



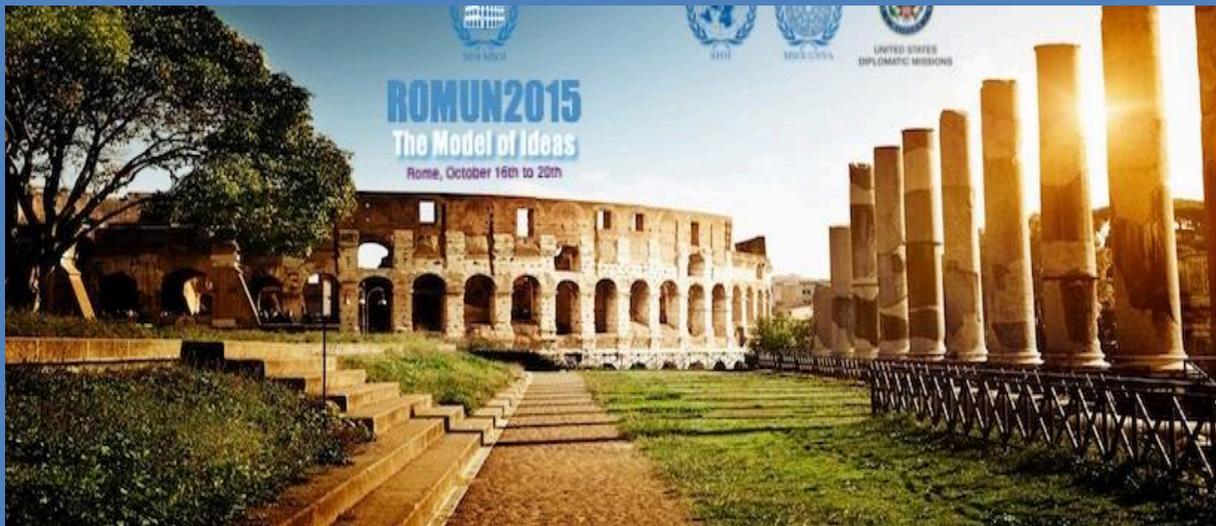
ROMUN

STUDY GUIDE

ROUNDTABLE 6

ENSURING SOCIAL DIGNITY

Promoting learning opportunities and providing full and productive employment for all



ROMUN 2015



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LETTER FROM THE SECRETARY GENERAL

*Distinguished participants to ROMUN2015,
Honourable delegates,*

It is with pleasure and a great sense of responsibility that I welcome you to ROMUN2015!

ROMUN2015, the most prestigious Model of the United Nations Organisation in Italy, is organised by the Italian Society for International Organisation/United Nations Association of Italy in partnership with the United States Diplomatic Missions in Italy, and will be held from 16 to 20 October in Rome, Italy. Its main theme is food security and sustainability. This is not a coincidence, as 2015 is an exceptional turning point for the international agenda on both issues.

Since the Millennium Declaration in 2000 and the Millennium Development Goals (MDGs), the United Nations are specifically working to raise awareness on the paramount importance of developing a sustainable way of life at all levels and addressing those critical matters, old as humanity itself, which are connected with the idea of a fully sustainable planet: granting basic education, reliable health services, and access to nutritious food for all.

The amazing technological shift, particularly in the field of communications, and the massive geopolitical changes of the past few years make it necessary to continue to work hard to overcome the challenge laid down 15 years ago with an effective and well-balanced agenda from today to 2030. In recent months, great efforts have been made to develop a responsible and effective Post-2015 Development Agenda and in one week's time, from 25 to 27 September, world leaders will meet in the international UN Headquarters in New York in order to finally adopt a resolution for a sustainable development agenda which encompasses the next 15 years, setting 17 goals and 169 targets.

Italy is currently at the frontline of this international debate and, thanks to the EXPO2015 in Milan, a world exhibit wholly focused on food and sustainability, it is currently one of the most inspiring places to be worldwide. Rome, which houses the Headquarters of International Organisations such as the FAO, the IFAD and the WFP, provides the best location for a youth conference on food security and sustainability.

From Tuesday 15 September, we will launch, in collaboration with MunPlanet, an innovative Internet-based platform for Delegates to start negotiation over one month before the actual conference. Each of you will receive a personal invitation by email. All you need to do is to click on the link, log in, and start negotiating with young people from all over the world, both in your assigned Roundtable and in the General Assembly. In your Roundtable you will be responsible for representing your interests and proposals related to a specific topic, while in the GA you will be called to give your contribution to the draft ROMUN2015 Youth Roadmap. This is a unique opportunity to multiply the results of your efforts and proactivity, virtually extending the length of the overall experience from less than one week to over one month. Chairs and Rapporteurs will direct and guide you along the track.

Delegates and participants to ROMUN2015, you have a real chance to participate in human enhancement through the only worthwhile way: dialogue and mutual understanding. Don't miss it, make it count! I am looking forward to meet you all on 16 October in Rome!

*Edoardo Morgante
Secretary General of ROMUN201*

LETTER FROM THE SECRETARIAT

Greetings, everyone!

We are very pleased to welcome you to the first ever simulation of the High Level Plenary Meeting of the General Assembly on Sustainable Development Goals, at ROMUN 2015. It will be an honour and a privilege to serve as your Secretariat for the duration of the conference.

This Background Guide is designed to give you an insight into the agenda at hand. Please refer to it carefully. However, bear in mind that this Guide is in no way exhaustive and is only meant to provide you with enough background information to establish a platform for beginning research. Delegates are highly recommended to do a good amount of research beyond what is covered in the Guide.

Roundtable VI of the HLPM is an innovative committee, requiring a high level of engagement and participation, and may differ from simulations that you have been involved in before. A challenging, yet highly rewarding committee, participation in the Roundtable VI at ROMUN 2015 offers an insight into the dynamics of international law and relations. Lots of work will be required but as previous participants in similar environments ourselves, we promise you an exciting experience.

Finally, we would like to wish you luck in your preparation and congratulate you on being appointed to this esteemed Roundtable as a part of the High Level Plenary Meeting of the United Nations General Assembly. In case you have any questions, procedural or otherwise, feel free to direct them to any member of the Secretariat at RT6.romun2015@gmail.com, and we will get back to you as soon as possible. Please do not hesitate to contact us with any queries or concerns. We expect all delegates to be well versed with the various nuances of the issue at hand, as well as the working of the committee, and geared up for three days of intense deliberation, and great fun.

Looking forward to seeing you in action!

Secretariat, Roundtable VI

Fury Jain, Mohammed Taweh

Giuseppina De Marco, Pablo Armando Aguilar Reyna

COMMITTEE BACKGROUND

UNITED NATIONS GENERAL ASSEMBLY¹

The United Nations² is an international organization founded in 1945. It is currently made up of 193 Member States.³ The mission and work of the United Nations are guided by the purposes and principles contained in its founding Charter.⁴ This year, 2015, marks the 70th anniversary of the United Nations. The main organs of the UN are the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the UN Secretariat.⁵ All were established in 1945 when the UN was founded.

The United Nations General Assembly (UNGA) is the main deliberative, policymaking and representative organ of the UN. All 193 Member States of the UN are represented in the General Assembly, making it the only UN body with *universal representation*. Each year, in September, the full UN membership meets in the General Assembly Hall in New York for the annual General Assembly session, and general debate, which many heads of state attend and address. Decisions on important questions, such as those on peace and security, admission of new members and budgetary matters, require a two-thirds majority of the General Assembly. Decisions on other questions are by simple majority. The General Assembly, each year, elects a President to serve a one-year term of office. On 15 June, 2015, the UN General Assembly elected H.E Mr. Mogens Lykketoft as the President of the 70th session of the General Assembly.⁶

Addressing delegates immediately after his election, Mr. Lykketoft declared that his Presidency would be marked by a *commitment to action* towards building a more *fair and stable world* in line with the objectives set out by the UN Millennium Development Goals.⁷

¹ General Assembly of the United Nations- www.un.org/en/ga/

² United Nations Organization (Official Website)- www.un.org/en/index.html

³ Member States of the United Nations- www.un.org/en/members/ (*Click on any Member State to get the link for the website of the Permanent Mission of the State to the United Nations*)

⁴ Charter of the United Nations- www.un.org/en/documents/charter

⁵ Basic introduction to the main organs of the United Nations- www.un.org/en/sections/about-un/main-organs/index.html

⁶ Statement at Election of President to the General Assembly for the 70th session- www.un.org/pga/150615_statement-election-pga-70

⁷ UN News Centre- www.un.org/apps/news/story.asp?NewsID=51159

HIGH LEVEL PLENARY MEETING (HLPM) OF THE UNITED NATIONS GENERAL ASSEMBLY ON SUSTAINABLE DEVELOPMENT GOALS

The HLPM of the General Assembly will consists of a total of two Plenary Meetings of the General Assembly, and six roundtables. The six Roundtable sessions will have the overarching objective of ‘SDGs- Take Action Now.’ Each one of them will focus on one specific theme, with the theme of Roundtable VI being, ‘Ensuring Social Dignity- Promoting Learning Opportunities and Providing Full and Productive Employment for All.’⁸

⁸ Organization of the High Level Plenary Meeting on SDGs (Official website for ROMUN 2015)-
<http://www.romunsoi.org/organization-of-the-high-level-plenary-meeting-on-sdgs/>

INTRODUCTION TO THE AGENDA

“What is now in front of Member States is the final stretch towards adopting a universal, people-centred, transformative development agenda that address the struggle of our lifetime.”

-His Excellency Mr. Mogens Lykketoft
President of the 70th session of the UN General Assembly

OVERVIEW

The year 2015 seems to be an important landmark for the future development of the Earth. Today we are more and more aware of the effect of a development careless of its consequences and we are conscious of the achievements still to reach in order to fulfill the values and the goals at the pillars of the United Nations Charter and of various resolutions adopted by the United Nations General Assembly through recent years. With the United Nations celebrating 70th years - since its establishment in 1945 on the ruins of the atrocities of two world wars - its member states seem willing to engage in a more challenging task: shaping a path for a sustainable future for the entire international community. Not as a chance, the UN Secretary General, Ban Ki Moon, stated ‘2015 is not just another year, it is a chance to change the course of history’⁹. All the actors of the international community, primary states, stakeholders such as NGO’s and other major groups as the United Nations Major Group for Children and Youth (MGCY) or the Women’s Major Group and so forth¹⁰, demonstrated to be ready to take this change, because they realize it can no longer be kept waiting.

WORLD MILLENNIUM SUMMIT, 2000¹¹

It is well known that the Post-2015 Development Agenda is not the first plan that the UN elaborates as a set of goals and targets for the future development of our planet. Indeed, the 21st century marked a turning point as it led to the adoption of seminal strategies concerning the issue of future development, in particular the World Millennium Summit in September 2000. This summit was the largest gathering of world leaders in history and during this event the UN

⁹ Extract from UN Secretary General, Ban Ki Moon’s speech at the UN Youth Forum held in New York in February 2015, available at <http://www.un.org/apps/news/story.asp?NewsID=49971#.VfVSuZ2qqkp>

¹⁰ For a complete list of all Major groups and stakeholders involved in the process of negotiating the post-2015 agenda, see <https://sustainabledevelopment.un.org/majorgroups/about>

¹¹ Conferences, Events and Meetings (World Millennium Summit, 2000)-
www.un.org/en/events/pastevents/millennium_summit.shtml

Millennium Declaration¹² was adopted. This Declaration was a commitment to a new global partnership with important goals for the international community to achieve by 2015. The deadline has come and even though important improvements in the areas outlined by the Millennium Development Goals¹³ have been made, a more specific agenda for the future fifteen years has to be adopted in order to work toward new essential achievements and to make further progress in the areas where the MDGs proved to be a successful blueprint. As written in the Millennium Development Goals Report 2015 released in July, ‘As we reach the end of the MDG period, the world community has reason to celebrate’ but taking note of the shortfalls in many areas as underlined in the report, ‘The work is not complete, and it must continue in the new development era.’¹⁴

RIO+20 CONFERENCE, 2012¹⁵

The international community is ready for the new era and a brand new agenda with updated and more ambitious goals is ready to be voted upon in order to start working toward ‘the future we want’- also the slogan and name of the outcome document of the United Nations Conference on Sustainable Development (UNCSD), popularly known as the **Rio+20 Conference**. This conference was organized in pursuance of General Assembly Resolution 64/236 (A/RES/64/236),¹⁶ and took place in Rio de Janeiro, Brazil (June 2012)- creating a forum of discussion for world leaders to discussing burning topics of environment and development, and was hailed as the first step toward the elaboration of a new agenda for the future of the world community. The outcome document adopted on July 27, 2012 as a resolution of the United Nations General Assembly is a display of strengthened political will to raise the level of commitment within the international community, emphasising the key role of the United Nations in advancing the sustainable development agenda¹⁷.

POST 2015 DEVELOPMENT AGENDA

The new agenda that came to its final draft at the beginning of August 2015 was the outcome of a long process of negotiation and wide consultations facilitated by a key role played by the UN. The text of the agenda is made of 17 Sustainable Development Goals and 169 associated targets, which

¹² United Nations Millennium Declaration (A/RES/55/2)- http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/55/2

¹³ Millennium Development Goals (UN Millennium Project)- <http://www.unmillenniumproject.org/goals/>

¹⁴ The Millennium Development Goals Report (2015)-

[http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)

¹⁵ Rio+20 (United Nations Conference on Sustainable Development)- <http://www.uncsd2012.org/>

¹⁶ A/RES/64/236- <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/475/99/IMG/N0947599.pdf?OpenElement>

¹⁷ Full text of Resolution 66/288 of the UNGA (‘The future we want’) available at [http://daccess-dds-](http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/476/10/PDF/N1147610.pdf?OpenElement)

[ny.un.org/doc/UNDOC/GEN/N11/476/10/PDF/N1147610.pdf?OpenElement](http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/476/10/PDF/N1147610.pdf?OpenElement)

are integrated and indivisible, and it will be officially adopted at the United Nations Headquarters in New York from 25-27 September 2015.¹⁸

ENSURING SOCIAL DIGNITY

A ‘key word’ in the elaboration of the Post-2015 agenda; a lighthouse concept for the next fifteen years of work on sustainable development is: Dignity. Not as a chance, two important reports elaborated by the United Nations Secretary General, Ban Ki Moon, that paved the way for the negotiation process were named ‘A life of dignity for all’ (July 2013)¹⁹ and the ‘Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet.’ issued on December 4, 2014^{20, 21}. The latter report emphasizes the relevance of dignity and the fact that the sustainable development goals and their respective targets have the aim to achieve a decent life for all human beings. Furthermore, Dignity is enlisted among the six fundamental elements for delivering on the sustainable development goals.

However, even if the entire system of human rights protection rotates around the concept of dignity, international law does not define what dignity is, it just attributes this inherent characteristic to every human being. Therefore, dignity is not a descriptive concept; rather, it is ascriptive. It expresses and attributes a positive (moral) value judgment. Human dignity can sensibly be ascribed to some X only if it is true that X is a living member of the human species (the age, physical or mental state of X do not matter for the ascription). To ascribe dignity to living human beings is like attaching a non-negotiable, inalienable, inerasable value label to them, in order to prevent any attempt by self or others of a dehumanizing devaluation.

Dignity imposes duties and confers fundamental rights. In the contest of improving conditions in societies for a sustainable and ongoing development, ensure social dignity means to give possibilities and opportunities to all, achieve substantial equality, guarantee learning opportunities, create the condition for full and decent employment and in more general terms to allow each human being to contribute to the development of the society he lives in. At the end of the day, the concept of dignity will always be fundamental as an inherent feature of mankind and the basic component of every successful plan for the future.

¹⁸ Open Working Group Proposal for Sustainable Development Goals- <https://sustainabledevelopment.un.org/focussdgs.html>

¹⁹ Report of the Secretary General (A/68/202): ‘A life of Dignity for All- Accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015-
<http://www.un.org/millenniumgoals/pdf/A%20Life%20of%20Dignity%20for%20All.pdf>

²⁰ <http://www.un.org/apps/news/story.asp?NewsID=49509#.VcjG8fntmko>

²¹ Synthesis Report of the Secretary General on the Post-2015 Development Agenda: The Road to Dignity by 2030-
http://www.un.org/disabilities/documents/reports/SG_Synthesis_Report_Road_to_Dignity_by_2030.pdf

PROMOTING LEARNING OPPORTUNITIES

INTRODUCTION

During the 20th century with the new Millennium getting closer and closer, the United Nations started to work more actively on major issues relevant for the international community. Education was one of the key topics recognized as an area in which the world had still a great deal of work to do. For this reason, in 2000 not only the Millennium Development Goals (MDGs) were launched and Goal 2 regarded achieving universal primary education, but also the world's governments adopted the six **Education For All (EFA)**²² goals at the World Education Forum (Dakar, 2000),²³ a specific agenda to provide quality basic education for all children, youth and adults by 2015. What is important to notice is that the EFA goals did not only focus on the importance of achieving primary education of good quality, but they went far beyond, taking into consideration: disadvantaged children (Goal 1), ethnic minorities (Goal 2), equitable access to appropriate learning and life-skills programs (Goal 3), adults (Goal 4), gender disparity (Goal 5), quality of education and measurable learning outcomes (Goal 6).

This program set some important guidelines on education and its important challenges for all, which is why when its deadline was reached at the World Education Forum held in May 2015 in Incheon, Republic of Korea, a new plan by 2030 was established- the '**Incheon Declaration**'²⁴ or 'Education 2030: Towards inclusive and equitable quality education and lifelong learning for all'. This last focuses on a new and even broader vision of education embodied by SDG 4 to 'Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.'

It is central to focus on youth education and its linkage to their future employability. It is a given that today's level of student learning will directly impact our future economic and civic well-being. Yet too often, educators and public schools seem to be under attack, underappreciated, and often underfunded. This is not the way to prepare our generation for a better future. We need to find a set of strategies and tools both to support and to accelerate learning.

Over the past 15 years, there has been a dramatic expansion in the range of engaging learning opportunities available to children and youth worldwide through high quality afterschool and summer learning programs. Despite the challenges of the recent economic downturn, this rich array

²² For more information regarding the EFA and its six goals plan look

at : <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>

²³ 'The Dakar Framework for Action' available at <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

²⁴ The Incheon Declaration: 'Education 2030- Towards inclusive and equitable quality education and lifelong learning for all' - <https://en.unesco.org/world-education-forum-2015/incheon-declaration>

of expanded opportunities for learning is helping millions of children and youth in all corners of the globe have access to more learning experiences. Still many challenges remain.

CHALLENGES

Education is a right.²⁵ Article 26 of the Universal Declaration of Human Rights²⁶ enshrines this right by stating that, ‘Everyone has the right to education.’ Adopting a rights-based approach to education is not a panacea. It does pose some challenges – for example, the need to balance the claims of different rights holders and address potential tensions between the realization of different rights or between rights and responsibilities. Nevertheless, consistent adherence to its core principles can help meet the education goals of governments, parents and children. It demands the creation of strategies to reach all children, including the most marginalized. It empowers communities, parents and other stakeholders to claim their rights, insist that these to be fully implemented and, when necessary, seek their enforcement in national courts.

HOW TO PROMOTE LEARNING OPPORTUNITIES

i. Promoting training

Training is one of the most important tools to develop human resources and facilitate the transition to a more sustainable world. It should have a job-specific focus, aimed at filling gaps in knowledge and skill that would help individuals find employment and be involved in environmental and development work. At the same time, training programmes should promote a greater awareness of environment and development issues as a two-way learning process. In order to have effective trainings some fundamental objective should be kept mind, such a-:

- (a) Establishing/strengthening vocational training programmes accessible to all regardless of social status, age, gender, race or religion;
- (b) Promotion of flexible and adaptable workforce of various ages to face development problems and changes arising from the transition to a sustainable society;
- (c) To Strengthen national capacities, particularly in scientific education and training to transfer knowledge on the new environmentally sound, socially acceptable and appropriate technology and know-how;

²⁵ On the concept of education as a right, further information can be found at: <http://en.unesco.org/world-education-forum-2015/5-key-themes/right-education>

²⁶ Text of the Universal Declaration of Human Rights-
http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

- (d) To ensure that environmental and human ecological considerations are integrated at all managerial levels and in all functional management areas, such as marketing, production and finance.

II. **Reorienting education: Education for Sustainable Development (EDS) and global citizenship education (GCED)**

Education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues. While basic education provides the underpinning for any environmental and development education, the latter needs to be incorporated as an essential part of learning. Both formal and non-formal education are indispensable to changing people's attitudes so that they have the capacity to assess and address the present and future sustainable development concerns. It is also critical for achieving environmental and ethical awareness, values and attitudes, skills and behaviors consistent with sustainable development and for effective public participation in decision-making. To be effective, environment and development education should deal with the dynamics of both the physical/biological and socio-economic environment and human (which may include spiritual) development, should be integrated in all disciplines, and should employ formal and non-formal methods and effective means of communication. In line with what just stated, the 'Education 2030' programme underlines the relevance of an education that helps developing the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through what are called education for sustainable development (ESD) and global citizenship education (GCED).

ESD is an important aspect of education, or rectius modern and future education, and it has the aim of allowing every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. This educative aspect involves participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development²⁷.

GCED is one of the strategic areas of work for UNESCO's Education Programme (2014-2017) and one of the three priorities of the UN Secretary-General's Global Education First Initiative (GEFI) launched in September 2012. The GCED is based on the concepts of respect for human rights,

²⁷ UNESCO on Education for Sustainable Development, more info at:
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/education-for-sustainable-development/>

social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens.

Education for Sustainable Development requires far-reaching changes in the way education is often practiced today, therefore some objectives should be followed in order to implement such education.

USEFUL MATERIAL

1. 'Rethinking education: Toward a global common good?' Available at <http://unesdoc.unesco.org/images/0023/002325/232555e.pdf>
2. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-post-2015/>
3. <http://unesdoc.unesco.org/images/0022/002273/227336E.pdf>
4. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-and-the-mdgs/goal-2/>
5. http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf

SUSTAINABLE ECONOMIC GROWTH AND DEVELOPMENT

INTRODUCTION²⁸

The international community needs to find the ways to embrace the ideas that show the flaws and delimit the unsustainability of capitalism in its actual forms. Environmentalism and other doctrines adjacent to this, like democracy and egalitarianism, shouldn't be seen anymore just as dogmas of catastrophic predictions of economic or social crises, but as ways of acknowledging that if the current form of production and consumption was effectively extended to the entire world in the current technological conditions, the environmental consequences would be fatal.

On the right wing of International Politics and culture the central idea is not much more than an act of faith: science and technology will come in time to avoid wellbeing from becoming a planetary suicide. So it has been in the past and so it will be in the future. As human kind, we are tied to the usage of fossil fuels from a long time ago; so who can guarantee us that new sources of energy, renewable, clean and economically viable will arrive just in time to stop environmental disasters worse than the current ones?

It is obvious that if technology doesn't do something soon to produce more and contaminate less, it will be us, the ones that are less confident in the virtuous automatisms of free market, who will have to produce ideas, proposals, pressures and the fights to open spaces for new experiences (of production, and in general, of organization of collective life) capable of making economic development and sustainability compatible.

There is a necessity of self-awareness and permanent critique to the unsustainability of our present where the effects of industrialization, consumerism and demographic explosion meet and reinforce reciprocally. We have gone from battles for fundamental rights to the redistributive battles up to a present where environmentalism and equality, more than just being unpolluted ideological flags, have become pragmatic actions that, without announcing a paradisiac future, are being projected to new equilibriums between the needs of production and sustainability.

Preserving nature is not enough anymore in this times of industrialized economies, it is not anymore about subtracting pieces of land from an economical exploitation that is just as rational as irrational are the consequences over the life of us all; it is about tracing paths on which,

²⁸ Cfr. (Pipitone n.d.)

without losing competence and innovation, economy incorporates collective necessities of a new kind. Just to give an example of the current issues we have to face: urban transportation, major source of pollution and global warming; consumerism, that reinforces the pathology of extreme individualism with disastrous environmental effects in a condition of collective economic health; and finally, a model of modern agriculture with serious polluting effects for the massive usage of mineral fertilizers with even more worrying effects on the loss of biodiversity.

Niklas Luhmann in his ‘Social Systems Theory’ explains it this way: “Systems [in this case, the global society] do not notice their environment and are concerned exclusively with the continual renewal of their autopoietic operations [the capitalist economy]. Environment becomes explicitly ‘felt’ only to the extent that this renewal is endangered.” In this last sentence Luhmann is saying that only when capitalism reaches the verge of its incapability of continuity for renewal, will society be forced to face the unsustainability of their production system.²⁹

Conscience of this is already awoken in most of the world, thanks to the scientific evidence on climate shift. This logically meaning that capitalism is on the verge of its own destruction in its current form given the absolute depredation of the natural resources containing it as a system.³⁰

SUSTAINABLE ³¹ DEVELOPMENT GOALS, MILLENIUM DEVELOPEMENT GOALS AND A COMPARISON OF THEM BOTH

“...unsustainability derives primarily from the functioning of social systems and the structures on which they are based failing to recognize or respond to ecological limits or to initiate processes of participatory social learning, on all levels, which acknowledge the uncertainty that is generated by interconnected and complex phenomena. For this reason, when planning policies

²⁹Cfr. (Valentinov 2014)

³⁰ John Bellamy Foster, Marx’s Ecology (New York: Monthly Review Press, 2000), 165 in (Sean 2010)

³¹ Here we want to provide a start point for a discussion to open the conception of sustainability. Usually the term is based on the Report of the World Commission on Environment and Development: Our Common Future also known as Brundtland Report which defines it as: “[Development that] meets the needs of the present without compromising the ability of future generations to meet their own needs”. Here we want to share another vision: “In virtually all of these cases, sustainability is understood in terms of technologies and practices in which the human impact on the environment—primarily through its “carbon footprint,” and other such measures—is minimized. The literature therefore tends to be descriptive of problems regarding the negative human impact on the environment, or prescriptive in the sense of describing methods to reduce the deleterious impact of human actions on the world—”[...] “The problem we see in all the descriptions of sustainability is that either it is understood as an essentially amoral engineering or economic concept, or the ethics is assumed with little or no philosophical justification.” [...] “Sustainability is a matter of ethics, and as with ethics generally, it applies to humans qua conscious beings and our relationship with the world”[...] “Generally, as with ethics, an individual can act as a “free-rider” by violating the norm of sustainability, but if a society did so in an extreme way, it would risk collapse”[...] “A nonsustainable economy would be one that depended on activities that led to irreversible exhaustion” [...] “We are saying that if we fail to recognize the essential ethical grounding of sustainability, or if we take it for granted, then sustainability can easily lose its way and will, in the end, fail to be justified.” (Bañón Gomis, et al. 2011)

or operative actions, it is necessary to adopt an approach which is holistic, as it considers all dimensions, and systemic, as it considers their interactions, which are even more important.”³²

This given, we have the chance to reach, in the next section, the proper comparison in the virtues and flaws of the previous goals and the new ones.

Out of the eight MDGs only two tried to address our problem seen from an economical perspective, and even in them the meaning was not explicit. We now try to guide you a little for the debate by giving an analysis that should push you to a more extensive research and reflection on this matter.

RELEVANT MDGs³³

Goal 7: Ensure environmental sustainability. This goal overall was very important for it established the bases of what should have been from the very beginning the platform for the global actions towards development. The environmental sustainability was originally conceived in this goal as a reduction of negative impact of human activities on the environment. That approach meant only correcting the consequences, not the causes. With the SDGs this approach will change towards a more inclusive one discussed a little after in this document.

Goal 8: Develop a global partnership for development. This goal was very broad since it referred (and measured) official development assistance, commercial balance, external debt from the countries, access to affordable medicines and telecommunication users around the world. What should be taken from here for a further discussion is how much of good will is (and was) needed from the governments of the developed world to aid the developing countries and how it is contradictory with the liberal economic policies utilized by many poor countries, either to fit in the international commercial trade dynamics led by the World Trade Organization or even imposed to some by the International Monetary Fund or the World Bank when, in need, borrowed money from these institutions.

Target 8.A: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system. This target is fundamental for many countries that need to find a way to develop. Rule-based systems are absolutely essential for capitalism to work as it safeguards the fundamental premise: private property. Also, rule-based systems provide security and thus, predictability and stability to the economies allowing them to grow. Finally, non-discriminatory is a factor to reach the inclusiveness needed in the global markets for the free trade principles to work.

³² (Sajeve, Sahota and Lemon 2015)

³³ We strongly recommend to read the whole sections of the document regarding this two MDGs for a stronger approach to the hard numbers of the achievements. (United Nations 2015)

Target 8.D: Deal comprehensively with the debt of developing countries. This target is mostly a humanitarian issue, since restructuring debts and condoning those means to renounce to a certain profit given by an interest rate at which money was lent to countries that, in time, were or became unable to repay.

RELEVANT SDGs:

Firstly, to promote sustained, inclusive and sustainable economic growth we need to analyze SDGs³⁴ number 2, 8, 9, 10, 12 and 17.

SDG 2: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture” For this topic what matters to us is that last mention of sustainable agriculture. As we have shown through this document, sustainability is not only a matter of protecting the natural resources but mainly of changing production and consumption patterns. The actual forms of industrialized agriculture are unsustainable in the three important dimensions: economic, social and environmental.³⁵ Economic because they subsume cheap labor to a big proportion of capital; social because, this promotes forms of social relations that tend to impoverish land workers and; environmental, because intensive industrialized agriculture requires chemical and mineral fertilizers that pose a threat to the soils, not resistant species, underground water bodies and so forth.

SDG 8: that says: “Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all” should refer to two things: a dignified employment for those who wish to be employed and the opportunity to become an entrepreneur for those who wish to do so. This can only be achieved in peaceful societies with a strong rule of law. Institutional development should be a priority for the governments to achieve this goal because as long as capitalism exists as the economic system, optimization of all resources can only be achieved with clear and enforced rules of the game.

The SDG 9: “Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.” relates much to the previous goal and is oriented towards guiding the governments to impulse private investment in technology and infrastructure and programs that guide the industrialization.

SDG 10: “Reduce inequality within and among countries” this goal is a little more complicated since inequality is product of various different factors. For the debate it is highly recommended

³⁴ All SDGs citations taken from (United Nations General Assembly 2014)

³⁵ Cfr. (Bañón Gomis, et al. 2011)

to study the different points of view with respect of which factors are more important in the distribution of wealth.

SDG 12: “Ensure sustainable consumption and production patterns” is the exact cause of unsustainability that must be changed. This is what the MDG 7 didn’t do: face the real problem. What we suggest for further analysis is to understand the processes from the production of primary goods up to the disposal of the wastes of indiscriminate consumption.

SDG17: “Strengthen the means of implementation and revitalize the global partnership for sustainable development.” This goal is merely a recapitulation and restatement of the MDG 8 trying to be much more inclusive with the stakeholders such as NGO’s and civil society.

Secondly, to promote peaceful and inclusive societies for sustainable development there are two SDGs that we need to take into consideration:

SDG 11: “Make cities and human settlements inclusive, safe, resilient and sustainable” and SDG 16. “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels” Again, show us the imperative idea of rule of law in order to have peace. This is necessary for human development which will allow economic development, and not any kind of development but sustainable a sustainable one that will have as a result inclusion, justice and effectivity: it is a cycle that we must work to get working.

In the end, these analyses are just the tip of the iceberg for you to research and think much more for the upcoming debate.

QUESTIONS TO CONSIDER

1. What are the very causes you can identify of unsustainability?
2. What has your country done to fight this causes you identified?
3. What has your country done, in its official view, to promote sustainability?
4. What kind of sustainability has been more promoted: social, economic or environmental? How?
5. What public policies have other countries similar to yours adopted to fight the causes you identified?
6. What public policies have other countries similar to yours adopted to fight the causes in their official view?
7. What are your proposals for this Roundtable?

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1. Bañón Gomis, J. Alexis, Manuel Guillén Parra, Hoffman Michael W., and Robert E. McNulty. 2011. "Rethinking the concept of sustainability." *Business and society review* 171-191.
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3. Pipitone, Ugo. n.d. *Modernidad insostenible: reflexiones sobre la izquierda*. Accessed August 2015.
4. http://investigadores.cide.edu/ugo.pipitone/modernidad_insostenible.htm.
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8. United Nations. 2015. «The Millennium Development Goals Report.»
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EMPLOYMENT

FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL

INTRODUCTION

In order to ensure social dignity a wide spectrum of actions need to be taken by government and institution both at national and international level. Among the various commitments that help ensuring social dignity, it must be analyze the right to work. Every human being is entitled, after having accessed education and all possible learning opportunities, to be able to use the skills he gained through education in the working field chosen. Indeed, one of the most important ways through which a person contributes to the society he lives in and build its own life and future is through his work chosen accordingly to his passion and inclination. The right to work has been reaffirmed in important declarations that followed the establishment of the United Nations; first of all, the Universal Declaration of Human Rights article 23 paragraph one firmly states “Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment” and the same article further underlines the importance of fair remuneration and work as a guarantee of dignified life. Besides, articles 6 and 7 of the international Covenant on Economic, Social and Cultural Rights adopted by the United Nations General Assembly on 1966³⁶ reinforced the importance of the right to work.

ANALYZING THE PROGRESS OF MDGS

It is easy to understand why when elaborating goals for the future of the international community it is pivotal to tackle with great responsibility the issue of employment. Today more than ever the issue of employment and lifelong learning opportunities has become a burning topic discussed during political meetings concerning future development and economic crisis. Where the Millennium Development Goals shown lack of relevance of the topic of employment (which was not a goal itself but included in the first goal to eradicate extreme poverty and hunger), the post-2015 draft agenda shows a completely different path. Goal 8 of the final draft post-2015 development agenda shows a much comprehensive approach and it gives much more importance to employment in the framework of the relevance of a general sustainable economic growth. Not as a chance, especially in European countries is well know how economic crisis and employments rate go together and can determine very critical social emergencies. Goal 8 mentioned above states

³⁶ Full text of the convention available at <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>
ENSURE SOCIAL DIGNITY (ROUNDTABLE VI)- ROMUN 2015

“Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all”, this means that an economic growth in order to be such has to be inclusive in the sense that it has to create jobs which allow people to sustain themselves and so allow them to live decently. More in particular what the international community commits to achieve by 2030 is clarified with the targets following each goal, for which regards goal 8, the most relevant targets are:

1. **Target 8.3-** ‘Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage formalization and growth of micro-, small- and medium-sized enterprises including through access to financial services.’
2. **Target 8.5-** ‘By 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.’
3. **Target 8.6-** ‘By 2020 substantially reduce the proportion of youth not in employment, education or training.’
4. **Target 8.8-** ‘Protect labour rights and promote safe and secure working environments of all workers, including migrant workers, particularly women migrants, and those in precarious employment.’

These targets are different aspects of the same right that is the right to a decent job. The most challenging aim is that of creating the conditions to achieve “decent work for all” as the 8th sustainable development goal states and especially be able to allow young people to be active part of the job market. That is why target 10 calls for the development of a global strategy for youth employment and an implementation of the already existing ILO Global Jobs Pact. This last is a set of policy measures elaborated in 2009 by the International Labour Organization with that aim of being an tool to be used by countries, with the support of regional and multilateral institutions, to ease the impact of the crisis and accelerate recovery in employment³⁷. Therefore, it is important to notice that actions for which regards youth unemployment are present in the post-2015 agenda.

FURTHER DEVELOPMENTS

The Global Partnership on Youth in the Post-2015 Development Agenda is a partnership bringing together UN agencies, international NGOs, youth-led organizations, national youth councils, and youth groups for working on the five key thematic outcomes of the MyWorld2015 survey offering

³⁷ Recovering from the crisis: A Global Jobs Pact adopted by the International Labour Conference at its Ninety-eighth Session, Geneva, 19 June 2009.

a platform for thousands of youth and youth-development stakeholders from around the world to identify and formulate what they think should be included in the post-2015 development framework pertaining to youth. In one of the documents elaborated by this Partnership you can read: “The post-2015 development agenda should make decent and productive work for young people a reality. Moving away from exploitive work and unpaid traineeships/internships and towards a decent work, which fulfils international standards and ensures equal pay for work of equal value”. It is very clear what young generations are advocating for in which regards the important issue of employment and how to implement access to work for young people.

The ILO has demonstrated to be particularly active on the matter of employment indeed in its concept note #1 for the post-2015 development agenda³⁸ underlines that “In the current weak and turbulent international economic environment, job creation is the most pressing global development priority.” In this same concept note the ILO further underlines that about 45-50 million new jobs will be needed each year for the next ten year to keep up with the growth of the world’s working age and for decreasing the unemployment rate cause by the economic crisis. In addition, the ILO has a special programme for youth called “Youth Employment Programme” (YEP) in order to find suitable ways to face a worsening youth employment crisis taking to great consideration the fact that young people are three times more likely to be unemployed than adults and almost 73 million youth worldwide are currently looking for work.

QUESTIONS TO CONSIDER

1. What is the employment situation in your country (data regarding youth unemployment rate etc.)?
2. What has your country done or what it plans to do for fighting youth unemployment?
3. What policies can maximize the generation of productive and decent jobs?
4. Is your country a member of the ILO?
5. What is your country national legislation regarding youth employment (in general terms)?

USEFUL LINKS

1. http://www.un.org/youthenvoy/wp-content/uploads/2014/09/The_Global_Youth_Call.pdf

³⁸ http://www.ilo.org/global/topics/post-2015/documents/WCMS_193483/lang--en/index.htm
ENSURE SOCIAL DIGNITY (ROUNDTABLE VI)- ROMUN 2015

2. Transforming our world: the 2030 agenda for sustainable development (final drafting)
<https://sustainabledevelopment.un.org/content/documents/7891TRANSFORMING%20OUR%20WORLD.pdf>
3. Resolution of the UNGA A/RES/66/288
4. Road to dignity 2050 http://www.un.org/ga/search/view_doc.asp?symbol=A/69/700&Lang=E
5. The future we want outcome document
<http://www.uncsd2012.org/content/documents/727The%20Future%20We%20Want%2019%20June%201230pm.pdf>

WRITTEN SUBMISSION

A Position Paper is a document divided into 3 parts (A, B, and C) in which you should present an elaboration of the topic of your Roundtable, a general stance of your assigned Country, International Organization, or NGO, and proposals for solution.

STRUCTURE

A. An overall analysis and elaboration of the topic itself. More like a breakdown. Students should go beyond the Study Guides. **Do not repeat what the study guide says, but tie the points together.**

B. The general stance of your country on the topic; mention any **treaties, agreements and policies** that your country follows with regard to the topic.

C. This part should mainly focus on the solutions that could be brought out to the committee. These proposals **do not** need to be explicitly followed by your country or mentioned in any particular source on the Internet. These can be your own ideas. Ideas you believe that you can present, representing your assigned Country, International Organization, or NGO. Delegates are **allowed to tweak** their foreign policy to come to a consensus, **however do keep in mind that foreign policy should not be consistently misrepresented.**

FORMATTING

The main text of the position paper (parts A, B and C) must stick to the following format:

1. Use font ‘**Times New Roman**’ and size **12**
2. Keep the margins to **1.5 cm** on **all sides**
3. Line spacing should be **1.5**
4. Character spacing should be **normal**
5. The body of the text should be **justified**

The citations must follow the following format:

1. Use font ‘**Times New Roman**’ and size **9**
2. Line spacing should be **single**
3. Character spacing should be **normal**
4. Body of text should be **left aligned**

GENERAL GUIDELINES

1. Word limit should be strictly followed (**1000 words including citations**)
2. Please cite sources you have used. **References should be included as footnotes.**
3. The country’s watermark can be used if the delegate wishes however this should not reduce the readability of the document.
4. Footer should have your **name on the right** and your **respective Roundtable on the left**
5. Save the document as a **pdf** with a name in the format:
“<Country/IO/NGO>_<Name>.pdf”

The latest date for the submission of the Position Paper is 30TH SEPTEMBER MIDNIGHT CEST. Delegates who submit their position papers after this deadline will not be eligible for awards.

All delegates should send their position papers to the following e-mail address of
<Roundtable number> <Respective e-mail address>

Please find below a Position Paper template for you to use.

POSITION PAPER

Name:.....

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