



**IMUN 2019 Summer Conference
Chair Report – UNGA**

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I. Greetings

Jeon Ju Yeon Chair

Greetings to all the delegates, this is Ju Yeon Jeon, your Head Chair. It's a pleasure to meet all of you in the great IMUN session. This is my 18th MUN, and as I have felt in the previous MUNs, I really want to feel passion of you and one step develop by you. This agenda, is for all the students suffering from various problems. When I set this agenda, I thought that the delegates might be easy to sympathize with the positions of the students, because as you all know, it is not a far problem from us. I want you to fully be one with the situations that your countries' students are facing and make some resolutions with good qualities. Don't be afraid to say something. Say whatever you want but in the range of the agenda. The chairs will not interrupt you, nor regard you. We will listen to you, and always try to understand you. I want to introduce you one of the famous saying. "Courage and perseverance have a magical talisman, before which difficulties disappear and obstacles vanish into air." Let's break the obstacles together. See you soon.

Best wishes, Ju Yeon Jeon

Jung Ji Yoon Chair

Greetings, delegates. This is Ji-yeon Jung. It is such a pleasure of me to serve as your chair for this 11th IMUN session. Although I have not met many of you in face to face yet, I feel it is definitely going be a lot of fun and learning as well.

As we all know, there has been numerous drastic transitions in Korean educational system. Short span of systematic changes is not the only educational problem in Korea. Excessive pressures put on students is one of those hairballs we ought to remove. Teenagers, especially those who are attending middle and high school, are under a high level of stress. Needless to mention, large portion of them are stemming from academical factors. Except for aforementioned ones, there are still many points we should consider to improve the quality of students welfare not limited to Korean society but in the entire world. And I think in this aspect, this coming MUN conference in GA may offer you an opportunity to get to know about foreign government's policies, education problems and to seriously contemplate the methods to alleviate them.

Lastly, there is one thing I want to tell the First MUNers. It is that "do not be afraid to raise a motion worrying about what if you will make mistakes". Don't be afraid to speak in front of others, just raise a motion and speak out your opinion first, and you will find it quite enjoyable. Well, I will be waiting for this summer to come to see all of you in the chamber!

Yours truly, Ji-yeon JUNG

II. Introduction



United Nations General Assembly is the superior committee that orders all the task of UN. It is made up of all the representatives of UN member states that has 193 countries in the standard of 2012.

The purposes of this committees are to make some resolutions about international peace and keeping world safety. And it has the headquarter in New York, United States of America. It has many functions which are peacekeeping, international cooperation, reporting and judging. The function that the agenda is focusing on is international cooperation. In this function, UNGA

promotes international cooperation in the fields of politics, economics, social study, education. And it also removes the discriminations between races, gender and languages. They recommend, study and suggest about the realization of fundamental freedom. Also, they recommend some solutions to eradicate situations that have possibilities of damaging the favorable relations between the nations and damaging fundamental wellbeing. General Assembly has 7 main committees and 16 auxiliary organizations. And this session will take place in the 3rd committee, which discussion about the society and culture are made. UNGA has 3 types of sessions. They are regular session, special session, and emergency special session. The regular sessions are held annually in the 3rd week of September. Special sessions held when more than half of the member states request to have a session. The delegates are infor at least 30 days before the session. However, when emergency special session was held, all the delegates must participate in the session at least in 12 hours. And the Security General must prepare the session in 24 hours. With these sorts of sessions, UNGA made lots of resolutions. One of the most famous resolution is the Universal Declaration of Human Rights. it is the declaration showing the standards of respects of human rights that all the humans and countries should follow.

III. Agenda item

“Finding measures to improve quality of student welfare among the United Nations member states.”

a) Background Information

-Education

First, active support is needed to operate customized courses for each student. It is very important to create education based on students' self-directed learning plans. It is because it allows students to implement customized courses tailored to their personal career and needs. The courses include the free school year system, customized classes divided by small factors and also by school grades.

Second, it is necessary to maintain close partnerships between schools and communities and expand the field of education. Students' lives and community resources should be linked to form and operate education courses. The plan is designed to provide a win-win base for schools and regions by utilizing diverse educational resources in the region. In addition, it is necessary to consider establishing a system of close cooperation with the community and introducing student internship programs in the operation of specialized high schools, public alternative schools and conversion schools.

Third, cooperative project-based classes are needed in the direction of class and evaluation innovation. It should shift from instructor-LEDC learning to self-directed and collaborative project learning centered on student participation.

Fourth, we should support to strengthen teachers' competence as experts with the knowledge to lead the process and practice of learning.

For future education, teachers should be prepared by subdividing their roles into various education experts, including assistants, advisors, mentors, study managers and panels, who work to support student learning. This is to prepare training courses to strengthen teachers' professional skills and build new teachers' expertise through the professional learning community.

In addition, the establishment of a multi-disciplinary school support system for normalizing teaching work is also an important factor.

-Health

Although adolescence is a time of positive physical, social, psychological, and cognitive growth, it is also a time of tremendous experimentation that has lifelong health consequences, including the adoption of behaviors that place youth at risk: tobacco use, alcohol and substance use, sexual activity, and poor nutrition

. With increasing recognition of the life-course impacts of these behaviors, adolescence becomes an important period for health promotion, prevention, and intervention. Adolescents represent a relatively small proportion of the total population. However, they often need to compete for limited resources with older, homogeneous, and politically powerful segments of society, compelling policy makers to carefully consider the evidence about what works and what does not.

-Violence

1) Bullying

As the internet and Social Networking Services are developing and using broadly, new types of bullying, which is called Cyberbullying, has come out. Cyberbullying refers to harassment inflicted on others in various forms in cyberspace, and unlike traditional violence involving physical violence, its forms vary. As the types of school violence become more diverse, corresponding measures are urgently needed.

2) Sexual assault

Sexual violence is the most dangerous for teenagers. The reason is that teenagers are weaker and more vulnerable than adults. Statistics show that among victims of sexual violence, the average age of rape victims is 14 and that of forced molestation victims is 12. To protect them, the government should make some solutions about it. Also, there are some problems arising by themselves. They are the misuse of internet or mobile phones in relation to child pornography and youth produced sexual imagery or “sexting”. There must be some regulations to make the students’ view on sex in the right ways.

-Suicide prevention

The suicide rate of students around the world continues to rise. There are many reasons why they try to commit suicide, including school violence, alienation, grades and appearance. International research indicates that the combination of risk factors that lead to suicide are not predictable and population- based preventative approaches to build resilience in young people are more effective means of suicide prevention than intervention- based processes. Also, schools should not employ a narrow approach that focuses only on suicide but in the reason why they selected to do that. To aid suicide prevention, school curriculums should allow students to develop strong communication and solving skills. And also, it must incorporate practical training in how to access MEDCical and professional services through networking with other professionals and the local community or developing a health-promoting framework.

-Students supporting

Student support policies should assist children and young people facing a range of barriers to learning to achieve their educational and developmental potential by providing a range of strategies and specialized support at the individual, group, school and area levels. It should operate with the objectives to work in collaboration with services within the community to identify and intervene early with children and young people who have additional needs or are at risk of disengagement. And also, it must be made by the purposes of developing the capacity of the workforce within schools to meet the needs of children and young people who have additional needs, or are disadvantaged or vulnerable, to enable them to achieve successful education and wellbeing outcomes.

b) Glossary (6~7 words)

1) **Advanced Placement (AP)**

Advanced Placement (AP) is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For a high school course to have the designation, the course must be audited by the College Board to ascertain that it satisfies the AP curriculum. If the course is approved, the school may use the AP designation and the course will be publicly listed on the AP Course Ledger.

2). **Positive behaviour management approaches**

Positive behaviour management approaches are those that stress prevention, support and the avoidance of confrontation and that focus more on the development of values, relationships and skills enabling positive student behaviour than on punishment for student misbehaviour.

3). **Student wellbeing**

Student wellbeing is a student's level of satisfaction about the quality of their life at school. Optimal (or desirable) wellbeing is characterised by positive feelings and attitude, positive relationships with other students and teachers, resilience, and satisfaction with self and learning experiences at school.

4). **Whole-school approach**

A whole-school approach focuses on positive partnerships and assumes that all members of the school community (ie teachers, support staff, students and parents) have a significant role to play in addressing aggression, harassment and bullying and promoting a supportive school culture. A whole-school approach also involves all areas of the school: policy and procedures, teaching practices, curriculum, and the organisation and supervision of the physical and social environment of the school. All teachers accept responsibility for preventing and managing aggression, harassment and bullying and respond consistently and sensitively according to the agreed procedures. Safe school messages and practices are not just added on but are embedded in many areas of the curriculum and in the daily life of the school.

5). **Student Aid Fund**

: A financial assistance is given to the needy students, Programme to meet their tuition or examination fee and other expenses related to studies from Students aid fund established in the college.

6). Universal Primary Education is one of the eight international Millennium Development Goals, towards which progress has been made in the past decade, though barriers still remain. Securing charitable funding from prospective donors is one particularly persistent problem. Researchers at the Overseas Development Institute

have indicated that the main obstacles to funding for education include conflicting donor priorities, an immature aid architecture, and a lack of evidence and advocacy for the issue. Additionally, Transparency International has identified corruption in the education sector as a major stumbling block to achieving Universal Primary Education in Africa. Furthermore, demand in the developing world for improved educational access is not as high as foreigners have expected. Indigenous governments are reluctant to take on the ongoing costs involved. There is also economic pressure from some parents, who prefer their children to earn money in the short term rather than work towards the long-term benefits of education.

c) Past Actions (1 and $\frac{1}{3}$ pages)

4. Past Actions

Convention on the Rights of Persons with Disabilities

-Current estimates suggest that the school enrolment rates of children with disabilities in developing countries are as low as 1 to 3 per cent; therefore, approximately 98 per cent of children with disabilities do not go to school and are illiterate. As long as such a large number of children with disabilities do not attend school, the millennium development goal of achieving universal primary education will remain elusive. However, research shows that children, including those with significant disabilities, who are included in regular education are more likely to finish school, go onto post-secondary education and training, get jobs, earn good incomes, and become active members of their communities.

The approach to education promoted by the Convention is based on a growing body of evidence that shows that inclusive education not only provides the best educational environment, including for children with intellectual disabilities, but also helps to break down barriers and challenge stereotypes. This approach helps to create a society that readily accepts and embraces disability, instead of fearing it. When children with and without disabilities grow up together and learn, side by side, in the same school, they develop a greater understanding and respect for each other.

Education For All(EFA)

-The policy is a global movement led by UNESCO (United Nation Educational, Scientific and Cultural Organization), aiming to meet the learning needs of all children, youth and adults by 2015. EFA was adopted by The Dakar Framework in April 2000 at the World Education Forum in Senegal, Africa, with the goal in mind that all children would receive primary education by 2015. Not all children receive the education they need or want, therefore this goal was put in place to help those children.

The treaty has six goals to achieve. Goal 1: Expand early childhood care and education. Goal 2: Provide free and compulsory primary education for all. Goal 3: Promote learning and life skills for young people and adults. Goal 4: Increase adult literacy by 50 percent. Goal 5: Achieve gender parity by 2005, gender equality by 2015. Goal 6: Improve the quality of education.

Sustainable Development Goals

-In September 2015, at the United Nations Sustainable Development Summit, Member States formally adopted the 2030 Agenda for Sustainable Development in New York. The agenda contains 17 goals including a new global education goal (SDG 4). SDG 4 is to ensure inclusive

and equitable quality education and promote lifelong learning opportunities for all' and has seven targets and three means of implementation.

This goal came about through an intensive consultative process led by Member-States, but with broad participation from civil society, teachers, unions, bilateral agencies, regional organisations, the private sector and research institutes and foundations.

Incheon Declaration

-The Incheon declaration is a declaration on education adopted at the World Education Forum in Incheon, South Korea on 15 May 2015.

Equality and Access

-It is the logical continuation of the Education For All (EFA) movement and the Millennium Development Goals on Education, and many of its goals were based on a review of progress made since the 2000 World Education Forum in Dakar. In keeping with its overall goal of ensuring education for all, the Incheon Declaration emphasizes several different types of equality. It focused on equal opportunity as well as the position that students' views must also be taken into consideration. In addition, emphasis is placed on ensuring that cost and discrimination do not prevent people from pursuing and receiving quality education. Gender equality is specifically mentioned as an important aspect of an educational system while diversity is not considered a problem but a resource.

Improvement of Outcomes

-The signatories of the Incheon Declaration also agreed to make improvements in educational outcomes. For instance, it established its commitment "to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels." Outcome goals also include having developed countries reaching 0.7% of gross national product (GNP) for official development assistance (ODA) to developing countries.

Funding

-Another key recommendation contained in the Incheon Declaration regards funding for education. The signatories are urged to commit 4-6% of their Gross domestic product 15-20% of their public expenditures to improving the status of education.

d) Case Study (at least 7 countries)

United states of America

USA's policies help to develop youth skills so that they can be fully prepared and challenged for the future. So, one of the major projects that the federal government is promoting is the 21st century community learning center project. The project is aiMEDC at promoting after-school activities in cooperation with community groups, mainly schools. In other words, this is a service support system that integrates learning and activities.

The Learn and Serve America project provides volunteer learning opportunities by linking community services with learning, while the South Opportunity project provides youth employment, training and leadership development programs.

The U.S. Youth Policy has specified target groups and activities by project, focusing on youth development, delinquency, criminal youth counseling, volunteer work, and employment

promotion, and has led relevant organizations through the preparation of prior regulations on how to perform.

France

The policies in France has a fairly long history. With child care policies as well-organized as those years, all Koreans are living without confusion when it comes to child care. In France, at the age of three, all infants have a free public infant education system. Perhaps such a system is one that was initially oriented toward a civil-centered egalitarian society and established by national values. Childhood education in France has a national-level curriculum and is establishing a solid education system that all teachers have master's degrees. The cost of child education is totally tax-dependent, so free education is possible.

Sweden

Sweden, which is classified as a social democracy and welfare state, has policies based on its unique sense of equality and solidarity. While other countries that aim for a welfare state have a system that only supports those who need government support, Sweden does not. Sweden's child care policy can be summed up in the form of low cost, systematic management of government, excellent child care programs and wide choice of family, the result of policies made with deep consideration of public responsibility, the principle of gender equality and the rights of children.

Germany

Germany's policy is closely related to political and social interests. Since most married women actively encouraged employment in order to revive the economy after World War II in old East Germany, interest in and standards for childcare facilities were high early on, and tradition was old. In comparison, West Germany considered it more important for women to protect their families, and since raising children at home was the top priority, the employment rate of married women was low and the level of supply of childcare facilities for infants under the age of three was low. However, the desire for education facilities has also changed due to recent changes in West Germany's family structure and the employment rate of women.

In short, the system in Germany is child education, motherhood protection, working women's policy, and family affairs support. It can be seen as a central system that supports the poor condition of children.

The establishment of social welfare facilities in Germany is mostly made up of state and social organizations, and it is extremely rare for individuals to set up such facilities, especially the performance of social organizations, to be remarkable. Religious taxes and donations are also playing a big role. Nevertheless, child care costs are used by parents, which is why society and parents are jointly responsible.

Britain

Britain seems to be a country, but there are governments that play separately as if they are different countries. England, Scotland, Wales, and Northern Ireland are divided into four groups. Child care systems have been developed in common throughout the UK, but some have adopted a different system in England and Scotland. Britain traditionally felt that child-rearing

was up to mothers, that fathers should be financially responsible for their families, and that child-rearing was essentially a family matter. Although married women are getting more jobs and men are taking care of their children more than before, the issue of child care is still considered the responsibility of women.

Republic of Korea

There are several tasks and directions for development in order to establish the status of youth welfare policy under the implementation of local government in 1995 and the stagnation of youth welfare in preparation for the 21st century. As a research task for youth welfare, it is to clearly set the paradigm of youth welfare. In other words, the basic recognition, value and existence of youth welfare should be established from a new perspective. In addition, the object, subject, method and purpose of research should be reevaluated in youth welfare. These studies should be existentialist youth welfare theories by human subjects.

In the era of democratization and local autonomy, the basic direction of youth policy should be the expansion of youth welfare delivery system, and the establishment of youth emergency protection system, welfare service for working youths, and the function of youth training facilities should be expanded to ensure the welfare of young people as human beings.

Specifically, the nation and society should implement welfare policies to ensure that teenagers have good physical and mental health and hope in life. So it is important to create stable homes, school jobs, and local communities for teenagers. Conditions should be created and supported for teenagers to think about life through leisure activities other than studying and working. In other words, there needs to be an institutional mechanism to actively participate in natural and living rights training activities being pursued by the government and local governments. In particular, the role of youth training facilities in the living area should be expanded to make them close to their daily lives. In addition, the government should devise measures to further develop support and programs for youth centers and night study rooms to encourage teenagers to participate.

Singapore

In the case of Singapore, the National Youth Commission was established on November 1, 1998, and youth policy was implemented in earnest. Later in 2004, one of the 15 Singapore administrations, the "MCDS, Ministry of Community Development, Sports," was reorganized into "Regional Social Development, Youth and Sport" (MCYS, Ministry of Community Development, Youth and Sport) and became the responsible department for cleaning. The existing National Youth Commission was not merged, but was linked to an umbrella organization to carry out youth policies. As a result, three departments - the National Youth Council, the Ministry of Education and the Ministry of Home Affairs - are in charge of youth affairs. MCYS, the book of Youth Administration, aims to produce courage and conscious youth for Singapore.

e) Bloc Points

Questions to consider

a. What are some aids we need to provide for pupils in poor environments (warzone, economically needy regions, etc)?

- b. What are some regulations can be adopted in order to prevent school violence?
- c. How can we narrow the vital divide between LEDCs and MEDCs?

Debatable points

- a. Does standardized test need to be adopted to relieve student's academic burden and to draw pupils out of the excessive competition?
- b. Should there be 'Disabled Preferential Policies' in school?

f) Bibliography (no limit)

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