

Japan University English Model United Nations 2018

World Malnutrition and Hunger

Study Guide for Meeting 3: Education for Sustainable Development 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 3 Theme

Malnutrition and Hunger in UNESCO's 4 Other Regions

The theme of Meeting 3 - **Malnutrition and Hunger in UNESCO's 4 Other Regions** - is a global outreach initiative of our exclusive focus on the Asia-Pacific region in Meetings 1 and 2. The Meeting 3 committee topics cover the other regions of the world: Committee A – Africa, Committee B - the Arab States, Committee C - Europe and North America, Committee D – Latin America and the Caribbean. Your task is to consider SDG2 from an Asia-Pacific perspective.

JUEMUN 18 – Asia-Pacific UNESCO Member States

The delegates of Meeting 3, and also the delegates in Meetings 1 and 2, 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 Blocs, 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 3, the Chair of Meeting 3 will give instructions and guidance, delegates will make short speeches called Formal Debate, and vote on proposals for action called Motions - for example to suspend the plenary session to have Regional Bloc or Committee discussions in 4 groups.

In Meeting 3 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 3. If the Chair accepts it, it is called a Draft Resolution (DR). If the DR is agreed upon by a majority of the Meeting

3 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, and 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 that has 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.

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 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/UN-ESCO_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 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 3, 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, every-one-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 3 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, 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 3 Research Database

Share useful research sources with your fellow Meeting 3 Delegates. Empower each other by creating a Meeting 3 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,

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 at <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 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 3. 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.”

UNESCO has long placed priorities in its activities on women’s issues, and on Africa. Our JUEMUN 18 Conference Mentor UNESCO Director-General (retired) Koichiro Matsuura gave UNESCO these two special missions during his time as head of UNESCO from 1999 to 2009.

On the beautiful UNESCO website - <https://en.unesco.org/> - in the ‘About us’ section, you will find ‘Global Priorities’ – Africa and Gender Equality. There are also sections on ‘Sustainable Development’ and ‘Least-Developed Countries’ which will be useful for

Meeting 3. There is also information on each UNESCO country in your Committee's regions.

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 3 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 nutritious food supply and sustainable secure agriculture.

Meeting 3 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 4 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 will help you see the connections between SDG 2 and the other 16 SDGs.

An interesting 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

(iii) Committee Topics

The theme of Meeting 3 is Malnutrition and Hunger in UNESCO's 4 Other Regions The Meeting 3 committee topics cover the other regions of the world: Committee A – Africa, Committee B - the Arab States, Committee C - Europe and North America, Committee D – Latin America and the Caribbean.

List of Countries in Meeting 3's Regions:

See - <http://www.unesco.org/new/en/social-and-human-sciences/unesco-regions/>

Committee A -Africa

Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cabo Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Togo, Tunisia, Uganda, United Republic of Tanzania, Zambia, Zimbabwe

Committee B - Arab States

Algeria, Bahrain, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Malta, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Tunisia, United Arab Emirates, Yemen

Committee C – Europe and North America

Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Canada, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland,

France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Kazakhstan, Latvia, Lithuania, Luxembourg, Malta, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Republic of Moldova, Romania, Russian Federation, San Marino, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The former Yugoslav Republic of Macedonia, Turkey, Ukraine, United Kingdom of Great Britain and Northern Ireland, United States of America, Faroes*

Committee D – Latin America and the Caribbean

Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia (Plurinational State of), Brazil, Chile, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Venezuela (Bolivarian Republic of) Anguilla*, Aruba*, British Virgin Islands*, Cayman Islands*, Curaçao*, Montserrat*, Sint Maarten* The stars indicate associate membership.

(iii.a) Committee Aims

Meeting 3

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. You need to have relevant information about the country you represent, but you should also have 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 Bloc. 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.

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 3 will raise awareness of how achieving SDG 2 will impact every nation in the world rich and poor. Please read the following powerful January 2018 message from the website of the SDG 2 Advocacy Hub at sdg2advocacyhub.org

Hunger & Obesity: The Paradoxes of Our Food System by Paul Newnham

01/19/2018 - 16:35

[@paulnewnham](#)

“I’m hungry...” is a phrase I hear frequently when raising four active kids. Quite often between lunch and dinner they want a whole other meal. Then, as they stand with the fridge or cupboard wide open, staring into choices of food ready to be consumed, I hear, “There’s nothing to eat!”

This is not real, true hunger. It’s a learned behaviour after living such a privileged life. They are hungry in their understanding of ‘I want food’, but it is a completely different concept of real ‘hunger’ as felt by over 800 million people who go to bed truly hungry each night. True hunger equates to malnutrition, whereby a person does not consume enough nutrients to lead a healthy life.

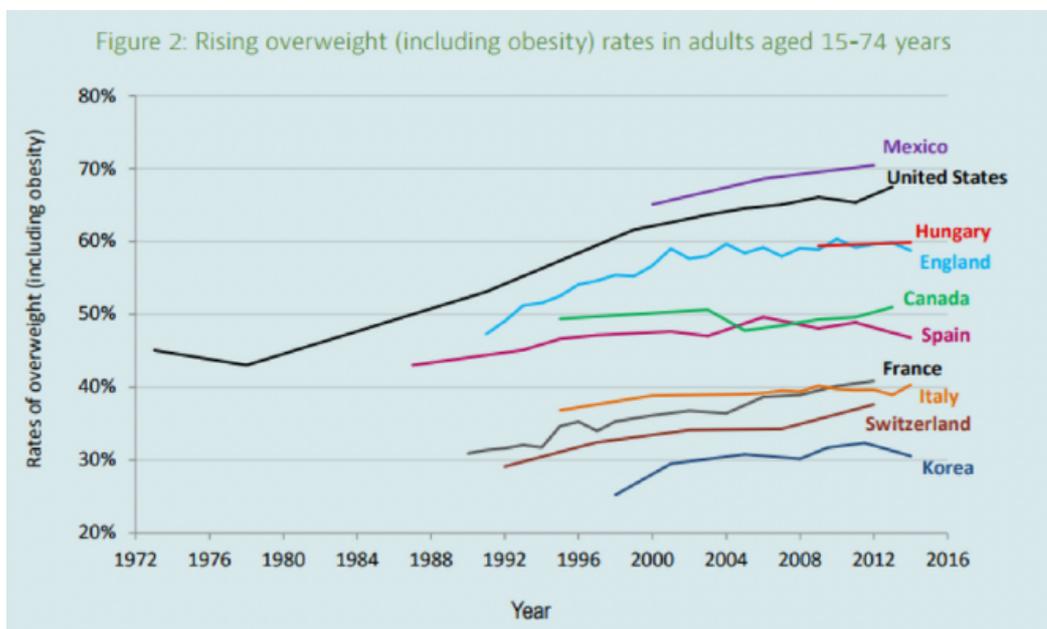
After a prolonged and steady decline, 2017 is the first year in a decade that there has been a rise in the number of hungry people. At the same time, there has been a continued aggressive rise in obesity. On the surface, this seems to be a highly unusual global phenomenon – an increase in global hungry with a simultaneous increase in global obesity. It begs the question: are the two related?



Statistically, there are approximately two obese people for every one hungry person. Malnutrition in all of its forms- undernutrition, micronutrient deficiencies and overweight/obesity- is increasing. The recently released Global Nutrition Report 2017 showed that 88% of countries face a serious burden of either two or three forms of malnutrition namely undernutrition, micronutrient deficiency or overweight/ obesity. There is also now evidence which suggests that people who experience undernutrition as children are more likely to be overweight as adults. This double and even triple burden is

making the work towards achieving the Sustainable Development Goals (SDGs) even more challenging.

Mexico is an example of a country that has both persistent hunger and over consumption of the wrong type of food. Currently, Mexico is plagued by problems of malnutrition, anaemia, and obesity according to the 2017 Global Nutrition report. Though acute malnutrition has dropped significantly, the FAO estimates 5.4 million people to be undernourished. In addition, one in four children are overweight or obese, and that number increases to one in three for teenagers. Nationally, over 32.4% of adults are obese and 70% of adults are overweight in Mexico according to OECD 2017 Report. The proportion of obese adults is expected to increase to 40% by 2030 (OECD 2017 report) with the problem being more prevalent in urban populations.



The above graph is sourced from the *Obesity Update 2017* report by OECD.

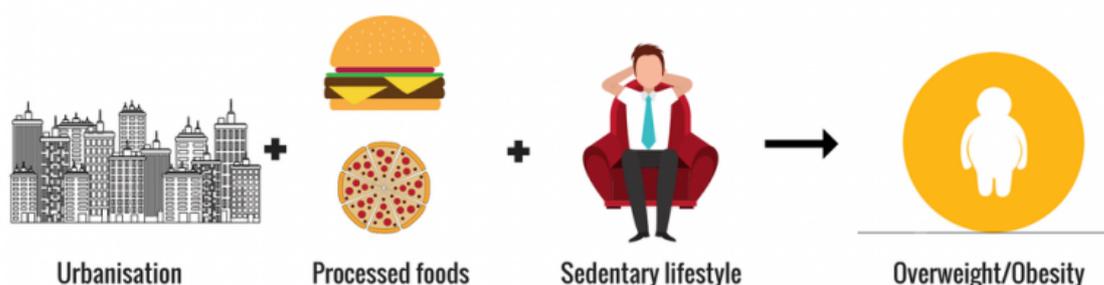
This begs the questions: Why do we see this change when hunger has been on the decline until last year? Why is there a concurrent rise in people eating too much, and the wrong types of foods?

Our planet produces more than enough food to feed everyone and has for a number of years. However, food is unequally distributed and far too much is wasted. Some have access to much, while others not enough. The increased production of cheaper, produced food has made food more accessible to those that would otherwise be without as well as resulted in people consuming the wrong type of food. These foods, while not bad in and of themselves as occasional foods, are often higher in salt, sugar and saturated fats, while their nutrition content is questionable.

The attractiveness of these foods is understandable for both consumer and producer. For the consumer, processed foods are often cheaper and thus are more accessible and af-

fordable. They have longer shelf lives and are boxed in ready-to-eat portions with disposable packaging. Mass producers are able to create large quantities of these products at minimal cost to themselves, squeeze margins and generate attractive marketing, all of which increases overall profits exponentially. This has led to the aggressive expansion of processed foods into new markets in Latin America, Asia and Africa. While in some places this phenomenon, coupled with globalisation, has resulted in a positive reduction in the numbers of hungry or malnourished people, it has also contributed to an equitable jump in the number of overweight and obese children. This increase has been significant and fast.

Simultaneously, increased urbanisation - the shift away from living in rural areas, to the lure of cities – has resulted in less active forms of work and play. Increasingly sedentary lifestyles, together with significant cultural shifts in consumption patterns - from locally grown, seasonal produce to highly processed, long-life products - has had profound and wide-reaching effects. Companies have tried to respond to this phenomenon by offering low salt and sugar options and advertising serving sizes but on the whole, this has been too little to halt the overall impacts.



As a parent myself, with four growing children living in the UK, this is a major concern for me. It is so convenient and affordable to fill my kids up with processed foods that they love to inhale, rather than take the extra moments to prepare local produce. Having seen first-hand the effects globally of a poor diet and understanding some of the science around nutrition, we are actively trying to raise children that understand what a balanced diet is. Eat seasonally, eat locally, and eat food that looks the same as when it was grown or harvested. Prepare food from scratch in the kitchen. Know and understand what each ingredient is. Also, and most importantly, only consume what you need, not necessarily what you might want. This task is becoming harder and harder.

This paradox is not easily addressed but the future health of our planet and its population is at stake. Changes need to be carried out from the household level to the production level and involve all of the supply chains in between. The current existence of double and triple burdens of malnutrition in countries, calls for integrated action that tackles

malnutrition in all its forms: from the causes of obesity to the causes of wasting and stunting. It requires all countries to evaluate and restructure their food systems in their entirety. Laws around food marketing, educating consumers, and ethical food supply chains, are just a few of the areas that must become active advocates in the food discussion, in order to build a sustainable, equitable food future for everyone.

(iii.b) Sources of information and Ideas for Meeting 3 Committee and Regional Bloc Discussions

FAO Rome

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

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

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

<http://coin.fao.org/cms/do/en/office.html?officeCode=LOJ>

UNESCO

<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/>

UNICEF

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.

Information about food problems in rich countries can be found at <http://www.dw.com/en/unicef-20-percent-of-children-in-developed-countries-living-in-poverty/a-39259716>

Global Issues

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

Organization for Economic Cooperation and Development (OECD)

For statistical comparisons - <http://stats.oecd.org/>

http://www.oecd-ilibrary.org/economics/country-statistical-profiles-key-tables-from-oecd_20752288

United Nations

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

(iii.c) Meeting 3 Malnutrition and Hunger in the other 4 Regions of the World Suggestions for All 4 Committees

Meeting 3 has a huge challenge in specifying, and narrowing, your discussion in the four Committees because there are so many countries in your regions. How will you do it? By topic e.g. climate-change or conflict caused food issues? By selecting just one country? By focusing on Asia-Pacific experiences or expertise that can help? It is your Committee's decision to make.

Try to learn about the views and the situations of the people who are receiving the advice that you will develop as you create your Committee's Working Papers.

In Meeting 3 the four Regional Blocs will be your Asia-Pacific blocks, not countries from your Committee topic e.g. Africa, or Arab States, or Europe and North America, or Latin America and the Caribbean. Each of Asia-Pacific regions will have countries with different resources, experiences, and relationships with countries in your Committee's regions.

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.

Committee A – Africa

Do an internet search through google.com, or another search engine, for “Africa and SDG 2”. You will Find links to a long list of web sites and publications on Africa and SDG2 and also on Africa and SDG 2.

Recommendations: The following five sources of information include the views of outside organizations with experiences working in Africa, and also the views of African people: The United Nations Development Programme (UNDP) document “Goal 2: Zero Hunger: UNDP in Africa at www.africa.undp.org,

The SDG Center for Africa – <https://sdgcafrica.org>

The Joint Report Outlines SDG Progress, Challenges in Africa at sdg.iisd.org

The South African Sustainable Development Knowledge Hub also at sdg.iisd.org

SDG2 at the SDG Resource Centre at <https://sdgresources.relx.com>

The link between Day of the African Child and the Sustainable Development Goals at <https://www.28toomany.org>

The following is an example of a small NGO, the Zienzele Foundation, in Zimbabwe that has worked for many years to provide children who need help in Zimbabwe who need help get a nutritious diet, clean water and proper sanitation. Their website is at www.zienzele.org

Kevin Ramsden, the Chair of the Department of Global Studies at Kyoto Gaidai has led students, teachers, staff, and lots of friends in very successful Awareness Raising and Fund-Raising events for the Zienzele Foundation for 12 years. Their website is at www.zienzele.org

Story of the Zienzele Foundation

The Zienzele Foundation began as the result of a chance meeting in Africa of two committed women — Prisca Nemapare and Nancy Clark.

When Prisca was a professor of nutrition at Ohio University, she led an Earthwatch research project on the nutritional status of women and children in her native Zimbabwe. The project began in 1984 and continued through the 1990s. In 1998 and 1999, Nancy Clark, a nurse from rural Vermont, was a volunteer with the project. In 2000, Earthwatch discontinued its support due to the dangerous political situation in Zimbabwe. Undaunted, Prisca and Nancy returned and set a new course.

At the request of the rural women they had worked with previously, their focus shifted to the emerging crisis of caring for children orphaned by the HIV/AIDS epidemic. Children were left in the care of widowed mothers or grandmothers who were unable financially or emotionally to care for them. When Prisca and Nancy were asked, “What can you give us?”, their answer was, “We don’t have anything to give you, but let’s think about what you can do for yourselves.” Thus, began the Zienzele Foundation. It assists children orphaned by HIV/AIDS and their caregivers to generate income for support, to achieve self-reliance, and to gain education to prepare the children for a better life.

This creative enterprise occurred because both women were trained and prepared to seize the moment and move forward.

Prisca grew up in rural Zimbabwe, living with her grandmother. She was a hard-working, determined student, and eventually she won scholarships to continue her education in the U.S. After eleven years Prisca received her PhD in nutrition. Shortly thereafter she became a professor of nutrition at Ohio University in Athens, Ohio.

Nancy Clark grew up in Vermont, graduating from the University of Vermont with a degree in nursing. Even in nursing school she gravitated to community health and ac-

tivism. Her entire career has focused on the health and well-being of women and children through her work in pediatrics in NYC, and then in home care, first in Connecticut and then Vermont, developing programs to meet the needs of young families. It has been a natural transition to this same type of work in rural Zimbabwe.

In Zimbabwe, the Zienzele Foundation has a network of volunteers who provide oversight and carry out the work when Nancy and Prisca are absent. Each of the 23 Zienzele school districts has a Zienzele Representative who has been chosen by the caregivers in their village. There are also three Zienzele Coordinators who oversee several districts each. This model has created a high level of accountability and a quick response to situations as they arise.

Zienzele has active Boards of Directors both in Zimbabwe and in the US. The foundation is registered as a charitable organization in Zimbabwe and qualifies as a 501(c)(3) non-profit organization in the US. Funding comes from private donations from many friends across the US and abroad. Great support systems are in place in Athens, Ohio, and in Kyoto, Japan. Another important source of funding for school fees is the sale of beautiful baskets, hand-made by Zimbabwean caregivers.

Committee B - The Arab States

The following website will help you start your research:

www.arabstates.undp.org Zero hunger UNDP in the Arab States Towards an Arab Approach for the SDGs at <https://sustainabledevelopment.un.org>

Recommended source of information, and a suggestion that may help you find a way to focus your Committee discussions is to center on a youth perspective.

The Office of the Secretary-General Envoy on Youth has interesting resources including a video with subtitles that explains the SDGs. It was made before the UN adopted the SDG Resolution, so it is a bit out of date but the information is accurate. Refer to www.un.org/youthenvoy and www.un.org/youthenvoy/video/sustainable-development-goals-explained/

A way to look at the world from Arab points of view and to get an excellent overview of the region is to look at the Arab Youth Survey 2017 at www.arabyouthsurvey.com/ It was prepared by a commercial communications agency, ASDA'A Burson-Marsteller, with clients in the Arab States.

The 10 key findings of the Arab Youth Survey 2017 describe feelings shared by youth in other regions of the world:

1. Optimism among young Arabs is waning
2. Young Arabs want their countries to do more for them and many feel overlooked by policy makers.
3. Young Arabs view unem-

ployment and extremism as the biggest problems holding the Middle east back. 4. Many young Arabs say their education system falls short of preparing students for jobs of the future. 5. Young Arabs say Daesh has become weaker over the past year. 6. The United Arab Emirates (UAE) sprints ahead of the pack as the country in which most young Arabs would like to live and want their countries to emulate. 7. Young Arabs say Donald Trump is anti-Muslim and express concern, anger, and fear about his presidency. 8. Anti-American views are on the rise and now Russia – not the U.S. – is seen as the region’s top partner internationally. 9. Despite their pride in the Arabic language, most young Arabs say they are using English more in their daily lives. 10. Among Young Arabs, Facebook is the number one media for daily news.”

As described by Burson-Marsteller, the Arab States region is characterized by “a clear split by geography into ‘haves’ and ‘have nots’.” This is similar to the Asia-Pacific region among, and within, nations. Committee B’s discussion could be about regionally-based approaches to supporting the ‘have nots’ in problems related to SDG2; or it could be about a common topic, such as ‘refugees’ – in the Asia Pacific and in the Arab States.

Committee C – Europe and North America

Committee C deals with a key difference between the MDGs and the SDGs: the MDGs aimed to support developing countries but the SDGs include every nation in the world because inequality within nations, even in wealthy countries, is recognized as a serious problem. Furthermore, in the past, the world’s nations tended to be viewed as ‘donors’ or ‘recipients.’ That distinction is now blurred by concepts of partnership, self-help, and ‘every nation has something other nations need.’

Recommendations to start your research:

For Europe -

On the European Commission’s website - ec.europa.eu – if you search for SDGs, there are recent papers posted on the European Union’s challenges and strategies.

SDG 2- Zero Hunger Statistics Explained’ - www.eurasia - and Goal 2: Zero hunger UNDP in Europe and Central Asia Sustainable Development Goals Year 2. Time to take poverty seriously and make Europe sustainable for all

For North America -this regional grouping means only Canada and the USA. The other geographical North American nations are in the Latin America and Caribbean region. For Canada - Food Banks Canada – About Hunger in Canada <https://www.food-bankscanada.ca>

For the USA - www.feedingamerica.org Facts about Hunger and Poverty in America

Learning something about the big and active SDG-connected world of Professor Jeffrey Sachs is a good idea for Committee C. Sachs is Special Advisor to United Nations Sec-

Secretary-General António Guterres on the Sustainable Development Goals. He is also Director of the UN Sustainable Development Solutions Network. He is a Commissioner of the ITU/UNESCO Broadband Commission for Development. Professor Sachs serves as the Director of the Center for Sustainable Development at Columbia University. He was the Director of the Millennium Villages Project (2005-2015).

There is lots about his bold ideas and passionate feelings about Income Inequality easily accessible in his online publications. Try *Earth 2.0 Is Income Inequality Inevitable?* at jeffsachs.org/2017/04/earth-2-0-is-income-inequality-inevitable

One of his recent articles criticizes the UN World Bank: “The World Bank declares that its mission is to end extreme poverty within a generation and to boost shared prosperity. These goals are universally agreed as part of the Sustainable Development Goals. But the World Bank lacks an SDG strategy, and now it is turning to Wall Street to please its political masters.”

An online search for Jeffrey Sachs and hunger will lead to his views on the action he believes is needed to reach the SDG 2 goal. This quotation is from his 2005 book, *The End of Poverty*: “You will see that all parts of the world have the chance to join an age of unprecedented prosperity building on global science, technology, and markets. But you will also see that certain parts of the world are caught in a downward spiral of impoverishment, hunger, and disease. It is no good to lecture the dying that they should have done better with their lot in life. Rather, it is our task to help them onto the ladder of development, at least to gain a foothold on the bottom rung, from which they can then proceed to climb on their own. Am I an optimist? Optimism and pessimism are beside the point. The key is not to predict what will happen, but to help shape the future. This task is a collective one—for you as well as for me.”

Committee D – Latin America and the Caribbean

Latin America and the Caribbean has serious hunger problems, but it is the world’s largest net food exporting region.

The following website addresses are recommended sources of information and ideas to prepare for your JUEMUN discussions to prepare the Committee C Working Paper which will become a Draft Resolution when it is accepted by the Meeting 3 Chairs, and then, if adopted by the Meeting 3 delegates - a JUEMUN 2018 Resolution!

The International Food Policy Research Institute (IFPRI) at www.ifpri.org is very useful and it leads to other good SDG sources.

The IFPRI calculates a Global Hunger Index at <http://www.ifpri.org/topic/global-hunger-index>

When India moved down in the Global Hunger Index from 97 to 100th place among 119 nations, Rahul Ghandi, a member of a famous Indian political family and leader of India's political opposition party, made this angry ironic statement: "If you are hungry, be patient! So what if you have no bread? Hunger is a hot topic, these days of debate (in the Indian government, and indeed, throughout the world).

The IFPRI Latin America and the Caribbean Regional Office has individual country profiles at <http://www.ifpri.org/division/latin-america-and-caribbean-lac>

More information about the SDG 2 challenge in LAC can be found at <https://www.worldhunger.org/lac-hunger-and-nutrition-facts/>

The following excerpt is from the IFPRI LAC regional office's website introduction. ***Italics bold*** text has been added to highlight information that may be of special interest to Committee D:

International Food Policy Research Institute - Regional Office Latin America and the Caribbean

"Latin America and the Caribbean (LAC) is the ***world's leading net food exporting region as well as a key supplier of environmental public goods such as biodiversity and forests***. The region therefore has critical roles to play in both global food security and in environmental sustainability. Fulfilling these roles over the long term will require good policies and strong investment in agricultural research and development, infrastructure, and governance of natural resources. IFPRI's policy, investment, and institutional analysis can help LAC countries meet these ***challenges of food and nutrition security, social inclusion, and environmental sustainability***.

Today ***most LAC countries have risen to middle-income status and can serve as illustrations*** of different experiences with regard to structural reform, macroeconomic and trade policy, social safety nets, urbanization, nutritional transition and obesity, and the like. IFPRI has been ***facilitating exchanges between LAC countries and those in other developing regions on topics such as poverty-based social safety nets, women's empowerment, and programs for small farmers***.

Despite many strides, LAC still faces a number of development challenges. For example, levels of ***stunting among native populations*** are particularly worrisome. Thus, IFPRI has been helping several countries in the region to design, monitor, and evaluate policies, investments, and institutional arrangements in support of inclusive development, alleviation of poverty and hunger, reduction of malnutrition, and environmental sustainability."

The previous IFPRI statement says that "levels of stunting among native populations are particularly worrisome." "Native populations" means indigenous or aboriginal people – the people who were there before the colonial migration from Europe.

The NGO Action Against Hunger has information about The Plurinational State of Bolivia which has LAC's highest population proportion of "native" people. Refer to <https://www.actionagainsthunger.org/countries/americas/bolivia> says "Bolivia is home to some of the highest poverty rates in all of South America, with over 75% of Bolivian households lacking regular access to basic foods -- conditions that are particularly acute among rural and indigenous communities. In response to this long-standing reality, the Bolivian government instituted a national Zero Malnutrition Program in 2006 that prioritized tackling undernutrition amongst communities experiencing high rates of food insecurity.

Action Against Hunger has worked with at-risk communities in Bolivia since 2000, providing thousands with long-term food security and livelihood support while strengthening the health system to better address childhood malnutrition. Our teams work in close collaboration with local communities to build resilience to seasonal hunger and undernutrition by helping communities strengthen and diversify their livelihood options, promoting diet diversification, and ensuring that families have the means to incorporate more nutritious foods.

In 2010, Bolivia was beset by protracted droughts that caused widespread water scarcity and crippled staple crop harvests. In response, our teams raced to secure emergency water supplies for 50 communities facing extreme shortages, while helping another 4,500 farming families retool after their harvests were destroyed. We've implemented sustainable, community-based agriculture projects in the Rio Grande's lower basin, and in areas prone to recurrent drought, we've promoted a variety of measures to preserve soil moisture and avoid erosion -- introducing ecologically appropriate manure, teaching crop rotation techniques, and working on solutions to livestock overgrazing. We're committed to continue our work with Bolivia's most vulnerable communities to address the humanitarian challenges they face."

The UN World Food Programme (WFP) - <http://www1.wfp.org/> - has projects in 11 LAC nations. WFP says that "45% of deaths among children under 5 have malnutrition as an underlying cause 2 billion people worldwide suffer from vitamin or mineral deficiencies. WFP explains "To get to Zero Hunger, food is not enough. Providing food assistance in an emergency can save lives, but the right nutrition at the right time can also help change lives and break the cycle of poverty.

This is why, as the leading organization providing food assistance to the world's most vulnerable, the World Food Programme (WFP) prioritizes nutrition as a core element of its work.

Despite significant progress over recent decades, poor nutrition remains a colossal and universal problem, with one in three people on the planet affected by some form of

malnutrition. Undernutrition – inadequate energy or nutrients – continues to affect more than 150 million children worldwide, while rates of overweight and obesity are also rising in all countries. Conflict and natural disasters are exacerbating the problem.

Malnutrition at its extremes can be a matter of life and death, and in the long term can hold back people and countries, undermining economies and development.”

Please try to prepare for Committee D by coming to JUEMUN with some specific information and ideas that can serve as a constructive starting point for discussion.

(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 <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 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 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 fi-

nancing 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 organizations, funds and programmes, non-governmental organizations and other stakeholders, and to continue to advocate the importance of ensuring adequate resources for education for sustainable development, and calls upon the United Nations system to increase efforts to fully mainstream a gender perspective into the implementation of the Global Action Programme;
9. *Invites* the organizations of the United Nations system, in particular the United Nations Educational, Scientific and Cultural Organization, to continue to provide support and assist Member States, upon their request, in developing their national capacities to promote education for sustainable development, including through knowledge-sharing and standard-setting, the exchange of best practices, data collection, 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 development;

11. *Requests* the Secretary-General to ensure that United Nations country teams continue 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 policies and priorities, when assisting countries in the pursuit of their development objectives;
12. *Encourages* all countries, relevant intergovernmental bodies, organizations of the United Nations system, relevant non-governmental organizations and all other relevant 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 respective mandates and resources, to ensure that no country is left behind in the implementation 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.

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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 Ed-

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 learning 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 and at many other UN sites such as UNDP.

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 be useful.

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 denomina-

tor 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 3 delegates!!! Aim for a pioneering Resolution that will inspire people at home and abroad!