Japan University English Model United Nations 2018

World Malnutrition and Hunger

Study Guide for Meeting 1: Education for Sustainable Development Goal 2 - *End hunger, achieve food security and nutrition and promote sustainable agriculture* in Asia and the Pacific Nations

Part 1 - The guiding structures for our JUEMUN 2018 Meetings
1. Model UNESCO
JUEMUN 2018 will simulate meetings of The United Nations Education, Science, and Culture Organization (UNESCO) for the first time in JUEMUN history. Previously we have simulated The General Assembly, ECOSOC, SOCHUM, and the Security Council.

Although we will follow our familiar JUEMUN systems and procedures which we have developed year by year since 2010, we will look to UNESCO's vision for leadership, base a substantial part of our research on UNESCO's work, and represent the UNESCO Member States and Associate Members of its Asia-Pacific region.

Kyoto University of Foreign Studies became a member of the UNESCO Associated Schools Project University Network in April 2017. We have chosen to learn more about UNESCO at JUEMUN 2018 in order to contribute to this network of Japanese universities.

2. Number of Delegates
We will follow last year's scaled-down, quality-up JUEMUN 2017 success by holding 3 Meetings of about 48 delegates per meeting who will be organized in 4 Committees and 4 Regional Blocs.

3. JUEMUN Theme: Sustainable Development Goal 2
The themes of each meeting and the topics of each committee are important aspects of United Nations Sustainable Development Goal (SDG) 2: End Hunger, achieve food security and nutrition, and promote sustainable agriculture. The targets of SDG 2 depend on the availability of sufficient, easily accessible, affordable clean water and the means of heating water, and also on access to proper sanitation. Please note that **SDG 6** deals with **Water and Sanitation.**

SDG 2 has 8 specific Targets:
1. By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round;

2. By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons;

3. By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment;

4. By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve and and soil quality;

5. By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed.

6. Increase investment, through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular in least developed countries.

7. Correct and prevent trade restrictions and distortions in world agricultural markets through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round.

8. Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility.

4. Meeting 1 Theme

The theme of Meeting 1 is close to the hearts of university students: ***Education for Sustainable Development for SDG 2 in Asia and the Pacific Nations***. The committee topics cover four of the core areas of education. Committee A will deal with essential preschool and primary school education; Committee B will discuss secondary-school issues; Committee C will look at post-secondary tertiary institutions; and Committee D's topic will be ways of sharing knowledge with, and providing skills to, the general public community of adults of all ages.

5. JUEMUN 18 – Asia-Pacific UNESCO Member States

The delegates of Meeting 1, and also the delegates in Meetings 2 and 3, will represent the following 46 Asia-Pacific UNESCO Member States: Afghanistan, Australia, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Cook Islands, Democratic People's Republic of Korea, Federated States of Micronesia, Fiji, India, Indonesia, Islamic Republic of Iran, Japan, Kazakhstan, Kiribati, Kyrgyzstan, Lao People's Democratic Republic, Malaysia, Maldives, Marshall Islands, Mongolia, Myanmar, Nauru, Nepal, New Zealand, Niue, Pakistan, Palau, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Solomon Islands, Sri Lanka, Tajikistan, Thailand, Timor-Leste, Tonga, Turkmenistan, Tuvalu, Uzbekistan, Vanuatu, Vietnam; and the 2 UNESCO Associate Members – Macao China and Tokelau.

The delegates of each of the 3 Meetings will hold Regional Bloc discussions, as well as Committee discussions. Our 4 JUEMUN Regional Blocks, which are listed on the JUEMUN 2018 website, are the 10 ASEAN nations plus Timor-Leste and Macao China; 13 Pacific island states; 11 Member States in the South Asia region plus New Zealand; and 10 countries of North-East and Central Asia plus Australia.

The delegates in each of the three meetings will represent the same countries, and in the JUEMUN tradition of working together, we hope the delegates representing the same countries in different meetings will help each other with their country research and support each other during the conference.

6. Tasks of the Committees and the Regional Blocs

In plenary sessions of Meeting 1, the Chair of Meeting 1 will give instructions and guidance, delegates will make short speeches called Formal Debate, and vote on proposals for action which are called Motions - for example to suspend the plenary session to have Regional Bloc or Committee discussions in 4 groups.

In Meeting 1 Regional Bloc sessions, there will be representatives of each Committee so that regional issues related to each Committee's SDG 2 topic can be discussed. In Committee discussions, the 4 Committees will talk about their Committee's topic, and

gradually put their ideas into a written document called a Working Paper (WP). When the WP is completed, it is submitted to the Chair of Meeting 1. If the Chair accepts it, it is called a Draft Resolution (DR). If the DR is agreed upon by a majority of the Meeting 1 Delegates, it becomes a Resolution.

A WP has two parts – 1. a statement of vision related to the committee topic which identifies problems in terms of SDG 2, describes the background of UN efforts to solve the problems; and 2. a description of a plan of action.

You are not allowed to come to the conference with Resolutions already prepared. You need to know in advance what has been done before and how Resolutions are written, but your main conference task is to create an original, innovative resolution in collaboration with your committee team.

The main task of the Regional Blocs is to advise each Committee, especially about ways to improve their WPs and DRs. Advice about WPs is informal. Suggestions for changes to DRs are called Amendments.

This process is explained in detail in other JUEMUN documents. The Chairs of each of the 3 Meetings and the Faculty Advisors will help you. In your JUEMUN preparation, concentrate on your Committee topic so that you are prepared for discussion.

Guidelines for Committee and Regional Bloc Discussions
- Use English only.

- Place a priority on good communication. Include everyone. Be a good listener. Do not allow a few people to dominate in speaking roles. Make sure everyone understands what is going on.

- In discussions, search for innovative ideas. Try to find new answers to old problems.

- Write a Working Paper with plans that could actually be implemented. Make detailed action plans. Explain who will do what, and how they will do it. Are all the interested people – the stakeholders - at the local level involved in making and implementing plans? Where will the money come from? How will the plans be evaluated as they are carried out? How will the plans be revised as needed, and sustained?

- Will your Committee's work at JUEMUN come up with insights into why problems persist? Can your Committee's Resolution offer practical ways to achieve the aim of SDG 2?

- In 2018 the world's problems are frightening and heart-breaking; on the other hand, the progress that has already been made gives us the courage we need to work to

make problems of hunger and malnutrition unthinkable. What will our world be like in 2030? When we open the UN website, we read, "It's Your World!" Keep this thought in your minds at all times.

2.1 Why is the JUEMUN 2018 theme – World Malnutrition and Hunger?

In January 2016 the Member States of the United Nations started to take action on an ambitious 30-year long plan – the Sustainable Development Goals (SDGs) which aim to make the world a healthier, safer, and more just place for all of the world's peoples for many generations to come. In other words, the aim of the 17-SDG program with its 169 targets is to make certain the foundation of all that is needed for a better world is strong, lasting, and inclusive.

All of the SDGs are important, but it is possible to view the first 5 SDGs as indispensable: 1. end poverty, 2. take care of food (and water) needs; 3. provide good life-long health care, 4. get everyone in good schools as long as possible; 5. and achieve gender equality in all aspects of life. The problems of these first five goals cannot be tackled one by one in a step by step methodology. The goals cannot be separated because work on each goal must be done at the same time, to be meaningful.

However, of these first five goals, it could be argued that SDG 2 deserves priority. Without proper nutrition and sufficient food from before birth until the moment we pass from this earth, human beings can do nothing to satisfy our natural potential to reach a satisfying quality of life.

In particular, refugees of all ages suffer from the lack of a regular supply of nutritious food and clean water. According to the United Nations High Commission for Refugees, the number of refugees and internally displaced people has reached its highest point since 1945, at the end of World War II. The plight of these people is heart-breaking to behold. There is growing disunity among the political leaders and the general public of many nations about what to do about this crisis. What will the impact be on the physical, intellectual, emotional, and spiritual growth of the children who for any reason cannot eat happily and properly?

Good news! Of all of the 17 SDGs, SDG 2 may be the goal that the people of the world will achieve first!

2.2 UNESCO and the FAO

There are two UN organizations, called Specialized Agencies, that can give us an especially helpful perspective for SDG 2. The education, science, and culture missions of UNESCO are certainly relevant and applicable; and the United Nations Food and Agricultural Organization (FAO) has specific, global, and timely information which we will rely on during our conference.

2.3 The Global Citizenship Generation

The average age of JUEMUN delegates is about 20. The work towards the achievement of the SDGs will conclude when our delegates are in their mid-thirties. The SDGs aim to learn from the shortcomings, and build upon the successes, of the 8 Millennium Development Goals (MDGs). The MDG plans were implemented from the year 2000, when our delegates were still very young children, until their target date of December 2015. The 30 year-span of these two global plans sets JUEMUN delegates' lives apart from all previous generations. You are the *Global Citizenship Generation*! A goal which could define your generation is to make your acts of good local citizenship inseparable from your lives as constructive global citizens. Today's problems are formidable. Your will to seek solutions with your JUEMUN friends is admirable!

Your natural instinct will be to act as friends of the people, protectors of our vulnerable brothers and sisters. We all hope the SDGs will be able to do this. However, the greatest challenge that JUEMUN delegates face is to act according to the policies of the governments of the nations you represent. This is the way we will find out why it has been so difficult for the UN to build global peace. And, at the same time, we will learn what a grand consensus created the MDGs, and today's SDGs!

Part 2 – Your Research: Sharing Responsibility for JUEMUN Success
2.1 Background Information

The United Nations Charter is at http://www.un.org/en/charter-united-nations/ and the UNESCO constitution can be found at http://www.unesco.org/education/pdf/UNESCO_E.PDF

2.2 Five Research Areas

It is obviously very important for you to do your own research. This Study Guide is not a substitute for individual delegate research. The following section is an outline of five key areas you should include in your research: the SDGs - mainly SDG 2 – on the websites of UN organizations including the Food and Agriculture Organization; UNESCO for background information and UNESCO plans for education for sustainable development; UN Resolutions and actions related to SDG 2; your own Committee topic; and relevant information about the country you represent.

Which order should you do your research topics in? Make this decision yourself. Most delegates begin with country research, but it is the last on the list in this Study Guide. Why? It might be better to know *what* you are doing all together at JUEMUN 18 Meeting 1, before you learn about which views you will express in discussions as a representative of your country's government. However, the order you choose for your research is entirely up to you.

Research is an essential first step but please remember JUEMUN is an intense, everyone-included, communication event. You will spend most of the conference time think-

ing out loud by talking to, and listening to your fellow delegates, and making plans for a WP which you hope will become a DR you can be proud of, and then, adopted by a majority of the Meeting 1 delegates as a JUEMUN Resolution.

2.3 Research Guidelines

Do all of your research before you arrive at JUEMUN. The meeting is a *Think Tank.*

Check facts by reviewing more than one source of information. Look for different views on key issues. Use governmental, intergovernmental, non-governmental organizations and news media for research. You will speak with your own government's voice, but you must know about the range of perspectives from other points of view on your topic. Most of the advice on sources of information in the Study Guide are internet United Nations organizations because using the internet is the quickest way to do research for JUEMUN, if we take care to ensure the sources are reliable. United Nations websites are recommended as the first step in research, but we must remember that credible journalists and NGOs often provide us with the most accurate and most up-to-date local facts and viewpoints on global issues.

It will be difficult, at times, for you to speak as your country's Chief Diplomat at the UN for three reasons: (a) your own personal values may be different, (b) an analytical review of your research from government and non-government sources may lead you to conclusions which differ from your government's statements and policies, (c) it may be difficult to get information on your government's views.

Do your best to accurately represent your country. Make 'educated guesses' if necessary about your country's likely policies. Base your 'educated guesses' on your research about your country's circumstances, the current government's political policies and statements at the United Nations and relationships with other nations.

Do your Research in 2 languages, whenever possible, if you are bilingual. Use your strongest language for the first step of your research. Use your other language for the second step. For example, if you are a native-speaker of Japanese and you represent Burkina Faso on your Committee, do your research on Burkina Faso's situation first in Japanese by using information from the Japan International Cooperation Agency, the Japanese Ministry of Foreign Affairs, The Embassy of Burkina Faso in another country, and other web sites. Then, look for the same type of information in English on the same websites, or use other sites that have similar information. This way you will have a clear understanding of the issues, and you will learn the English vocabulary to use at the meeting.

Please do not let your research overwhelm you. Focus your research. Become an expert

in a few areas of your topic. You cannot learn everything there is to know about your role in JUEMUN. But you can learn something that will be useful. You can learn enough to make important contributions to JUEMUN's success.

JUEMUN with its delegate-friendly, learn-by-doing structure will support you as you build topic knowledge, communication skills, and self-confidence. Many JUEMUN people are delegates in 2 or 3, or even more MUNs. If this is your first time, the best advice is - *Don't give up during preparation. Find your own 'place' during the conference.*

2.4 JUEMUN Connections with your University Studies now, and with your Future
Use your JUEMUN 18 research to make your academic life easier. In your university courses, if you have to make speeches and other types of presentations, write essays, or do short research reports, use the content of your JUEMUN 18 research whenever possible.

Attend any JUEMUN 18-related special guest lectures, film showings, and photo exhibitions on your campus, or elsewhere in your community.

Refer to JUEMUN experiences in essays and interviews for scholarships, study abroad applications, and in the job-search process. The JUEMUN work you do might be the beginning of your Graduation Thesis. Some undergraduate JUEMUN delegates have found their research helped them prepare for successful Graduate School applications in fields such as Development Studies. Other delegates have been inspired by JUEMUN experiences to seek jobs in International NGOs and UN organizations.

2.5 JUEMUN 18 Meeting 1 Research Database
Share useful research sources with your fellow Meeting 1 Delegates. Empower each other by creating a Meeting 1 Research Database.

Part 3 Sources of Information for 5 Research Fields
(i) The SDGs: The United Nations website has SDG knowledge platforms on nations (https://sustainabledevelopment.un.org/hlpf). JUEMUN 18 deals with just one of the 17 SDGs, but it is a very good idea to have an overview of the whole plan (refer to https://sustainabledevelopment.un.org/sdgs so you get a sense of how the goals fit together and how all 17 SDGs give us a vision of a better world. On this site you can find an up-to-date report on the SDGs for 2017.

The United Nations University in Tokyo also has very good information on the SDGs at http://unu.edu/

SDG 2 Fact Sheet (adapted for JUEMUN 2018)

There is an SDG Fact Sheet with the following useful summary of SDG 2 at http://www.un.org/sustainabledevelopment/wpcontent/uploads/2015/08/Factsheet_-Summit.pdf,

● Globally, the proportion of undernourished people in the developing regions has fallen by almost half since 1990, from 23.3% in 1990-1992 to 12.9% in 2014-2016. However, one in nine people in the world today (795 million) are still undernourished.

● The vast majority of the world's hungry people live in developing countries, where 12.9% of the population is undernourished.

● JUEMUN delegates, please note - *Asia is the continent with the hungriest people – two-thirds of the total. The percentage in southern Asia has fallen in recent years, but in western Asia, it has increased slightly.*

● Sub-Saharan Africa is the region with the highest prevalence (percentage of population) of hunger. About one person in four there is undernourished.

● Poor nutrition causes nearly half (45%) of deaths in children under five – 3.1 million children each year.

● One in four of the world's children suffer stunted growth. In developing countries, the proportion rises to one in three.

● 66 million primary school-age children in developing countries attend classes hungry, with 23 million in Africa alone.

● Agriculture is the single largest employer in the world, providing livelihoods for 40% of today's global population. It is the largest source of income and jobs for poor rural house-holds.

Other sources of SDG 2 information: http://www.un.org/sustainabledevelopment/hunger/ and https://sustainabledevelopment.un.org/sdg2. Virtually every member of the family of UN organizations has useful information about the importance of ending hunger. For example, The World Food Programme - http://www1.wfp.org/ declares "We can end hunger, if we end conflict"

The World Bank -http://www.worldbank.org/en/topic/sustainabledevelopment - explains "the three pillars of sustainable development – economic growth, environmental stew-ardship, social inclusion – carry across all sectors of development, from cities to agri-culture, infrastructure, energy development and use, water, and transportation."

The World Health Organization (WHO) - http://www.who.int/emergencies/famine/en/ - reported "six million people in South Sudan, well beyond half of the population (56%), were estimated to be severely food insecure in September 2017, out of which 40,000 were in humanitarian catastrophe."

The United Nations Food and Agriculture Organization (FAO) - http://www.fao.org/home/en/ - Director-General Jose Graziano da Silva, in a press briefing in January 2018, highlighted the importance of SDG 2 education for human rights in his argument that for indigenous women **"**Progress in the fight against hunger and extreme poverty hinges on eliminating the "triple discrimination faced by indigenous women of poverty, gender and ethnicity." The FAO has a liaison office in Tokyo - www.fao.org/japan/japan/jp

The FAO and the other UN organizations have useful statistics sections on their home pages.

On the United Nations website there is a section called "Where We Work" - http://www.un.org/en/sections/where-we-work/asia-and-pacific/ - which describes what UN organizations and UN programmes do in the Asia Pacific and other regions in the world.

(ii) UNESCO

Explore the UNESCO website "Building Peace in the Minds of Men and Women" at https://en.unesco.org and the UNESCO Asia Pacific website at https://bangkok.unesco.org.

One of UNESCO's core purposes is that "It strengthens the ties between nations and societies and mobilizes the wider public so that each child and citizen has access to quality education; a basic human right and an indispensable prerequisite for sustainable development." There is a section on the website called "overarching objectives" which includes a section on sustainable development.

The UNESCO programme Education for Sustainable Development (ESD) is an inspiration for your discussions in Meeting 1. UNESCO clarifies the urgency of ESD: "With a world population of 7 billion people and limited natural resources, we, as individuals and societies need to learn to live together sustainably. We need to take action responsibly based on the understanding that what we do today can have implications on the lives of people and the planet in future. ESD empowers people to change the way they think and work towards a sustainable future.

UNESCO aims to improve access to quality education on sustainable development at all levels and in all social contexts, to transform society by reorienting education to help people develop knowledge, skills, values and behaviours needed for sustainable development. It is about including sustainable development issues, such as climate change and biodiversity into teaching and learning. Individuals are encouraged to be responsible actors who resolve challenges, respect cultural diversity, and contribute to creating a more sustainable world."

The UNESCO Institute for Statistics at http://uis.unesco.org/ has data for the Sustainable Development Goals. Under Themes, there is an Education and Literacy section with categories which will be very useful for the Meeting 1 Committees. You can also focus on SDG progress in the Indicators section, and also get specific country information at "Browse by country."

UNESCO is the Secretariat of The Scientific Advisory Board of the Secretary-General of the United Nations and in December 2016 on Food Security and Health, there was a meeting on Food Security and Health. Refer to https://en.unesco.org/un-sab/news for the report.

The targets of SDG 2 depend on the availability of sufficient, easily accessible, affordable, clean water and the means of heating water. The UNESCO World Water Assessment Programme http://www.unesco.org/new/en/natural-sciences/environment/water/wwap/facts-and-figures/food-and-agriculture/ is a valuable source of information on the relationships between water, nutritious food supply and sustainable secure agriculture.

Meeting 1 Delegates will be aware that UNESCO's focus on ESD links naturally with SDG 4 on Education issues. SDG 4 is directly related to the four SDG 2 committee topics of Meeting 1. An October 2016 report called "Interlinkages of Indicators Across SDG Goals and Targets" at http://tcg.uis.unesco.org/files/resources/meetings/2nd/Session%2010_Interlinkages%20indicators.pdf will help you see how vital education is to the success of all of the SDGs, especially SDG 2.

An additional aspect of SDG 2 is the relationship between food and culture. For example, the Open University of Catalonia in Spain (http://studies.uoc.edu/en/study-at-the-uoc) has a UNESCO programme for its students called *Food, Culture and Development.* The aims include the promotion of cultural analysis and diversity in scientific approaches; the promotion of peace and gender equality by endowing cultural and food practices with value and social capital; and the promotion of cultural diversity and intercultural dialogue by enhancing the links between food, education, culture and sustainable development.

UNESCO's Cultural Heritage initiative is well known, especially here in Kyoto with its collection of 17 places designated as World Cultural Heritage sites. The Convention for the Safeguarding of the Intangible Cultural Heritage, adopted by the UNESCO General Assembly came into effect in 2006 to protect intangible Cultural Heritage, reflects respect for global cultural diversity as humanity's heritage, in addition to the tangible Cultural Heritage and Natural Heritage that is protected through previous UNESCO Cultural Heritage Conventions. This intangible heritage is found in forms such as "performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe, and traditional craftsmanship knowledge and techniques" (refer to https://ich.unesco.org). The signs of the threat, as a result of globalization, to intangible Cultural Heritage are clear.

Although food is not mentioned directly in the above list, it is obvious that traditional food customs are a central part of many social practices, rituals, and festive events. Several food traditions have already been included on The Intangible Cultural Heritage list, for example - French cuisine (2010), a Mexican feast called Chiapa de Corzo (2010), the ritual transplanting of rice in Hiroshima (2011), and Washoku (2013) which is the traditional dietary culture of Japan.

Just like tangible Cultural Heritage, intangible culture such as traditional music, dance, performing arts and craftsmanship, and the traditional food cultures they are often integrated with, are important forms of Cultural Heritage that are closely linked with each ethnic group's unique history, culture, and lifestyle customs. Refer to http://www.un-

esco.org/new/en/santiago/culture/intangible-heritage/convention-intangible-cultural-her-itage/ and http://www.uoc.edu/portal/en/unesco-chair-food-culture-development/in-dex.html and also http://www.unesco.org/education/tlsf/mods/theme_c/mod15.html

(iii) Committee Topics for Meeting 1
(iii.a) Committee Aims
Meeting 1 Topic is Education for Sustainable Development Goal 2 in the Asia and Pacific Region. The following aspects of the topic will be discussed - Committee A - Preschool and Primary Education, Committee B - Secondary Education, Committee C - Tertiary Education, and Committee D - Education for the General Public

Prepare for JUEMUN by getting ready to talk about the current situation related to your own Committee's topic, but you should also have a general understanding of the other 3 Committee's topics, your own country, and also general information about your region of the world.

JUEMUN delegates will post all Position Papers (maximum length - 2 A4 pages in Times Roman 12) on JUEMUN's website. Please first read all the papers written by delegates on your own Committee. Second, read the papers written by delegates on your Regional Block. Then, you can read as many papers as possible written by members of the other 3 Committees in Meeting 1. If you find useful sources of information, please share it by putting it on the JUEMUN Database for your Committee. Delegates should create their own database for their Committee.

Only UN Security Council Resolutions are binding on Member States. Other Resolutions of UN organizations are recommendations not laws. Thus, your Committee has to accept the reality that a Resolution that passes may not be fully implemented by the governments of some Member States. Can you include incentives in your Resolution to encourage governments to carry out your Resolutions?

Meeting 1 will discuss a basic way that can change lives for the better – education to help achieve SDG2 targets. Please read the following powerful message from the website of The Global Education First Initiative (http://globaleducationfirst.org/289.htm) of former UN Secretary-General Ban Ki-Moon.

Education Empowers People to Build a Better World by Ban Ki-moon
Education is a major driving force for human development. It opens doors to the job market, combats inequality, improves maternal health, reduces child mortality, fosters solidarity, and promotes environmental stewardship. Education empowers people with the knowledge, skills and values they need to build a better world.

Growing up in the Republic of Korea as it recovered from war, I had few school supplies and studied in the open air. People today often ask about my country's transforma-

tion from poverty to prosperity. Without hesitation, I answer that education was the key.

In almost all my visits to areas ravaged by war and disaster, the plea of survivors is the same: "Education first." Education helps to re-establish normalcy for traumatized children and sets the stage for lasting stability.

We must answer this legitimate request. We cannot afford to waste the talents of a generation. We must provide safe learning environments, text books, support for parents, transportation to school and training for teachers.

Despite the urgent need for investments in education and their clear returns, progress on this front has stalled in recent years. The cost of leaving millions of children and young people on the margins of society is far greater than the funds required to jump-start efforts to reach international goals for education, which had shown considerable promise.

Education is a priority for people around the world, and it is my priority, too. My new Education First initiative aims to give a "big push" to the global movement for education -- by 2015 and beyond.

The Initiative focuses on three priorities:

First, ***putting every child in school***. The global community pledged to achieve universal primary education by 2015. We need to make all the necessary investments to ensure that every child has equal access to schooling.

Second, ***improving the quality of learning.*** Access to education is critical. But it is not enough. We must make sure that people acquire relevant skills to participate successfully in today's knowledge-based society.

Third**, *fostering global citizenship.*** Education is much more than an entry to the job market. It has the power to shape a sustainable future and better world. Education policies should promote peace, mutual respect and environmental care.

I call on world leaders and all involved with education to join this initiative and fulfil the promise to make quality education available to all children, young people and adults. Together, we can empower individuals to transform our world.

- United Nations Secretary-General Ban Ki-moon, September 2012

(iii.b) Sources of information and Ideas for Meeting 1 Committee and Regional Bloc Discussions
The SDG 4 **-** *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* – Knowledge Platform at https://sustainabledevelopment.un.org/sdg4 will give you good ideas for your SDG 2 Meeting 1 discussions.

Teaching and Learning for a Sustainable Future at www.unesco.org/education/tlsf is a UNESCO website with a lot of practical ideas. At the Asia-Pacific UNESCO regional centre's website at Bangkok.unesco.org there are sections on Early Childhood Care and Education, and also on Education for Sustainable Development and Global Citizenship.

There are two fundamental sources for information on Children's Rights: The 1989 UN Convention on the Rights of a Child at http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf_and a UNICEF UK Child Friendly version of the Convention at http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf

The United Nations Children's Emergency Fund (UNICEF) website at http://www.unicef.org/. has a useful document – The State of the World's Children 2017.

UNESCO Bangkok has interesting links from its Education Policy and Reform Unit and an Education Research Institutes Network at http://www.unescobkk.org/education/epr/epr-partnerships/eri-net/

(iii.c) Committee Suggestions for Meeting 1
Good advice for your Committee work is to find one or two aspects within your broad topic so that you have a focus when you talk in discussions. Other delegates may be able to support you and put your interest into your WP. Then, listen carefully to other delegates and find ways to support them.

The following suggestions are examples of ways to focus on your Committee topic by researching maternal, infant and child health and early childhood development to think about how pre-school and primary education can promote nutrition and ensure families do not suffer from hunger.

Committee A - Pre-school and Primary Education

One good source of information are the reports on the Millennium Development Goals. The most recent document which gives an overview of all of the Goals in many countries is "Taking Stock of the Global Partnership for Development," the report of the MDG Gap Task Force – http://www.un.org/millenniumgoals/ The successes and the shortcomings are analyzed. The directly relevant report is on MDG Goal 2 – Achieve Universal Primary Education.

Good places to get ideas for your discussions are at The World Health Organization – http://www.who.int/en and the United Nations Education, Scientific and Cultural Organization (UNESCO) – http://en.unesco.org/ - and the UN's Global Issues site on Health

– http://www.un.org/en/globalissues/health/ The UN Development Programme (UNDP) website has information about the Human Development Index (HDI) which links Health, Education, and the Economy. The HDI measures a nation's growth by evaluating information in three categories – health measured by life expectancy at birth; the number of years children spend in school and the adult literacy rate; and the standard of living measured by Gross Domestic Product per person in purchasing power parity (PPP).

Other primary sources of information are the UN organizations that are interested in children's and women's education. These sources will also be useful for each of the 4 Meeting 1 Committees:
The World Health Organization – http://www.who.int/topics/maternal-health/en/ ,
The UN Population Fund – www.unfpa.org.maternal-health
The UN Children's Fund (UNICEF) – http://www.unicef.org/mdg/maternal.html
The World Bank – http://www.worldbank.org/mdgs/maternal-health.html
UN Women - http://www.unwomen.org
Millennium Development Goals – http://www. un.org/millenniumgoals/maternal.shtml

There is also information on NGO sites such as the Japan International Cooperation Agency (JICA) and national government sites.

Infant, Child, and Maternal Mortality
The early years of education and day care are crucial in improving nutrition and dealing with hunger because some children do not complete primary school or do not enter secondary school. Moreover, some mothers continue to have children while their older children are still in primary school.

Infant Mortality refers to babies who die before the age of one; Child Mortality refers to children who die before the age of five. There is some good news about improvements but the death of one baby or one little child is an unbearable tragedy for the family. Look for NGO and Journalism sources of information to balance the sources of information listed here. There are many nations which today have more than half of their population under the age of 24. A much greater capacity to provide good health care than is currently available, especially for poor people in developing nations, will be needed in the coming years.

There are also web sites that describe Maternal Mortality, i.e. Mothers who die while pregnant, or during child birth, or shortly afterward. The Japan International Cooperation Agency has "Mothers' Book" Projects which try to introduce to other countries, e.g. Angola and Ghana, a successful low-cost, low technology plan that supports pregnant women and mothers of small children. Implementation depends on High Literacy Rates and access to mid-wives and health clinics.

Also check https://ourworldindata.org/data/population-growth-vital-infantmortality Our World in Data is a great source of information for a wide variety of research topics.

The Organization for Economic Cooperation and Development (OECD) is another reliable source of comparative information – https://data.oecd.org/.../infant-mortality-rates.html and also data.unicef.org/child-mortality/under-five.html

The UN Department of Economic and Social Affairs, Population Division site includes the UN World Population Prospects Report 2015 which will help you make forward-looking Resolutions – http://esa.un.org/unpd/wpp

The CIA World Fact Book and the World Bank have country comparisons – https://www.cia.gov/ and www.data.world bank.org

National organizations in various countries similar to the Centre for Disease Control and Prevention in the USA – www.cdc.gov - have up-to-date statistics. In some nations with very large poor populations there is no accurate census data available and there are children whose births are not officially registered. Please make comparisons with nations with very low mortality rates such as Japan and Finland to get a clear idea of how bad the problem can be without proper education and health care.

The UN World Health Organization has reliable international data – www.who.int/gho/child_health/mortality/...infant/en
See also www.childmortality.org/

A source of information that collects information from all UN organizations is the UN Inter Agency Group. Journalists at the Guardian Newspaper and the BBC have analytical reports that explore the causes of the problems and investigate the effectiveness of action plans. Medical Journals and university researchers publish reports on new initiatives to solve problems.

Early Childhood Development

Please read the following inspiring message from the UNICEF website:

22 September 2015 – The United Nations Children's Fund (UNICEF) and its Goodwill Ambassador and international pop star Shakira urged global leaders today to invest heavily in early childhood development in the wake of new science that is creating a revolutionary shift in understanding the lasting effects of deprivation and stress on the developing brains of young children.

More than 100 million children are out of school and 159 million boys and girls under five are physically and cognitively stunted due to a lack of care and proper nutrition," said Shakira, who joined Secretary-General Ban Ki-moon, UNICEF Executive Director

Anthony Lake and the Director of the Harvard University Center on the Developing Child, Dr. Jack P. Shonkoff at an event at UN Headquarters in New York.

Every year that passes without us making significant investment in early childhood development and initiatives that address these issues, millions of kids will be born into the same cycle of poverty and lack of opportunity.

According to UNICEF, brain development is most intense during early childhood, with nearly 1,000 neural connections happening every second. These early synaptic connections form the basis of a child's health and wellbeing, including the lifelong capacity to learn, adapt to change, and handle adversity.

Yet nearly one-third of all children under five years of age in lower- and middle-income countries are reportedly growing up in environments and situations that can interfere with this period of rapid growth and development.

Meanwhile, new scientific research shows that the developing brains of young children are as affected by environmental factors as they are by genetics. Inadequate nutrition, lack of stimulation, and toxic stress all can have a negative impact on brain development.

But it also shows that early, cost-effective interventions, such as encouraging breast feeding, or reading and playing with young children, as well as formal early education programmes, all support healthier brain development.

What this new science is telling us is that literally, early experiences are kind of built into the body," Dr. Shonkoff explained during a press conference on the issue. "They literally affect the development of the circuits of the brain, they affect the immune system's development, they affect the development of the cardiovascular system, and so […] it's a new opportunity to think about what we might do differently to protect children from the long-term consequences of that.

UNICEF says these findings have significant implications for children growing up in extreme poverty, exposed to domestic violence, or in countries affected by conflict and other crises. In addition, these effects on the developing brain can actually alter the expression of genes, potentially affecting the next generation.

What we are learning about all the elements that affect a child's brain – whether her body is well nourished, whether her mind is stimulated, whether she is protected from violence – must change the way we think about early childhood development, and how we act," said Mr. Lake. He added "To give every child a fair chance in life, we need to invest early, invest equitably, and invest smartly – not only in education, but in health, in nutrition, and in protection.

Evidence increasingly points to investment in early childhood as one of the most cost-effective ways to achieve sustainable development. A study on increasing pre-school enrolment in 73 countries found higher future wages of $6 - $17 per dollar invested, indicating potential long-term benefits ranging from $11 to $34 billion.

The event preludes this week's adoption of the new Sustainable Development Goals which will officially include early childhood development as part of the transformative agenda for 2015 and beyond.

UNICEF is highlighting that early childhood development provides a natural link between the new global goals, producing a multiplier effect that can help address poverty, improve health and nutrition, promote gender equality, and reduce violence.

The Secretary-General shared a similar message, underlining that investing in early childhood development "does not just benefit children, it benefits societies."

"We all have a shared responsibility to build this movement," he said. "Today I ask you to make this call your own. Use your influence to make early childhood development a public priority."

He urged the global community to make a commitment to Generation 2015, to give all the children born this year the best start in life."

Health Clinics for Pre-schools and Primary Schools
Well-supplied health clinics in every community near pre-school and primary schools can identify and treat problems related to hunger and malnutrition at early stages by advocating the universal provision of food infrastructure such as the provision of nutritious food to everyone, safe and affordable electricity for food preservation, clean hand washing and toilet facilities, concrete flooring in homes and schools to eliminate diseases conveyed by in-ground parasites; affordable clean water for drinking bathing and cooking, and education to develop self-management of good eating habits. Look for insights for people living in poverty in sources of information about NGOs that provide education for Street Children, children in slums, and children in poor rural villages.

Committee B: Secondary Education
The Primary School and Secondary School Committees will have to discuss how to organize their discussion topics so that they cover different aspects of Education and SDG 2 issues. There are obvious overlapping needs. For example, there are reports from UN organizations and media articles that children all over the world at primary and at secondary schools in both developed and developing countries come to school hungry and suffer from chronic malnourishment.

School Meals

The United Nations World Food Programme (WFP) - http://www.wfp.org/school-meals/ - (see the WFP School Meals newsroom) is "the largest humanitarian provider of school meals worldwide, along with governments and partners, supports education, reduces malnutrition, and promotes development, especially during times of crises and emergencies. WFP reports "Nearly all countries around the world have a school meals programme and about 368 million children from kindergarten to secondary school re-

ceive food at school every day. Governments recognise school meals as an essential tool for the development and growth of children, communities, and society as a whole.

WFP provides school meals to more than 20 million children every year. But many more children do not benefit from school meals, and in countries with the highest poverty rates where school meals would make a big difference, the reach of school meal programmes is far smaller. In WFP's efforts to create a world where educational and nutritional opportunities reach the hungry poor, schools are critical. It's where we lay the foundation for future generations to grow and thrive."

WFP explains "when school meals are combined with deworming and micronutrient fortification, especially when tailored to specific nutritional needs - such as those for adolescent girls, it helps to increase school enrollment and attendance, decrease drop-out rates, and improve cognitive abilities. As often as possible, food is bought locally, which benefits local farmers and the whole community while enhancing the sustainability of the programme."

Emotional health may impact physical health for some secondary school students who were healthy earlier in life. There are sources of information on eating disorders that may begin in childhood and adolescence at the American National Institute of Mental Health https://www.nimh.nih.gov/health/topics/eatindisorders/index.shtml#part_145415 and also at similar organizations in other nations. Eating disorders may reach a crisis point at secondary school in developed countries. The World Health Organization has a site on the problems of obesity - http://www.who.int/topics/obesity/en/ In addition, there are reports on serious widespread hunger problems at secondary schools in Australia, The UK, Canada, Ireland and other countries where the causes are sometimes related to economic factors as well as to life-style and life-management problems. Addiction to alcohol and drugs by family members results in some children coming to secondary school hungry and confused. See for example Food Secure Canada at https://foodsecurecanada.org/resources-news/news-media/fsc-news/too-many-canadian-kids-are-going-hungry

Do we need to ensure there is a right to adequate nutritious food for all by adding 'zero hunger, zero malnutrition' to government health insurance and/or public education programmes everywhere in richer and in poorer countries?

It seems that in many ways, all nations are in an on-going process of 'developing.' A recognition of poverty problems in rich countries should generate empathy for problems in poor nations. Funding for effective plans to deal with hunger problems in richer countries should help the world unite to achieve SDG 2.

There may be some opportunities to develop community-wide ethics agreements led by

secondary students, which could bridge ethnic and generational differences within the students' communities, and also make connections with other communities in other countries. There is a TED Talk by Gordon Brown, the UN Special Envoy for Global Education about global citizenship and the responsibility to protect others. The Talk has subtitles and a transcript in many languages.
– https://www.ted.com/talks/gordon_brown_on_global_ethic called Global Ethic vs National Interest

Project-based Learning and UNESCO Secondary Schools
One focus of attention for SDG 2 education at secondary schools is Project-Based Learning in which students get involved with the whole community in learning from community elders and experts, at the same time the high school students share their own studies with the community.

The UNESCO Associated Schools Project (https://aspnet.unesco.org/en-us/Pages/About_the_network.aspx) is made up mainly of secondary schools and some primary schools all over the world which might start you thinking about international SDG 2 plans.

There is a consortium of 7 Kyoto secondary schools which is led by Angus McGregor, a JUEMUN Faculty Advisor from Kyoto Gaidai Nishi High School. UNESCO explains the network: "The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: to build the defences of peace in the minds of children and young people. The 10,000 ASPnet member schools in over 180 countries work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice.

ASPnet - a driver for innovation and quality in education - is recognized as an effective tool for reaching target 4.7 on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) of Sustainable Development Goal 4 - Education 2030.

ASPnet uses three complementary approaches:

1. Creating: As a laboratory of ideas, ASPnet develops, tests and disseminates innovative educational materials and promotes new teaching and learning approaches based on UNESCO's core values and priorities.

2. Teaching & Learning: Capacity-building, innovative teaching and participative learning in specific ASPnet thematic areas allow school principals, teachers, students

and the wider school community to integrate UNESCO's values and become role models in their community and beyond.

3. Interacting: ASPnet gives its stakeholders opportunities to connect and exchange experiences, knowledge and good practices with schools, individuals, communities, policy-makers and society as a whole.

ASPnet operates at both international and national levels. A team at UNESCO Headquarters in Paris oversees the network's international coordination. At the country level, ASPnet National Coordinators are designated by UNESCO's National Commissions. Principals, teachers and students lead activities in member schools."

In the following description of the type of projects done by ASPnet schools, there is not much related to SDG 2, and this could be an opportunity for your Committee. UNESCO refers to studying about biosphere reserves, visiting gardens and farms to learn about biodiversity; there is also a mention of learning about the impact and effects of HIV and AIDS. These 3 areas could be related to SDG 2, and there is room for a greater focus on SDG 2.

UNESCO explains: "The UNESCO secondary schools selects and implements annual projects based on the main ASPnet study themes, which in turn relate to UNESCO's mandate and to the 2030 Sustainable Development Agenda. For example, students can: research, learn about and share their findings on climate change by producing radio podcasts or school newspapers; interview their elders about old and new challenges affecting their community; learn how to protect World Heritage sites or biosphere close to their school - refer to the website at resehttps://sdgactioncampaign.org/initiatives/sdg-action-challenge-awards/rves; visit gardens and farms to learn about biodiversity; exchange ideas with young people from other countries about the impact and effects of HIV and AIDS; participate in art competitions to raise awareness of disability; and organize public campaigns on International Human Rights Day. Vocational schools may develop advertising campaigns on energy consumption in the school, or collaborate with local authorities to design public information materials. Teacher training institutions may reorient or expand their programmes to include values education, sustainable development, inclusive or participatory pedagogy or prospective studies on global challenges.

In addition to the local school projects, national, regional or international flagship projects, conferences and contests are coordinated and supported by UNESCO and the

ASPnet National Coordinators, with a view to fostering collaboration, mutual learning and the exchange of good practices among the participating schools."

There is an SDG Action Campaign - https://sdgactioncampaign.org/initiatives/sdg-action-challenge-awards/ which has UN SDG Action Awards for creative do-able plans. There are some good adaptable ideas on the website.

For secondary school students, starting them off in classrooms with teachers and texts and then, getting them out of classrooms into communities actually working towards SDG2 would be wonderful!

Committee C Tertiary Education
UNESCO ASPUnivNetwork
There is a UNESCO Associated Schools Project University Network of 20 universities in Japan http://www.unesco-school.mext.go.jp/ASPUnivNet-eng/ which does not seem to exist in other countries yet. It might be a good idea to try to confirm this. There may be a possibility of making a link between this conference and universities in other countries. There are lots of UNESCO secondary schools in many other countries.

ASPUnivNet describes the universities' roles: to provide guidance on the basis of universities' intellectual resources, and the training of teachers for higher-level ESD practices. The network explains "Through a series of workshops, ASPUnivNet provides teachers in UNESCO Associated Schools an opportunity to develop skills by conducting ESD programs. It also introduces educational programs and good practices of ESD in Japan and abroad, educational materials, and other useful information. The workshops also serve as a platform for teachers to exchange their ideas with colleagues from other institutions." Internationalization is encouraged by making links between "UNESCO Associated Schools in Japan and abroad by developing a liaison system and coordinating opportunities for schools to communicate and exchange practices."

The Asia-Pacific University - Community Engagement Network
Please look for other organizations that connect universities in SDG-friendly ways. For example, the Asia-Pacific University Community Engagement Network (https://apucen.usm.my/index.php/en/) promotes projects that gets teachers and students off campus and out of lecture halls into communities. Their collaborative projects may give you some good ideas as you plan your WPs.

Asia-Pacific University - Community Engagement Network is a "regional network of academic institutions of higher learning concerned with promoting the culture of university-community engagement in a proactive, inclusive, holistic and participatory way. APUCEN is motivated by the belief that an institution of higher learning and other communities can unite to co-create knowledge to enhance the social, economic and environment of the community in the region of Asia-Pacific. Community engagement,

from the viewpoint of APUCEN goes beyond outreach, extension, and service. Instead, APUCEN is committed to idea that universities should seek mutually beneficial relationships and partnerships with communities to address communities' issues and needs; with a commitment to sharing and reciprocity that is guided by mutual respect among the partners.

The emerging trends in higher education placed higher than ever expectations on universities. Institutions of higher learning are expected by the community and the government to make meaningful and tangible contributions to national, regional and international growth and well-being. APUCEN passionately believes that if universities are to achieve their mission to develop and apply knowledge with society in mind, then their core functions have to build not only on an academic base but also upon an intellectual civil base that can offer solutions to societal problems."

The League of Historical Cities

SDG 17 – Strengthen the means of implementation and revitalize the global partnership for sustainable development (https://sustainabledevelopment.un.org/sdg17) – has had limited progress since January 2016:"Despite some positive developments, a stronger commitment to partnership and cooperation is needed to achieve the Sustainable Development Goals. That effort will require coherent policies, an enabling environment for sustainable development at all levels and by all actors and a reinvigorated Global Partnership for Sustainable Development." This situation could be an opportunity to get more organizations involved in SDG 2.

For example, there is an interesting association with its secretariat in Kyoto called the 'The League of Historical Cities' (http://www2.city.kyoto.lg.jp/somu/kokusai/lhcs/) The Mayor of Kyoto, Daisaku Kadokawa, is the Chairperson. He believes "The exchanges among cities and citizens all over the world are essential for the historical cities to contribute to the development of civilization, and world peace is a precondition."

The Asian members of the League are Andong, Ballarat, Buyeo, Chengdu, Chiang Mai, Dujiangyan, Gongju, Gyeongju, Hanoi, Hue, Kaesong, Kamakura, Kanazawa, Kathmandu, Kyoto, Melbourne, Naha, Nanjing, Nara, Norwood Payneham and St. Peters, Suwon, Taichung, Tainan, Ulan Bator,Varanasi, Vigan, Wuxi, Xian, Yangon, Yangzhou, Yogyakarta and Zhengzhou.

Although the League of Historical Cities itself is necessarily mainly concerned with the preservation of the physical and related cultural characteristics of their cities. There may be an opportunity to connect some of the cities in the League with the SDGs and SDG 2 through its vision to enhance and promote "the development of civilization and world peace."

Questions and Possibilities

Similarly, you may find other organizations which might be open to a university-student-led initiative to achieve the SDGs by creating new partnerships. There are ASEAN University Network and other university networks in the Asia Pacific which also have global connections. Indeed, there is an informal network of the many Model United Nations conferences held every year. How many of these conferences are focusing attention on SDG 2 this year?

There are three levels of university SDG 2 awareness-raising chances: curricular – learning opportunities that are within the university's body of credit-bearing courses; Co-curricular – learning opportunities which are additional university-planned events and lectures complementing the learning in one or more university courses; and extra-curricular student-run student-led activities which may be similar to co-curricular opportunities, except for the key difference that they are not an official university programme.

On each delegate's university campus, there are likely courses related to the problems SDG2 and the implementation plans. In addition, on delegates' campuses, there are probably teachers who have had working experience in UN organizations, as well as in governmental and non-governmental organizations. Invited speakers on SDG 2 topics may be in delegates' cities and at their universities this year. Is there an SDG2 information hub or a Youtube SDG 2 centre? Is there a collection SDG 2 online university lectures and SDG2 TED Talks? Some students' activities in circles, clubs, and in other organizations may be related to SDG2.

Committee D Education for the General Public
There are a variety of special expert lectures, symposiums, workshops, and awareness and/or fund raising events that Committee D could recommend. One example is a Hunger Banquet. The Oxfam Hunger Banquet is a well-known awareness-raising fund-raising event closely related to the aims of SDG2, Refer to https://www.oxfam.ca/get-involved/fundraise-for-oxfam/host-an-event/oxfam-hunger-banquet

At a Hunger Banquet the participants all pay an equal entrance fee which symbolizes humanity's equality. However, many people, randomly selected, eat like the poorest of the poor and a few lucky people eat like the richest 10% are accustomed to. Other groups are placed at levels in between the top and bottom groups.

Oxfam Canada explains the logic: "Oxfam Canada's Hunger Banquet is a powerful event that brings to life the inequalities in our world and challenges us—as the more economically fortunate—to realize how our decisions affect others in the world. As a reflection of this reality, few participants leave an Oxfam Hunger Banquet with full stomachs, but all leave filled with a greater understanding of the problems of global hunger and poverty and the motivation to do something about it. Women play a critical leadership role in our partner organizations and communities that address the root caus-

es of local poverty, address barriers to development, and help communities gain:"

Violence Against Women by Oxfam UK

After JUEMUN 2018 decided to hold an Oxfam Hunger Banquet, Oxfam UK had a terrible sexual harassment/sexual violence scandal. The Oxfam UK Director appeared in the UK Parliament and donations to Oxfam dropped sharply. Oxfam staff allegedly had sex with the girls and women they were sent to help. When families need daily supplies of food and water in emergency situations, women are especially fragile and vulnerable.

The JUEMUN 18 Team considered cancelling our Oxfam Hunger Banquet. But, we realized that our hope is that today's Youth will lead the way to creating a GLOBAL GENDER-FAIR Culture. We will hold an Oxfam Hunger Banquet at JUEMUN 2018.

A Message from Oxfam America

From: Abby Maxman, Oxfam <action@oxfamamerica.org>
Sent: Thursday, February 15, 2018 4:47 AM
To: Craig Smith
Subject: A message to you

 Craig –

I'm sure many of you have seen the news that there have been revelations of sexual misconduct in Oxfam's Haiti office in 2011, and its office in Chad in 2006. As a valued supporter, I wanted to make sure you heard from me.

As a leader accountable for safeguarding our staff, partners, and beneficiaries, as a woman, as a mother, and as a human being, I am appalled and dismayed at the revelations. We are an organization of the highest principles and values. We serve and hold a mission that has at its center the protection of the most vulnerable in the world.

Globally and at Oxfam America, we continue to have zero tolerance for abuse of people in any form. We stand firmly against the exploitation and abuse of women and girls.

The behavior of the leadership and staff identified in these incidents in Haiti in 2011 and Chad in 2006 was and is intolerable, deeply reprehensible and unacceptable. We honor those who came forward at that time to bring the issues to light, and we acknowledge the pain suffered by those who were victims of these shameful acts.

Oxfam will further strengthen our policies and procedures to prevent and address sexual harassment, exploitation, and abuse to ensure that we protect beneficiaries, staff, volunteers, and partners from misconduct by our staff.

We will tackle organizational culture to focus on prevention and to ensure that those who come forward are supported and treated with dignity and respect.

We will join with others to ensure that those guilty of sexual misconduct are not re-employed by others in the NGO community.

I am proud to lead Oxfam America. I am proud of our staff who have, like me, felt shame and disappointment in their former colleagues but who are determined not to be discouraged.

We will work tirelessly to rebuild your trust – our incredible supporters, partners, and volunteers – who work together with us around the globe to fight the injustice of poverty. In the coming days, we expect there will be additional questions. We will do our utmost to be transparent, sharing information that is provided to us. I am confident in our ability to weather this challenge together and remain deeply appreciative of your commitment to our shared vision of the future.

Sincerely,
Abby Maxman
President
Oxfam America

(iv) UN Resolutions Related to SDG 2
Information, including Resolutions about the 39th Session of the General Conference of UNESCO which was held from October 30 to November 14, 2017 is available at https://en.unesco.org/generalconference/39 and at https://en.unesco.org/events/general-conference-39th-session

The Resolutions adopted by the Security Council, including Security Council Presidential Statements, Press Statements, and Reports of Security Council Missions since 1946 can be found at http://www.un.org./en/sc/documents/resolutions/

The resolutions adopted by the General Assembly are at
http://research.un.org/en/docs/ga/quick/regular/70/ You can search by subject. Look at Resolutions adopted by the current 72nd Session.

You can study the format and style of Resolutions on these sites. You should look for the most recent Resolutions adopted in 2016 and 2017 which have clauses related SDG 2 and Education.

Example One

The following text is the Preamble to the SDG Resolution from the General Assembly Resolutions website. **A/RES/70/1** was adopted by the General Assembly on September 25, 2015. It describes the SDGs' purposes briefly and eloquently.

70/1.Transforming our world: the 2030 Agenda for Sustainable Development

The General Assembly

Adopts the following outcome document of the United Nations summit for the adoption of the post2015 development agenda:

Preamble

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development.

All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want, and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind.

The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible, and balance the three dimensions of sustainable development: the economic, social and environmental.

The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet.

People

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality, and in a healthy environment.

Planet

We are determined to protect the planet from degradation through sustainable consumption and production, and by sustainably managing its natural resources and tak-

ing urgent action on climate change, so that the planet can support the needs of the present and future generations.

Prosperity

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace

We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership

We are determined to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

The interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realized. If we realize our ambitions across the full extent of the Agenda, the lives of all will be profoundly improved and our world will be transformed for the better.

The Full Text of the SDG Resolution
The full text of the General Assembly Resolution on the Sustainable Development Goal Programme (SDGs) is a downloadable document on the JUEMUN 18 website. It is not in the format of the usual type of resolution that is developed by a Committee. This Resolution is the Report of a Working Group.You can use it as a model for your Resolution, although your Resolution will be shorter due to time constraints. The actual UN may take weeks, or longer, to have a Resolution adopted.

It is quite a long document. You should read at least the Introductory Sections and the sections that are related to SDG 2 and 4.

Education for all has always been an integral part of the sustainable development agenda. The World Summit on Sustainable Development (WSSD) in 2002 adopted the Johannesburg Plan of Implementation (JPOI) which in its Section X, reaffirmed both the Millennium Development Goal 2 in achieving universal primary education by 2015 and the goal of the Dakar Framework for Action on Education for All to eliminate gender disparity in primary and secondary education by 2005 and at all levels of education by 2015. The JPOI addressed the need to integrate sustainable development into formal education at all levels, as well as through informal and non-formal education opportuni-

ties.

There is growing international recognition of Education for Sustainable Development (ESD) as an integral element of quality education and a key enabler for sustainable development. Both the Muscat Agreement adopted at the Global Education For All Meeting (GEM) in 2014 and the proposal for Sustainable Development Goals (SDGs) developed by the Open Working Group of the UN General Assembly on SDGs (OWG) include ESD in the proposed targets for the post- 2015 agenda. The proposed Sustainable Development Goal 4 reads "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all" and includes a set of associated targets.

ESD is closely tied into the international discussions on sustainable development, which have grown in scale and importance since, Our Common Future appeared in 1987, providing the first widely-used definition of sustainable development as the "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

The crucial role of education in achieving sustainable development was also duly noted at the United Nations Conference on Environment and Development, held in Rio de Janeiro in 1992, through Chapter 36 of its outcome document - Agenda 21.
The importance of promoting education for sustainable development and integrating sustainable development actively into education was also emphasized in paragraph 233 of the Future We Want, the outcome of the United Nations Conference on Sustainable Development, Rio+20, in 2012.

In 2005, UNESCO launched the United Nations Decade of Education for Sustainable Development which reaffirmed the key role of education in shaping values that are supportive of sustainable development, and in consolidating sustainable societies. The final report of the UN Decade of Education for Sustainable Development, Shaping the Future We Want, was launched at the UNESCO World Conference on Education for Sustainable Development, held in November 2014, Nagoya, Japan.

On the same occasion, as a follow-up to the United Nations Decade of ESD (2005-2014), UNESCO launched the Global Action Programme (GAP) on ESD. The overall goal of the GAP is to generate and scale up actions in all levels and areas of education and learning to accelerate progress towards sustainable development.
GAP has identified five priority areas to advance to ESD agenda: policy support, whole-institution approaches, educators, youth, and local communities. UNESCO has established five Partner Networks, each corresponding to the five priority areas, as one of its main implementation mechanisms of GAP. The Partner Networks will create synergies for the activities of their members and catalyse actions by other stakeholders.

In the run-up to the United Nations Conference on Sustainable Development, Rio+20,

the Higher Education Sustainability Initiative (HESI) was created as a partnership of several sponsor UN entities (UNESCO, UN-DESA, UNEP, Global Compact, and UNU) aiming at galvanizing commitments from higher education institutions to teach and encourage research on sustainable development, greening campuses and support local sustainability efforts. With a membership of almost 300 universities worldwide, HESI accounts for more than one-third of all the voluntary commitments that came out of the Rio +20 Conference, providing higher education institutions with a unique interface between policy making and academia.

In 2015, the HESI partnership officially became a member of in priority area 2 of the GAP Partner Network: "Transforming learning and training environments".

Through its association with GAP, HESI will aim at helping institutions to develop sustainability plans in partnership with the broader community, and assist universities in incorporating sustainability into campus operations, governance, policy and administration.

United Nations A/RES/70/209 **General Assembly** Distr.: General 24 February 2016

Example Two
The following is a second relevant example of a **Resolution adopted by the General Assembly on 22 December 2015**
[*on the report of the Second Committee (A/70/472/Add.8)*]
70/209. United Nations Decade of Education for Sustainable Development (2005–2014)

The General Assembly,
Recalling its resolution 69/211 of 19 December 2014 and other previous resolutions on the United Nations Decade of Education for Sustainable Development ,

Reaffirming its resolution 70/1 of 25 September 2015, entitled "Transforming our world: the 2030 Agenda for Sustainable Development", in which it adopted a comprehensive, far-reaching and people-centered set of universal and transformative Sustainable Development Goals and targets, its commitment to working tirelessly for the full implementation of this Agenda by 2030, its recognition that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development, its commitment to achieving sustainable development in its three dimensions —economic, social and environmental —in a balanced and integrated manner, and to building upon the achievements of the Millennium Development Goals and seeking to address their unfinished business,

Reaffirming also the commitment made in the 2030 Agenda for Sustainable Development to ensure inclusive and equitable quality education and promote lifelong learning

opportunities for all,

Reaffirming further the commitment made in the 2030 Agenda for Sustainable Development to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non -violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development,

Reaffirming its resolution 69/313 of 27 July 2015 on the Addis Ababa Action Agenda of the Third International Conference on Financing for Development, which is an integral part of the 2030 Agenda for Sustainable Development, supports and complements it, helps to contextualize its means of implementation targets with concrete policies and actions, and reaffirms the strong political commitment to address the challenge of financing and creating an enabling environment at all levels for sustainable development in the spirit of global partnership and solidarity,
See A/70/228

Noting the key findings contained in the review of the implementation of the United Nations Decade of Education for Sustainable Development, 2005–2014, prepared by the Director General of the United Nations Educational, Scientific and Cultural Organization,3 the challenges outlined therein and the recommendations for the realization of the full potential of the Decade,

Acknowledging the importance for achieving sustainable development of delivering quality education to all girls and boys, which will require reaching children living in extreme poverty, children with disabilities, migrant and refugee children and those in conflict and post-conflict situations and providing safe, non-violent, inclusive and effective learning environments for all, and recognizing the importance of scaling up investments and international cooperation to allow all children to complete free, equitable, inclusive and quality early childhood, primary and secondary education, including through scaling up and strengthening initiatives, such as the Global Partnership for Education, and by upgrading education facilities that are child, disability and gender sensitive and increasing the percentage of qualified teachers in developing countries, including through international cooperation, especially in the least developed countries and small island developing States,

Acknowledging also the importance of adopting science, technology and innovation strategies as integral elements of national sustainable development strategies to help to strengthen knowledge-sharing and collaboration and the importance of scaling up investment in science, technology, engineering and mathematics education and enhancing technical, vocational and tertiary education and training and of ensuring equal access for women and girls and encouraging their participation therein,

Acknowledging further the importance of education for achieving sustainable development, including in the context of the Millennium Development Goals, Agenda 21,1 the Plan of Implementation of the World Summit on Sustainable Development (Johannesburg Plan of Implementation),2 the United Nations Conference on Sustainable Development, the World Conference on Education for Sustainable Development, organized by the Government of Japan and the United Nations Educational, Scientific and Cultural Organization, held in Aichi-Nagoya, Japan, from 10 to 12 November 2014, the World Education Forum 2015, held in Incheon, Republic of Korea, from 19 to 22 May 2015, the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action, adopted on 4 November 2015 by the General Conference of the United Nations Educational, Scientific and Cultural Organization during its thirty-eighth session,

1 *Report of the United Nations Conference on Environment and Development, Rio de Janeiro, 3–14 June 1992*, vol. I, *Resolutions Adopted by the Conference* (United Nations publication, Sales No. E.93.I.8 and corrigendum), resolution 1, annex II.

2 *Report of the World Summit on Sustainable Development, Johannesburg, South Africa, 26 August–4 September 2002* (United Nations publication, Sales No. E.03.II.A.1 and corrigendum), chap. I, resolution 2, annex.

Noting also the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014,4 the Aichi-Nagoya Declaration on Education for Sustainable Development,5 adopted at the World Conference on Education for Sustainable Development, and the Incheon Declaration of the World Education Forum 2015,6

4 See A/69/76.

5 A/70/228, annex

6 Incheon Declaration: Education 2030: Towards inclusive and equitable quality education and lifelong learning for all.

Recognizing the importance of promoting a holistic approach to education for sustainable development and of encouraging the reinforcement of the interdisciplinary linkages of the three pillars of sustainable development, economic, social and environmental, including different branches of knowledge,

Recognizing also the role of education for sustainable development in promoting and enhancing public awareness of the eradication of poverty, of sustainable consumption and production, of combating climate change and of building disaster-resilient communities, among other things,

Stressing the importance of inclusiveness within the United Nations development system and that no country is left behind in the implementation of the present resolution,

1. *Takes note* of the report of the Director General of the United Nations Educational, Scientific and Cultural Organization on the review of the implementation of the

United Nations Decade of Education for Sustainable Development, 2005–2014;3

2. *Reaffirms* education for sustainable development as a vital means of implementation for sustainable development, as outlined in the Aichi-Nagoya Declaration on Education for Sustainable Development,5 and welcomes the increasing international recognition of education for sustainable development in quality education and lifelong learning;

3. *Calls upon* the international community to provide inclusive and equitable quality education at all levels —early childhood, primary, secondary and tertiary, including technical and vocational training —so that all people may have access to lifelong learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities to participate fully in society and contribute to sustainable development;

4. *Encourages* Governments and other concerned stakeholders to scale up education for sustainable development action through implementation of the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014;4

5. *Encourages* Governments to increase efforts to systemically integrate and institutionalize education for sustainable development in the education sector and other relevant sectors, as appropriate, including through, inter alia, the provision of financial resources, the inclusion of education for sustainable development in relevant policies and the development of the capacities of policymakers, institutional leaders and educators, as well as through the strengthening of research, innovation and monitoring and evaluation on education for sustainable development in order to support the scaling up of good practices;

6. *Encourages* all countries, intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant stakeholders to enhance international cooperation in supporting the efforts of developing countries towards the realization of the full potential of education for sustainable development;

7. *Decides* to give consideration, as appropriate, to the contribution of education for sustainable development in the follow-up and review framework of the 2030 Agenda for Sustainable Development;77 Resolution 70/1.

8. *Invites* the United Nations Educational, Scientific and Cultural Organization, as the lead agency for education for sustainable development, to continue to provide coordination for the implementation of the Global Action Programme on Education for Sustainable Development, in cooperation with Governments, United Nations orga-

nizations, funds and programmes, non-governmental organizations and other stake-holders, and to continue to advocate the importance of ensuring adequate resources for education for sustainable development, and calls upon the United Nations sys-tem to increase efforts to fully mainstream a gender perspective into the implemen-tation of the Global Action Programme;

9. *Invites* the organizations of the United Nations system, in particular the United Na-tions Educational, Scientific and Cultural Organization, to continue to provide sup-port and assist Member States, upon their request, in developing their national ca-pacities to promote education for sustainable development, including through knowledge-sharing and standard-setting, the exchange of best practices, data collec-tion, research and study;

10. *Invites* the United Nations Educational, Scientific and Cultural Organization and other relevant United Nations bodies to continue to assess, in consultation with Member States, progress towards the achievement of education for sustainable de-velopment;

11. *Requests* the Secretary-General to ensure that United Nations country teams contin-ue to further integrate and mainstream education into their programming exercises, in particular United Nations Development Assistance Frameworks, in consultation with relevant national authorities, while respecting national and other relevant poli-cies and priorities, when assisting countries in the pursuit of their development ob-jectives;

12. *Encourages* all countries, relevant intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other rele-vant stakeholders to give due consideration to the contribution of education to the achievement of sustainable development in the formulation of national, regional and international development policies and international cooperation instruments;

13. *Calls upon* the relevant organizations of the United Nations system, within their re-spective mandates and resources, to ensure that no country is left behind in the im-plementation of the present resolution;

14. *Requests* the Secretary-General to submit to the General Assembly at its seventy-second session a report on the implementation of the present resolution, and decides to include, under the item entitled "Sustainable development", a sub-item entitled "Education for sustainable development" in the provisional agenda of its seventy-second session, unless otherwise agreed in the discussions on the revitalization of the Second Committee.

81st plenary meeting 22 December 2015

Example Three
UNESCO's role in the implementation of the Education 2030 agenda The General Conference, Recalling 37 C/Resolution 11, 195 EX/Decision 6, 196 EX/Decision 7, 196 EX/Decision 8 and 197 EX/Decision 6,

Having examined documents 38 C/54 and 38 C/INF.16,

1. Extends its congratulations to the Director-General for having successfully facilitated the formulation of the Education 2030 agenda through inclusive and extensive consultations of Member States and education stakeholders;

2. Expresses its warm appreciation to the Member States and the Education for All Steering Committee for their collective active engagement in the formulation of the Education 2030 agenda;

3. Reaffirms that education is a fundamental human right, and stresses the relevance of human rights education and training to the fulfillment of the 2030 Agenda for Sustainable Development;

4. Recognizes the importance of education for sustainable development as an integral part of Education 2030, and endorses the Aichi-Nagoya Declaration on Education for Sustainable Development;

5. Also reaffirms the Member States' commitment and determination to implement the Education 2030 agenda;

6. Endorses and strongly supports UNESCO in its role as outlined in the Incheon Declaration and the Education 2030 Framework for Action by: (a) leading and coordinating the Education 2030 agenda, and functioning as a focal point for education within the overall 2030 Agenda for Sustainable Development coordination structure; (b) continuing the mandate entrusted to it regarding the provision of support to Member States; (c) ensuring that the UNESCO Institute for Statistics continues to be the source of cross-nationally comparable data on education; to work with partners to develop new indicators, statistical approaches and monitoring tools, in coordination with the Education 2030 Steering Committee; (d) ensuring the monitoring and reporting on Sustainable Development Goal (SDG) 4 and on the education aspects of the other SDGs at the global level through the continued publication of the EFA Global Monitoring Report in the form of the Global Education Monitoring Report (GEMR), with due regard to the global mechanism to be established to monitor and review the implementation of the 2030 Agenda for Sustainable Development;

7. Requests the Director-General to include the existing regional mechanisms of learn-

ing assessment as part of the monitoring mechanisms for the Education 2030 agenda.

(The end of the Resolution)

(v) Your Country
Start your country research with your country's Permanent Mission to the United Nations – for example, Singapore at https://www.mfa.gov.sg/content/mfa/overseasmission/newyork.html) and UN SDG knowledge platform on your country – for example, Tuvalu at https://sustainabledevelopment.un.org/memberstates/tuvalu Look at your country's Ministry of Foreign Affairs homepage – for example, Laos at http://www.mofa.-gov.la/. Your country's Embassies and Consulates in Japan may also have information you need.

The Human Development Report Office releases five reliable indices each year: the Human Development Index (HDI), the Inequality-Adjusted Human Development Index (IHDI), the Gender Development Index (GDI), the Gender Inequality Index (GII), and the Multidimensional Poverty Index (MPI). Data used in these indices are provided by a variety of public international sources and are the best statistics available. You can find information in each index about your country and the other countries on your Committee and in your Regional Block.

The UN Dag Hammarskjold Library Research Guides at http://research.un.org/en are very useful. Also look at UN Global Issues at http://www.un.org/en/globalissues/

The World Bank at http://www.worldbank.org/

The World Health Organization at http://www.who.int/en/ which like some other UN organizations also has an office in Japan

Organization for Economic Cooperation and Development (OECD) at https://www.oecd.org/general/searchresults/?q=OECD%20headquarters

APEC at https://www.apec.org/

The CIA World Fact Book at https://www.cia.gov/library/publications/the-world-fact-book/

The BBC has up-to-date country profiles at http://news.bbc.co.uk/2/hi/country_profiles/default.stm

Other good sources of information are international NGOs such as Save the Children, Amnesty International, Human Rights Watch, the International Rescue Committee, and the International and National Red Cross and Red Crescent associations. Think Tanks

such as the Migration Policy Institute can also be useful.

Conclusion: Building Consensus on Your Committee

Your topic, SDG 2, is an example of the complex web of connections that exist between human rights issues and medical, engineering, social, educational, cultural and humanitarian matters.

Your Committee has to decide how to reflect different views in your Working Paper. How much compromise are you willing to make in order to create your Draft Resolution? Will your Draft Resolution be adopted as a Resolution without compromise?

UN Secretary-General Kofi Annan wrote a report in 2005 called, "*In Larger Freedom*" which criticized the United Nations for focusing so much on compromise and consensus that it was passing watered down resolutions reflecting "the lowest common denominator of widely different opinions." Are there points you wish to include in your Draft Resolution that are important enough to you to risk defeat? The challenge of diplomatic negotiation is to reach consensus that will result in successful implementation of SDG 2.

Your work at JUEMUN 2018 is a vitally important part of this experiential learning event. It may be difficult at the beginning, and it will be frustrating at times. But, in the end, it will be a satisfying and uplifting experience.

Your task is crucial in building the first steps towards achievement of the ambitious aims of SDG 2 because you will raise public awareness of the new SDG program and you will come up with some good ideas that may inspire your government's Permanent Mission to the UN.

JUEMUN's many learning points will become turning points in your lives if you open your minds and hearts to your tasks.

Good luck JUEMUN 18 Meeting 1 delegates!!! Aim for a pioneering Resolution that will inspire people at home and abroad!