



United
Nations
Association
of Australia
WA Division

2019 Leadership Program Student Parliament



WA Parliament House

*Dear Students,
Congratulations on being nominated by your school to participate in the United Nations Association of Australia (WA) Student Leadership Program at Parliament House.*

Tomorrow's Citizen Leaders – Local to Global

Thursday 28 March 2019 at Parliament House, Harvest Terrace, West Perth

This handbook has important information about preparing for and participating in the Program. Please bring it with you. Best wishes for a memorable experience.

Rees Barnett

School Programs Director

United Nations Association of Australia WA Division



Source of Photos – WA Parliament website <http://www.parliament.wa.gov.au/WebCMS/WebCMS.nsf/index>

The Conference organisers acknowledge the support provided by Parliament House staff.

GETTING THERE

Teachers or parents transporting students by car are informed that it will be possible to park throughout the Conference in the FREE Visitor Parking Bays at the front of Parliament House. For those intending to travel by public transport, it is possible to take the free Green, Red or Yellow Central Area Transit (CAT) buses to various stops near Parliament House. Check the following website for route maps and timetables:

http://www.transperth.wa.gov.au/portals/0/asset/documents/tickets%20&%20fares/perth_cat_map_2013-2.pdf

CONDITIONS APPLYING TO THE USE OF THE LEGISLATIVE ASSEMBLY CHAMBER

We very much appreciate the opportunity to use the Legislative Assembly Chamber for our Student Parliament. This privilege carries very specific responsibilities related to respecting the dignity and security needs of the venue. All participants must observe the following rules:

1. Entry and exit is only through the Parliament House reception foyer.
2. On registration in the foyer, students are given a name badge and security pass. Both are worn at all times and will be handed back at the end of the Conference. **NOTE: Only this Handbook and writing equipment may be taken into the Chamber, any other possessions (including Mobile Phones) will be stored in the Foyer.**
3. Students will move as one group under direction of Conference leaders from the reception area to the Legislative Assembly Chamber and from there to other locations in the program.
4. No straggling is allowed when moving through the building and on no account will rooms be entered, other than the areas indicated by Parliament House tour guides and other staff escorting the party.
5. Once in the Chamber students will find their allocated seat (following their teacher's direction and using the plan provided). It is not possible to move around in the Chamber.
6. Drawers and papers in the Chamber are not to be touched.
7. No unruly, noisy or disrespectful behaviour is permitted in the Chamber or when moving to and from the Chamber.
8. No unauthorised photography is permitted in the Chamber. **NOTE: This rule applies throughout Parliament House, including the Reception Foyer.**
9. No food or drink is consumed in the Chamber, and smoking is not permitted.
10. The equipment, furniture and fittings in the Chamber shall not be damaged or interfered with and any written material brought into the Chamber must be removed.



Legislative Council Chamber, 2018 UNAA Student Parliament

PROGRAM

Tomorrow's Citizen Leaders – Local to Global

| | |
|---|--|
| 8.30 – 8.50am | Registration (Students and accompanying adult meet UNAAWA rep. In one group move through security and into the Assembly Chamber) |
| 9 – 9.45am | Introductions (Legislative Assembly Chamber) 20 seconds per student to introduce themselves; identify the Member of Parliament whose seat they are sharing OR 'pitch' one thought about the UN Global Goals |
| 9.45 – 10.30am | Tour of Parliament House |
| 10.30 – 11.00am | Morning Tea (Networking, weather permitting, provided in the Courtyard) |
| 11.00 – noon | Panel Discussion: <i>Leading for a Sustainable World</i> – community leaders will share insights about the three Global Goals themes – <i>Planet, People, and Prosperity</i> . |
| Noon – 12.30pm | Lunch (weather permitting, provided in the Courtyard) |
| 12.30 – 2.10pm | Workshop Students apply their learning to plan a school 'Mission' that contributes to the UN Global Goals and promotes <i>Active Citizenship - Local to Global</i> . Representatives prepare their three-minute Parliamentary 'Pitch'. What 'Mission' will they lead when they return and how will they involve the rest of the school? |
| Note: All 'missions' are automatically entered in the UNAA 2019 GLOBAL GOALS CHALLENGE | |
| 2.10pm | Bells – students return to Legislative Assembly before doors are locked |
| 2.15 – 3.00pm | Parliamentary 'Pitch' Student representatives from each school present three-minute summary of planned 'Mission'. (Legislative Assembly) |
| 3pm | Program concludes |



Kingsway Christian College student, Trishna Dodhia, reports to the 2016 Student Parliament
Photo/Rees Barrett

Preparation Activity 1: LEADERSHIP AND GLOBAL CITIZENSHIP

Leadership

"The art of *inspiring* others to follow a new course or direction; or *building consensus* on the best solution to a new problem."

The following ideas on leadership were provided by former Deputy Premier of Western Australia, Mal Bryce (1943 – 2018). As Minister for Economic Development, Technology and Small Business in the 1980s, he led development of the WA Small Business Corporation, WA Technology Park and SciTech Discovery Centre. After leaving Parliament he was a leader in the Australian IT industry and architect of Australia's first (and one of the world's first) community-driven e-Commerce projects in Queensland.

Successful LEADERS

Some thoughts from Mal Bryce in preparation for a presentation on Leadership. December 2016

Good and successful Leaders in all walks-of-life display a number of common characteristics.

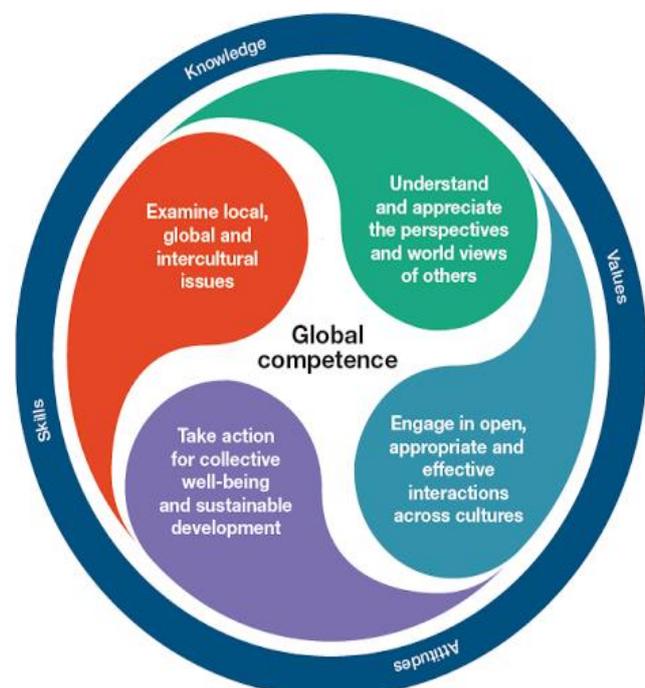
1. They are visionary in their outlook.
2. They know they are not perfect. They recognize their weaknesses and make the most of their strengths.
3. They keep their word and don't make promises they cannot keep.
4. They take chances and do not allow the fear of failure to prevent them from making decisions.
5. They become very careful listeners.
6. They develop respect for themselves and others.
7. They are problem solvers not complainers.
8. They learn how to trust others and delegate work.
9. They make decisions based on truth, facts and fairness.
10. They carefully assess how their decisions will impact on others.
11. They develop a fixation for quality.
12. They are famous for their application, concentration and hard work.
13. They are generous and genuine in their praise of others.
14. In building a team, they support the development of others and reward collaboration.
15. They are like eagles: they don't flock, you find them one at a time.

GLOBAL CITIZENS

"Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global."

"Global Citizenship Education (GCEd) aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world."

UNESCO, 2016. *Global Citizenship Education*



Preparation Activity 2: WHOSE PLACE ARE YOU SHARING IN PARLIAMENT?

SEAT ALLOCATION

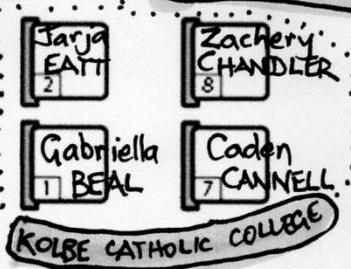
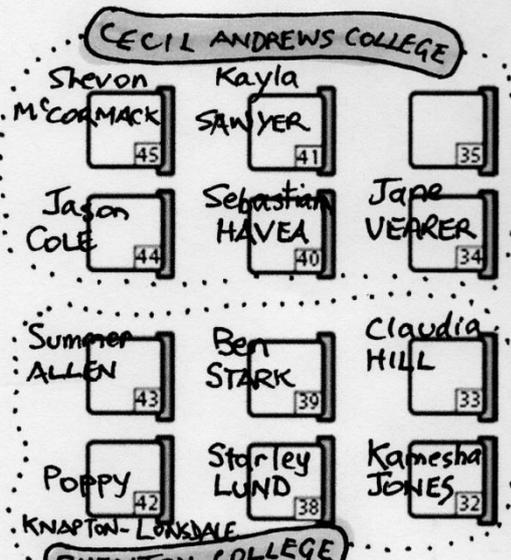
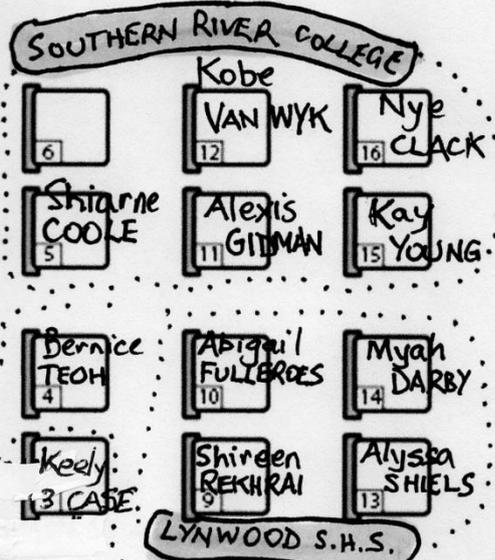
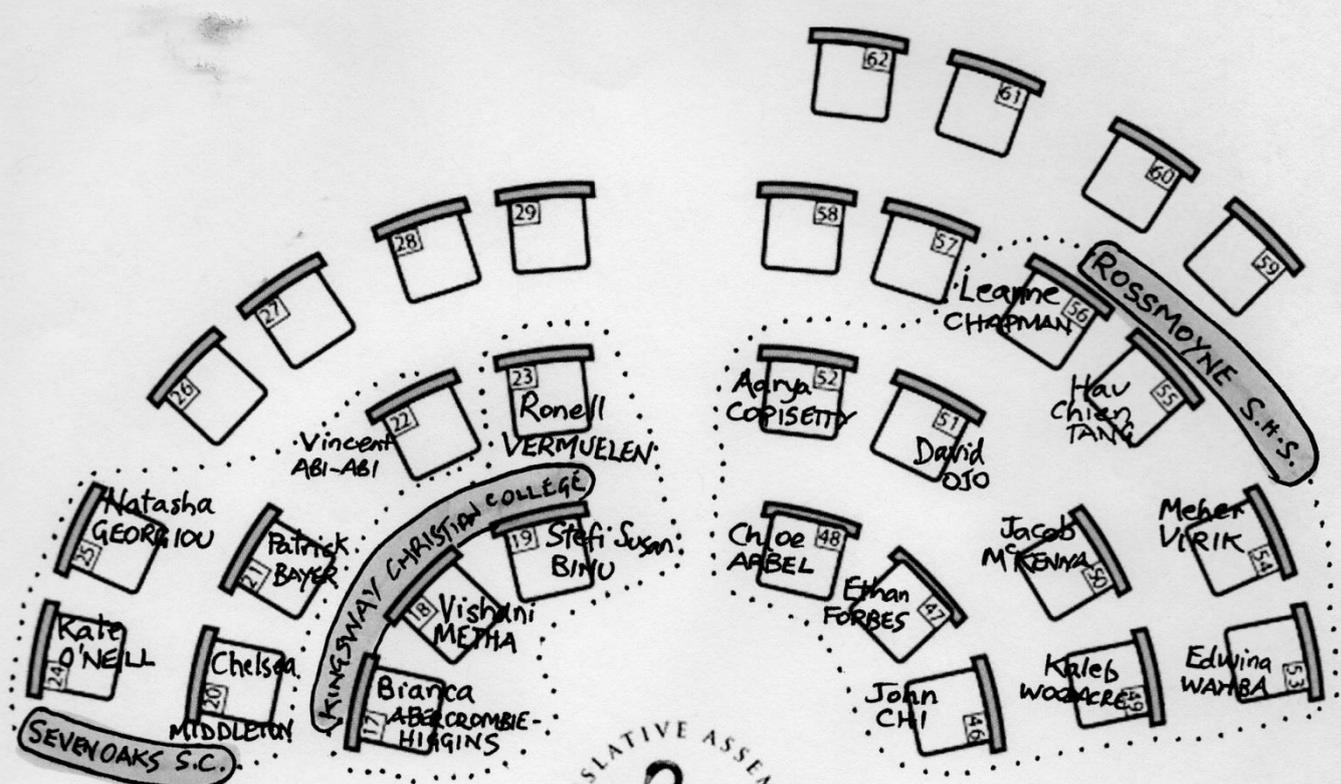
| SCHOOL | STUDENTS | ASSEMBLY SEAT* | OTHER |
|-------------------------------------|-------------------------------------|-------------------------|-------------------------------|
| Southern River College | Kay YOUNG (Year 10) | 15 | Shiarne COOLE (Teacher) |
| | Nye CLACK (Year 10) | 16 | |
| | Alexis GIDMAN (Year 10) | 11 | |
| | Kobe VAN WYK (Year 10) | 12 | |
| Shenton College | Kamesha JONES (Year 9) | 32 | No adult supervisor |
| | Claudia HILL (Year 9) | 33 | |
| | Starley LUND (Year 9) | 38 | |
| | Ben STARK (Year 9) | 39 | |
| | Poppy KNAPTON-LONSDALE (Year 9) | 42 | |
| | Summer ALLEN (Year 9) | 43 | |
| Sevenoaks Senior College | Patrick BAYER (Year 11) | 21 | Natasha GEORGIU (Teacher) |
| | Chelsea MIDDLETON (Year 11) | 20 | |
| | Vincent ABI-ABI (Year 11) | 22 | |
| | Kate O'NEILL (Year 11) | 24 | |
| Rossmoyne Senior High School | Edwina WAHBA (Year 11) | 53 | Leanne CHAPMAN (Parent) |
| | Meher VIRIK (Year 11) | 54 | |
| | Hau Chien Tang (Year 11) | 55 | |
| | Chloe ARBEL (Year 9) | 48 | |
| | David OJO (Year 8) | 51 | |
| | Jacob McKENNA (Year 8) | 50 | |
| | Kaleb WOODACRE (Year 8) | 49 | |
| | Aarya COPISETTY (Year 8) | 52 | |
| | Ethan FORBES (Year 8) | 47 | |
| John CHI (Year 8) | 46 | | |
| Kolbe Catholic College | Gabriella BEAL (Year 8) | 1 | Emma EDMONDS (Teacher) |
| | Jarja EATT (Year 8) | 2 | |
| | Caden CANNELL (Year 8) | 7 | |
| | Zachery CHANDLER (Year 8) | 8 | |
| Cecil Andrews College | Sebastian HAVEA (Year 9) | 40 | Jane VEARER (Teacher) |
| | Kayla SAWYER (Year 9) | 41 | |
| | Jason COLE (Year 9) | 44 | |
| | Shevon McCORMACK (Year 9) | 45 | |
| Kingsway Christian College | Bianca ABERCOMBIE-HIGGINS (Year 10) | 17 | Capri JACKSON (Teacher) |
| | Vishani METHA (Year 10) | 18 | |
| | Stefi Susan BINU (Year 10) | 19 | |
| Lynwood SHS | Alyssa SHIELS (Year 10) | 13 | No adult supervisor |
| | Myah DARBY (Year 10) | 14 | |
| | Shireen REKHRAI (Year 10) | 9 | |
| | Abigail FULLEROES (Year 10) | 10 | |
| | Keely CASE (Year 10) | 3 | |
| | Bernice TEOH (Year 10) | 4 | |
| Comet Bay College | Neehan Khan | LA Clerk's Table | Michelle STATHAM (teacher) |
| | Tia Chamberlain | | |
| | Lara Reeves | | |
| | Billie-Jo Robinson | | |
| 9 schools | 45 students attending | | 7 attending |

*Note: Legislative Assembly **seat numbers listed above** are those given on the Parliament House website. If students have been allocated a vacant seat they should research any politician they choose.

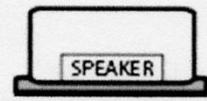
*** Students should prepare their 20-second introductory statement to include their own name, name of politician whose seat they have for a day and one interesting point (about their politician OR their most important Global Goal).**

LEGISLATIVE ASSEMBLY CHAMBER SEATING PLAN

ENTRY



Emma EDMONDS (Kolbe c.c.)



Preparation Activity 3: WHY ARE THE UN and 2030 GLOBAL GOALS IMPORTANT TO AUSTRALIANS?

The UN was formed in 1945, at the end of the Second World War. It aimed to prevent the scourge of war, to provide a forum in which nations could negotiate differences rather than resort to violent conflict (*multilateralism*). For the first time in history respect for our shared humanity was seen to be the foundation for lasting peace. This idea led to the *Universal Declaration of Human Rights* in 1948.

Australians played a leading role in negotiating the *UN Charter* (UN rules). They led smaller nations in resisting domination by the most powerful nations. In recognition of this role, **Herbert Evatt**, (Australia's Minister for Foreign Affairs at the time) was elected first President of the UN General Assembly. Evatt argued successfully that lasting peace is based on economic prosperity and respect for human rights in all nations. Australia's only female delegate, **Jessie Street**, also played a key role.

"Dr Evatt has done more than any other person to write the UN Charter. I know of no other modern statesman who has been more constructive and courageous in the fight...for truly democratic principles to govern the relations between nations in the new world order to come." Sumner Wells, US Assistant Secretary of State, 1946

"Jessie Street canvassed for language in the Charter that would make all UN positions equally open to women and men (Article 8)."

HerStory: A Celebration of Leading Women in the UN, Dec. 2016

Today, Australia benefits from the UN system of international law, treaties and institutions. This allows us to have a voice in a global forum and influence the affairs of the world. Through their UN membership 193 nations have access to UN branches that assist in building global peace and security, uphold international rule and order and address global challenges such as climate change.

Useful resources:

<http://www.un.org/en/sections/about-un/main-organs/index.html>

<http://www.un.org/en/sections/about-un/funds-programmes-specialized-agencies-and-others/index.html>

Find out what the following acronyms stand for and what each does:

WHO

FAO

UNESCO

UNICEF

UNHCR

UNEP

Being a UN member also grants Australia access to specialised agencies that provide important governance structures for international markets and industries to operate effectively and profitably. These agencies set standards and regulate activity in specialised areas. Without these agencies and their global regulation, Australia would be spending substantial amounts of time and money negotiating many treaties separately with each other nation. Examples of these global agencies that affect our everyday activities:

- **INTERNATIONAL CIVIL AVIATION ORGANIZATION (ICAO)**
Regulates international air navigation and ensures flights operate safely and efficiently. In 1947 there were 21 million airline passenger journeys in the world and 590 deaths through airline accidents (1 per 73 000 journeys). In 2013 there were 3.1 billion airline passenger journeys in the world and 173 deaths through airline accidents (1 per 18 000 000 journeys).
- **UNIVERSAL POSTAL UNION (UPU)**
Implements international standards to regulate the international postal system.
- **FOOD AND AGRICULTURE ORGANIZATION (FAO)**
As a major world food producer and agricultural trading nation, Australia has a strong interest in the FAO role in regulating food and agriculture standards and international trade.



70 Ways the UN Makes a Difference

PEACE AND SECURITY

1. Maintaining peace and security
2. Making peace
3. Consolidating peace
4. Preventing nuclear proliferation
5. Clearing landmines
6. Supporting disarmament
7. Combating terrorism
8. Preventing genocide
9. Combating sexual violence in conflict

ECONOMIC DEVELOPMENT

10. Promoting development
11. Alleviating rural poverty
12. Focusing on African development
13. Promoting women's well-being
14. Laying the groundwork for business
15. Supporting industry
16. Fighting hunger
17. Improving global trade
18. Promoting economic reform
19. Supporting civil aviation
20. Improving shipping
21. Worldwide commitment supporting children
22. Turning slums into decent human settlements
23. Providing local access to a global network
24. Improving global telecommunications
25. Promoting responsible tourism
26. Mobilizing agents for development and peace
27. Acting as a 'Global Think Tank'

SOCIAL DEVELOPMENT

28. Improving literacy and education
29. Preserving historic, cultural and natural Sites
30. Facilitating academic and cultural exchanges
31. Addressing global social problems
32. Taking the lead on global issues

HUMAN RIGHTS

33. Promoting human rights
34. Fostering democracy
35. Promoting self-determination/independence
36. Ending apartheid in South Africa
37. Promoting Women's Rights
38. Combating violence against women
39. Promoting decent work
40. Promoting freedom of press and of expression
41. Promoting rights of persons with disabilities
42. Improving the plight of indigenous people

ENVIRONMENT

43. Seeking solutions to climate change
44. Helping countries to cope with climate change
45. Protecting the environment
46. Protecting the ozone layer
47. Providing safe drinking water
48. Tackling fish stock depletion
49. Banning toxic chemicals

INTERNATIONAL LAW

50. Prosecuting war criminals
51. Strengthening International Law
52. Helping to resolve major international disputes
53. Promoting stability/order in the world's oceans
54. Combating international crime
55. Containing the world drug problem
56. Encouraging creativity and innovation

HUMANITARIAN AFFAIRS

57. Assisting refugees
58. Aiding Palestinian refugees
59. Helping disaster victims
60. Reducing the effects of natural disasters
61. Providing food to the neediest

HEALTH

62. Promoting reproductive and maternal health
63. Responding to HIV/AIDS
64. Wiping out polio
65. Eradicating smallpox
66. Fighting tropical diseases
67. Halting the spread of epidemics
68. Pressing for universal immunization
69. Reducing child mortality
70. Protecting consumers' health



UN 2030 SUSTAINABLE DEVELOPMENT GOALS (GLOBAL GOALS)



At the UN Sustainable Development Summit on 25 September 2015, 193 nations (including Australia) committed to the SDGs to help make the world safer, fairer and more just for everyone. There are 17 global goals with 169 specific targets aiming to tackle extreme poverty, fight injustice and protect the planet. The SDGs provide a ROAD MAP for people working together to influence FAIR and SUSTAINABLE GLOBALISATION.

Useful resources:

<https://sdgsinaction.com/> (Download the Free SDGs in Action App)

<http://worldslargestlesson.globalgoals.org/>

<https://www.youtube.com/watch?v=cBxN9E5f7pc>

IMPORTANCE TO AUSTRALIANS

The Global Goals are important because they:

1. provide a common framework for planning for our future and opportunities for saving money through greater coordination.
2. aim for sustainability so that future generations (including those yet to be born) have access to resources and opportunities.
3. are based on the principle *LEAVE NO-ONE BEHIND* so that we can build more cohesive and peaceful societies.
4. help us think about and plan for major environmental and technological changes that will affect all the world's people.
5. promote innovations that achieve a 'triple bottom line' – environmental responsibility (PLANET), social responsibility (PEOPLE) and economic development (PROFITABILITY)
6. empower individual citizens to understand changes and take responsibility for meeting the challenges, instead of becoming a victim of a complex and uncertain world
7. develop our national resilience and modern economy in response to world trends

Universal Declaration of Human Rights

Why is it vital to achieving the Global Goals?



Many Australians are not aware of the Global Goals. Some are aware but think they only apply to poorer nations.

What do your friends and family know about the Global Goals?

What are the best ways of building awareness of the goals and convincing others to get involved?

Pacific plastic dump 'bigger than Spain, France, Germany combined'

Ocean is now bigger than France, Germany and Spain combined -- far larger than previously feared -- and is growing rapidly, a 2017 study has warned. Researchers based in the Netherlands used a fleet of boats and aircraft to scan the immense accumulation of bottles, containers, fishing nets and micro-particles known as the "Great Pacific Garbage Patch" (GPGP) and found an astonishing build-up of plastic waste.

"We found about 80,000 tonnes of buoyant plastic currently in the GPGP," Laurent Lebreton, lead author of the study published in the journal *Scientific Reports*, told AFP. That's around the weight of 500 jumbo jets, and up to sixteen times greater than the plastic mass uncovered there in previous studies.



The small and uninhabited Henderson Island in the south Pacific Ocean has been found to have the world's highest density of waste plastic (AAP) Institute for Marine and Antarctic Studies

But what really shocked the team was the amount of plastic pieces that have built up on the marine gyre between Hawaii and California in recent years. They found that the dump now contains around 1.8 trillion pieces of plastic, posing a dual threat to marine life. Micro-plastics, tiny fragments of plastic smaller than 50mm in size that make up the vast majority of items in the GPGP, can enter the food chain when swallowed by fish. The pollutants they contain become more concentrated as they work their way up through the food web, all the way to top-level predators such as sharks, seals and polar bears.

"The other environmental impact comes from the larger debris, especially the fishing nets," said Lebreton. These net fragments kill marine life by trapping fish and animals such as turtles in a process known as 'ghost fishing'.

The research team from the Ocean Cleanup Foundation, a Dutch start-up aiming to scoop up half the debris in the GPGP within five years, were surprised in particular in the build-up of larger plastic items, which accounted for more than 90 per cent of the GPGP's mass. This might offer a glimmer of hope,



'Single-use, throwaway society' Global plastics production hit 322 million tonnes in 2015, according to Int. Org. for Standardization.

as larger plastics are far easier to find and fish out than micro-plastics.

The Ocean Cleanup project, which carried out the study, says eight million tonnes of plastics enter the oceans every year, much of which has accumulated in five giant garbage patches around the planet. To increase their ability to identify plastic pieces, researchers used 30 vessels and two aircraft including a C-130 Hercules fitted with advanced sensors that produced 3D scans of the GPGP.

They found that it now stretches 1.6 million square kilometres and, they warn, it's growing.

"The inflow of plastic to the patch continues to exceed the outflow," Lebreton said. What's more, the scale of the largest plastic dump on the planet literally only scratches the surface of the problem. "Levels of plastic pollution in deep water layers and seafloor below the GPGP remain unknown," the study warned.

The Foundation's team of 75 researchers and engineers plan to construct dozens of floating barriers to drift on the winds and currents and Hoover up half the plastic in the patch within five years. But Lebreton is keen to stress that the global damage wrought by plastic waste can only be mitigated by coordinated action.

"People look at the quantity of fishing gear (in the patch), and point a finger at the fishing industry, but then again they're eating the fish too. It's not so much this or that sector or region, it's the way we consume and live -- single-use plastics, throwaway society," he said. "We need to take some serious action on that front. We'll solve this problem on a global scale."

The Ocean Cleanup was founded by 18-year-old Dutchman Boyan Slat in 2013.

SBS ONLINE NEWS https://www.sbs.com.au/news/pacific-plastic-dump-bigger-than-spain-france-and-germany-combined?cx_cid=edm:newsam:2017

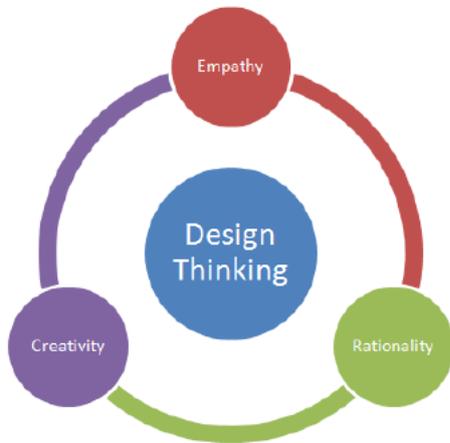
| GLOBAL GOAL | RELATED GLOBAL FACTS | HOW is AUSTRALIA PROGRESSING? | POSSIBLE CITIZEN ACTIONS |
|--|---|---|--|
| Goal 1: No Poverty | 1 in 5 people (poorer nations) live on less than \$1.25 per day. | Estimated 11% of Australians live in poverty. Poverty is greater in remote regions than in urban areas. | <i>Donate clothes, books and furniture you don't use to local charities that can recycle.</i> |
| Goal 2: Zero Hunger | Globally, one in nine people in the world today (795 million) are undernourished. | Australia is a major food exporter. Ensuring security and efficiency of food production is critical. In 2017, almost 1 in 7 Australians needed support because they could not food. | <i>Practice smart buying by planning your meals so nothing is wasted. Donate money to support disaster relief agencies.</i> |
| Goal 3: Good Health and Well-being | Children born into poverty are almost twice as likely to die before the age of five as those from wealthier families are. | Overall, Australians enjoy very good health - supported by a universal health system. Average life expectancy is among the highest in the world. However, there are significant differences for poorer and Indigenous people. Also, lifestyle issues related to obesity, alcohol, Type-2 diabetes. | <i>Pair up with a friend or group to be each other's wellness and workout buddies. Donate to support community development projects. Research well-being issues.</i> |
| Goal 4: Quality Education | 103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women. | Overall, Australians enjoy high levels of education opportunities and outcomes. However, there is a widening gap for poorer and Indigenous people. In Australia, only 15% of three-year-old children participate in quality pre-school, compared to an OECD average of 70%. | <i>Learn something new in your favourite learning environment. Volunteer to teach someone a particular skill you've mastered.</i> |
| Goal 5: Gender Equality | In 46 countries, women now hold more than 30 per cent of seats in national parliaments. | Gender equality in Australia has made significant advances. However, in 2017, just 11 women led ASX200 companies while only 32% of Australian parliamentarians are female. The proportion of women and girls subjected to physical, sexual and psychological violence remains unacceptably high. | <i>Learn about and support UN Women's #HeforShe campaign. Stand up against bullying and domestic violence.</i> |
| Goal 6: Clean Water and Sanitation | Water scarcity affects more than 40 % of global population and is projected to rise. | Majority of Australians have access to safe drinking water and safe sewerage systems. Water supplies for some remote communities are unsafe. Water security an ongoing national risk as Australia is the driest inhabited continent. | <i>Become a 'water miser'. Turn tap off when you brush your teeth. Pick up rubbish so it doesn't pollute storm drains.</i> |
| Goal 7: Affordable and Clean Energy | One in five people still lacks access to modern electricity. | Australians now pay higher electricity prices than most other OECD countries. Energy affordability is a major problem, particularly for those on lower incomes. Higher energy costs make export businesses less competitive. Policy uncertainty is reducing 'renewables' investment. | <i>When light bulbs burn out, replace them with energy efficient bulbs. Turn off lights and appliances that are not being used. Conduct an energy audit.</i> |
| Goal 8: Decent Work and Economic Growth | Nearly 2.2 billion people live below the US\$2 poverty line. Poverty eradication is only possible through stable and well-paid jobs. | Australia has a strong economy with world-record period of economic growth and high levels of employment. However, there is rising underemployment and significant pockets of employment weakness, most notably among low-skilled men, younger Australians, women with children, and Indigenous communities. | <i>Buy from local businesses to keep people employed (this prevents carbon emissions from long distance product deliveries!) Learn about predicted changes through automation (AI) and how best to respond.</i> |
| Goal 9: Industry, Innovation and Infrastructure | Inadequate infrastructure leads to lack of access to markets, jobs, information and training, creating a major barrier to doing business. | Australia benefits significantly from flows of people, ideas, investment and rapid adoption/adaptation of new technologies. Fragmented innovation support available to forge new global industries, develop new products/ services and markets. Innovation constrained by slow and unreliable broadband network. Australia's investment in wider sources of knowledge-based capital, critical to innovation, is lower than in comparable countries. | <i>Participate in or host an hour of code with friends through www.hourofcode.com. Learn about and develop entrepreneurial skills. <i>Collaborate with other students to enter the UNAOWA Global Goals Challenge.</i></i> |

| | | | |
|--|--|---|---|
| Goal 10: Reduce Inequality | Income inequality cannot be effectively tackled unless the underlying inequality of opportunities is addressed. | From 2000 to 2015, strong economic growth led to a substantial rise in average income. However, income increases did not lead to a reduction in income and wealth inequalities. Australia ranked as more unequal than the best performing north and west European countries. | <i>Host a discussion with friends about the inequalities you've noticed in your neighbourhood, and find ways to help.</i> |
| Goal 11: Sustainable Cities and Communities | Cities occupy 3 per cent of the Earth's land and 60-80 per cent of energy consumption and 75 per cent of carbon emissions. | Progress since 2000, with car use falling 5% and use of rail transport increasing 8%. Rapid increase in use of renewable energy. However, housing related financial stress is rising among Australian workers on lower wages. Mortgage stress and homelessness are increasing. | <i>Plug air leaks in windows/doors to increase energy efficiency. Plant community gardens. Cover house/building roofs with light reflecting paint to reduce heat absorption.</i> |
| Goal 12: Responsible Consumption and Production | 1.3 billion tonnes wasted every year while almost 1 billion people go undernourished and another 1 billion hungry. | Relatively low human population and significant primary resources have contributed to prosperity but increased waste generation, inefficient resource usage and waste management. Australia currently provides subsidies for fossil fuel use over three times the OECD average. | <i>Shops throw away a lot of produce. Prevent food waste by buying "Funny Fruits" or fruits and vegetables whose size, shape, and colour are off but are still perfectly healthy.</i> |
| Goal 13: Climate Action | Emissions grew more quickly between 2000 and 2010 than in each of the three previous decades. | Australia committed to reduce total greenhouse gas emissions to 26–28% below 2005 levels by 2030. From 2005 to 2017 Australia's total emissions declined by just 7%, while actually increasing during 2016 and 2017. Australia still has the highest per capita emissions of any OECD country. | <i>Calculate your carbon footprint through the Global Footprint Network & find ways to reduce it.</i> |
| Goal 14: Life Below Water | Over three billion people depend on marine and coastal biodiversity for their livelihoods. | While much is being done through area protection and fisheries management, pollution is increasing and reef systems show strong and ongoing deterioration. With no sign of policy improvements to change the situation, Australia is moving away from achieving SDG 14. | <i>Organize to spend a few hours cleaning up a lake, river, or beach with friends. Reduce plastic use.</i> |
| Goal 15: Life on Land | Around 1.6 billion people depend on forests, including 70 million indigenous people. | Overall, good level of biodiversity preservation with 17% protection of terrestrial areas including inland waters. However, Australia now ranks among the top nations for deforestation and levels of species extinction. Mammals in particular are in a perilous state, and the outlook for threatened species generally is not promising. | <i>Recycle newspaper and use it as wrapping paper. Pay bills online or via mobile. Support land conservation and wildlife habitat protection projects.</i> |
| Goal 16: Peace, Justice and Strong Institutions | Rule of law and development have a significant interrelation and are mutually reinforcing, making it essential for sustainable development at the national and international level | Australians value inclusive decision-making, however, growing mistrust of democratic process. Almost 50% of Australians feel they have little or no say. Violence, while declining, is still a major issue, following gender and age-based trends. Australia's prison population is at its highest recorded level - Indigenous people representing over 28% of the prison population and female prison population increasing by 77% over last decade. | <i>Write a letter to your local lawmaker or newspaper with a suggestion for how to improve an issue of concern in your community. Learn about successful democracies. Think about the importance of the Universal Declaration of Human Rights.</i> |
| Goal 17: Partnerships for the Goals | A successful sustainable development agenda requires partnerships between governments, the private sector and civil society. | Australia accepts role of assisting poorer nations to meet the goals and has long tradition of responsible global citizenship. However, overseas aid funding has fallen in last four years and Australia is now one of the lowest OECD contributors. Collaboration between government, business and civil society (community) is vital for SDG implementation. | <i>Reach out to your local organizations, businesses, friends and family members to tell them about the SDGs!</i> |

Sources: WFUNA (World Federation of United Nations Associations) *Global Citizenship Challenge* (columns 2 and 4) <http://www.wfuna.org/wfuna-70-global-citizenship-challenge>
National Sustainable Development Council *SDG Transforming Australia Project* <https://www.sdgtransformingaustralia.com/?wpv-relationship-filter%5B0%5D=1232> (column 3)

Preparation Activity 4: IDENTIFY A 'MISSION POSSIBLE' TO LEAD IN YOUR SCHOOL

Your task at the Student Parliament Workshop is to design a 'Mission Possible' - that either extends or adds value to what your school already does. The *Mission* contributes to one or more of the Global Goals. During the Workshop, you will: **Collaborate** with others to design your *Mission*, **Contribute** your ideas and be open to the ideas of others, **Empathise** by trying to think from the perspective of people most affected by the Goal(s) you are addressing, **Provide** feedback and welcome it from others to refine your ideas, **Apply** the Design Thinking process (see below).



Taruna Goel, 'The Design Thinking Mindset', *Designed for Learning*: tinyurl.com/z56o6w

How might we

persuade others to reduce use of plastics in our school?

convince our community that the Global Goals are important?

encourage others to reduce their carbon footprint?

raise funds to support disadvantaged communities?

DESIGN THINKING PROCESS

1. Empathise and Define

Explore selected goals and consider the perspectives of people most affected.

2. Ideate

Brainstorm ideas – no judgements. Vote on best idea to develop – this is the team's BIG IDEA

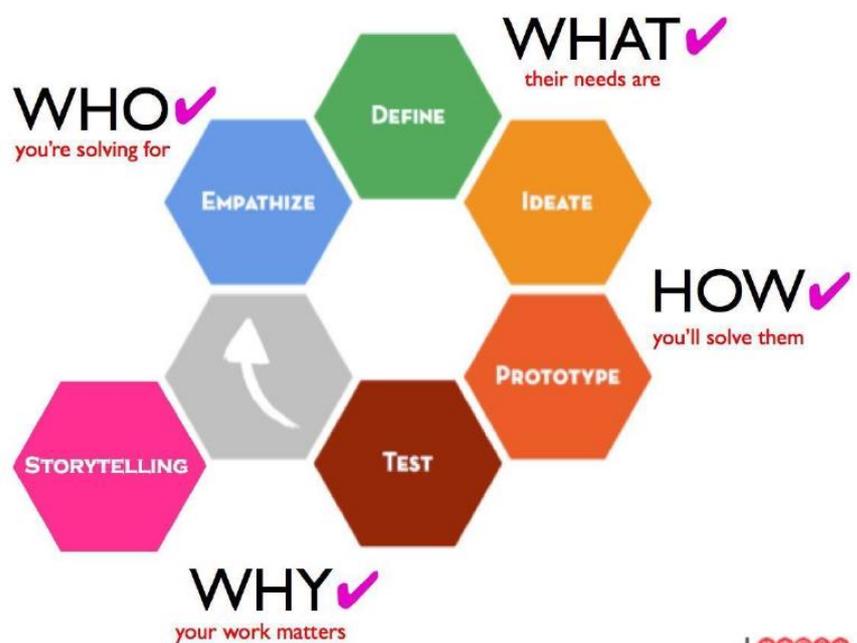
3. Prototype

Map (unpack) BIG IDEA by drawing and writing to describe the *Idea*, the *Problem* it solves, the *Impact* it will have. Also develop the 'Mission' Plan – **Why** the BIG IDEA is important and how you will know it is having the intended impact.

What you need to do to achieve it (3 to 5 key steps). **Who** needs to be involved and the tasks they will perform. **How** tasks will be done (resources needed). **When** tasks will be done (3 to 5 key milestones).

4. Test and Refine

Seek feedback from others not involved. Use to refine Prototype.



Design Thinking, Hasso-Plattner Institute of Design (d.school) at Stanford University: tinyurl.com/72p845y

5. Pitch

Your team representative(s) has three minutes (not a second more) to inform the Student Parliament about your 'Mission Possible' and how it will make a difference. Collaborate to work out the three to five key messages (Takeaways) and how to best present them. Be prepared to 'Feed Back and Feed Forward' for other team Pitches. Be specific. What do you like? What could make it even better? What questions does this raise? What should happen next? What is needed to keep the idea moving?

'Mission Possible' Case Study:

There are many ways in which you can design a *Mission* around SDGs 1 (No Poverty), 2 (Zero Hunger), 3 (Good Health Well Being) and 4 (Quality Education).

The process might look something like this:

1. Empathise and Define

How might we...support a disadvantaged community? Overseas or in Australia? Are there any **cultural sensitivities** or **ethical** (moral values or principles) **issues**? How will individuals feel? What is the most sustainable way to provide support?

2. Ideate

Generate ideas about worthwhile ways to support other **local** and **overseas** communities. For example, check:

- *World Vision Child Sponsorship* identifies a child in a community requiring support
- *The Smith Family* supports disadvantaged families and children in the local community
- *UNHCR* – supporting refugees

Find out more about the selected project. How can you be sure that any funds raised will be used for the purpose intended? For example, see the following links.

<https://www.worldvision.com.au/>
<http://www.smithscholarships.com/>
<https://www.unhcr.org/en-us/>

How can we involve others and help them learn about the Global Goals and our 'Mission'?

3. Prototype

Think about the: Why? What? Who? How? When? So what?

Use words and/or drawings to unpack and describe the 'Mission'. Is there a catchy title?

4. Test and Refine

Explain ideas to critical friends who are not involved in the project. Ask them for specific feedback. Practise your skills for getting good critique. Can you use the feedback to refine your prototype? What are the strengths of the idea? What can be done to make it even better?

5. Pitch

The moment has come to present your 'Mission' to the people who you want to participate and/or support. Is there a poster or PowerPoint that will help?

6. Implement

Now you have built support, collaborate with others in the team to manage the '*Mission*'. **Reflect** on the things that work well and that could be improved next time. **Record** events and milestones and the process you use.

Progress maps on the following pages can be used as a journal. These are for the General Capabilities that the OECD (Organization for Economic Cooperation and Development) and UNESCO (United Nations Educational, Scientific and Cultural Organization) call **Global Competence**.

- **Critical and Creative Thinking**
- **Intercultural Understanding**
- **Ethical Understanding**
- **Interpersonal and Personal Capability**



Preparation Activity 5: REFLECT ON THE GENERAL CAPABILITIES YOU WILL DEVELOP

Platinum Mission Progress Map

| General Capability | | Level 6 (typically end of Yr 10) | Evidence (student reflection & supporting information) |
|--|--|--|--|
| CRITICAL AND CREATIVE THINKING | | | |
| I N Q U I R I N G | CCT 1 Pose questions | pose questions to critically analyse complex issues and abstract ideas | |
| | CCT 2 Identify and clarify information and ideas | clarify complex information and ideas drawn from a range of sources | |
| | CCT 3 Organise and process information | critically analyse independently sourced information to determine bias and reliability | |
| G E N E R A T I N G | CCT 4 Imagine possibilities and connect ideas | create and connect complex ideas using imagery, analogies and symbolism | |
| | CCT 5 Consider alternatives | speculate on creative options to modify ideas when circumstances change | |
| | CCT 6 Seek solutions and put ideas into action | assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action | |
| R E F L E C T I N G | CCT 7 Think about thinking (metcognition) | give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions | |
| | CCT 8 Reflect on processes | balance rational and irrational components of a complex or ambiguous problem to evaluate evidence | |
| | CCT 9 Transfer knowledge into new contexts | identify, plan and justify transference of knowledge to new contexts | |
| E V A L U A T I N G | CCT 10 Apply logic and reasoning | analyse reasoning used in finding and applying solutions, and in choice of resources | |
| | CCT 11 Draw conclusions and design a course of action | use logical and abstract thinking to analyse and synthesise complex information to inform a course of action | |
| | CCT 12 Evaluate procedures and outcomes | evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified | |
| INTERCULTURAL UNDERSTANDING | | | |
| R E S P E C T I N | ICU 1 Investigate culture and cultural identity | analyse how membership of local, regional, national and international groups shapes identities including their own | |
| | ICU 2 Explore and compare cultural knowledge, beliefs and practices | critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time | |
| | ICU 3 Develop respect for cultural | understand the importance of mutual respect in promoting cultural exchange and collaboration in an | |

| | | | |
|--|---|---|--|
| G | diversity | interconnected world | |
| E M P A T H I S I N G | ICU 4 Communicate across cultures | analyse the complex relationship between language, thought and context to understand and enhance communication | |
| | ICU 5 Consider and develop multiple perspectives | present a balanced view on issues where conflicting views cannot easily be resolved | |
| | ICU 6 Empathise with others | recognise the effect that empathising with others has on their own feelings, motivations and actions | |
| R E F L E C T I N G | ICU 7 Reflect on intercultural experiences | reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others | |
| | ICU 8 Challenge stereotypes and prejudices | critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels | |
| | ICU 9 Mediate cultural difference | recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together | |
| ETHICAL UNDERSTANDING | | | |
| U N D E R S T A N D I N G | EU 1 Recognise ethical concepts | critique generalised statements about ethical concepts | |
| | EU 2 Explore ethical concepts in context | distinguish between the ethical and non-ethical dimensions of complex issues | |
| R E A S O N I N G | EU 3 Reason and make ethical decisions | investigate reasons for clashes of beliefs in issues of personal, social and global importance | |
| | EU 4 Consider consequences | analyse the objectivity or subjectivity behind decision making where there are many possible consequences | |
| | EU 5 Reflect on ethical action | evaluate diverse perceptions and ethical bases of action in complex contexts | |
| R E F L E C T I N G | EU 6 Examine values | analyse and explain the interplay of values in national and international forums and policy making | |
| | EU 7 Explore rights and responsibilities | evaluate the merits of conflicting rights and responsibilities in global contexts | |
| | EU 8 Consider points of view | use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas | |
| PERSONAL AND SOCIAL CAPABILITY | | | |
| S E | PSC 1 Recognise | reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work- | |

| | | | |
|--|--|--|--|
| L F A W A R E N E S S | emotions | related contexts | |
| | PSC 2 Recognise personal qualities & achievements | assess their strengths and challenges and devise personally appropriate strategies to achieve future success | |
| | PSC 3 Understand selves as learners | evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required | |
| | PSC 4 Develop reflective practice | reflect on feedback from peers, teachers and other adults to analyse personal characteristics and skills sets that contribute to or limit their personal and social capability | |
| S E L F M A N A G E M E N T | PSC 5 Express emotions appropriately | consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices | |
| | PSC 6 Develop self-discipline and set goals | critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts | |
| | PSC 7 Work independently & show initiative | establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes | |
| | PSC 8 Become confident, resilient, adaptable | evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations | |
| S O C I A L A W A R E N E S S | PSC 9 Appreciate diverse perspectives | articulate their personal value system and analyse to effects of actions that repress social power and limit the expression of diverse views | |
| | PSC 10 Contribute to civil society | plan implement and evaluate ways of contributing to civil society at local, national, regional and global levels | |
| | PSC 11 Understand relationships | explain how relationships differ between peers, parents, teachers and other adults and identify the skills needed to manage different types of relationships | |
| | PSC 12 Communicate effectively | formulate plans for effective communication (verbal, non-verbal and digital) to complete complex tasks | |
| S O C I A L M A N A G E M E N T | PSC 13 Work collaboratively | critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills of team members to complete complex tasks | |
| | PSC 14 Make decisions | develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making | |
| | PSC 15 Negotiate and resolve conflict | generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts | |
| | PSC 16 Develop leadership skills | propose, implement and monitor strategies to address needs prioritised at the local, national, regional and global levels, and communicate these widely | |

Source: General Capabilities ACARA webpage:

<http://www.australiancurriculum.edu.au/generalcapabilities/overview/pdf-documents>

Preparation Activity 6: FOLLOW UP – WHAT WILL YOU DO WHEN YOU RETURN TO SCHOOL?

Think about what you will do when you return to school. How will you apply your learning and carry out your mission? Your school project is now entered in the 2019 UNAA Global Goals Challenge.



School students are invited to enter the 2019 UNAAWA Global Goals Challenge

At the United Nations Sustainable Development Summit on 25 September 2015, 193 world leaders (including Australia) committed to the Sustainable Development Goals (or Global Goals) to make the world safer, fairer and more just for everyone. There are 17 Global Goals with specific targets, and indicators which aim to achieve three things by 2030 – tackle extreme poverty, fight inequality and injustice and protect the planet.

The Global Goals Challenge promotes student agency through transformational competencies (General Capabilities) – preparing students for a dynamic world. [OECD 2030 Learning Framework]

ENTRY

ELIGIBILITY:

- > Primary school projects engaging students in understanding the Global Goals, planning and implementing an activity making a difference to at least one of the Goals.
- > Secondary student challenges engaging students in developing their own solutions and making a difference to Australia's implementation of one or more Goals.

CRITERIA:

- > Innovation
- > Implementation
- > Impact

TIMELINE:

- > Entries close Thurs 12 September
- > Awards presented UN Day Event

JUDGING PANEL:

Experienced judges from education, business and industry will assess student work.



2018 Winner: Changing the Way We Think
St Mark's Anglican Community School



2018 Winner: Hello Lizzie Tweedle and Genevieve La, Shenton College



2017 Winner: Lightening the Load
Coolbirla Primary School



2017 Winner: Connectivity - Lily Purser and Alyssa Wong, Shenton College

FURTHER INFORMATION:

www.unaa.org.au/divisions/western-australia/wa-programs-for-schools/wa-sustainabilitychallenge/

CONTACT US:

For inquiries and entry submission –email: gcs@unaa-wa.org.au

A people's movement promoting the aims and ideals of the United Nations through education and awareness

The Global Goals Challenge is a UNAAWA Global Citizenship Schools program – adding value to school curricula and contributing to Australia's achievement of Target 4.7.



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of Australia
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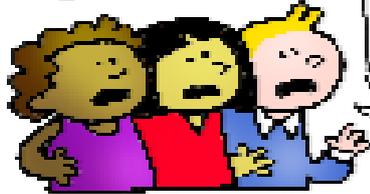
GOAL 8: DECENT WORK AND ECONOMIC GROWTH

BY MARGREET DE HEEB

8 DECENT WORK AND ECONOMIC GROWTH



"DECENT WORK"...?



WHAT DOES THAT MEAN?

IT MEANS WE HAVE TO MAKE SURE...



1. EVERYONE CAN FREELY CHOOSE A **SAFE, FAIRLY PAID, SECURE AND FULFILLING** JOB



2. BUSINESSES USE **NATURAL RESOURCES** WISELY



3. **NO ONE IS EXCLUDED** FROM WORK OPPORTUNITIES



4. UNEMPLOYMENT IS REDUCED BY PROVIDING **TRAINING**



5. TO END AND PREVENT **CHILD LABOR, FORCED LABOR AND MODERN SLAVERY**



6. EVERYONE CAN BENEFIT FROM A **GROWING ECONOMY**

