

M O D E L O



ARGENTINA 2018

MODEL G20 Teachers' Guide



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Dear teachers,

From the Model G20 organisation, we would like to begin this guide by thanking you for the effort you put in as educators on a daily basis. The enormous commitment you undertake day after day to foster classrooms full of diverse and unique students must be acknowledged.

The purpose of this guide is to share with you the steps and contents necessary to develop a Model G20 at your schools. The programme is designed to be focused on the development of abilities to promote individual self-management and group initiative.

Lastly, we would like you to remember that, when undertaking this project, you will develop a ludic experience based on role playing, where the goal is to motivate students along their educational paths. We recommend that you work actively to make this proposal come true, and we hope you have fun along the way.

Frequently asked questions

What is the G20?

The G20 (Group of 20) is a leading international forum for economic, financial and political development. It is made up of 19 countries and the European Union. Collectively, G20 members represent 85% of the global economic output, two-thirds of the world population and 75% of international trade.¹ In addition to the 20 members and permanent guests, several countries and regional groups and international organisations are also invited every year by the G20 and the host country.²

How does the G20 work?

The G20 is an informal forum, which means that it has neither permanent bodies nor rules governing its operation.

Each year, a new country takes on the presidency (Argentina during 2018), and it works hand-in-hand with the previous presidency (Germany, 2017), and the following presidency (Japan, 2019) in what is collectively known as the Troika. In this way, the consistency and continuity of the group's agenda and procedures are assured.

The G20's yearly agenda includes over 50 meetings, strengthened by working and discussion boards among permanent members and guests. The cycle culminates at the Leaders' Summit, where heads of state and government issue a joint declaration in which they commit to address and cooperate with the issues discussed.

The work of the G20 is generally divided into two tracks: The Finance Track and the Sherpa Track.

The Finance Track comprises all meetings of G20 finance ministers and central bank governors as well as their deputies. Convening several times throughout the year, they focus on financial and economic issues, such as monetary, fiscal and exchange rate policies, infrastructure investment, financial regulation, financial inclusion and international taxation.

The Sherpa Track focuses on broader issues such as education, political engagement, anti-corruption, development, trade, gender equality and climate sustainability among others. Each G20 country is represented at these meetings by the Sherpa³ and the relevant ministers for that particular encounter. Each Sherpa guides their head of State or Government on the topics addressed, and carries out the dialogue with other relevant working groups.

¹ G20. "What is the G20?" <<https://www.g20.org/en/g20/what-is-the-g20>>.

² The G20 is made up of 19 countries and the European Union. The 19 countries are Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Republic of Korea, Japan, Mexico, Russia, Saudi Arabia, South Africa, Turkey, the United Kingdom and the United States.

Spain is a permanent invited guest to G20 meetings. Each year, the country which holds the G20 presidency also invites countries to attend at their own discretion: this year, Argentina has invited Chile and the Netherlands. Countries which chair key regional groups - such as the African Union (AU), the New Partnership for Africa's Development (NEPAD) and the Association of Southeast Asian Nations (ASEAN) - are generally invited to the summit.

³ The Sherpa is the head of State or Government's representative and chief advisor at meetings and summits.

What is a Model G20?

A Model G20 is the simulation of this forum's meetings adapted to a format within a school setting.

The model has delegations consisting of 3 students from those countries and organisations that are represented in the G20. Students must study the culture, the economy, and international political goals among other issues, to understand and represent the point of view of the country or international organization that has been assigned to them.

At the same time, teachers take the role of authorities' in the Model, acting as the presidency of the forum and moderating the debates. Teachers will be responsible for enforcing the rules and generating a free-flowing discussion.

The discussions and agreements the delegates will have will take place in the following three forums of discussion.

- a. The Finance Track
- b. The Sherpa Track
- c. The Leaders' Summit

The primary purpose of the Finance Track and the Sherpas' Track is to draft a document containing the common grounds and recommendations the countries can reach through discussions and the search for consensus. In the case of the Finance Track, this document will be a "Communiqué".

The purpose of the Leaders' Summit is also to draft a declaration, called "Leaders' Communiqué". However, the only goal of this document is to reassert all items and topics previously addressed at the Finance and Sherpa Tracks, adding the Leaders' preamble.

Model G20 is an educational training space where participants not only acquire knowledge of diverse cultures and perspectives, but also put into practice and develop abilities such as communication, leadership, critical thinking, resilience and teamwork, among others. All this in a ludic environment, nourishing curiosity and initiative.

What do I need to organise a Model G20?

To carry out a Model G20, you need to have the following resources:

- Between 40 and 102 students who are attending the last two years of secondary school. Any student can take part, and no particular profile is required to be part of this educational experience.
- 2 to 6 teachers (in addition to the coordinating teacher⁴ to help students with the research of issues to be addressed (the topic to be researched may be related to the subject the teachers lecture at school). Their help will also be necessary during the Model, as they will act as authorities.
- A multi-purpose room or hall and 1 or 2 classrooms. These 2 or 3 spaces must be available during

⁴The coordinating teacher's role is described on page 12

the Model. If there is only one classroom available, the multi-purpose room or hall that will be the Leaders' Summit forum in the afternoon, may be used in the morning by either track.

- Technical resources and materials (optional). Availability of microphones and sound is advisable, especially in large spaces where being heard by many people may be difficult. We also recommend providing participants with an identification badge with their name, role and the delegation they represent.

First Steps

Alliances

Like any interdisciplinary project, the Model G20 requires cooperation between teachers and school officials.

The first step is to identify allies within the school teaching staff. We can pose ourselves some questions that can help us with this task:

- What subjects are related to the issues to be discussed during the Model?
- Which teachers may be thrilled by the project?
- Who do I have an excellent bond with? Would we make a good team?

Having answered these questions, we can make the team and choose a teacher to coordinate the Model.

The coordinating teacher will be the Model G20 project mentor for authorities and students. Requests and suggestions will be referred to him/her, and he/she will be responsible for keeping the necessary bureaucratic requirements (classroom requests, project files, among others) in order.

Board of Directors and institutional framework

The school, from its institutional framework, is expected to accompany the project and get involved in the realisation of the educational experience.

In this way, the school will provide spaces such as classrooms, a multi-purpose room and materials necessary to develop the Model G20 and, if necessary, it will adapt the curricular content to help with delegates' training.

Structuring the project

Following the building of alliances with the school and the teachers, we can start to outline the project times. It is necessary to structure a class schedule to work on essential contents that help delegates' training. This stage must be addressed jointly by the teaching team at least one month in advance. Furthermore, we recommend dividing contents in accordance with each teacher's subject or curricular space.

Teachers and students will have a subject guide explaining the contents of the issues to be discussed during the Model. We recommend taking this guide as a trigger that enables the orientation of research. Upon completion of the structuring of the class schedule, it is advisable that the teachers research on their own to achieve a greater comprehension of the subjects.

Before the Model

Delegations' Composition

The Model G20 will consist of G20 delegations: countries and organisations that are permanent members – such as Japan and the European Union – as well as countries and organisations that are invited to participate in the G20, such as Spain and the World Bank. On the one hand, delegations representing countries are made up of 3 students. Each student will play one of the following roles.

- **The Head of State or Government:** He/she will be responsible for ensuring that the delegation's stance is maintained both in the Sherpas' Track and the Finance Track. For this purpose, he/she can approach one or the other during the break. His/her main participation will be in the Leaders' Summit, developing the Leaders' Communiqué along with the others Heads of State or Government. On that occasion, he/she will receive the respective Sherpa and Finance Minister's advice.
- **The Sherpa** is the Head of State or Government's representative and chief advisor. He/she will work in the Sherpas' Track, where non-financial topic priorities – such as political commitment, education, employment, development, climate sustainability, etc. – are set forth and addressed.
- **The Finance Minister** will work at the Finance Track, focused on global collaboration in financial and economic issues, such as monetary, fiscal and exchange rate policies.

Delegations representing international organisations will also be made up of 3 students: a representative at the Sherpas' meeting, another at the Finance meeting, and the Head of the Delegation at the Leaders' Summit.

If there are less than 60 participating students, it is recommended to simulate only one of the Tracks: either the Sherpas' or the Finance Track. Thus, the delegation will be made up of 2 students, rather than 3.

Forming delegations

Delegations must be defined when the school teachers' team has already been formed, and the school authorities' have approved the realization of the Model.

To form a delegation, the following items must be taken into account:

- Ensuring that delegates get along well as they must generate synergies among them. These synergies will be subject to their trust.
- Being mindful of the profiles that will integrate the delegation, so that personalities are balanced and complement each other.

Collaborative work is an essential part of the Model, and its importance must be emphasised at all times. The teachers' team who will conduct the project must work on the importance of collaborative values transversally.

Classes before the Model

During the days prior to the realization of the model, it is recommended that talks be held with students on the topics that will be dealt within the Model G20.

Sequentially, the suggested topics to be worked on are the following:

- **G20** | What is the G20? Importance of the forum at economic and political level.
- **Globalisation** | Access to information, finance, new jobs creation.
- **Citizenship** | Influence of international agreements on our lives, participation in democratic life.

It is worth considering that the teacher leading the Model G20 works on the topics of his/her specificity during this activity. In this way, it is expected that bridges be built between the specific contents of the subject and those related to the Model G20.

- We recommend establishing a space for reflection that stimulates critical thinking, where each student can outline different stances on the topics to be addressed, fostering debate and respect for the diversity of opinion.

Although each teacher on the team can address the project from his/her specific area, it is essential that they all maintain the discussions or dynamics around the same topics or work areas.

Delegations will work on the same topics, but their stance must be according to the particularities of the country or organisation they represent. In this way, the Model becomes a fertile ground for research, since, besides getting to know the G20, they must get involved in the specificities of a country or organisation in particular.

The spaces for the debates

Delegates hold sessions in 3 different spaces, according to the role they represent. These spaces are the following:

- **Finance Track:** it is the space where the Finance Ministers hold their sessions. The intended result is a communiqué that serves as input for drafting the Leaders' Communiqué.
- **Sherpa Track:** it is the space where the Sherpas hold their sessions. This Track's expected result is a document that serves as input for drafting the Leaders' Communiqué.
- **The Leaders' Summit:** it is where Heads of State or Government hold their sessions. Commitments undertaken in the Sherpas' and Finance Tracks are revisited in this space. The expected result is a Communiqué that encompasses everything agreed upon in the Forum's spaces for debate.

This year, work areas are encompassed by the topic "The Future of Work", one of the three priorities of the Argentine G20 Presidency. The school may choose to work on any of the other two priorities of the agenda:

- Infrastructure for development
- A sustainable food future

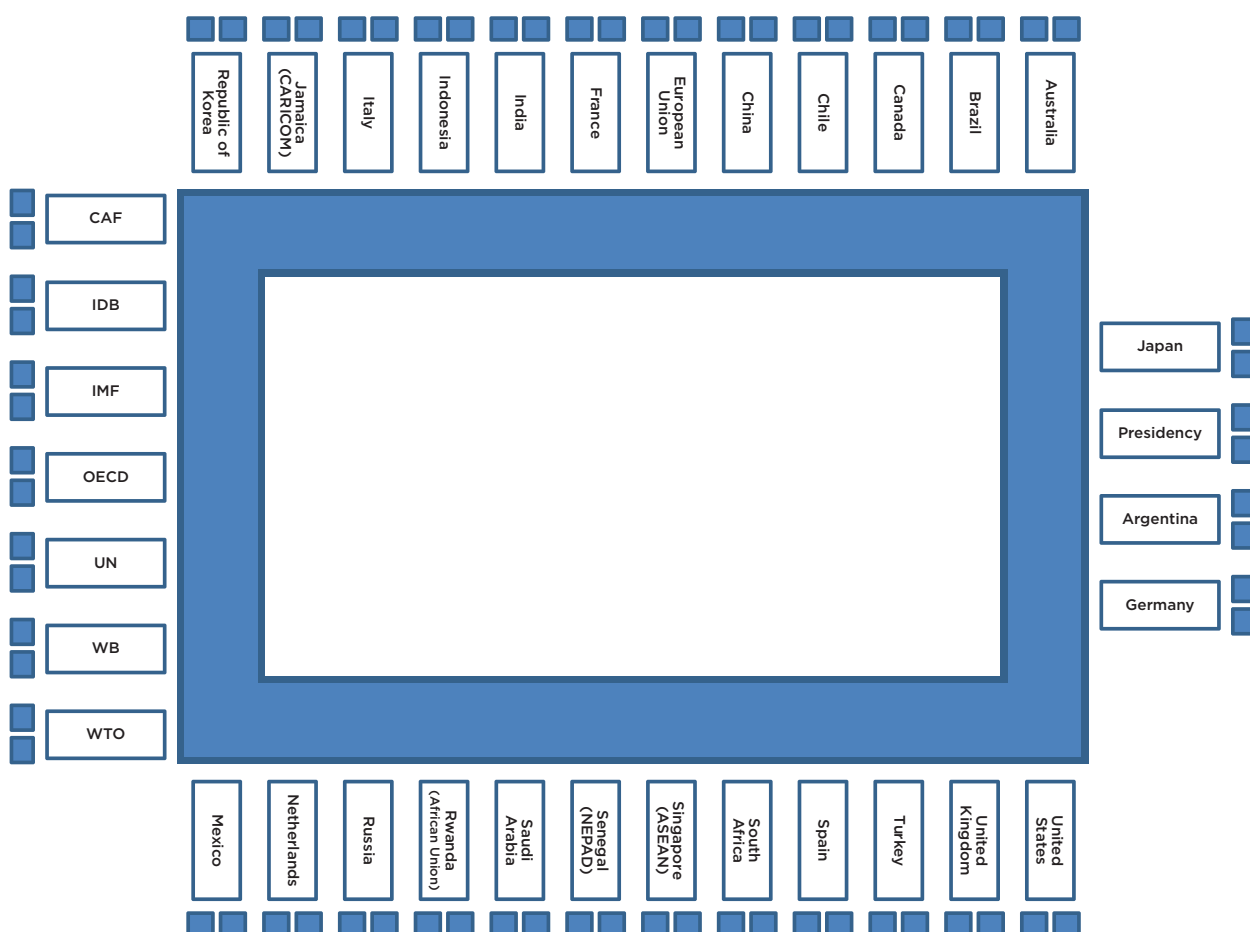
These two topics are not developed in the Subject Guide for students. Below is a list of reliable sources where information on these topics can be obtained:

- G20 website: <www.g20.org>.
- <www.g20.utoronto.ca>.
- <www.g20-insights.org>.
- OECD website: <www.oecd.org>.
- World Bank website: <www.worldbank.org>.

It is important to highlight that G20 topics change year after year, taking into account the international agenda and the host country's interests.

Set-Up

The three spaces for debate are organised in a plenary session. This form of organisation puts all participants on an equal footing and reflects the operation of the G20 work teams. It enables greater participation of all students, as well as a better flowing debate. This kind of organisation requires tables and chairs placed in a rectangular manner. The Troika and the G20 presidency sit at the head of the table. The other members of the G20, as well as guest countries and guest regional groups, take the places on the sides, in alphabetical order. The side of the table opposite from the head is taken by international organisations, also in alphabetical order.



If the space available lacks sufficient place for the plenary organisation, the **auditorium** type of seating, where seats for delegates are placed in the centre of the room in two columns, leaving a central passageway for circulation, is feasible. Authorities sit at a table across from delegates. This kind of organisation allows adapting the format to confined spaces.

On the one hand, the Finance Track and the Leaders' Summit will work, independently, on a communiqué that reflects the issues agreed upon by the countries.

On the other, the Sherpas' Track will work on a draft document that will be revisited by the delegates during the Leaders' Summit.

The document must be drafted as follows:

- It must be headed by the title "Communiqué by *****", as applicable to the Finance Track or the Leaders' Summit.

E.g. "Communiqué by the G20 Finance Track"

- It must have a preamble, made up of the principles, grounds or precedents that are deemed relevant.

E.g. "We, the Leaders of the G20, meet in Buenos Aires, Argentina, on 7 July 2018 to address major global economic challenges and to contribute to prosperity and well-being."

E.g. "Moving forward in our joint goal in the G20: strong, sustainable, balanced and inclusive growth - continues being our top priority."

- Following the Preamble, the topics addressed must be put in writing.

E.g. "The effect of new technologies on the world of work."

- Lastly, the courses of action agreed upon are written in black and white. These must be numbered, with each course of action being one number. Each course of action may bear a description not exceeding four lines.

E.g. "1. We commit to take more measures aimed at improving the quality of female employment, to eliminate discrimination in the workplace and to bridge gender pay gaps, as well as to provide women protection against all forms of discrimination."

A Model Communiqué to be used by delegations to report the results of their meetings will be handed over along with the Teachers' Guide.

The model

The Teacher's Role

Within the Model, teachers Authorities, and will chair the different debate tracks. Authorities will lead the debate, and they will ensure that the model develops under the rules set forth within each room.

Although the Model can develop appropriately with one authority per room, it is recommended that two authorities be in attendance to allocate work (for instance, a teacher moderates the debate while another teacher keeps the general order in the room) and to have a more comprehensive view of what is going on.

It is also crucial for a teacher to play the role of coordinator. This must ensure the proper development of all stages and all rooms, as well as solve any problem that may arise, both internal and external, and that impact on the Model. The coordinator will be the ultimate authority of the Model.

Stages of the Model

The following table presents a tentative time allocation, subject to each school's availability:

Time in minutes	Stage
20	Accreditation
15	Sessions opening
40	Sherpa Track and Finance Track Session
20	Break
40	Sherpa Track and Finance Track Session
20	Break
40	Sherpa Track and Finance Track Session
25	Break
5	Reading of the final document
60	Lunch Break
30	Leaders' Session
20	Break
30	Leaders' Session
20	Break
30	Leaders' Session
20	Break
15	Reading of the Leaders' Communiqué
20	Acknowledgements and sessions closing

The different stages of the Model are explained below:

- **Accreditation:** It is the initial stage of the Model. It is during the accreditation when delegates are welcomed and are given their respective identification badges. For expediting delegates' distribution in the room, it is advisable to wait for them with the identification badges on their chairs.
- **Sessions opening:** The Model coordinator makes some welcoming remarks, highlights the importance of the work to be done during the day and opens the sessions.
- **Finance Track and Sherpa Track Session:** General debate where delegates, moderated by the room Authority, debate by show of hands. In this stage, the Finance Track and the Sherpas' Track work separately.
- **Break:** The informal stage where delegates must stay in the room while being able to stand up from their seats. These moments are used to enter into negotiations among themselves in furtherance of the document drafting.
- **Leaders' Summit Session:** A plenary session where Heads of State or Government express their commitments and the stance undertaken by their delegations, accompanied by their Finance Ministers and Sherpas.
- **Reading of the Leaders' Communiqué:** Stage intended for the Model authorities to read the document drafted by Heads of State or Government.
- **Acknowledgement and Sessions Closing:** Final stage, where the Model authorities select the most outstanding delegates and delegations. Afterwards, the coordinator closes the Model G20.

Debate Methodology

The debate is conducted in the Session stage and is moderated by the room Authorities. The methodology is by show of hands. This means that delegations who wish to take the floor must hold up their sign and may speak when the Authority gives them the floor. The debate is formal; therefore, vocabulary and manners must be in accordance with the rules.

Once the floor has been given, each delegation has 2 minutes to speak, being able to deliver their position speech, ask direct questions to other delegations (the latter may answer, if deemed appropriate, only when they can take the floor) or make other interventions to enrich the debate. Delegations may take the floor every time they wish. This methodology helps the free flowing of discussions, resulting in greater participation by delegates.

Step by step, actions giving rise to debate are the following:

- **Session opening:** delegates take their respective places upon arrival at the room. The room Authority, from his/her table, welcomes them and opens the session.

E.g. "Good morning, delegates, I welcome you to the Finance Track. I hope you have a productive working session. Being 8:30, the sessions are opened."

- **Session:** the sessions having been opened, the room Authority communicates the debate features and gives the floor to delegations for them to begin delivering their speeches.

E.g. "The debate will be by show of hands and delegations will have up to two minutes to take the floor. When 20 seconds are left, Authorities will tap on the table. Delegations may take the floor as many times as they wish. That said, delegations who want to take the floor, please hold up your signs."

- **Call to a break:** the teachers' schedule indicates the for break instances. When the time for each of these instances comes, the room Authority announces the beginning of the break and communicates its length. Once it is over, the room Authority communicates the ending of the break and asks delegates to go back to their respective seats.

E.g. "We will have a 20-minute break. We urge delegations to use this time to begin negotiations and the drafting of the document."

E.g. "We ask delegations to go back to your seats. The break is over, and we will resume the Session. Delegations who wish to take the floor, please hold up your signs."

- **Session closing:** once the final document has been drafted, the room Authority reads it aloud and formally adjourns the session in his/her room.

E.g. "Being 01:00 pm, the session of the Finance Track of the G20 1st Internal Model is adjourned."

Debate methodology is the same in the Finance Track, the Sherpas' Track and the Leaders' Summit.

Performance Assessment

Upon completion of the Model, it is important to acknowledge all the participants' work. It is suggested that some of them receive special recognition (for instance, a diploma) based on performance, on the following criteria

- **Content:** Acknowledge engagement in the research conducted before the Model and the judicious selection of the information presented in the content of interventions and proposals for the documents.
- **Stance:** Appreciate consistency with the stance of the delegation being represented. This position must be held in all the debate tracks.
- **Positive leadership:** Assess the stance adopted by the delegate at the time of building consensus, chairing groups and positioning their proposal in the final documents.
- **Oratory:** Pay attention to the way in which the delegate communicates, both in interventions as well as in negotiations. Verbal and body language and argumentative strategies will be assessed.

We recommend granting recognition to three individual delegates for their participation in each debate track, and to one joint delegation. This recognition is given to the delegation that, on the basis of the criteria mentioned above, has outstood in all spaces for debate.

Pedagogical Approach

Elements characterising learning through a Model G20

- **Learning through experience:** Development of competencies and skills can only be obtained through continuous and systematic experience. The goal is to establish learning environments that are conducive to inspire each individual to feel free and comfortable to develop their full potential.
- **Inclusive Pedagogy:** Diversity is the basis for dynamics and activities' development, interaction and debate among peers will allow the coexistence of different points of view and perspectives.
- **Empowering:** During the meetings, participants' intrinsic abilities and qualities will be developed through representation and mise-en-scene within a scenario replicating the G20 Summit.
- **Interdisciplinary and project-based Work:** work on complex projects helps students base on multiple disciplines and acknowledge different systems interdependence.

Anexo

List of delegations

The following list shows the 20 permanent members of the G20 in alphabetical order. We recommend prioritising these delegations' representation by sitting the Troika at the header, along with the authority who will facilitate the debate between delegations.

- **Argentina**
- **Australia**
- **Brazil**
- **Canada**
- **China**
- **European Union**
- **France**
- **Germany**
- **India**
- **Indonesia**
- **Italy**
- **Japan**
- **Republic of Korea**
- **Mexico**
- **Russia**
- **Saudi Arabia**
- **South Africa**
- **Turkey**
- **United Kingdom**
- **United States**

Hereinafter, you will find a list of guest countries, regional groups and international organisations in order of priority for their representation in the Model, according to their role in the G20 (partner organisations, permanent guests and guests invited by the Argentine Presidency):

1	United Nations (UN)
2	World Bank (WB)
3	International Monetary Fund (IMF)
4	World Trade Organization (WTO)
5	Organisation for Economic Cooperation and Development (OECD)
6	Spain
7	Rwanda (African Union)
8	Senegal (NEPAD)
9	Singapore (ASEAN)
10	Chile
11	Jamaica (CARICOM)
12	Netherlands
13	Inter-American Development Bank (IDB)
14	Development Bank of Latin America (CAF)

Finally, we would like to thank MINU and Eidos Foundation, both civil societies organizations for their help to the G20 Argentine Presidency 2018 on the elaboration of this Guide.



Thank You!

