



THIMUN Qatar Global Act with Impact Projects



PROACTIVE SOLUTIONS TO GLOBAL ISSUES- STUDENT LED- STUDENT CENTRED



What is this Booklet about?

Every day teachers come to work knowing that the children are our future, and increasingly that future is at risk of becoming a worse space for our younger members of this Global Village. Engaging our Youth in community projects that support the 2030 Sustainable Development Goals will:

- Extend learning
- Contribute towards securing a better future
- Empower Youth Voice
- Develop Global Citizens

What are the Sustainable Development Goals (SDGs)?

The Sustainable Development Goals are 17 Goals that all member states of the United Nations have agreed to work towards achieving by 2030. Since their launch in 2012, the SDGs have reduced the share of the world’s population living in poverty from 16% in 2010 to 8.6%, at present, and a wide range of other successes which can be found here on the [SDG Knowledge Platform](#). Each SDG is broken down into Specific, Measurable, Appropriate, Tangible, Targets, and Indicators. This helps change makers to achieve the SDGs.



The progress of each indicator is tracked using the SDG Tracker- Your team can use this data to research which indicator is making the least progress in each country, which is incredibly useful in deciding which need is greatest in your own region!



Message from the President of the General Assembly, Fatimah Z. Olukade:

In the United Nations, the work does not stop at the debate room; once a resolution has been passed, the world works together to translate the work that has been done into action. In the same spirit, we are holding a competition for all school’ s attending THIMUN Qatar 2021 to showcase how youth are leading service projects to benefit the community.

The General Assembly team wishes you the best of luck as you embark on this journey towards a sustainable future!

How to plan an SDG 2 Global Act with Impact Project

Rules of the (G.A.I.A.s)

- Project must impact a community size of minimum 20 members.
- Project must run over a minimum of 3 weeks.
- The MUN club from an attending school will target one SDG and create or use the THIMUN Qatar partner in this booklet to engage in a service project aimed to work towards that SDG or its indicators.
- Each club will produce a (max) 5-minute video that documents and showcases their work using this booklet as a supporting document.

Video criterion for GAIA submissions:

- Introduce the team (0.5 min)
- Introduce the problem/issue and the SDG addressed (1 min)
- photographs/video of the planning stage (0.5 min)
- photographs/video of the project in action (1 min)
- photographs video of the impact/success criterion (1 min)
- potential sustainability of the project- (how could you continue or extend this project?) (1 min)
- The top prizes are QAR 3,000 QAR 2,000 and QAR 1,000 in vouchers
- To compete; apply using the [application form](https://qatar.thimun.org/conference/award/global-act-with-impact-awards-g-a-i-a-s/), which can also be found on our website <https://qatar.thimun.org/conference/award/global-act-with-impact-awards-g-a-i-a-s/>
- The application is due December 10th, 2020

SDG 2 Targets



Each of the SDG Targets above can be used to help you navigate the first stage of your project; Investigate. When trying to determine the purpose of your project, try to identify which SDG target you will be addressing.

The Project Framework

Click on the headings below to go to the required section.

1. INVESTIGATE

PROPOSED PURPOSE OF THIS PROJECT

This is a summary of what the project is and what it aims to do. Key questions are Who- what- where-why? Your club will research to identify the most pressing needs of a Group or Community and isolate the root causes of the problem, and the SDG indicator that is addressed by issue.



2. PLANNING & PREPARATION

HOW TO MANIFEST YOUR PROJECT

This is a detailed plan of action based on initial investigation. Key questions are When- how? Your club will work together to identify a realistic and meaningful timeline, assign roles, and follow-up. They will then identify the partnerships needed, set SMART goals, and identify a budget. Brainstorm ideas and identify a few goals!

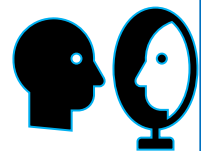


ACTION

Implement the plan through direct, indirect, or advocacy-based service.

3. REFLECT

Throughout the action, your club can collect evidence of their project and impact. They will continuously work to understand the connection between the service project, the SDGs, and the key skills that they are developing. They will reflect upon their project strengths and weaknesses and make recommendations for the potential sustainability and extension of their project.



4. DEMONSTRATE

Students can showcase learning and community impact to as many stakeholders and supporters as possible. This can be an assembly in your school, or a presentation in a wider arena, such as submitting your project to THIMUN Qatar GAIA if your club is eligible to submit.



WEEK 1- INVESTIGATE- PROPOSED PURPOSE OF THIS PROJECT

1.0. Below are questions you should aim to address in this stage:



Based on the SDG Targets, who are the most vulnerable groups to this SDG target/ issue?

Answer: There are various issues that exist around SDG 2, however most alarmingly; there are issues with excessive food being discarded around the world. As food wastage is estimated to be around 1.3 billion tonnes, and in such light, 1 in 7 people are going hungry on a daily basis.

What is the SDG Target and Indicator?

Answer: 2.2.1 Prevalence of undernourishment.

What are the root causes of the issue?

Answer: Poverty is one of the main causes of hunger in the world. Regardless of whether people are living in urban or rural areas, most hungry people live in circumstances of extreme poverty with a daily income of as little as \$1.25 or less.

Smallholder farmers in developing countries are the largest group suffering from extreme poverty, they are unable to supply themselves with efficient amounts of food due to the lack of land they pose. Alongside to their very minimal income, which stops them from affording food of other supplies once their own stocks run out.

YOUTH VOICE



As THIMUN Qatar Delegates, we encourage you to take action beyond the debate room, by leading service projects on the most pressing global issues. Using the “Youth Voice” Section in the research reports, which can be found on the [TQ Issues page](#), you can investigate how to design a GAIA project revolving around an issue at TQ 2021.

Youth Issues regarding SDG 2:

World Health Assembly

Scaling up agroecology to reduce malnutrition*

Measures to enhance response to pandemics

Measures to develop and integrate Global Health Education**



WEEK 2-7 - PLANNING & PREPARATION - HOW TO MANIFEST YOUR PROJECT

2.0. To begin this stage of the project, your team must set smart goals to achieve your overall aims.



SMART Goals:

Specific

Include details about what you will do, who will help you, and how you will do it. It should be clear to anyone reading the statement what you will be doing.

Measurable

What measures will let you know you have accomplished your goal? What is your timeline for accomplishing the goal?

Appropriate

Is this something you can actually achieve?

Does everyone involved agree the goal is appropriate?

Relevant

Does your proposed action fit your overall goal?

Do you have the needed resources, knowledge, and time?

Tangible

Will the results be able to be seen by stakeholders?

“Example: Figures/statistics from Wahab on the decrease of food waste and increase of food distribution (a before and after)

Pictures of the food drive/ delivering the food boxes/ food redistribution. “



2.1. Below are additional questions you should aim to address in this stage:

Who are possible partners, either individuals or organisations, that are also working on this issue? How can you collaborate?

THIMUN Qatar has been proud to work with Wahab, a charity organisation based in Qatar, who work to collect wasted food and deliver it to those in need.

Wahab Contact Information; info@wahab.qa

Brainstorm ideas for your project- what are the services you and your partners will provide to address the issue?

SPECIFIC Answer (3 Options):

1. Your team will work with Wahab's volunteers to collect food waste and help to redistribute it to those in need.
2. Your team will organize a food drive, bringing in food parcels in collaboration with a local food market.
3. Your team will deliver food packages to the elderly and poor in your community, paying visits to their homes and establishing their needs, then providing it.

What will success look like? How will you show people this has been a successful project?

MEASURABLE Answer: Setting a certain number as a goal such as the putting together and distributing of 100 of food parcels (boxes) to be given to the communities' elderly.

What are the short-term goals of your project? What would you like to accomplish right away?

APPROPRIATE Answer: Bringing together interested volunteers/group members to put together 100 food parcels, while spreading awareness on the issue and the cause to engage people in all 3 parts of the project.

What are the long-term goals of your project? What changes would you like to see after your project is over? Can the project be extended?

APPROPRIATE Answer: Establish it as an annual activity/projects with yearly sign up volunteers of different ages from the general community. The ultimate long-term goal would be to witness a decrease in the hunger rate of your community, by extending towards larger groups of targeted audiences (further than the elderly). Where establishing the annual nature of the project helps contribute to decreasing the food insecurity.



Does your proposed action fit your overall goal?

RELEVANT Answer: Through collecting food waste and redistributing it, 2 issues are being tackled at once; the minimization of food insecurity alongside to malnutrition. Health and nutrition are fundamental human rights for everyone, yet is affecting the world at an alarming scale, thus eliminating food waste provides more for those in need.

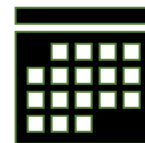
Do you have the needed resources, knowledge, and time?

RELEVANT Answer:

<p>What resources do you already have for the project?</p>	<p>School' Community and Service (CAS) coordinator, with expertise on community outreach and event.</p>
<p>What additional resources do you need?</p>	<ul style="list-style-type: none"> • Your local supermarket which where all essentials for the food boxes can be found. • Awareness of the needed/necessary foods to be distributed in terms of their effectiveness and versatility over a long period of time. • Funding to purchase necessary items. • Permission to run the project from your school. • Permission to visit elderly community. • Permission for food drive location.
<p>How can you maximise your existing resources?</p>	<p>Communicating with the CAS coordinator to find out more about the logistical application of the project and how it would be fitting to school's guidelines, especially because it is a 3-part project.</p> <p>Fetching any forms/ applications needed to fill out for any type of permission necessary, to be applied by the school</p> <p>Sharing out the roles for the project ensures that many designs can be made using students in your school</p>

2.2. Project timeline

Provide a description of the activities that will take place during each day of your service-learning project. Activities may include planning meetings, developing materials you will use in your project, marketing or advertising an event or educational information, presenting an event, celebration, etc



Date to Begin	Activity or Task	Person Responsible	Date to Complete
Week 1	Seek permission from school to complete this project Assign leadership team: <ul style="list-style-type: none"> • Head of food drive goal • Head of food redistribution goal • Head of Finance • Head of Public Relations • Head of student training 	Project leadership and MUN director	End of Week 1
Week 1	Communicate with Wahab' s volunteers to organize time, date and amount of people volunteering	Head of public relations / Head of food redistribution goal	End of Week 1
Week 1	Communicate with local supermarket such as Al Meera; discuss availability, what they can offer and dates	Head of public relations / head of food drive	End of Week 1
Week 1	Determine how budget will be established for food boxes. Example: fundraiser, donations, a non-uniform day, a box per volunteer in initiative?	Head of finance	End of Week 1
Week 2	Execute the plan for budget and funds.	Head of finance and whole leadership team	End of Week 1
Week 2	Establish the volunteering group /club (other than the leadership team).	Head of Student training	End of Week 2

Week 3	Set amount of food boxes to be distributed with local supermarket based on the budget.	Head of Finance/ Head public relations / Head of food drive	End of Week 3
Week 3	Set time and date of food drive with school community.	Head of public affairs / head of food drive	End of Week 3
Week 3	Promote the project in your school community.	Head of PR	End of Week 3
Week 3	Train students on how to execute the food drive (planning out area/time/logistics).	Head of Student training	End of Week 3
Week 4	Conduct the food drive.	Head of food drive/ head of student training	End of Week 4
Week 4-6	Collect food waste with Wahab' s volunteers.	Head of food redistribution	End of Week 6
Week 4-6	Distribute the food boxes to the community in need	Head of food drive	End of Week 6
Week 6	Demonstrate: Present your work to members of your school community or submit it to the Service Portfolio.	All leadership team	End of Week 6
Week 7	Submit to THIMUN Qatar	Head of PR	End of Week 7

2.0. For the final part of this stage, you need to **Implement, Collect and Document** your work!



Implementing the plan

Implement the plan through direct, indirect, or advocacy-based service! Documenting during a service-learning activity provides valuable information both for the project underway and for future projects. By recording what was done in a variety of ways, participants have material to draw from for reports, news articles, community impact statements, and more.

Data Collection

Keep track of data relevant to the service-learning project. For example: How many emergency kits were created? How many flyers distributed? How many meals prepared? How much money was spent or saved?

Note: all of these are examples and may vary depending on the chosen projects.

Key deliverable service	Quantity produced/ number of hours of service delivered	Costs incurred/profits made (if needed)

Multimedia Recording



Take photos to document what your club has contributed or accomplished is a powerful way of remembering and sharing what happened. Photographing people involved, special events, products created, service sites, and more can help students tell the story.

Bring your service activity to life and use it to create a video, sharing what happened with others and helping to extend the learning. If your project involves sensitive subjects or privacy considerations, ensure participants are aware of issues and limitations involving recording names, images, and other information before they begin their service activities. Video Interview partners during the action and record their observations to ensure their perspectives are documented and available for later analysis.



WEEK 8 - REFLECT – TO BE COMPLETED AFTER THE PROJECT

Reflection questions	Answer
<p>Meaningful Service</p> <p>What was the most effective part of your project? What are you most proud of?</p> <p>What was the least effective part of your project? What are you disappointed in?</p> <p>What do you now understand about the issue you addressed in your service-learning project? What questions do you still have?</p>	
<p>Link to Curriculum</p> <p>In what ways can you tell what you have learned over the course of the project?</p> <p>How does what you learned in this project connect to other learning?</p>	
<p>Reflection</p> <p>How has what you learned changed your thinking?</p>	
<p>Diversity</p> <p>Think about the people you encountered during your service. What actions or words from them are the most memorable to you?</p>	
<p>Partnerships</p> <p>What did you learn from the people you worked with? What do you think they learned from you?</p>	
<p>Youth Voice</p> <p>How did the members of your team work together? What did you learn about each other in the process?</p>	
<p>Progress Monitoring</p> <p>How have your views on the group/community you were working with changed because of this project?</p>	
<p>Duration & Intensity</p> <p>What would you do differently next time?</p>	
<p>Sustainability: what follow-up work is needed?</p>	

WEEK 9-10 - DEMONSTRATE – TO BE COMPLETED AFTER THE PROJECT

Below are examples of ways to demonstrate the work you have done:



School Assemblies

Present your project at a school assembly, sharing your work and your reflections with your school community

Present at an event

Create a presentation that shows your work and submit it as a student workshop at next year's Qatar Leadership Conference

THIMUN Qatar Service Project Portfolio

Write a post entry for the Service Project portfolio, including images and tag the THIMUN Qatar Instagram during SDG Challenges relating to your project.

THIMUN Qatar GAIA's

Create a 5-minute video to showcase your project. The video should identify the members of your team and clearly show the work your team has accomplished. Please refer to the criteria here.

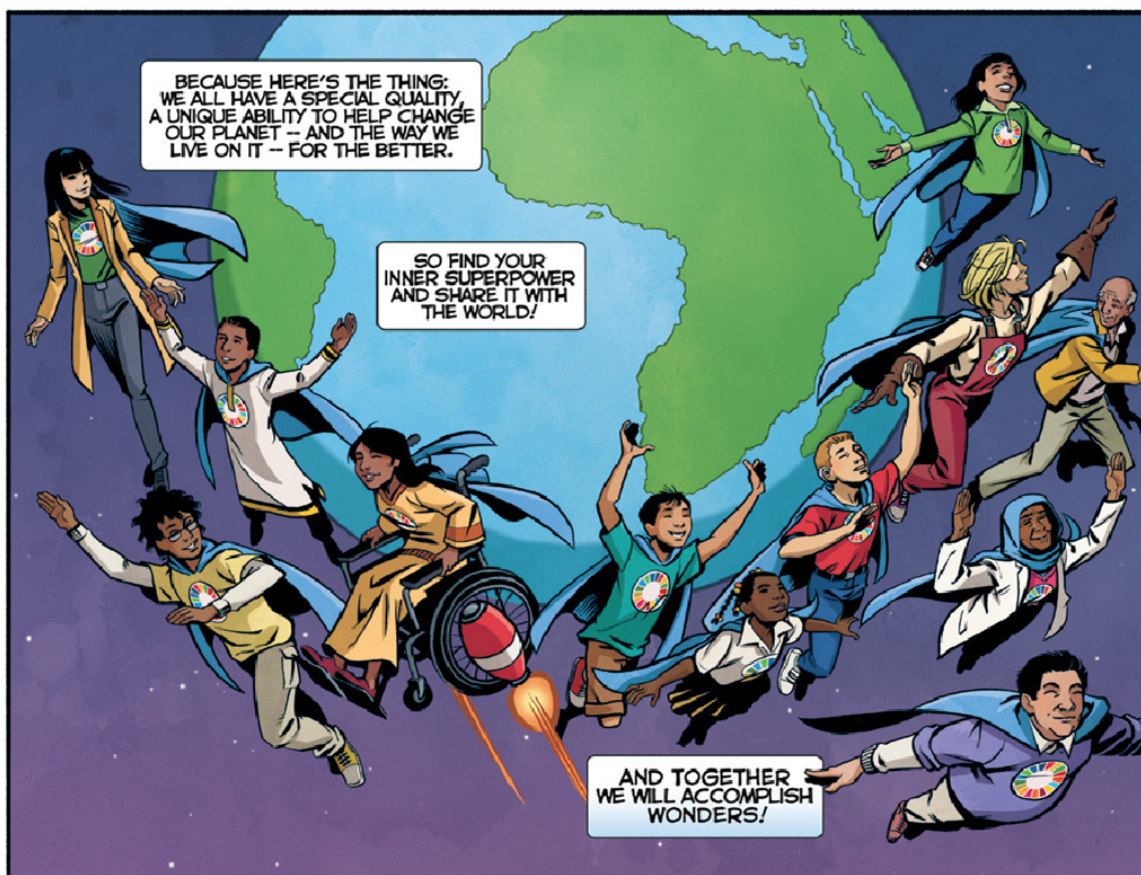


Application form due December 10th, 2020

Congratulations!

You have reached the end of the Service-Learning Action Plan. Through the hard work and dedication of yourself and others, our world is becoming a better place. But do not stop here! Take your project a step further or go back to page one and begin a new project entirely. You can do more, and our world needs leaders like you to continue to serve and engage others in service.

THERE'S A HERO INSIDE OF YOU...



**SUSTAINABLE
DEVELOPMENT
GOALS**