

**Documentation of the Work of  
The Economic and Social Council, Meeting 2**

**THE 10TH ANNUAL JAPAN UNIVERS**

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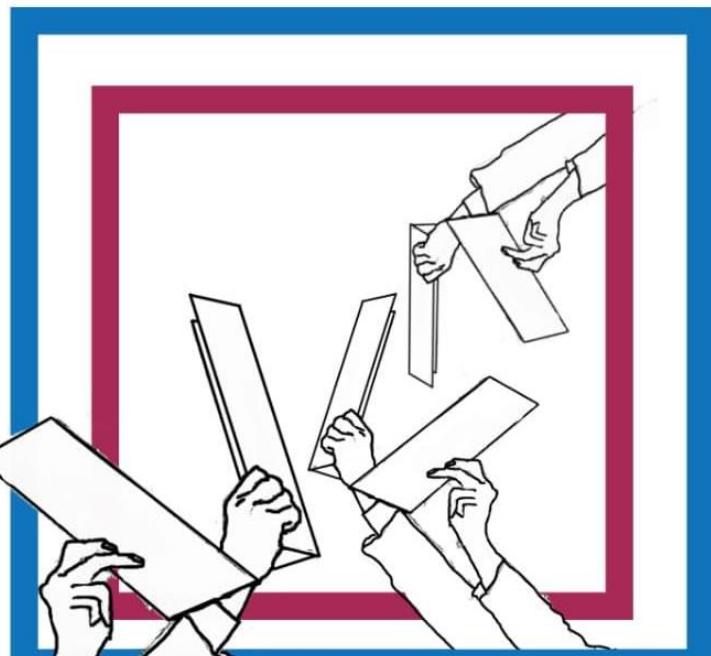
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**The 10th Annual Japan University English Model United Nations**



**at Kobe City University of Foreign Studies**

**JUNE 21st-23rd, 2019**

**JUEMUN**



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## Meeting 2

Under-Secretary-General	Akiko Teramoto
Chair	Funo Heims
Chair	Anindya Mutiara Rahadiani
Assistant Chair	Misaki Yoshida

### Committee Topics

- A. To Realize Equality of Opportunity and Treatment for Persons with Disabilities
- B. To Realize Equality of Opportunity and Treatment for Indigenous Peoples
- C. To Realize Equality of Opportunity and Treatment for Women
- D. To Realize Equality of Opportunity and Treatment for Youth

### Resolutions adopted by the Meeting

Code	Topic	Vote
JUEMUN19/ ECOSOC/2/A	To Realize Equality of Opportunity and Treatment for Persons with Disabilities	50 votes in favor, 0 votes against, 0 abstentions
JUEMUN19/ ECOSOC/2/B	To Realize Equality of Opportunity and Treatment for Indigenous Peoples	48 votes in favor, 0 votes against, 2 abstentions
JUEMUN19/ ECOSOC/2/C	To Realize Equality of Opportunity and Treatment for Women	36 votes in favor, 10 votes against, 4 abstentions
JUEMUN19/ ECOSOC/2/D	To Realize Equality of Opportunity and Treatment for Youth	29 votes in favor, 16 votes against, 5 abstentions

## **Summary Report for Meeting 2**

Meeting 2 held its session to consider the agenda on “To Realize Equality of Opportunity and Treatment,” with four specialized committees on the following:

- A. To Realize Equality of Opportunity and Treatment for Persons with Disabilities
- B. To Realize Equality of Opportunity and Treatment for Indigenous Peoples
- C. To Realize Equality of Opportunity and Treatment for Women
- D. To Realize Equality of Opportunity and Treatment for Youth

The session was attended by representatives of 51 Member States of the United Nations Economic and Social Council.

On Friday, the Meeting shared regional concerns on the topics, and delegates started writing Working Papers in their committees. By Saturday afternoon, the Bureau received a total of four Working Papers, which were all turned into Draft Resolutions. Delegates then proceeded to work on making amendments. Each regional block and committee continuously engaged in open discussions.

On Sunday, delegates negotiated passionately on the proposed amendments. 73 amendments were submitted to all Draft Resolutions, and delegates worked with enthusiasm to reach a consensus. Meeting 2 adopted 4 resolutions following voting procedure, one of which received unanimous support by the body. We were truly excited and inspired to see esteemed delegates from various backgrounds come together to tackle issues that prevail across borders, and we would like to congratulate you all on your achievements.

## **Economic and Social Council**

### **To Realize Equality of Opportunity and Treatment**

### **To Realize Equality of Opportunity and Treatment for Persons with Disabilities**

*The Economic and Social Council,*

*Remembering the Universal Declaration of Human Rights*, adopted on 10 December 1948, that established the rights that all humans possess, with a specific focus on Article 23 focusing on the right to have employment and in Article 26 on the right to choose one's own employment,

*Reviewing Article 3 of the United Nations Convention on the Rights of People with Disabilities* (CRPD), adopted on 13 December 2006, focusing on the acceptance of others through non-discrimination, Article 5 on non-discrimination against those with disabilities, Article 24 on the directive to not discriminate, and Article 27 on eliminating discrimination in the workplace,

*Gravely concerned* about the lack of solid anti-discrimination policies and other disability-specific laws, *inter alia*, in developing countries, which is making it hard for persons with disabilities to participate freely and equally in working environments and in this regard, stressing the need for full implementation of the *2030 Sustainable Development Goals* (SDGs) pledging to leave no one behind,

*Welcoming* the work of the Washington Group of Statistics, operating under the United Nations Statistical Commission, as a benchmark for accumulating data on disability improvement programs,

*Affirming* the importance of “disability-inclusive” educational programs and training services provided in workplaces,

*Emphasizing* the United Nations agreement on SDGs 4 and 8 to give all people equal opportunities in education and work,

*Acknowledging* the role of the international community in upholding CRPD Article 27 Clause 1 Subclauses a and b to ensure a safe and healthy working environment for persons with disabilities, particularly considering those in informational technology industries and those in “at-home work” environment,

*Engaging* with the science, technology, engineering and mathematics (STEM) community to find sustainable ideas on disability infrastructure,

*Recognizing the importance of eliminating infrastructure disability barriers for older persons with disabilities as recognized in the CRPD under Article 28 Subclause b which ensures the access of older persons with disabilities to social protection programmes,*

*Fully aware of the need for a regional focus on disability rights considering the 2018 Pacific Disability Forum SDG-CRPD,*

1. *Recommends* Member States with existing domestic baseline non-discrimination policies, specifically relating to non-discrimination laws against persons with disabilities, continue their work and engage in discussions with Member States and experts in the field of workplace discrimination in relation to persons with disabilities as well as non-governmental organizations that focus on disability working rights;
2. *Recommends* all Member States, with special attention to those currently developing anti-discrimination policies and disability laws, consider the methods of the Washington Group on Disability Statistics and start collecting data on employment opportunities received by persons with disabilities, which could be taken into consideration when establishing new laws, including:
  - a. Wages;
  - b. Working hours;
  - c. Working styles;
  - d. Working benefits;
3. *Recommends* Member States suggest their institution improve job training for people without disabilities in order to enable them to understand different aspects of disability and improve the treatment of persons with disabilities by eliminating bias in the workplace;
4. *Recommends* Member States consider implementing disability awareness facilities in workplaces for all people with disabilities including in government buildings by 2030 through:
  - a. An increase in ramps and elevators in public spaces and workplace;
  - b. Equipping more official and government buildings to be more mindful of people with disabilities;
  - c. Providing more spaces in disabled parking;
5. *Welcomes* all Member States to consider establishing an advisory committee within CPRD with a focus on infrastructure, which is imperative to the adequate function of disabled persons within a workplace, in order to monitor current social needs in terms of infrastructure; to be discussed at the next CRPD conference in 2020;

6. *Calls for* all Member States to establish “at-home” technical and mobility support for persons with disabilities working at home by providing:
  - a. Additional systems within computer usage which would cater to sensory impairments;
  - b. Industry fitted disability-friendly desks and working spaces;
7. *Considers* the assistance of the STEM community for innovation for all Member States, especially those who require advancements in technology to work both domestically and internationally but due to social and economic conditions lack access to this community, to partake in sustainable infrastructure symposiums with a focus on improving disability infrastructure such as disability-friendly airplanes;
8. *Emphasizes* the importance of the well-being of working elderly and disabled persons and *suggests* potential changes to elderly and disabled persons’ mode of transportation and social function by considering:
  - a. “Wheeled-walker-friendly” paved roads to improve elderly disabled persons’ safety on the way to work;
  - b. Special bus for elderly and disabled persons to and from work;
  - c. Lending potential human support for persons with disabilities in workplaces;
9. *Accepts* the importance of regional assistance in ensuring equal and fair disability working conditions through continuous:
  - a. Regular regional UN-CRPD committee meetings;
  - b. Focus on regional disability rights improvement at the yearly CRPD Conference of State Parties.

## **Economic and Social Council**

### **To Realize Equality of Opportunity and Treatment**

### **To Realize Equality of Opportunity and Treatment for Indigenous Peoples**

*The Economic and Social Council,*

*Recognizing* the absence of a universal definition of indigenous peoples,

*Deeply concerned* with the lack of equality of opportunities and unfair treatment towards indigenous peoples,

*Stressing* the responsibility of Member States to protect the civil and political rights of indigenous peoples,

*Considering* that treaties, agreements, and other constructive instruments are the foundation of a strong relationship between indigenous peoples and the Member States,

*Recalling* the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP), established by the United Nations General Assembly (GA) in its resolution 61/295 in 2007, which addresses indigenous peoples' cultural rights and identity, right to education, health, and language, as stipulated in the *Universal Declaration of Human Rights* (UDHR) (1948),

*Reaffirming* Article 21 of the UNDRIP which recognizes the economic and social rights of indigenous peoples in the areas of employment, vocational training and retraining without discrimination,

*Concerning* the lack of opportunities and necessary skills of indigenous peoples to get decent jobs,

*Stressing* that the Member States and affiliated organizations have the duty to protect the rights and opportunities of indigenous people, without discrimination, within the area of employment,

*Considering* the possibility of using new educational methods and implementing measures to raise awareness about indigenous peoples by using different types of media to support exchanges between different communities,

*Reconfirming* GA resolution 49/214, passed on 23 December 1994, that established 9 August as the International Day of the World's Indigenous Peoples,

*Referring back to the various funds and programs the United Nations has organized in the past to decrease various inequalities,*

*Recalling the past discussions and declarations concerning the inadequate financial support by Member States and affiliated organizations towards indigenous peoples,*

1. *Suggests* each Member State define the term “indigenous peoples” in its own terms and to evaluate the conditions of each population;
2. *Recommends* a mechanism for Member States to take action regarding the civil and political rights of indigenous peoples, including but not limited to:
  - a. Recognizing the citizenship of indigenous peoples;
  - b. Including representation of indigenous peoples in central governments;
3. *Strongly suggests* Member States recognize and protect the civil and political rights of indigenous peoples within its borders;
4. *Strongly suggests further* using the mechanisms proposed by the Economic and Social Council to support indigenous peoples and provide more job opportunities by 2030 by:
  - a. Collecting data on current indigenous employment rate;
  - b. Organizing a specialized body which provides vocational programs for indigenous peoples so they will overcome their difficulties in getting and continuing jobs;
  - c. Improving employment program through conducting counseling to make indigenous peoples more competitive in the workplace;
  - d. Introducing employment program through conducting counseling to make indigenous peoples more competitive in the workplace;
  - e. Encouraging and supporting to hold local festivals financially and environmentally so that indigenous peoples can express their cultures;
5. *Encourages* Member States to comply and cooperate with international instruments in protecting the rights of indigenous peoples;
6. *Recommends* Member States organize a specialized body which provides vocational programs for indigenous peoples so they will overcome their difficulties in getting and continuing jobs;
7. *Encourages* Member States to guarantee indigenous peoples more job opportunities and help develop skills through:

- a. Cooperating with other Member States to have more variety of industries;
  - b. Establishing programs for indigenous peoples to promote advanced skills;
- 8. *Encourages* Member States and affiliated organization to provide kindly in tourism sector for indigenous people vocations and stable working conditions for indigenous persons by encouraging tourism in a local community's area through the preservation of cultural values and living environments;
- 9. *Requests* all Member States to provide education to raise awareness about indigenous peoples by:
  - a. Establishing education systems to teach children in primary schools as one independent subject by 2025 to extinguish discriminations which come from misunderstandings;
  - b. Exchanging information concerning historical events, traditions or values through using different types of media to address as many people as possible;
  - c. Introducing voluntary education programs for internal local workplaces so that employees recognize indigenous peoples and understand deeply about their country's indigenous peoples by having the United Nations make a guideline, cooperating with other organizations such as the International Labor Organization;
- 10. *Encourages* governments and the United Nations Permanent Forum on Indigenous Issues (UNOFII) to show respect for indigenous peoples' cultures, languages, and social customs within the workplace by:
  - a. Recommending countries to celebrate the International Day of the Indigenous peoples as a national holiday in United Nations Member States;
  - b. Encouraging and supporting to hold local festival financially, environmentally so that indigenous peoples can express their cultures by:
    - i. Applying several methods of charities;
    - ii. Encouraging festivals to be held on International Day of the World's Indigenous Peoples for indigenous peoples;
- 11. *Proposes* the improvement of the funding program, United Nations Voluntary Fund for Indigenous Peoples, by re-establishing it so it is dedicated only to the provision of financial aid towards indigenous peoples in the instances where they are unemployed.

## **Economic and Social Council**

### **To Realize Equality of Opportunity and Treatment**

### **To Realize Equality of Opportunity and Treatment for Women**

*The Economic and Social Council,*

*Noting* the programme of Gender and Development (GAD) to make a new program to discuss the movement, making citizens be aware of the equal ability of male and female,

*Basing* itself on the Joint Programme on Gender Equality and Women Empowerment undertaken by six United Nations (UN) agencies: United Nations Development Programme (UNDP), United Nations Children's Fund (UNICEF), International Labour Organization (ILO), United Nations Population Fund (UNFPA), United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women), and United Nations Educational, Scientific and Cultural Organization (UNESCO),

*Recalling*, in all aspects, the United Nations General Assembly's (GA) adoption of the Sustainable Development Goals on 25 September 2015 and its goal 5.1 and 5.2 proposed to reduce violence and discrimination against women by 2030,

*Recognizing* that UNICEF and its partners established the “Back to School” campaign, which provides training for teachers to improve awareness of gender equality in classrooms so that children are able to have gender-sensitive education so that the next generation will not have stereotypes about gender roles and women will not face a glass-ceiling in the workplace,

*Reaffirming*, in all its aspects, GA's adoption of the Sustainable Development Goals on 25 September 2015 and its goal 6.2 which proposed to give all people adequate sanitation and hygiene system to broaden their future choice of the job by getting an education at school,

*Recognizing* that the United Nations (UN) established UN-Women in 2010 in order to expand the opportunity for women and girls by enacting global standard and rules,

*Further recognizing* that discrimination based on race, sex, creed, or social standing should not be permitted, guaranteeing that women and men have equal opportunity,

*Noting* that in 2018, countries with a gender quota system elected significantly more women to parliaments than those without, with respectively, seven points more in single or lower chambers and 17 points more in upper chambers,

*Recalling the Universal Declaration of Human Rights (UDHR), adopted on 10 December 1948, especially Article 43 on indigenous people,*

*Noting with appreciation labor policies that forbid any form of discrimination based on race, gender, language, and religion,*

*Noting Article 7 of the Convention on the Elimination of All Forms of Discrimination against Women (1979), calling for State Parties to work with non-governmental organizations (NGOs) to improve women's rights,*

*Noting Micro Loan as an example of an non-governmental organization (NGO) where people can loan money directly to those in developing countries,*

*Noting with appreciation the Equal Opportunities (Persons with Disability) Act, which recognizes that women with disabilities are facing multiple discriminations,*

*Recalling the International Labour Organization (ILO) Declaration on Fundamental Principles and Rights at Work (1988),*

*Acknowledging the UN-Women's goal to achieve gender equality and empowerment of women,*

1. *Requests* all Member States to promote awareness on gender equality in the workforce by:
  - a. Retraining public servants, leaders, and educators, as they can influence women to take part in such movements;
  - b. Raising awareness via advertisement or social media;
2. *Encourages* all Member States to make a class about gender issues from elementary schools to high schools to deepen knowledge among students to eliminate future workplace gender discrimination;
3. *Invites* all Member States to encourage parents to understand how important girls' education is by holding workshops for parents to eliminate the root-causes of gender-based discrimination;
4. *Suggests* all Member States and UN agencies support improving the employment rate of women in countries which still focused on education by supporting the programmes under the United Nations Development Program (UNDP) which enhance gender equality and empowerment of women, such as employment creation projects, including job training programs, or projects which help enact laws to raise the age of marriage of women to 18;

5. *Requests* all Member States to provide adequate sanitation facilities for girls at school by joining the UNICEF Water, Sanitation and Hygiene (WASH) program which aims to make toilets, using the money given from UNICEF's WASH program budget, to get more girls to go to school so they will be educated, enabling them to get a good job;
6. *Welcomes* all Member States to create a universal training program for women which will provide classes to improve skills so that women have opportunities to get jobs to motivate women to participate in the workforce and fight for their rights so that women have a better chance of getting equal stance in job opportunities;
7. *Suggests* Member States adopt a law which specifies that at least 30% of candidates standing for election should be male and 30% female to create more equality of opportunity for women in the workforce by 2030;
8. *Welcomes* Member States to address gender perspective in the workforce and with all policies for women with disabilities to take into consideration the discrimination that women with disabilities face in the labor force by 2030, by:
  - a. Including gender breakdown in the statistics on people with disabilities;
  - b. Establishing awareness raising programs;
  - c. Encouraging the participation of disabled women in national disability programs;
9. *Welcomes* Member States to address gender perspective in the workforce and with all policies for indigenous women as to take into consideration the discrimination that indigenous people women face in the labor force by 2030, by:
  - a. Including gender breakdown in the statistics on indigenous peoples;
  - b. Establishing awareness raising programs;
10. *Welcomes* Member States to take into consideration gender perspective in all policies for female youth as to take into consideration the discrimination that female youth face in the labor force by 2030, by:
  - a. Including gender breakdown in the statistics on the youth;
  - b. Establishing awareness raising programs;
  - c. Supporting existing NGOs on youth;
11. *Considers* the possibility of micro lending assistance program facilitated by willing Member States aiding women in developing countries with the purpose to help women:

- a. Start their own business;
  - b. Increase entrepreneurial skills;
  - c. Enhance personal business finance management;
12. *Suggests* all Member States support NGOs that fight against sexual harassment and violence in the workplace by 2024, for the purpose of:
- a. Conducting additional studies that clarify the numbers of victims as to help NGOs tackle the problem more effectively;
  - b. Educating workers about gender rights and any forms of sexual harassment;
  - c. Creating opportunities and places to report their incidents in the workplace to provide a safer work environment.

**Economic and Social Council**  
**To Realize Equality of Opportunity and Treatment**  
**To Realize Equality of Opportunity and Treatment for Youth**

*The Economic and Social Council,*

*Calling attention to the gaps between the rich and the poor, especially in developing countries,*

*Bearing in mind that more than 72 million children around the world remain unschooled,*

*Reaffirming Article 26 of the *Universal Declaration of Human Rights*, adopted by the General Assembly in 1948, which stipulates that everyone has the right to education,*

*Acknowledging that the lack of quantity and quality of teachers in some countries leads to poor education and unfair disadvantages in youth job markets, with an average of 25% of young people with post-secondary education in low-income countries working under vulnerable employment,*

*Emphasizing the need for vocational education and training system which provides students internships at schools or corporations for youth to learn technology and specific skills,*

*Taking into account that financial barriers refrain many youths from starting their own business,*

*Concerned that opportunities for youth to obtain work experience are lacking,*

*Aware that there is a considerable lack of communication and cooperation between educational institutions and corporations,*

*Recalling the International Labour Organization resolution concerning a fair deal for migrant workers in a global economy, adopted in 2004, which suggested a non-binding multilateral framework to promote managed migration for employment purposes, including bilateral and multilateral agreements between host countries and countries of origin and measures to ensure that all migrant workers benefit from the provisions of all relevant international labour standards,*

*Recognizing the impact which youth give to economy and the importance of their participation in building sustainable development for the future,*

*Recognizing* that empowerment of and motivating youth can contribute to encouraging them to participate in the decision-making process, and affirming the achievement of youth participation in the decision-making process by applying it into practical implementation,

*Acknowledges* the Canada World Youth organization for helping indigenous youth to be great leaders and discover other cultures by participating in local, national, and international programs,

1. *Calls* for educational funds to be made for Member States in order to fund youth in undereducated sectors under the condition of:
  - a. Providing a clear proposal of the funding allocations, which then will be granted if the sponsoring states approve the proposal;
  - b. Following the granting of the funding, for which a clear report of the funding allocation should be sent back to the sponsor;
2. *Requests* governments to support funds received in poorly educated areas in the near future to decrease the income gap between rural and urban areas, experienced by the youth, and increase the employment rates in rural areas;
3. *Endorses* governments to support programs that send volunteer teachers to states in need of such human resources in which:
  - a. The volunteers will be sponsored by the sending states with resources;
  - b. The teachers will simultaneously teach students and trainees in a “learning-by-doing” curriculum;
4. *Recommends* governments promote internships at schools or corporations for the youth, to decrease the number of unemployment rate, based on vocational education and training system such as dual training models which provides equal opportunities for youth to acquire skills in the areas of, but not limited to, industrial and electrical technology, infrastructure, agriculture, health, media, and service;
5. *Supports* youth who start their own business by providing preferential tax treatment from the government and subsidies from the World Bank;
6. *Calls* for flexible coordination between educational institutions and corporations to expand the labour market supply and demand for the youth;
7. *Encourages* the establishment of a multilateral framework among states in order to recognize the qualifications of youth migrant workers which:
  - a. Aims to create a qualified workforce on an international scale;

- b. Gives the youth more exposure towards diverse opportunities;
  - c. Promotes cooperation among states that will built upon this framework;
- 8. *Conscious of* the importance of the voice of youth within domestic and international committees, especially in relation to workplace policies, which can be reinforced by:
  - a. Holding an annual conference with youth representatives gathered from all regions and social backgrounds of the country;
  - b. Providing the youth opportunities to send online reports to express their ideas and submit feedback;
- 9. *Encourages* governments to launch youth policy suggestions based on the achievement of the conference to:
  - a. Protect the youth's rights to participate in education and vocational training without any limitation;
  - b. Guarantee employment opportunities for the youth;
- 10. *Suggests* international youth organizations cooperate with the Member States in the near future to train youth to:
  - a. Develop their leadership skills and to let them act like active citizens;
  - b. Help them gain concrete skills and knowledge to create a greater opportunity for entrepreneurship.