

## Mount Arlington Students Address Global Issues

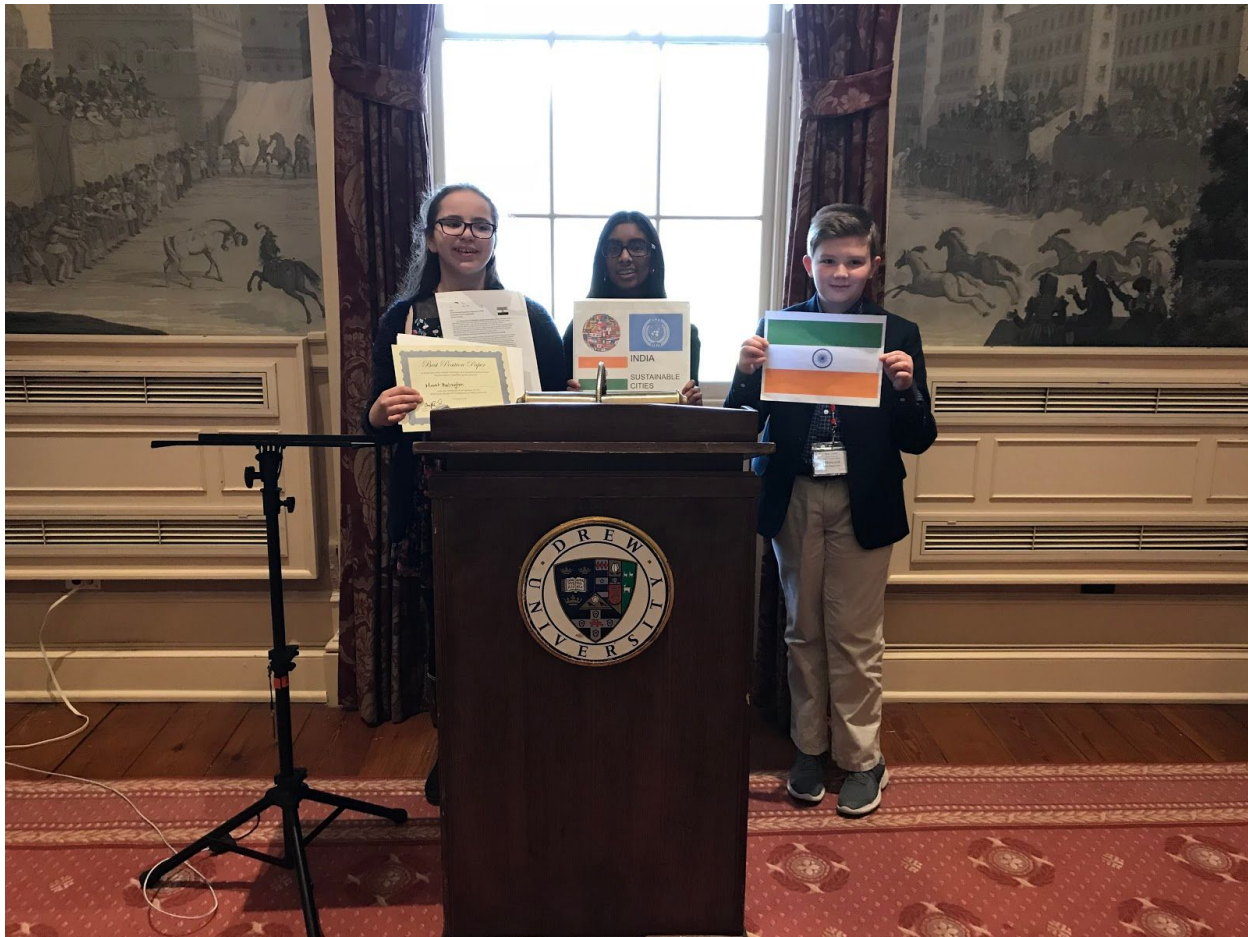


**MOUNT ARINGTON STUDENTS ATTEND MODEL UNITED NATIONS PROGRAM:** (L to R) Denis Barbaros, Allison Hand, Kaylie Blanchard, Jazmine Quintero, Alexa Panycia, Gabriella Salvia, Joshua Botero, Richard Rocha, Christian Metje, Priya Kashyap, Oksana Hryvnak-Sukharyna, Aidan Boccher.

Mount Arlington students recently attended the Junior Model United Nations program hosted by Drew University and the New Jersey Consortium of Gifted and Talented Programs. The global issues which were negotiated and brought forth to resolution this year included Global Education and Sustainable Cities. The Junior Model UN program provides students with the opportunity to learn about the United Nations Sustainable Development Goals which were established in 2015. The SDGs provide a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. More information about these international goals is posted on <https://sustainabledevelopment.un.org/sdgs>.

Students started their independent research in October and then researched the issues based on the perspective of other countries. Dozens of delegations from several school districts from across North Jersey attended the event. The event is coordinated through the university's Political Science Department, and Drew students who have internships at the United Nations run the event as caucus moderators.

### **DELEGATION REPRESENTING INDIA**



The Indian Delegation, represented by Grade 7 students Priya Kashyap, Aidan Boccher, and Okana Hryvna-Sukharyna attend the United Nations Development Program conference on Sustainable Cities. The Indian ambassadors received a Best Position Paper Award. The delegation recommended green technology infrastructure including rooftop gardens and indoor winter gardens, enhanced point-source water treatment practices, green space buffer zones in urban settings, more efficient mass transit systems, and the use of solar and wind technology along with electric cars to replace the reliance on fossil fuels.

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## **DELEGATION REPRESENTING AUSTRIA**

The Austrian Delegation, represented by Grade 7 students Gabriella Salvia, Jazmine Quintero, and Alexa Panycia also attended the United Nations Development Program conference on Sustainable Cities. These ambassadors received an Outstanding Position Paper Award. In addition to green technologies, the Austrian delegation also proposed a social media educational campaign which would provide equitable access to green technology education and training. The campaign would provide distribution of tablets to all individuals with free regional on-line services. These on-line services would be coordinated through the UN World Bank Strategic Programme. To address energy needs, they proposed infrared temperature monitoring of all buildings should be used to check for excessive energy leaks from buildings.

Through their research students who participated in the Global Education Caucus, discovered that in 2013 the UN Global Education First Initiative (UNGEFI) highlighted a shift in focus on educational priorities which now emphasizes global citizenship. This shift recognizes the relevance of education and learning in understanding and resolving global issues in social, political, cultural, economic and environmental areas. The role of education is moving beyond the development of basic knowledge and applied skills to the building of values, soft skills and attitudes among learners. Education is expected to foster international cooperation and promote social change to move towards a more just, peaceful, tolerant, inclusive, secure and sustainable world. Both delegations from Mount Arlington were country members of the E-9 group, which represent the 9 countries where 70% of the world's illiterate population reside.



## DELEGATION REPRESENTING NIGERIA



The Nigerian Delegation, represented by Grade 8 students Ege Barbaros, Kaylie Blanchard, and Allison Hand, attended the United Nations Educational, Scientific and Cultural Organization conference on Global Education. They discovered the challenges Nigeria faces through unrest and terrorism. Although Nigeria received UN World Bank funding of \$20,000,000, there were minimal positive results with a growth in literacy from only ~50% to 62% over the past decade. The delegation attributed this slow growth to the challenge of preventing Africa's most populous country from breaking apart along ethnic and religious lines. Thousands of people have died over the past few years in attacks led by jihadists in the north-east. As such the delegation requested UN Peace forces and the distribution of tablets, solar power mobile centers, and internet access so that its citizens in remote areas can gain access to information.

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