

FINAL REPORT

# UNU-KNCU

## Global Seminar

2009 Session 5~10, July

### Model UNESCO Conference on Sustainable Development

Venue: Korea UNESCO Peace Center

Programme: Lectures by UNESCO & UN Experts  
Concurrent Commission Sessions  
Cultural Sharing & Understanding  
Field Trip

Agenda: Action on Climate Change  
Issues of Education for Sustainable Development

For more information, visit [www.unesco.or.kr/unugs](http://www.unesco.or.kr/unugs)

## *Final Report*

# UNU-KNCU Global Seminar 2009 Session **Sustainable Development**

5-10 July  
Korea UNESCO Peace Center



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# I. GENERAL OVERVIEW

## I.1 Overview

### **UNU-KNCU Global Seminar 2009 Session**

The United Nations University – Korean National Commission for UNESCO Global Seminar Session 2009 was held on 5-10 July at Korea UNESCO Peace Center in Icheon. With the theme of *Sustainable Development*, this year's Global Seminar brought together 69 participants from Cameroon, China, Guatemala, India, Korea, Mongolia, Nepal, Tanzania, USA, and Uzbekistan. Unlike previous Seminars, this year's Seminar was unique in the sense that it was divided into two parts. The first part of the Seminar was "the Lectures" and the other was "the Model UNESCO Conference."

For the Lectures, four sessions have been allocated - two Keynote Lectures and two Special Lectures. The first Keynote Lecture speaker, Mr. Beom Sik Yoo, on behalf of Dr. Hyung Kook Kim (Chair of Presidential Committee on Green Growth), delivered a lecture regarding the issue of climate change. Dr. John Clammer (Adviser to the Rector and Director of International Courses at the United Nations University) delivered the second Keynote Lecture entitled, "*Developing Local Capacity*". For the Special Lecture Sessions, the first lecturer Ms. Kyung Im Kim (the former ambassador to the government of Tunisia) gave a lecture on the power of culture. Mr. Jonathan Noble (Curriculum Manager, Department of Education and Children's Services, Government of South Australia) delivered the second lecture on the subject Education for Sustainable Development.

In the Model UNESCO Conference, participants were divided into 19 groups. Each participant was given the opportunity to become Delegations of a nation. Following the Rules and Procedures of the actual UNESCO Conference, participants were divided into two Commissions to discuss about specific agenda items related to Sustainable Development. After the process of four Concurrent Commission Sessions and three Plenary Sessions, participants were able to come up with a Draft Declaration that included specific promises and actions towards achieving Sustainable Development. The Sessions for Model UNESCO Conference was very significant because participants took a bigger and active role in the Seminar rather than just listening to the lectures and receiving them passively.

On the third day of the Seminar, all participants went on a field trip to Nami Island, touring the island and freely socializing with other participants.

This report includes summaries on the main contents of the Seminar including the Lecture Sessions, the Model UNESCO Conference Sessions, and the Seminar in general.



## I.2 Activities

### Model UNESCO Conference Opening Speech Session



As nineteen(19) countries are represented within this year's theme, one representative from each country gave an opening speech for five(5) minutes at the beginning of the conference. The opening speech was based on the position paper which the participants turned in ten(10) days before the seminar. The opening speech contained information on the country's stance, objective, vision, and policy in light of the two agenda towards the overall theme, sustainable development.

### Keynote Lectures

The keynote lectures were delivered by world scholars and renowned specialists in the field of sustainable development.



### Reception

Delegates were invited to a formal reception hosted by the organizers. In the 2009 Global Seminar, participants dressed up in a formal attire to attend the reception where they shared information with one another.

### Concurrent Commission Sessions

A total of four(4) concurrent commission sessions were conducted. Each commission had the presence of Chairperson, Secretary to the Conference, and Rapporteur. The two Chairpersons led each of the commission meetings. Advisors were present to guide the sessions in case of a dead-lock. The Advisors also acted as the judge panel deciding on the best team.

### Special Lectures

The special lecture session was a time when participants could learn about diplomacy and the UN. Many of the participants attending the Global Seminars are future prospects of the staffs of the UN. By listening and asking questions to those who are working to make a better world, participants will have a clearer understanding as to what they could do in the future.



### **Delegation Meeting/Unofficial Lobbying**

There was no set lobbying time. However, every night after dinner when the delegations were having meetings, they spent the time to 'lobby' their country's policy to other delegates.

### **Korean Cultural Experience Field Trip**

For some of the overseas students, this may be their first time visiting Korea. To provide them an opportunity to travel to some of the Korean cultural sights, we visited Nami Island.

#### *Nami Island*



Nami Island, located in Bangha-ri, Namsan-myeon, Chuncheon-si, was not an island originally. After the construction of Cheongpyeong Dam, Nami Island was created in Bukhan River. Its circumference is about 6Km, and its area is 430,000. There are a grassplot of 260,000 in the center of the island, and chest-nut trees and poplars around it. This is a wonderful place to walk. Walking into the island along the straight way starting from the Nami Island wharf, you can find a grave of General Nami. As one might expect, this island was named after him. Nami Island has a wide grassplot, chest-nut trees, birches, ginko trees, and maples, etc. Besides, equipped with the facilities for recreation and accommodation, a zoo, a botanical garden and pleasure boats, it is well qualified as a all-round recreation center. This island is a perfect rest place for young people, lovers, families, and workers. In particular, well-known through a TV drama, 'Winter Sonata' in 2002, it is a noted place to not only the natives but Southeast nations like Hong Kong.

### **Model UNESCO Conference**

At the end of the conference, the participants of the UNU-KNCU Global Seminar 2009 came up with a resolution declaring the actions on sustainable development in terms of environment and education.



## I.3 Seminar Timetable

	5 (Sun)	6 (Mon)	7 (Tue)	8 (Wed)	9 (Thu)	10 (Fri)
08:00	Registration	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
09:00		Opening Ceremony	Concurrent Commission Session 1	Korean Cultural Experience Field Trip	Concurrent Commission Session 3	Preparation
10:00		Keynote Lecture 1				Special Lecture 1
11:00			Lunch		Lunch	
12:00		Keynote Lecture 2				Concurrent Commission Session 2
13:00			Conference Opening Speech Session		Concurrent Commission Session 2	
14:00		Dinner				Dinner
15:00			Reception		Delegation Meeting (Lobbying)	
16:00		Delegation Meeting (Lobbying)				Delegation Meeting (Lobbying)
17:00			Delegation Meeting (Lobbying)		Delegation Meeting (Lobbying)	
18:00		Delegation Meeting (Lobbying)				Delegation Meeting (Lobbying)
19:00			Delegation Meeting (Lobbying)		Delegation Meeting (Lobbying)	
20:00		Delegation Meeting (Lobbying)				Delegation Meeting (Lobbying)
21:00	Delegation Meeting (Lobbying)		Delegation Meeting (Lobbying)		Delegation Meeting (Lobbying)	
		Delegation Meeting (Lobbying)		Delegation Meeting (Lobbying)		Delegation Meeting (Lobbying)

## I.4 Agenda of 2009 Session

### 1. Commission 1

1.1. Main Topic: Sustainable Environment

1.2. Agenda: Action on Climate Change

1.3. Focal Point: Ethical dimensions of climate change

Effective dissemination of information and public awareness

Social & human policy challenges raised by climate change

Science and monitoring to achieve adaptation and mitigation

### 2. Commission 2

2.1. Main Topic: Sustainable Development

2.2. Agenda: Issues of Education for Sustainable Development

2.3. Focal Point: Increasing approachable quality primary education

Re-shaping current education programs

Public awareness and understanding on sustainability

Provision of training infrastructure

New mechanism for global cooperation for ESD

## II. PARTICIPANTS AND FACULTY

### II. 1. Delegation List

	Commission 1		Commission 2	
<b>Argentina</b>	Chen Hongru	Lee Sunwoong	Cho Jae Min	Otgonchimeg Buyanjargal
<b>Brazil</b>	Kim Jee Won	Flores Guisela	Lee Sang Min	Tanwie Talom Gilbert
<b>Canada</b>	Hyeon Jun Woo	Hong Xin	Ahmad Said Suleiman	Kim Ji Yoon
<b>China</b>	Kim Jeong Sun	Choi Hajin	Tabong Propser Nji	N/A
<b>Denmark</b>	Zhang Yuting	Park Gahyeon	Lee Byong Joo	Njilla Njissic Stephen
<b>Germany</b>	Tan Jieyu	Woo Chung Won	Choi Seok Hun	C.G Deering
<b>Italy</b>	Jang Suyoun	Ko Min-jeong	Bang Ji Hee	Chen Xinjie
<b>Japan</b>	Gwag Inae	Jung Ji Young	Lee Bo Mi	Seo Young-hu
<b>Kazakhstan</b>	Won Ah Ran	Lee Hyo Won	Lee Ju Seong	N/A
<b>Kenya</b>	Kwak Dong Sun	N/A	Choi Yong Woog	Jin Ying
<b>Malaysia</b>	Zorigt Dulguunsaikhan	Kim Hwan Lee	Piao Xin	Seong Ji-Eun
<b>Mongolia</b>	Kwon Euy-Suk	Huang Wenyi	Cho Jin Seon	Oh Younkyung
<b>Nigeria</b>	Kim Eileen	Wu Xuanxuan	Kamadjeu Michel	Son Min-gyun
<b>Rep. of Korea</b>	Dubey Hemant	N/A	N/A	Sun Qingzhao
<b>South Africa</b>	Ge Hui	Lee Woo Seok	Jo Min Jeong	N/A
<b>Sudan</b>	Zhao Luyin	Park Hyeon Jin	Oh Seung-min	N/A
<b>Turkey</b>	Liu Shuting	Enkbold Borookhoi	Li Jing	Roh Jung Eun
<b>Russian Federation</b>	Kim Misol	Idree Agvaanluvsan	Baral Kedar	Cho Seongmi
<b>United States of America</b>	Kim Anna	Park Jin Su	Chen Lei	Kwon Joon Young

## II. 2. Delegate Information

### ◆ Afghanistan

Name		School	Major
POPAL Abdul Razaq	M	Handong Global Univ.	U.S, International Law and Global MGMT

### ◆ Cameroon

Name		School	Major
KAMADJEU Michel	M	Ajou Univ.	NGO Studies
NJILLA NJissic Stephen	M	Ajou Univ.	NGO Studies
TABONG Prosper Nji	M	Ajou Univ.	MBA-International Business
TANWIE TALOM Gilbert	M	Korea Univ. GSIS	International Devt

### ◆ China

Name		School	Major
CHEN Hongru	F	Sun Yat-Sen Univ.	Environmental Science
CHEN Lei	M	Peking Univ.	Accounting
CHEN Xinjie	M	Guang Dong Univ. of Tech.	Heat and Engineering
GE Hui	F	Johns Hopkins-Nanjing Univ.	International Relations
HONG Xin	F	Queen's Univ. Belfast	Finance
HUANG Wenyi (Vicky)	F	East China Univ.	Administrative MGMT
JIN Ying	F	Sun Yat-Sen Univ.	Social Work
LI Jing	F	Renmin Univ. of China	International Politics
LIU Shuting	F	Peking Univ.	Bachelor
PIAO Xin	F	Korea Univ.	Journalism and Mass Communication
SUN Qingzhao	F	Peking Univ.	English/Economics
TAN Jieyu	F	Sun Yat-Sen Univ.	English
WU Xuanxuan	F	Univ of HK	International Politics
ZHANG Yuting	F	Renmin Univ. of China	Human Resource MGMT
ZHAO Luyin	F	Peking Univ.	Urban Planning and Economics

◆ Guatemala

Name		School	Major
FLORES Guisela	F	Ajou Univ.	International Business

◆ India

Name		School	Major
DUBEY Hemant	M	Graduate School	International Co-operation

◆ Korea

Name		School	Major
BANG Ji Hee	F	Ehwa Womans Univ.	English Language and Literature
CHO Jae Min	F	Sogang Univ.	British American Language and Culture
CHO Jin Seon	F	Hong Ik Univ.	English Edu.
CHO Seongmi	F	Handong Global Univ.	City Planning, Global MGMT
CHOI Hajin	M	Soongsil Univ.	Architecture Engineering
CHOI Hyung Won	M	Soongsil Univ.	Construction MGMT
CHOI Seok Hun	M	Chonnam National Univ.	Economics
CHOI Yong-Woong	M	Chung-ang Univ.	English Lit & Language
GWAG Inae	F	Yonsei Univ.	East Asis Int'l Studies
HYEON Jun Woo	M	Hanyang Univ.	International Studies
JANG Suyoun	F	Ehwa Womans Univ.	Development Cooperation
JO Min Jeong	F	Kyung Hee Univ.	International Studies
JUNG Ji Young	F	Yonsei Univ.	East Asis Int'l Studies
KIM Hwan Lee	F	Kyongsang Univ.	Political Science
KIM Jee Won	F	Seoul National Univ.	Urban and Regional Planning
KIM Jeong Sun	F	Sungkyunkwan Univ.	Food Biotech.
KIM Ji Yun	F	Soongsil Univ.	Law
KO Min-Jeong	F	Univ. of Surrey	Business MGMT
KIM Misol	F	Ajou Univ.	Environmental Enginerring
KWAK Dong Sun	F	Chung-ang Univ.	Global affairs and trade
KWON Euy-Suk	M	Korea Univ.	Asian Studies
KWON Joon Young	M	Northwestern Univ.	Journalism
LEE Bo Mi	F	Yonsei Univ.	East Asis Int'l Studies
LEE Byung Joo	M	Yonsei Univ.	Political Science



LEE Hyo Won	F	Hong Ik Univ.	English Language and Literature
LEE Ju Seong	M	Hankuk Univ. Of Foreign studies	TESOL
LEE Sang Min	M	Univ. of Hoseo	Public Administration
LEE Sunwoong	M	Kyung Hee Univ.	Political Science
LEE Woo Seok	M	Hanyang Univ.	International Studies
OH Seung-Min	F	Korea Univ.	Politics and Deplomacy
OH Younkyung	F	Kyung Hee Univ.	Architecture
PARK Gahyeon	F	Myongji Univ.	Digital Media
PARK Hyeon Jin	F	Korea Univ.	Political Science, IR,
PARK Jin Su	M	Pusan National Univ.	International Trade
ROH Jung Eun	F	Pusan National Univ.	
SEO Yong-hu	M	Kyung Hee Univ.	Architecture
SEONG Ji-Eun	F	Kyung Hee Univ.	Genetic Engineering
SON Min-gyun	M	Soongsil Univ.	Media (Computer) Engineering/ Economics
WON Ah Ran	F	Ehwa Womans Univ.	International Studies
WOO Chung Won	M	Pusan National Univ.	Mechanical Engineering

◆ **Mongolia**

<b>Name</b>		<b>School</b>	<b>Major</b>
BATMUNKH Naran	F	Sogang U.	International Trade
BATTESETSEG Batchuluun	F	Chungnam National U.	Public Administration
ENKHBOLD Borookhoi	M	Kwangwoon U.	Business Administration
IDREE Agvaanlvsan	M	Chungnam National U.	Economics
JAVKHLANT Ragchaa	M	Korea U.	Finance
NOROV Erdene	M	Seoul National Univ.	Chemistry
OTGONCHIMEG Buyanjargal	F	Chungnam National U.	Computer Network
ZORIGIT Dulguunsaikhan	F	Korea Graduate Univ.	Home Economic

◆ **Nepal**

<b>Name</b>		<b>School</b>	<b>Major</b>
BARAL Kedar	M	GRIPS	Environmental/Public Policy

◆ Tanzania

Name		School	Major
AHMAD SAID Suleiman	M	Ajou Univ.	MBA-International Business

◆ USA

Name		School	Major
KIM Eileen	F	Villanova Univ.	Political Science
DEERING C.G.	F	Riumeikan Asia Pacific Univ.	Asia Pacific Studies

◆ Uzbekistan

Name		School	Major
KIM Anna	F	Sogang Graduate School	International Relations

## II. 3. Faculty Profiles

### Keynote Lectures

#### 6 July 2009 – Keynote Lecture 1



**Dr. Hyung Kook Kim**

***Chair of Presidential Committee on Green Growth***

Dr. Hyung Kook Kim is currently the Chairperson of Presidential Committee on Green Growth. Upon receiving his Ph.D in Urban Planning from UC Berkely, he had been with the Graduate School of Environmental Studies, Seoul National University, where he served as a professor, a dean, as well as the Emeritus Professor. Actively involved in various organizations, he is the honorary president of The Korean Society of Future Studies, a Chairperson for the Korea Center for City and Environment Research, and one of the editorials of Chosun Ilbo.

#### 6 July 2009 – Keynote Lecture 2



**Dr. John Clammer**

***Adviser to the Rector, Director of International Courses, United Nations University***

Dr. John Clammer is Adviser to the Rector and Director of International Courses at the United Nations University, Tokyo. He was formerly Professor of Sociology at Sophia University, Tokyo, where he taught courses on the sociology of development, cultural sociology, the sociology of art and other subjects. He previously taught at the National University of Singapore and at the Centre for Southeast Asian Studies at the University of Hull and has been a visiting professor at several universities abroad, including the University of Kent, the Australian National University, the Bauhaus University in Weimar, Germany, the University of Buenos Aires and his alma mater, the University of Oxford. He has published fifteen books on many aspects of contemporary Asian society and culture. Recent titles include “Japan and its Others: Globalization, Difference and the Critique of Modernity,” and an edited volume “Figured Worlds: Ontological Obstacles in Intercultural Relations.”

## Special Lectures

### 7 July 2009 – Special Lecture 1



**Ms. Kyung Im Kim**

***Former Ambassador to the Government of Tunisia***

Ms. Kyung Im Kim graduated from Seoul National University, majoring in Aesthetics. She studied in Keio University, Japan and also in Akron Law School from University of Ohio. She was the first woman in Korea to pass the Higher Civil Service Examination for the Ministry of Foreign Affairs.

From 1978 to 2007, she worked as a diplomat in various places such as Tokyo, New York, Paris (UNESCO), New Delhi, and Brussels and also served as the Tunisian Ambassador. Ms. Kim was able to develop an international perspective about the issue of returning cultural properties as she worked as the Cultural Diplomatic Director in the Ministry of Foreign Affairs and Trade. She was the advisor to the returning Waegyujanggak books from France by the government of Korea. Moreover, she lectured about returning cultural properties at Sungkyunkwan University as a visiting professor from September 2006 to August 2007. As one of the few cultural diplomats in Korea, she published "The Needle of Cleopatra" in March 2009, a book about stolen cultural properties, based on the background of her enormous experiences and research in this field. Currently, "The Needle of Cleopatra" is one of the best sellers in Korea.

### 9 July 2009 – Special Lecture 2



**Mr. Jonathan Noble**

***Curriculum Manager, Department of Education and Children's Services, Government of South Australia***

Mr. Jonathan Noble began his career as a teacher in Geography and Physical education in South Australia graduating from Flinders University with a Bachelor of Education with Honours in Geography in 1987. He taught in South Australia and the United Kingdom. He completed a Masters Degree from Adelaide University in Environmental Studies in 1993 and taught at Kodaikanal International School in India in the following year. Returning to Australia, he began working as an environmental projects manager with various organisations until 2004 when he was employed by the South Australian Government Department of Education and Children's Services (DECS) as the Curriculum Manager, Education for Sustainability. DECS is the second largest

Government Department in South Australia (behind Health) and is responsible for 600 schools and 400 Preschools. Curriculum Managers are responsible for curriculum innovation, policy development and teacher training and support across South Australia. He also works with the Australian Government in the National Environmental Education Network (NEEN) and the Australian Sustainable Schools Initiative (AuSSI) both managed by the Australian Department of the Environment, Water, Heritage and the Arts.

## **Advisors**

### **Dr. John Clammer**

***Adviser to the Rector, Director of International Courses, United Nations University***

### **Mr. Jonathan Noble**

***Curriculum Manager, Department of Education and Children's Services, Government of South Australia***



### **Dr. Jae Young Park**

***Professor, Gyeongsang National University***

Dr. Jae-Young Park is currently a professor in the Department of International Relations, Gyeongsang National University. He received his M.A and Ph.D in International Relations from Northern Illinois University. Vigorously involved in international conferences, he took numerous head positions in NGO-related conferences and groups. Also, his participation in international organization-related activities such as taking the duty as the General Director of the Korean Federation of the United Nations Student Associations still continues from 2000. He also has a lot of experience as a member of KOICA events. He has published 12 articles and 8 books that are all related to the field of International Relations. Recent titles include "Evaluation of the Korean Policy toward the Invitation of International Organizations to Korea" (Korea Journal of International Organizations, vol. 3, no.1; 2008) and "United Nations and International Organizations" (2007).





**Dr. Utak Chung**

***Director, Division of Partnership Projects, Korean National Commission for UNESCO***

As the Director of the Partnership Projects Division at the Korean National Commission for UNESCO (KNCU), Dr. Utak Chung is in charge of Public-Private Partnership (PPP). He had participated in the UNESCO General Conference five times and the UNESCO Executive Board five times as a member of the Korean delegation. He has worked extensively on the domestic front as well as at the regional and international levels. Dr. Chung had worked at the UNESCO Regional Unit of Social and Human Sciences in Asia and the Pacific (RUSHSAP) in Bangkok from December 1991 to February 1992, and served as an Associate Expert to the UNESCO International Commission on Education for the Twenty-First Century from 1993 to 1995. After receiving a Ph.D. in the field of international organizations at the Sogang University in Korea in 1999, he pursued a two-year residency as a visiting scholar to study Asia-Pacific regional organizations, such as APEC, ASEAN+3, ADB, ARF, etc., at the Graduate School of International Relations and Pacific Studies (IR/PS), the University of California, San Diego.



**Mr. Seung Yoon Kim**

***Director, Korea UNESCO Peace Center, Korean National Commission for UNESCO***

Mr. Seung Yoon Kim is Director of Korea UNESCO Peace Center of the Korean National Commission for UNESCO (KNCU). He has been working for KNCU since 1984 and was responsible for various programmes of culture, communication & information, sciences, youth and so on at KNCU. Recently, he had performed the Global Peace Village Project, an establishment of a special education center to combine global education with English language education; nowadays, his main concern is sustainable development. He had completed his doctorate degree course at the Graduate School of Environmental Studies, Seoul National University. He published a Korean translation of “Art and Science” (Eliane Strosberg, Unesco Press) and coauthored “Strategy and Practice of Sustainable Development.”

## II. 4. Organizing Staffs

### Program Head Officer

Jung-Hwan (Steve) Yoo

### Secretariat

Conference: Kyong-Min Kim

General Affairs: Hae-Young Cho

General Affairs: Hyun-Hee Lee

Supporting Staffs: Chul-Woo Lee

Supporting Staffs: Shin-Ah Kang

### Commission Chairs

#### *Commission 1*

Chairperson: Su-Mi Nam

Secretary to the GC: Jae-Won Lee

Rapporteur: Sona Lee

#### *Commission 2*

Chairperson: Jun-Sub Bang

Secretary to the GC: Min-Jung Kim

Rapporteur: Kyo-Jun Koo



### III. LECTURES

#### III. 1. Keynote Lecture 1

**Mr. Beom Sik Yoo**

**(Director of International Cooperation T/F, Presidential Committee on Green Growth)**

**On behalf of Dr. Hyung Kook Kim (Chair of Presidential Committee on Green Growth)**

*Dr. Hyung Kook Kim is currently the Chairperson of Presidential Committee on Green Growth. Upon receiving his Ph. D in Urban Planning from UC Berkley, he had been with the Graduate School of Environmental Studies, Seoul National University, where he served as a professor, a dean, as well as the Emeritus Professor. Actively involved in various organizations, he is the honorary president of The Korean Society of Future Studies, a Chairperson for the Korea Center for City and Environment Research, and one of the editorials of Chosun Ilbo.*



The first Keynote Lecture was on Climate Change, one of the main issues under Sustainable Development. Mr. Yoo started off by delivering the science of climate change to address how serious the current situation is compared to the past patterns, and what will happen in the future if this keeps on progressing. It was an opportunity to objectively understand what is happening globally.

Furthermore, Mr. Yoo introduced various efforts of the global community to save our earth, especially those of Korea. In Korea, the idea or project named “Green Growth” is not just an environmental policy but a new paradigm of progress. Mr. Yoo also emphasized in this regard cooperation of the world. Lastly, Mr. Yoo raised critical questions we should think about: how to reduce greenhouse gas emission, adapt to the changing climate, and develop the technology needed.



## Keynote Lecture

- UNU-KNCU Global Seminar 2009 -

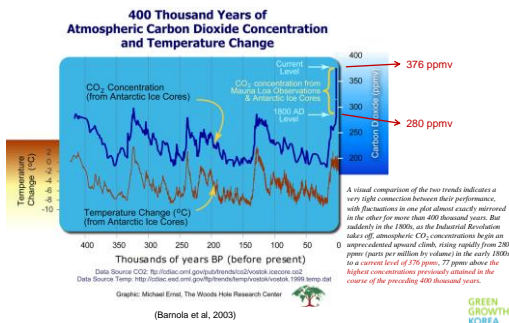
July 2009

**Beom-Sik YOO**  
Director, Int'l Cooperation T/F  
Presidential Committee on Green Growth

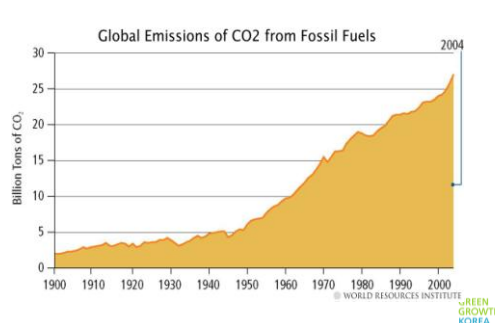
## Presentation

1. Science of Climate Change
2. Global Efforts to Combat Climate Change
3. Critical Issues

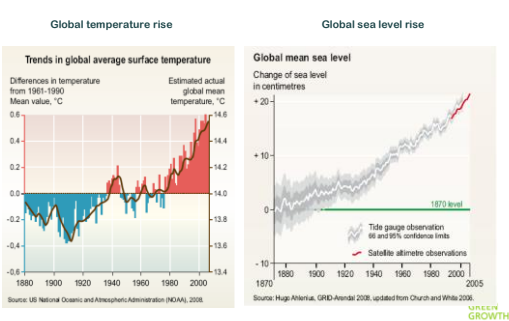
## Science of Climate Change



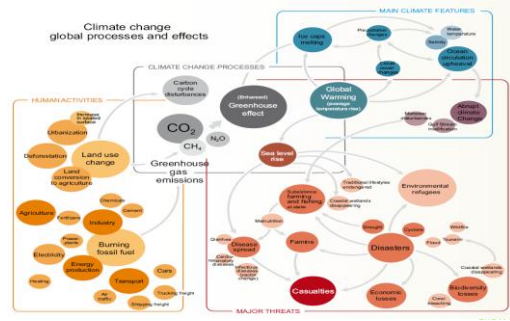
## Science of Climate Change



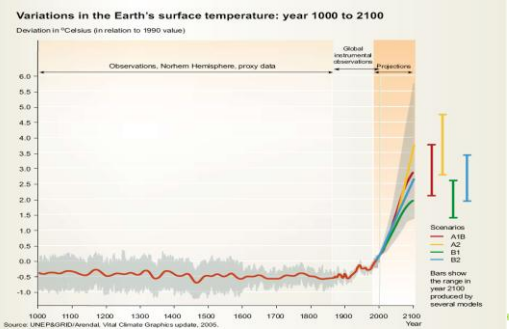
## Science of Climate Change



## Science of Climate Change



## Science of Climate Change



## Science of Climate Change

Impacts associated with global temperature change	+1°	+2°	+3°	+4°	+5°
<b>WATER</b>	Increased water availability in most tropics and high altitudes. Decreased water availability and increase in droughts in mid-latitudes and some arid low latitudes. People affected: 0.4 to 1.7 billion	1.0 to 2.0 billion	1.3 to 3.2 billion	1.5 to 3.2 billion	Additional people with increased water stress
<b>ECOSYSTEMS</b>	Increased amphibian extinction	About 20 to 30% of species at increasingly high risk of extinction	Major extinctions around the globe	Widespread coral mortality	Increasing species range shifts and wildlife risk. Terrestrial biota tends toward a net carbon source. -15% of ecosystems affected
<b>FOOD</b>	Low latitudes: Crop productivity decreases for some cereals. Mid to high latitudes: Crop productivity increases for some cereals				All cereals decrease. Decreases in some regions
<b>COASTS</b>	Increased damage from floods and storms	Additional people at risk of coastal flooding each year: 0 to 3 million		About 30% loss of coastal wetlands	2 to 15 million
<b>HEALTH</b>	Increased burden from malnutrition, diarrhoeal, cardio-respiratory and infectious diseases	Increased morbidity and mortality from heatwaves, floods and droughts			Substantial burden on health services
<b>SINGULAR EVENTS</b>	Local retreat of ice in Greenland and West Antarctic	Local retreat of ice in Greenland and West Antarctic	Long term commitment to several metres of sea-level rise due to ice sheet loss		Leading to reconfiguration of coastline worldwide and expansion of bearing areas. Ecosystem changes due to weakening of the meridional overturning circulation

Impacts will vary by extent of stabilization, rate of temperature change and socioeconomic pathway.

## Science of Climate Change

What if all the ice on Greenland melted?

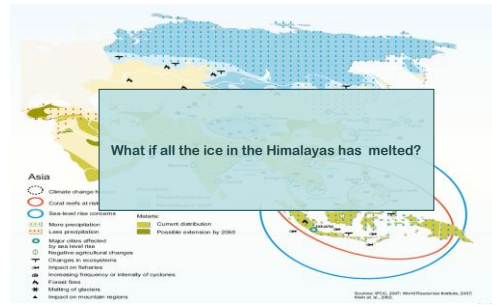


Territory : 2,175,600 km<sup>2</sup>  
 Total of Earth Surface : 0.43%  
 Thickness of ice : 3,000m(center)  
 Total volume of ice : 3,000,000 km<sup>3</sup>  
 Total Sea Surface : 361,060,000 km<sup>2</sup>

**The total Sea level rise**  
 = total volume of Greenland ice converted in terms of volume of sea water ÷ the total sea surface  
 = 2,621,359 ÷ 361,060,000  
**= 7.26 (m)**

## Science of Climate Change

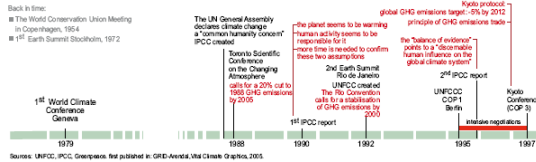
What would happen to Asia?



## Global Efforts

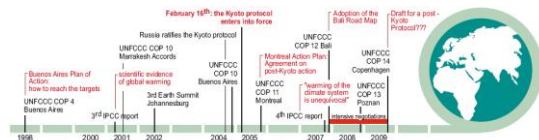
A global answer for a global problem

Climate negotiations in the course of time



## Global Efforts

A truly global answer is needed in Copenhagen



## Global Efforts

- 20-20-20 Climate Bill (Dec 2008)
- Waxman-Markey Act (-17% by '20) passes the House (June 2009)
- Cool Earth Partnership (100 billion USD)  
Midterm target (-15% by 2020) announced (June 2009)
- 23% reduction by 2010 (Kyoto target 12.5%)  
Announces "Road to Copenhagen" – global 100 billion USD for developing countries assistance

## Korea's Efforts

Creating New 60 years (announcement of a new national vision in the 60<sup>th</sup> anniversary of the founding of the Republic on August 15<sup>th</sup> 2008)

Last 60 years

Economic growth

Next 60 years

Green growth

**More than just an environmental policy**  
 - a new paradigm of progress  
 - changing people's behavior and way of thinking

## Korea's Efforts

**Climate Affect**  
- average temperature rise 1.7°C (2 times more than world average)

**Energy security vulnerability**  
- 140 billion USD energy bill

**Economic slow-down**  
- growth rate declining since the Asian economic crisis in late 1990s  
- growth without rise in employment

**"New path is needed"**

## Korea's Efforts

**Sustained Drive**  
key role for the Presidential Committee on Green Growth

**Legal Framework**  
early ratification of the Basic Act on Green Growth

**Strategy Plan**  
- inherits the spirit of the "Economic Development Plan" in the 60-80s  
- 5 year implementation plans  
- new "green saemaeul movement"

**Green Budget**  
- Green New Deal  
- Re-orientation of private-public finance toward green (policy, R&D, SOC)

National midterm GHG reduction target - set this year -



## Korea's Efforts

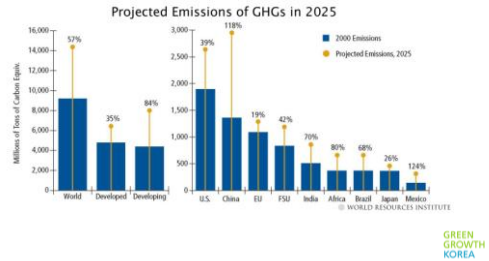
### East Asia Climate Partnership

- announced at G8 Extended Summit Meeting (Toyako Japan 2008)
- 200 million USD for 5 years (2008 – 2012)



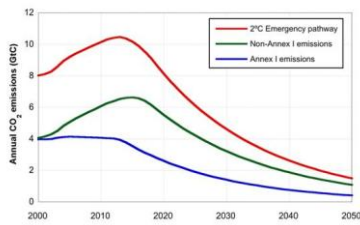
## Critical Issues

How do we drastically reduce global greenhouse gas emission?



## Critical Issues

What is an equitable way to reduce global GHG emission?



## Critical Issues

How do we adapt to the changing climate?

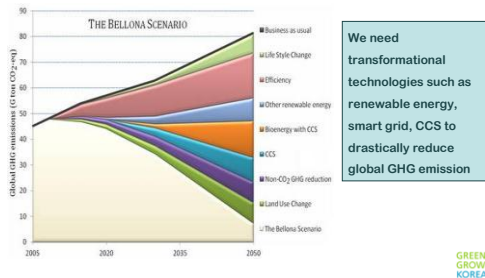


Who helps world's poor?

It is those who are least responsible who are most vulnerable to the adverse impact of climate change

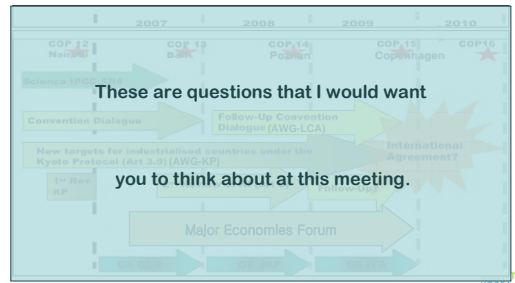
## Critical Issues

How can we develop technologies to combat climate change?



## Critical Issues

These are the answers that the global community will need to provide for the international agreement in Copenhagen.



THANK YOU

## III. 2. Keynote Lecture 2

### “Developing Local Capacity”

**Dr. John Clammer (Adviser to the Rector, Director of International Courses, United Nations University)**

*Dr. John Clammer is Adviser to the Rector and Director of International Courses at the United Nations University, Tokyo. He was formerly a professor of Sociology at Sophia University, Tokyo, where he taught courses on the sociology of department, cultural sociology, the sociology of art and other subjects. He previously taught at the National University of Singapore and at the Centre for Southeast Asian Studies at the University of Hull and has been a visiting professor at several universities abroad, including the University of Kent, the Australian National University, the Bauhaus University in Weimar, Germany, the University of Buenos Aires and his alma mater, the University of Oxford. He has published fifteen books on many aspects of contemporary Asian society and culture. Recent titles include “Japan and its Others: Globalization, Difference and the Critique of Modernity,” and an edited volume “Figured Words: Ontological Obstacles in Intercultural Relations.”*

Under the title “Developing Local Capacity,” Dr. Clammer started his lecture by introducing UN University. The purpose and philosophy of UN University - to serve as a think-tank for the United Nations, to support developing countries to build up their capacities, and to pursue sustainability and peace - was presented along with its basic information and how it functions. Moreover, Dr. Clammer listed some of the Research and Training Centers that work under UNU while emphasizing how UNU seeks creativity and knowledge to solve the global problems. The importance of the linkages among global, social, and human systems was stressed as well. In regards to the overall topic of the Global Seminar, Dr.



Clammer concluded his lecture by introducing associated communities with UNU that aim to address the issues of climate change and sustainable development.

## UNU Activities

### Developing local capacity

Srikantha Herath  
Senior Academic Program Officer  
Institute for Sustainability and Peace  
United Nations University  
Tokyo, Japan

## Outline

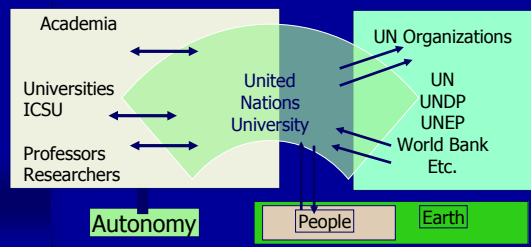
- \* Introduction to UNU
- \* UNU Institutions
- \* Institute for Sustainability and Peace
- \* Types of programs
- \* Local capacity development example: Training program on flood risk assessment
- \* Proposed graduate program

## What is UNU?

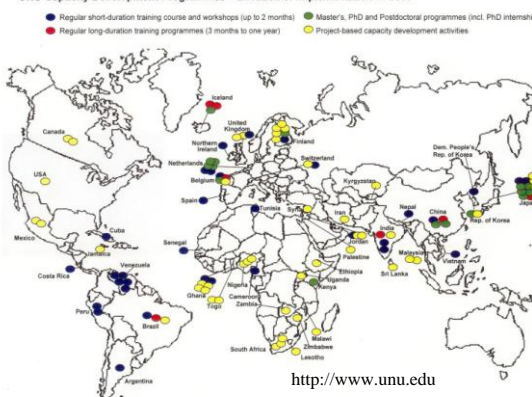
- \* The United Nations University (UNU), an autonomous organ of the United Nations, is an international community of scholars engaged in research, postgraduate training and the dissemination of knowledge seeking sustainable solutions to pressing global problems, supporting UN system
- \* Think tank
- \* Support developing countries
- \* HQ located in Tokyo, Rector (USG), 3 VRs
- \* Institute for Sustainability and Peace
- \* 14 UNU Centers world wide
- \* Financed by voluntary contributions – host countries and research grants

- \* A think-tank for the United Nations
- \* A platform for innovative, creative ideas
- \* A builder of capacities

Information: Research Results, Data, Knowledge, Concept, Ideas  
Analysis & Results, Evaluation, Innovative & Creative Ideas



UNU Capacity Development Programmes – Location of Implementation in 2003



## Elements of the UNU family

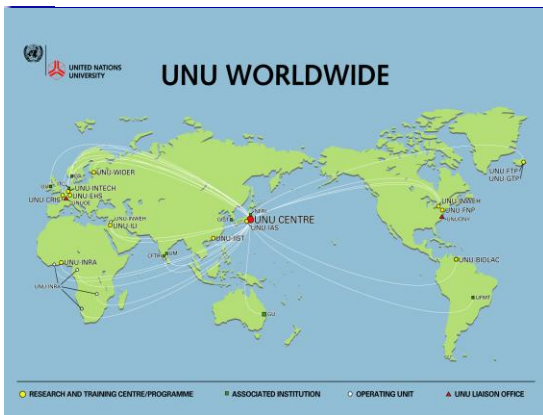
- \* UNU Centre
  - \* The work of UNU Centre is divided between support for the Rector, institutional planning and policy formulation (Office of the Rector) and research (UNU-Institute for Sustainability and Peace) addressing, in an integrated manner, climate change, peace and security and international development
- \* Research and Training Centres and Programs
- \* Associated Institutions
- \* Cooperating Institutions
- \* International Operating Units
- \* Networks

## Research and Training Centers

- \* Currently 14 RTCs.
- \* **UNU World Institute for Development Economics Research (UNU-WIDER), Helsinki, Finland**, the University's first research and training centre, provides original analyses of emerging topics and offers policy advice aimed at the sustainable economic and social development of the poorest nations.
- \* **UNU Maastricht Economic and social Research and training centre on Innovation and Technology (UNU-MERIT), Maastricht, The Netherlands** develops fresh insights into the emergence, spread and impacts of new technologies, especially in developing countries.
- \* **UNU Programme on Environment and Human Security (UNU-EHS), Bonn, Germany** focuses on the assessment of vulnerabilities and coping capacities of affected communities facing natural hazard events and potential technological disasters.
- \* **UNU Institute for Natural Resources in Africa (UNU-INRA), Accra, Ghana** with Operating Units on: Mineral Resources in Lusaka, Zambia; Application of Computer Technology to the Management of Natural Resources in Yaounde, Cameroon; Socio-economic Aspects of the Management of Natural Resources in Abidjan, Côte d'Ivoire; and Coastal and Marine Resources in Henties Bay, Namibia.
- \* **UNU International Network on Water, Environment and Health (UNU-INWEH), Hamilton, Ontario, Canada** focuses on the global water crisis that impacts the lives of millions of people and is a serious impediment to global sustainable development. It undertakes integrated and demand-driven capacity development and supporting policy-relevant research to improve water management in developing countries.

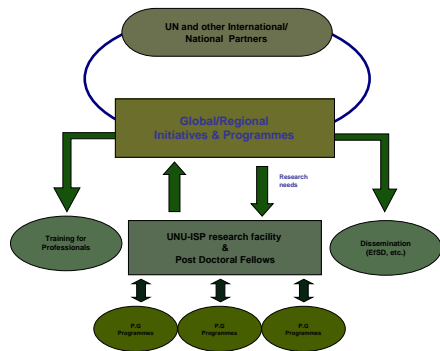
## Associated Institutes

- \* Currently 22 institutions
- \* **Global Fire Monitoring Center (GFMC), Max Planck Institute for Chemistry, Freiburg, Germany**
  - \* GFMC and UNU, through its research and training programme in Bonn, the UNU Institute for Environment and Human Security (UNU-EHS), are carrying out a joint initiative to support in academic terms the wildland fire community organized under the United Nations system. The cooperation will serve different UN agencies and programmes by delivering mandate-oriented/policy-relevant information, research and capacity development.
- \* **Asian Institute of Technology (AIT), Bangkok, Thailand**
  - \* UNU and AIT conduct research and capacity building projects on Urban Futures and Water Management supported by distance education and information dissemination.



### Research Implementation

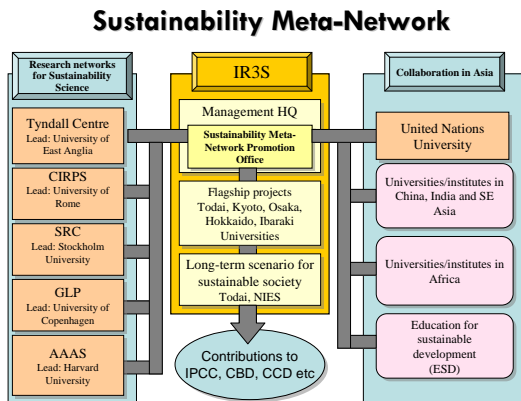
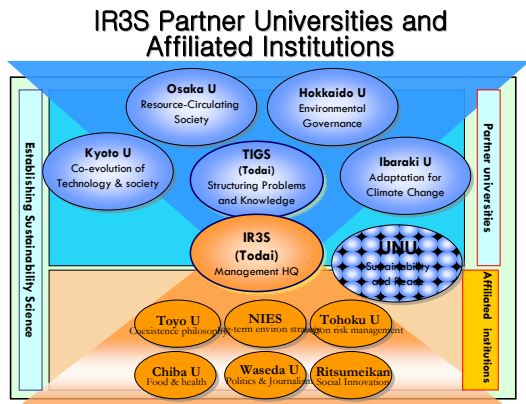
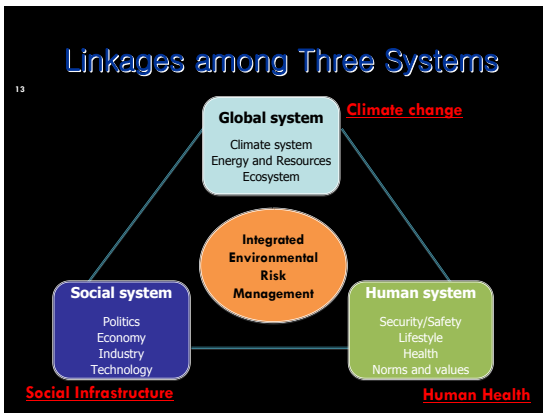
- \* Multi-disciplinary
- \* Involve Universities/Research Institutes and governments in research projects
- \* Make use of international networks involving developing countries
- \* Through **graduate and post graduate programmes**, on line course, **distance learning modules**
- \* **In-house research with Post-docs and Visiting faculty**
- \* Currently not awarding degrees, but will be starting post graduate degree programs from 2010



### UNU-Institute for Sustainability and Peace

- UNU-ISP became operational on 1st of January 2009 integrating former Environment and Sustainable Development and Peace and Governance Programmes at the UNU in Tokyo to create trans-disciplinary synergies that can more effectively address pressing global problems of human survival, development and welfare.

- Global change and sustainability
- Peace and security
- International cooperation and development



### Research Topics in Asia Addressed at GCS

- Climate change adaptation. 4 country/8 studies
- Pollutant measurement: 11 country program
- Extreme flood risk assessment: 12 country, 5 ongoing
- Land and forest management, Agro and bio diversity, Indo-China
- Capacity Development: joint post graduate research programs



## Global Change and Sustainability(GCS)

### Activity Highlights

#### □ *Integrated Environmental Modeling*

- Relationship between Integrated water resources management, disaster risk management and climate change adaptation strategies
- An international conference 'Cooperative Actions for Disaster Risk Reduction' foster closer cooperation between wind engineering community and the disaster management community was organized at UNU from 4-6 March by the International Association for Wind Engineering, UNU, UN/ISDR, ADRC, and Global Center for Excellence at Tokyo <sup>17</sup> Polytechnic University. It was decided to

## Global Change and Sustainability(GCS)

### Activity Highlights

#### • *Rural Sustainability in Fragile Ecosystems*

- Developing new options and advanced capacity for sustainable land management adapting to global changes in the mountainous region of the mainland Southeast Asia extending to the Eastern Himalaya (MMSEA) and in the dry regions of N. Africa and Asia.
- As a member of the UNU project network for MMSEA, Yunnan University Nationalities Research Institute (YNU-NRI) has mobilized 5 university partners in southwest China to establish a network on culture and environment for promoting research and capacity development for the conservation and sustainable development of ethnic cultures and environments. The Agreement of Cooperation between UNU-ISP and YNU-NRI to develop this network was signed in Kunming on 24 March 09. 2 PhD students associated with the UNU network completed their studies

## International Cooperation and Development (ICD)

### Activity Highlights

#### □ *Education for Sustainable Development in Africa (ESDA)*

- On 27 February, UNU-ISP staff presented Peace & Security issues at the symposium, "The Role of Universities in the Promotion of Education for Sustainable Development in Africa", which was a part of an ongoing ESDA symposium focused on sustainability challenges in Africa. It was decided in higher education to meet these ch



## Global Change and Sustainability(GCS)

### Activity Highlights

#### □ *Monitoring and Assessment Network for Asian Governance of Environment (MANAGE)*

- Capacity development for water quality monitoring in Asian countries and support higher education sector in least developed countries in environmental management
- The "Environmental Monitoring and Governance in the Asian Coastal Hydrosphere" project supported by Shimadzu Corporation since 1996 held a conference to commemorate successful completion of the fourth phase. The symposium discussed roles of academic and private sectors in the implementation of the Stockholm Convention. Both Stockholm Convention Secretariat and UNIDO representatives emphasized on the importance of the two sectors' involvement, particularly they encouraged the Japanese players to join such international efforts. The UNU Director Prof

## Global Change and Sustainability(GCS)

### Activity Highlights

#### • *Global Environment Information Centre*

- Environmental information dissemination and promoting community based solutions for adapting to climate and environmental change
- GEIC, UNEP and IUCN Bangladesh have continued "Community-based Implementation and Compliance of MEAs - Biodiversity related issues in linkage to climate variability (CICMEA)" project in Bangladesh to analyze community-based implementation of multilateral environmental agreements on biodiversity issues in linkage to climate variability, February 2008- January 09. Both regional and local workshops have reached out to more than 600 people and cover all the major types of ecosystems in Bangladesh. The results were presented at the International Conference on Community Based Adaptation (CBA) at Sheraton Hotel, Dhaka on 22-24 February 09. Field visit 19-21 February 09 to Khulna city and Mongla at the Southwest of Bangladesh.
- "GEIC Symposium on Communities' was organized to discuss "Responses to Climate Change - Integrating Scientific





### III. 3. Special Lecture 1

#### **Ms. Kyung Im Kim (Former Ambassador to the Government of Tunisia)**

*Ms. Kyung Im Kim graduated from Seoul National University, majoring in Aesthetics. She studied in Keio University, Japan and also in Akron Law School from University of Ohio. She was the first woman in Korea to pass the Higher Civil Service Examination for the Ministry of Foreign Affairs. From 1978 to 2007, she worked as a diplomat in various places such as Tokyo, New York, Paris (UNESCO), New Delhi, and Brussels and also served as the Tunisian Ambassador. Ms. Kim was able to develop an international perspective about the issue of returning cultural properties as she worked as the Cultural Diplomatic Director in the Ministry of Foreign Affairs and Trade. She was the advisor to the returning Waegyujanggak books from France by the government of Korea. Moreover, she lectured about returning cultural properties at Sungkyunkwan University as a visiting professor from September 2006 to August 2007. As one of the few cultural diplomats in Korea, she published "The Needle of Cleopatra" in March 2009, a book about stolen cultural properties, based on the background of her enormous experiences and research in this field.*



Ms. Kyung Im Kim began her lecture by stating that cultural borderline between the east and the west was vague since the very beginning. The lecture proceeded to emphasize the power of culture. Ms. Kim conveyed a central theme that through culture, we can share understandings with other nations and bring everyone together. After the lecture dealing with the topic of culture, Ms.

Kyung Im Kim had a Q&A session with participants about her life-time experience as a diplomat.

### III. 4. Special Lecture 2

**Mr. Jonathan Noble (Curriculum Manager, Department of Education and Children's Services, Government of South Australia)**

*Mr. Jonathan Noble began his career as a teacher in Geography and Physical education in South Australia graduating from Finders University with a Bachelor of Education with Honours in Geography in 1987. He taught in South Australia and the United Kingdom. He completed a Masters Degree from Adelaide University in Environmental Studies in 1993 and taught at Kodaikanal International School in India in the following year. Returning to Australia, he began working as an environmental projects manager with various organizations until 2004 when he was employed by the South Australian Government Department of Education and Children's Services (DECS) as the Curriculum Manager, Education for Sustainability. DECS is the second largest Government Department in South Australia and is responsible for 600 schools and 400 preschools. Curriculum Managers are responsible for curriculum innovation, policy development and teacher training and support across South Australia. He also works with the Australian Government in the National Environmental Education Network (NEEN) and the Australian Sustainable Schools Initiative (AuSSI) both managed by the Australian Department of the Environment, Water, Heritage and the Arts.*

The last lecture of the seminar was on Education for Sustainable Development. Mr. Noble gave a lecture using the Australian model of ESD. After a brief introduction of South Australia, it was made clear that Education for Sustainable Development is about the content and processes of education, borrowing from the quote by UNESCO Director General, Mr. Matsuura. Mr. Noble also stressed that the ESD approach should be broadened, not limited to certain topics. Along with this issue, how Australia responded to the objectives of Decade for Education for Sustainable Development was presented. Mr. Noble stated that awareness raising education is not enough to create actual changes; action has to take place. Mr. Noble emphasized that skills, capacity, motivation to plan and manage change, critical thinking, participation and action by people of all ages - including the youth - and shifting paradigms are keys to ESD.



## IV. MODEL UNESCO CONFERENCE ON SUSTAINABLE DEVELOPMENT

### IV. 1. Journals

#### IV.1. A. Journal: Summary of Debates (Opening Speech)

##### Header

<b>Date</b>	Monday, 6 July 2009	<b>Organ</b>	Plenary Session
<b>No. meeting</b>		<b>Hour</b>	4:42PM – 5:57PM

<b>Chairperson</b>	Mr. Kim
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##### Summary of Debate(s)

<b>Debate status</b>	Opening Session	Speech	<b>Debate No.</b>
<b>Items considered</b>	General Policy Debate		
<b>Summary</b>	<p>For Opening Speech Session, all 19 Delegations were present.</p> <p>General Policy Debate took place at the first plenary session. All Delegations were given 5 minutes to deliver their speech. Many of the Delegations used this time to discuss about their national policies and other efforts to overcome the problems regarding the issue of the Sustainable Development.</p> <p>The order of speakers were the following:</p> <p>Kazakhstan, Italy, Turkey Argentina, Germany, Sudan, Malaysia, Brazil, Japan, Russia, Mongolia, United States of America, Republic of Korea, China, Denmark, South Africa, Canada, Kenya, Nigeria</p> <p>The Session closed at 10:55 AM.</p>		

#### IV. 1. B. Journal: Summary of Debates (Commission 1)

##### Header

<b>Date</b>	Tuesday, July 7, 2009	<b>Organ</b>	Concurrent Commission Session
<b>No. meeting</b>	1	<b>Hour</b>	From: 9.08 a.m. To: 10.42 a.m.

<b>Chairperson</b>	Ms. Nam Su Mi
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##### Summary of Debate(s)

<b>Debate status</b>	General Policy Debate	<b>Debate No.</b>	Debate 1
<b>Items considered</b>	<ul style="list-style-type: none"> <li>- Introduction of the Agenda Item</li> <li>- Explanation of the Organization of Work of the Session</li> <li>- General Policy Debate: Action on Climate Change</li> </ul>		
<b>Summary</b>	<p>All 19 delegations were present and voting. However, delegations of Kazakhstan, Kenya, and Republic of Korea were not present for the roll-call.</p> <p>Ms. Chairperson welcomed all participants and declared the opening of the Concurrent Commission Session 1.</p> <p>Mr. Secretary to the Conference made an announcement regarding the Organization of Work of the Session.</p> <p>During the General Policy Debate, a total of 17 Delegations, except for the Delegations of Kazakhstan and Republic of Korea, talked about their stance toward the topic, "Action on Climate Change".</p> <p>After the speeches, two motions were made to suspend the meeting to further comment on the issues mentioned during the first session.</p> <p>The session closed at 10.42 a.m.</p>		

##### Header

<b>Date</b>	Tuesday, July 7, 2009	<b>Organ</b>	Concurrent Commission Session
<b>No. meeting</b>	2	<b>Hour</b>	From: 2.03 p.m. To: 5.40 p.m.

<b>Chairperson</b>	Ms. Nam Su Mi
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##### Summary of Debate(s)

<b>Debate status</b>	Item Debate	<b>Debate No.</b>	Debate 2
<b>Items considered</b>	<ul style="list-style-type: none"> <li>- Building and maintaining the climate change knowledge base: Science, assessment, monitoring, and early warning system.</li> <li>- Sub-Items</li> </ul>		

<b>Summary</b>	<p>The second session resumed at 2.03 p.m.</p> <p>After the proposal by the Delegation of Brazil, the meeting was suspended to further discuss about the proposal. While the Delegations were debating about the issue, it was suggested by Ms. Chairperson that it would be more efficient to finish the List of Speakers first and to concentrate on the critical points rather than leaving the discussion broad.</p> <p>There were a total of 21 focal points raised by the Delegations of Brazil, the United States of America, Italy, Denmark, Sudan (with the support of Nigeria, Kenya, and Mongolia), Argentina, and Russian Federation. Among the 21 points mentioned, 13 were reduced due to repetition and 5 were moved to Agenda Item 2.</p> <p>Three Sub-Items of Agenda Item 1 were decided.          Creating new multilateral institution of research and for sharing information on renewable energy, under UNESCO authority.          Assessing and improving existing program to protect the world heritage, in particular for damaged ones by climate change.          Fresh water issue including irrigation, drought, and the like.</p> <p>Delegations further discussed on the details of each Sub-Items one at a time – either to clarify the specific meaning of the items or to suggest some adjustments to the items.</p> <p>When the initial discussions were over, it was agreed by the Delegations to adjourn the meeting to do more research on the Sub-Items of Agenda Item 1 until the next session on Thursday.</p> <p>The session closed at 5.40 p.m.</p>
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#### Header

<b>Date</b>	Thursday, July 9, 2009	<b>Organ</b>	Concurrent Commission Session
<b>No. meeting</b>	3	<b>Hour</b>	From: 9.09 a.m. To: 10.50 a.m.

**Chairperson**

Ms. Nam

#### Summary of Debate(s)

<b>Debate status</b>	Item Debate	<b>Debate No.</b>	Debate 3
<b>Items considered</b>	<ul style="list-style-type: none"> <li>- Promoting mitigation and adaptation to climate change through enhanced education and public awareness.</li> <li>- Proposed Draft Clauses of Agenda Item 1</li> </ul>		
<b>Summary</b>	<p>A total of 18 Delegations were present and voting. The Delegation of Republic of Korea was absent.</p> <p>The Third Session was conducted as an unofficial meeting.</p> <p>The Delegations voted on and decided three Sub-Items of Agenda Item 2.</p>		

	<p>Water issue (Proposed by Sudan, on behalf of Argentina, Mongolia, and Italy.)</p> <p>Gender issue related to climate change (Proposed by Nigeria and Russia, on behalf of Sudan, Brazil, Mongolia, Argentina, and the United States. Sponsored by Canada, Kazakhstan, Turkey, Italy, Kenya, Germany, Japan, and South Africa.)</p> <p>Education for raising public awareness of climate change. (Proposed by the United States and China, on behalf of Sudan, Brazil, Mongolia, Nigeria, and Argentina. Sponsored by Kazakhstan, Italy, South Africa, Canada, Germany, and Denmark.)</p> <p>Also, four Draft Clauses of Sub-Item 1 under Agenda Item 1 were proposed by Delegations of Brazil and Kenya.</p> <p>The session closed at 10.50 a.m.</p>
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### Header

<b>Date</b>	Thursday, July 9, 2009	<b>Organ</b>	Concurrent Commission Session
<b>No. meeting</b>	4	<b>Hour</b>	From: 2.12 p.m. To: 8.15 p.m.

<b>Chairperson</b>	Ms. Nam
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### Summary of Debate(s)

Debate status	Item Debate	Debate No.	Debate 4
<b>Items considered</b>	<ul style="list-style-type: none"> <li>- Draft Clauses</li> <li>- Writing the Preamble and Operative Clauses</li> <li>- Voted on the Draft Resolution</li> </ul>		
<b>Summary</b>	<p>The fourth session resumed at 2.12 p.m.</p> <p>Under Agenda Item 1, Sub-Item 1: 3 Draft Clauses were approved by voting. (Proposed by Brazil, on behalf of the United States.) Sub-Item 2: 3 Draft Clauses were approved by voting. (Proposed by Italy on behalf of Canada, South Africa, and Nigeria.) Sub-Item 3: 8 Draft Clauses were also approved by voting. (Proposed by Sudan and Kenya, on behalf of Mongolia, Argentina, Brazil, Germany, Turkey, Italy, Kazakhstan, Denmark, Nigeria, and Republic of Korea.)</p> <p>Under Agenda Item 2, Sub-Item 1: agreed to be removed by voting, since there was no proposed Draft Clause. Sub-Item 2: 9 Draft Clauses were approved by voting. (Proposed by Nigeria, Russia, the United States, and China, on behalf of Sudan, Brazil, Mongolia, and Argentina.) Sub-Item 3: 4 Draft Clauses were approved by voting. (Proposed by Sudan and the United States, on behalf of Mongolia, Argentina, and Italy.)</p> <p>The main Delegations who wrote the approved Draft Clauses gathered together in two groups, each for Agenda Item 1 and 2, to discuss about</p>		

	<p>the Preamble and Operative Clauses of the Draft Resolution.</p> <p>After the discussion was complete, Ms. Chairperson declared the opening of the official session. All 19 Delegations were present and voting.</p> <p>The Delegations who made the Draft Resolution circulated the document. The document was confirmed by signatures from all Delegations. GS/COM1/DR.1 and GS/COM1/DR.2 were both approved by acclamation without voting.</p> <p>The session closed at 8.15 p.m.</p>
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#### IV.1. C. Journal: Summary of Debates (Commission 2)

##### Header

<b>Date</b>	Tuesday, 7 July 2009	<b>Organ</b>	Concurrent Commission Session
<b>No. meeting</b>	1	<b>Hour</b>	9:14 AM- 10:55 AM

<b>Chairperson</b>	Mr. Bang
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##### Summary of Debate(s)

<b>Debate status</b>	General Policy Debate	<b>Debate No.</b>	
<b>Items considered</b>	General Policy Debate		
<b>Summary</b>	<p>For Concurrent Commission Session 1, all 19 Delegations were present.</p> <p>At the first Session, General Policy Debate took place. All Delegations were given 3 minutes to deliver their speech regarding the issue of Education for Sustainable Development. Many of the Delegations mainly focused on their policies and national strategies.</p> <p>The United States of America and Denmark were two main discussion leaders in this Session. They made speeches that called upon for strong actions and initiatives for problems that the international community is facing.</p> <p>The Session closed at 10:55 AM.</p>		

##### Header

<b>Date</b>	Tuesday, 7 July 2009	<b>Organ</b>	Concurrent Commission Session
<b>No. meeting</b>	2	<b>Hour</b>	2:10PM – 5:51PM

<b>Chairperson</b>	Mr. Bang
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##### Summary of Debate(s)

<b>Debate status</b>	Agenda Debate	<b>Debate No.</b>	
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<b>Items considered</b>	<p>Agenda Policy Debate  Agenda 1: Increasing approachable quality primary education  Agenda 2: Re-shaping current education system  Agenda 3: Public awareness and understanding on sustainable development</p>
<b>Summary</b>	<p>For Concurrent Commission Session 2, all 19 Delegations were present.</p> <p>Agenda Debate took place at the second session of Commission 2. Although the discussions often deviated from the designated Agenda, many of the Delegations were able to come up with possible ideas and suggestions for the draft resolution on the issue of ESD.</p> <p>There was a general consensus on the idea that a universal organization that only deals with the issue of ESD in terms of education, funding (aid), monitoring is needed.</p> <p>Kenya, Nigeria, Mongolia, and the United States of America were the key Delegations in discussing about the creation of new institution. Other Delegations including Denmark, Brazil, China, and Kazakhstan also contributed to the details of such idea.</p> <p>The Session closed at 5:51PM.</p>

#### Header

<b>Date</b>	Thursday, 9 July 2009	<b>Organ</b>	Concurrent Commission Session
<b>No. meeting</b>	3	<b>Hour</b>	9:10 AM- 10:49 AM

**Chairperson**

Mr. Bang

#### Summary of Debate(s)

<b>Debate status</b>	Agenda Debate & Introduction of the Draft Resolution	<b>Debate No.</b>	
<b>Items considered</b>	<p>Agenda Debate  Item 3: Public Awareness and understanding on sustainability  Item 4: Provision of training infrastructure  Item 5: New mechanism for global cooperation for ESD</p> <p>Introduction of the Draft Resolution  Brazil's Draft Resolution  China's Draft Resolution</p>		

<b>Summary</b>	<p>For Concurrent Commission Session 3, all 19 Delegations were present.</p> <p>At the third Session, the Agenda Debate took place. Starting from Item 3 to Item 5, the Commission focused on discussing these items in depth. Most of the Delegations introduced their national policies and systems regarding each Item to the Commission. The United States of America, China, and Denmark were the main speakers in the Item discussions.</p> <p>After the Agenda Debate, the United States of America moved a motion to Adjourn the meeting for 30 minutes on the reason that the Commission needs a break before moving to the next process of the meeting.</p> <p>The Commission then turned to the process of introducing the Draft Resolutions prepared by Brazil and China. Each Delegation was given five minutes each to come up to the podium and briefly explain about their Draft Resolution.</p> <p>The Session closed at 10:49 AM.</p>
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**Header**

<b>Date</b>	Thursday, 9 July 2009	<b>Organ</b>	Concurrent Commission Session
<b>No. meeting</b>	4	<b>Hour</b>	2:15 PM- 6:00 PM

<b>Chairperson</b>	Mr. Bang
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**Summary of Debate(s)**

<b>Debate status</b>	Introduction, Discussion of the Draft Resolution	<b>Debate No.</b>	
<b>Items considered</b>	Introduction of the Draft Resolution The United States of America's Draft Resolution Discussion of the Draft Resolution Brazil's Draft Resolution China's Draft Resolution USA's Draft Resolution		
<b>Summary</b>	<p>For Concurrent Commission Session 4, all 19 Delegations were present.</p> <p>In the beginning of the Session, the United States of America presented its Draft Resolution.</p> <p>The Commission then moved to the process of Discussion of the Draft Resolution. The Delegations spent most of their time discussing and making amendments on Brazil's Draft Resolution. Because the Draft</p>		

	<p>Resolution of Brazil was originally derived from long-hours of unofficial meetings, there were no major changes made to the content. The distinguished Delegations from Kazakhstan, Germany, Denmark, USA, Nigeria, and Mongolia actively engaged in the amendment process, thereby amending the weak points of Brazil's Draft Resolution.</p> <p>Due to the critical problem in sponsorship issue, the Draft Resolutions prepared by China was withdrawn through secret voting. In addition, the United States of America's Draft Resolution was also withdrawn from the meeting because many of the contents overlapped with Brazil's Draft Resolution.</p> <p>The Commission then moved to the voting procedure. As a result, Brazil's amended Resolution was adopted by consensus.</p> <p>The Session closed at 6:00 PM.</p>
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#### IV.1. D. Journal: Summary of Debates (Joint Conference)

Header			
<b>Date</b>	Thursday, July 9, 2009	<b>Organ</b>	Plenary Session
<b>No. meeting</b>	2	<b>Hour</b>	From: 8.47 p.m. To: 10.00 p.m.

<b>Chairperson</b>	Mr. Kim Kyong Min
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#### Summary of Debate(s)

<b>Debate status</b>	Joint Conference	<b>Debate No.</b>	
<b>Items considered</b>	- Reports from Commission 1 and 2 - General Declaration		
<b>Summary</b>	<p>Delegations of Denmark and Nigeria made speeches.</p> <p>Reports from the Chairpersons of Commission 1 and 2 were delivered.</p> <p>First of all, Commission 1 had 2 Agenda Items and 5 Sub-Items for discussion.</p> <p>Agenda 1: Building and maintaining the climate change knowledge base: Science, assessment, monitoring, and early warning system.            Creating new multilateral institution of research and for sharing information on renewable energy, under UNESCO authority.            Assessing and improving existing program to protect the world heritage, in particular for damaged ones by climate change.            Fresh water issue including irrigation, drought, and the like.            Promoting mitigation and adaptation to climate change through enhanced education and public awareness.            Gender issue related to climate change            Education to promote public awareness</p> <p>The Delegations of Brazil and Nigeria read the Draft Resolution from Commission 1.</p> <p>Commission 2 had 1 Agenda Item and 5 Sub-Items for discussion.            Agenda: Education for Sustainable Development            Increasing approachable quality primary education.            Re-shaping current education programs.            Public awareness and understanding on sustainability.            Provision of training infrastructure.            New mechanism for global cooperation for ESD.            The Delegation of Brazil read the Draft Resolution from Commission 2.</p> <p>All 19 Delegations submitted a sentence regarding the topic, "Sustainable Development" to contribute to the General Proclamation for the Draft Resolution.</p> <p>The session closed at 10.00 p.m.</p>		

#### IV. 1. E. Journal: Summary of Debates (Closing Plenary)

Header			
<b>Date</b>	Friday, July 10, 2009	<b>Organ</b>	Plenary Session
<b>No. meeting</b>	3	<b>Hour</b>	From: 10.22 a.m. To: 11.00 a.m.
<b>Chairperson</b>	Mr. Kim Kyong Min		
Summary of Debate(s)			
<b>Debate status</b>	Closing Plenary	<b>Debate No.</b>	
<b>Items considered</b>	- Closing Speeches - Voted on the Draft Declaration		
<b>Summary</b>	<p>All 19 Delegations were present.</p> <p>Delegations of Sudan, China, and Turkey delivered their closing speeches.</p> <p>Afterwards, the Draft Declaration was read by every Delegation.</p> <p>All 19 Delegations voted for the Draft Declaration, and finally the Draft Declaration was adopted by the General Conference.</p> <p>Mr. Kim Kyong Min, the President made some concluding remarks to congratulate all the participants and the result of the conference.</p> <p>The session closed at 11.00 a.m.</p>		

## **IV. 2. Minutes**

### **Minutes of the Opening Speech Session During the Model UNESCO Conference on Sustainable Development**

Monday, July 06, 2009  
Korea UNESCO Peace Center  
(4:02PM - 5:57PM)

## **I. Attendance**

All 19 Delegations attended the meeting.

## **II. Opening of the Session**

The President declared the opening of the Opening Speech Session.

Moment of Silence: for the distinguished personalities who have passed away.

## **III. Introducing the General Committee**

The President introduced Ms. Nam Su-Mi, the Chairperson of the Commission 1. Then, he introduced Mr. Bang Jun-Shup, the Chairperson of the Commission 2.

## **IV. Address by the President**

Excellencies, leaders of delegations, distinguished ladies and gentlemen, I am delighted to welcome you all to UNESCO Peace Center for the meeting of Model UNESCO Conference. This year, 76 of you have made the effort to travel from near and far to take part in the meeting. You will all understand me when I say that I am proud to be here with you today. It is pleasure to preside over the conference which is full of passionate and capable delegates.

It is another pleasure of mine to work in UNESCO. UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. This role is critical, particularly in the face of terrorism, which represents a denial of the principles and values of the United Nations Charter and an attack against humanity. The world urgently requires global visions of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO's mission and activities.

It was hard work to enhance the ideal vision. We often witness the violation of human rights in our daily life. Poverty still exists in our neighborhood. Although many people around the world have a concern with the issues and make an effort to cure the ills of the world, problems will not disappear. Our hard work, therefore, will continue. And it is the reason why we are here today. We should not give up our vision for the reason that it is hard to achieve. Rainer Maria Rilke said in *Letters to a Young Poet* that "Something is difficult must be one more reason for us to do it." Because something difficult always contains the important value. Love is difficult, but we do not give up because we know that love is inevitable value in our life. This is same for our works, too. We cannot give up the hard work to make our world better for future generation. I believe that all of you sitting here have the same notion in mind. So the last question remaining is how can we make our world better.

Dear friends, may the Model UNESCO Conference mark another step towards a UNESCO that is even stronger and even more credible and relevant than it is today. Thank you all.

## **V. Address by the Director-General**

Mr. President of the Model UNESCO General Conference, Mr. and Ms. Chairpersons of the Commissions, distinguished Delegates, ladies and gentlemen,

On behalf of the organizer, it is my great pleasure and honor for me to welcome you all warmly to the Model UNESCO Conference 2009. It is a great honor and privilege for me, in my capacity as the Director-General of the Model UNESCO Conference, to extend a heartfelt welcome to all delegates, and to renew to you the assurances of my highest consideration.

In the last century, the human race witnessed an enormous economic growth. The dawn of a new millennium was greeted with high hopes. A decade into the 21<sup>st</sup> century, however, all we

hear from the news are persistent poverty, instable governments, global economic crises, religious conflicts; challenges that have arisen mostly due to human actions.

Unsustainable production and consumption that created climate change is not only affecting our ecosystem, but the very core of our everyday lives. Unsustainable economic development resulted in global economic crises that toppled every sector of business in the world like a domino.

The uneven distribution of wealth has created an irony where one part of the world is dying of hunger, and the other of obesity. Unequal education opportunities led to the widening gap between those who are unequipped with knowledge, and those with nothing. Indeed, the world is coming apart at the seams.

Distinguished delegates, between 1970 and 1995, the world lost 30% of its natural wealth, based on measure of the state of forest, freshwater and marine environments. More than 113 million children have no access to primary education. 880 million adults are illiterate, and gender discrimination continues to permeate education systems and the quality of learning and the acquisition of human values and skills fall far short of the aspirations and needs of individuals and societies.

Only those caught deep in denial can ignore the mountain of scientific data about destructive effects of human activities on the Earth. Only those who choose not to see can ignore the human tragedies unfolding before our eyes evident in poverty, malnutrition, and violence. That paradigm must be replaced by one that places us in the web of life as citizens of the biotic community. We must come to see ourselves as implicated in the world, not simply isolated, self-maximizing individuals.

Distinguished delegates, a sustainable society is one that can persist over generations, one that is far-seeing enough, flexible enough, and wise enough not to undermine either its physical or social systems of support.

The sustainability transition is the process of coming to terms with sustainability in all its deeply rich ecological, social, ethical and economic dimensions. It is about new ways of knowing, of being differently human in a threatened but cooperative world. Sustainability also means working to understand and realize sustainability values. It's about creating the conditions of survival, security and wellbeing for all.

Distinguished delegates, we are gathered here to talk about sustainable development. But more importantly, we are gathered to discuss the future of the next generation. Every statement, every action, every knowledge that you share with fellow delegates should be an echo that will resonate and impact all corners of our world. For these reasons, I fully appreciate the importance attached by Delegation to social and human sciences in the consideration of the social dimension of sustainable development.

On behalf of all the Members of the Secretariat, and in my own name, let me wish you a very fruitful Conference filled with enriching dialogue and exchange, and the successful accomplishment of your vital work.

Let us continue to work together so that the consensus we have built is carried beyond these walls, helping to foster open and respectful dialogue among all peoples of the world. Thank you.

## **VI. Organization of the Work of the Session**

The President asked the Delegations for any comments or objections about the "Organization of the Work of the Session". There were no objections about the document.

*The President approved the "Organization of the Work of the Session".*



## VII. General Policy Debate (General Summary)

### Kazakhstan

The Delegation of Kazakhstan claimed that sustainable development is the major goal in national policy agenda for Kazakhstan. The Delegation viewed that the issue of Climate Change (hereafter CC) and Education for Sustainable Development (hereafter ESD) is very urgent and important. Then, he introduced some major efforts that are made by the Kazakh government.

As for the actions on CC:

1. The government implemented the concept of "Energy Saving" in the law of Kazakhstan.
2. The government has been actively involved in signing and initiating many treaties such as Kyoto Protocol and IPCC.
3. The *Forest of Kazakhstan Project* was initiated to raise the percentage of forest from 3.7% to 4.6% by 2010.

For ESD:

1. On city and school levels, nationally-oriented *State-Run Program of Education Development in Kazakhstan for 2005-2010* has been implemented. This program promotes new primary school curriculum educates environmental and ethical awareness, values and behavior consistent with sustainable development.
2. For higher education, NGOs have been encouraged to take active parts in implementation of both national and regional projects on ESD in cooperation with the Ministry of Education and Science of Kazakhstan.

### Italy

The Delegation of Italy pointed out that Italy is in the front line of CC due to its Geographical location in Europe. In addition, she pointed out that the nonrenewable cultural heritage is being seriously damaged by CC which the estimate damage cost is around 50 billion Euros per year. The Delegation also discussed about the serious education gap between Northern and Southern part of Italy. At the last part of her speech, the Delegation urged UNESCO and other Delegations for international support and cooperation on the issue of CC and ESD.

### Turkey

The Delegation of Turkey claimed that although Turkey participated in the United Nations Framework Convention on Climate Change (UNFCCC) and ratified Kyoto Protocol in 2008, there are still many problems that need to be solved. The Delegation also argued that the solution to the problem should be dealt with the increased international cooperation and more responsibility relating to the issue. In terms of education, implementation of DESD in the common school curriculum with the cooperation of NGOs and other local administrations is one of the efforts made by the Turkish government. The Delegation of Turkey made a point that Turkey not only welcomes the education to its own people but also to other nations as a whole.

### Argentina

The Delegation of Argentina claimed that Argentina views sustainable development as the 'Only Way'. Yet, the Delegation told the other Delegations that extreme poverty and lack of education that exists in Argentina makes it hard to achieve such goal. Then, he emphasized the importance of public awareness for implementing ESD. In his speech, the Delegation of Argentina asked for financial and Technical cooperation from the International Community and UNESCO to lower the Green House Gas (hereafter GHG) level and increase the efficiency of energy.

## **Germany**

The Delegation of Germany claimed that Germany takes a very strong stance on the issue of sustainable development. To support her claim, she introduced the *National Plan of Action for ESD* by the end of 2004 that were compiled by the German Commission for UNESCO. The Delegation viewed that those Actions must be taken on three levels – National, State, and Individual Level. Furthermore, the Delegation recommended others to set their National Action Plans according to their regional circumstances and take more responsibility in each level.

## **Sudan**

The Delegation of Sudan started by discussing about the devastating situation that Sudan has been facing. The Delegation claimed that due to the lack of infrastructure for both industry and education, and continuing political instabilities, the matter of survival is the biggest problem for Sudanese people. In terms of education, the Delegation stated that many of the Sudanese children can't go to school because they have to work or search for food to support their family. She emphasized that sustainable education is the key solution to solve this problem. Specifically, she asked for international support for the basic infrastructures in order to provide primary education to Sudanese children.

## **Malaysia**

The Delegation of Malaysia claimed that Malaysia fully understands that CC and ESD are critical issues of sustainable development. The Delegation viewed that CC is an inevitable challenge that we, as a united global society, has to work on. Domestically, as the Delegation of Malaysia mentioned, Malaysia has instituted several programs to keep track of sustainable measures and has been an active participant of international conventions regarding protection of biodiversity and reducing emission of GHG. In the field of ESD, the Delegation stated that Malaysia is struggling to improve its basic training system to efficiently address the sustainability concerns.

## **Brazil**

The Delegation of Brazil viewed that sustainable development can only be pursued by vigorous planning and collective efforts. In terms of Brazil's effort to fight against CC, the delegation introduced the project that is organized by the Ministry of Environment to stop the deforestation of the Amazon which is already showing its effectiveness. Brazil has taken active measures which includes reducing credit access to illegal loggers and ranchers, seizing agricultural products and cattle produced on illegal deforested lands; in addition, the Delegation also asked for international contribution to the *Amazon Fund* to promote more projects to preserve the forest. In the education sector, the Delegation of Brazil mentioned the ongoing innovative program that is aimed at implementing a strategy for regional sustainable development.

## **Japan**

The Delegation of Japan, firstly, explained Japan's domestic and international effort on CC. Domestically, under the supervision of Environment Agency, Japan is following the mid-term and long-term strategy to reduce GHG by 2050. In the international level, Japan is striving to preserve the regional environmental integrity and promote intra-regional cooperation through dialogues on environmental policies at the Environment Congress for Asia and the Pacific. In addition to this, the Delegation of Japan briefly mentioned that the government is currently promoting ESD through long-term plans.

## **Russian Federation**

The Delegation of Russia viewed that the role of Russia is crucial in dealing with global problems like CC, since Russia is the country that is at the junction of the Developed countries and Developing countries. The Delegation demonstrated that Russia is actively involved on the

issue of CC and ESD: Russia is currently in many multilateral agreements and participating in many of the international climate change negotiations under the UNFCCC, G8 and others. Moreover, Russia is also a fully fledged participant in international organizations related to the sustainable development, nature conservation and human welfare. Domestically, laws are being strictly adopted by the government for the recognition and practices of sustainable development. The Delegation of Russia suggested that the international community must cooperate with each other and fix the mid-term GHG emission target by 2020 while monitoring it strictly through internationally reliable organization like the UN.

### **Mongolia**

The Delegation of Mongolia claimed that due to the effect of CC, Mongolia is suffering from serious desertification and water shortage. For this, the Delegation stated that the Mongolian government is doing its best to stop the desertification and to improve the education system by monitoring the process of desertification in the Gobi. However, she added that due to the economic difficulties and lack of relevant experience, knowledge, and infrastructure such projects can't be simply organized solely by the Mongolian government. Thus, the Delegation suggested introducing a *Carbon Tax* and making emissions trading more active and flexible while expecting a decrease in GHG emission level. In terms of ESD, she asked for worldwide collaboration to develop low-carbon-emitting and eco-friendly industrial infrastructure and shorten the gap of education level between urban and rural area.

### **United States of America**

The Delegation of USA stated that the global community has the responsibility to take actions to protect environment and address such issues. Then, the Delegation introduced some of the several sustainable development initiatives that were announced by the US government in *Johannesburg summit*:

#### *The Clean Energy Initiative*

This initiative seeks to provide millions of people with new access to energy services, increase the efficiency of energy use, and significantly reduce readily preventable deaths and respiratory illnesses associated with motor vehicle and indoor air pollution.

#### *The Water for the Poor Initiative*

This initiative aims to expand access to clean water and sanitation services, improve watershed management, and increase the efficiency of water use in industrial and agricultural activities.

#### *Supporting Entrepreneurs for Environment and Development (SEED)*

This initiative is aimed to present awards to local-level applicants who advance innovative and promising approaches to solving problems of environment and improve water service in poor communities and to promote sustainable, nonpolluting agriculture.

Internationally, the Delegation pointed out that USA, as a party to the UNFCCC, is engaged in numerous multilateral and bilateral treaties and agreements on CC. In terms of ESD, the Delegation of USA recommended that all nations need to set educational curriculums that include compulsory lessons on studying sustainable development in order to raise the awareness of sustainable development.

### **Republic of Korea**

The Delegation of Republic of Korea repeatedly claimed that the government of Korea has worked and continually will work on sustainable development from both national and international perspectives. Then, the Delegations enumerated policies and treaties that the Korean government is actively involved in at the moment such as the *Environmental Education Promotion Act* enacted in 2008, and Korea's membership in *Environmental Integrity Group*. Viewing CC and ESD as a global problem, the Delegation of Republic of Korea proposed 2 resolutions for each issue; CC and ESD.

1. For the problem of CC, the Delegation recommended the production of *Smart Grids* throughout developed and developing countries.

The Delegation emphasized that this action would digitalize the systems and grids that supply power which will contribute to the decentralized production of powers.

2. For the problem of ESD, the Delegation suggested the implementation of a *Global Network* of schools and educators for the advancement of education on CC.

The Delegation of Korea stated that this *Global Network* would allow educators to develop the curriculum that they best see fit for their classrooms and share it for other educators. She concluded with accentuating that the international community would have to form the structure of the organization and continue its mechanical maintenance.

## **China**

Borrowing an expression from the former UN Secretary General Koffi Annan, the Delegation of China claimed that the problem of CC is a “problem without passport”. Without the distinction of CC and ESD, the Delegation of China enumerated the policies and programs run by the Chinese government. These include *Green Village Project*, *Environmental Population and Development Program*. The Delegation of China explained that these projects aim at making local villages and communities live in a sustainable manner. He also mentioned the contribution of China in the global community such as acting as a member of *Global Environmental Alliance* with countries like the United States of America.

## **Denmark**

The Delegation of Denmark argued that Denmark joins other countries in blaming multinational companies as the major contributors to these environmental problems, advising that, environment impact assessment must be conducted on *Environmental Developmental Projects in the World*. For such effort, the Delegation emphasized that Denmark is actively running these projects to aid and support the developing nations. In terms of ESD, the Danish Delegation stated that the education system of Denmark has been structured to build on campaigns, persuasions and incentives and some decree of punishment. He also proposed that concrete and elaborated ideas and resolutions will be introduced during the seminar. Finally, the Delegation of Denmark recommended that UNESCO should provide further support and space for the implementation of ESD.

## **South Africa**

The Delegation of South Africa claimed that South Africa is actively committed to addressing issues of sustainable development and has already made significant progress in terms of a number of programs. The Delegation elaborated her point by presenting some of the efforts made by the government of South Africa.

In dealing with the problem of CC:

1. South Africa, with the assistance of UNESCO, joined IOC aiming at reducing disaster risk by incorporating social and policy aspects into ongoing climate-related science projects.
2. A number of projects were launched by National Department of Agriculture to assist the agricultural sector in minimizing the effects of CC.

For the issue of ESD:

1. South African government legalized the education right for everyone while cooperating with UNESCO to achieve the goals and targets of Education for All (EFA).
2. South Africa also tries to expand their mandatory primary school policy to the people in the isolated regions. This is done through expanding the scholarship programs and initiating *Foreign-Exchange Program for Educators*.

## **Canada**

The Delegation of Canada stated that numerous actions have been taken in Canada to raise awareness about the economic, environmental, and social principles of living consistent with the idea of sustainable development.

Some of the actions taken to support ESD:

1. Integration of relevant ESD topics into all other courses in the education curriculum.
2. Raising public awareness through publications, demonstration projects, and delivering course for the governmental organs and agencies.
3. The Canadian International Development Agency (CIDA) has been funding *Canadian College Partnership Program* so that Canadian colleges can work with developing countries to support their education.

Some of the actions taken to deal with the problems on CC:

1. Introduction of the Kyoto Protocol Implementation Act in 2007.
2. Requiring each provinces and regions to measure and verify the GHG emissions that are occurring in their jurisdictions.
3. Implementation of the national bio-fuels and hydrogen distribution system.
4. Developing sources of renewable energy such as hydro, wind, solar, and tidal.
5. Development of strategies to remediate contaminated sediments.

Lastly, the Delegation of Canada asked for international cooperation in global context to seriously tackle and solve the problems caused by CC.

## **Kenya**

The Delegation of Kenya stated that due to the serious lack of basic needs and infrastructure, they are struggling to follow up international laws and standards of environmental regulations. Likewise, the Delegation also discussed the difficulties of providing basic education to the Kenyan public. Thus, the Delegation of Kenya asked for national-level financial aid and the aids of human resource from other countries. He also added that UNESCO should try harder to find better ways to support Kenya and other nations that are in similar situation.

## **Nigeria**

The Delegation of Nigeria expressed his great worry that Nigeria is one of the countries expected to be most affected by the impacts of CC; this is due to its numerous flaring sites (over 100) which makes Nigeria one of the highest emitters of GHG in Africa. Then, the Delegation explained some of the efforts made by the Nigerian government. These include government cooperation with UNDP, UNFCC and participating in *Board of the African Rainforest Nations on the Prince of Wales Rainforest Project*. Also, he introduced one of the solutions to the problem and challenges caused by CC and ESD – that is, the *Proposals for the Design, Development, and Commissioning of a National Geospatial Data Infrastructure (NGDI)*. The Nigerian Delegation added that the NGDI will facilitate efficient production management, dissemination, and use of geospatial data for sustainable development for the achievement of the MDG and the 7-point agenda of the government.

## **VIII. Closing of the Session**

*The President declared the closure of the Opening Speech Session.*

## **Commission 1**

### **Minutes of the Concurrent Commission Session 1 During the Model UNESCO Conference on Sustainable Development**

Tuesday, 7 July 2009  
Korea UNESCO Peace Center  
(9:08 am – 10:42 am)

## **1 Opening Declaration**

The Chairperson of the First Commission Ms. Nam Su Mi declared the opening of Concurrent Commission Session 1 of the Model UNESCO Conference on Sustainable Development.

17 Delegations (Italy, Japan, Kenya, Malaysia, Mongolia, Nigeria, Russia, South Africa, Sudan, Turkey, United States, Argentina, Brazil, Canada, China, Denmark, and Germany) declared their status as present and voting by raising their placards. Delegations of Kazakhstan and Republic of Korea were not present during the roll call.

Ms. Chairperson welcomed all the participants gathered here to attend the Model UNESCO Conference. As she has learned of the passing away of the former president of Korea, Roh Moo Hyun, she conveyed her condolences and deepest sympathy to the Korean government and its people. Ms. Nam Su Mi then expressed great gratitude to the Korean National Commission for UNESCO (KNCU) and the United Nations University (UNU) for jointly hosting this event and inviting all of us. She accepted the new responsibility as the Chairperson and kindly asked for all the support.

Regarding the agenda of this year's Model UNESCO Conference, Ms. Nam Su Mi delivered a speech which said Sustainable Development is the key factor of ensuring a future both in human dignity and in the process of globalization, especially in this era where we are confronted with new global challenges such as climate change. She quoted from the Chairperson of the 34<sup>th</sup> General Conference of UNESCO, "Maybe it is no longer enough for UNESCO to accompany the world. It must instead try to get ahead of it in courage and enterprise."

After the short remark, Ms. Chairperson introduced the members of the Chair and gave the floor to the Secretary to the Conference, Mr. Lee Jae Won.

## **2 Announcements by the Secretary to the Conference**

Mr. Lee Jae Won, on behalf of the Director-General, thanked the organizers for inviting and welcoming us here, the Model UNESCO Conference of 2009. He made some announcements about the Organization of Work of the Session. Regarding the time and number limit of the speeches, it was noted that speeches during each CCS are limited to maximum 3 minutes and each speaker is allowed to make a speech only twice within one List of Speakers. Also, he said when one wants to make a motion, one needs to raise the placard and say "Point of Order" while stating the specific purpose of the motion and its time limit as well. He went on to remind that the messages were limited to 6 messages per day and every Delegation has to bow to the Chair and other Delegations before making a speech during the General Policy Debate.

## **3 Introduction of the Advisors**

Ms. Nam Su Mi introduced the two Advisors present at the meeting.

First of all, Mr. Jonathan Noble was introduced and he addressed a short speech. Mr. Jonathan Noble said that he has been enjoying the whole session and has been impressed by the participants so far. He quoted from the UNESCO Director-General that "Education for Sustainable Development is about learning for change and learning to change." He wanted the participants to think about some questions he posed regarding the enhanced education and public awareness. Following are some of the questions: Does public awareness make you change? "If the education (institution) itself is not changing, how can it teach about change?" "Can you be taught 'empowerment' or can you learn 'collaboration'?"

Dr. Park Jae Young was introduced as well. He said he was delighted to join this seminar and reminded two points to the participants. Firstly, Dr. Park Jae Young noted that it was very critical to propose concrete solutions to the topic. And in order to do that, he emphasized the Delegations should figure out what are the root causes of the problem. Secondly, he stressed



the importance of the decision making structure. Since the process itself determines the outcome, Dr. Park Jae Young said the participants should pay more attention to the procedures.

#### **4 General Policy Debate**

##### **Commission 1 “Action on Climate Change”**

- Agenda Item 1: Building and maintaining the climate change knowledge base: Science, assessment, monitoring, and early warning system.**
- Agenda Item 2: Promoting mitigation and adaptation to climate change through enhanced education and public awareness.**

##### Delegation of Brazil

The Delegation of Brazil mentioned that the Brazilian government is aware of the main topics and recognizes the need to take serious measures. The Delegation argued that to improve policies regarding climate change, we should enhance the science related to this problem. Two main points were mentioned in detail. First, Brazil presented APCC climate change to be equally distributed among the world. Second, Brazil talked about the leading role of women; how important their role is in early warning system and in social mitigation, and furthermore, the change from the bottom.

##### Delegation of Mongolia

The Delegation of Mongolia pointed out two main problems within the topic, which were desertification and water shortage. Mongolia proposed that UNESCO should establish the UNESCO environmental institution on a regional dimension and must develop a more condensed program for Education for Sustainable Development.

##### Delegation of South Africa

Next Delegation on the List of Speakers, the Delegation of South Africa largely talked about the current vulnerability of South Africa, the actions taken by the government of South Africa, and suggestions to UNESCO. Since South Africa emphasized the fact that Africa was being isolated from the international community, the Delegation argued that UNESCO should increase the awareness about the African vulnerability and come up with some feasible plans to mitigate the effects on the African continent.

##### Delegation of Denmark

The Delegation of Denmark mentioned about what policies the Danish government has done to mitigate the effects of climate change which have been critical to the situation of Denmark. Denmark also expressed its anticipation about the cooperation to solve this problem of climate change in Copenhagen 2009 later in this year.

##### Delegation of Sudan

Sudan noted that desertification and shortage of water would contribute to further climate change and the issue of environmental refugees is becoming a serious problem recently. The Delegation of Sudan mentioned two approaches we should take. First, develop the agriculture system more resilient to climate change. And second, to solve future water problems ahead of time.

##### Delegation of Germany

The Delegation of Germany stated five points to reduce its vulnerability towards climate change and to improve its adaptability. First, identify and communicate the dangers. Second, create awareness among the public. Third, provide basis for decision making processes both in the public and private sectors. Fourth, integrate international partners to cooperate. Last, implement those measures agreed upon the international community. The Delegation also raised up the point that because of the present global financial crisis, more attention regarding climate change is needed within the private sector.

#### Delegation of the United States of America

The next speaker on the list, the Delegation of United States argued that we need initiatives and measures to solve the climate change problem. The Delegation listed what the U.S. government has done so far to combat climate change and to contribute to the world about how to solve those problems.

#### Delegation of Turkey

The Delegation of Turkey raised the importance of renewable energy resources which could be one of the effective solutions to promote Sustainable Development. Also, Turkey suggested we should help each other by developed countries taking into consideration the concerns and expectations of developing countries, and developing countries learning from the lessons provided.

#### Delegation of China

The Delegation of China mentioned four approaches to the topic. First, recognize the importance of local working committees for EPD. Second, use modern information and technology to increase public awareness regarding the issue of climate change. Third, gather wide range of private companies and public awareness to address the problem. Fourth, contribute to the mitigation of the cause in China. The Delegation said that since China is still a developing country, it wants the developed countries to share the technology and knowledge regarding the issue.

#### Delegation of Russia

The Delegation of Russia expressed his concern regarding biodiversity among negative consequences, especially the social and economic impacts of climate change. Russia's main focus on the problem was on the issue of precipitation and desertification. The Delegation stressed that climate change is one of the most important global challenges, and we have no choice but to live or die together.

#### Delegation of Italy

The Delegation of Italy also presented how much serious the situation of climate change is in Italy and what the government has done to solve the problem. Italy brought up the issue of world's cultural habitats – that climate change is threatening cultural habitats and we need to protect those from the future damages.

#### Delegation of Canada

Canada talked about the policies done by the Canadian government on the field of climate change and also about the future plans. The Delegation of Canada claimed that all developed and developing countries should make efforts and that UNESCO should encourage member states to build requisite knowledge base and to cooperate.

#### Delegation of Argentina

The Delegation of Argentina stressed that Argentina is also a victim of climate change and its government is working to improve the mitigation system. However, the Delegation mentioned that the lack of technology is one of the biggest obstacles. Therefore Argentina proposed the developed countries such as the United States to establish an international organization that could offer technology aids to developing countries. Also the Delegation suggested UNESCO to invite university students to do some research regarding the issue to solve the problem of climate change.

#### Delegation of Malaysia

The Delegation of Malaysia said that Malaysia is currently suffering from a lot of pollution as a result of rapid economic growth and industrialization. And the efforts to solve this problem were introduced as well. At last, the Delegation of Malaysia emphasized the importance of water issue in Malaysia.

#### Delegation of Kenya

Three suggestions to solve the problem of climate change were made by the Delegation of Kenya. First of all, organize a South African Union to get some aid from other countries through a set program under this organization. Second, promote public awareness in Kenya to make the efforts sustainable. Last, world organizations such as UNESCO should help Kenya and others who are in a similar situation.

#### Delegation of Japan

The Delegation of Japan presented the actions done by Japan in both national and international levels. To solve the problem, Japan mentioned to create new markets on the climate change area, including clean development mechanism as one of the products that could be dealt within those markets. Also, the Delegation of Japan talked about promoting integrated regional and international cooperation.

#### Delegation of Nigeria

The last speaker on the List of Speakers, the Delegation of Nigeria pointed out the fact that 75% of the environmental problem is because of the desertification and deforestation. Also, by mentioning the gas flaring issue, the Delegation proposed methods of natural gas utilization by infrastructure aids from other developed countries.

As the List of Speakers for the General Policy Debate has been closed, Ms. Chairperson asked the Delegations if there are any comments or questions before the meeting moves on to the next procedure.

Then, the Delegation of Argentina moved a motion to *Suspension of Meeting* (3 minutes) by Point of Order. The purpose of the motion was to comment on other Delegations' speeches. Since there were no objections, Suspension of Meeting for 3 minutes was accepted.

### **Suspension 1**

#### Delegation of Argentina

The Delegation of Argentina mentioned that both developed and developing countries share the same concern, but since all our means are different, Argentina proposed to establish a foundation or organization under UNESCO. The new organization will be in charge of providing education to poor people to be aware of the current problem and helping transfer technology to developing countries through scientists from around the world.

After the Suspension of Meeting, the Delegation of Sudan also requested *Suspension of Meeting* to further comment on what to focus on when drafting our resolution. The motion was accepted by all Delegations.

### **Suspension 2**

#### Delegation of Sudan

The Delegation of Sudan addressed three main points shared by most of the Delegations today. First, the issue of technology transfer especially on renewable energy. Second, promoting public awareness on the situation of climate change. Third, the problem of water pollution leading to lack of water supply.

## **5 Closing of Meeting**

Ms. Nam Su Mi closed the Meeting of Concurrent Commission Session 1. The next session will reconvene at 2:00 pm.

## **Commission 1**

### **Minutes of the Concurrent Commission Session 2 During the Model UNESCO Conference on Sustainable Development**

Tuesday, 7 July 2009  
Korea UNESCO Peace Center  
(2:03 pm – 5:40 pm)

## **1 Opening Declaration**

The Chairperson, Ms. Nam Su Mi reconvened Concurrent Commission Session 2 for the First Commission. All 19 Delegations were present.

## **2 Announcements/ Reminders**

The Secretary to the Conference, Mr. Lee Jae Won wanted to make sure that the topic of “climate change” is not about the fact itself, but how to act upon the issue. Then he went on to clarify about the Suspension of Meeting. According to the Work of Organization (p.4), Mr. Lee Jae Won noted that one is able to move a motion under Rule 26. Also he reminded the Delegations to say “Point of Order” with the raise of one’s placard and get permission by the Chairperson in order to speak. For further information, Rules of Procedure and Work of Organization were recommended.

It was also announced that Delegations are able to add their name on the List of Speakers during the session by giving a message to the secretariat until the list is closed. Another chance to make a speech by sending a message to the Chairs would be a request to make the Right of Reply. This is used when delivering an opposite point of view against others’ opinions.

Ms. Nam Su Mi went on to notify the Delegations that the meeting will focus on Agenda Item 1 rather than Item 2.

## **3 Item Debate – 1**

**- Agenda Item 1: Building and maintaining the climate change knowledge base: Science, assessment, monitoring, and early warning system.**

Delegation of Brazil

Just as Delegations of Argentina and Sudan mentioned at the last meeting, the Delegation of Brazil stressed the importance of technology transfer of renewable energy research. In this regard, Delegation of Brazil proposed to establish an institution under UNESCO to first, be in charge of technology transfer regarding the issue of climate change and second, promote the research and transfer about the technology and knowledge especially for developing countries.

After the speech made by the Delegation of Brazil, the Delegation of South Africa moved a motion to *Suspension of Meeting* (15 minutes) to clarify the purpose of the resolution proposed by the Delegation of Brazil. The motion was passed by the Delegations.

### **Suspension 1**

Delegation of Brazil

The Delegation of Brazil had the floor to clarify on what the resolution is exactly about. The main point is to create an organization within UNESCO to take the global task of transferring knowledge regarding renewable energy. She believes that by having an organization responsible for these specific needs, every country can have access to proper information, technology, and knowledge. Also, support from ICPP, which has done the relevant research so far will be possible in this way.

Delegation of Argentina

The Delegation of Argentina agreed to the proposed idea but expressed an additional thought that it would be better for the new organization to have more functions, such as to save those who are suffering from climate change disasters.

Delegation of Sudan

The Delegation of Sudan added that the organization should also deal with the issue of desertification. Moreover, Sudan asked who will be dealing with the provision of technology if the organization would be made.

#### Delegation of South Africa

South Africa again raised a question to the Delegation of Brazil. The Delegation asked, what would be the solutions since even though new energies are introduced to the public, not many people are using them in reality because of several problems.

#### Delegation of Brazil

Brazil answered that what Brazil is suggesting is a working group for the research that can be open to all countries and encourage/help the communication of technology among the countries.

#### Delegation of South Africa

The Delegation of South Africa then pointed out what would be the way to deal with the intellectual property rights.

#### Delegation of Brazil

The Delegation of Brazil emphasized the cooperation and commitment among the global community to solve that issue.

#### Delegation of Argentina

The Delegation of Argentina again expressed his favor toward the idea of Brazil, but suggested more for the new organization regarding the issue of solving poverty.

#### Delegation of South Africa

Regarding the intellectual property rights issue, the Delegation of South Africa made clear that people need to pay in order to use some of the technology and it will create a problem when discussing about the technology transfer proposed by Brazil.

#### Delegation of Nigeria

The Delegation of Nigeria agreed to the point brought up by South Africa and the Delegation questioned whether UNESCO has the capacity to address this kind of item suggested by Brazil.

#### Delegation of Brazil

The Delegation of Brazil finally responded that the proposal is about the starting point, which means to do the research needed to build the basis to actually solve the climate change problem. Moreover, the proposal should be recognized as a level to see how it can be adapted to countries to help them have real access to the essential knowledge when drafting policies.

The Delegation of Nigeria requested another *Suspension of Meeting* to discuss more about the current debate. Ms. Chairperson suggested the Suspension to be 10 minutes and it was accepted by all Delegations.

### **Suspension 2**

Mr. Secretary to the Conference made an announcement on behalf of the Advisors for a more effective debate. First of all, it was noted that until we have the final Draft Resolution, all suggestions would be called 'proposals'. The Draft Resolution will be an official document with an official title, which will be circulated to all Delegations when it is finalized. Also, after the debate about the proposals, Ms. Chairperson will decide on the main Sub-Items which will be further discussed. After the Sub-Items are drafted, the meeting will proceed in a way that will allow the Delegations to go over these points one by one when working on the Draft Resolution. And lastly, it was announced that if one has any questions to any speech, one should raise the placard and say "Point of Order" and move a motion to suspend the meeting.

After the announcement, Ms. Nam Su Mi and Advisor Dr. Park Jae Young left the meeting room to further discuss on the procedures of the meeting. Therefore, Delegations would have the Suspension of Meeting to freely exchange thoughts or question/ comment about each other's position.

### **4 Item Debate – 2**



As Ms. Chairperson resumed the meeting, she notified that the meeting will proceed to finish the List of Speakers for the proposals on Agenda Item 1 first. It was also announced that during this process, Delegations will only talk about their critical points within the proposals for 1 minute.

#### Delegation of United States

The Delegation of United States brought up seven points considering the proposal. First, the Delegation argued to include education on environment in school curriculums. Second, as mentioned by other Delegations, create international organizations to exchange technology. Third, provide awarding system to best scholars and researchers who have been helpful in solving the problem. Fourth, establish a system where governments provide tax incentives to companies who invest money in environmental programs. Fifth, organize workshops in developing countries to raise public awareness. Sixth, use clean energies. Seventh, invest on green jobs with high salaries so that a lot of competent students can contribute.

#### Delegation of Italy

While others are trying to propose measures to combat climate change, the Delegation of Italy argued that cultural habitats should be our focus as well. For the topic of cultural habitats, three points were mentioned by the Delegation of Italy: To create cultural parameter to protect the world heritage from climate change and predict the damages, Make cultural heritage fund, Publish annual reports about the results.

#### Delegation of Denmark

The Delegation of Denmark talked about the importance of technology to combat climate change which can increase energy efficiency. Denmark mentioned that it has enough technology regarding wind energy. Along this regard, the Delegation proposed a question to all Delegations that if one country offers the technology, what might be the options that the international community can offer back.

#### Delegation of Sudan

The Delegation of Sudan presented the proposal on behalf of Nigeria, Kenya, and Mongolia. The focus was mainly on desertification and water usage. To go into details, the Delegation talked about developing water irrigation in sustainable manner and providing education on sustainable water use. Also, scientific research using GIS tools was mentioned too.

#### Delegation of Argentina

The Delegation of Argentina suggested that the new organization proposed by other Delegations should be comprehensive, which means that the research contents should cover all the issues of climate change, not limited to certain issues.

#### Delegation of Russia

The Delegation of Russia proposed two points. First was about joint energy efficiency and the second item was the awareness raising program.

#### Delegation of Sudan

The Delegation of Sudan once more presented a proposal. The proposal contained two main points which were, build more schools to promote DESD and link gender issue with fresh water issue.

All the speakers on the List of Speakers have delivered their speech, so the *Suspension of Meeting* (10 minutes) to unofficially debate about the raised items was suggested by Ms. Nam Su Mi. All Delegations accepted the suggestion.

### **5 Item Debate – 3**

- **Categorize proposals to Agenda Item 1 or Agenda Item 2.**

After the unofficial Suspension of Meeting, the meeting resumed for further debate on which points belong to which Agenda Item.

Delegation of Mongolia

The Delegation of Mongolia stressed the importance of desertification and scientific research on the field. The Delegation noted that forestation and distribution of solar energy also should be considered when discussing about the above item.

Delegation of Sudan

The Delegation of Sudan said that proposal #7 brought up by Sudan during Item Debate – 2 should be moved to Agenda Item 2.

Delegation of United States

The Delegation of United States removed some of the points previously mentioned (proposal #1) so that the proposal can only relate to Agenda Item 1. A total of three points were finalized as a result. First, provide a basis to scholars to exchange research results. Second, encourage more research by giving awards and promote green jobs by high salaries. Third, provide incentive tax to companies that make efforts to environment programs.

Delegation of South Africa

The Delegation of South Africa noted that regarding the proposal made by Italy, there already is an institution about World Heritage Fund as a subdivision of UNESCO.

Delegation of Italy

The Delegation of Italy removed the third point of proposal #2 which was previously suggested by the Delegation itself.

Delegation of Sudan

The Delegation of Sudan agreed with Delegations of United States and Argentina to reduce the previously mentioned point during Item Debate – 2 to workshop on issues of climate change.

Delegation of United States

The Delegation of United States affirmed that those Delegations agreed that we share the same points.

Delegation of South Africa

The Delegation of South Africa asked a question to Denmark about the technology transfer problem. The Delegation pointed out that those countries that lack the technology are the ones that have insufficient energy resource at the first place.

Delegation of Denmark

The Delegation of Denmark responded that Denmark also has high knowledge on other renewable energy resources as well so we can offer some technology support.

Delegation of Nigeria

The Delegation of Nigeria presented a suggestion to combine the proposals by Denmark and Brazil as Sub-Item 1 under Agenda Item 1.

Sub-Item 1: Multilateral approach on technology transfer of renewable energy.

Delegation of South Africa

The Delegation of South Africa mentioned that the proposal by Russia about expanding public awareness is a common point shared by other Delegations and thinks that it has to be moved into another Sub-Item.

Delegation of Russia

The Delegation of Russia noted that the two main points mentioned earlier was a brief summary of what most of the Delegations talked about.

#### Delegation of Argentina

The Delegation of Argentina said that the issue mentioned earlier has been solved.

#### Delegation of Sudan

The Delegation of Sudan said that the issue raised by Russia belongs to Agenda Item 2.

Ms. Chairperson announced that the meeting will be adjourned for 15 minutes to unofficially sum up and decide on the focal points which will be under Sub-Item 1 of the Draft Resolution.

### **6 Item Debate – 4**

As a result of the adjournment, three Sub-Items on Agenda Item 1 were brought up to the meeting. Following are the proposals for Sub-Items of Agenda Item 1, presented by the Secretary to the Conference to all Delegations.

#### **Sub-Items of Agenda Item 1:**

**Create new multilateral institution of research and for sharing information on renewable energy, under UNESCO authority.**

**Assessing and improving existing program to protect the world heritage, in particular for damaged ones by climate change.**

**Fresh water issue including irrigation, drought, and the like.**

The Delegation of Sudan commented that the term 'desertification' should be included on Sub-Item 3.

Ms. Nam Su Mi said that these three Sub-Items are now decided as major points that would be included within the Draft Resolution, and the meeting will proceed in debating limited to these issues.

The Delegation of Brazil made a motion to *Suspension of Meeting* (10 minutes) to informally discuss about the details of the three Sub-Items. Then, the Delegation of Sudan suggested that if the purpose of this discussion is to narrow down the subjects, 15 minutes will be more appropriate. So, Suspension of Meeting (15 minutes) to unofficially debate about the details of the Sub-Items was accepted by all Delegations.

### **7 Item Debate – 5**

· **Sub-Item 1: Create new multilateral institution of research and for sharing information on renewable energy, under UNESCO authority.**

#### Delegation of United States

The Delegation of United States mentioned three steps toward achieving Sub-Item 1, while emphasizing cooperation between the United States and developing countries. First, organize seminar workshops so scientists can come together and share knowledge. Second, identify the causes and problems for every individual country. Third, implement policy actions.

#### Delegation of Brazil

The Delegation of Brazil questioned how this organization would work. Forums suggested by the United States are not about legal bindings so the Delegation of Brazil noted that we should concentrate on the transfer of knowledge.

#### Delegation of Sudan

The Delegation of Sudan mentioned that developing countries can also help the developed ones by sharing indigenous knowledge.

#### Delegation of Denmark

The Delegation of Denmark raised a point that there already exists an institution called UN Energy under UNESCO.

#### Delegation of Brazil

The Delegation of Brazil responded that the new institution aims for other purposes than the existing one. It is more focused to specific partnerships among the international community and will be concentrating on the topic of transferring the knowledge of renewable energy.

#### Delegation of Argentina

The Delegation of Argentina expressed that he agrees to what Brazil said. Then the Delegation added that we should make another organization which can combat climate change according to each country's status – whether a country is in the developing level or is a developed country.

#### Delegation of China

The Delegation of China disagreed to what Argentina just mentioned. The Delegation said that UN Energy overlaps with the proposed idea.

#### Delegation of Sudan

The Delegation of Sudan added on to the comment made by Brazil that the proposed organization consists of specific processes. First, the institution will gather the scientists. Second, decide what the important and needed elements for each country are. Third, establish multilateral projects.

Ms. Chairperson asked the Delegations to check more facts or information on UNESCO and other UN organizations to know what are their purposes or roles and what they have done so far in this field of climate change. Therefore, she concluded that the research shall be done tonight and the meeting shall move on to discussion of the next item, Sub-Item 2.

### **8 Item Debate – 6**

#### **· Sub-Item 2: Assessing and improving existing program to protect the world heritage, in particular for damaged ones by climate change.**

Ms. Nam Su Mi gave the floor to the Delegation of Italy to explain about the background of this proposal since it is a rather new topic on the issue and other Delegations seem to be unfamiliar with the issue.

#### Delegation of Italy

The Delegation of Italy went on to state that the proposal is to use the already existing fund to help the damaged cultural heritage caused by climate change. According to the Delegation, the background of the proposal is that world heritage is a nonrenewable resource and those properties belong to all participants here. She argued that climate change also causes the damage of world heritage and it should not be neglected. Italy also mentioned the importance of smart power and its relevance to the issue.

#### Delegation of Brazil

The Delegation of Brazil said that the proposal by Italy is off the originally distributed focal points.

#### Delegation of Nigeria

The Delegation of Nigeria demanded more explanation from Italy.

#### Delegation of Sudan

Sudan commented that they support the idea of Italy.

Since it seems that the Delegation of Italy needs more time to provide ample amount of information regarding the issue, Ms. Chairperson moved on to the next item on the agenda.

### **9 Item Debate – 7**

#### **· Sub-Item 3: Fresh water issue including irrigation, drought, and the like.**

Delegation of South Africa

The Delegation of South Africa directed a question to Sudan how irrigation can be related to climate change.

Delegation of Sudan

The Delegation of Sudan presented that water problem is a result of climate change and dealing with fresh water issue is the major key to adapt to the issue of climate change.

Delegation of Nigeria

The Delegation of Nigeria expressed their wish to clarify the meaning of "Fresh water issue."

Delegation of Sudan

Three points were brought up by the Delegation of Sudan under "Fresh water issue." First, make water irrigation in a more sustainable manner, especially using early warning system. Second, provide education to farmers. Third, encourage research on desertification.

Delegation of South Africa

The Delegation of South Africa made clear that irrigation is used when one wants to relocate the water and therefore it is not appropriate to be discussed under climate change. For example, when drought occurs, since the water resource is scarce, irrigation will be of no use. And the Delegation added that irrigation is more of a political issue rather than an environmental issue.

Delegation of Argentina

Argentina noted that agriculture is facing a critical situation because of water shortage. For instance, climate change leads to drought and flood.

Delegation of South Africa

The Delegation of South Africa again claimed that water issue is important but irrigation is irrelevant.

Delegation of Sudan

According to Sudan, teaching farmers through the training system both in regional and international levels can help solve the water issue, which is directly related to climate change.

Delegation of Brazil

As Brazil is also an agricultural country, the Delegation of Brazil said they agree to and support the idea of Sudan. And the Delegation noted that irrigation is a mitigation approach to the water problem, one of the methods to solve the issue.

Delegation of Mongolia

The Delegation of Mongolia also said that the irrigation issue proposed by Sudan should be considered during this conference. Furthermore, the Delegation brought up that desertification should be added as well because it is a quite different topic than irrigation.

Delegation of Sudan

The Delegation of Sudan proposed two more points under Sub-Item 3. First, add the term 'desertification'. Second, the scientific research upon this item should take an approach that is both regional and international.

Delegation of Nigeria

Nigeria expressed the severity of desertification in its own situation. In this regard, the Delegation of Nigeria said that deforestation and desertification is a more complicated issue than Sub-Item 3. Finally the Delegation of Nigeria proposed that those to be dealt separately.

The Delegation of South Africa requested the *Adjournment of Meeting* because it feels more reasonable that the Delegations do more research regarding the issues that have been dealt and will be dealt soon.

## **10 Closing of Meeting**

Ms. Nam Su Mi, the Chairperson of the First Commission declared the closing of Concurrent Commission Session 2 and announced that we will resume on Thursday, 9:00 am. It was also notified to the Delegations that an unofficial meeting to discuss about the Sub-Items on Agenda Item 2 will convene tonight at 9:00 pm. Any Delegations who wants to participate will be welcomed.

## **Commission 1**

### **Minutes of the Concurrent Commission Session 3 During the Model UNESCO Conference on Sustainable Development**

Thursday, 9 July 2009  
Korea UNESCO Peace Center  
(9:09 am – 10:50 am)

## **1 Opening Declaration**

The Chairperson of the First Commission Ms. Nam Su Mi announced that this session will be an extended version of the unofficial meeting on Tuesday.

Except for the Delegation of Republic of Korea, all 18 Delegations were present during Concurrent Commission Session 3 for the First Commission.

## **2 Announcements by the Secretary to the Conference**

Mr. Lee Jae Won explained what will be the procedure of the third session. Six steps were introduced to the Delegations.

Voting procedure on the Sub-Items under Agenda Item 2.

Introduce each draft clauses of Sub-Items of Agenda Item 1.

Voting for Article 2 (above).

Have a time to debate and write clauses on Sub-Items for Agenda Item 2.

Introduce the outcome of Article 4.

Voting for Article 5.

It was also noted that operative clauses can be found on the Organization of Work (p.5).

## **3 Item Debate – 1 (Unofficial)**

· **Promoting mitigation and adaptation to climate change through enhanced education and public awareness.**

Delegation of China

The Delegation of China suggested that we need to improve the existing institutions. According to the Delegation, existing programs are able to build an institution with a more effective use of information by grouping regionally and culturally.

Delegation of Russia

The Delegation of Russia proposed that we should include improving gender equality on climate change. The Delegation argued that women are not only victims of climate change but also effective agents in relation to both mitigation and adaptation of climate change.

Delegation of Nigeria

The Delegation of Nigeria asked Russia what are the details under the suggestion they just made.

Delegation of Argentina

The Delegation of Argentina raised a point that other Delegations should also have the opportunity to make a speech.

The Delegations of United States and Sudan noted that they have sent the proposal of the Draft Clauses of Sub-Item 3 for Agenda Item 1 to the Chairs. Also, regarding Sub-Item 1, the Delegation of Brazil said that they will send the Draft Clause soon, which is sponsored by the United States and other Delegations.

## **4 Item Debate – 2 (Unofficial)**

· **Sub-Items of Agenda Item 2**

Delegation of Sudan

The Delegation of Sudan proposed fresh water issue to be considered as a Sub-Item under Agenda Item 2 on behalf of Argentina, Mongolia, and Italy. The main point is to improve water usage efficiency by creating more education programs. Following are the Draft Clauses submitted.



Teach farmers to change crop or farming patterns and adapt to climate change.  
Prohibit the overuse of underground source.  
Provide water management education in developing countries.

Ms. Chairperson suggested that it would be possible to add "Water management education" as one of the Sub-Items under Agenda Item 2.

#### Delegation of Nigeria

Under the gender issue regarding Agenda Item 2, the Delegation of Nigeria proposed two points on behalf of Sudan, Brazil, Mongolia, United States, and Argentina, which was also sponsored by Kazakhstan, Italy, Germany, South Africa, Canada, and Turkey.

Develop a training system that is provided to women.

Establish UNESCO environmental program.

It was noted that the Delegations of Nigeria and Russia were not able to combine the proposals. And Nigeria stated that the proposal by Russia does not include any kind of action but only points out the problem.

### **5 Item Debate – 3 (Unofficial)**

· **Promoting mitigation and adaptation to climate change through enhanced education and public awareness.**

#### Delegation of Nigeria

The Delegation of Nigeria mentioned that we should vote separately for the separate proposals made by Nigerian and Russia.

#### Delegation of Sudan

The Delegation of Sudan asked whether one is allowed to vote for only one proposal or is it possible to vote for both.

Ms. Chairperson replied that each Delegation may vote separately.

#### Delegation of Argentina

The Delegation of Argentina proposed to raise public awareness in relation to gender issue, on behalf of Sudan, Mongolia, and Argentina.

#### Delegation of United States

On behalf of Sudan, Brazil, Mongolia, Nigeria, and Argentina, the Delegation of United States proposed to promote public education specifically in environment. The proposal was sponsored by Kazakhstan, Italy, Germany, South Africa, Canada, and Turkey.

Improve assessment and monitoring of education system.

Include curriculum on national level.

Use media to raise public awareness on the impact of climate change.

Take different approaches to effectively reach different ethnic groups.

#### Delegation of Russia

The Delegation of Russia said that the proposal by Nigeria is one of the issues under the broad item of gender equality and what Russia is suggesting covers gender equality in general.

After hearing from Russia, Ms. Nam Su Mi said that the proposal by Nigeria is too specific in this moment and the meeting will proceed to the voting procedure first.

#### Delegation of China

The Delegation of China commented on the proposal by the United States that there are organizations that do such jobs already.

#### Delegation of United States

The Delegation of United States responded that the proposal is more specific because it aims on the ethnical approach in particular and also it means to improve already existing institutions to make the program work in a more effective way.

Delegation of China

The Delegation of China again reminded that there already is an institution proposed by the United States.

## **6 Voting – 1 (Unofficial)**

Ms. Nam Su Mi asked the Delegations to raise their placard when one is in favor of the option.

Include the water issue as one of the Sub-Items under Agenda Item 2.

i ) In favor – 12 Delegations

ii ) Against – None

∴ **Water Issue will be Sub-Item 1 under Agenda Item 2.**

Ms. Chairperson suggested having 10 minutes to clarify on the proposals. Below are the outcomes of the negotiation.

The Delegation of Nigeria mentioned that Russia and Nigeria reached an agreement to combine the proposals as gender issues related to climate change. The Delegation of United States also notified that China and the United States combined their proposals under education to raise public awareness of climate change. Lastly, Argentina said that they would present the proposal together with the United States.

The finalized proposals of the Sub-Items for Agenda Item 2 are:

First, gender issues related to climate change. This was proposed by Nigeria and Russia on behalf of Sudan, Brazil, Mongolia, Argentina, and United States. The proposal was sponsored by Canada, Kazakhstan, Turkey, Italy, Kenya, Germany, Japan, and South Africa. Second, education for raising public awareness of climate change, proposed by United States and China on behalf of Sudan, Brazil, Mongolia, Nigeria, and Argentina. It was sponsored by Kazakhstan, Italy, South Africa, Canada, Germany, and Denmark.

## **7 Voting – 2 (Unofficial)**

Ms. Nam Su Mi announced that the voting will take place to decide which proposed Sub-Items will be actually included under Agenda Item 2.

Include gender issue related to climate change as a Sub-Item of Agenda Item 2.

i ) In favor – 13 Delegations

ii ) Against - None

∴ **The Gender Issue will be Sub-Item 2 of Agenda Item 2.**

Include education to raise public awareness as one of the Sub-Items of Agenda Item 2.

i ) In favor – 12 Delegations

ii ) Against - None

∴ **The Education to Promote Public Awareness will be Sub-Item 3 under Agenda Item 2.**

The Delegation of Turkey commented that under the decided Sub-Item 3 of Agenda Item 2, he wants to see more specific points and reminded that Turkey proposed some.

## **8 Remarks by Director-General**

Mr. Director-General said this conference is not about winning or losing. He also noted that trying the best to make the world better is always hard. Lastly, the Director-General reminded all Delegations to show their integrity and passion until the end of the session.

## **9 Item Debate – 4 (Unofficial)**

### **· Draft Clauses for Sub-Items of Agenda Item 1**

#### **Delegation of Brazil**

The Delegation of Brazil proposed three Draft Clauses of Sub-Item 1 of Agenda Item 1, on behalf of United States and sponsored by Argentina, Sudan, Denmark, Russia, Mongolia, Italy, Nigeria, Japan, and Germany.

To promote the active cooperation of developed countries as well as partnerships with the private sector to actively increase pilot/demonstration projects, under the work of the Global Renewable Energy Education and Training (GREET) Program, created by UNESCO and working under UN Energy.

Call upon the strengthen the role of UNESCO for serving as a link to assure studies on the viability of the projects and to engage the interest of private sector to contribute in the implementation of the pilot/demonstration projects.

The incentive for the private sector would be that depending on their level of contribution to the projects, GREET would give a recognition, that later could be evaluated as a certification, to establish their contribution to spread the methods and techniques to tackle climate change.

#### **Delegation of United States**

The Delegation of United States commented on Brazil's proposal that it is not about creating a new institution because then it requires additional funding from the world, but to rather make the existing institutions improve their functions.

#### **Delegation of China**

Then, China asked the Delegation of United States how it would work to improve the existing institutions.

#### **Delegation of Brazil**

The Delegation of Brazil answered that by cooperating with private companies under UNESCO authority, it would be possible to enhance efficiency.

#### **Delegation of China**

The Delegation of China agreed that giving incentives to private companies by UNESCO would help solving the problem. However, it was pointed by China that there already are those kinds of programs.

#### **Delegation of Brazil**

The Delegation of Brazil stressed that the proposal is specifically talking about providing economic incentives.

#### **Delegation of United States**

It was noted by United States that the support of UNESCO is well organized and well known to the world, which is the purpose of this proposal.

#### **Delegation of Kenya**

Another proposal for the Draft Clauses of Sub-Item 1 under Agenda Item 1 was proposed by Kenya, on behalf of Russia, China, Malaysia, and Germany. It was sponsored by Kazakhstan, Denmark, Italy, Turkey, and South Africa.

Setting up of a steering committee of experts to facilitate their participation regarding the water issue.

Although it was noted by Kenya that IHP, IGWA, and NEPAD do exist to manage water problems, the Delegation of Kenya said they are inefficient in solving water problem especially in Africa.

## **10 Closing of Meeting**

Because of the time limit, Ms. Chairperson declared the meeting will be adjourned until 2:00 pm.

## **Commission 1**

### **Minutes of the Concurrent Commission Session 4 During the Model UNESCO Conference on Sustainable Development**

Thursday, 9 July 2009  
Korea UNESCO Peace Center  
(2:12 pm – 8:15 pm)

## **1 Opening Declaration**

The Chairperson, Ms. Nam Su Mi reconvened the unofficial meeting, as Concurrent Commission Session 4. All 19 Delegations were present.

## **2 Announcements**

Mr. Lee Jae Won announced that leading Delegations shall write down the proposals for the Draft Resolution since it would take much more time for everyone to participate in the writing procedure.

## **3 Item Debate – 1 (Unofficial)**

**· Sub-Item 1 of Agenda Item 1: Create new multilateral institution of research and for sharing information on renewable energy, under UNESCO authority.**

Delegation of Brazil

The Delegation of Brazil mentioned that Brazil had a conversation with Kenya and agreed that the previously proposed Draft Clause by Kenya was about Sub-Item 3 under Agenda Item 1.

Ms. Chairperson announced that the discussion will start with Sub-Item 1 of Agenda Item 1. And since there are no proposals for the Draft Clause yet, we would start the discussion about the proposal made by Brazil first.

Delegation of Brazil

The Delegation of Brazil proposed that the phrase 'Create new' shall be erased from the Sub-Item. It is because it has been agreed upon the Delegations that the Draft Clause would be about improving already existing institutions.

Delegation of Mongolia

The Delegation of Mongolia said that Mongolia was in the list of sponsored countries for the Draft Resolution by Russia even though Mongolia did not support this idea.

Delegation of China

The Delegation of China expressed that China has an objection on the part about private companies.

Delegation of Brazil

The Delegation of Brazil noted that the proposal is about broadening the help that UNESCO already has.

Delegation of China

As mentioned before, the Delegation of China reminded UN Energy already has that kind of project.

Delegation of Brazil

To respond, the Delegation of Brazil emphasized that the incentive of the proposal is different from the already existing function of UN Energy because it is to enhance the effective communication between UNESCO and the private sector.

## **4 Voting – 1 (Unofficial)**

Ms. Nam Su Mi presented to the Delegations that we would move on to vote on the three Draft Clauses written by the Delegation of Brazil for Sub-Item 1 of Agenda Item 1.

Include the three Draft Clauses proposed by Brazil under Sub-Item 1 of Agenda Item 1.

- i ) In favor – 12 Delegations
- ii ) Against – None

**∴ Three Draft Clauses of Sub-Item 1 will be included in the Draft Resolution under Agenda Item 1.**

(Below are the passed Draft Clauses.)

**To promote the active cooperation of developed countries as well as partnerships with the private sector to actively increase pilot/demonstration projects, under the work of the Global Renewable Energy Education and Training (GREET) Program, created by UNESCO and working under UN Energy.**

**Call upon the strengthen the role of UNESCO for serving as a link to assure studies on the viability of the projects and to engage the interest of private sector to contribute in the implementation of the pilot/demonstration projects.**

**The incentive for the private sector would be that depending on their level of contribution to the projects, GREET would give a recognition, that later could be evaluated as a certification, to establish their contribution to spread the methods and techniques to tackle climate change.**

After the voting, Advisor Dr. Park commented that he expected the Delegations to make some amendments to the proposal. The Delegation of Nigeria responded that the exact procedure was done the previous night.

#### **5 Item Debate – 2 (Unofficial)**

**· Sub-Item 2 of Agenda Item 1: Assessing and improving existing programs to protect the world heritage, in particular for damaged ones by climate change.**

Delegation of Italy

The ideas for the Draft Clauses for Sub-Item 2 under Agenda Item 1 were proposed by Italy on behalf of Canada, Nigeria, and South Africa.

In order to forecast the damages of world heritage, improve existing programs.

Improve already existing fund to enhance the situation of world heritage.

Sustainable tourism as an incentive to developing countries.

Ms. Chairperson stated that since these are only ideas not the exact clause, it would be better to give the Delegation of Italy and other Delegations more time to think about the details and move on to the next item.

#### **6 Item Debate – 3 (Unofficial)**

**· Sub-Item 3 of Agenda Item 1: Fresh water issue including irrigation, drought, and the like.**

Delegation of Sudan

The Delegation of Sudan proposed three ideas of the Draft Clauses about the water issue related to agriculture and technology, on behalf of Germany and Turkey.

Improving water irrigation technology.

Build more national partnerships with developed and developing countries.

Raise effectiveness and reduce input cost by using available natural resources.

Delegation of South Africa

The Delegation of South Africa asked a question how it would work to enhance the situation regarding irrigation.

Delegation of Sudan

The Delegation of Sudan replied that UNESCO is doing actions to enhance the water problem, however, desertification is rapidly increasing and the situation in African countries did not improve much.

Delegation of South Africa

The Delegation of South Africa asked another question if the word 'enhance' means to enhance the spread of knowledge or to enhance the spread of the irrigation system itself.

Delegation of Sudan

By 'enhance', the Delegation of Sudan made clear that it actually means both the spread of technology and national partnership.

Ms. Nam Su Mi announced to have a break for 10 minutes to talk about the clauses in a more detailed manner.

## **7 Item Debate – 4 (Unofficial)**

· **Sub-Item 3 of Agenda Item 1: Fresh water issue including irrigation, drought, and the like.**

Delegation of Nigeria

The Delegation of Nigeria asked the Delegation of Sudan to clarify on the water reservation part of the proposal.

Delegation of Sudan

The Delegation of Sudan said that water issue is a problem to the countries that have floods rather than droughts, where there are not enough water reserves.

Delegation of Nigeria

The Delegation of Nigeria asked who will provide the financial support to the proposed broad infrastructures and huge programs. Also, Nigeria asked to clarify if the proposal does include the funding issue or not.

Ms. Chairperson noted that the funding issue is not actually related to UNESCO but there is a need that the Delegations should consider when discussing.

Delegation of Sudan

The Delegation of Sudan mentioned that the proposal is not pursuing on building new water reserve systems but more focuses on the information sharing issue within a more domestic level.

Delegation of Argentina

The Delegation of Argentina commented that water issue is broader than how the Delegation of Nigeria presented.

Delegation of Brazil

The Delegation of Brazil proposed that the comment by Nigeria regarding the responsibility of the financial support can be added into clause.

Delegation of Nigeria

The Delegation of Nigeria expressed satisfaction on the comment just made by Brazil. Moreover, Nigeria asked if there are any proposals regarding the issue of how developed countries can aid developing countries in addition to the think-tank mechanism.

Delegation of Sudan

The Delegation of Sudan welcomed the suggestion made by Nigeria. And the Delegation stressed that priority should be given to African countries.

Delegation of Nigeria

Nigeria made sure that the comment was a question about whether there are incentives for the developed countries to participate in the project. Also, the Delegation of Nigeria pointed out the matter of lacking capacity to actually implement the proposals into actions.

Delegation of Brazil

The Delegation of Brazil answered that the main incentive to the developed countries would be to contribute to the collaboration of the organization and noted that climate change is a global issue that requires all the members of the global community.

#### Delegation of Sudan

The Delegation of Sudan suggested encouraging private sector participation, which was discussed with Argentina during the break.

#### Delegation of Argentina

The Delegation of Argentina claimed that the problem from water shortage to flood is a problem to every country and therefore, everyone should possess water technology. Finally, the Delegation of Argentina encouraged all Delegations to support the proposal made by Sudan.

#### Delegation of Sudan

The Delegation of Sudan proposed seven Draft Clauses for Sub-Item 3 of Agenda Item 1; it was proposed on behalf of Mongolia, Argentina, Brazil, Germany, Turkey, and Italy and sponsored by China, Malaysia, Canada, United States, and Republic of Korea.

To expand natural disaster (including flood and drought) early warning system to adapt climate change according to each country's situation for the nations that lack basic infrastructure for the spread of knowledge.

To promote the spread of water purification system for drinking water for health issue.

To establish national partnership for sharing information involving indigenous knowledge and hydrotechnology on fresh water issue.

To further expand research on desertification and water use using GIS tool and other scientific measures in similar concerned countries.

To further promote better water irrigation use for agriculture, and increase irrigation infrastructure and promote irrigation technology.

To spread water reserve system to prevent flood and to provide drinking water.

To invest in developing agricultural technology and raising effectiveness in agriculture by using available natural resources.

#### Delegation of South Africa

The Delegation of South Africa brought up the situation of Darfur crisis that the irrigation problem occurred because of the absence political capacity rather than the technology issue. In this regard, South Africa asked what the suggestion is to enhance this particular situation.

#### Delegation of Argentina

The Delegation of Argentina emphasized that according to the UN Charter, all UN members have the capacity to work things out.

Ms. Chairperson recommended the Delegations to have 5 minutes to discuss about the amendments of the proposed clauses.

#### Delegation of Nigeria

The Delegation of Nigeria recalled that there were more details that have been discussed, such as to expand natural disaster early warning system, so agreed to the recommendation from the Chairperson.

The meeting will have a break for 5 minutes to further discuss about the clauses.

### **8 Voting – 2 (Unofficial)**

The voting will take place to decide on whether or not to include the seven Draft Clauses proposed by the Delegation of Sudan.

Include the seven Draft Clauses proposed by Sudan for Sub-Item 3 of Agenda Item 1.

- i ) In favor – 12 Delegations
- ii ) Against – None



**∴ Seven Draft Clauses of Sub-Item 3 under Agenda Item 1 will be included in the Draft Resolution.**

(Below are the passed Draft Clauses.)

**To expand natural disaster (including flood and drought) early warning system to adapt climate change according to each country's situation for the nations that lack basic infrastructure for the spread of knowledge.**

**To promote the spread of water purification system for drinking water for health issue.**

**To establish national partnership for sharing information involving indigenous knowledge and hydrotechnology on fresh water issue.**

**To further expand research on desertification and water use using GIS tool and other scientific measures in similar concerned countries.**

**To further promote better water irrigation use for agriculture, and increase irrigation infrastructure and promote irrigation technology.**

**To spread water reserve system to prevent flood and to provide drinking water.**

**To invest in developing agricultural technology and raising effectiveness in agriculture by using available natural resources.**

### **9 Item Debate – 5 (Unofficial)**

**· Sub-Item 3 of Agenda Item 1: Fresh water issue including irrigation, drought, and the like.**

Ms. Chairperson continued on the discussion regarding Sub-Item 3 of Agenda Item 1.

Delegation of Kenya

The Delegation of Kenya proposed to set up a leading committee of experts is necessary on the water shortage problems.

Delegation of Argentina

The Delegation of Argentina mentioned that it is not an efficient way to set up a new committee because UNESCO already has so many relationships with independent organizations.

Delegation of China

The Delegation of China explained that the suggestion is not talking about making a new organization but to concentrate on the African continent.

Delegation of Nigeria

The Delegation of Nigeria said that it is basically a good idea but it would be better for Kenya to clarify on how the experts can lead other countries.

Delegation of Argentina

The Delegation of Argentina agreed that the proposal of Kenya is not specified enough.

Delegation of Sudan

Sudan added that there already exist organizations that play those functions proposed by Kenya and that we need more specific actions on a domestic level. Therefore, the Delegation of Sudan proposed to make amendments to the clauses.

Ms. Nam Su Mi declared that the meeting to have 5 minutes to debate about the proposal by Kenya.

After the debate, the Delegation of Kenya stated some reasons to the proposal so that other Delegations can understand better. First of all, the proposal was suggested to change the mandate to five years. And second of all, the purpose of the proposal was to focus on the African problem and regional cooperation within the continent.

### **10 Voting – 3 (Unofficial)**

Ms. Chairperson announced that this time, the voting will be on the idea presented by Kenya for Sub-Item 3 and the three Draft Clauses proposed by Italy on Sub-Item 2.

Include the ideas proposed by Kenya on Sub-Item 3 of Agenda Item 1.

- i ) In favor – 12 Delegations
- ii ) Against – None
- iii) Abstention – 5 Delegations

→ Since all 19 Delegations did not vote, the meeting will move on to Roll-Call Voting.

- i ) In favor (“Aye”) – Kazakhstan, Kenya, Malaysia, Mongolia, Republic of Korea, Russia, Sudan, Turkey, China, Denmark, Germany (11 Delegations)
- ii ) Against (“No”) – None
- iii) Abstention – Italy, Japan, Nigeria, South Africa, United States, Argentina, Brazil, Canada (8 Delegations)

∴ **The idea for Sub-Item 3 of Agenda Item 1 is approved.**

Include three Draft Clauses proposed by Italy on Sub-Item 2 of Agenda Item 1.

The finalized version of the proposal for the three Draft Clauses is as follows.

To make climate heritage map on the basis of the knowledge and technique of existing climate change indicators in order to forecast the damage of world heritage from climate change and preserve or protect the world heritage from climate change.

To expand the scope of using World Heritage Fund into more in helping restore world heritage in danger of climate change.

To implement Sustainable Tourism, limiting the amount of visitors to a natural heritage site per year, as an incentive for developed countries to engage in the issue of climate change.

- i ) In favor – 14 Delegations
- ii ) Against – None
- iii) Abstention – 1 Delegation

→ The total amount of votes does not match the total number of voters, so we shall proceed to Roll-Call Voting.

- i ) In favor (“Aye”) – Italy, Japan, Kenya, Malaysia, Mongolia, Nigeria, Russia, South Africa, Sudan, United States, Argentina, Brazil, Canada, China, Denmark, Germany (16 Delegations)
- ii ) Against (“No”) – None
- iii) Abstention – Kazakhstan, Republic of Korea, Turkey (3 Delegations)

∴ **Three Draft Clauses of Sub-Item 2 under Agenda Item 1 will be included in the Draft Resolution.**

(Below are the passed Draft Clauses.)

**To make climate heritage map on the basis of the knowledge and technique of existing climate change indicators in order to forecast the damage of world heritage from climate change and preserve or protect the world heritage from climate change.**

**To expand the scope of using World Heritage Fund into more in helping restore world heritage in danger of climate change.**

**To implement Sustainable Tourism, limiting the amount of visitors to a natural heritage site per year, as an incentive for developed countries to engage in the issue of climate change.**

## **11 Item Debate – 6 (Unofficial)**

### **• Sub-Items of Agenda Item 2**

Delegation of Nigeria

Under Sub-Item 2 of Agenda Item 2, the Delegation of Nigeria proposed some ideas of promoting grassroots movements on behalf of Sudan, Brazil, Mongolia, United States, and Argentina.

Developing training systems for women empowerment.  
Spreading a UNESCO environmental program specific to domestic life through strong existing community networks of women.

Delegation of Sudan

The Delegation of Sudan agreed to the proposal by Nigeria. The Delegation went on to mention that, in African countries particularly, women have more linkage to the water issue since they work as households.

Delegation of Russia

The Delegation of Russia commented that the proposal by Nigeria is too specific.

Delegation of Nigeria

The Delegation of Nigeria said that the main problem of international forums is the lack of specificity. The solutions made by other international forums are often too broad.

Delegation of Brazil

The Delegation of Brazil expressed Brazil's support for Nigeria.

Delegation of Russia

The Delegation of Russia mentioned that Russia also has a proposal about the same issue but which contains different opinion.

Delegation of Nigeria

Nigeria noted that the issue of combining two proposals by Russia and Nigeria has already been raised and decided to be separately discussed.

Delegation of Argentina

The Delegation of Argentina expressed some concerns that this might be too specific to certain nations.

Delegation of Nigeria

The Delegation of Nigeria responded that this issue is not specific to one nation and it has been clear that it would be applied to all nations.

Delegation of Argentina

The Delegation of Argentina argued that it would be better to consider each nation's individual condition.

Delegation of Brazil

The Delegation of Brazil suggested that Russia to send the proposal to the Chairs so that the Delegations can evaluate it.

Delegation of Russia

The Delegation of Russia presented a proposal regarding Sub-Item 2 of Agenda Item 2 on behalf of Kenya, Malaysia, and China which was sponsored by Republic of Korea, Italy, Turkey, Japan, Kazakhstan, South Africa, United States, and Mongolia.

Mainstreaming gender inequality issue into the climate change efforts at the national, regional, and international levels including in policies, strategies, action plans, and programs.

Mobilizing UNESCO's programs and networks in their respective countries and regions to promote incorporating both women and men into the decision-making framework on climate change mitigation and adaptation initiatives.

Reducing the vulnerability of women in related to impacts on climate change.

Delegation of Nigeria

The Delegation of Nigeria asked Russia to clarify the first point in terms of how it is related to gender equality issue and how it can benefit or affect the issue of climate change.

#### Delegation of Argentina

Argentina suggested that we have a break to further discuss about the proposal made by Russia.

#### Delegation of Russia

The Delegation of Russia answered to the question by Nigeria as women have strong capability to mitigate the effects of climate change. Furthermore, Russia requested to have 5 minutes to hear what other Delegations think about the proposal.

### **12 Item Debate – 7 (Unofficial)**

#### · **Sub-Item 2 of Agenda Item 2: Gender issue**

#### Delegation of Nigeria

The Delegation of Nigeria clarified the proposal in case of any confusion. Nigeria claimed that under Agenda Item 2, gender issue is related because women inequality directly affects the water usage, so by using the influential role of women, we are able to enhance mitigating the climate change problems.

#### Delegation of Russia

The Delegation of Russia mentioned that the training system argued by Nigeria shall belong to Sub-Item 3 rather than Sub-Item 2.

#### Delegation of Germany

The Delegation of Germany asked Russia to clarify on the first point of their proposal.

#### Delegation of Russia

The Delegation of Russia went on to say that inequality of climate change occurs because women are much more vulnerable and affected by the natural disasters than men.

Ms. Chairperson intervened to recommend the two Delegations, Nigeria and Russia, to make some agreement upon the gender issue.

#### Delegation of Nigeria

The Delegation of Nigeria reminded that both Delegations have been discussing the same issue for such a long time now and there is no need to further discuss since it is agreed that the proposals should be separate.

#### Delegation of United States

The Delegation of United States proposed to have voting separately because it seems that the meeting is running out of time.

#### Delegation of Sudan

The Delegation of Sudan suggested Russia to move their proposal under Sub-Item 3.

### **13 Voting – 4 (Unofficial)**

Include two Draft Clauses proposed by Nigeria under Sub-Item 2 of Agenda Item 2.

i ) Any objections – None

∴ **Two Draft Clauses of Sub-Item 2 of Agenda Item 2 will be included in the Draft Resolution by consensus.**

(Below are the passed Draft Clauses.)

**Developing training systems for women empowerment.**

**Spreading a UNESCO environmental education program specific to domestic life through strong existing community networks of women.**

Include three Draft Clauses of Sub-Item 2 of Agenda Item 2, proposed by Russia.

i ) Any objections – 4 Delegations objected.

→ Will have the voting procedure.

i ) In favor – 9 Delegations

ii ) Against – 4 Delegations

iii) Abstention – 6 Delegations

**∴ Three Draft Clauses of Sub-Item 2 under Agenda Item 2 will be included in the Draft Resolution.**

(Below are the passed Draft Clauses.)

**Mainstreaming gender inequality issue into the climate change efforts at the national, regional, and international levels including in policies, strategies, action plans, and programs.**

**Mobilizing UNESCO's programs and networks in their respective countries and regions to promote incorporating both women and men into the decision-making framework on climate change mitigation and adaptation initiatives.**

**Reducing the vulnerability of women in related to impacts on climate change.**

#### **14 Item Debate – 8 (Unofficial)**

• **Sub-Item 3 of Agenda Item 2: Education to promote public awareness.**

Delegation of United States

The Delegation of United States noted that United States will propose the clauses separately with China.

Delegation of Sudan

The Delegation of Sudan proposed three Draft Clauses on behalf of Argentina, Mongolia, and Italy.

Teach farmers to change crop or farming pattern and adapt to climate change.

Prohibit the overuse of underground water source.

Provide water management education in developing countries.

#### **15 Voting – 5 (Unofficial)**

Include three Draft Clauses of Sub-Item 3 of Agenda Item 2 proposed by Sudan.

i ) Any objections– None

**∴ Three Draft Clauses of Sub-Item 3 under Agenda Item 2 will be included in the Draft Resolution by consensus.**

(Below are the passed Draft Clauses.)

**Teach farmers to change crop or farming pattern and adapt to climate change.**

**Prohibit the overuse of underground water source.**

**Provide water management education in developing countries.**

#### **16 Item Debate – 9 (Unofficial)**

• **Sub-Item 3 of Agenda Item 2: Education to promote public awareness.**

Delegation of United States

The Delegation of United States proposed four Draft Clauses regarding the issue.

To include practical lessons on the environment and climate change in the curriculum in schools and higher education level in local communities with monitoring and assessment of UNESCO.

To include practical aspects such as field trips, training sessions and programs.

To facilitate cooperation between UNESCO and local schools by supporting allocation funds to the practical regular lessons at schools and higher education institutions.

To provide guidelines for better sustainable development through education and programs aimed for raising public awareness of climate change issue.

Delegation of China

The Delegation of China proposed a Draft Clause as well.  
Improving an existing program into an institution level under UNESCO.

Delegation of Sudan

The Delegation of Sudan asked if we are including the gender issue in the realm of public awareness.

Delegation of United States

The Delegation of United States answered that gender issue is related to Sub-Item 2.

Delegation of Malaysia

The Delegation of Malaysia pointed that the proposal by United States already exists.

Delegation of United States.

To respond, the Delegation of United States mentioned that specific measures have been introduced so that the same program can be applied to UNESCO on both primary and high-level education.

Delegation of Argentina

The Delegation of Argentina asked China to clarify the function of the project proposed by China.

Delegation of China

It was mentioned by China that the proposal is about suggesting making an institution by grouping in cultural, ethical, and regional levels.

Delegation of Sudan

The Delegation of Sudan posed another question to China if the proposal means regional cooperation in water activities as well.

Delegation of China

The Delegation of China explained that it is not about making a new institution but to improve the already existing programs into an institution under UNESCO so it can work more effectively.

Delegation of United States

Facilitating the already existing programs to work in a regional level itself was questioned by the Delegation of United States.

Delegation of China

The Delegation of China presented that the proposal was about bringing together the already existing programs.

Delegation of Brazil

The Delegation of Brazil asked what the exact clauses are proposed by China.

Ms. Chairperson suggested that we remove Sub-Item 1 of Agenda Item 2 since there were no proposed Draft Clauses. She asked if there are any objections to the suggestion. No Delegations objected to the proposal.

∴ **Sub-Item 1 of Agenda Item 2, which is the water issue will be removed by consensus.**

Ms. Nam Su Mi again proposed that the meeting to proceed with the voting procedure on the Draft Clauses by United States and the ideas for the Draft Clauses by China.

**17 Voting – 6 (Unofficial)**

Include four Draft Clauses proposed by United States for Sub-Item 2 of Agenda Item 2.

i ) Any objections – None

**∴ Four Draft Clauses of Sub-Item 2 under Agenda Item 2 will be included in the Draft Resolution.**

(Below are the passed Draft Clauses.)

**To include practical lessons on the environment and climate change in the curriculum in schools and higher education level in local communities with monitoring and assessment of UNESCO.**

**To include practical aspects such as field trips, training sessions and programs.**

**To facilitate cooperation between UNESCO and local schools by supporting allocation funds to the practical regular lessons at schools and higher education institutions.**

**To provide guidelines for better sustainable development through education and programs aimed for raising public awareness of climate change issue.**

Include the ideas for Sub-Item 2 of Agenda Item 2, proposed by China.

i ) Any objections – None

**∴ The draft ideas for Sub-Item 2 of Agenda Item 2 are approved by consensus.**

Ms. Chairperson announced that all Delegations should write the preamble of the Draft Resolution until 6:30 pm. Mr. Secretary to the Conference reminded that Delegations shall change the words but cannot change the directions of the Draft Clauses when writing the Draft Resolution.

Advisor Dr. Park suggested including a phrase about the fresh water issue will be dealt in the next session. And Advisor Mr. Noble commented that the Delegations should pay attention to the topic of Sustainable tourism once again.

Due to the dinner time, the meeting will reconvene at 7:10 pm.

## **18 Opening Declaration**

Ms. Nam Su Mi, the Chairperson of the First Commission declared the opening of the formal meeting.

## **19 Preamble and Operative Clauses on Agenda Item 1 and Agenda Item 2 of the Draft Resolution**

Ms. Nam Su Mi read out the preamble and operative clauses of the Draft Resolution to the Delegations before voting on it.

**GS/COM1/DR.1 (Agenda Item 1: Building and maintaining the climate change knowledge base: Science, assessment, monitoring, and early warning system.)**

Submitted by Delegations of Brazil, Sudan, Kenya, and Italy.

**GS/COM1/DR.2 (Agenda Item 2: Promoting mitigation and adaptation to climate change through enhanced education and public awareness.)**

Submitted by Delegations of Nigeria, Russia, Sudan, United States, and China.

Lastly, the Delegation of Brazil commented that she congratulates all the Delegations of the First Commission to complete this work of making the Draft Resolution. The Delegation also mentioned that it was an opportunity to realize that in reality, it would be much more difficult to pass such a resolution and to appreciate those in charge of these roles. The Delegation of Brazil concluded that it was an honor to work with everyone here.

## **20 Voting of the Draft Resolution**

GS/COM1/DR.1

i ) Approved by all 19 Delegations by signature.

ii ) No objection to the approval.

**∴ The Draft Resolution on Agenda Item 1(GS/COM1/DR.1) is approved by acclamation.**

GS/COM1/DR.2

i ) Approved by all 19 Delegations by signature.

ii ) No objection to the approval.

∴ **The Draft Resolution on Agenda Item 2(GS/COM1/DR.2) is approved by acclamation.**

## **21 Closing of the Meeting**

Ms. Chairperson declared the closing of the Concurrent Commission Session of the First Commission. It was announced that the Joint Conference Session will start in a minute. Also, the Draft Resolution will be circulated via e-mail.



## **Commission 2**

### **Minutes of the Concurrent Commission Session 1 During the Model UNESCO Conference on Sustainable Development**

Tuesday, July 07, 2009  
Korea UNESCO Peace Center  
(9:14AM - 10:55AM)

## **Attendance**

All 19 Delegations attended the meeting.

## **Opening of the Session**

*The Chairperson declared the opening of the Concurrent Commission Session 1.*

## **Address by the Chairperson**

The Chairperson welcomed the Delegations to the Commission 2. He expressed his great gratitude to the United Nations University and the President of the Conference. Then, he introduced the 5 agenda items that the Commission will discuss in the following Sessions.

**Agenda:** Education for Sustainable Development

### **Supporting Items:**

Increasing approachable quality primary education

Re-shaping current education programs

Public awareness and understanding on sustainability

Provision of training infrastructure

New mechanism for global cooperation for education for sustainable development

The Chairperson expressed his condolence to the death of Republic of Korea's former president Roh Moo Hyun. (*Minute of Silence*)

## **Introduction of the Staff(Chairs)**

The Chairperson introduced Ms. Kim Min-Jung, the Secretary to the Conference. Then, he introduced Mr. Koo Kyo-Jun, the Rapporteur for Commission 2, and Ms. Kang Sheena, the Secretariat.

## **Address by the Secretary to the conference**

Ms. Kim Min-Jung, the Secretary to the Conference, welcomed the Delegations to the Commission 2. She briefly explained the rules and procedures of the Conference by going through some of the materials in the Organization of the Work of the Session.

## **Advisors**

The Chairperson introduced Dr. Jung Woo-Tak and Dr. John Clamor, the advisors to the Commission 2.

## **Address by Dr. John Clamor**

Dr. John Clamor emphasized the great importance of Education for Sustainable Development (hereafter ESD) in the global community. He admitted the fact that the concept of ESD may seem vague and difficult to discuss about. However, he encouraged the Delegations to think creatively to devise great ideas that can be transformed in to practice in the real world. Lastly, Dr. Clamor expressed his high expectation to the Commission for new ideas and opinions on the issue of ESD.

## **General Policy Debate**

### **Italy**

The Delegation of Italy presented the following:

Current education system of Italy (Policy in local Level)

Compulsory education for 12 years is set by the law.

Reformation process is in progress to integrate different modules of schools, training and work systems.

The government is making laws that grant a higher level of management and intervention in the local areas.

New theoretical interpretations of teaching and learning methods are being researched.

Policy in international level

Italy is increasing its cooperation with other European countries such as being a member of the *European Area of Higher Education*.

Problems to be fixed

The Italian government is putting its effort to shorten the education gap of North Italy and South Italy.

Implementing more efficient educational system based on each region's characteristics is needed.

Additional infrastructure is needed such as schools.

## **Kenya**

The Delegation of Kenya claimed that even though Kenya have started free primary education in 2003, the program is not affordable for Kenyan government. The Delegation added that without the support and cooperation from the global community, it will be impossible for Kenya to bring about tangible outcome for their children and future generation. For this problem, the Delegation of Kenya suggested the other Delegations and UNESCO to construct an organization for research and consolidation of sharable content for sustainable development and environmental education. The Delegation viewed that construction of such organization would help develop a system that would enable us to jointly share the concerted information for our children.

## **United States of America**

The Delegation of USA stated that USA fully supports the idea and concept of ESD. The Delegation also stated that he wishes to enhance cooperation and work as a whole to get the best result in this Commission. Firstly, he pointed out that the biggest problem of ESD is that there is no prevalent curriculum of ESD. Thus, the Delegation emphasized that the discussion in this Commission should not focus on "why" ESD is important, but "how" should ESD be implemented. In this context, the Delegation of USA proposed that USA is preparing a Draft Resolution which deals with the creation of a new universal institute or organization that only deals with the matter of ESD; which he named it, *Integration of Sustainable Development in Education*. The Delegation of USA asked the other Delegations to wait for the details about the Resolution in the next session.

## **Kazakhstan**

The Delegation of Kazakhstan stated that its self assessment on education by the government strictly follows the international standard of EFA. The Delegation asserted that these are the shared ideas on ESD:

Necessary to coordinate regional ESD frameworks with approaches tailored to individual countries

Importance of support of ESD with national policy

Importance of including indigenous people, local communities and gender perspectives in ESD

Information and communication technologies can contribute to facilitate communication exchange between all actors in ESD

The importance of Young people's role in ESD process

Importance of Media in creating awareness of ESD

Adding to this, the Delegation of Kazakhstan introduced some of the key challenges of ESD. He asserted that implementation of the following is crucial:

Providing public and private funding for ESD

Creating a common understanding of ESD

Strengthening global, regional, national and local ESD networks and partnerships.

Finally, the Delegation of Kazakhstan ended his speech by recommending UNESCO to take more active role since it's the most significant coordinating agency that can actually tackle these key challenges of ESD.

### **Russian Federation**

The Delegation of Russia claimed that although Russia is very open to environmental education, a general strategy and action program of ESD in higher education is needed. For this, she presented that there are numerous initiatives of educators, NGOs, and local authorities that support and promote ESD development. The Delegation added that NGOs are exceptionally doing a lot of work in terms of taking steps in creating public awareness. Lastly, the Delegation of Russia asserted that a clear agreement on the meaning of ESD should be defined and wider support for the NGOs and private sector for the promotion of ESD should be implemented.

### **Malaysia**

The Delegation of Malaysia claimed that Malaysia strives to achieve its goal towards its *Vision 2020 project* of becoming a developed nation. For this, the Delegation presented some of the efforts made by the Malaysian government. These are the following:

Increasing the education and utilization of ICT in schools and enhance teaching skills.

Integrating the principles, values and practices of sustainable development into universal primary education.

Strengthening human capital and bring about a cultural mindset change by creating a media environment favorable for ESD.

Implementing domestic strategy of collaborative partnerships with NGOs.

### **Denmark**

The Delegation of Denmark stated that Denmark is mainly concerned about the unequal dissemination of information in different regions around the globe. For this concern, the Delegation suggested several resolutions to tackle and solve these problems. These are the following:

UNESCO must engage more actively to open a permanent branch of strong educational institutions like the United Nations University in Africa.

UNESCO and other international organizations should provide more funding for the scholarships of higher education in under developed regions of the world including Africa.

A major reformation and revision on the current curriculum on ESD is needed since it's very inefficient and ambiguous.

For the enhancement of the opportunity to equal access to information and promotion of ESD, multiple radio stations should be funded and built in the rural and indigenous regions around the world.

### **Turkey**

The Delegation of Turkey presented Turkey's unique ESD program that was initiated in 2006, the *Integration of Sustainable Development into Sector Policies Project*. The Delegation explained that under the UN level framework of DESD and with the strong participation of NGOs, local administrations, academics, private sector companies, and many local individuals, the

project pursues to determine Turkey's leading strategies in sustainable development efforts and to raise public awareness in related issues. In addition, the Delegation also mentioned the specific interest of Turkish government on the issue of education for women. At last, the Delegation expressed her expectation towards working with UNESCO and other Delegations to further discuss on the issues related to ESD.

### **Republic of Korea**

The Delegation of Korea expressed her concern that centralization of higher education institutions in Seoul is causing many problems in terms of ESD. The Delegation pointed out that decentralization of education is an urgent challenge for Korea to provide equal and just education for all. In addition, the Delegation of Korea illustrated the effort of the Korean government to encourage wide international communication. She specifically mentioned the government's encouragement in *International Youth Campus* which is open to university students for sharing information with each other.

### **Japan**

The Delegation of Japan viewed that Japan's sustainable development cannot be done without promoting education in general. The Delegation stated that to improve the quality of public education and establish trust, it is important to foster strengths-well-balanced development of intelligence, morals, and physical attendance-at-school problem. Adding to this, the Delegation added that it is necessary to improve the quality of school education after the compulsory education, and to promote the internationalized universities which would contribute to the improvement of Japan's competitive strengths in the world. The Delegation pointed out that, in order to achieve such goals, institutions and government revenue reform is necessary for the efficient use of budgets to improve the quality of education.

### **Argentina**

The Delegation of Argentina presented two of the critical problems in Argentina concerning ESD. The first problem she discussed was the rural and urban gap. The Delegation stated that due to the rural and urban gap, slums in urban areas are being created and hollowed out rural areas are being produced. The Delegation added that this harms the opportunity of basic primary education for the children in rural areas, thus creating a gap between the city children and the children in the country sides. Secondly, the Delegation mentioned the problem related to lack of agricultural education. The Delegation claimed that due to the lack of agricultural education, the primitive farming method is still being practiced such as burning down of forest for more land which contributes to deforestation and global warming. The Delegation of Argentina asked the other Delegations for international support to provide basic education in rural areas and suggested global networking for sharing curriculum, in order to achieve assimilated success of progress in sustainable development.

### **Mongolia**

The Delegation of Mongolia stated that Mongolia has gone through a lot of changes in educational system since the early 1990's and those changes include programs like *National Ecological Program for All*, and *Mongolian Agenda Program (MAP21)*. The Delegation, however, admitted that there are still major problems remaining in Mongolia. One of that concerns she discussed was the radical gaps of the education levels between the cities and the rural areas. The second was the financial difficulty of the Mongolian government. Thus, for solution to their problem, the Delegation of Mongolia suggested publicizing the *non-formal long distance education* through media such as radios for the education gap; and encouraging *industry-academic partnership* for better funding to invest on proper implementation of ESD.

### **Sudan**

The Delegation of Sudan told the other Delegations that Sudan has critical problems related with survival. These are the problems that the Delegations discussed

#### Water problem

Due to the continuous drought, both quality and quantity of clean water decreases, resulting in serious health problems.

#### Health problem

Due to the lacking number of qualified doctors, the Sudanese public constantly suffers from illnesses and diseases.

The Delegation asserted that all these problems come from low level of education. Therefore, the Delegation suggested re-shaping the current education curriculum in Sudan while providing junior high school students with scholarship programs. She also asked for international aid to support and fund programs related to ESD.

### **Germany**

The Delegation of Germany stated that Germany has been taking a progressive and strong stance on issues related to sustainable development. For Germany's effort, the Delegation asserted that National Plan of Actions must be taken on three levels: the National, State, and Individual Level. The Delegation of Germany also added that Germany is actively hosting many conventions and forums related to ESD.

### **Brazil**

The Delegation of Brazil claimed that Brazil has spared no effort in making basic education accessible to its citizen. For this statement, the Delegation introduced *Pernambuco Education Results and Accountability* (PERA) which is a 580 million dollar project currently under execution in collaboration with the World Bank aiming at improving the quality, efficiency and equity of public education in the Northeastern state of Brazil. Adding to this information, the Delegation also discussed about the effort of the Brazilian government to re-orient the curriculum for ESD, to equip the media to play an instrumental role for public awareness of ESD.

### **South Africa**

The Delegation of South Africa stated that her speech will focus on the issue of Re-shaping the education programs. The Delegation made 3 points about the reformation of the education program.

#### Expansion of scholarship

The Delegation claimed that this will mitigate the gap between the rural and the urban areas.

#### Initiation of *Foreign-Exchange Program for Educators*(FEPE)

The Delegation viewed that this will enhance the overall evaluation of South Africa's education policy as well as the enhancement of the quality of education.

#### Education programs for HIV

The Delegation viewed that education for health should be dealt with proper education program.

### **China**

The Delegation of China asserted that ESD is a new concept in China. Thus, the Delegation emphasized the importance of teaching ESD through easily approachable primary education. Throughout his speech, the Delegation showed his great concern on the serious education gap that exists between the urban areas and the rural areas. Especially, the Delegation of China expressed his worry on the undeveloped western part of China. For this, the Delegation recommended the UNESCO to actively help bring the educational balance in China.

## **Nigeria**

The Delegation of Nigeria claimed that the domain of research and development (R&D) is very important in the promotion of education for sustainable development. The Delegation, however, told the other Delegations that Nigeria's lack of research skills in the modern methods and difficulty in accessing research funds makes it hard for them to systemize R&D for ESD. Thus, the Delegation asked for international assistance on the R&D of Nigeria, especially in the field of agriculture. Also, the Delegation of Nigeria emphasized the need of developing comprehensive laws to effectively preserve wildlife.

## **Canada**

The Delegation of Canada, in his speech, introduced some of the major efforts and projects run by the Canadian government on the issue of ESD. Firstly, the Delegation stated that ESD has been integrated throughout the educational curriculum in Canada which includes particular elements of ESD in various grade levels and subject areas. Also, he added that many nongovernmental groups and civil organizations lead much of the public and community based activity about sustainable development. Then, the Delegation discussed about the Canada's efforts for international cooperation and support. He talked about the *Canadian International Development Agency* (CIDA) which has funded the *Canadian College Partnership Program* so that Canadian colleges can work with developing countries. Finally, the Delegation of Canada called upon UNESCO and international community to make more efforts on brining about the new changes to achieve sustainable development.

## **United States of America – *Right of Reply***

The Delegation of USA stated that they have been making promising approaches to tackle the problems related to ESD as fully discussed in the previous Opening Speech Session. The Delegation expressed his hope to cooperate and to make sincere effort to discuss about ESD in the following Sessions.

## **Brazil – *Right of Reply***

The Delegation of Brazil suggested the other Delegations to create a concrete proposals and resolutions on ESD with cooperation throughout the following sessions.

## **Closing of the Session**

*The Chairperson declared the closing of the Concurrent Commission Session 1.*

## **Commission 2**

### **Minutes of the Concurrent Commission Session 2 During the Model UNESCO Conference on Sustainable Development**

Tuesday, July 07, 2009  
Korea UNESCO Peace Center  
(2:10PM - 5:51PM)



## **Attendance**

All 19 Delegations attended the meeting.

## **Opening of the Session**

*The Chairperson declared the opening of the Concurrent Commission Session 2.*

## **Agenda Debate**

### **On Sub-Item 1: *Increasing approachable quality primary education***

#### **Kazakhstan**

The Delegation of Kazakhstan said that we must consider the minorities and regional groups when discussing about the issue of providing primary education to all.

#### **China**

The Delegation of China agreed to the point made by the Delegation of Kazakhstan. The Delegation stated that we have to understand the regional imbalance that exists in terms of opportunity to education. Thus, the Delegation of China recommended the UNESCO to take more responsible in expanding institutions in local communities.

#### **USA**

The Delegation of USA wished to speak later in the session. Thus, the Delegation asked the Chairperson to place USA on the last of the Speaker's List.

#### **Sudan**

The Delegation of Sudan made no comment.

#### **Denmark**

The Delegation of Denmark stated that Denmark is working on a resolution that deals with disseminating information for better and equal development. The Delegation said that Denmark believes that constructing a firm infrastructure for ESD is crucial.

#### **Germany**

The Delegation of Germany made two points. Firstly, she asked for USA to be more cooperative in the session. Secondly, the Delegation agreed with Kazakhstan and China about the imbalance in the rural areas. She introduced the concept of *sustainable farming* to the other Delegations.

#### **USA**

The Delegation of USA apologized to the other Delegations that he had no intension to disrupt the conference. However, the Delegation asked them to refrain from making hasty conclusions about USA since they are doing their best to come up with good resolution for this commission. Adding to this, the Delegation stated that he fully agrees with Germany's and Kenya's opinion about the need of international institution and its support for promoting ESD in primary education. Moreover, the Delegation of USA proposed that he will come around to every Delegation to account their ideas into the draft resolution.

#### **Brazil**

The Delegation of Brazil added to the point that we need to consider the indigenous populations in the rural areas. The Delegation asserted that it is important to emphasize the importance of ESD while not disturbing their traditional way of living. For this statement, the Brazilian Delegation gave an illustrated the effort of the Brazilian government to improve the educational level in the north region of Brazil.

### **China**

The Delegation of China also agreed to the point made by the Delegation of Brazil. He viewed those policies for promoting ESD in different contexts that suits the regional reality is crucial. He also stated that primary education system is crucial for the implementation of ESD.

### **Mongolia**

The Delegation of Mongolia pointed out that the discussion in this Commission is too much focusing on “how” to promote ESD when “what” to teach for ESD is much more important issue to talk about. Thus, the Delegation of Mongolia asserted that the discussion on the contents of ESD should be the Commission’s biggest interest. For this statement, the Delegation of Mongolia suggested for making a central organization that takes care of the ideas and curriculums for teaching ESD.

*The Delegation of Denmark suggested a motion for the Suspension of the meeting for 10 minutes to discuss further on the issue that Delegation of Mongolia brought up. - **Adopted**  
2:40-2:50*

In the period of this Suspension of the meeting, many Delegations including Denmark, Mongolia, Kazakhstan, and Brazil spoke about the topic. Specifically, the Delegation of Mongolia proposed that UNESCO is the only institution that is capable of acting as the central organization to implement and promote ESD. The Danish Delegation added to that idea by encouraging UNESCO to open a permanent branch of United Nations University (UNU) in Africa and South America for ESD.

*End of Suspension*

### **Kenya**

The Delegation of Kenya stated that they are preparing a Draft Resolution with Sudan and South Africa to make an organization to establish foreign education program in Africa.

*The Delegation of Nigeria suggested a motion for the Suspension of the meeting for 2 minutes. - **Adopted**  
2:56-2:58*

In the period of this Suspension of the meeting, the Delegation of **Nigeria** expressed his wish and will to join the Resolution that Kenya and other African nations are preparing.

*End of Suspension*

### **Malaysia**

The Delegation of Malaysia asserted that decreasing the education gap between the rich and poor is crucial for implementing proper ESD in to the system. The Delegation also emphasized the important role of Information and Communication Technology (ICT) in ESD.

### **Kazakhstan**

The Delegation of Kazakhstan introduced some successful cases that are contributing to the decrease of the education gap between the urban and rural population. He mentioned the

*Akmora Rural School and Constanage School* which are schools only for the children in remote villages. The Delegation added that the strategies and curriculums are set for the circumstances of those specific regions. Furthermore, the Delegation of Kazakhstan brought up the issue of finance in education and he expressed that it is a key element to improve the quality of education.

*The Delegation of Turkey suggested a motion for the Adjournment of the meeting for 10 minutes to take a water break. - **Adopted***  
3:05 – 3:17

## **Nigeria**

The Delegation of Nigeria asserted that Nigeria needs more support and aid from the developed world and the OECD countries. The Delegation stated that both financial aid and human resource support is crucial to implement approachable primary education in Nigeria. He repetitively demanded for more aid and support throughout his speech.

*The Delegation of Denmark suggested a motion for the Suspension of the meeting for 5 minutes to point out and discuss about Nigeria's comment on the assistance. - **Adopted***  
3:25-3:30

The Delegation of **Denmark**, on behalf of the OECD nations, gave a speech that the OECD is already providing abundant support and aids to the developing world. The Delegation added that Denmark, for example, is supporting 60% of the aid to Nigeria. He ended his speech saying that the Delegation of Nigeria should be serious about the assistance they are receiving at the moment.

*End of Suspension*

## **Korea**

The Delegation of Korea reminded the Commission the importance of a solid curriculum to educate sustainable development.

## **Denmark**

The Delegation of Denmark added to the idea that not only the research on curriculum is needed but also a firm monitoring group is crucial for the proper implementation of ESD.

*The Delegation of Nigeria and Mongolia suggested a motion for Suspension of the meeting for 5 minutes to talk about Denmark's idea on monitoring system. - **Adopted***

In the period of this Suspension of the meeting, the Delegation of Mongolia mainly talked about the details of the central monitoring organization. She asserted that a world-scale data base should be prepared for educating sustainable development. The Delegation stated that this data base would be a good source to give feedback on the current curriculum for ESD.

*End of suspension*

## **USA**

The Delegation of USA asserted that we must make sure that high technology and innovative systems are included in the process of creating such organization.

*The Chairperson suggested the Commission to move a motion for the Adjournment of the meeting for 20 minutes to take a break. - **Adopted***  
3:55-4:20

## On Sub-Item 2: Re-shaping current education programs

### **Nigeria**

The Delegation of Nigeria asked for larger support from the international community to help increase the facilities on higher education in Nigeria. The Delegation asserted that since a lot of students from Africa are coming to study in Nigeria, higher educational institutions must be funded more to become better.

*The Delegation of Denmark suggested a motion for Suspension of the meeting for 20 minutes to discuss about the Nigeria's speech. - **Adopted***  
4:25:-4:48

In the period of this Suspension of the meeting, the Delegation of Denmark, Nigeria, China participated in the discussion. The Delegation of Denmark criticized the Delegation of Nigeria for continuously suggesting vague ideas and plans without rationale and details. The Delegation of Nigeria clarified that he wanted to emphasize the importance of Nigeria in the context of African education system. The Delegation added that since schools of agriculture training are minimized by the short of financial and technical resources, the international community should support more for better implementation of education and ESD in Africa. The Delegation of China agreed on Nigeria's idea that developing countries, including China, need more funds to divert and invest on ESD projects.

*End of Suspension*

### **Mongolia**

The Delegation of Mongolia expressed its opinion that ESD is not just about learning knowledge of the nature but it's a holistic approach to changing the life-styles of the individuals. Thus, she asserted that formation of the curriculum for ESD should include strong feedback system to help the learners and educators to work together. The Delegation then added that the situation in Mongolia is desperate at this point, because there are not enough teachers to initiate such new projects and curriculums.

### **Malaysia**

The Delegation of Malaysia asserted that enlarging Eco-Tourism will promote ESD. The Delegation viewed that Eco-Tourism is an alternative way of development which satisfies both nature and business.

*The Delegation of USA suggested a motion for Suspension of the meeting for 10 minutes to discuss about Malaysia's idea on Eco-Tourism. - **Adopted***  
5:10-5:30 (The Chairperson unofficially granted 20 more minutes for freer debate.)

In the period of this Suspension of the meeting, the Delegation of USA, Malaysia, and Turkey participated in the discussion. The Delegation of USA questioned the fundamental logic behind the statement that Eco-Tourism will promote ESD by the Delegation of Malaysia. The Delegation of Malaysia replied that the money earned from Eco-Tourism would be put into as a financial support implementing ESD. To this, the Delegation of USA suggested Malaysia to utilize Eco-Tourism in part of ESD rather than focusing on the financial benefit from Eco-Tourism.

*End of Suspension*

### **Germany**

The Delegation of Germany claimed that since the concept of Sustainability is not familiar to the public, the target population of many projects, forums, and programs that are related to sustainability should expand and spread wider.

### **Denmark**

The Delegation of Denmark stated that the usage of the mass media is crucial to spread the information about sustainable development to the local population. Thus, the Delegation suggested UNESCO to expand its efforts on increasing radio stations around the globe which will be effective way to increase public awareness on ESD.

### **Mongolia**

The Delegation of Mongolia stated that utilizing UCC to recall the interest of the kids on the issue of ESD would be effective.

### **Russia**

The Delegation of Russia criticized the idea of Mongolia by asserting that UCC is not a suitable method to increase the public awareness of ESD in the developing countries since they are not adequately equipped with such infrastructure.

### **Closing of the Session**

*The Secretary to the Conference made an announcement about the official UNESCO form of Draft Resolution.*

*The Chairperson declared the closing of the Concurrent Commission 2.*

## **Commission 2**

### **Minutes of the Concurrent Commission Session 3 During the Model UNESCO Conference on Sustainable Development**

Thursday, July 09, 2009  
Korea UNESCO Peace Center  
(9:10AM - 10:49AM)

## **Attendance**

All 19 Delegations attended the meeting.

## **Opening of the Session**

*The Chairperson declared the opening of the Concurrent Commission Session 3.*

## **Agenda Debate**

### **On Sub-Item 3: Public Awareness and Understanding on Sustainability**

#### **Italy**

The Delegation of Italy claimed that they should make TV programs on the ESD that explains about the environment and development.

#### **China**

The Delegation of China stated that China is doing well in trading and communicating the information on ESD to the public. He provided some examples of such policies and actions:

Slogans were created for increase of public awareness on the issue of ESD. Presently, the slogan for emphasizing three ESD values is being advertised - Reduction, Reuse and Recycle (known as 3R).

Selected zone were set for the strict control of the illegal waste. Central government energy efficiency is increasing.

#### **Canada**

The Delegation of Canada introduced the efforts made by the Canadian government on the public awareness of ESD.

Canada provides easily accessible funding to NGOs to increase the public awareness of ESD. The close engagement of the Government and the NGOs is effective.

Ex) *Environmental Trusty Fund in 2007*

: Fund that promotes recycling and use of sustainable resources.

The Delegation of Canada also suggested that other countries should actively fund and support the NGOs to increase the public awareness of ESD.

#### **Denmark**

The Delegation of Denmark introduced their nation's distinctive radio program that mainly deals with ESD. Then, he stated that peace and environment education is done through radio everyday to the public which contributes the public awareness to grow.

#### **Nigeria**

The Delegation of Nigeria made two points regarding the issue of public awareness on ESD.

Environmental resolution and the protection of endangered species will be enhanced and worked out with the increase in public awareness.

The reduction of damages caused by natural disasters will be also an effect of increase in public awareness on ESD. By giving out information and educating them, the traditional practices that provoke more global warming such as illegal discharge of petroleum will be reduced.

#### **USA**

The Delegation of USA pointed out that ESD does not only have to be dealt with the professionals. Regarding the point, in USA, there is already an institution called *Integration of Sustainable Development in Education*. This organization encourages normal individuals (Doesn't have to be experts and trained) to learn, discuss about the issue of ESD. The biggest function and advantage of this institution is that it is open to any individuals to participate.

#### On Sub-Item 4: Provision of Training Infrastructure

##### **Kazakhstan**

In Kazakhstan, the NGOs that work for the basic educational infrastructures have been very active. In numbers, 35,000 organizations are registered. However, only 1/3 of them are active at the moment and they only work in big cities in Kazakhstan. Also, the financial donors of these NGOs are mostly from outside of Kazakhstan.

But still, due to its great effectiveness, NGO's active involvement should be carefully analyzed and considered by other nations too.

##### **Turkey**

The Delegation of Turkey stated that although there are difficulties such as in financial manner, the Turkish government tries hard to achieve the goal of implementing successful training infrastructures.

For that goal:

Policies are being made to promote ESD.

Formal / informal learning is being developed to support ESD.

The government is ensuring that materials for ESD are easily accessible to the public.

##### **Italy**

The Delegation of Italy discussed about his focus on the program of *Life Long Learning*. These are some of the key features of this program:

Apprenticeship project

When participant is in this project, the contract for 4 years and 120 hours of work training is guaranteed.

Employment contract project

This is similar to the Apprenticeship project.

Job training and Counseling provided by the government

This is to ensure that people can attain direct information on the job field.

##### **USA**

The Delegation of USA introduced some of the efforts made by the government.

In USA, numerous workshops and conferences are being organized on the provision of training infrastructures.

Training program for Chinese officials. The Delegation of USA viewed that this program can be expanded to other countries. And USA is willing to support the program for better provision of training infrastructure of the world.

##### **Denmark**

Denmark has been granting enormous support to developing countries for their development of infrastructure for ESD. One of the biggest supports was providing programs that foster trained personnel that can distribute information to the youth. According to the *2004 Copenhagen conference*, 4 million south of Sahara citizens were trained by this Danish program.



## **China**

The Delegation of China presented some solid infrastructures of ESD that are in China:

2 Regional centers for ESD launched by the United Nations are located in Anjing and Beijing. The regional expertises have been developing many programs and infrastructure plans to promote ESD.

*Ecological County in Anjing(2006)*: This is done by the active role of the individuals in the region; not the governmental efforts.

### **On Sub-Item 5: New Mechanism for Global Cooperation for ESD**

## **USA**

The Delegation of USA suggested that bi-lateral projects and movement is effective to tackle the issue. Therefore, UNESCO and other organizations should consider this flexible method.

## **Turkey**

The Delegation of Turkey asked for cooperation and support of the international community to share good programs that each nation has. The Delegation specifically mentioned about Japan's program - *Disaster Preparation Guide*- which successfully reduced the damage caused by the natural disasters.

## **Denmark**

The Delegation of Denmark stressed the importance of global cooperation is crucial to tackle the problems involved with ESD. The speech included that nations must be realistic and not hypocrites. Also, the Delegation claimed that UNESCO should be brain of global cooperation for ESD. This is meaning that UNESCO should play the general role as a supervisor.

## **Nigeria**

The Delegation of Nigeria believed that MNC's and other private corporations showed great commitment for ESD in Nigeria. And it was successful. Therefore, *Private-public partnership* is crucial and an alternative for new mechanism to tackle the problems of ESD.

## **China**

The Delegation of China stated that the amount and the quality of effort for new mechanism and cooperation for ESD made by the Chinese government went beyond the effort of UN and UNESCO. Then, the Delegation introduced his *Eco-regional and world wide fund for nature* that aims for effective ESD. The program teaches and accentuate on implementing *1 planet using system* - when the citizens of USA is using the resources of 5 planets. This "green" program calls for new mechanism, new approach on ESD.

*The Chairperson declared the closing of the Agenda Debate.*

*The Delegation of USA suggested a motion for the Adjournment of the meeting for 30 minutes. -*

**Adopted**

10:07-10:36

### **Considering of the Draft Resolution**

## **Brazil**

The Delegation of Brazil read his Draft Resolution.  
(Annex 1)

## **China**

The Delegation of China read his Draft Resolution.  
(Annex 2)

## **Closing of the Session**

*The Chairperson suggested a motion for the Adjournment of the meeting to the next Session. –*  
**Adopted**

## **Annex 1 – Brazil’s Draft Resolution**



UNESCO-KNCU Global Seminar 2009

[http://www.theodora.com/maps/brazil\\_map.html](http://www.theodora.com/maps/brazil_map.html)

Seventh Edition

Draft Resolution

Icheon 2009

GS/6

9th July, 2009

Original: English

### **DRAFT RESOLUTION ON EDUCATION FOR SUSTAINABLE DEVELOPMENT**

Draft Resolution for Debate by Commission Two of the UNESCO-KNCU Global Seminar 2009 on the issue of Education for Sustainable Development

Lead Country: **Brazil**

Sponsors: **Denmark, Nigeria, Kenya, Kazakhstan, Japan, Italy, Malaysia, Mongolia, Turkey, South Africa, Russia, United States, Sudan, Canada, Argentina, China**

The General Conference,

Recalling Chapter 36 of Agenda 21, on promoting education, public awareness and training, adopted at the United Nations Conference on Environment and Development, held in Rio de Janeiro, Brazil in 1992 (\*1),

Convinced that education is the foundation of sustainable development that can satisfy the needs of present generations without compromising the abilities of future ones,

Reaffirming the internationally agreed upon development goal of achieving universal primary education, in particular that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling,

Endorsing the UN decision to proclaim the "United Nations Decade on Education for Sustainable Development" beginning on 1st January 2005, and to appoint UNESCO as the lead agency for the promotion of the Decade,

Convinced that sustainable development requires a holistic approach connecting Education for Sustainable Development to other initiatives in favor of 'Education for All' and to the 'Literacy Decade' in order to accomplish the Millennium Development Goals,

Emphasizing that education is an indispensable element for achieving sustainable development, The Commission calls on member states to:

1. Increasing approachable quality primary education

i. Pursue efforts for a world campaign for quality and equitable "Education for All" integrating the concept of sustainable development; declaring a world day for Education for Sustainable Development;

- ii. Suggest the setting up of Education for Sustainable Development scholarship programs by national governments from primary to higher level of education in local institutions of learning;
  - iii. Prioritize the achievement of the Millennium Development Goals and ensure that children above the age of six (6) irrespective of their gender by legislation must attend primary school;
2. Re-shaping current education programs
- i. Design Education for Sustainable Development programs in collaboration with indigenous and local populations which will take into consideration their culture and special needs;
  - ii. Improvise and implement a reviewed curriculum in schools which consists of the subjects of climate change and Sustainable Development;
  - iii. Promote research and development in the field of natural sciences and technology for Sustainable Development in the form of technical assistance to institutions of higher learning in developing countries;
3. Public awareness and understanding on sustainability
- i. Promote public awareness campaigns using all modern and traditional means of communication such as TV, radio, and internet aimed at fostering a better understanding of the environment, population, and development issues and their interrelationships;
  - ii. Observe national days in commemoration of efforts for sustainable development during which extensive and vigorous campaigns on sustainable development will be carried out in partnership with celebrities and other public figures; organizing sustainable development competitions for innovative ideas and efforts by students, individuals, and companies;
  - iii. Promote risk awareness and management in order to reduce disasters and natural catastrophes within vulnerable member countries;
4. Provision of training infrastructure
- i. Commit resources to the creation of a 'Joint Task Force' for Technology transfer in areas of Education for Sustainable Development such as waste management, vocational training especially in modern farming and land use techniques;
  - ii. Contribute in the establishment of international exchange programs for educators to spread the idea of Education for Sustainable Development;
5. New mechanism for global cooperation for ESD
- i. Organize regular international conferences, bi annual seminars, workshops and symposia hosted on rotating bases to discuss policies and share experience in the area of Education for Sustainable Development;
  - ii. Work in collaboration to establish regional specialized institutions to serve as training centers for experts and researchers to serve the needs of Education for Sustainable Development;

*The commission further calls on UNESCO to coordinate Decade Education for Sustainable Development in Conjunction with both Education for All and United Nations Literacy Decade to ensure efficient management of resources in order to maximize output thus avoiding the duplication of efforts*

## Annex 2 – China’s Draft Resolution

### **CHINA’S DRAFT RESOLUTION ON THE UNU-KNCU GLOBAL SEMINAR ON SUSTAINABLE DEVELOPMENT 2009 HELD IN ICHEON-THE REPUBLIC OF KOREA.**

Affirming that the challenges for ESD in China are enormous, such as its huge population and rapid economic development, we therefore call on you fellow delegates to tender resolutions to UNESCO on ESD to the effect that the conditions and development in countries are different, the policies of ESD in a country should be specific to the said country, this is because China faces an imbalance in regional development,

Deeply regretting on how China can make the gap narrower between different developmental stages which depends upon economic and political status across the country, for example the ESD developmental gaps between the east region and west regions in China,

Affirmatively, China sees the need to formulate differentiated policies and guidelines which reflect the diverse needs based upon developing economic growth and cultural situations across the country; in view of different areas of China, it should be important to formulate policies or guidelines of ESD to implement in different areas given the unique local context and conditions,

Emphasizing that in as much as China is calling on you fellow delegates and UNESCO to come up with ESD in rural areas policies for the different countries, China in particular, not only governmental attention and funding for helping balanced development of ESD across China but also practitioners and researchers’ efforts on helping develop a locally relevant understanding of ESD are key factors of future ESD that China calls on UNESCO to implement.

Drawn up this 7<sup>th</sup> Day of July 7, 2009 at the UNESCO Peace Center-Icheon South Korea.

Sign: Delegates of The People’s Republic of China.

## **Commission 2**

### **Minutes of the Concurrent Commission Session 4 During the Model UNESCO Conference on Sustainable Development**

Thursday, July 09, 2009  
Korea UNESCO Peace Center  
(2:15PM - 6:00PM)

## **Attendance**

All 19 delegations attended the meeting.

## **Opening of the Session**

*The Chairperson declared the opening of the Concurrent Commission Session 4.*

## **Considering of the Draft Resolution**

### **United States of America**

The Delegation of USA clarified on the point that the USA does not have any intension to confuse and disrupt the Commission by introducing a new Draft Resolution. However, the Delegation added that this new Draft Resolution would complement Brazil's Draft Resolution, which almost every Delegation has already agreed upon. Thus, the Delegation of USA asked the other Delegations to judge their Draft Resolution by its contents.

Then, the Delegation read the Draft Resolution prepared by USA.  
(Annex 1)

### **Debating the Draft Resolution**

*The Chairperson suggests a motion for Suspension of the meeting (ROP) for freer debate. - **Adopted***

### **Brazil – Draft Resolution # 1 (Annex 2)**

Pursue efforts for a world campaign for quality and equitable "Education for All" integrating the concept of sustainable development; declaring a world day for Education for Sustainable Development; (p.2 of the text)

The Delegation of Italy, Denmark, Turkey, and China questioned about the vagueness of the idea of a world day. For this, the Delegation of Brazil explained that declaring a world day for ESD would help bring up the public awareness within the world population.

*For the efficiency of the meeting, the Chairperson suggested a method of voting on each paragraph for the amendment. - **Adopted***

*The Delegation of Denmark suggested a motion for the Adjournment of the meeting for 10 minutes to take a short break. - **Adopted***  
3:15-3:25

*The Delegation of Denmark suggested a motion for the Suspension of the meeting (ROP) for freer debate. - **Adopted***

### **Kazakhstan**

Prioritize the achievement of the Millennium Development Goals and ensure that children above the age of six (6) irrespective of their gender by legislation must attend primary school; (p.2)

The Delegation of Kazakhstan suggested an amendment of the part the age of six (6) to age of five or six. The Delegation claimed that this amendment would encompass different situations of different areas around the world.

Voting:

In Favor of this amendment on the Draft Resolution: 9

In Against of this amendment on the Draft Resolution: 5

Abstention: 5

**Adopted**

Also, the Delegation of Kazakhstan suggested an amendment of the part irrespective of their gender to socially vulnerable ones such as children with gender discrimination, disabilities, poverty and ethnic minority background and those from rural areas of their gender.

Voting:

In Favor of this amendment on the Draft Resolution: 15

In Against of this amendment on the Draft Resolution: 3

Abstention: 1

**Adopted**

### **Turkey**

Promote public awareness campaigns using all modern and traditional means of communication such as TV, radio, and internet aimed at fostering a better understanding of the environment, population, and development issues and their interrelationships; (p.2)

The Delegation of Turkey suggested a deletion of the part such as TV, radio, and internet on the reason that the previous statement is self-explanatory and including such phrases looks redundant.

Voting:

In Favor of this amendment on the Draft Resolution: 19

In Against of this amendment on the Draft Resolution: 0

Abstention: 0

**Adopted**

### **Germany**

Commit resources to the creation of a 'Joint Task Force' for Technology transfer in areas of Education for Sustainable Development such as waste management, vocational training especially in modern farming and land use techniques; (p.3)

The Delegation of Germany suggested a deletion of the part modern on the reason that the term is too vague.

Voting:

In Favor of this amendment on the Draft Resolution: 19

In Against of this amendment on the Draft Resolution: 0

Abstention: 0

**Adopted**

### **Denmark**

Commit resources to the creation of a 'Joint Task Force' (under the supervision of UNESCO) for Technology transfer in areas of Education for Sustainable Development such as waste management, vocational training especially in modern farming and land use techniques; (p.3)

The Delegation of Denmark suggested an addition of the part under the supervision of UNESCO into the Draft Resolution.

Voting:

In Favor of this amendment on the Draft Resolution: 17

In Against of this amendment on the Draft Resolution: 0

Abstention: 2

**Adopted**



## Malaysia

Promote research and development in the field of natural sciences and (Information and communication) technology for Sustainable Development in the form of technical assistance to institutions of higher learning in developing countries; (p.3)

The Delegation of Malaysia suggested an addition of the part Information and communication into the Draft Resolution.

Voting:

In Favor of this amendment on the Draft Resolution: 5

In Against of this amendment on the Draft Resolution: 12

Abstention: 2

**Rejected**

## United States of America

Work in collaboration to establish regional specialized institutions to serve as training centers for experts and researchers to serve the needs of Education for Sustainable Development; (p.3)

The Delegation of USA suggested an amendment of the part regional specialized to specialized regional for the better rhetoric of the text.

Voting:

In Favor of this amendment on the Draft Resolution: 19

In Against of this amendment on the Draft Resolution: 0

Abstention: 0

**Adopted**

## Nigeria

Observe national days in commemoration of efforts for sustainable development during which extensive and vigorous campaigns on sustainable development will be carried out in partnership with celebrities and other public figures; (organizing sustainable development competitions for innovative ideas and efforts by students, individuals, and companies;) (p.3)

The Delegation of Nigeria suggested an addition of the part organizing sustainable development competitions for innovative ideas and efforts by students, individuals, and companies; in to the Draft Resolution for better explanation.

Voting:

In Favor of this amendment on the Draft Resolution: 17

In Against of this amendment on the Draft Resolution: 2

Abstention: 0

**Adopted**

*The Chairperson suggested a motion for the Adjournment of the meeting for 20 minutes. -*

**Adopted**

4: 20-4:40

## Mongolia

Establish one integrated international organization which is in charge of curricula, methods, evaluations, monitoring, trainings for teacher trainers, educators, administrators, financing, research, building and maintaining a database conference systematically. (p.3 of Annex 3)

The Delegation of Mongolia suggested an addition of the part Establish one integrated international organization which is in charge of curricula, methods, evaluations, monitoring, trainings for teacher trainers, educators, administrators, financing, research, building and maintaining a database conference systematically.

The Delegation of Nigeria, Malaysia, Germany, Turkey, and Kazakhstan questioned the reality and criticized vagueness of the idea that Mongolia came up with.

Voting:

In Favor of this amendment on the Draft Resolution: 12

In Against of this amendment on the Draft Resolution: 5

Abstention: 2

***Adopted***

### **Denmark**

The Commission calls on member states to: (p.2)

The Delegation of Denmark suggested an amendment of the part The Commission to The General Conference.

Voting:

In Favor of this amendment on the Draft Resolution: 19

In Against of this amendment on the Draft Resolution: 0

Abstention: 0

***Adopted***

### **Brazil**

(The General Conference calls on all member states to respect and enforce the above resolutions.) (p.3 of the Annex 3)

The Delegation of Brazil suggested an addition of the part The General Conference calls on all member states to respect and enforce the above resolutions.

Voting:

In Favor of this amendment on the Draft Resolution: 19

In Against of this amendment on the Draft Resolution: 0

Abstention: 0

***Adopted***

### **Voting of the Draft Resolution # 1:**

In Favor of this Draft Resolution: 19

In Against of this Draft Resolution: 0

Abstention: 0

***Adopted with Consensus***

### **China – Draft Resolution # 2**

The Chairperson made the announcement that the Delegation of China didn't get the proper approvals of the other Delegations when listing them on the sponsorship list. The Chairperson asserted that this is a serious ethical and moral problem. Thus, due to the critical problem in sponsorship issue on this second Draft Resolution, the Chairperson enforced a secret voting through messages to decide whether or not the Commission would discuss about the Draft Resolution of China.

### **Voting of the Draft Resolution # 2:**

The Commission should discuss about China's Draft Resolution: 1

The Commission should withdraw China's Draft Resolution: 18

Abstention: 0

***Withdrawn***

### **United States of America – Draft Resolution # 3 (Annex 1)**

The Delegation of USA announced that USA will withdraw their Draft Resolution on the reason that many of the contents overlaps with Brazil's Draft Resolution (Draft Resolution # 1).

### **Voting of the Draft Resolution for the Commission 2**

The Chairperson explained that the Delegations had two options for the final voting of the Draft Resolution:

The original version of Brazil's Draft Resolution (Annex 2)

The amended version of Brazil's Draft Resolution (Annex 3)

### **Voting for the Final Draft Resolution:**

The amended version of Brazil's Draft Resolution (Annex 3) was adopted by consensus of the Commission 2.

### **Closing of the Session**

The Chairperson expressed his great gratitude to all the staff members and all the Delegations for their Excellencies and endless support to the Commission.

Dr. John Clamor, on behalf of the advisor staff, told the Delegations that they did an excellent work and that they should be proud of their effort and accomplishment in this Conference. He added that the Delegations should also be proud the valuable experience they earned from learning the process and procedure of an international conference.

*The Chairperson declared the closing of the Concurrent Commission Session 4.*

## **Annex 1 – USA’s Draft Resolution**

### **The United States of America**

Realizing that sustainable development is essential for future generations,

Recognizing the importance of the implementation of education for sustainable development in achieving sustainable development

Confident that world-wide cooperation and combined efforts will be successful in preserving our economy and environment in the future generations,

Believing that a successful implementation of sustainable development through education is an effective way to prepare for the future,

- 1) Recognizes the importance of increasing approachable quality primary education and affirms its commitment in improving education by;
  - a. improving schooling with recruitment of an army of new teachers and developing innovative ways to reward teachers who are doing a great job,
  - b. expanding access to higher education by making it more affordable to any young person who works hard and desires a college education through scholarships and college loans,
  - c. making sure our children are prepared for primary education by dramatically expanding Head Start and other programs,
  - d. supporting school principals by creating a challenge grant program in order to help them develop high quality instructions, professional developments and redesign efficient school organizations,
  - e. improving Accountability and Reform No Child Left Behind by enhancing the assessments used to track student progress so that educators and students can have timely feedback about how to improve student learning, measure readiness for college and success in an information-age workplace, and show whether individual students are making progress toward reaching high standards,
  - f. eliminating the Global Education Deficit on an international level by establishing a Global Education Fund to help fill the financing gap for primary education,
  - g. recommending highly reputable universities to increase their branch departments around the globe so that students in poor regions can also have the access to higher education,
  - h. formulating different curriculums that take the unique and different characteristics into consideration and that promote both formal and informal curriculums outside the classrooms,
- 2) Proclaims that re-shaping current education programs is essential, which will be done through;
  - a. NGOs’ contributions in accelerating movement toward a sustainable future by serving and supporting senior college and university leaders in making healthy, just, and sustainable living, which is the foundation of all learning and practice in higher education,
  - b. curriculums that aim to increase the number of courses that incorporate sustainability in a range of disciplines, such as in the fields of environment and economics,
  - c. research critical to transforming higher education and curriculums which will make sustainability a major research and scholarly focus,
  - d. rewards offered to faculties who showed a significant contribution to the development in sustainability education,
- 3) Calls for the establishment of the institution called “Integration of Sustainable Development into Education” that will serve the following functions within respective countries;
  - a. hold the Education for Sustainability Professional Organizations Meeting in order to encourage discussion and exchange of the effective methods and curriculums in teaching students,

- b. encourage any individuals' participation in promoting education of sustainable development through publicizing their activities on the website, providing them with adequate necessary materials and giving them the opportunities to attend workshops relevant to the education of sustainable development,
  - c. distribute relevant information through the website for any members who join the institution,
  - d. hold other events in association with other organizations, such as UNESCO,
  - e. give the specific skills and knowledge that are directly related with finding jobs and employment,
- 4) Calls upon the world to cooperate in creating a sub-UN organization UNDESD (United Nations Decades of Education for Sustainable Development) in order to;
- a. provide training infrastructure, such as workshops, seminars, teaching programs that will offer opportunities for educators to exchange their curriculum and learn from others,
  - b. raise public awareness through public educational advertisement in association with mass media,
  - c. monitor and evaluate the current status of ESD (education for sustainable development) through a highly developed assessing system,
  - d. support research agenda, strategic guidance and good practices,
  - e. convene working groups to promote exchanges between member states, such as expositions, scholastic seminars and international conferences on a regular basis,
- 5) Welcomes global cooperation on this matter and endorses any efforts by any member state to improve the status quo.

## Annex 2- Brazil's Draft Resolution



UNESCO-KNCU Global Seminar 2009

[http://www.theodora.com/maps/brazil\\_map.html](http://www.theodora.com/maps/brazil_map.html)

Seventh Edition

Draft Resolution

Icheon 2009

GS/6

9th July, 2009

Original: English

### **DRAFT RESOLUTION ON EDUCATION FOR SUSTAINABLE DEVELOPMENT**

Draft Resolution for Debate by Commission Two of the UNESCO-KNCU Global Seminar 2009 on the issue of Education for Sustainable Development

Lead Country: **Brazil**

Sponsors: **Denmark, Nigeria, Kenya, Kazakhstan, Japan, Italy, Malaysia, Mongolia, Turkey, South Africa, Russia, United States, Sudan, Canada, Argentina, China**

The General Conference,

Recalling Chapter 36 of Agenda 21, on promoting education, public awareness and training, adopted at the United Nations Conference on Environment and Development, held in Rio de Janeiro, Brazil in 1992 (\*1),

Convinced that education is the foundation of sustainable development that can satisfy the needs of present generations without compromising the abilities of future ones,

Reaffirming the internationally agreed upon development goal of achieving universal primary education, in particular that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling,

Endorsing the UN decision to proclaim the "United Nations Decade on Education for Sustainable Development" beginning on 1st January 2005, and to appoint UNESCO as the lead agency for the promotion of the Decade,

Convinced that sustainable development requires a holistic approach connecting Education for Sustainable Development to other initiatives in favor of 'Education for All' and to the 'Literacy Decade' in order to accomplish the Millennium Development Goals,

Emphasizing that education is an indispensable element for achieving sustainable development, The Commission calls on member states to:

1. Increasing approachable quality primary education

i. Pursue efforts for a world campaign for quality and equitable "Education for All" integrating the concept of sustainable development; declaring a world day for Education for Sustainable Development;

ii. Suggest the setting up of Education for Sustainable Development scholarship programs by national governments from primary to higher level of education in local institutions of learning;

iii. Prioritize the achievement of the Millennium Development Goals and ensure that children above the age of six (6) irrespective of their gender by legislation must attend primary school;

## 2. Re-shaping current education programs

i. Design Education for Sustainable Development programs in collaboration with indigenous and local populations which will take into consideration their culture and special needs;

ii. Improvise and implement a reviewed curriculum in schools which consists of the subjects of climate change and Sustainable Development;

iii. Promote research and development in the field of natural sciences and technology for Sustainable Development in the form of technical assistance to institutions of higher learning in developing countries;

## 3. Public awareness and understanding on sustainability

i. Promote public awareness campaigns using all modern and traditional means of communication such as TV, radio, and internet aimed at fostering a better understanding of the environment, population, and development issues and their interrelationships;

ii. Observe national days in commemoration of efforts for sustainable development during which extensive and vigorous campaigns on sustainable development will be carried out in partnership with celebrities and other public figures; organizing sustainable development competitions for innovative ideas and efforts by students, individuals, and companies;

iii. Promote risk awareness and management in order to reduce disasters and natural catastrophes within vulnerable member countries;

## 4. Provision of training infrastructure

i. Commit resources to the creation of a 'Joint Task Force' for Technology transfer in areas of Education for Sustainable Development such as waste management, vocational training especially in modern farming and land use techniques;

ii. Contribute in the establishment of international exchange programs for educators to spread the idea of Education for Sustainable Development;

## 5. New mechanism for global cooperation for ESD

i. Organize regular international conferences, bi annual seminars, workshops and symposia hosted on rotating bases to discuss policies and share experience in the area of Education for Sustainable Development;

ii. Work in collaboration to establish regional specialized institutions to serve as training centers for experts and researchers to serve the needs of Education for Sustainable Development;

*The commission further calls on UNESCO to coordinate Decade Education for Sustainable Development in Conjunction with both Education for All and United Nations Literacy Decade to ensure efficient management of resources in order to maximize output thus avoiding the duplication of efforts*

### **Annex 3 – Final Draft Resolution from the Commission 2**



UNESCO-KNCU Global Seminar 2009

[http://www.theodora.com/maps/brazil\\_map.html](http://www.theodora.com/maps/brazil_map.html)

Final Edition

Draft Resolution

Icheon 2009

GS/6

9th July, 2009

Original: English

### **DRAFT RESOLUTION ON EDUCATION FOR SUSTAINABLE DEVELOPMENT**

Draft Resolution for Debate by the General Conference of the UNU-KNCU Global Seminar 2009 on the issue of Education for Sustainable Development

Lead Country: **Brazil**

Sponsors: **Denmark, Nigeria, Kenya, Kazakhstan, Japan, Italy, Malaysia, Mongolia, Turkey, South Africa, Russia, United States of America, Sudan, Canada, Argentina, China, Germany**

The General Conference,

Recalling Chapter 36 of Agenda 21, on promoting education, public awareness and training, adopted at the United Nations Conference on Environment and Development, held in Rio de Janeiro, Brazil in 1992 (\*1),

Convinced that education is the foundation of sustainable development that can satisfy the needs of present generations without compromising the abilities of future ones,

Reaffirming the internationally agreed upon development goal of achieving universal primary education, in particular that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling,

Endorsing the UN decision to proclaim the "United Nations Decade on Education for Sustainable Development" beginning on 1st January 2005, and to appoint UNESCO as the lead agency for the promotion of the Decade,

Convinced that sustainable development requires a holistic approach connecting Education for Sustainable Development to other initiatives in favor of 'Education for All' and to the 'Literacy Decade' in order to accomplish the Millennium Development Goals,

Emphasizing that education is an indispensable element for achieving sustainable development, The General Conference calls on member states to:

1. Increasing approachable quality primary education



- i. Pursue efforts for a world campaign for quality and equitable "Education for All" integrating the concept of sustainable development; declaring a world day for Education for Sustainable Development;
  - ii. Suggest the setting up of Education for Sustainable Development scholarship programs by national governments from primary to higher level of education in local institutions of learning;
  - iii. Prioritize the achievement of the Millennium Development Goals and ensure that children above the age of five or six socially vulnerable ones such as children with gender discrimination, disabilities, poverty and ethnic minority background and those from rural areas of their gender by legislation must attend primary school;
2. Re-shaping current education programs
- i. Design Education for Sustainable Development programs in collaboration with indigenous and local populations and their institutions which will take into consideration their culture and special needs;
  - ii. Improve and implement a reviewed curriculum in schools which consists of the subjects of climate change and Sustainable Development;
  - iii. Promote research and development in the field of natural sciences and technology for Sustainable Development in the form of technical assistance to institutions of higher learning in developing countries;
3. Public awareness and understanding on sustainability
- i. Promote public awareness campaigns using all modern and traditional means of communication aimed at fostering a better understanding of the environment, population, and development issues and their interrelationships;
  - ii. Observe national days in commemoration of efforts for sustainable development during which extensive and vigorous campaigns on sustainable development will be carried out in partnership with celebrities and other public figures;
  - iii. Organize sustainable development competitions for innovative ideas and efforts by students, individuals, and companies;
  - iv. Promote risk awareness and management in order to reduce disasters and natural catastrophes within vulnerable member countries;
4. Provision of training infrastructure
- i. Commit resources to the creation of a 'Joint Task Force' under the supervision of UNESCO for Technology transfer in areas of Education for Sustainable Development such as waste management, vocational training especially in farming and land use techniques;
  - ii. Contribute in the establishment of international exchange programs for educators to spread the idea of Education for Sustainable Development;
5. New mechanism for global cooperation for ESD
- i. Organize regular international conferences, bi annual seminars, workshops and symposia hosted on rotating bases to discuss policies and share experience in the area of Education for Sustainable Development;
  - ii. Work in collaboration to establish specialized regional institutions to serve as training centers to meet the needs of Education for Sustainable Development;
  - iii. Establish one integrated international organization which is in charge of curricula, methods, evaluations, monitoring, trainings for teacher trainers, educators, administrators, financing, research, building and maintaining a database conferences systematically.

*The commission further calls on UNESCO to coordinate the Decade of Education for Sustainable Development in Conjunction with both Education for All and United Nations Literacy Decade to ensure efficient management of resources in order to maximize output thus avoiding the duplication of efforts*

*The General Conference calls on all member states to respect and enforce the above resolutions*

**Minutes of the Joint Conference  
During the Model UNESCO Conference on Sustainable Development**

Thursday, July 09, 2009  
Korea UNESCO Peace Center  
(8:47PM - 10:00PM)

## **Attendance**

All 19 Delegations attended the meeting.

## **Opening of the Session**

*The president declared the opening of the Joint Conference.*

## **Speeches**

### **Denmark**

The Delegation of Denmark claimed that the Seminar was very successful due to the great effort and cooperation between Delegations. And he also added that we should continue to work together for the better future.

### **Nigeria**

The Delegation of Nigeria assessed this Seminar as a great opportunity of understanding the world vision. The Delegation added that we need to cooperate in order to fight the challenges of global warming and climate change.

## **Report on the Commission**

### **Report on Commission 1: Presented by Ms. Nam Su-Mi**

Commission 1 had two agenda items and five sub-items for discussion.

**Agenda 1:** Building and maintain the climate change knowledge base: Science, assessment, monitoring, and early warning system.

#### **Sub-Items on the Agenda 1:**

Creating new multilateral institution of research and for sharing information on renewable energy, under UNESCO authority.

Assessing and improving existing program to protect the world heritage, in particular for damaged ones by climate change.

Fresh water issue including irrigation, drought and the like.

**Agenda 2:** Promotion mitigation and adaption to climate change through enhanced education and public awareness.

#### **Sub-Items on the Agenda 2:**

Gender issue related to climate change.

Education to promote public awareness.

At the General Policy Debate Session, each delegation presented their interests regarding the issues of Climate Change. At the followed Sessions, Commission 1 has moved into informal meeting for more efficient debates on the regarding issues. Among those informal meetings, all the delegation have focused on each items and had to make the toughest discussions with great passion. In addition, all the delegations worked as a working group and submitted the draft resolution; after that, Commission 1 had the time of voting for each one of those resolutions. At the final Session, Commission 1 came up with two draft resolutions. The biggest achievement of such a long discussion is that two draft resolutions were approved by acclamation.

### **Brazil – Flores Guisela**

The Delegation of Brazil read the Draft Resolution adopted in Commission 1.

## **Nigeria – Eileen Kim**

The Delegation of Nigeria read the Draft Resolution adopted in Commission 1.

## **Report on Commission 2: Presented by Mr. Bang Jun-Shup**

Commission 2 had one agenda and five supporting items for discussion.

**Agenda:** Education for Sustainable Development

### **Supporting Items:**

Increasing approachable quality primary education  
Re-shaping current education programs  
Public awareness and understanding on sustainability  
Provision of training infrastructure  
New mechanism for global cooperation for ESD

At the first Session, Commission 2 had the General Policy Debate from all the 19 countries. And at the second and third Sessions, Commission 2 discussed each item and the issues related to it. Through this process, the Commission came up with 3 draft resolutions. At the final Session, each resolution was introduced by leading countries. After having Amendment process, two draft resolutions were withdrawn and one final resolution from Brazil was adopted with consensus.

## **Brazil – Gilbert Tanwie Talom**

The Delegation of Brazil read the Draft Resolution adopted in Commission 2.

### **Introduction and Discussion of the Draft Declaration**

The President, at first, explained that Draft Declaration has two parts – General Proclamation and Draft Resolution. He encouraged each Delegation to inscribe one sentence for the General Proclamation in order that we can make our last conclusion of the Model UNESCO Conference with cooperation.

*The President suggested a motion for the Suspension of the meeting for 15 minutes to give time for the General Proclamation. - **Adopted***  
9:20-9:35

*The President unofficially granted 15 more minutes.*  
9:35-9:50

*End of Suspension*

The Delegations handed in their sentences for the General Proclamation.

The President gave the floor to the Secretary to the Conference to give an announcement of the sentences written by the Delegations. As followed, Secretary to the Conference read the 19 sentences that are to be included in the General Proclamation.

### **Closing of the Session**

*The President declared the Adjournment of the Joint Conference.*

**Minutes of the Closing Plenary Session  
During the Model UNESCO Conference on Sustainable Development**

Friday, 10 July 2009,  
Korea UNESCO Peace Center  
(10:22 am – 11:00 am)

## **1 Opening Declaration**

The President, Mr. Kim Kyong Min announced the Closing Plenary Session will reconvene to complete the unfinished item from yesterday. The meeting will proceed to adopt the proposed resolution by consensus.

## **2 Closing Speeches**

Mr. Kim Kyong Min welcomed all the Delegations to join today and invited those on the List of Speakers to take the floor.

### Delegation of Sudan

The Delegation of Sudan mentioned that this conference was about unity, victory, and progress on Sustainable Development. The Delegation expressed great gratitude to all Delegations for their efforts, support, and cooperation. Moreover, Sudan promised that they will continue on to build up sustainable development. Finally, the Delegation concluded that history will prove the resolution we pass today is vital to our future.

### Delegation of China

The Delegation of China thanked the efforts of UN University and Korean National Commission for UNESCO to organize this conference. The Delegation stressed that to solve the challenges of the 21<sup>st</sup> century, which transcend the international borders, surpassing and sacrificing our national interests are important. China went on to present that the choice is ours to make and reaffirmed China's support to the efforts of the seminar and its founding values. The Delegation expressed his respect for the plenary, members, and the future as well.

### Delegation of Turkey

The Delegation of Turkey requested Right of Reply to make a speech. Like others, the Delegation of Turkey mentioned that sustainable development is a matter to everyone, including the future generation. Turkey called for more dialogues between developing countries and developed countries. The importance of global cooperation under UNESCO for the betterment of the world was brought up as well. Lastly, the Delegation of Turkey thanked the working staffs for completing this event successfully.

## **3 Draft Declaration**

After the speeches, each Delegation read out one sentence from the Draft Declaration which was drafted last night after the Joint Conference Session.

*The General Conference,*

*Acknowledging* Sustainable-Development as a central principle for ensuring a future in human dignity and a just globalization,

*Fulfilling* concrete and practical environmental education under the institutions related with UNESCO, raising the identity of a global citizen,

*Recalling*, on behalf of human dignity, Sustainable Development acquires the implementation of integration and partnership with respect, followed by secured parity among international communities in order to achieve economic prosperity and happiness among human rights,

*Cognizant* of that we not only try to set Sustainable prosperity for our future generation, but also are going to make moves forward, step by step, to bear fruits from now and onward, with mutual cooperation and the sharing of our wisdom and knowledge of our own,

*Calling* for member states to work hand in hand to meet the needs of both developing and developed countries, in pursuing of Sustainable Development which is an effective way to prepare for the future generations,

*Recalling*, as human beings we have taken advantages of nature for thousands of years, and sustainable development is the way for compensation to the nature for what we have done, the essence for our own existence,

*Emphasizing* on the importance of international cooperation by promoting research and development in the field of natural sciences and technology, keeping in mind the important role played by women in ensuring grass-roots development in order to promote Sustainable Development,

*Realizing* the world greener, more eco-friendly through mutual understanding and international cooperation to achieve the goal of Sustainable Development,

*Taking* small action is better than impracticable proposition for sustainable development,

*Believing* that the defining phrase for Sustainable Development is “collaboration of states within the belonging region,”

*Keeping* in mind that the right to have primary education and access to clean water must be guaranteed to all, giving priority to the least developed countries and Africa,

*Recalling* that developed countries should shoulder more responsibilities to Sustainable Development like climate change and ESD while developing countries should also commit themselves to task as well,

*Taking* note that in order to be responsible for our future generation to preserve and promote education, we should stay focus by working together for better future of our children,

*Seeking* to pursue a world with the hope for our next generation with the attitude of global citizen,

*Reminding* the citizens of the world, that while efforts and measures are taken at the national and institutional levels, only a change from bottom to top in our individual habits, attitudes and choices can make a difference in tackling climate change,

*Believing* that Sustainable Development is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for future generations,

*Calling* on the General Conference to urge UNESCO to forge ESD global cooperation beyond UNESCO member countries – “The challenges of the 21<sup>st</sup> century are problems without passport,”

*Further* recalling preserving nature to protect future generation,

*Fully* aware cooperation and discourse are the key factors for ESD to be successful,

*Affirming* our achievement during the UNU-KNCU global seminar 2009 with annexation I, II and III which are the draft resolutions of each commission,

*Decides* to place our memories of the remarkable experience deep in our heart to the infinity.

10 July 2009  
3<sup>rd</sup> Plenary Meeting

#### **4 Voting**

Mr. President moved on to the voting procedure to adopt the Draft Declaration.

Adopt the Draft Declaration.

i ) In favor – 19 Delegations

ii ) Against – None

∴ **The Draft Declaration is adopted.**

### **5 Concluding Remarks from Mr. President**

Mr. Kim Kyong Min, the President of the Conference congratulated all 76 participants of 19 Delegations to complete our whole event successfully. The past 5 days was a valuable time to discuss, examine, and make the resolution together. Our task was complementary and it was done by cooperation, which made the whole event successful. He went on to thank all the people who supported and cooperated to organize and perfect this Model UNESCO Conference on Sustainable Development. Mr. President emphasized that our only hope is intellectual and moral solidarity and moreover, he stated that once we understand the truth, we are able to realize to cooperate under UNESCO.

### **6 Closing of the Conference**

The President, Mr. Kim Kyong Min declared the closing of the Model UNESCO Conference 2009 Session on Sustainable Development.



## IV. 3. Final Declaration of Model UNESCO Conference 2009

### ***The Model UNESCO Conference,***

*Acknowledging* Sustainable-Development as a central principle for ensuring a future in human dignity and a just globalization,

*Fulfilling* concrete and practical environmental education under the institutions related with UNESCO, raising the identity of a global citizen,

*Recalling*, on behalf of human dignity, Sustainable Development acquires the implementation of integration and partnership with respect, followed by secured parity among international communities in order to achieve economic prosperity and happiness upon human rights,

*Cognizant of* that we not only try to set Sustainable prosperity for our future generation, but also are going to make moves forward, step by step, to bear fruits from now and onward, with mutual cooperation and the sharing of our wisdom and knowledge of our own,

*Calling for* member states to work hand in hand to meet the needs of both developing and developed countries, in pursuing of Sustainable Development which is an effective way to prepare for the future generations,

*Recalling*, as human beings we have taken advantages of nature for thousands of years, and sustainable development is the way for compensating to the nature for what we have done, the essence for our own existence,

*Emphasizing on* the importance of international cooperation by promoting research and development in the field of natural sciences and technology, keeping in mind the important role played by women in ensuring grass-roots development in order to promote Sustainable Development,

*Realizing* the world greener, more eco-friendly through mutual understanding and international cooperation to achieve the goal of Sustainable Development,

*Taking* small action is better than impracticable proposition for sustainable development,

*Believing* that the defining phrase for Sustainable Development is “collaboration of states within the belonging region,”

*Keeping in mind* that the right to have primary education and access to clean water must be guaranteed to all, giving priority to the least developed countries and Africa,

*Recalling* that developed countries should shoulder more responsibilities to Sustainable Development like climate change and ESD while developing countries should also commit themselves to task as well,

*Taking note* that in order to be responsible for our future generation to preserve and promote education, we should stay focus by working together for better future of our children,

*Seeking* to pursue a world with the hope for our next generation with the attitude of global citizen,

*Reminding* the citizens of the world, that while efforts and measures are taken at the national and institutional levels, only a change from bottom to top in our individual habits, attitudes and choices can make a difference in tackling climate change,

*Believing* that Sustainable Development is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for future generations,

*Calling on* the General Conference to urge UNESCO to forge ESD global cooperation beyond UNESCO member countries – “The challenges of the 21<sup>st</sup> century are problems without passport,”

*Further recalling* preserving nature to protect future generation

*Fully aware* cooperation and discourse are the key factors for ESD to be successful,

*Affirming* our achievement during the UNU-KNCU global seminar 2009 with annexation I, II and III which are the draft resolutions of each commission,

*Decides* to place our memories of the remarkable experience deep in our heart to the infinity.

10 July 2009  
3<sup>rd</sup> Plenary Meeting

## **ANNEXATION I**

### **Agenda Item 1: Building and maintaining the climate change knowledge base: Science, assessment, monitoring, and early warning**

*The Model UNESCO Conference,*

*Guided by the Constitution of UNESCO,*

*Recalling* the accurate fact that climate change labeled "define issue of our era, the corporation is required throughout the world (180 EX/16RV Annex articles 2), and owing to the accumulation of GHG emissions to date, reducing emissions alone will not obviate climate change impacts, and effects will persist for many centuries even after atmospheric GHG concentrations are stabilized,

*Stressing* adaptation to climate change is therefore a necessity; there is a need to adequate knowledge of present and future to accurately meet the internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs),

*Aware of* UNESCO will contribute to building in an upstream manner the knowledge base of climate change, and to promoting through a downstream delivery chain its translation into specific interventions, especially in country level as well as global level (180 EX/16 Rev. Annex articles 25),

*Aware of* the work that UNESCO has done with the support of other organizations among the United Nation system, the delegation of Brazil believes that it is important not to have duplicity of efforts, furthermore to contribute to improve, support and enhance the work that has been already achieve in the main topic of our concern, in this case Climate Change,

*Considering* that climate change threats not only the lives of millions of people but also world natural heritage that are to be transmitted to future generations,

*Recalling* the Report of the Ninth Session of the Inter-Agency group on Water in Africa (IGWA) composed by the United Nations Economic Commission for Africa, Kenya December 2002,

*Further Recalling* that the Report by the Director-General on Refined UNESCO strategy for Action on Climate Change 2008, strives the significant impacts on fresh-water resources (No.17 180 EX/16 Rev),

*Fully aware of* the lack of water resource that would negatively impact on agriculture and social security, and the need to promote innovative agricultural technology, sharing information and indigenous knowledge,

1. *Promotes* the active cooperation of developed countries as well as partnerships with private sector to actively increase pilot/demonstration projects, under the work of the Global Renewable Energy Education and Training (GREET) Programme, created by UNESCO and working under UN Energy,

2. *Calls upon* the strengthen the role of UNESCO for serving as a link to assure studies on the viability of the projects and to engage the interest of private sector to contribute in the implementation of the pilot/demonstration projects,

3. *Notes* that the incentive for the private sector would be that depending on their level of contribution to the projects, GREET would give a recognition, that later could be evaluated as a certification, to acknowledge their contribution to spread the methods and techniques to tackle climate change,

4. *Makes* climate heritage map on the basis of the knowledge and technology of existing climate change indicators in order to forecast the damage of world heritage from climate change and preserve or protect the world heritage from climate change,
5. *Expands* the scope of using World Heritage Fund into more in helping restore world heritage in danger of climate change,
6. *Implements* Sustainable Tourism as an incentive for developed countries to engage in the issue of Climate Change,
7. *Expands* natural disaster (including flood and drought) early warning system to adapt climate change according to each country's situation for the nations that lack basic infrastructure for the spread of knowledge by the help of UNESCO and other UN organizations,
8. *Promotes* the spread of water purification system for drinking water for health issue by active pursuit in a country level action,
9. *Spreads* water reserve system to prevent flood and to provide drinking water.
10. *Establishes* national partnership for sharing information involving indigenous knowledge and hydrotechnology on freshwater issue,
11. *Further expands* research on desertification and water use using Geographical Information System (GIS) tool and other scientific measures in similar concerned countries,
12. *Further promotes* better water irrigation use for agriculture, and increase irrigation infrastructure and promote developed irrigation technology by partnership with private and public sector and by domestic approach as well as regional/international approach,
13. *Invests* in developing agricultural technology and raising effectiveness in agriculture by using available natural resources,
14. *Promotes* the research and evaluation on the possible sources of financing and cooperation to be able to fulfill the needs stated in the previous freshwater issues,
15. *Designates* the creation of a leading committee of experts, this is necessary on the water shortage problems to reduce an inefficiency that has been caused by the overleaping work of organizations that tackle this problem in Africa.

07 July 2009  
1<sup>st</sup> Commission

## **ANNEXATION II**

### **Agenda Item 2: Promoting mitigation and adaptation to climate change through enhanced education and public awareness**

The Model UNESCO Conference,

*Recalling* Chapter 35 of Agenda 21, on Science for Sustainable Development, the UNESCO General Conference document 34 C/4 and Chapter 36 of Agenda 21, on promoting education, public awareness and training, adopted at the United Nations Conference on Environment and Development, held in Rio De Janeiro, Brazil in 1992 (\*1) the gender issue of inequality and for better outreach of the environmental education agenda on climate change,

*Reaffirming* the Declaration of the United Nations Conference on the Human Environment, adopted at Stockholm on 16 June 1972, a/ and seeking to build upon it,

*Seeking* to include practical lessons on the environment and climate change in the curriculum in schools and higher education level in local communities with monitoring and assessment of the UNESCO, such as field trips, training sessions and programs aimed at mitigation and adaptation on climate change,

*Emphasizing* facilitation of cooperation between UNESCO and local schools by supporting allocating funds to the practical regular lessons at schools at all levels, urging to include practical aspects, as well as provision of guidelines for better sustainable development through education and programs.

*Realizing* the importance of better methods to increase public awareness, keeping in mind the protection of minority opinions of countries and targeting groups with similar culture and region,

*Observing* for each country's need to develop water management education programmes for sustainable use of water resources to improve the efficiency of water management through enhanced education programme

*Recognizing* that training programmes for farmers on sustainable water use would contribute to reducing regional conflicts on water use

1. *Promotes* grassroots movements utilizing the influential role of women in the household to spread vital information on the climate change issue throughout communities by:
  - a. Developing training systems for women empowerment
  - b. Spreading a UNESCO environmental education program specific to domestic life (i.e. sanitary water usage and disease prevention, etc.) *through* strong existing community networks of women, particularly working in cooperation with existing micro credit networks
2. *Recommends* Delegations to:
  - a. Mainstreaming gender inequality issue into the climate change efforts at the national, regional and international levels including in policies, strategies, action plans and programs
  - b. Incorporating both women and men into the decision-making framework on climate change mitigation and adaptation initiatives
  - c. Reducing the vulnerability of women in decision-making on climate change at different levels
3. *Emphasizes* improving an existing program into an institution level under UNESCO authority to serve better methods to increase public awareness by targeting groups with similar culture and region;

4. *Draws attention of protection the minority opinions of countries having a specific problem on climate change;*

5. *Takes note of improvement for public awareness that plays a significant role in mitigation and adaptation on climate change*

6. *Encourages to include practical lessons on the environment and climate change in the curriculum in schools and higher education level in local communities with monitoring and assessment of the UNESCO.*

7. *Recommends to include practical aspects such as field trips, training sessions and programs*

8. *Urges to facilitate cooperation between UNESCO and local schools by supporting allocating funds to the practical regular lessons at schools and higher education institutions*

9. *Affirms to provide guidelines for better sustainable development through education and programs aimed for raising public awareness of climate change issue*

10. *Encourages teaching the farmers to change crop or farming pattern and adapt to climate change*

*Calls upon prohibiting the overuse of underground water source*

*Invites to provide water management education in developing countries*

*07 July 2009  
1<sup>st</sup> Commission*

## **ANNEXATION III**

### **Agenda Item 3: Education for Sustainable Development**

*The Model UNESCO Conference,*

Recalling Chapter 36 of Agenda 21, on promoting education, public awareness and training, adopted at the United Nations Conference on Environment and Development, held in Rio de Janeiro, Brazil in 1992 (\*1),

Convinced that education is the foundation of sustainable development that can satisfy the needs of present generations without compromising the abilities of future ones,

Reaffirming the internationally agreed upon development goal of achieving universal primary education, in particular that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling,

Endorsing the UN decision to proclaim the "United Nations Decade on Education for Sustainable Development" beginning on 1st January 2005, and to appoint UNESCO as the lead agency for the promotion of the Decade,

Convinced that sustainable development requires a holistic approach connecting Education for Sustainable Development to other initiatives in favor of 'Education for All' and to the 'Literacy Decade' in order to accomplish the Millennium Development Goals,

Emphasizing that education is an indispensable element for achieving sustainable development,

The General Conference calls on member states to:

1. Increasing approachable quality primary education

- i. Pursue efforts for a world campaign for quality and equitable "Education for All" integrating the concept of sustainable development; declaring a world day for Education for Sustainable Development;
- ii. Suggest the setting up of Education for Sustainable Development scholarship programs by national governments from primary to higher level of education in local institutions of learning;
- iii. Prioritize the achievement of the Millennium Development Goals and ensure that children above the age of five or six socially vulnerable ones such as children with gender discrimination, disabilities, poverty and ethnic minority background and those from rural areas of their gender by legislation must attend primary school;

2. Re-shaping current education programs

- i. Design Education for Sustainable Development programs in collaboration with indigenous and local populations and their institutions which will take into consideration their culture and special needs;
- ii. Improvise and implement a reviewed curriculum in schools which consists of the subjects of climate change and Sustainable Development;
- iii. Promote research and development in the field of natural sciences and technology for Sustainable Development in the form of technical assistance to institutions of higher learning in developing countries;

3. Public awareness and understanding on sustainability

- i. Promote public awareness campaigns using all modern and traditional means of communication aimed at fostering a better understanding of the environment, population, and development issues and their interrelationships;
- ii. Observe national days in commemoration of efforts for sustainable development during which extensive and vigorous campaigns on sustainable development will be carried out in partnership with celebrities and other public figures;

- iii. Organize sustainable development competitions for innovative ideas and efforts by students, individuals, and companies;
- iv. Promote risk awareness and management in order to reduce disasters and natural catastrophes within vulnerable member countries;

#### 4. Provision of training infrastructure

- i. Commit resources to the creation of a 'Joint Task Force' under the supervision of UNESCO for Technology transfer in areas of Education for Sustainable Development such as waste management, vocational training especially in farming and land use techniques;
- ii. Contribute in the establishment of international exchange programs for educators to spread the idea of Education for Sustainable Development;

#### 5. New mechanism for global cooperation for ESD

- i. Organize regular international conferences, bi annual seminars, workshops and symposia hosted on rotating bases to discuss policies and share experience in the area of Education for Sustainable Development;
- ii. Work in collaboration to establish specialized regional institutions to serve as training centers to meet the needs of Education for Sustainable Development;
- iii. Establish one integrated international organization which is in charge of curricula, methods, evaluations, monitoring, trainings for teacher trainers, educators, administrators, financing, research, building and maintaining a database conferences systematically.

*The commission further calls on UNESCO to coordinate the Decade of Education for Sustainable Development in Conjunction with both Education for All and United Nations Literacy Decade to ensure efficient management of resources in order to maximize output thus avoiding the duplication of efforts*

*The General Conference calls on all member states to respect and enforce the above resolutions*



## V. Study-Trip to UNU

### V. 1. List of Visitors

#### Award Recipients

Name		Country	School	Major
FLORES Guisela	F	Guatemala	Ajou Univ.	International Business
KIM Jee Won	F	Korea	Seoul National Univ.	Urban and Regional Planning
LEE Sang Min	M	Korea	Univ. of Hoseo	Public Administration
TANWIE TALOM Gilbert	M	Cameroon	Korea Univ. GSIS	International Devt

#### Participants

Name		Country	School	Major
NJILLA Stephen Njissic	M	Cameroon	Ajou Univ.	NGO Studies
JIN Ying	F	China	Sun Yat-Sen Univ.	Social Work
LEE Jihee	F	Korea	Yonsei Univ.	Political Science

#### UNESCO

Name		Country	School	Major
KIM Seung Yoon	M	Korea		
YOO Jung Hwan	M	Korea		

## V. 2. Schedule

### Monday, 27 July 2009

- 14:00 Meet at Gimpo Airport & Baggage Check-in
- 15:50 Depart from Gimpo Int'l Airport (Asiana Airlines)
- 18:00 Arrive at Haneda Int'l Airport
- 18:00 – 19:30 Hotel Check-in (**Tokyu Stay Aoyama Premier**)
- 19:30 – 21:00 Dinner

### Tuesday, 28 July 2009

- 07:00 – 9:30 Breakfast at the Architect Café
- 09:30 – 10:00 Visit to UNU Headquarters
- 10:00 – 11:00 Briefing on UNU and its Activities
- 11:00 – 11:30 Visit UNU Library
- 11:30 – 12:30 Visit the Tokyo University, Office of UNU Vice Rector, **Prof. Kazuhiko Takeuchi**
- 12:40 – 13:50 Lunch with Prof. Takeuchi and other staff
- 13:50 – 15:30 Tour of the Tokyo University Campus by **Dr. Inoue**
- 15:30 – 18:00 Free Time
- 18:00 – 19:30 Dinner

### Wednesday, 29 July 2009

- 07:00 – 09:30 Breakfast at the Architect Café
- 09:30 – 10:00 Visit to UNU Headquarters
- 10:00 – 11:00 Lecture by **Prof. John Clammer**
- 11:00 – 12:00 Visit Odaiba – Aqua City
- 12:00 – 13:30 Lunch in Aqua City (Daiba Station)
- 13:30 – 18:00 Visit the Miraikan (Science City) and other attractions
- 18:00 – 19:30 Dinner

### Thursday, 30 July 2009

- 09:30 Check-out of hotel
- 09:30 – 10:30 Move to the Airport
- 10:30 – 12:00 Baggage Check-in
- 12:05 Depart from Haneda Int'l Airport
- 14:00 Arrive at Gimpo Int'l Airport

## V. 3. Report of Team Brazil

### UNU-KNCU Global Seminar 2009

We have been very privileged to be among the participants of the 2009 Session of the Global seminar jointly organized by the United Nations University and the Korea National Commission for UNESCO. It was quite a thought provoking and academically enriching experience, having to interact with students from different age groups and fields of studies during the seminar. More interesting was the opportunity we had to actually represent and learn more on the policies and positions of different nations on the subject matter of the seminar; climate change and education for sustainable development.

The topic of the Global seminar 2009 session could not be more appropriate. An issue that is threatening our very existence, one that necessitates coordinated efforts at all levels from the local to the global, I find Climate Change and Education for Sustainable Development a very timely topic for the global seminar this year. I, just like many of my colleagues, was fascinated at how much we learnt in the course of our research before and during the seminar, beginning with our position papers to the drafting of our Resolutions. Many of the participants especially those from fields not directly related to climate change and sustainable development were certainly fascinated at how our future is connected to these happenings, and even those already familiar with the issues found new dimensions to the subject especially through research on country specific policies and practices. Even though the deliberations only function on an abridged version of the Rules of Procedures, it was quite fascinating to have a practical experience on the functioning of UNESCO in our capacities as delegates.

Our selection as the Best Team during the session was the most satisfying moment for us. This I guess must understandably have been a very difficult decision for the commission in charge of designating the winning team, especially given the incredible performances by almost all of the teams represented. The prize, a study trip to the UNU in Tokyo Japan was worth every effort we put in. The talks with the staff at the UNU and Tokyo University were very educative, and we had the chance to buy books at a discounted price and obtain other study material from the UNU Bookshop.

I would like to express sincere gratitude to the staff of the UNU for the warm welcome and hospitality we received during our stay in Tokyo. The attention and kindness we received are a clear indication of the importance attached to their duties of education and capacity building among young people. Special thanks to Dr John Clammer and his staff. Special thanks also go

the the organizing committee of the Seminar in Korea. Mr Jung Hwan Yoo has been wonderful both during the seminar and during our trip to Japan. Our gratitude also go to the director of the UNESCO Peace Center,secretariat staff and Advisers.

In conclusion, I recommend that to make the ROPs better understood by future participants, a video simulation be made to provide visual aid and better idea of what to expect and how to behave during the sessions weeks before the commencement of the Seminar. The seminar was awesome, the format very practical, THANK YOU UNU-KNCU.

Tanwie Talom Gilbert,  
Head Delegate BRAZIL  
Global Seminar 2009

## VI. SUPPLEMENTARY DOCUMENTS

### VI.1. Opening Remarks

6 July, 2009

**Taeck-soo Chun, Ph.D.**

**Secretary General**

**Korean National Commission for UNESCO**

Distinguished lecturers, advisors and participants from home and abroad:

It is my profound pleasure to present the opening remarks for the UNU-KNCU Global Seminar 2009 Session. On behalf of the Korean National Commission for UNESCO, I would like to extend a warm and cordial welcome to all of you here this morning. It is truly wonderful to see such bright and enthusiastic faces ready to engage with this year's theme of Model UNESCO Conference on Sustainable Development.

The UNU-KNCU Global Seminar 2009 Session is jointly organized by the United Nations University and the Korean National Commission for UNESCO. Although the Global Seminar series originated in Japan, the collaboration with Korean National Commission for UNESCO in 2003 has opened up a new horizon for not only domestic students, but for students around the world.

This year, we are delighted by the presence of participants from 12 different countries: Korea, China, Mongolia, Japan, Tanzania, United States, India, Guatemala, Uzbekistan, Cameroon, Nepal and Afghanistan. Over the past six years, we had more than 2,000 students apply, 600 outstanding participants selected from 6 different continents, and some 50 world renowned scholars and field experts invited to share their knowledge. We have dealt with a variety of global issues such as Asian Culture in Globalization in 2008, Education for Global Peace and Sustainable Development in 2007, and Promoting Cultural Diversity in a Globalizing World in 2006.

I am also exceptionally pleased to welcome 7 distinguished scholars and field experts from home and abroad. The two keynote lecturers, **Dr Hyung Kook Kim**, Chairperson of Presidential Committee on Green Growth, and **Dr John Clammer**, Professor of United Nations University, will lead you think about what does sustainable development means in our everyday's lives. **Ms**

**Kyoung Im Kim**, former Korean Ambassador to the Government of Tunis will enlighten you the issue of diplomacy and gender equality. In addition, we would like to welcome this year's five advisors –**Dr John Clammer**, **Dr Jae Young Park**, Professor of Kyungsoo University, **Mr Jonathan Noble**, Curriculum Manager of Education for Sustainability, Department of Education and Children's Services, South Australia, **Dr Utak Chung**, Head of Partnership Projects Division, Korean National Commission for UNESCO, and **Mr Seung Yoon Kim**, Director of Korea UNESCO Peace Center, Korean National Commission for UNESCO. These lecturers and advisors will help take us into the various perspectives on dealing with sustainable development.

Sustainable development is defined as "Development that meets the needs of the present generation without sacrificing the ability of future generations to meet their own needs," by the World Commission on Environment and Development. This is both appropriate and rational. The complexity and ambiguity of the concept of sustainable development arises from the excessively broad agendas and tasks as we set about trying to achieve it.

The goal of sustainable development affects almost everything in our hopes and visions for a better quality of life. However, this raises the question: "How do we solve problems that differ from society to society?" For example, economic growth usually creates environmental degradation and a gap between rich and poor. Therefore, environmental preservation is sometimes regarded as sacrificing economic development and population growth. The majority of developing countries had no choice but to prioritize economic development in order to fulfill their basic, present needs of survival like food, water, housing, and education, while developed countries showed more interest in environmental problems that threatened their future.

Indeed, each country should pursue different strategies and prioritize their own tasks for the goal of sustainable development. However, we must have a comprehensive, holistic understanding of sustainable development. It is vital to maintain the balance and tension between holistic understanding and contextualized strategies of sustainable development.

Thus, this year, we gather at the Korea UNESCO Peace Center to discuss Sustainable Development through the format of Model UNESCO Conference. We will try to equip you to discern and think critically both the magnitude of the problems and the choices to be made for a sustainable future. In your choice of commission – whether be it "Action on Climate Change" or "Issues of Education for Sustainable Development" – you will have the opportunity to think as a global citizen. You will also be representing a country from a selection of twenty different nations to engage in a comprehensive research on their policies and agendas. This will enable you to not only engage in an in-depth analysis of pressing global issues, but also to experience the

process of finding an answer just like an actual international conference.

The Korean National Commission for UNESCO would like to once again thank all of you for taking time away from your summer vacation to participate in the 2009 Global Seminar. I would also like to express my greatest appreciation to our co-host, United Nations University, and the distinguished lecturers and advisors who are here to share their knowledge, experience, and memories with the participants.

I wish you all the best and am certain that your experiences over the next five days will culminate into an amazing and unforgettable experience.

Thank you.

## **VI. 2. Closing Remarks**

10 July, 2009

**Taeck-soo Chun, Ph.D.**

**Secretary General**

**Korean National Commission for UNESCO**

Distinguished advisors, participants,

It is a great pleasure to meet you all again. I regret to say that it has now come time for this invaluable experience to come to an end and for me to bid farewell to all of you.

Attending the Model UNESCO Conference Plenary Session, I am so happy to feel the energy and enthusiasm from every one of you. The final debate showed vivacity and dedication. The resolution that you have come up with in just one week was forward and insightful. I assure you that UNU-KNCU Global Seminar 2009 Session was just as intellectual, professional, and sophisticated as that of any international conference. Your journey beyond the realm of academia to truly understand the country you represented was a joy to watch.

I sincerely hope the past few days' reflections and deliberations have helped you all better understand the pressing global issues and challenges in a world trying to achieve sustainable development. There is no doubt in my mind that you will leave the Seminar more stimulated, encouraged, and informed with broader perspectives and firm convictions.

I would also like to take this opportunity to express my sincere thanks to our esteemed lecturers and advisors for their commitment to the Global Seminar and for being together with the students this whole week. Viewing the plenary session, all the enthusiasm and hard-work of the participants showed you have indeed taken them to the next level. I truly thank all the advisors for your efforts in bringing the participants together.

Please allow me to express again my sincere gratitude Dr. John Clammer and to the United Nations University for their endless cooperation and support of this seminar. The dedication shown every year by Dr. Clammer makes an important contribution to the seminar.

Finally, I trust that each of you has enjoyed your time at the Korea UNESCO Peace Center and found it to be a rewarding and memorable experience. All of us were fortunate enough to spend



the last few days in a peaceful place surrounded by bright individuals from all over the world. We ask each of you to recognize the seminar as the opportunity of a lifetime and proudly recall your participation in the UNU-KNCU Global Seminar 2009.

I wish you good luck in achieving your future goals and a safe trip back to your home. I hope that you will continue your reflections of the themes of this seminar, and that you enjoyed the event as much as we did in planning it. We look forward to seeing all of you again someday. Thank you.

## VI. 3. Orientation



### UNU-KNCU Global Seminar 2009

- UNU-KNCU Global Seminars 2009  
Model UNESCO Conference on Sustainable Development

#### Who?

- composed of undergraduate and graduate students from 11 countries

#### Why?

- providing participants with an opportunity to learn and debate on the main theme.

#### How?

- organized in the form of UNESCO General Conference



### Schedule

6(Mon)	7(Tue)	9(Thu)	10(Fri)
Opening Ceremony	CCS 1	CCS 3	Model Conference Resolution
Keynote Lecture 1	Special Lecture 1	Special Lecture 2	Closing Ceremony
Keynote Lecture 2	CCS 2	CCS 4	
Conference Opening Speech Session			
Reception	Unofficial Meeting	Joint Conference Session	

### Certificate & Awards

- Certificate**
  - a certificate signed by the Rector of the United Nations University and Secretary-General of Korean National Commission for UNESCO upon successful completion
- The criteria for evaluation**
  - knowledge, negotiation skills, speech, manner
- Awards**
  - Best delegation award (1 team, Trip to UNU)
  - Best teamwork award (1 team, 400,000KRW)
  - Best contribution award (1 team, 200,000KRW)
  - Asiana friendship award (2 individuals, return flight ticket Gimpo-Jeju)

### Notices

- Cafeteria**
  - Breakfast: 7:30 ~ 8:30 am
  - Lunch: 12:30 ~ 2:00 pm
  - Dinner: 6:00 ~ 7:00 pm
- Snack Bar**
  - Lunch: 1:30 ~ 2:00 pm
  - Dinner: 7:00 ~ 7:30 pm

- Please do not waste your food -

### Lab

- Lab**
  - Asia-Pacific Hall 1F
  - Desktop Computers and Printer
  - 24 hours



- Head Quarter**
  - Conference Hall 2F
  - Medicines

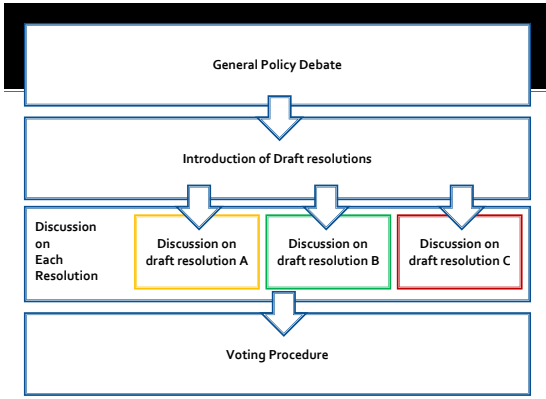
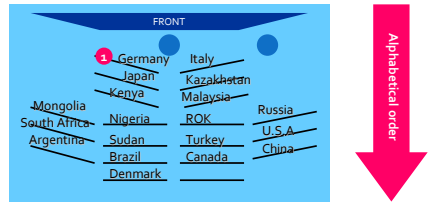
# Orientation II

UNU-KNCU Global Seminar 2009

## Basic Concept of Commission Process



# Seating Arrangement



# 1. General Policy Debate

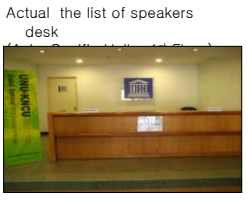
- A session to deliver speech on the topics or Agenda items of the commission
- Speech for Overall position of your representing country
- Concurrent Commission Session 1 is scheduled for this session



# List of Speakers

Actual list of the speakers of Model UNESCO Conference 2009

Delegation	Name of Speaker
Korea	Shin Mi-Rae
Brazil	Mr. Kaka
Jamaica	Usain Bolt
Indonesia	H. E. Suharto
Austria	Mozart



# 2. Introduction of Draft Resolutions

- A process to gather up different positions and opinions
- Strongly recommend to write draft resolutions



# Use of the List of Speakers and Draft Resolution

Actual list of the speakers of Model UNESCO Conference 2009

Delegation	Name of Speaker
Argentina	Eva Peron
Italy	Romeo Montague
Sudan	Mr. Al Basir

Draft Resolution (sample)

The General Conference,

Recalling the Universal Declaration of Human Rights which states in Article 26, paragraph 1, that everyone has the right to education and that higher education shall be equally accessible to all on the basis of merit;

Considering that higher education is an element of sustainable socio-economic development as highlighted by the World Conference on Higher Education for the Twenty-First Century;

Aware of the growing recognition of the role of higher education in achieving goals of the global agenda 2030, SDG4 and sustainable development;

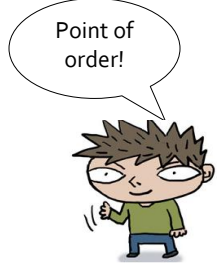
Recognizing that UNESCO, as the only United Nations organization with a mandate in higher education, should continue to play a leading role in higher education policy formulation both at system and institutional level;

1. Requests the Director-General:

(a) to convene a World Conference on Higher Education in 2020 to take stock of developments since 1988 and to re-examine the Framework for Priority Action for Change and Development in Higher Education adopted in 1988 as it pertains to

# Suspension of the Meeting

1. Raise your placard
  2. Say "Point of Order"
  3. When the Chair calls
- State the purpose: to write a new



### 3. Discuss topics on each draft resolution

- At the commission room

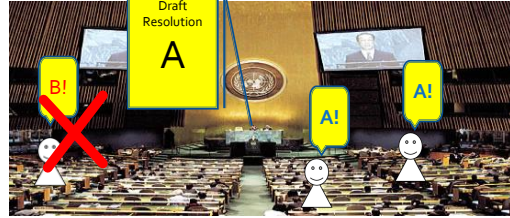
writing



negotiations



- A new Draft Resolution A
- List for each draft



### 4. Voting Procedure

- Raise up your placard high!

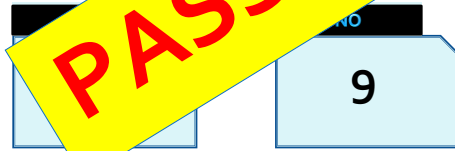
- Abstention?

: Does not count as voting



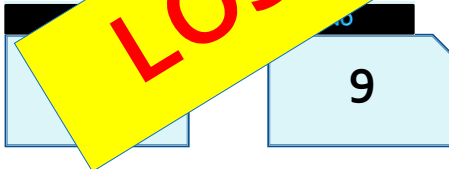
### Abstention?

- Assume 20 delegates
- Case 1: 10 votes



### Abstention?

- Case 2: 2 Abstentions



### Q&A

Thank You 😊

## VI.4. Award Recipients of 2009 Session

<b>Award</b>	<b>Commission</b>	<b>Delegation</b>	<b>Name</b>	<b>Nationality</b>
Best Delegation Award	1	Brazil	Kim Jee Won	Korea
			Flores Guisela	Guatemala
	2	Brazil	Lee Sangmin	Korea
			Tanwie Talom Gilbert	Cameroon
Best Teamwork Award	1	Nigeria	Kim Eileen	America (Korea)
			Wu Xuanxuan	China
	2	Denmark	Lee Byong Joo	Korea
			Njilla Njissic Stephen	Cameroon
Best Contribution Award	1	Italy	Jang Suyoun	Korea
			Ko Min-jeong	Korea
	2	Nigeria	Kamadjeu Michel	Cameroon
			Son Min-gyun	Korea
ASIANA Friendship Award	1	Sudan	Park Hyun Jin	Korea
	2	Brazil	Tanwie Talom Gilbert	Cameroon

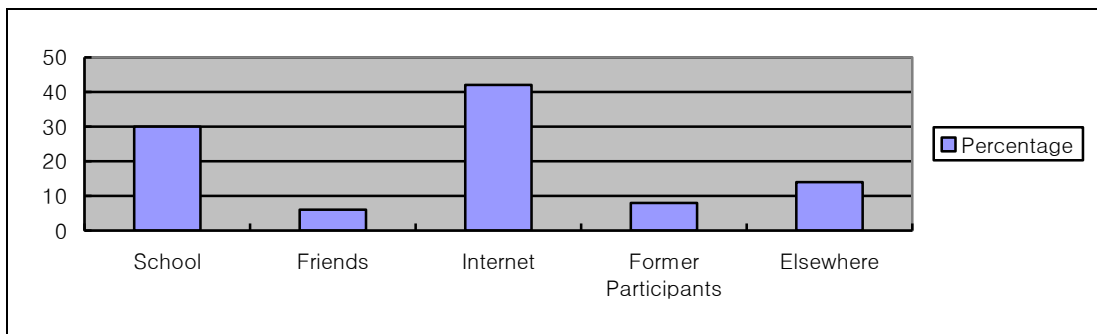
## VI. 5. Evaluation Summary

At the conclusion of the program, 76 participants have been asked to answer the following questions concerning UNU-KNCU Global Seminar 2009 Session. A total of 50 participants have answered.

### 1. Seminar Information

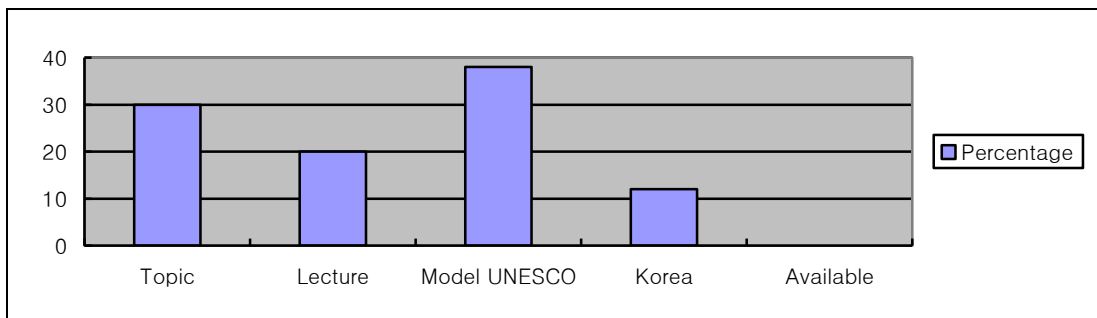
How did you find out about this year's UNU-KNCU Global Seminar?

- a) School – 15 (30%)
- b) Friends – 3 (6%)
- c) Internet – 21 (42%)
- d) Former participants – 4 (8%)
- e) Elsewhere – 7 (14%)



Why did you decide to participate in this year's seminar?

- a) I was particularly interested in this year's topic – 15 (30%)
- b) I wanted to listen and learn from the different lectures – 10 (20%)
- c) I wanted to participate in the Model UNESCO Conference O – 19 (38%)
- d) I wanted to visit Korea – 6 (12%)
- e) I was available during the seminar period – 0 (0%)

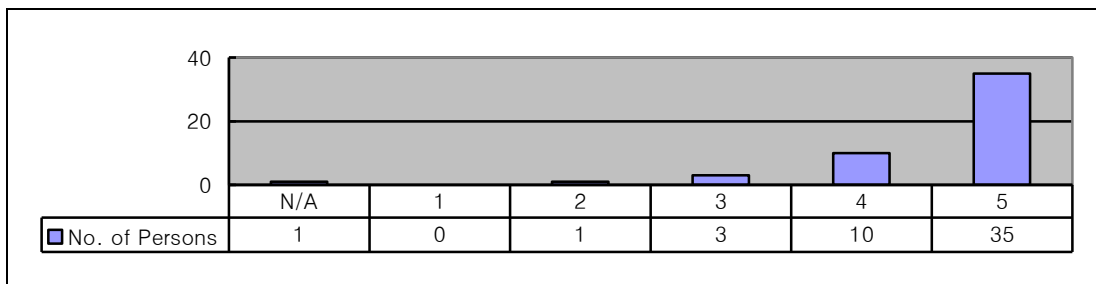


## 2. Overall Seminar Assessment

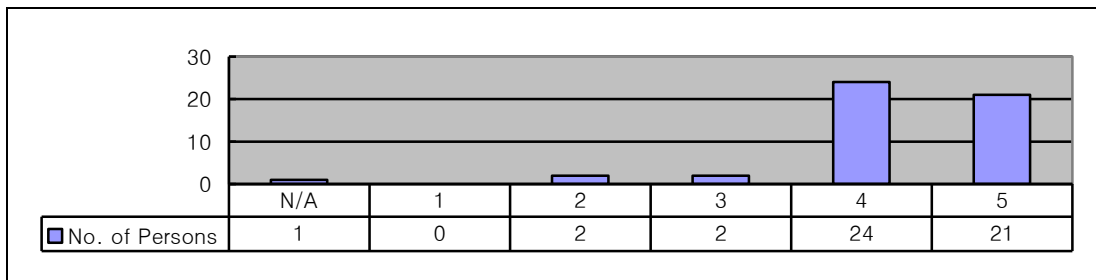
Dissatisfied ← Neutral → Satisfied N/A

Criteria	1	2	3	4	5	NA
Registration and Orientation	0	1	3	10	35	1
Reception	0	2	2	24	21	1
Housing Facilities · Meals	5	6	13	20	6	0
Program Schedule · Information	1	1	3	16	29	0
Cultural Field Trip	2	3	10	15	17	3
Unofficial Delegations Meetings	3	8	17	13	9	0
Concurrent Commission Sessions	1	1	4	35	9	0
Plenary Sessions	0	1	4	12	33	0
Communication with staffs and assistants	0	0	5	22	23	0
Keynote Lecture 1 (Mr. Bum Shik Yoo)	0	0	6	18	26	0
Keynote Lecture 2 (Dr. John Clammer)	0	0	2	30	18	0
Special Lecture 1 (Ms. Kyung Im Kim)	0	0	8	22	20	0
Special Lecture 2 (Mr. Jonathan Noble)	0	0	5	24	21	0
Overall	0	0	0	16	34	0

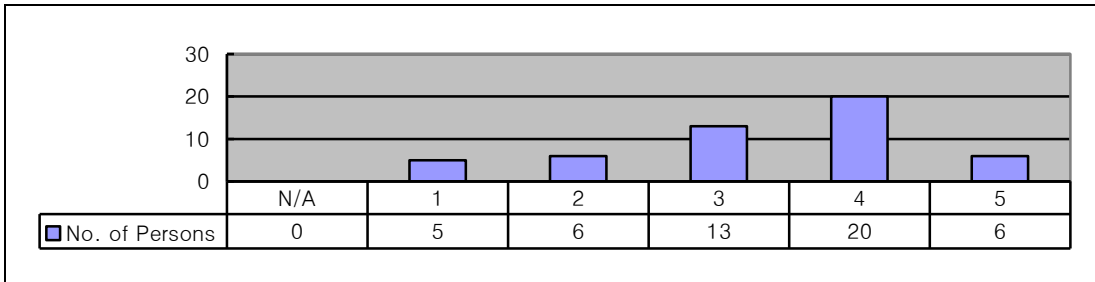
### Registration and Orientation



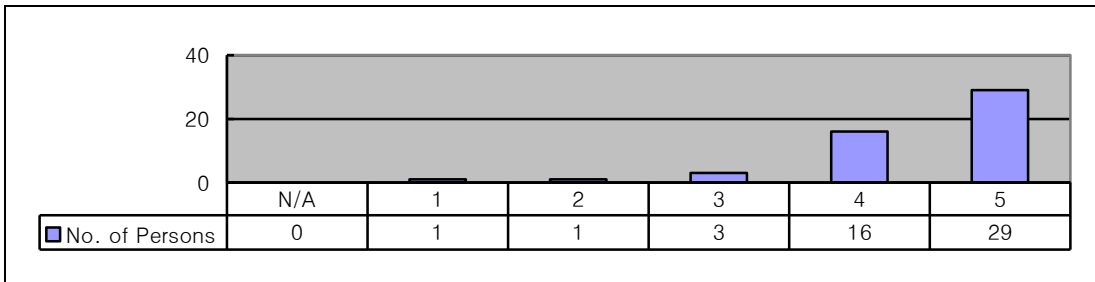
### Reception



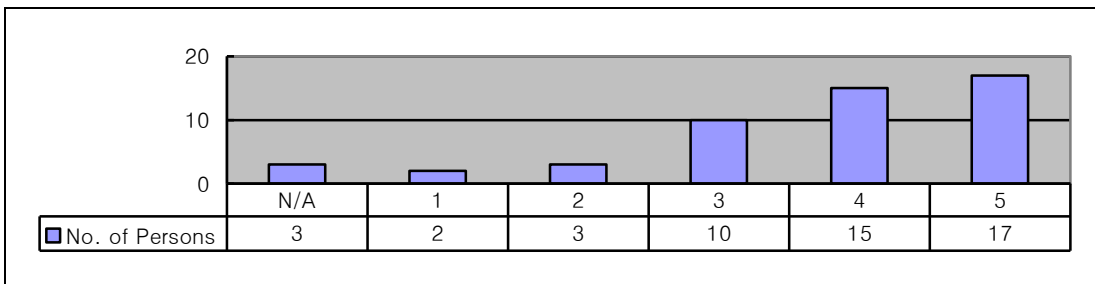
### Housing Facilities / Meals



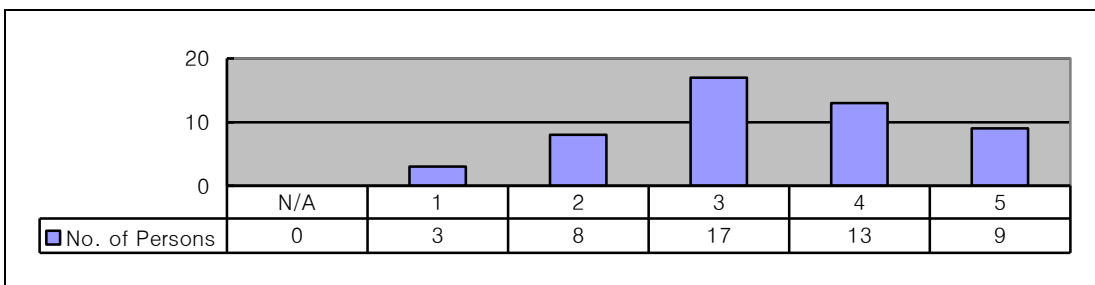
### Program Schedule / Information



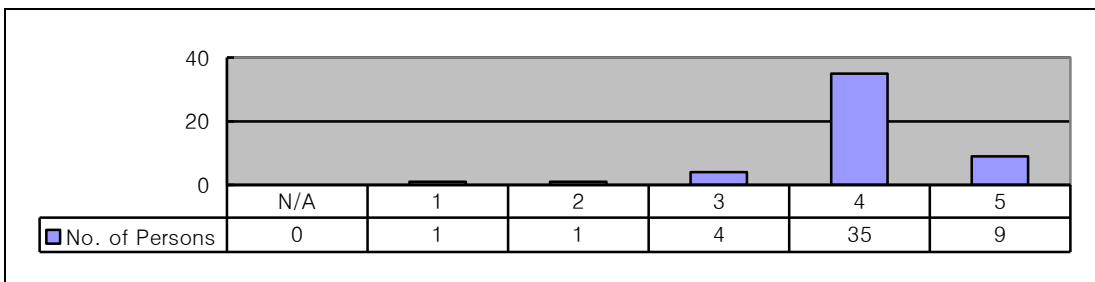
### Cultural Field Trip



### Unofficial Delegations Meetings

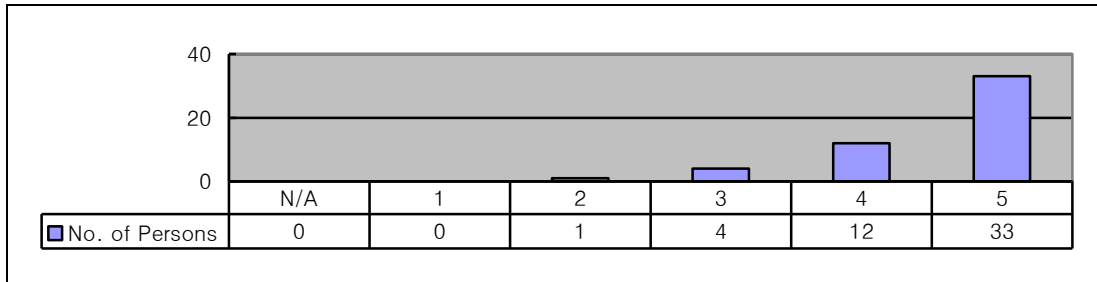


### Concurrent Commission Sessions

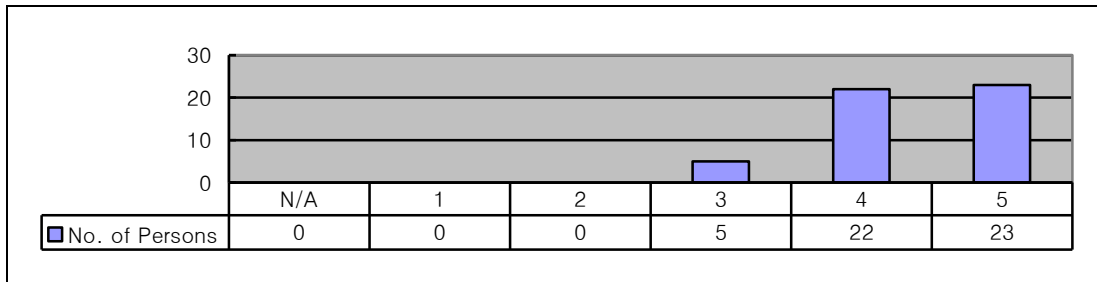




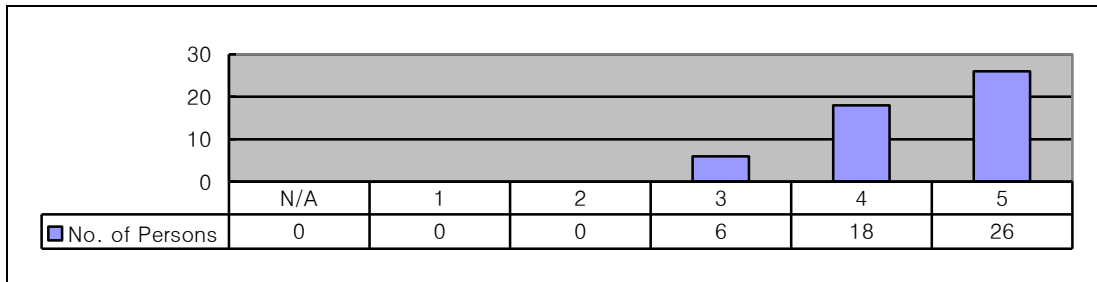
### Plenary Sessions



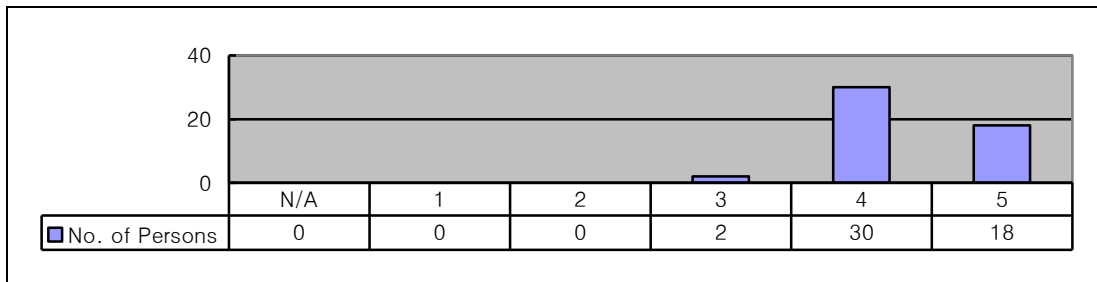
### Communication with staffs and assistants



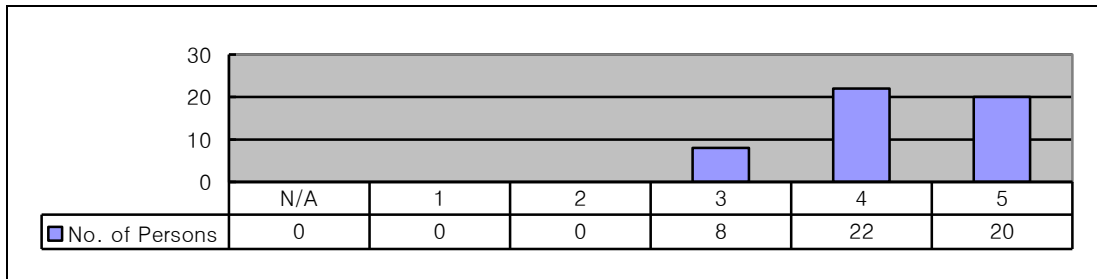
### Keynote Lecture 1 (Mr. Bum Sik Yoo)



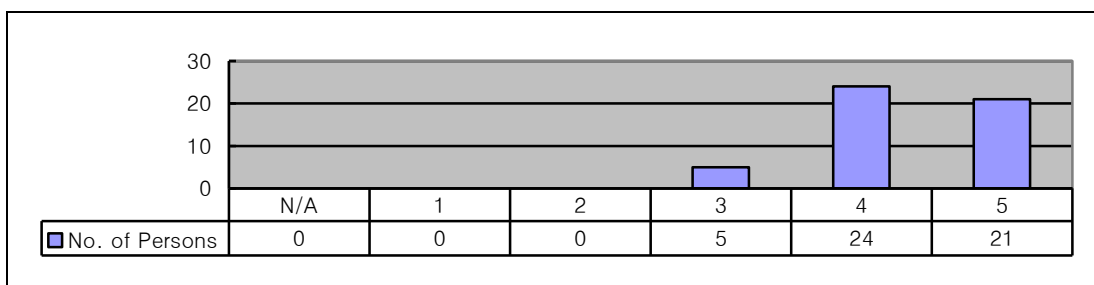
### Keynote Lecture 2 (Dr. John Clammer)



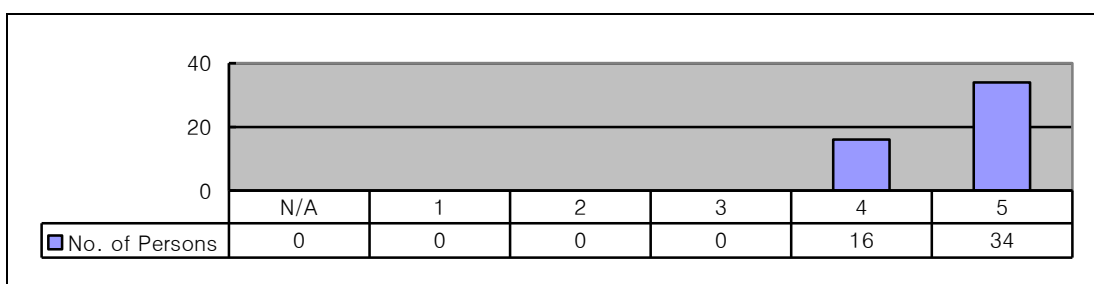
### Special Lecture 1 (Ms Kyung Im Kim)



Special Lecture 2 (Mr. Jonathan Noble)



Overall



**3. Comments on Specific Areas**

**How did you feel about each session? Which one did you enjoy the most and why? Which one did you enjoy the least and why?**

*"This seminar was totally great for me to have a new experience and hope this kind of seminar to continue in the upcoming UNESCO seminars."*

*"All of the sessions were well prepared and for me, amazing experiences. I enjoyed the last session the most because after all these debates and arguments, people started yielding to each other, and really tried to come up with actual consensus."*

*"To be honest, I enjoyed the lectures more than the Model UNESCO sessions as they were chaotic most of the time."*

*"On the whole, I felt very happy during my visit, and I also had a great opportunity to get in touch with students from all over the world."*

*"I think it is the discussion and debate among different delegates that I enjoyed most, because it enabled me to know what they are thinking about as well as to express my own opinions. It was very exciting."*

*“Sometimes, we felt that what we did was in vain. Maybe it will be better to let us know exactly what to achieve in the official meeting beforehand, in this way, we may reach a consensus.”*

*“Delegates were GREAT and I like most part of the conference, thank you very much to organize it. And hope I can participate again in the future.”*

**This year, the Model UNESCO Conference format was included in the Global Seminar for the first time in order to encourage the participants to actively engage in the discussions regarding the topic. Do you think it was successful? Do you have any suggestions for the future Model UNESCO Conference session?**

*“I truly believe it was a very successful beginning. Rather than just having the seminar, it would have helped me to understand the topic this much. I learned both procedures of model UNESCO conference as well as issues involved in sustainable development.”*

*“For the future events, I really hope the chairperson, secretariat, and the rapporteur to be more professional and more strictly trained in order to have better discussion sessions.”*

*“I think this format is not the best method to involve all of the participants. I guess it may be because most of us were not used to the process of Model UNESCO Conference as well as the method the UNESCO dealing with international issues.”*

*“It was successful as a whole. Although some of us did not understand exactly the rules of the conference at first, after the president’s explanation, we all have a better understanding of it.”*

*“In the future, maybe we can include topics such as protecting the cultural heritage (traditional culture, skill or way of life), the reasonable use of the space or high technology, or more realistic subject like economic crisis.”*

#### **4. Additional Comments**

**If you have any suggestions on the program that has not been referred to elsewhere in the evaluation form, please use the space below.**

*“I highly recommend the return of culture night, for it’s really a good and formal way to connect all the participants from different and diverse culture backgrounds.”*

*“Throughout Global Seminar 2009, my friends and I really enjoy the interaction with professors and staffs, therefore I hope you can come up with some creative methods to encourage and promote this kind of helpful and enjoyable interaction”*

## VII. APPENDIX

### VII. 1. Rules of Procedure

#### RULES OF PROCEDURE<sup>1</sup> (Abridged Version)<sup>2</sup>

##### I. Sessions

###### Rule 1 Opening date

The opening date of the session shall be fixed by the Organizer.<sup>3</sup>

###### Rule 2 Venue

The Conference<sup>4</sup> shall be held at Korea UNESCO Peace Center, Republic of Korea.

##### II. Agenda and working documents

###### Rule 3 Preparation of agenda

The agenda of the Conference shall be prepared and announced by the Organizers<sup>5</sup> before the opening of the Conference.

##### III. Delegations

###### Rule 4 Composition

Each Delegation shall be appointed of no more than four delegates.

###### Rule 5 Representation of Delegation on committees, commissions and other subsidiary organs

Two delegates will be designated to each commission of the Conference.

##### IV. Organization of the Conference

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<sup>1</sup> <Rules of Procedure> is based on <Basic Text> (2008), which contains rules of procedure of the UNESCO General Conference. Original version will be found at: <http://unesdoc.unesco.org/images/0015/001568/156826e.pdf#page=21>

<sup>2</sup> Many of the rules and contents of the <Basic Text> have been modified and amended to better comply with the purpose and aims of Model UNESCO Conference. <Rules of Procedure> does not represent the actual General Conference.

<sup>3</sup> **Organizer, hereafter, refers to the group of individuals of the Korean National Commission for UNESCO who are in charge of organizing the Model UNESCO General Conference.** In the actual UNESCO General Conference, the Director-General is in charge of fixing the opening dates. For the Model UNESCO General Conference, the Organizers will take the role of the Director-General.

<sup>4</sup> Conference, hereafter, refers to the Model UNESCO General Conference.

<sup>5</sup> Setting the agenda and working documents involve the intricate role of the Executive Board. However, for the simplification of the Model UNESCO General Conference, the Organizers will take the role of the Executive Board.

### **Rule 6 Ordinary Session**

1. The Organizer of the Conference shall carry out the duties of the Credentials Committee, the Nominations committee and the Legal Committee.
2. The commissions shall be organized by the Organizer according to the agenda of each session, to permit the fullest possible consideration of the policies and the main lines of work of the Organization.

## **V. President**

### **Rule 7 Elections**

The Organizer shall elect the President prior to the opening of the Conference.

### **Rule 8 General powers of the President**

1. In addition to exercising the powers which are conferred upon him elsewhere by these rules, the President shall declare the opening and closing of each plenary meeting of the Conference. He shall direct the discussions, ensure observance of these rules, accord the right to speak, put questions to the vote and announce decisions. He shall rule on points of order and, subject to the present rules, shall control the proceedings and the maintenance of order. The President may, in the course of the discussion of an item, propose to the Conference the limitation of the time to be allowed to speakers, the limitation of the number of times each speaker may speak, the closure of the list of speakers or the closure of the debate. He may also propose the suspension or adjournment of the meeting or the adjournment of the debate on the item under discussion.
2. The President shall not vote.
3. The President, in the exercise of his functions, shall be under the authority of the Conference.

## **VI. Commissions and other subsidiary organs of the Conference**

### **Rule 9 Establishment of commissions and other subsidiary organs**

The Organizer shall establish before the opening of the General Conference commissions and other subsidiary organs as it deems necessary for the transaction of the business of that session.

### **Rule 10 Composition of commissions**

Any commission established by the Conference shall consist of two of each delegation present at the session, assisted by such other members of the delegation as the delegation may require.

### **Rule 11 Right to speak of other members**

Any member of a commission or other subsidiary organ may request the Chairperson to accord the right to speak to other members of his delegation, whatever their status.

### **Rule 12 Election of officers**

The Organizer shall elect a Chairperson and a Rapporteur before the opening of the General Conference.

## **VII. Duties of the Director-General and of the Secretariat**

### **Rule 13 Election of Director-General and of the Secretariat**

The Organizer shall elect one Director-General and staffs of the Secretariat not exceeding the number of five before the opening of the Conference.

### **Rule 14 Duties of the Director-General and of the Secretariat**

1. The Director-General shall participate, without the right to vote, in all meetings of the Conference, including the meetings of its commissions and other subsidiary organs.

2. The Director-General may at any time make to the Conference, commission or other subsidiary organ, either oral or written statements concerning any question under consideration by them.
3. The Director-General shall place at the disposal of the Conference staff members who shall act as Secretary to the Conference.
4. The Director-General shall provide the staff required by the Conference or by any organs it may establish.
5. The Secretariat shall, acting under the authority of the Organizer, receive, translate and distribute documents, reports and resolutions of the Conference; be responsible for the safe keeping of the documents in the archives of the Conference; and perform all other work which Conference may require.

## **VIII. Languages of the Conference**

### **Rule 15 Official and working languages**

English is the only official and the working language of the Conference.

## **IX. Records of the Conference**

### **Rule 16 Records of the Conference**

1. Report of the Conference shall be made by the Organizer.
2. After the end of the Conference, the report, duly corrected, shall be distributed to all delegation.

## **X. Publicity of meetings and resolutions**

### **Rule 17 Public meetings**

Meetings of the Conference and commissions and other subsidiary organs shall be held in public except where otherwise provided in these rules, or unless the organ concerned decides otherwise.

### **Rule 18 Private meetings**

1. When it is decided, in exceptional circumstances, to hold a private meeting, all persons shall be excluded except the members of those delegations which are entitled to vote, representatives and observers entitled to participate without vote in the deliberations of the bodies concerned, and the members of the Secretariat whose presence is necessary.
2. Any decision taken at a private meeting of the Conference, its committees, commissions or other subsidiary organs shall be announced at an early public meeting of the organ concerned. At the close of each private meeting, the presiding officer may issue a communiqué through the Secretary to the Conference.

### **Rule 19 Circulation of resolutions**

Resolutions adopted by the Conference shall be circulated by the Organizer to the Delegation.

## **XI. Conduct of business and right to speak**

### **Rule 20 Quorum**

1. The President of the Conference may declare a plenary meeting open and permit the debate to proceed when at least one third of the representatives of Delegation participating in the session of the Conference are present. The presence of a majority of the Delegation participating in the session shall be required for the purpose of taking decisions.
2. At meetings of commissions and other subsidiary organs of the Conference, a majority of the Delegation which are members of that organ shall form a quorum. If, after five minutes'

adjournment, there be still no quorum, the Chairperson may request the agreement of all Delegation actually present temporarily to waive this provision.

#### **Rule 21 Speeches**

1. The President shall call upon speakers in the order in which they signify their wish to speak.
2. No one may address Conference without having been called upon by the President.
3. The President may call a speaker to order if his remarks are not relevant to the subject under discussion.
4. Rapporteur of a commission or other subsidiary organ may be accorded precedence for the purpose of submitting or upholding the report of the commission or subsidiary organ.

#### **Rule 22 Time limit on speeches**

The Conference may limit the time to be allowed to each speaker on the proposal of the President.

#### **Rule 23 Closing of list of speakers**

During the course of a debate the President may announce the list of speakers and, with the consent of the Conference, declare the list closed.

#### **Rule 24 Right of reply**

The President may accord the right of reply if a speech delivered after he has declared the list closed makes this desirable. Replies made pursuant to the present rule shall be made at the end of the last meeting of the day or at the conclusion of the consideration of the relevant item. The President may limit the time to be allowed to speakers under this rule.

#### **Rule 25 Points of order**

In the course of a debate, any Delegation may raise a point of order and such point of order shall be immediately ruled upon by the President. An appeal may be made against the ruling of the President. It shall be put to the vote immediately, and the President's ruling shall stand unless overruled by a majority of the Delegations present and voting.

#### **Rule 26 Suspension or adjournment of the meeting**

During the discussion of any matter, a Delegate may move the suspension or the adjournment of the meeting. Such motions shall not be debated, but shall be immediately put to the vote.

#### **Rule 27 Adjournment of debate**

During the discussion of any question, a Delegate present may move adjournment of the debate on the item under discussion. Any such motion shall have precedence. In addition to the proposer of the motion, one speaker may speak in favour of, and one against, the motion. The President may limit the time to be allowed to speakers under this rule.

#### **Rule 28 Closure of debate**

A Delegate may at any time move the closure of the debate, whether or not any other speaker has signified his wish to take part in the discussion. If application is made for permission to speak against the closure, it may be accorded to no more than two speakers. The President shall consult the Conference on a motion for closure. If the Conference is in favour of the closure, the President shall declare the closure of the debate. The President may limit the time to be allowed to speakers under this rule.

#### **Rule 29 Order of procedural motions**

The following motions shall have precedence in the following order over all other proposals or motions before the meeting:

- (a) to suspend the meeting;
- (b) to adjourn the meeting;
- (c) to adjourn the debate on the item under discussion;
- (d) for the closure of the debate on the item under discussion.



## **XII. Draft resolutions**

### **Rule 30 General provisions**

1. Draft resolutions, including amendments to previously submitted draft resolutions, shall be transmitted in writing to the Organizer, who shall circulate copies to delegations.
2. As a general rule, no draft resolution shall be discussed or put to the vote unless copies of it have been circulated in the working languages to all delegations.
3. Notwithstanding the provisions of the foregoing paragraphs, the President may permit the discussion and consideration, without previous circulation of copies, of motions and amendments concerning draft resolutions that have already been circulated.

## **XIII. Voting**

### **Rule 31 Voting rights**

Each Delegate shall have one vote in the General Conference.

### **Rule 32 Simple majority**

Decisions of the Conference shall be taken by a simple majority of the Delegates present and voting, except in the cases listed in Rule 33.

### **Rule 33 Meaning of the expression “Delegates present and voting”**

For the purpose of these rules, the expression “Delegates present and voting” means Delegates casting an affirmative or negative vote. Delegates who abstain from voting are considered “non-voters”.

### **Rule 34 Vote**

The normal method by which decisions of the Conference are adopted shall be by a vote. Except as otherwise provided for in these rules, voting shall be by raise of placards. The President may, if satisfied that there is a consensus on a proposal or motion, propose the adoption of a decision without a vote. However, a proposal or motion before the Conference for decision shall be voted upon if a Delegate so requests.

### **Rule 35 Roll-call**

1. When the result of a vote by raise of placards is in doubt, the President may take a second vote, by roll-call.
2. Vote by roll-call shall be taken if it is requested by not less than two Delegates. The request shall be made to the President before voting takes place or immediately after a vote by raise of placards.

### **Rule 36 Conduct during voting**

After the President has announced the beginning of voting, no one shall interrupt the voting except on a point of order in connection with the actual conduct of the voting.

### **Rule 37 Explanation of vote**

The President may permit delegates to explain their votes, either before or after the voting. The President may limit the time to be allowed for such explanations.

### **Rule 38 Order of voting on proposals**

1. If two or more proposals, other than amendments, relate to the same question, they shall, unless the Conference decides otherwise, be voted on in the order in which they were submitted. The Conference may, after each vote on a proposal, decide whether to vote on the next proposal.
2. A motion requiring that no decision be taken on a proposal shall have priority over that proposal.

### **Rule 39 Separate vote**

Parts of a proposal shall be voted on separately, if a Delegate so requests. The resulting proposal shall then be put to a final vote in its entirety.

**Rule 40 Equally divided votes**

If a vote is equally divided, a second vote shall be taken in the course of a subsequent session.

**XIV. Procedure applicable to the commissions  
and other subsidiary organs of the Conference**

**Rule 41 Procedure applicable to the commissions and other subsidiary organs of the Conference**

The procedure laid down in Rule 8 and Sections VIII, IX, X, XI, XII, XIII of these Rules of Procedure shall be applicable mutatis mutandis to the Presidency, to discussions in the commissions and other subsidiary organs of the Conference.