6. Does your country have a relationship with the European Union?
7. Has your country changed its relationship with the EU in the last ten years?
8. What is your country's position on the relationship between EU and NATO?
9. What is your country's position on the respective roles of NATO and the UN?
10. What is your country's position on NATO involvement in Bosnia, Kosovo, Afghanistan, Iraq?
11. What is your country's relationship with Russia? How has that relationship changed over time?
12. What are your government's concerns about Russia?
13. What is your country's relationship with the US?

You may also wish to have a Briefing Note on the issues discussed in the committee to which you are a delegate. The agenda questions will be your guide to the content of the briefing note. Be sure to include both your country's preferred positions and any compromises your country is willing to make in order to reach consensus.

APPENDIX G: SAMPLE EVALUATION FORM

EVALUATION FORM

To assist us in planning for next year=s simulation, please complete this form before you leave.

1. On a scale from 1 (lowest) to 10 (highest) rate the entire simulation.

1 2 3 4 5 6 7 8 9 10

2. You received written instructions prior to the simulation to enable you to play your role as accurately as possible. Rate each of the following in terms of their helpfulness to you on the 1-10 scale:

1. *ROLE OF DELEGATES* [Speaking/debating, drafting communiqués, debating communiqués)

1 2 3 4 5 6 7 8 9 10

2. *TENTATIVE AGENDA* [NAC, PAC, DPC and SCET committees]

1 2 3 4 5 6 7 8 9 10

3. These written instructions were reviewed with you by the chairs of each committee before the actual simulation began so that you would feel comfortable playing your role. Indicate how comfortable you were by circling the most appropriate response:

Uncomfortable Somewhat comfortable Comfortable Extremely Comfortable

4. The role of the chair is crucial to the success of the simulation. Rate your Chair on the 1-10 scale.

1 2 3 4 5 6 7 8 9 10

5. The plenary session turns most delegates into observers as opposed to active participants. Rate your INTEREST in this part of the simulation on the 1-10 scale.

1 2 3 4 5 6 7 8 9 10

6. Which web sites proved most useful for your delegation=s pre-simulation research?

7. How could the simulation be improved? [use back, if necessary]

APPENDIX H

CHECKLISTS FOR THE ORGANIZING COMMITTEE

√ Checklist 1 - Planning - to be completed 3 ½ months before the event

- Organizing Committee established
- Simulation Co-ordinator appointed
- Theme or topic of simulation selected
- Length of simulation determined
- Budget prepared
- Price per student established
- Committees determined
- Date set
- Space needs determined and location reserved
- List of invitees prepared
- Arrangements made to obtain letter of greetings from NATO for Opening Ceremony

√ Checklist 2 - Invitation Package - to be sent out 3 months before the event

- Tentative agenda prepared
- Tentative schedule prepared
- Invitation letter prepared
- Registration form prepared
- Packages sent to Atlantic Council with list of addresses
- Packages sent

√ Checklist 3 - Confirmation of Registration Package - to be sent out at least 2 months before the event

- Tentative Agenda revised
- Schedule revised
- Handout on Role of Delegates prepared
- Handout on Consensus decision-making prepared
- Handout with Internet research sites prepared
- List of embassy and consular contacts prepared
- NATO budget information prepared
- Map and information on getting to the host school
- Package assembled and sent by mail or e-mail

√ **Checklist 4 - One month before the event**

___ **Teacher sponsors** reminded by e-mail to review materials with student delegates

Check with **Simulation Co-ordinator** to ensure

- ___ Committee Chairs selected
- ___ Secretariat Members selected
- ___ Training materials available
- ___ Training sessions scheduled
- ___ Student support volunteers recruited
- ___ Publicity activities underway
- ___ Opening and closing ceremonies planned
- ___ Speakers and guests invited

Offer and arrange assistance on any of above if necessary.

√ **Checklist 5 - to be completed within 2 months after the event**

- ___ Narrative Report received
- ___ Report reviewed and sent to ACC
- ___ Financial Report received (if Co-ordinator responsible)
- ___ Financial Report reviewed and sent to ACC
- ___ Invoices and receipts for expenses incurred by Committee sent to ACC
- ___ Evaluation questionnaires reviewed
- ___ Recommendations and suggestions sent to ACC

APPENDIX I

CHECKLISTS FOR THE SIMULATION CO-ORDINATOR

√ Checklist 1 - to be completed 3 months before the event

- Rooms booked
- Speakers and Guests invited for Opening and Closing Ceremonies
- Lists made of decorations and supplies required
- Preliminary plans made for food
- Timelines determined for all purchases

√ Checklist 2 - Student Leadership and Support - to be done 2 months before the event

- Training materials prepared
- Committee Chairs selected
- Secretariat Members selected
- Several training sessions scheduled at lunch time or after school
- Student support volunteers recruited

√ Checklist 3 - Publicity

2 months before the event

- News releases prepared
- List of local media contacts prepared
- Notices placed in school newspapers, etc.

1 month before

- News releases sent out
- Local media invited
- Student photographer(s) selected

2 weeks before

- Follow-up calls made to local media contacts
- Students selected to write short personal reports
- Student photographer(s) briefed on best photo ops

√ **Checklist 4 - to be completed two months before the event**

- Speakers confirmed or followed up
- Promotion material ordered from ACC
- Food arrangements planned
- Food ordered if lead time required
- Supplies ordered if lead time required

√ **Checklist 5 - to be completed one month before the event**

- First training session held for chairs and secretariat
- Room reservations double checked and confirmed
- Audio-visual and technical equipment reserved
- Flags and other decorations ordered or materials purchased and arrangements made for production
- Food arrangements confirmed
- Opening and Closing Ceremonies planned
- Speakers and guests confirmed
- Supplies ordered

√ **Checklist 6 - to be completed two weeks before the event**

- Training of Chairs and Secretariat completed
- Tasks assigned to Student Support Staff
- Audio-visual and technical equipment confirmed
- Supplies checked, orders followed up as necessary
- Decorations completed
- Consent Forms prepared and sent home with students

√ **Checklist 7 - Material for On-site registration package - to be completed one week before event**

- Map of school prepared with meeting rooms indicated
- Final Schedule prepared
- Tentative Agenda printed
- Evaluation Form prepared
- Handout items received

√ **Checklist 8 - to be completed the day before the event**

- Responsibilities, schedules, and time of arrival reviewed with Chairs and Secretariat
- Responsibilities and time of arrival reviewed with Student Support Staff
- Registrations packages ready to hand out
- Registration table set up
- Technical equipment in place and working
- Meeting rooms set up
- Petty cash available for next day
- Snacks and drinks in place or final arrangements made
- Food arrangements in place

√ **Checklist 9 - to be completed on the day of the event**

In the morning

- Registration desk is set up
- Student Support Staff in place
- All rooms set up with country name cards and flags in place
- Sound system working properly for Opening Ceremonies
- Lectern in place
- Water available for all speakers
- Changes in Schedule of Events reviewed with Chairs and Secretariat
- Snacks and drinks available

For one day session - before end of last NAC session

- Students and staff advisors reminded to fill in Evaluation Form

At end of day

- All invoices and receipts collected
- Technical equipment returned
- Decorations collected and put away

For two day session - at end of Day 1

- Rooms set up for next day
- Technical equipment in place
- Instructions given to Chairs, Secretariat, and student support staff for next day

Day 2

- Rooms checked before session
- Secretary General reminded at break about Evaluation Forms
- Snacks and drinks available

At end of day - same as for one day session

√ **Checklist 10 - to be completed within one month after event**

- All receipts and invoices sent to Atlantic Council
- Reports prepared and sent to Organizing Committee
- Student writing collected, copied and sent to ACC