

A close-up photograph of a person's hands using purple-handled scissors to cut a piece of light blue paper. The person is wearing a blue shirt and a gold chain with a small pendant. The background is softly blurred, showing a wooden table and a person's arm. The text "UNIT 1: WHAT IS DEVELOPMENT" is overlaid in white, bold, sans-serif font, centered on the image. Two horizontal orange lines are positioned above and below the text.

UNIT 1: WHAT IS DEVELOPMENT

Unit 1: What is Development?

Goals/Description	<p>Understand the overarching discourse in global development and recognize the complexities and strategies in place when creating and implementing a global development regime.</p> <p>Apply this knowledge by attempting to strategize to implement global wide sustainable development goals.</p>
Timeline	Approximately 3 classes
SDG Focus	1 – 17 (Focus #17 - Partnerships for the Goals)
Lesson A	The Sustainable Development Goals: The Foundation for Development?
Lesson B	#GOALS Simulation Activity

Curricular Ties

ON World Issues 12	B2, D1, D2, D3, E1, E2
ON Geography	B2, C1, C2, C3, D1, D3
BC Social Justice 12	A1, B5, B6, C2, C4

A. Learning Goals		B. Success Criteria
1.	<p>A1. I will be able to...</p> <p>Understand how negotiations and dialogue occur at the global level</p>	<p>B1. I am successful when I can define the following...</p> <ul style="list-style-type: none"> - Sustainable Development Goals (SDG) - Millennium Development Goals (MDG) - The United Nations - development - sustainability - solidarity - charity - global citizenship
2.	<p>A2. I will be able to...</p> <p>Understand different approaches to development (charity vs. solidarity)</p>	<p>B2. I am successful when I...</p> <p>Participate in the achievement of the SDGs by contributing through daily initiatives</p>
3.	<p>A3. I will be able to...</p> <p>Understand how country policies influence one another and why</p>	<p>B3. I am successful when I...</p> <p>Can explain how the MDGs differ from the SDGs and why these changes are made</p>

Title: Lesson A—The Sustainable Development Goals: The Foundation for Development? Time: 75 minutes

Lesson Description

The UN created the Sustainable Development Goals in 2015, following the expiration of the Millennium Development Goals (MDGs). These seventeen goals were developed to improve the lives of people and the planet by 2030. Both the MDGs and the SDGs reflect current global challenges and outline potential solutions to solving these problems. In this lesson, students will be introduced to both sets of goals through a comparing and contrasting exercise.

Materials

- Chart Paper
- Tech devices for group activity (optional)
- Projector for TED Talk
- Print Information Sheet (**BLM 1.1**)
- Print a few UN booklets: www.undp.org/content/undp/en/home/librarypage/corporate/sustainable-development-goals-booklet.html

Main Question

What does sustainable development mean? Why did the MDGs fail and how are the SDGs different?

Lesson Format: What Teachers Do/Say

Minds On: Hook (20 mins)

- Write the following words on separate pieces of chart paper: sustainability, solidarity, charity, global citizenship, and development.
- Ask the students to walk around the class and using the chart paper, write down what comes to mind when they think of these words.
- Separate the class into groups. Give each group one of the chart papers, along with 5 minutes to research the word (if accessible).
- Allow each group to explain their understanding of the words listed above. See information sheet (**BLM 1.1**) for definitions.

Next Steps (Optional)

- Define Vocab and Buzzwords (See **BLM 1.1**).

Hands On: Explore/Analyze (35 mins)

- Print and hand out a few copies of the SDG Booklet for students to share. Briefly explain what they are and why they were put in place. www.undp.org/content/undp/en/home/librarypage/corporate/sustainable-development-goals-booklet.html
- Do the same for the MDGs
www.undp.org/content/undp/en/home/sdgoverview/mdg_goals/
- Give students 5 minutes to read the goals individually and quickly jot down the differences that first come to mind between the two sets of goals.
- Watch this 17-minute TED Talk, which looks at a new approach to development “Shut up and Listen”: www.ted.com/talks/ernesto_sirilli_want_to_help_someone_shut_up_and_listen?language=en

Consolidation: Reflect and Connect (20 mins)

- Go over ‘Suggested Discussion Questions’ (See **BLM 1.1**) as a class or in small groups.
- Be sure to cover ‘Key Points to Mention During Debrief’ (See **BLM 1.1**)

Extension Activities

- See ‘Taking it Further’ (**BLM 1.1**).

Special Education Notes: Differentiated instruction considerations/accommodations/assessment

- The educator for various reasons, including mixed leveled groups, may select student groups.
- Educators may need to help guide students with individual/small group research skills and can do so by assisting in finding appropriate websites as well as modifying discussion questions.

Cross Curricular Links:

- Oral Communications, Reading, Writing, Media, History, World Issues, Economics, Religion, Law, Social Justice

BLM 1.1: Background Information Sheet for Teacher

Millennium Development Goals (MDGs): 2000-2015

1. To eradicate extreme poverty and hunger.
2. To achieve universal primary education.
3. To promote gender equality and empower women.
4. To reduce child mortality.
5. To improve maternal health.
6. To combat HIV/AIDS, malaria, and other diseases.
7. To ensure environmental sustainability.
8. To develop a global partnership for development.

Sustainable Development Goals (SDGs): 2015- 2030

1. **No Poverty** - End poverty in all its forms everywhere.
2. **Zero Hunger** - End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
3. **Good Health and Well-being** - Ensure healthy lives and promote well-being for all, at all ages.
4. **Quality Education** - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. **Gender Equality** - Achieve gender equality and empower all women and girls.
6. **Clean Water and Sanitation** - Ensure availability and sustainable management of water and sanitation for all.
7. **Affordable and Clean Energy** - Ensure access to affordable, reliable, sustainable and clean energy for all.
8. **Decent Work and Economic Growth** - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9. **Industry, Innovation and Infrastructure** - Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
10. **Reduced Inequalities** - Reduce inequality within and among countries.
11. **Sustainable Cities and Communities** - Make cities and human settlements inclusive, safe, resilient and sustainable.
12. **Responsible Consumption and Production** - Ensure sustainable consumption and production patterns.
13. **Climate Action** - Take urgent action to combat climate change and its impacts.
14. **Life Below Water** - Conserve and sustainable use the oceans, seas and marine resources for sustainable development.

15. **Life on Land** - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
16. **Peace, Justice and Strong Institutions** - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. **Partnerships for the Goals** - Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Vocabulary and Buzz Words

1. **Sustainable Development Goals**
 - A set of 17 global goals created by the United Nations to improve the lives of people and the planet by 2030.
2. **Millennium Development Goals**
 - A set of 8 goals created by the United Nations in 2000 to improve the lives of people and the planet by 2015.
3. **The United Nations**
 - An international organization formed in 1945 to increase political and economic cooperation among member countries. The organization works on economic and social development programs, improving human rights and reducing global conflicts.
4. **Development**
 - A broad concept related to initiatives designed to promote growth as it relates to society.
5. **Sustainability**
 - Development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.
6. **Partnership**
 - The state of being partners and working together collaboratively to achieve a goal.
7. **Solidarity**
 - Unity or agreement among individuals or groups in relation to a shared goal, belief, action etc.
8. **Charity**
 - The voluntary giving of help, traditionally in the form of money but can also be service etc., to those in need.
9. **Empowerment**
 - Giving power to a person or specific group.

10. Global Citizenship

- Being an engaged and educated member of the global community and taking action that supports and furthers the community's values and practices.

Suggested Discussion Questions

1. What is development? What is sustainability? Is there just one definition for each?
2. What differences do you see between the MDGs and SDGs? Why do you think these changes were made?
3. Do you think that the SDGs are realistic? Why or why not? (Tip: Look at MDGs to help assess SDGs).
4. What progress has been made towards achieving the SDGs thus far?
5. What is the difference between solidarity and charity? Which term most resembles a partnership to you?
6. What contributions could you make in your daily life to help achieve these goals?

Key Points to Mention During Debrief

- There is not one single blueprint or definition for development and sustainability because context matters. What contributes to the development of one nation, might not lead to development in another.
- The most qualified people to work in developing countries are the local people in those countries because they are the experts on the region.
- One main barrier to creating change is a lack of resources and infrastructure in developing countries. It is not the people, but the systems in place.
- One key difference between the MDGs and the SDGs is that the MDGs focus on the developing world (charity), and the SDGs focus on everyone (solidarity).
- Charity is a “top-down approach” that creates a power imbalance because it implies a donor (us) and a recipient (them), usually in the form of money.
- Solidarity removes this power imbalance because it creates mutual partnerships based on respect, where people are unified despite their gender, political, economic, racial, national, or social differences.

Taking It Further

Use these links to enhance the class discussion if desired.

- What are the MDGs? UN Document:
www.undp.org/content/undp/en/home/sdgoverview/mdg_goals/
- Visual video of each goal: www.youtube.com/watch?v=4hA81oaCNXk

- What was met and missed by the MDGs: www.youtube.com/watch?v=A5giOGjj5X8
- What are the SDGs? UN Document:
www.undp.org/content/undp/en/home/sdgoverview/post-2015_development-agenda/
- Transitioning from MDG to SDGs: www.youtube.com/watch?v=5_hLuEui6ww
- Follow: <https://twitter.com/search?q=%23UNDP50>
- Subscribe to ODI newsletters: www.odi.org

Background Links for Teachers

- TED Talks on SDGs: <https://www.youtube.com/watch?v=o08ykAqLOxk>,
www.youtube.com/watch?v=4sJ-uixn7Jg

Title: Lesson B - #Goals Simulation

Time: Two 75 minutes classes

Lesson Description

This simulation models a United Nations (UN) meeting in which the members are reducing the seventeen Sustainable Development Goals (SDGs) to **seven goals**. They have realized they are focusing on too many issues, and need to prioritize. Members from fifteen countries will work together to create these new seven goals, based on the past SDGs and MDGs. Students will develop an introductory understanding of the overarching discourse in global development and recognize the complexities and strategies in place when creating and implementing a global development regime.

Materials

- Print or Review Suggested Discussion Questions (See **BLM 1.2**)
- Print Instructions Sheet and Country Profiles (**BLM 1.3**)
- Review additional resources from previous lesson

Problem Based Learning Component

The challenge within this simulation will be meeting the goals and priorities of all fifteen nations. Every group of students will represent one country. Each country will get a profiling of their specific country. This profile will outline the history of the country, their target goals, negotiating terms, and their allies. These profiles moderately reflect these nations and their present day policies (2017).

Lesson Format: What Teachers Do/Say

Simulation Preparation (30 mins)

- Students should be separated into groups of 1-3 (depending on class size), allowing for around 15 countries to be represented.
- Each group should be assigned a country: USA, Brazil, Canada, Germany, France, Uganda, Ecuador, Nigeria, China, Russia, Indonesia, Fiji, Saudi Arabia, South Korea, Costa Rica (All 15 country profiles and placards can be found in attached document). If you have a small group pick diverse countries (i.e. A good mix would be US, Russia, Germany, Saudi Arabia, as they have varying policies).

- The teacher will act as the Chair and will call on countries during the Moderated Caucus.
- Start the class by allowing students 20 minutes to review their profile, do their own research, and craft a 30 second speech on their nation's profile. This step can be assigned as homework to be completed for the day of the simulation. Teacher and students should read over this document prior to simulation: <http://unausa.org/global-classrooms-model-un/how-to-participate/model-un-preparation>.

Hands On: Simulation Activity (50-60 mins)

- **Moderated Caucus:** Allow each group to present their 30 second speeches on behalf of their country (10 mins).
- **Un-moderated Caucus:** Give students time to informally discuss their positions with others. They will discuss with these countries what they are looking to accomplish (draft resolutions) and try and get as many signatures (sponsors) from as many countries as they can (20 mins).
- **Moderated Caucus:** As a whole group, students will now bring their resolutions to the floor. They will discuss the seven collective goals they will implement as the new seven development goals (See **Topics of Focus** in **BLM 1.2**). This discussion will most likely take more than one class (20-30 mins).
- During the moderated caucus, when countries present their goals, the rest of the United Nations will vote. If the goal gets over 20% of the votes, the goal will pass.

Consolidation: Reflect and Connect (20 mins)

- Go over 'Suggested Discussion Questions' (See **BLM 1.2**) as a class or in small groups.

Extension Activities/Next Steps

- See 'Taking it Further' (**BLM 1.2**)

Special Education Notes: Differentiated Instruction considerations/accommodations/assessment

- The educator for various reasons, including mixed leveled groups, may select student groups.
- Educators may need to help guide students with individual/small group research skills and can do so by assisting in finding appropriate websites as well as modifying discussion questions.

Cross Curricular Links:

- Oral Communications, Reading, Writing, Media, History, World Issues, Geography, Economics, Law, Religion, Social Justice.

BLM 1.2

Suggested Discussion Questions

1. How did your positions change or evolve over the course of the simulation?
2. What factors helped contribute or limit you?
3. How many core objectives did your team achieve? Why do you think you achieved that many?
4. What was the most difficult part of this exercise?
5. What would you have done differently?
6. What particular challenges / obstacles did you face in trying to accomplish your goals?
7. How can generalizations or stereotypes about certain countries be problematic?
8. What are some strategies you have learned when trying to negotiate an agreement with different parties involved?
9. How did your personal views and your country's views clash?

Additional Resources

- White house speech on the SDGs: <https://www.whitehouse.gov/the-press-office/2015/09/27/remarks-president-sustainable-development-goals>
- Download the Model UN app: <http://unausa.org/global-classrooms-model-un/model-un-mobile-app>

Taking it Further

- Encourage students to join or form a model UN club at school.
- Use the model UN format to debate other topics in the classroom

BLM 1.3: Instructions Sheet

#GOALS Guidelines

1. Each group will give their 30 second speeches on their nation's targets and goals.
2. Going one-by-one through each of the "Topics to Focus On," nations must come to an agreement on 7 goals. Each goal should have a measurable target (i.e., Number of youth receiving an education).
3. Refer to the SDG targets as examples of possibilities and ideas for the seven goals. However, feel free to come up with your own that are not listed as well.
4. You should have a document with seven goals signed by each nation by the end of this exercise.

Remember...

- Each goal should be composed of on more than 1-2 sentences.
- Explain the goal and how you plan on implementing that goal.
- If your TARGETS are not met, you fail.
- If there is no agreement or document signed, everyone fails.

Here is an example of what each goal should and should not look like:

Incomplete Goal: Eradicate extreme poverty.

Complete Goal: Eradicate extreme poverty by 2030 by increasing access to economic services

Suggested Topics to Focus on to Create Goals:

1. Poverty
2. Food security and production
3. Accessibility and quality of education (i.e., teacher training)
4. Environmental conservation
5. Gender and LGBTQ+ rights
6. Job creation, labour rights and income inequality
7. Indigenous rights
8. International trade, investment and tourism
9. National security, peace and justice
10. Healthcare

Questions to Focus On:

1. Which topic is your country going to focus on? Draft out a few options of potential goals for that topic (Tip: Use the SDGs as guidelines <https://sustainabledevelopment.un.org/?menu=1300>).
2. What is your nation's top seven "Topics of Focus?" Which topics are you willing to leave out? Rank them.
3. IS there any reason(s) your nation will refuse to sign the document?
4. Which other nations will you try and side with during the negotiation process? Why?
5. Do you foresee any potential problems or challenges? Why?

Remember...

To make this simulation more rigorous, challenge students to develop their own national policies based on research they compile. Here you can use the templates provided as a guiding principle, but can encourage students to adjust their focus based on what they determine having done their own research.

You are representing **CANADA**. The requirements for your mission are as follows. Good luck.

TARGETS:

Maternal, newborn and children's health and job creation.

Background:

Canada is a developed country located in North America, made up of ten provinces and three territories. The First Nations, Inuit, and Metis peoples originally inhabited Canadian land. European colonization began with Newfoundland in the 15th and 16th century. Both Britain and France claimed the area and forced Indigenous peoples to assimilate. As a result, over half of the population in Canada is of European descent, with English and French as the two dominant languages.

Key Points:

- Canada is the second largest country in the world (including both land and water).
- Canada is ranked 9th on the Human Development Index (HDI).
- Canadians have a global reputation as peacemakers / peacekeepers.

Key Allies:

USA, Germany

Negotiables:

Canada will not agree to caps on pollution initiatives, but are willing to negotiate indigenous rights.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing **UNITED STATES OF AMERICA**. The requirements for your mission are as follows. Good luck.

TARGETS:

National security and increased military spending.

Background:

The USA or US is a republic made up of 50 states. European colonization began with Great Britain in the 16th century. Conflicts surrounding the colonies led to the American Revolution in 1775. The Declaration of Independence, written in 1776 after the war, is at the core of American history. The constitution of 1788 is also a key component of American culture. Slavery led to the American Civil War and further, the abolishment of slavery. Since World War I and II, the US has been known as a military power, and a leader in science and technological innovation.

Key Points:

- The US is the third largest country (including water and land mass) and the third largest population in the world.
- They are highly developed and account for a quarter of the world's GDP.
- The US developed the first nuclear weapons.

Key Allies:

Canada, China

Negotiables:

The US will not agree to caps on global emissions, but are willing to negotiate a policy improving job creation and income inequality.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Republic of COSTA RICA**. The requirements for your mission are as follows. Good luck.

TARGETS:

Protection of ecosystems and climate change.

Background:

The Republic of Costa Rica is a country in Central America that was inhabited by indigenous people before the Spanish colonized in the 16th century. Today, Costa Rica is known for eco-tourism and a leader in environmental sustainability.

Key Points:

- Costa Rica is placed higher than any other Latin American country on the Human Development Index (HDI) and is one of the most stable nations in Latin America.
- They have banned hunting, gotten rid of their standing army, and plan to be carbon-neutral by 2020.
- Costa Rica was coined the “greenest” country in the world in 2009.

Key Allies:

USA, Brazil, Ecuador

Negotiables:

Costa Rica will not agree to anything South America disagrees with, but are willing to negotiate on sustainable food production.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Republic of BRAZIL**. The requirements for your mission are as follows. Good luck.

TARGETS:

Protection of ecosystems and sustainable food production.

Background:

Brazil is a republic that is the largest country in South America and Latin America (and the fifth largest country in the world). Brazil was inhabited by tribal nations before the Portuguese began colonizing. The region moved from colony status to kingdom status, before becoming an independent empire in 1822. It became a democratic republic after a coup d'état and the creation of a constitution.

Key Points:

- Brazil has the 9th largest GDP and one of the fastest growing economies.
- They are a growing middle power.
- Brazil is known for its coffee production, extensive natural resources and ecosystems.

Key Allies:

Costa Rica, Germany, Ecuador

Negotiables:

Brazil will not agree to international trade, but are willing to negotiate a policy to improve education and teacher training.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Republic of GERMANY**. The requirements for your mission are as follows. Good luck.

TARGETS:

LGBTQ+ rights and environmental conservation.

Background:

The Republic of Germany is a developed country and world power in central-western Europe. The region used to be a part of the Holy Roman Empire and was the centre of the Protestant Reformation. The Weimar Republic replaced the German empire after the German Revolution in 1918-1919. World War II led to a dictatorship and mass genocide. Two German states (the Federal Republic and Democratic Republic) were founded, but Germany was reunified in 1990. Today, Germany is known for its progressive government.

Key Points:

- Globally, Germany has the 4th largest economy, the 2nd largest GDP, and is the 3rd largest importer and exporter.
- They are a leader in renewable energy and environmental sustainability.
- Germany is an advocate of gender equality and LGBTQ+ rights.

Key Allies:

France, USA, Brazil

Negotiables:

Will only sign a document if LGBTQ+ rights are included. Germany is willing to negotiate a policy to increase sustainable food production.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Republic of FRANCE**. The requirements for your mission are as follows. Good luck.

TARGETS:

Food security and national security.

Background:

France is a republic in Western Europe that emerged as a colonial power in the late middle ages. France became one of the first republics after the French Revolution overthrew the monarchy. The revolution led to the Declaration of Independence. France is known as a centre for culture, science, art, and philosophy starting in the Renaissance.

Key Points:

- 40% of all immigrants living in France live in the region of Paris, with a significant percentage (60) coming from Sub-Saharan Africa.
- France leads the EU in food production and exports, and considers food policy to be crucial to it's base
- France was the first modern country to legalize same-sex activity in 1791.

Key Allies:

USA, Germany

Negotiables:

France will not sign any document that influences international food trade, but they are willing to negotiate caps on greenhouse gas emissions and environmental protection.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Peoples Republic of CHINA**. The requirements for your mission are as follows. Good luck.

TARGETS:

International trade and food security.

Background:

China was made up of dynasties, eventually leading to the Chinese empire. The last dynasty was replaced with the Republic of China, followed by the Communist Party of China during the Chinese Civil War. China is the most populated nation and the 2nd largest state (by land area) in the world. Over 1 billion people live in China, separated over 22 provinces, 5 regions and four municipalities. Today, China has the largest and fastest growing economy in the world.

Key Points:

- China is recognized as a nuclear weapon state.
- China is well-known for it's massive manufacturing and export industries.
- China is one of the largest investors in green technology, as they attempt to reduce their own pollution dramatically

Key Allies:

Indonesia, South Korea

Negotiables:

China will not agree to caps on global emissions, but are willing to negotiate on increased international trade, as well as investments in health and technology.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Republic of UGANDA**. The requirements for your mission are as follows. Good luck.

TARGETS:

Clear commitments to foreign aid (the amount of \$ developed countries will give) and targets for agricultural investment and trade.

Background:

A former British colony and one of the primary members of the East-African Common Market, Uganda, known as the Pearl of Africa, is playing an increasingly important role both on the continent and globally. Uganda gained its independence from the U.K. in 1962, in line with the continental independence movement.

Key Points:

- Uganda is one of the fastest growing (in terms of population) countries on the planet.
- Largely an agriculturally dependent nation, with over 75% of the population living in rural areas.
- A significant player in the fight against HIV/AIDS and other tropical diseases.

Key Allies:

- USA, Germany, Nigeria

Negotiables:

Uganda will not agree to any document recognizing marriage equality but are willing to negotiate an improvement in education, teacher training, and increased foreign aid.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **RUSSIAN Federation**. The requirements for your mission are as follows. Good luck.

TARGETS:

National security and increased job creation.

Background:

During the First World War, Russia experienced a socialist coup lead by Vladimir Lenin. The country became the world's first communist state, and was known (up until 1989), as the Soviet Union (USSR). From the end of the Second World War until 1989, the USSR and the USA were locked in a Cold War, which had global ramifications. After the end of the Cold War, the USSR reverted back to the Russian Federation, and saw many nations breakaway (including Ukraine, Kazakhstan, Belarus, and more).

Key Points:

- Russia has the largest standing military, the largest stockpile of nuclear weapons, and poses a continual threat to European and Middle-East neighbours
- Russia is one of the largest producers of oil and natural gas in the world.
- Russia is the second largest exporter of weapons in the world.

Key Allies:

Germany, France

Negotiables:

Will not agree to any document that recognizes same sex marriage, but is willing to negotiate renewable energy policies.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Republic of INDONESIA**. The requirements for your mission are as follows. Good luck.

TARGETS:

Protection of international trade and caps on greenhouse gas emissions.

Background:

The Republic of Indonesia is located in Southeast Asia. Indonesia is the largest island country, and home to the fourth largest population. Indonesia secured independence after World War II, after three and a half centuries of Dutch colonialism. The nation is influenced by Hindu and Buddhist kingdoms and is the most Muslim populous country in the world. Because of their rich resources, Indonesia has faced a turbulent history and periods of dramatic political and economic change.

Key Points:

- Indonesia contains a lot of natural resources (oil, natural gas, gold) and agriculture producing rice, tea, coffee, spices and rubber.
- They are the 3rd largest emitter of greenhouse gases.
- Hundreds of different ethnic and linguistic groups live in Indonesia.

Key Allies:

USA, China, Fiji

Negotiables:

Indonesia is not willing to agree to minimum labour standards, but is looking to negotiate universal healthcare agreements, as well as the migration of peoples.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Kingdom of SAUDI ARABIA**. The requirements for your mission are as follows. Good luck.

TARGETS:

Religious freedom and protections, and alleviate poverty.

Background:

Saudi Arabia is an Arab state in western Asia. It is the 5th largest state in the world and the 2nd largest in the Arab world. Since 1932, it has been an absolute monarchy with a dictatorship based on heredity. Saudi Arabia is the largest oil producer and exporter in the world after petroleum was discovered in 1938.

Key Points:

- Saudi Arabia is the only Arab country that is a part of the G20 (20 largest economies).
- Saudi Arabia has the 4th highest military expenditure in the world.
- Women are prohibited to drive automobiles, and have limited rights.

Key Allies:

USA

Negotiables:

Saudi Arabia will not agree to any document that recognizes climate change, or LGBTQ+ rights, but are willing to negotiate protection of international trade and investments.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Republic of SOUTH KOREA**. The requirements for your mission are as follows. Good luck.

TARGETS:

Reduce global emissions and pollution, while improving international free trade.

Background:

The Republic of Korea is a sovereign state in East Asia and part of the Korean Peninsula. In 1945, the region was divided into North and South Korea. North Korea invaded South Korea, leading to the Korean War in 1950. South Korea is one of Asia's most advanced democracies.

Key Points:

- South Korea ranks highest on the Human Development Index for the region (East-Asia)
- South Korea is one of the most urbanized countries in the world, with 92% of it's citizens living in cities
- South Korea has the 10th largest defense budget, largely due to it's ongoing conflict with North Korea

Key Allies:

Russia, China, USA

Negotiables:

South Korea will only sign a document that reduces barriers to international trade. The country is also willing to negotiate new, and more sustainable, energy policy.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Republic of ECUADOR**. The requirements for your mission are as follows. Good luck.

TARGETS:

Rigorous climate change plan, infrastructure funding, and recognized rights of indigenous peoples.

Background:

Ecuador is one of the most biologically diverse countries in the world. With the Amazon rainforest to the east, fragile coastlines to the west and the endangered Galapagos islands approximately 800km from the coast. Ecuador's priority is ecologically friendly development. Tourism has increasingly become more important for the country as it attempts to take advantage of its numerous wonders. Ecuador's largest industries however remain oil (from the Amazon) and mineral (from the Andes Mountains) extraction. A recent earthquake devastated numerous provinces in the northwest regions of the country.

Key Points:

- A large majority of the population are Mestizos, followed by minority European (Spanish), Amerindian and African descendants.
- The country lies on the most seismically active fault in the world, along with Chile and Peru
- The largest global exporter of bananas, 7th largest cocoa producer.

Key Allies:

Brazil, Costa Rica

Negotiables:

Ecuador will not sign a document that does not cap greenhouse gas emissions, but are willing to negotiate increased trade, and LGBTQ+ rights.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	

You are representing the **Republic of FIJI**. The requirements for your mission are as follows. Good luck.

TARGETS:

Rigorous climate change plan and agricultural sustainability.

Background:

Fiji is the most influential and prominent of the South Pacific states. The nation has taken on the difficult task of leading the regional charge towards a fairer and equitable climate change regime. Fiji has a diverse mix of Melanesians, Micronesians and Indians who were brought by the British to work the fields. Today the country boasts pristine beaches and world class amenities, yet a majority of its population live near the global poverty line. Access to fresh water and affordable food are both key concerns for the country.

Key Points:

- Fiji gained independence from the United Kingdom in 1970.
- Fiji was recently hit by a devastating Cyclone (Winston), which caused tremendous damage across the main islands.
- Over 330 islands make up Fiji, many of them threatened by rising sea levels.

Key Allies:

USA, Indonesia

Negotiables:

Fiji will not sign a document that does not have caps on greenhouse gas emissions, but are willing to negotiate improved infrastructure, and more modern food policies.

Details:

Population	
Government Style	
Average Annual Income	
Literacy Rates	
Life Expectancy	