

# Japan University English Model United Nations 2018

## *World Malnutrition and Hunger*

### **Study Guide for Meeting 2: 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 take careful 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 land 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 2 Theme**

The theme of Meeting 2 - **Malnutrition and Hunger in Asia and the Pacific Crisis Situations** - is especially familiar to people who have experienced natural disasters, and sadly, man-made environmental, economic and political disasters. The committee topics cover four of the central problems related to SDG2: suffering from natural disasters, the needs of refugees, and the impact of extreme poverty both in developing and developed countries. Committee A – Proactive and reactive planning for the provision of food and water after natural disasters. Committee B – Planning to improve the food and water situation of people living in conflict zones and in refugee camps. Committee C - Planning to improve the food and water situation of people living in persistent poverty in developing countries. Committee D - Planning to improve the food and water situation of people living in persistent poverty in developed countries.

#### **JUEMUN 18 – Asia-Pacific UNESCO Member States**

The delegates of Meeting 2, and also the delegates in Meetings 1 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.

#### **5. Tasks of the Committees and the Regional Blocs**

In plenary sessions of Meeting 2, the Chair of Meeting 2 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 2 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 2. If the Chair accepts it, it is called a Draft Resolution (DR). If the DR is agreed upon by a majority of the Meeting 2 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. This is the topic of Committee B but Committees A, C, and D will also find useful information on the websites of organizations who help refugees. 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/>

The UNESCO Constitution is at [http://www.unesco.org/education/pdf/UNESCO\\_E.PDF](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 2, 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 thinking 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 as a Resolution by a majority of the Meeting 2 delegates.

### **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 its 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 websites. 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 issue, 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 2 Research Database**

Share useful research sources with your fellow Meeting 2 Delegates. Empower each other by creating a Meeting 2 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/>

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](http://www.un.org/sustainabledevelopment/wpcontent/uploads/2015/08/Factsheet_-_Summit.pdf),

#### **SDG Fact Sheet** (adapted for JUEMUN 2018)

- ● 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 households.

Other sources of SDG 2 information: [http://www.un.org/sustainabledevelopment/hunger/\\_and](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 stewardship, social inclusion – carry across all sectors of development, from cities to agriculture, 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](http://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 2. 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 2 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 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 access to water, a nutritious food supply and sustainable secure agriculture.

Meeting 2 Delegates will be aware that UNESCO’s focus on ESD links SDG 2 naturally with SDG 4 on Education issues. SDG 4 is directly related to the four SDG 2 Committee topics of Meeting 2. 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](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.unesco.org/new/en/santiago/culture/intangible-heritage/convention-intangible-cultural-heritage/> and <http://www.uoc.edu/portal/en/unesco-chair-food-culture-development/index.html> and also [http://www.unesco.org/education/tlsf/mods/theme\\_c/mod15.html](http://www.unesco.org/education/tlsf/mods/theme_c/mod15.html)

### **(iii) Committee Topics for Meeting 2**

The theme of Meeting 2 - **Malnutrition and Hunger in Asia and the Pacific Crisis Situations**. Committee A - Proactive and reactive planning for the provision of food and water after natural disasters. Committee B - Planning to improve the food and water situation of people living in conflict zones and in refugee camps. Committee C - Planning to improve the food and water situation of people living in persistent poverty in developing countries. Committee D - Planning to improve the food and water situation of people living in persistent poverty in developed countries.

#### **(iii.a) Committee Aims - Meeting 2**

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, 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 2. 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 Research Database.

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 2 will discuss a basic way that can change lives in crisis situations for the bet-

ter by achieving the SDG2 targets. Please read the following powerful message from the website of the Food and Agricultural Organization at [www.fao.org/asiapacific/en](http://www.fao.org/asiapacific/en)

### **ZERO Hunger is Within Reach - UN FAO**

“There is more than enough food produced in the world to feed everyone, yet 815 million people go hungry. As reflected in Sustainable Development Goal 2 (SDG 2), one of the greatest challenges the world faces is how to ensure that a growing global population - projected to rise to around 10 billion by 2050 – has enough food to meet their nutritional needs. To feed another two billion people in 2050, food production will need to increase by 50 percent globally. Food security is a complex condition requiring a holistic approach to all forms of malnutrition, the productivity and incomes of small-scale food producers, resilience of food production systems and the sustainable use of biodiversity and genetic resources.”

The UN FAO is very useful. There is a PDF chart that is a terrific concise summary of the food needs and the pathway to SDG 2 success at [www.fao.org/3/a-i17567e.pdf](http://www.fao.org/3/a-i17567e.pdf)

The FAO declares what we all know: “Without nourishment, humans cannot learn, or lead healthy and productive lives.” The FAO explains that 800 million people will not have enough to eat today; world population is expected to grow from about 7.6 billion today to 8.3 billion in 2030; malnutrition affects 1 in 3 people in all nations; a large share of the food produced is lost or wasted; 4 of 5 people in rural areas are overweight; climate change is jeopardizing crop, livestock, and fish supplies. In many poor nations, the youth population is rising fast, and infant and child malnutrition will negatively impact the affected children for the rest of their lives. Conflicts and crises are happening over longer periods of time. Most worrying, inequalities in quality of life are increasing between countries, within countries in both rich and poor nations.”

Regarding Meeting 2 issues, the FAO states that “the resilience of rural communities to withstand crises, and all disasters must be strengthened in advance. Food systems need to become more efficient, inclusive, and resilient to all types of shocks. The operation of food commodity markets must be improved so that food price volatility is controlled.”

There is a type of migration called “distress migration” when people have no choice but to move out of their homes into situations in which there is no regular access to nutritious food without help.

The FAO believes that the root causes of inequality must be eradicated. Poor people need access to health, education, land, finance and new technology.

In particular, the FAO is convinced that gender equality is a precondition for ending poverty. Thus, we must ensure rural women have equal access to resources, income opportunities, and education. Pro-poor growth strategies are crucial in rural areas, which

focus on small-scale farmers and the people left furthest behind.

Social protection systems to improve food access, such as school meals and cash aid for food are necessary.

Investment in agriculture must be increased. Market infrastructure and all public facilities and services must be improved to help raise productivity and rural incomes.

The sustainable management of forests, oceans, water, land and soil will contribute to the achievement of SDG2. New agriculture technology will contribute to fossil fuel reduction.

### **(iii.b) More Sources of information and Ideas for Meeting 2 Committee and Regional Bloc Discussions**

The SDG 6 - *Ensure availability and sustainable management of water and sanitation for all inclusive* – knowledge platform at 6 will give you good ideas for your SDG 2 Meeting 2 discussions.

The following websites are from the UN Food and Agricultural Organization at the headquarters in Rome, the Asia-Pacific Regional Office in Bangkok, and their Tokyo Liaison Office -

<http://www.fao.org/home/en/>

<http://www.fao.org/asiapacific/regional-office/en/>

<http://www.fao.org/tokyo>

### **Dr. Mbuli Charles Boliko, Distinguished Expert Speaker, the Director of the UN FAO Tokyo Office**

You can see the full biodata of our Distinguished Expert Speaker, Dr. Mbuli Charles Boliko, the Director of the UN FAO Tokyo Office at <http://coin.fao.org/cms/do/en/office.html?officeCode=LOJ>

The three following UNESCO websites are good sources of information for the 4 Meeting 2 Committee topics.

<http://www.unesco.org/new/en/unesco/themes/pcpd/natural-disaster-risk-reduction/>

<http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/refugee/>

<http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/poverty/>

The Global Issues website is useful for Committees C and D

<http://www.globalissues.org/http://www.globalissues.org/article/4/poverty-around-the-world>

Committees C and D can also use The United Nations Children's Emergency Fund (UNICEF) website at <http://www.unicef.org/> has a useful document for Committee D – The State of the World's Children 2017.

The Organization for Economic Cooperation and Development (OECD) websites have useful statistical comparisons

<https://www.oecd.org/> and <http://stats.oecd.org/> and also

[http://www.oecd-ilibrary.org/economics/country-statistical-profiles-key-tables-from-oecd\\_20752288](http://www.oecd-ilibrary.org/economics/country-statistical-profiles-key-tables-from-oecd_20752288)

It is important to keep in mind that the UN Declaration of Human Rights applies to all people all the time, no matter what their circumstances. 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](http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf)

### **(iii.c) Committee Suggestions**

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.

## **Meeting 2 Malnutrition and Hunger in Asia and the Pacific Crisis Situations**

### **Committee A Proactive and reactive planning for the provision of food and water for natural disasters in the Asia-Pacific region**

It is a good idea to get an overview of natural disasters in your own country, and in the region, but it is important to focus your attention on one type of natural disaster and one recent example in one country. That way you will have something specific to talk about in your Committee and Regional Bloc Meetings. Your Committee needs to pay attention to both proactive and reactive planning.

What type of Resolution will your Committee try to write? Will you focus your attention on one type of natural disaster in one nation, e.g. flooding in Bangladesh, or rising sea levels in the Pacific? (Refer to <https://www.unisdr.org/>)

Will you direct all nations in UNESCO Asia-Pacific to focus on one problem at a time, or one type of problem? The two previous examples may be partly 'natural' and partly

‘man-made’.

The hard part of the Resolution is the not the first vision statement in the Pre-Ambulatory section which discusses the needs, previous actions taken, and hopes to correct problems. The difficult part is the second Operative section which is your Action Plan. It should be innovative but very specific and do-able.

Remember, your aim is to make plans to get people in need lots of clean drinking water, water for sanitation, and nutritious food. You do not need to focus on other needs that they have, even though your plans must be coordinated with other suppliers of different forms of relief aid.

### **Proactive Plans**

The following is a statement from the UN Disaster Risk Reduction (UNISDR) site website - <https://www.unisdr.org/>

#### **UNISDR's Strategic Framework 2016-2021**

“The UNISDR's Strategic Framework 2016-2021 is guided by the following vision, mandate and overarching objective: the substantial reduction of disaster risk and losses for a sustainable future; focal point of the United Nations system for disaster risk reduction and the custodian of the Sendai Framework, supporting countries and societies in its implementation, monitoring and review of progress; the prevention of new and reduction of existing disaster risk and strengthening resilience through successful multi-hazard disaster risk management.

#### **The Sendai Framework for Disaster Risk Reduction 2015-2030**

On the same website is the Sendai Framework for Disaster Risk Reduction 2015-2030  
“The Sendai Framework, the first of the world's post-2015 development agreements, was adopted in March 2015. It was followed by three other major intergovernmental accords: the July 2015 Addis Ababa Action Agenda on financing for development; Transforming our World: the 2030 Agenda for Sustainable Development, adopted in September 2015; and the December 2015 Paris Agreement on climate change.”

On the same site, the UN Sasakawa Award 2017 for Disaster Risk Reduction, and also the 2017 Risk Award, describe recent successful efforts to prepare in advance for natural disasters.

### **Reactive Planning**

OCHA – the United Nations Office for the Coordination of Humanitarian Affairs - <https://www.unocha.org> website has a section in which you can select a region, a country, and a type of emergency.

For example, there is a report called 2017 Year in Review: responding to and preparing



for disasters across Asia-Pacific

<https://www.unocha.org/story/2017-year-review-responding-and-preparing-disasters-across-asia-pacific>

The OCHA Asia-Pacific Office in Bangkok reported in 2009: “Natural hazards, driven by geological and hydrological processes, affect many countries in Asia because of their geographical setting. According to a recent publication by the Asian Disaster Preparedness Center (ADPC) in Bangkok, loss of life from natural hazards in Asia amounted to two-thirds of the total global mortality due to natural hazards in the period 1980-2000. Just in the past five years, the region has experienced two catastrophic tsunamis (December 2004 and July 2006), two catastrophic earthquakes (Pakistan in October 2005 and Sichuan, China in May 2008) and several catastrophic typhoons (e.g. typhoon Nargis in May 2008).”

The World Health Organization (WHO) and the FAO have a document that describes the urgent needs related to food and water supply after a disaster strikes at [http://www.who.int/foodsafety/fs\\_management/No\\_05\\_NaturalDisasters\\_Sept05\\_en.pdf](http://www.who.int/foodsafety/fs_management/No_05_NaturalDisasters_Sept05_en.pdf)

There is lots of information on the Internet about how governments and NGOs respond to natural disasters by providing food and water aid. The shocking fact is that it is difficult to do this quickly, efficiently, and effectively whether the site of the disaster is in a rich or in a poor country, in a rural or an urban area.

### **Committee B Planning for the provision of food and water for people living in conflict zones and refugee camps in the Asia-Pacific region**

Many refugees are children whose parents have died, or who have been separated from their families.

Current conflict and refugee crises in the Asia-Pacific region are the Rohingya tragedy in Myanmar and Bangladesh, and for refugees from Myanmar in Thailand. Pakistan and Iran have long-term refugees from the conflict in Afghanistan. Bhutan refugees are in Nepal. People from Tibet fled after China claimed their land. There was a March 2018 outbreak of religious-based violence in Sri Lanka. Refugees have fled to Australia, and some people have been turned away, or held in detention camps off-shore and in other countries.

The United Nations High Commission for Refugees (UNHCR) says “The Asia Pacific region is home to over 8.5 million people of concern to the UNHCR. They include 3.9 million refugees, 2.9 million internally displaced people, and 1.5 million stateless people.”

The majority of refugees originate from Afghanistan and Myanmar. Syrians are the largest group of refugees. The second largest group, the largest long-term situation in the world, is the Afghan refugee population. In 2016 they were in 70 industrialized countries. However, about 96% of all Afghan refugees live in the neighbouring Islamic Republics of Iran and Pakistan. Before the recent Rohingya religious-based violence-driven crisis, an estimated 500,000 refugees from several minority ethnic groups had fled Myanmar because of ethnic conflict and violence.

Only 20 of the Asian-Pacific countries have acceded to the UN 1951 Convention on the Status of Refugees and its 1967 Protocol.

Refer to Information from an Overview of UNHCR's operations in Asia and the Pacific. - Overview – Asia and the Pacific Executive Committee of the High Commissioner's Programme Standing Committee 65th meeting 23 February 2016 - "More than two thirds of the refugee population in countries in the Asia and the Pacific was hosted in urban and semi-urban areas, a distinct feature in the region. UNHCR, together with partners, continued to work with States and other actors to strengthen the protection of those living outside camps. The Office is focusing its interventions on four priority objectives: undertaking community outreach, strengthening relations with urban refugees, ensuring access to essential services such as healthcare and education, and promoting livelihoods and self-reliance."

The OCHA Asia-Pacific Office in Bangkok (refer to <http://www.unhcr.org/asia-and-the-pacific.html>) reported in 2009: "Many of the countries in the Asia-Pacific region are exposed to the risk of civil conflict. New data from the International Peace Research Institute, Oslo (PRIO) show that Asian countries accounted for 1/3 of all battle-related casualties during the past 25 years. Almost half of the on-going armed intrastate conflicts in the world today are fought in the Asia Pacific region. While the rest of the world has been experiencing a decline in the number of civil conflicts since the early 1990s, little discernable trend is evident in the Asia Pacific."

The United Nations Office of the High Commissioner for Refugees (UNHCR) – [www.unhcr.org](http://www.unhcr.org) - is "a global organization dedicated to saving lives, protecting rights and building a better future for refugees, forcibly displaced communities, and stateless people."

### **The Rohingya Emergency - UNHCR Statement**

**Note:** The Rohingya are a stateless Muslim minority in Myanmar. Refer to Rohingya <http://www.unhcr.org/rohingya-emergency.html>

"Rohingya refugees have been fleeing violence in Myanmar at a staggering rate – and the numbers keep growing. They walk for days through jungles and mountains, or brave dangerous sea voyages across the Bay of Bengal. They arrive exhausted, hungry and sick – in need of international protection and humanitarian assistance. The latest exodus

began on 25 August 2017, when violence broke out in Myanmar's Rakhine State. The vast majority of Rohingya refugees reaching Bangladesh are women and children, including newborn babies. Many others are elderly people requiring additional aid and protection. They have nothing and need everything.

Over half of the new arrivals have sought shelter in and around the existing refugee camps of Kutupalong and Nayapara and in makeshift sites that existed before the influx. Some have joined relatives there, while others are drawn to the assistance and services – putting immense pressure on the existing facilities.

New spontaneous settlements have sprouted overnight, raising concerns over the lack of adequate shelter, water and sanitation. Infrastructure and services are overstretched. Local villages have also taken in the new arrivals, straining their already limited resources. As more refugees arrive every day there is an acute need for emergency shelters, blankets and other forms of aid. To lessen the risk of waterborne and airborne diseases, refugees and host communities urgently need more clean water, health care and other supplies. Pregnant women, young children and the elderly are especially vulnerable.

Since August 25, 2017, UNHCR has airlifted 1,500 metric tons of emergency life-saving aid to Bangladesh – including blankets, plastic sheets, sleeping mats, family tents, plastic rolls, kitchen sets, jerry cans and buckets collectively valued at US\$7.8 million – to assist 250,000 refugees. More aid is being moved by sea.

Together with our partners, we are also helping the government to develop Kutupalong Extension, a new site near Kutupalong refugee camp. This includes funding a road to facilitate construction and refugee access, supporting site planning, building latrines and wells, improving the water and sanitation facilities and distributing shelter materials.

As a measure against health problems such as acute watery diarrhoea, we are in the process of constructing a total of 8,000 latrines for the refugees. Already, UNHCR and partners have installed nearly 500 latrines, 51 shallow tube wells and 8 deep tube wells to ensure access to drinkable water.

Together with the Bangladesh's Refugee Relief and Repatriation Commission, we are conducting family counting in the Kutupalong and Balukhali extension sites. The data collected on family profiles and vulnerabilities will help to improve aid delivery and plan for solutions in the future.

Led by UNHCR, the Bangladesh protection group is scaling up its engagement in all refugee settlements. The group is working on a referral system and safe spaces for victims of gender-based violence. It is also enhancing efforts to identify and refer children at risk for the appropriate support. Much more needs to be done to meet the acute needs of children, women and men fleeing conflict.”

### **Commonwealth Handling Equipment Pool (CHEP <https://www.chep.com>)**

In order to deliver food and water and other emergency relief goods, the UNHCR is working with CHEP - the world's leading provider of pallet and container pooling solutions to increase efficiency and cut costs.

UNHCR maintains a network of seven global stockpiles managed from distribution centers strategically located in Copenhagen (Denmark), Amman (Jordan), Dubai (UAE), Nairobi (Kenya), Isaka (Tanzania), Douala (Cameroon) and Accra (Ghana). If needed, UNHCR can ship core relief items (CRIs) from these stockpiles to assist up to 600,000 people within 72 hours. In 2014, UNHCR assisted over 15 million people in need.

### **Committee C Planning to improve the food and water situation of people living in persistent poverty in developing countries**

The following statement is from the FAO regional Office for Asia and the Pacific at <http://www.fao.org/asiapacific/perspectives/zero-hunger/en/>

#### **FAO Concern**

“The Asia-Pacific region is home to more than half a billion (62 percent) of the world's undernourished people and over 100 million stunted children, resulting in the suffering of millions and, all too often, premature death.

This is unacceptable in a region which has been showing strong economic growth in recent decades. It is also home to a vast majority of the world's smallholder farmers who presently produce enough food for all.”

#### **Zero Hunger Challenge**

“The global **Zero Hunger Challenge (ZHC)** was initiated at the Rio+20 Conference in June 2012. In April the following year, a regional ZHC for Asia and the Pacific was launched by the United Nations, the UN's FAO and other associated agencies. It was a high-level event, with heads of governments as well as other high-ranking senior officials from across the region. Subsequently, the UN Regional Thematic Working Group on Poverty and Hunger, chaired by FAO along with UNESCAP and UNDP, prepared a Regional Guiding Framework for Achieving Zero Hunger in Asia and the Pacific. It called for all stakeholders to carry the momentum forward with concrete action at country level.

In order to assist its member countries to do so, FAO started the Regional Initiative on Support to the Zero Hunger Challenge in Asia and the Pacific (RI-ZHC) which has been implemented in Bangladesh, Lao People's Democratic Republic, Myanmar, Nepal and Timor-Leste. It has been further extended to Cambodia, Viet Nam, Fiji, Pakistan and Thailand. In January 2016, a workshop on the RI-ZHC was held, with the participation

of national Ministries of Agriculture, Ministries of Health and FAO Representatives, who established three main thematic components under the RI-ZHC for the 2016-2017 biennium. They are based on their critical importance for achieving zero hunger, reducing malnutrition, as well as on FAO's comparative advantages and experience in the region.

#### **Information about Main FAO Asia-Pacific Regional Activities:**

- ASEAN/FAO Multi-sectoral Consultation to Improve Nutrition Policies through Inter-sectoral Coordination on 24 February 2016 in Bangkok, Thailand
- Regional Expert Consultation on Scoping, Prioritizing and Mapping of Neglected and Underutilized Crop Species in Asia on 3-5 December 2016 in Bangkok, Thailand

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1180662/>

#### **Committee D Planning to improve the food and water situation of people living in persistent poverty in developed countries**

##### **Sources of information for Committee D - From Our World in Data Our World in Data**

<https://ourworldindata.org/extreme-poverty-in-rich-countries-what-we-know-and-what-we-dont-know>

##### **Other sources**

<http://www.dw.com/en/unicef-20-percent-of-children-in-developed-countries-living-in-poverty/a-39259716>

<https://www.euractiv.com/section/agriculture-food/opinion/even-in-wealthy-nations-malnutrition-is-a-serious-public-health-problem/>

Please read the following story about food problems in rich countries. [http://www.huffingtonpost.co.uk/dr-manfred-eggersdorfer/malnutrition-wealthy-countries\\_b\\_5630552.html](http://www.huffingtonpost.co.uk/dr-manfred-eggersdorfer/malnutrition-wealthy-countries_b_5630552.html) If you go to this site you can see the map referred to in the story.

***Vitamin deficiencies and inadequacies not only harm health, they contribute to high healthcare costs, reduce productivity and stifle economic growth***

***by Dr. Manfred Eggersdorfer.***

Manfred Eggersdorfer is senior vice-president and Head for Nutritional Science Advocacy at DSM Nutritional Products, one of the world's leading suppliers of vitamins and other ingredients to the feed, food, pharmaceutical and personal care industries.

“Our next generation of World Cup players – as well as our next generation of entrepreneurs, teachers and engineers – is attending preschool today. Some will grow up to achieve their full potential. Some will not. One of the most important determinants of success is good nutrition, and even in wealthy nations, malnutrition is a serious economic and public health problem.

Malnutrition happens in wealthy countries in part because access to nutritious food depends on income. There are proven policies governments can embrace to eliminate nutrition inequities, improve health and increase prosperity. Food fortification is one such policy.

Fewer people go hungry in Europe today, but many – up to three-quarters of the population in some countries – suffer from a form of malnutrition known as hidden hunger. They consume enough calories, but do not get enough of the vitamins and minerals (micronutrients) they need to grow, function, stay healthy and fight disease.

On an individual level, vitamin deficiencies and inadequacies can permanently impair an individual’s physical and intellectual development, as well as future productivity. On a national level, hidden hunger increases health care costs and hobbles economic growth.

Buying healthy foods may not be a realistic option for low income families. A recent study of food prices across ten countries found that healthy eating costs an average of €1.10 more per person per day. For low income families who typically spend about €4.40 per person on food, that’s a 25% increase. It adds up to an extra €1,600 a year for a family of four. For many families, healthy eating is simply out of reach.

Income-based nutrition and health disparities are stark even in wealthy countries. In the UK, the situation is so dire that earlier this year, 170 scientists wrote an open letter in the *Lancet* to Prime Minister David Cameron calling for action on nutrition poverty. They cited “a vicious circle...with poorer people having worse diets and contributing to the worrying rise in obesity, diabetes and other dietary-related diseases.”

In Finland, children from low-income families are less likely to consume fish, fibre-rich bread and skimmed milk than their wealthier counterparts. Less than 5% of low-income Finnish children consumed fruits and vegetables as recommended. These children also had lower intake of vitamin D, iron, fiber and omega-3s. In the US, research shows that higher socio-economic status means eating more meals as a family, having healthy foods such as fruits and vegetables available in the home and eating less fast food.

Fortifying food is a low-cost, high-impact solution that can improve the nutrition of an entire population. Food fortification involves the addition of essential micronutrients to staple foods normally consumed, such as flour, salt, milk and cooking oil.

The return on investment can be huge. Less than a century ago, micronutrient deficiency diseases like beriberi, goiter, rickets and pellagra plagued the globe. Today they are rarely seen in developed nations, thanks to various food fortification programs.

In Switzerland, for example, nearly all schoolchildren had goiter at the beginning of the 20th century. After salt iodization was introduced in 1922, goiter prevalence fell sharply. Today, the entire Swiss population has adequate iodine levels. This was a boon to productivity as well, as iodine deficiency is also the most common cause of preventable mental impairment.

In the US, niacin deficiency caused 7,000 fatal cases of pellagra per year until fortifying flour with B vitamins was introduced. Rickets afflicted many underprivileged children in the northeastern US, including 75% of infants in New York City, until milk began to be fortified with vitamin D. Folic acid fortification of flour, mandated in 75 countries, has led to a 50% decline in brain and spine birth defects in babies.

Yet, as this map shows, most European countries do not yet mandate folic acid fortification of staple cereal grains. And a 2012 study published in the *Journal of Nutrition* found that 44% of Europeans are iodine deficient. The UK and Ireland, where iodization of salt is not regulated, were among countries faring the worst.

By contrast, Denmark, which mandates the use of iodized salt used in bread production, and Portugal, which encourages iodine supplements for pregnant women, both have “optimal iodine nutrition.” Voluntary fortification is not enough. Research shows that it does not reach all populations at risk of vitamin deficiencies.

Vitamin deficiencies and inadequacies not only harm health, they contribute to high health care costs, reduce productivity and stifle economic growth. A recent study of 17 European countries found that vitamin D insufficiency alone costs €187 billion in direct and indirect health care costs each year. And worldwide, current childhood malnutrition could cost the global economy €92 billion when today’s children reach working age in 2030.

As the leaders of World Cup nations think about how to best invest in the future, it is critical that they prioritise nutrition. They must enact smart policies that ensure all people are not only getting enough food, but also enough nutrients. When foods are fortified with essential nutrients, there is better nutrition in every parent’s shopping cart, regardless of income.

If we invest in nutrition now, by the next World Cup there will be a generation of well-nourished preschoolers with the same potential to grow, thrive and succeed.” by Dr. Manfred Eggersdorfer

#### **(iv) UN Resolutions Related to SDG 2**

Information, including Resolutions about the 39<sup>th</sup> 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 <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 of a Resolution**

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 taking 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 opportunities.

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 pro-

mote 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. - SDG 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 probably 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, and at many other UN sites such as UNDP.

The UN Dag Hammarskjöld 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](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 2 delegates!!!**