

FIRST
MIDDLE
SCHOOL
KIFISSIA
ATHENS



MSK.
MUN

Committee: Youth Committee

Dear delegates,

I welcome each and every one of you to the MSKMUN 2021 Conference and the Youth Committee. My name is Paris Gantzoula and I'll be your Chair for this conference. Introducing myself is the worst part for me, but I'm 15 years old and I'm in the first grade of high school. I've been to approximately five MUN conferences and it's my first time chairing, which is really exciting!

I'm looking forward to organizing the debate in the Youth Committee and participating in this year's conference.

Paris Gantzoula

Greetings!

My name is Sophia Koumianaki and I am 14 years old. I have been presented with the honor to hold the position of the Youth Committee in this year's MSKMUN. I am currently attending my 3rd year of middle school at the Anavryta Model High School. MUN has been a fantastic experience which helped me broaden my horizons and enrich my vocabulary.

I am very excited to meet the delegates and organize the debate in the Youth committee. I am looking forward to chairing for the first time. I am so excited to participate in this year's MUN and cooperate with the MSKMUN Organizing Team and the Chairs aiming to conduct a fruitful and educative debate. If any further questions occur regarding the topic, please contact me through the Youth email:

committeeyouth813@gmail.com

Topic: Hooligans in sports

Timeline of events:

1979

hooliganism was codified in the Criminal Law

2002

the Council adopted a decision concerning security in connection with football matches with an international dimension

2003

adoption of the Law on prevention of violence and incident behaviour at sport events

2007

The International Olympic Committee, the Association of Olympic Committees of Africa, and the African Union issued the Brazzaville Declaration, proposing to join their efforts with those of governments, NGOs and private partners to create a fund for sport for peace initiatives



Term dictionary:

Key Term	Definition
Sport	An activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment.
Hooliganism	Hooliganism is disruptive or unlawful behavior such as rioting, bullying and vandalism, usually in connection with crowds at sporting events.
Hooligan	A usually, but not always, young man/woman who engages in rowdy or violent behavior especially as part of a group or gang

Referee	a person who is in charge of a sports game and who makes certain that the rules are followed
Spectator	a person who watches an activity, especially a sports event, without taking part

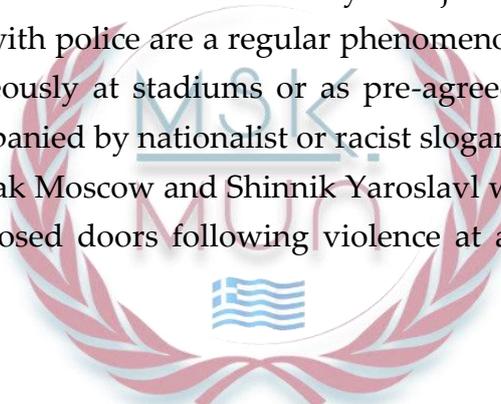
Countries of major involvement:

1. RUSSIA

Football hooliganism has been on the rise in Russia since the fall of the Soviet Union in 1991.

“Firms”, are now attached to all of the country’s major clubs and fights between hooligans and scuffles with police are a regular phenomenon in the Russian leagues, either starting spontaneously at stadiums or as pre-agreed battles in remote sites. Violence is often accompanied by nationalist or racist slogans and symbols.

In one recent case Spartak Moscow and Shinnik Yaroslavl were fined and ordered to play matches behind closed doors following violence at a cup match where Nazi banners were unfurled.



In 2010, several thousand youths rioted outside the Kremlin, clashing with police and attacking passers-by who they took for non-Russians, after the death of an ethnic Russian football fan was blamed on a man from the North Caucasus.

President Vladimir Putin, seeking to appease football fans and soothe the worst outbreak of ethnic violence in Moscow in post-Soviet history, met with football enthusiasts and laid flowers at the grave of the dead supporter, Yegor Sviridov. Many observers, however, say that his death and much of the violence is related to ethnic tensions rather than football.

Russia introduced a 'supporters law' this year, which enables courts to ban fans from grounds for up to seven years but the Government, Russian Football Union, the clubs and police routinely pass the buck when it comes to responsibility for the problems. A fiction film titled "Around football", which tells the story of Spartak "firm" members who ignore potentially tragic consequences to make fighting for their club the essence of their lives was also recently released.

2. ITALY

Italy is famous for its 'ultras', groups of hardcore fans who are frequently behind the stadium violence which has dogged all levels of the country's football since the 1970s. The death of policeman Filippo Raciti during the fighting that followed the Catania-Palermo derby of February 2007 led authorities to introduce a number of hardline measures.

These included blanket bans on away fan travel, banning orders handed out by the police rather than the courts and an ID card scheme which has targeted normal fans and hooligans alike.



Some major flare-ups still occur, however, with Rome derbies blighted by stabbings and clashes with police, while this season's match between Bologna and Hellas Verona was the scene of fighting between rival fans.

Violence is not limited solely to stadiums, but also the surrounding areas and motorway service stations as fans criss-cross the country in large organised groups.

Ultras use knives, but rarely to inflict serious harm, and talk about "light stabbing" to mean knife attacks on an opposing fans' buttocks.

3. GREECE

Greece is undoubtedly one of European football's violence blackspots and has a chequered track record of incidents including pitch invasions, stabbings and attacks on police.

Fighting involving organised fan clubs is commonplace.

The main culprits are the traditional big clubs, Olympiakos Piraeus, Panathinaikos, AEK Athens and PAOK Salonika, and, like in Italy, it is common for the 'ultras' factions around those teams to clash both inside and outside of stadiums before and after matches.

There is an emerging trend for hooligans to target sports other than football, such as handball, volleyball and water polo where there is usually a limited police presence.

All of those clubs listed have been punished with heavy fines and have been forced to play matches behind closed doors in recent seasons as part of an attempted crackdown from the government, the Greek FA and the Super League.



A hardline sports law was introduced by the government in 2012 and was the culmination of several years' work after the fatal stabbing of an Olympiakos fan four years earlier had prompted the authorities to get tough on violence.

The stiffest penalty imposed by the Greek league was for Panathinaikos, who were docked five points and forced to play four games behind closed doors in March 2012 as punishment for crowd violence following a derby against Olympiakos.

The match was abandoned after being interrupted twice by crowd trouble when sections of the stadium were set on fire and police were also attacked.

Players union Fifpro set up a special European task force in 2011 to look into attacks by fans on players and cited Greece as one of the focus countries.

4. ENGLAND

England, which suffered so badly with hooliganism in the 1970s and 80s that the problem was sometimes described as "the English disease", has largely put its house in order.

A concentrated clamp-down by police, involving detailed intelligence operations, helped identify many of the regular trouble-makers and banning orders kept them away from grounds. As with many other countries, trouble still occurs further away from grounds while there are still regular problems in many lower league games, often unreported as they take place away from the media spotlight.



Background information:

The words hooliganism and hooligan began to be associated with violence in sports, in particular from the 1970s in the UK with football hooliganism.

The phenomenon, however, long preceded the modern term; for example, one of the earliest known instances of crowd violence at a sporting event took place in ancient Constantinople. Two chariot racing factions, the Blues and the Greens, were involved in the Nika riots which lasted around a week in 532 CE; nearly half the city was burned or destroyed, in addition to tens of thousands of deaths.

Sports crowd violence continues to be a worldwide concerning phenomenon exacting at times a large number of injuries, damage to property and casualties. Individual, contextual, social and environmental factors interact and influence one another through a dynamic process occurring at different levels.

Macro-sociological accounts suggest that structural strains, experiences of deprivation or a low socio-economic background can at times be instrumental to the acceptance and reproduction of norms that tolerate great levels of violence and territoriality, which is a common feature of football hooliganism. Furthermore, social cleavages within societies facilitate the development of strong in-groups bonds and intense feelings of antagonism towards outsiders which in turn can facilitate group identification and affect the likelihood of fan violence.



Previous attempts to solve the issue:

Within the framework of the new strategic approach to addressing fan violence, the emphasis was put on

1. preventive measures
2. differentiating true supporters from hooligans, who were effectively no supporters
3. on intensifying communication between the police, fans and fan groups.

It was realized that hooligans, extremists, criminals, ultra right-wing groups, know quite well how to fill the prevention gap trying to win over and attract masses of young people and fans. Some European countries responded, which would be a somewhat belated strategy, by developing the so-called fan projects whose objective was to separate the youth and true fans from extremists, hooligans and violators. The objective of the projects was to attract the youth and keep them within the boundaries of sports

and cheering and away from extreme hooligans. The government offered to the young people and fan clubs new models of organization, support and benefits in order to distance a great number of young people from extremists. The police responded similarly and started developing strategies to improve relationships with the youth, supporters and fan clubs in order to reduce conflicts and keep them away from the extremists and hooligans, whereby they applied a differentiated approach in interventions and reduced the need for applying police force. The repressive mechanism too had its strategic role which entailed quick and strict sanctioning of hooligans, barring them from matches, registering them in the police records, performing controls, analysis, intelligence work etc.

The situation today:

There are many researches on the phenomenon of violence of extreme fan groups conducted in the world today, both in the field of phenomenology and etiology, and in regard to the efficiency of controlling violent criminality of extreme fans. Generally, the second half of the 20th century saw global changes in the nature and dimensions of violence at sports events, including the scientific understanding of causes and prevention of violence at sports events, particularly in developed European countries.



The problem, oversimplified:

Does hooliganism still exist?

Hooligans are almost non-existent in civilized modern countries. They existed in early 80's football matches. An incident occurred in 1989 that caused the death of 96 fans also known as the Hillsborough Stadium disaster. After that incident, some necessary actions were taken regarding safety and to eliminate hooligans.

Is hooliganism a crime?

Hooliganism was listed as a criminal offense, similar to disorderly conduct in some other jurisdictions, and used as a catch-all charge for prosecuting unapproved behavior.

Possible solutions:Alcohol ban

Alcohol should be banned in stages.

- a) What should happen to people who are caught with alcohol?
- b) Should they be charged with imprisonment or get an indictment?

Improved security

Video surveillance, searching supporters entering the stadium by police and large numbers of stewards who constantly monitor supporters throughout a match.

- a) Who will fund all these? Is it going to be the UN or another department responsible?
- b) How are you going to convince people to be filmed?

Segregation of fans

Rival supporters are kept apart and are in separate areas of the stadium. Away fans are kept behind after the game to allow the home fans to leave the venue.

Sources for further research:

<https://en.wikipedia.org/wiki/Hooliganism>

<https://www.dw.com/en/hooliganism-in-2019-mma-organized-fights-and-networks/a-51717131>

<https://www.files.ethz.ch/isn/180014/English.pdf>

Topic: Improving females access to education worldwide

Timeline of events:

March 31, 1776	<ul style="list-style-type: none"> Abigail Adams, future first lady, made a plea to her husband, Founding Father John Adams, saying «Remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.»
1811	<ul style="list-style-type: none"> The National Society for Promoting the Education of the Poor was founded by the Church of England to provide schools.
1841	<ul style="list-style-type: none"> Three women gained bachelor's degrees from Oberlin College. They were the first American women to gain it.
July 19-20, 1848	<p>In the first women's rights convention organized by women, the Seneca Falls Convention is held in New York, with 300 attendees. Sixty-eight women and 32 men sign the Declaration of Sentiments, which sparked decades of activism, eventually leading to the passage of the 19th Amendment granting women the right to vote.</p>
1873	<ul style="list-style-type: none"> Emily Davies and Barbara Bodichon founded Girton College at Cambridge, an all-female college. Sixty-eight women and 32 men sign the Declaration of Sentiments, eventually leading to the passage of the 19th Amendment granting women the right to vote.
January 23, 1879	<ul style="list-style-type: none"> Elizabeth Blackwell became the first woman to graduate from medical school and became a doctor in the US. She graduated from Geneva College in New York with the highest grade in her entire class.

<p>June 23, 1972</p>	<ul style="list-style-type: none"> Title IX of the Education Amendments is signed into law by President Richard Nixon. It states «No person in the US shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance»
<p>July 7, 1981</p>	<ul style="list-style-type: none"> Sandra Day O' Connor is sworn in by President Ronald Reagen as the first woman to serve on the US Supreme Court. She retires in 2006 after serving for 24 years.

Term dictionary:

<p>Education</p>	<p>the process of receiving or giving systematic instruction, especially at a school or university.</p>
<p>Worldwide</p>	<p>extended throughout or involving the entire world</p>
<p>Title IX</p>	<p>Title IX of the Education Amendments of 1972 prohibits sex (including pregnancy, sexual orientation, and gender identity) discrimination in any education program or activity receiving federal financial assistance.</p>

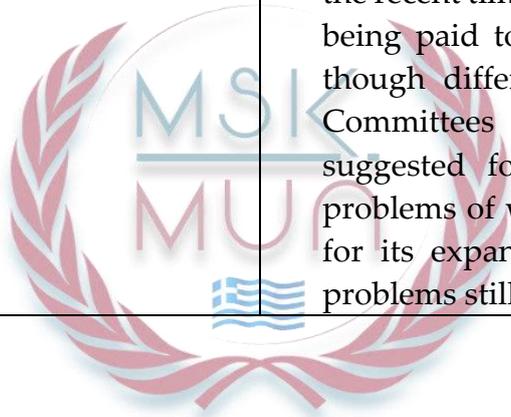
Countries of major involvement:

<p>South Africa</p>	<ul style="list-style-type: none"> Almost 70 percent of employed women in South Asia work in agriculture, as do more than 60 percent of employed women in sub-Saharan Africa. This highlights the importance of developing policies and programmes that address their needs, interests and constraints.
----------------------------	--

Africa	<ul style="list-style-type: none"> • Women in sub-Saharan Africa collectively spend about 40 billion hours a year collecting water. Per week, women in Guinea collect water for 5.7 hours, compared to 2.3 hours for men; in Sierra Leone women spend 7.3 compared to 4.5 hours for men; and in Malawi this figure is 9.1 compared to 1.1 hours. This significantly impacts women's employment opportunities. • In Egypt, Indonesia and several African countries, building local schools in rural communities increased girls' enrolment.
Pakistan	<ul style="list-style-type: none"> • A half-kilometre increase in the distance to school will decrease girls' enrolment by 20 percent
Cambodia	<ul style="list-style-type: none"> • 48 percent of rural women are illiterate compared to 14 percent of rural men.
Latin American and Caribbean region	<ul style="list-style-type: none"> • Children of mothers with no education in the Latin American and Caribbean region are 3.1 times more likely to die than those with mothers who have secondary or tertiary education, and 1.6 more likely to die than those whose mothers have primary-level education.

India

- Due to conservative traditionalism, women’s status has, through ages, been considered to be lower than that of men. During the later part of the Vedic period the Aryans had sealed the fate of women culturally and socially by denying them the right to study Vedas and thus half of the population was deprived of one of the most fundamental human rights.
- The importance of women in matters of building the character of the citizens, economic reconstruction of the country and social reforms is being realized. Under the fast changing conditions in the country in the recent times increased attention is being paid to their education. Even though different Commissions and Committees appointed at times, suggested for the solution of the problems of women’s education and for its expansion, there are certain problems still persist in that field.



Background information:

Women’s history is full of trailblazers in the fight for equality in the United States. From Abigail Adams imploring her husband to “remember the ladies” when envisioning a government for the American colonies, to suffragists like Susan B. Anthony and Elizabeth Cady Stanton fighting for women's right to vote, to the rise of feminism and Hillary Clinton becoming the first female nominee for president by a major political party, American women have long fought for equal footing throughout the nation’s history. Progress continues to be made. As Clinton said while accepting her nomination, “When there are no ceilings, the sky's the limit.”

Ensuring that all girls and young women receive a quality education is their human right, a global development priority, and a strategic priority for the World Bank.

Achieving gender equality is central to the World Bank Group twin goals of ending extreme poverty and boosting shared prosperity. As the largest financing development partner in education globally, the World Bank ensures that all of its education projects are gender-sensitive, and works to overcome barriers that are preventing girls and boys from equally benefiting from countries' investments in education.

Both individuals and countries benefit from girls' education. Better educated women tend to be more informed about nutrition and healthcare, have fewer children, marry at a later age, and their children are usually healthier, should they choose to become mothers. They are more likely to participate in the formal labor market and earn higher incomes. A recent World Bank study estimates that the "limited educational opportunities for girls, and barriers to completing 12 years of education, cost countries between US\$15 trillion¹ and \$30 trillion in lost lifetime productivity and earnings." All these factors combined can help lift households, communities, and countries out of poverty.



Women's pursuit of an equal, in-depth, high-level education as adults has met many stumbling blocks over the centuries: inferior standards (or the complete absence) of education for young girls, beliefs in women's intellectual inferiority, and worries that education in non-domestic subjects wouldn't adequately prepare women for their "natural" role as wives and mothers. To the women of a century ago, the fact that 11.7 million women started college in America in 2016 would seem like a miracle. The ability to get your degrees as a woman isn't something to be taken for granted.

In the ancient world, the famously fierce Greek province of Sparta was unique in that it allowed women and men the same levels of basic education on an identical curriculum, and let them interact scholastically instead of segregating them. And India, according to the evidence of texts from the 7th and 8th centuries, viewed women traveling to university to study as pretty normal, and saw women intellectuals

as perfectly capable of interrogating other academics.

Elsewhere, however, women's education was much more paltry. In ancient China, for instance, women were often educated only in social roles and correct behavior, with the idea that this information could make them good family assets and fine wives. So the women who were able to access education in ancient times were often exceptions rather than rules: for instance, the Platonic Academies of ancient Greece were open-air philosophical schools that allowed occasional exceptional adult women, like Plato's student Lastheneia (who attended dressed as a man) and the famous mathematical polymath Hypatia.

It was in the 19th century that the blossoming of higher education for women really started to accelerate around the world. In 1873, for instance, Emily Davies and Barbara Bodichon founded Girton College at Cambridge, an all-female college. 1833 saw the founding of Oberlin College, which was coed from its first class; and 1871 heralded the first coeducational college class in Britain, held in University College London in the Political Economy course with, the professor in charge noted, "five ladies who are manifesting a very intelligent interest in the subject and are evidently studying it with care."



Previous attempts to solve the issue:

- UNICEF works with communities, Governments and partners to remove barriers to girls' education and promote gender equality in education – even in the most challenging settings. Because investing in girls' secondary education is one of the most transformative development strategies, they prioritize efforts that enable all girls to complete secondary education and develop the knowledge and skills they need for life and work. This will only be achieved when the most disadvantaged girls are supported to enter and complete pre-primary and primary education.
- The Nurturing Excellence in Higher Education Project in Nepal is focusing on increasing access to tertiary education for young women from low-income groups,

and additional providing scholarships for the poorest applications, alongside communication and advocacy campaigns for more female enrollment in STEM subjects.

- In Pakistan, the Higher Education Development project seeks to support women enrolled in STEM programs, with an aim to move them from 2-year to more comprehensive 4-year programs.
- The Girls Empowerment and Quality Education for All Project in Sao Tome & Principe is creating girls' clubs after school, where they are also provided with life skills training, and counseling
- In the early 19th century, in Britain, the churches provided a rudimentary education for many poor children. In 1811 The National Society for Promoting the Education of the Poor was founded by the Church of England to provide schools. In 1814 The British and Foreign Schools Society is founded by non-conformists (Protestants who did not belong to the Church of England).

The situation today:

- Worldwide, 129 million girls are out of school. Only 49 per cent of countries have achieved gender parity in primary education. At the secondary level, the gap widens: 42 per cent of countries have achieved gender parity in lower secondary education, and 24 per cent in upper secondary education.
- Women make up more than two-thirds of the world's 796 million illiterate people.
- According to global statistics, just 39 percent of rural girls attend secondary school. This is far fewer than rural boys (45 percent), urban girls (59 percent) and urban boys (60 percent).
- Every additional year of primary school increases girls' eventual wages by 10-20 percent. It also encourages them to marry later and have fewer children, and leaves them less vulnerable to violence.
- While progress has been made in reducing the gender gap in urban primary school enrolment, data from 42 countries shows that rural girls are twice as likely as urban girls to be out of school.
- Rural women's deficits in education have long-term implications for family well-being and poverty reduction. Vast improvements have been seen in the mortality

rates of children less than 5 years old since 1990, but rural rates are usually much higher than urban ones.

- Data from 68 countries indicates that a woman's education is a key factor in determining a child's survival.
- Children of mothers with no education in the Latin American and Caribbean region are 3.1 times more likely to die than those with mothers who have secondary or tertiary education, and 1.6 more likely to die than those whose mothers have primary-level education.
- Surveys in 55 developing countries reveal that girls are more likely to be out of school at a lower secondary age than boys, regardless of the wealth or location of the household. Almost two thirds of the world's 775 million illiterate adults are women. In developing regions, there are 98 women per 100 men in tertiary education. There are significant inequalities in tertiary education in general, as well as in relation to areas of study, with women being over-represented in the humanities and social sciences and significantly under-represented in engineering, science and technology.



The problem, oversimplified:

The nineteenth century saw major advances in educational opportunities for women and girls, from the common school movement in the early part of the century to multiple opportunities in higher education at the century's close. In the 1800s, women began to play central roles in education - as teachers and as learners, in formal and informal education settings, on the frontier and in the cities. Girls' education goes beyond getting girls into school. It is also about ensuring that girls learn and feel safe while in school; have the opportunity to complete all levels of education, acquiring the knowledge and skills to compete in the labor market; gain socio-emotional and life

skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world.

Possible solutions:

The education of girls and women is an integral part of national development. Steps that are being taken to improve and expand their education will not recede to the background due to lack of finance. It must be remembered that there is still a big gap to be filled between the education of the boys and girls, further; mother is the pivot of family life.

- what are the main problems of women facing their education?
- how to emend the lack of coordination that existed between the home, the school and the life outside?
- how to decrease or even abolish gender-based violence in schools?

Treaties on the matter:

Since the enactment of Title IX in 1972, federal law has guaranteed the right to education free from sex discrimination, and since then women and girls have made great strides toward achieving equality.

The behaviors prohibited by Title IX are:

- a. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- b. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- c. Deny any person any such aid, benefit, or service;
- d. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- e. Discriminate against any person in the application of any rules of appearance;
- f. Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;
- g. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis

of sex in providing any aid, benefit or service to students or employees;

- h. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Under Title IX, sex discrimination can take many forms, such as:

- a. Denying admission of a person into an educational or training program on the basis of sex;
- b. Disqualifying a person for a research position on the basis of sex when it is irrelevant to ability to perform the job;
- c. Providing unequal educational resources to students of one sex compared to another;
- d. Engaging in gender –based or sexual harassment such as making unwelcome sexual comments, advances, and/or name-calling on the basis of sex

The Secretary of Education amends the regulations implementing Title IX of the Education Amendments of 1972. The final regulations specify how recipients of Federal financial assistance covered by Title IX, including elementary and secondary schools as well as postsecondary institutions, must respond to allegations of sexual harassment consistent with Title IX's prohibition against sex discrimination. These regulations are intended to effectuate Title IX's prohibition against sex discrimination by requiring recipients to address sexual harassment as a form of sex discrimination in education programs or activities. The final regulations obligate recipients to respond promptly and supportively to persons alleged to be victimized by sexual harassment, resolve allegations of sexual harassment promptly and accurately under a predictable, fair grievance process that provides due process protections to alleged victims and alleged perpetrators of sexual harassment, and effectively implement remedies for victims. The final regulations also clarify and modify Title IX regulatory requirements regarding remedies the Department may impose on recipients for Title IX violations, the intersection between Title IX, Constitutional protections, and other laws, the designation by each recipient of a Title IX Coordinator to address sex discrimination including sexual harassment, the dissemination of a recipient's non-discrimination policy and contact information for a Title IX Coordinator, the adoption by recipients of grievance procedures and a grievance process, how a recipient may

claim a religious exemption, and prohibition of retaliation for exercise of rights under Title IX.

Sources for further research:

- <https://www.aclu.org/issues/womens-rights/womens-rights-education>
- <https://www.worldbank.org/en/topic/girlseducation>
- <https://www.unicef.org/education/girls-education>
- <https://www.right-to-education.org/girlswomen>
- https://en.wikipedia.org/wiki/Female_education



Topic: The question of taking measures to abolish single-use plastics from the market

Timeline of events:

16 January 2018

- Publication of the EU plastics strategy - outlining the need for a legislative proposal on single-use plastics



1 June 2019

- 'Play it Out' took place at the Sir Vivian Richards National Stadium in Antigua and will be live-streamed globally
- 'Play it Out' is a festival against plastic pollution. Hosted by the Government of Antigua and Barbuda, and sponsored by the Government of Norway, the festival will see musicians and artists from around the world come together with policy leaders, innovators, and celebrity guests, to help 'ring the closing bell' on plastic use

2 July 2019

- Directive on single-use plastics enters into force

31 May 2021

- Commission adopts guidelines on single-use plastics products, and implementing decision on reporting on fishing gear

3 July 2021

- The EU no longer allows certain single-use plastic items to be placed on the Member States market; and marking requirements enter into force

1 October 2021

- Commission adopts Implementing Decision 2021/1752
- Implementing Decision 2021/1752 lays down rules for the calculation, verification and reporting of data on the separate collection of waste single-use plastic beverage bottles.

Term dictionary:

Key Term	Definition
Plastics	a synthetic material made from a wide range of organic polymers such as polyethylene, PVC, nylon, etc., that can be moulded into shape while soft, and then set into a rigid or slightly elastic form
SUPs	Single-use plastic products (SUPs) are used once, or for a short period of time, before being thrown away. The impacts of this plastic waste on the environment and our health are global and can be drastic. Single-use plastic products are more likely to end up in our seas than reusable options.
Environment	the natural world
Consumer	a person who buys goods or services for their own use

Countries of major involvement:

Region	Year	Level	Policy Announced	Features
Africa	2017	National	Ban	Government is considering the introduction of a ban on plastic bags
	2013	National	Ban	Ban on production, importation, usage and stocking of low density smooth plastic and packaging bags
	2011	National	Ban	The government announced a ban on the production, importation, sale, and use of plastic bags, but did not announce when it would take effect
Central and South America	2021	National	Ban	The government announced the phasing out of all kinds of disposable plastics by 2021
	2018	National	Ban	The government is considering the introduction of a ban on non-biodegradable plastic bags below 50-gallon capacity and on Styrofoam containers
	2017	National	Levy	Levy on consumer on single-use plastic bags
Europe	2017	National	Levy	The government is planning the introduction of a PLN 1 (around \$0.28) levy on plastic bags. Implementing measures

				were notified to the European Commission in November 2017. The first fees are supposed to be collected in 2019
	2017	National	Levy	Levy on consumer for lightweight carrier bags, to become effective after 31 December 2018
	2017	National	Ban	Ban on free lightweight plastic bags. The Ministry of Environment issued a legislative blueprint
	2017	National	Levy	Levy on consumer for disposable plastic bags with a thickness between 15 μ and 50 μ . The levy was intended to be introduced in March 2018, but was postponed. A total ban of lightweight and very lightweight non-compostable plastic carrier bags is supposed to come into effect in 2020
Oceania	2017	Local	Levy	Levy on plastic bags. Almost half of the nation's mayors have signed an open letter to the Ministry of the Environment to impose a mandatory charge on plastic bags. A supermarket chain launched a campaign, letting shoppers decide how much to pay (or not) for plastic bags. Another supermarket chain announced that it will

				phase out all plastic bags by 2018
	2018	National	Ban	Ban on the use, manufacture and importation of single-use plastic bags.

Treaties on the matter:

- Levy on retailers. No enforcement upon retailers to charge for plastic bags. Retailers decide if and how much to charge. Tax resulted in voluntary levy on plastic bags. Decline in the consumption of plastic bags: 50% drop within 18 months, partial success probably due to consistently high prices of bags. However control over pollution resulting from plastic carrier bags failed, leading to discussions about banning them
- Levy on consumers. Implementation in different phases. Initially limited Impact due to implementation only in selected chains and outlets. In 2015, the levy was extended to over 100,000 retailers. 25% fewer bags were disposed in landfills within one year.
- Requirement to substitute polyethylene and polypropylene bags with alternatives, or, if not done, to take back any quantity of plastic bags from any source and dispose of them properly and compensate the public by giving them a discount if they bring their own bag, or to pay them with food products for every 50 plastic bags they bring. Reduction of 24% of plastic bags used each year.
- Levy on consumers (€ 0.034, around \$0.04) for non-biodegradable plastic bags. The levy will be raised to € 0.07 (\$0.086) in 2019. Businesses will be allowed to charge customers for thicker bags (up to 70µ). After the first month of implementation lightweight plastic bag consumption decreased by 75-80% and sales of reusable shopping bags increased sharply.
- Ban on single-use Styrofoam containers instituted in New York City. The ban was challenged by a coalition of recycling firms and plastics manufacturers

who claimed the material is recyclable. The ban was lifted in 2015 and reintroduced in 2017.

- Ban on manufacture, use and import of single-use plastic bags, straws and polystyrene takeaway food containers. Bags to wrap and carry fish or meat are exempt.

Background information :

Through the EU's Directive on single-use plastics, different measures are being applied to different products. These measures are proportionate and tailored to get the most effective results, and also take into account if more sustainable alternatives are available.

The 10 items being addressed by the Directive are:

- Cotton bud sticks
- Cutlery, plates, straws and stirrers
- Balloons and sticks for balloons
- Food containers
- Cups for beverages
- Beverage containers
- Cigarette butts
- Plastic bags
- Packets and wrappers
- Wet wipes and sanitary items



Where sustainable alternatives are easily available and affordable, single-use plastic products cannot be placed on the markets of EU Member States. This applies to cotton bud sticks, cutlery, plates, straws, stirrers, and sticks for balloons. It will also apply to cups, food and beverage containers made of expanded polystyrene, and on all products made of oxo-degradable plastic.

For other single-use plastic products, the EU is focusing on limiting their use through:

- reducing consumption through awareness-raising measures

- introducing design requirements, such as a requirements to connect caps to bottles
- introducing labeling requirements, to inform consumers about the plastic content of products, disposal options that are to be avoided, and harm done to nature if the products are littered in the environment
- introducing waste management and clean-up obligations for producers, including Extended Producer Responsibility (EPR) schemes

Specific targets include:

- a 77% separate collection target for plastic bottles by 2025 – increasing to 90% by 2029
- incorporating 25% of recycled plastic in PET beverage bottles from 2025, and 30% in all plastic beverage bottles from 2030

Previous attempts to solve the issue :

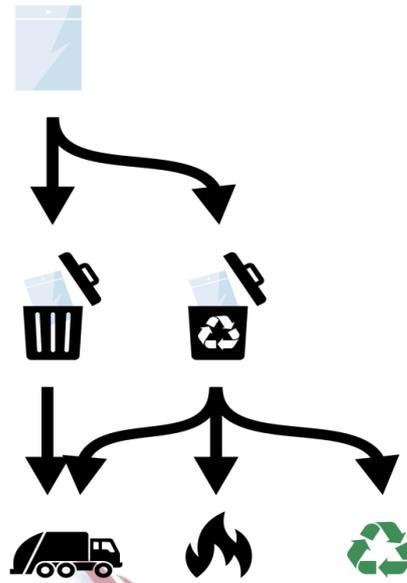
The President of the UN General Assembly has included the issue of plastic pollution as a priority during the 73rd Session. Working together with Member States, UN agencies, civil society groups, and the private sector, President Espinosa intends to support efforts that help reduce plastic consumption, raise awareness, and support efforts to find global, regional and local solutions.

The UN was the first stop on a global tour for the 'Planet or Plastic' exhibit. The exhibit has been showcased in the Visitor's Center of the UN General Assembly from 25 May until 24 June 2019.

The situation today:

The advent of plastic revolutionized every aspect of human existence; plastics can be found on the international space station, in medical equipment, in educational materials and in arguably every job and livelihood on the planet.

Yet, decades of overuse and a surge in short-lived, single-use plastics, has led to a global, environmental catastrophe. Up to 12 million tons of plastics are being swept into the oceans annually and gyres, or so-called 'islands of plastic', are blossoming. While most plastics are expected to remain intact for decades or centuries after use, those that do erode end up as microplastics, consumed by fish and other marine wildlife, quickly making their way into the global food chain. Indeed, micro-plastics have been found everywhere from the Arctic to the Swiss mountains, in tap water and in human feces.



*Leakage into the natural environment is most likely to occur after being discarded, at similar rates to other municipal film waste.

1

Most frequently, our plastic bags are not recycled by consumers or retailers. They are discarded.

2

Even when properly disposed, many municipalities do not recycle plastic bags. They are frequently sent to landfills or burned because of technological and/or cost barriers.

3

Bottom Line: Even in the best of circumstances, only a fraction of recycled plastic bags are actually recycled.

The problem, oversimplified:

What is the main problem with plastic?

The problem with plastic is that most of it isn't biodegradable. It doesn't rot, like paper or food, so instead it can hang around in the environment for hundreds of years. Each year, 400 million tons of plastic is produced and 40% of that is single-use - plastic we'll only use once before it's binned.

Why is plastic a problem for the environment?

The problem, oversimplified, is that plastic pollution causes harm to humans, animals and plants through toxic pollutants. It can take hundreds or even thousands of years for plastic to break down so the environmental damage is long-lasting. It affects all organisms in the food chain from tiny species like plankton through to whales.

**Possible solutions :**

To beat plastic pollution, we need to entirely rethink our approach to designing, producing and using plastic products. We need solutions that lead to sustainable behavior change

- How to spread global awareness and advocacy
- Does strong policies and leadership help? How?
- The Assembly's campaign against plastic pollution will seek to enhance awareness to the challenges and opportunities; advocate for consumer action; and urge leadership from world leaders

Chair's personal message to the delegates:

Dear delegates, we advise you to study this BGP well, but not completely focus your attention here. Remember to not copy-paste the whole resolution from a specific site. You are advised to do more research on other sites too. For any questions do not hesitate to contact us via email. Thank you!