German Model United Nations

Code: Resolution 1/3
Committee: The United Nations General Assembly
Topic: Continued Implementation of the Third United Nations Decade for the Eradication of Poverty (2018–2027)

The General Assembly,

Recalling its resolution 70/1 from 25th September 2015 establishing the Sustainable Development Goals (SDG) with a special focus on SDG 1 No Poverty, SDG 3 Good Health and Well-being, SDG 4 Quality Education as well as SDG 5 Gender Equality, SDG 6 Clean Water and Sanitation, and SDG 10 Reduce Inequality in which the United Nations created a comprehensive and people-centered framework,

Reaffirming also its resolution 69/313 from 27th 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, to support its implementation with concrete policies and actions,

Stressing General Assembly resolution 72/233 from 20th December 2017 that proclaimed the Third Decade for the Eradication of Poverty within existing structures, frameworks, and programs and available resources,

Acknowledging the interconnectedness of poverty and the access and availability of education especially caused by social and gender inequalities and their consequences as stated in General Assembly resolution 69/183 from 18th December 2014 discussing the importance of formal and informal education regarding the efforts on the eradication of poverty,

Identifying the policies, structures and borders which were implemented by multiple colonial empires in the past as the root of poverty in post-colonial states as former colonial powers imposed disruptive state systems hindering development based on the need of these states,

Urging former colonial powers to acknowledge their role in the current status quo of former colonies and working on dismantling any possible lasting colonial practices,

Reaffirming the United Nations Children's Fund (UNICEF) Educations Strategy 2019-2030 to realize equitable, easy accessible and affordable education to empower children in their social, economic and political rights in cooperation with the United Nations Educational, Scientific and Cultural Organization (UNESCO) while *recalling* the special and vulnerable status and needs of children as stated in the Convention of the Rights of the Child (1990),

Expressing appreciation for the Accelerator Program by the World Bank and UNICEF providing financial support and short-term mentoring and training to governments in order to reduce learning poverty through focused, evidence-based action,

Fully believing in the need to address the differences in education between young girls and young boys as laid out in African Union- International Centre for Girls and Women's Education in Africa (AU/CIEFFA),

Acknowledging the devastating impact of climate change on the economic growth, specifically global supply chain, agriculture and livelihoods of developing countries,

Deeply concerned about the effect of the COVID-19 pandemic on global food supply and its increasing impact on the number of people who are living in poverty and experiencing its consequences,

Fully alarmed about the dramatic impact of the situation in Ukraine as a large food supplier and the resulting rising prices of staple food making it unaffordable for people pushing them below the national poverty lines,

Appealing for the financial support of the Member States which are in need of assistance in order to achieve the Sustainable Development Goals,

Welcoming the new branch of the Least Developing Countries (LCD) Investment Platform and encouraging its use,

1. *Recommends* the expansion of the LDC Investment Platform due to its acknowledged potential in mobilizing investments in local economies, allocating the funds provided through the United Nations Capital Development Fund (UNCDF) by:

    a. creating a council consisting of 18 independent healthcare, education and infrastructure/economy experts distributed evenly on the topics and 18 delegates from Member States;

    b. requesting the UN Development Programme to send experts it deems competent to work on the given issues on poverty to the council;

    c. representing each region according to the following listing, rotating every two years and starting in alphabetical order: five African states, five Asia-Pacific states, two Eastern European states, three Latin American and Caribbean states, three Western European and other states;

    d. approving funds, created through the expanded donation from Member States to the UNCDF, to applying states;

        i. according to the expected value of the applying projects to eradicating poverty and contributing to achieving the Sustainable Development Goals; ii.   through a two third majority of the council;

        iii. promoting local development projects to provide basic infrastructure like roads, railways, electricity and water;

1. *Encourages* the further implementation of measures to tackle the issue of child poverty, such as:

    a. dedicate the final year of the Decade for the Eradication of Poverty 2018-2027 to be the Year against Child Poverty,

    b. aiming to eradicate extreme child poverty by the end of 2027,

    c. calling upon donor states to increase the funding of UNICEF by 25 % over the next three years,

d. calling on every member state to develop a concrete action plan on how to eradicate child poverty in their territory,

e. creating a fund within the industrialized nations to finance a global child benefit that will lift millions of children out of poverty at once, motivating private donors and foundations to participate as well;

2. *Encourages* every Member State which is lacking the resources to stabilize their development projects to apply to the LDC Investment Platform of the UNCDF by:

   a. providing statistics and researches concerning their current situation and their specific needs;

   b. applying to the fund with a clear outline of what projects they intend to realize with regard to their development needs;

   c. submitting a long term plan as well as a short term strategic plan on how they intend to use the resources provided by the fund;

3. *Calls upon* the recipients of the fund to monitor, report and document their progress to the UNCDF by:

   a. providing an analysis of their achieved progress, especially regarding SDG indicators that monitor progress in several areas relating to the eradication of poverty, such as, but not limited to:

      i. SDG 4.1.1 on the "Proportion of children and young people";

      ii. SDG 6.1.1 on the "Proportion of Population Using Safely Managed Drinking Water Services";

      iii. SDG 6.2.1 on the "Proportion of Population Using (a) Safely Managed Sanitation Services And (b) a Hand-Washing Facility with Soap and Water";

      iv. SDG 7.1.1 on the "Proportion of the Population with Access to Electricity";

      v. SDG 9.1.1 on the "Proportion of the Rural Population Who Live Within 2 km of an All-Season Road";

      vi. *SDG 13.3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning*

   b. being transparent as to where the funds and resources are being allocated;

    c.   attending annual meetings with the council to discuss the achievements which could result in adjusting their initial strategy;

4. *Draws* the attention to the underdeveloped healthcare training system and is establishing the Nursing School Agency (NSA) for Member States in need by:

    a.   providing an apprenticeship starting with 10 Students;

    b.   providing a full training in Nursing;

    c.   urging participants to commit to 6 years of work with the NSA after graduation

        i.   nationally for the first two years;

        ii.   abroad for the 3 and 4 year of their commitment in one of the contributing countries;

        iii.   nationally for the 5 and 6 year of their commitment and where they will implement their acquired medical knowledge by providing weekly examination programs especially for women and girl and will provide sexual education and reproductive health classes;

5. Supports to create the initiative called "Nurses without Borders" (NwB) with the Medecins Sans Frontieres MSF as a consultant;

    a.   the NwB will make it possible for international Nurses to be able to participate in an exchange program that is founded in the spirit of Doctors without Borders;

        i.   it will be in combination with the NSA and the commitment of the graduated Nurses to spent two years abroad;

        ii.   in exchange for the national graduated Nurse at NSA, an international Nurse is able to take their place and teach foreign practices and learn new skills sets in a new environment;

6. *Introduces* the *Workshop for Basic Humanitarian Aid and Self-Reliance* for the LDCs, Developing Countries (DCs), especially but not limited to the Member States of the African region, in need of assistance;

    a. the Workshops will differentiate between self-reliance and humanitarian aid;

        i.   well building workshop;

            1.   will provide the knowledge on how establish to provide a stable supply of clean water;

            2.   and how to maintain the water source;

        ii.   sanitation and Basic Hygiene courses;

            1.   especially for women and girls;

            2.   and areas with high risks of contamination problems;

b. the Workshop will assist Member States on developing remote areas with the goal of giving access to clean drinking water, sanitation, and hygiene (WASH);

7. *Suggests* the African Continent will pose as a model framework, it will be sectioned into five regions defined by the United Nations being the following: north, south, west, east, and Central Africa;

   a. in each region, there will be a workshop held within the duration of two and a half months;

   b. the first year of operation the workshop will be held by a group of experts with the expertise needed to teach, they will then be participating every 3 years of operation to start and revise on changes regarding the topics;

   c. the experts will share their knowledge on basic hygiene, sanitation and the importance of clean drinking water in a way to achieve the first step on a longterm, self-reliant way of living;

   d. the participating actors to the workshop and their function are as followed;

      i. state actors contributing the funding and expertise to Member States;

      ii. Member States that are part of this program will be actively working on progressiveness of the workshops;

      iii. the International Organizations, like the World Health Organization (WHO) and Non-Governmental Organizations (NGO), like Doctors without Borders, to contribute financially and participate actively with their experts, by sharing their expertise;

      iv. individuals from all Member States are welcomed to establish this program on a local, regional, and international level, to achieve a selfsufficient WASH system for all Member States;

      v. individuals participating in the workshop commit themselves to lead at least one of the workshops after graduating to share the knowledge;

8. *Declares accordingly* the need to improve accessibility of education by making it more widely available because of the underlying negative correlation between education and poverty, reiterating that education should be seen as a common good that requires attention of the international community and local actors and therefore endorses the efforts made by the UNICEF in the Education Strategy (2019-2030) that outlines and provides a pathway to combat poverty with a strengthened and resilient education system by:

   a. ensuring foundational learning for all children contributes to productive citizenship, sustainable development, inclusive growth, peace and prosperity, and bolsters progress on all other SDGs;

b. supporting Member States in passing their national legislation prioritizing educating children with tailored designs to the needs of their unique situation by providing adequate access to data and research;

c. asking UNICEF and UNESCO to cooperatively collect and publish data and reliable research information related to education and poverty in their annual report;

d. strengthening existing educational systems by cooperating closely with governments and non-governmental organizations by providing teacher's training, adequate materials and infrastructure;

9. *Suggests* Member States in need to implement individual training of local educators by providing a starting point based on local experiences, facilitating a tailored approach of each Member State by:

a. connecting important stakeholders through launching an annual meeting to move towards equality and availability by:

i. setting up an annual high level dialogue called Education Exchange Forum (EEF) in order to establish partnerships between Member States themselves as well as between Member States and NGOs,

ii. financing EEF through subitem *Financing United Nations Conferences* of the UN budget,

iii. holding EEF annually in Addis Ababa, showing that the international community is aware about their responsibility towards the developing Member States,

iv. inviting additional stakeholders besides Member States and NGOs like experts and partners from *Education Cannot Wait,*

v. providing mutual help to improve the quality of education through, but not limited to experts, exchanges, and provision of necessary resources;

b. introducing close-to-life lessons including adequate and non-discriminatory familiarization with technology, tools needed in manufacturing and agriculture by initiating cascade workshops hosted by experts supported by UNICEF;

c. Supporting the introduction of gender-responsive curricula in Schools and Universities, following the example of the AU/CIEFFA;

10. *Encourages* Member States to make use of the Accelerator Program for its stated purpose, which includes but is not limited to the strengthening of local capacities and monitoring of specific targets set prior, as well as implementation of advocacy campaigns on aforementioned goals;

11. *Further invites* to support existing global educational aid programs such as the United Nations global, billion-dollar fund "Education cannot wait" by:

a. achieving a secure long term funding of that program by promoting to sponsors annually contributions instead of one time donations;

b. encouraging the program owners to address governments as well as big tech companies that could provide the program with technology devices to enable modern, state of the art teaching;

c. providing attractive reward programs for sponsors, such as but not limited to mentioning and displaying the logos on presences of the program;

12. *Calls for* resilient financing of formal and informal educational programs worldwide by:

a. delivering transparent evaluation and monitoring tools based on collected program data to examine the effectiveness of investments;

b. setting up a report mechanism of projects that benefit from the programs consisting of biennial full statement of accounts as well as lessons learned published in the United States website;

c. encouraging the non-governmental stakeholders as well as Member States to contribute to the funding financially.