



***JAPAN ENGLISH
MODEL UNITED NATIONS***

**HANDS-ON COLLABORATIVE
PROBLEM SOLVING
WITH LEGO®**

STUDY GUIDE

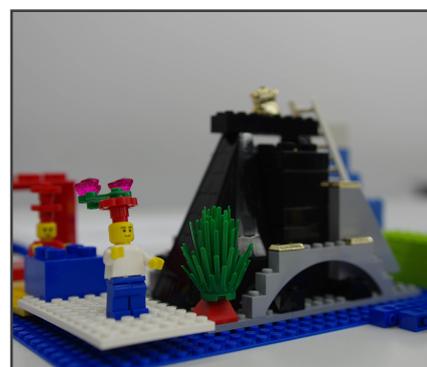
**J
E
M
U
N**

The JEMUN Organizing Committee is extremely excited to offer a limited number of JEMUN participants a unique and collaborative hands-on experience of solving world problems using LEGO® bricks. This visually-enhanced approach to Model United Nations combines the strengths of **JEMUN's meeting process** with **an adapted version of the LEGO Serious Play (LSP) methodology**.

What is the JEMUN Meeting Process?

At all JEMUN conferences, students work together in pre-assigned committees of approximately 12 delegates to develop a plan of action on their assigned committee topic. This collaboratively developed plan or resolution is a written document that includes an outline of the issue and recommended actions to be taken on the issue. These suggested actions are then negotiated in hopes of reaching a consensus. The entire JEMUN conference is a collaborative process, free from competition.

What is the LEGO® SERIOUS PLAY Method?



LEGO® SERIOUS PLAY® (LSP) is a facilitated thinking, communication and problem-solving technique that uses LEGO® bricks. The LSP method is based on a set of fundamental beliefs about effective communication and leadership:

- ▶ *Leaders don't have all the answers. Success is dependent on hearing all voices in the room.*
- ▶ *People naturally want to contribute, be part of something bigger and take ownership.*
- ▶ *Allowing each member to contribute and speak out in a more sustainable model.*
- ▶ *All too often, teams work sub-optimally, leaving team member knowledge untapped.*
- ▶ *We live in a world which can be described as complex and adaptive.*

The main objectives of the LSP methodology are to:

- ▶ *Get 100% participation from everyone in the group.*
- ▶ *Give all participants time to think before they speak.*
- ▶ *Hear and appreciate every person's unique insight on the issue being discussed.*
- ▶ *Get all participants to "step up to the plate" and be part of the discussion and decision making.*
- ▶ *Communicate in a way that helps everyone express his or her thoughts or insights.*
- ▶ *Communicate in a way that helps the listener understand and remember what is being said.*
- ▶ *Communicate in a way that minimizes the risks of misunderstandings and miscommunications.*
- ▶ *Communicate in a way that provides equal support for a variety of communication styles (auditory, visual and kinesthetic).*
- ▶ *Communicate in a way that helps all participants focus on the message and not the messenger.*

All of these objectives and beliefs match up with JEMUN's educational mission of generating a high level of academic engagement, participation, and enjoyment from all of the participants.

Visually-Enhanced Model United Nations

All of the country delegates in this meeting room will develop visually-enhanced resolutions through an innovative, hands-on, minds-on approach to collaborative problem solving.

In many Model United Nations conferences, discussion groups can be controlled by just a few members, leaving the others members feeling like they haven't contributed enough. This is referred to as 20/80. 20% of the delegates take 80% of the time. To make matters worse, these 20% typically contribute 70% to 80% of their full potential in order to address the committee's issue. The remaining 80% of the committee members contribute far less. To address this problem, JEMUN has developed the concept of visually-enhanced Model United Nations using LEGO® to unlock new knowledge, and unleash the potential of each delegate in a committee.

While using LEGO® might be seen as simply playful and childish, at JEMUN, it is play with a purpose. Research has proven that play is our natural way of developing new skills, regardless of our age. It helps us to adapt and become resilient, and keeps us open to new opportunities. These are exactly the qualities we want JEMUN participants to develop as they prepare for their future careers.

There are four basic rules all of the delegates must follow during Visually-Enhanced MUN meetings.

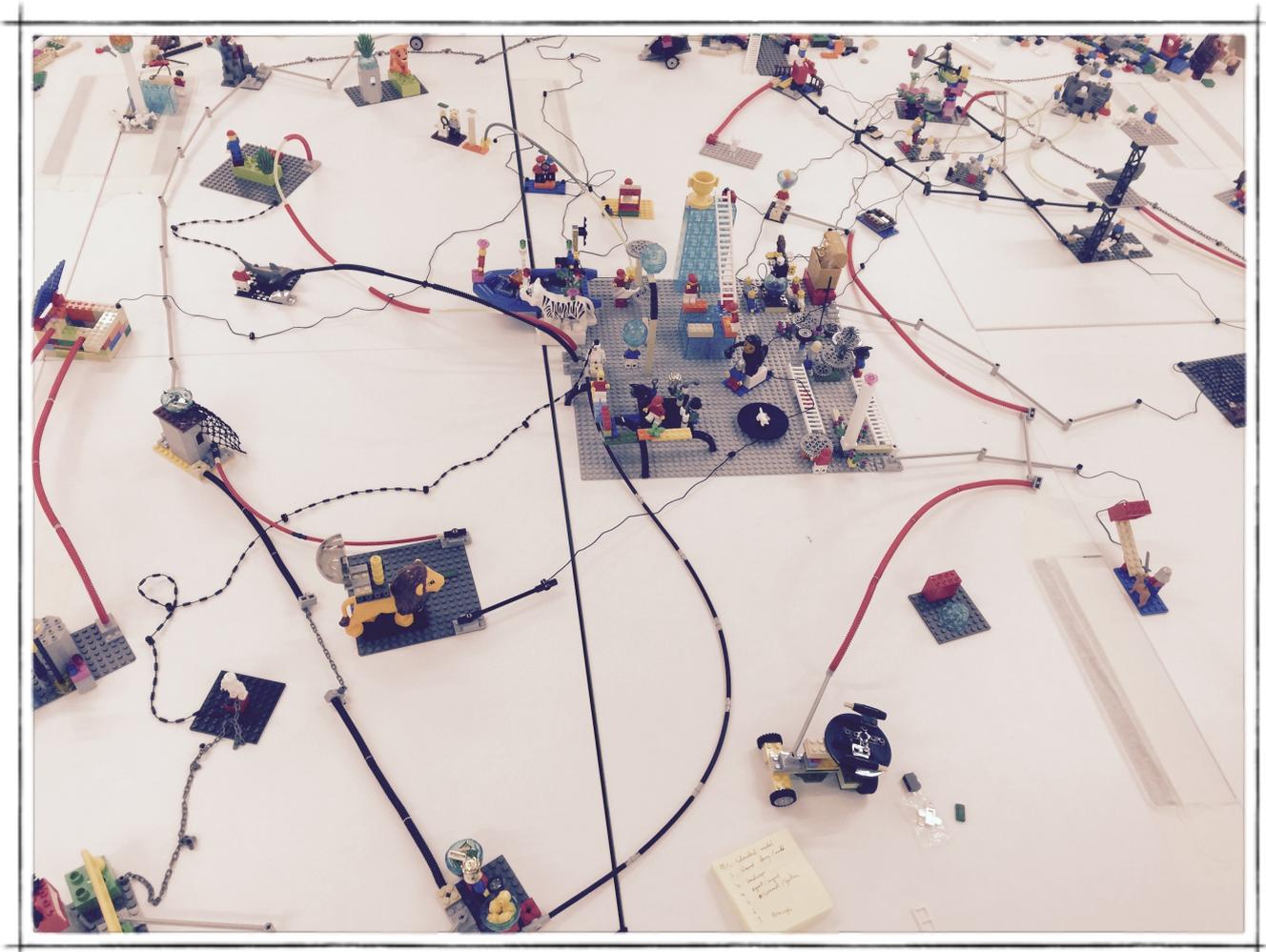
Rule #1: The facilitator asks a question with many possible answers.

Rule #2: Everybody builds and everybody shares.

Rule #3: The meaning is in the model, and the delegate owns the meaning.

Rule #4: Questions are about the model, not the delegate.

Rule #5: Mobile phones are off.



FAQ about JEMUN's Visually-Enhanced Model United Nations Meeting

Q: How many students are in the meeting room?

A: There are 12 country delegates in this meeting room.

Q: Will there be any Chairs or Assistant Chairs leading the meeting?

A: No. A trained JEMUN Faculty Advisor will lead the country delegates through the problem-solving process.

Q: Do country delegates in this meeting room have to submit a position paper?

A: Yes. Please follow the JEMUN position paper guidelines.

Q: Is the delegate preparation process for the LEGO meeting room the same as other meeting rooms?

A: Yes. It is important that you know about your country, the issue being discussed, and your country's stance on the issue. In other JEMUN meeting rooms, delegates must research all 5 committees, but in the LEGO® room, delegates only research the one meeting room agenda.

Q: Will country delegates have to deliver a formal speech in the LEGO® room?

A: No. Country delegates will build a model that will be used to help explain their country's stance. However, preparing for a speech will definitely help delegates to explain their country's position.

Q: Will country delegates develop a resolution?

A: Yes. Country delegates will develop two types of resolutions. A visually-enhanced resolution using LEGO® and a list of guiding principles that outline their constructed LEGO® landscape.

Q: Will amendments be made to the visually-enhanced resolution?

A: Yes. The amendment process will involve adding and removing parts from the constructed models.

Q: Will country delegates follow the regular JEMUN Rules of Procedure.

A: No. Country delegates will follow an adapted procedure that will involve constructing, sharing and reflecting. The regular formulaic language of JEMUN meetings will not be adopted.

Q: Will country delegates have to make motions or vote during the meeting?

A: No. Motions and voting will not be used in the LEGO® meeting room. The meeting room facilitator will guide the delegates through the collaborative problem-solving steps in order to achieve a consensus on their visually-enhanced resolution.



Committee Mission

In this meeting room, twelve delegates representing Small Island Developing States (SIDS) in the Caribbean will utilize LEGO bricks as a communication tool to collaboratively develop a set of guiding principles to support further economic growth while protecting and benefitting island environments and communities.

Through this innovative hands-on approach to problem solving, the delegates will gain a deeper understanding of the impact tourism has on these islands and realize the importance of **sustainable tourism** development.

Sustainable Tourism in the Caribbean Island Nation-States Background Guide



Theme:

Support further economic growth while protecting and benefitting island environments and communities.

This section of the study guide is designed to give you some information about **Sustainable Tourism in the Caribbean Island Nation-States**. After finishing this section's activities, you will have some new background knowledge and information, and with this information you should be able to think of some solutions, as well as have an idea of how to do further research.



Tourism can have an impact on countries and people in the follow areas:

- Inclusive and sustainable economic growth
- Social inclusiveness, employment and poverty reduction
- Resource efficiency, environmental protection and climate change
- Cultural values, diversity and heritage
- Mutual understanding, peace and security

Find out more by going to:

<http://www.tourism4development2017.org/why-tourism/>



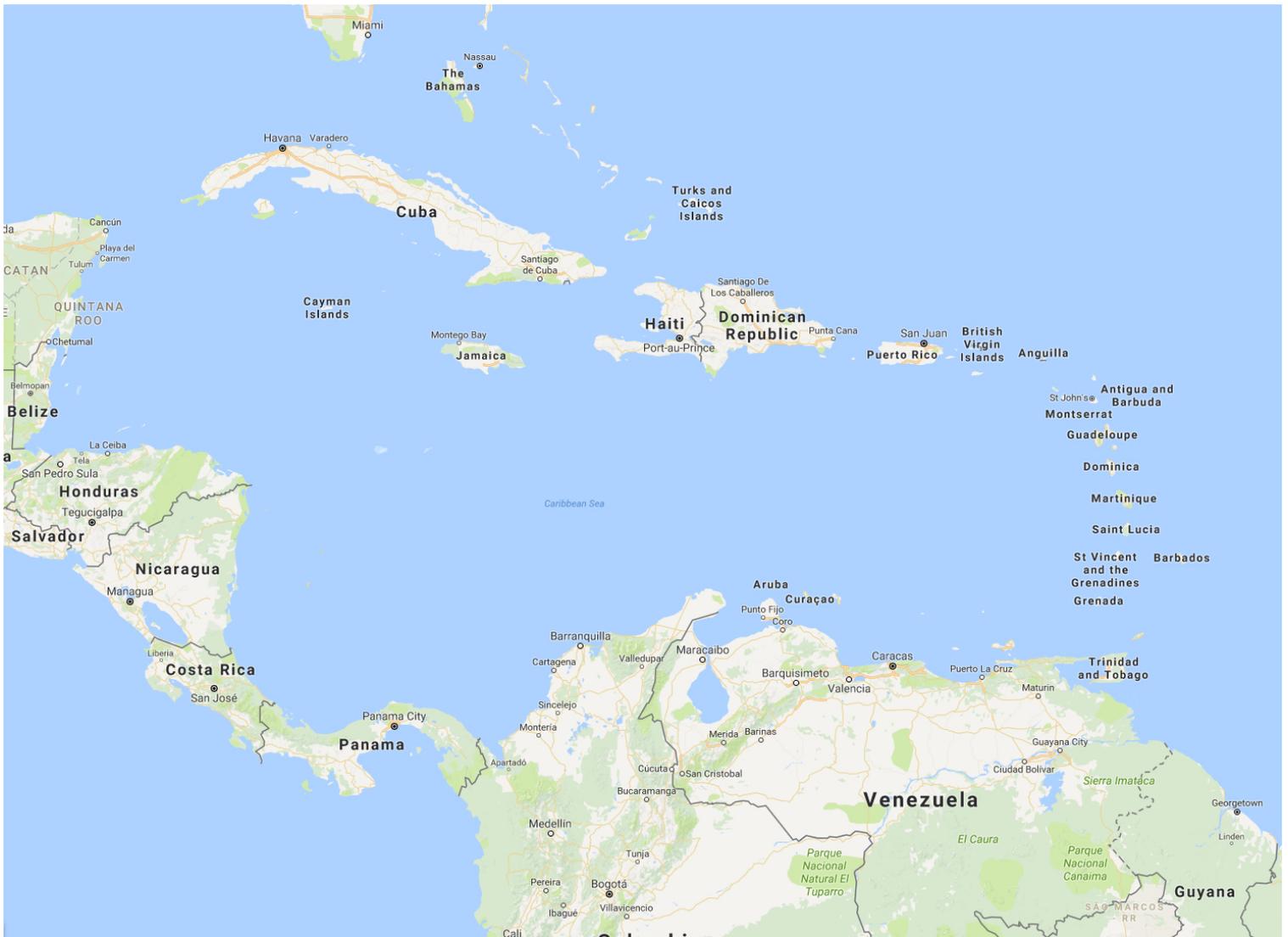
Research and Preparation

Delegate preparation is vital to a successful and rewarding JEMUN experience. The 2017 JEMUN Organizing Committee has provided this background guide to introduce the topic that will be discussed in your meeting room. This document is designed as a starting point to your research and is by no means intended to represent exhaustive research on every area of the topic. Before the JEMUN conference, delegates are encouraged and expected to read this guide and explore their meeting topic deeply through individual research.

Each delegate is responsible for submitting their country's position paper to the JEMUN Organizing Committee via the position paper upload page which will be accessible from the top page of the JEMUN website. This position paper should outline your country's stance on the topic being discussed. Delegates in the LEGO room are also expected to answer the research and preparation questions and include the answers with their position paper. The deadline to submit your country's position paper is **June 9th**.

Participating Countries in the LPS Meeting Room #4.

- **Antigua and Barbuda**
- **Belize**
- **Barbados**
- **Bahamas**
- **Dominica**
- **Dominican Republic**
- **Grenada**
- **Guyana**
- **Jamaica**
- **Saint Lucia**
- **Saint Vincent and the Grenadines**
- **Trinidad and Tobago**



1.

Tourism is one of the fastest growing industries in the world. It is an increasingly important source of income, employment and wealth in many countries and its rapid expansion has been considered as an interesting possibility for sustainable development (including poverty reduction) in developing countries. **In the Caribbean region, it is the most important industry especially after the crisis of other sectors such as agriculture and manufacturing.**¹

There are many positive things about tourism in the Caribbean, but there are also some negative things. List your ideas in the table below. Try to write reasons to explain your ideas. Examples have been given below.

Positive Point	Reason	Negative Point	Reason
It creates jobs for many local people.	If people have steady work, they can have money to improve their lives and educate their children.	It damages the environment when too many people and cruise ships enter these small island countries.	If there is environmental damage, these beautiful areas will disappear and then tourism will stop. People will be left with nothing.

¹Vincenzo Zappino. "Caribbean Tourism and development: An overview. *European Centre for Development Policy Management, Discussion Paper No. 65.*

2.

Each year millions of tourists visit the Caribbean and help stimulate the economies of these nations. Do some Internet research and try to find out how much tourism contributes to your country's economy. To do this, you may have to first learn about your country's GDP: Gross Domestic Product. The GDP is used as a measure of the wealth of a country.

Go to the CIA World Fact Book to find this information. The link is below. You can also scan the QR code:

<https://www.cia.gov/library/publications/the-world-factbook/>

Aruba has been given as an example.



Write any notes or other information about your country and its economy that you learn from reading the World Fact Book below.

Country Name:	Economy Overview	GDP	Industries	GDP Composition (%)
Aruba	Tourism, petroleum bunkering, hospitality, and financial and business services are the mainstays of the small open Aruban economy.	\$2.516 billion (country comparison to the world: 121)	tourism, petroleum transshipment facilities, banking	agriculture: 0.4% industry: 33.3% services: 66.3% (2002 est.) [services include tourism]
Your Country	Economy Overview	GDP	Industries	GDP Composition (%)

Note: Over 1 million tourists per year visit Aruba. Aruba is heavily dependent on imports.

3.

The World Tourism Organization has stated that:
2017 is the International Year of Sustainable Tourism for Development

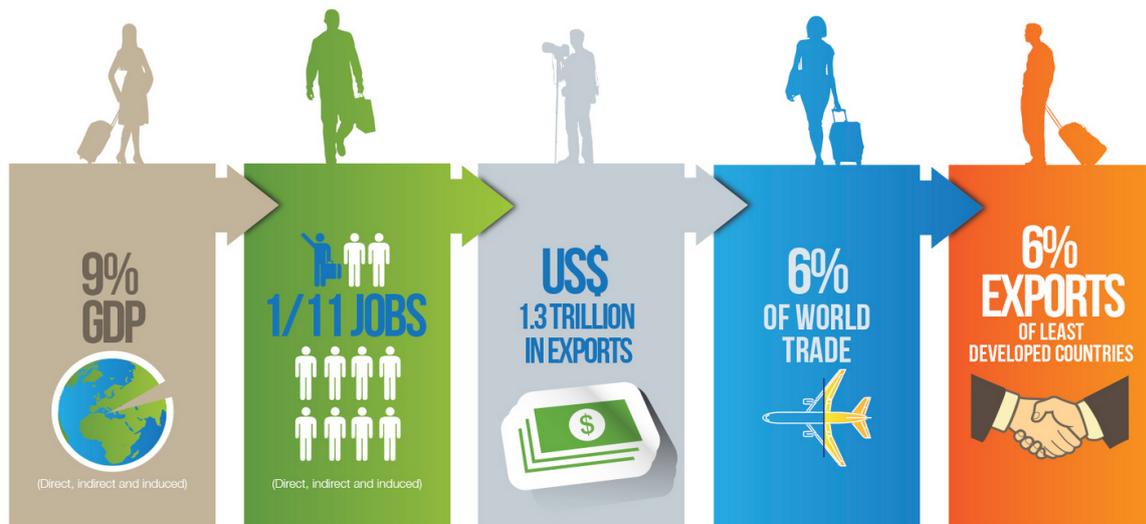
Go the World Tourism Organization Website and read the answer to “Why Tourism.” You can also listen to the text . The link is below. You can also scan the QR Code:

<http://www2.unwto.org/en>



TURNING ONE BILLION TOURISTS INTO ONE BILLION OPPORTUNITIES

In 2012, a record one billion tourists crossed international borders in a single year. Another five to six billion are estimated to travel in their own countries every year.



© UNWTO 2012

WHY TOURISM MATTERS

A. Why does tourism matter to your country? What would happen if it increased? What would happen if it decreased?

Your mission is to develop plans and put forward ideas related to Sustainable Tourism. To help to better understand this concept, some information from the World Tourism Organization website has been given below.

Definition²

Expressed simply, sustainable tourism can be defined as:

"Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities."

As delegates you must consider:

- The best way to use environmental resources, maintaining essential ecological (natural) processes, and conserving (protecting) natural heritage and biodiversity.
- Respecting the cultural heritage of host communities, protecting their cultural heritage and values, and contributing to cultural understanding and tolerance.
- Ensuring economic viability and benefits to all stakeholders with a fair distribution of wealth, stable employment, good opportunities to earn a living wage, and social services for local communities to end poverty.

Sustainable tourism should also maintain a high level of tourist satisfaction and ensure a meaningful experience to the tourists, raising their awareness about sustainability issues and promoting sustainable tourism practices among them.



(polluted Caribbean beach)

To promote sustainable tourism, you need to 1.) be aware of the problems caused by tourism; 2.) think of some solutions to the problems. Use the table below to list some problems and solutions.

Problems	Solutions

² Source: World Tourism Organization website: <http://sdt.unwto.org/content/about-us-5>

Research and Preparation Questions

1. What are some factors that have contributed to the development and rapid growth of the modern Caribbean tourism industry?

2. What are some stresses on the natural environment that are caused by the tourism industry?

3. How are the local people affected by foreign tourists? How is their culture affected?

4. In the Caribbean, the environment has some of the most fragile ecosystems on earth, including beaches, coral reefs, and tropical forests. How can these be protected while still being open to tourists?

5. Agriculture is a major industry in the Caribbean (in particular, crops for export such as bananas). What effect has tourism had on agriculture in the Caribbean?

6. What type of goods and services are required by tourists who visit Caribbean nations?

7. What types of waste and pollution are created by tourism in the Caribbean?

References and resources for Sustainable Tourism

1. Goodwin, James. "SUSTAINABLE TOURISM DEVELOPMENT IN THE CARIBBEAN ISLAND NATION-STATES." Michigan Journal of Public Affairs 5, no. Spring (2008): 2-16.
2. World Tourism Organization
<http://www2.unwto.org/en>
3. CIA World Fact Book
<https://www.cia.gov/library/publications/the-world-factbook/>
4. United Nations Sustainable Development Goals
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
5. Why Tourism? From the World Tourism Organization
<http://www.tourism4development2017.org/why-tourism/>
6. World Tourism Organization Multi Media
<http://media.unwto.org/content/multimedia-0>
7. United Nations Foundation: Promoting Sustainable Tourism
<http://www.unfoundation.org/what-we-do/legacy-of-impact/sustainable-development/promoting-sustainable-tourism.html>
8. Global Sustainable Tourism Council (GSTC)
<http://www.gstccouncil.org/en/>



In the Q&A Section above, the following question was asked:

Q: Do country delegates in this meeting room have to submit a position paper?

A: Yes. Please follow the JEMUN position paper guidelines.

Having done research on sustainable tourism in Caribbean nations, you must now start to prepare a position paper for your **country** on the meeting room topic:

Support further economic growth while protecting and benefitting island environments and communities.

Name your file (country/meeting room), for example, Aruba4. When you are done with your position paper and ready to submit, save your file as a PDF.

Have the following header on your paper:

Delegation from (COUNTRY)

YOUR NAME, YOUR UNIVERSITY

MEETING ROOM 4: Sustainable Tourism in the Caribbean Island Nation-States

Example:

Delegation from La La Land

Kaitou Yamada, Harvard University

MEETING ROOM 4: Sustainable Tourism in the Caribbean Island Nation-States

Position paper for the
Lego Serious Play Room

JEMUN Position Paper

JEMUN conferences require that each delegate submit a position paper. A position paper is an essay detailing your country's policies on the topics being discussed. Writing a position paper will help you to organize your ideas so that you can share your country's position with the rest of the delegates at the JEMUN conference. Delegates use their position papers to help develop their speeches and working papers. It is important that you research all five of the committee topics for your agenda, not only your assigned committee. You will be expected to contribute to the other four working papers in regional bloc meetings and during discussion on all of the draft resolutions. Please take note of the JEMUN guidelines when writing your position paper.

Guidelines

- Length: maximum 2 pages
- Margins-must be set at 2.54 cm for the entire position paper
- Font: Times New Roman (12 point)
- No national symbols may be used
- Citations and references are not used in JEMUN Position Papers. They are written like a policy statement from a foreign ministry.

How to Write a JEMUN Position Paper

Every JEMUN position paper has three parts:

- Part 1: a heading,
- Part 2: an introduction, and
- Part 3: a body.

Part 1-Heading:

The heading needs to include the country being represented, the delegate's name and university, the meeting room agenda, and the UN body.

Part 1 Example:

Delegation from (COUNTRY)

YOUR NAME, YOUR UNIVERSITY

MEETING ROOM #: AGENDA (example: UN Secretary General's Global Initiative on Education Priority #1)

*Position Paper for the
UN BODY (example: United Nations Educational, Scientific and Cultural Organization)*

Part 2-Introduction:

Your JEMUN position paper should first introduce the UN body, the agenda and the specialised committee topics in your meeting room. This will be followed by a comment on the agenda.

Part 2 Example:

The topic under discussion for the Japan English Model United Nations Hands-on Collaborative Problem Solving WITH LEGO® Meeting Room is Sustainable Tourism in the Caribbean Island Nation-States. This topic will include, but is not limited to, Economic Considerations, Environmental Considerations, and Cultural Considerations reacted to Caribbean tourism and Sustainable Tourism.

Part 3-Body:

The body is a summary of your country's positions on **Sustainable Tourism in the Caribbean Island Nation-States**. A good position paper will not only provide facts but also make suggestions for resolutions.

- ① A brief introduction to your country and its history concerning the specialised committee topic;
- ② How the issue affects your country;
- ③ Your country's policies with respect to the issue and your country's justification for these policies;
- ④ Quotes from your country's leaders about the issue;
- ⑤ Statistics to back up your country's position on the issue;
- ⑥ Actions taken by your government with regard to the issue;
- ⑦ Conventions and resolutions that your country has signed or ratified;
- ⑧ UN actions that your country supported or opposed;
- ⑨ What your country believes should be done to address the issue;
- ⑩ What your country would like to accomplish;
- ⑪ How the positions of other countries affect your country's position.

Part 3 Example:

Sustainable Tourism in the Caribbean Island Nation-States

As Chad's United Nations Children's Fund (UNICEF) Deputy Representative Marcel Ouatarra stated "Chad's environment is extremely hard for new born infants. Growing up and becoming an adult is a challenge for them". In Chad, over 60 % of population are forced to live under USD 1.25 a day. Chad is ranked with one of the highest under-5 mortality rates. What is worse, natural disaster such as droughts, floods, and the Darfur conflict have threatened the survival of Chad's civilians. Deeply concerned about humanitarian emergencies, Chad requests UN agencies, participating members, governmental and non-governmental organizations, stakeholders and

African countries to cooperate with each other in accordance with S/RES/2113(2013) in order to ease the situation in Sub-Saharan Africa.

Q: Is the delegate preparation process for the LEGO meeting room the same as other meeting rooms?

A: Yes. It is important that you know about your country, the issue being discussed, and your country's stance on the issue. In other JEMUN meeting rooms, delegates must research all 5 committees, but **in the LEGO® room, delegates only research the one meeting room agenda:**

Sustainable Tourism in the Caribbean Island Nation-States

You can consider these issues:

Tourism products supplied by the Caribbean Region:

- Sea-Sand-Sun
- Cruise
- Yachting
- Sport tourism
- Culture and Event
- Ecotourism
- Health tourism
-

Economic, social and environmental importance of tourism in the Caribbean:

- Economic impacts
- Social impacts
- Environmental impacts of tourism

Classrooms

... and teaching resources by the United Organization (UNESCO) and Institute for Africa are forced to study in overcrowded classrooms. In a crowded classroom, competition with even the best students is a struggle. How to enjoy a healthy and successful life. Government in 2000 declared that primary education is essential to achieve Goal 3 of the Millennium Development Goals (MDGs) by 2015. Chad believes the most urgent issue to address is the lack of access to education for all Member States to meet the minimum requirements.

Discrimination

... not go to school. Chad's literacy rate is low. In addition, the literacy rate for women is even lower. Children in Chad continue to be exploited due to the lack of a legal and systematic framework for the full implementation of the UN Convention on the Rights of the Child (UNCRC) as essential to achieve Goal 3 of the Millennium Development Goals. In the context of gender discrimination control and protection from abuse, exploitation and gender discrimination, Chad urges Member States to act in accordance with A/RES/54/190.

Labour

... 10 children from the ages of 5 to 14 are working. This number is about half of all children to relatives or intermediaries in the informal sector. The main cause of this crisis is the lack of access to education for all children. The Convention on the Rights of the Child in promoting the civil, political and economic rights of children. Reaffirming the commitment to prohibit the sale of children, child prostitution and child pornography as provided for by the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography.

Unaffordable Costs

Chad is struggling to get adequate funding for education, including payments for tuition and teacher salaries. As stated in Article 35 of Chad's Constitution, citizens are entitled to free education and training and education is compulsory for children starting from the age of 6-years 9-years. Chad calls upon all developed countries, the private sector, civil society, and other relevant entities to increase funding and cooperation for educational activities through Global Partnership for Education that hopes to raise \$3.5 billion by 2018. Chad continues its struggle to provide adequate and affordable education to all children, in accordance with the Convention on the Rights of the Child.

PUT THE 3 SECTIONS TOGETHER TO FINISH THE POSITION PAPER

*Delegation from Chad
Jane Smith, XXXXX University
Meeting Room # _____*

***Position Paper for the
United Nations Educational, Scientific and Cultural Organization***

The topics under discussion for the United Nations Educational, Scientific and Cultural Organization in this session of the UN Secretary General's Global Initiative on Education Priority #1 are: 1. Humanitarian Emergencies, 2. Shortage of Classrooms, 3. Gender Discrimination, 4. Child Labour, and 5. Unaffordable Costs. Chad expresses its willingness to collaborate on a multilateral level to combat the growing issues that are presented before this committee.

Humanitarian Emergencies

As Chad's United Nations Children's Fund (UNICEF) Deputy Representative Marcel Ouatarra stated "Chad's environment is extremely hard for new born infants. Growing up and becoming an adult is a challenge for them". In Chad, over 60 % of population are forced to live under USD 1.25 a day. Chad is ranked with one of the highest under-5 mortality rates. What is worse, natural disaster such as droughts, floods, and the Darfur conflict have threatened the survival of Chad's civilians. Deeply concerned about humanitarian emergencies, Chad requests UN agencies, participating members, governmental and non-governmental organizations, stakeholders and African countries to cooperate with each other in accordance with S/RES/2113(2013) in order to ease the situation in Sub-Saharan Africa.

Shortage of Classrooms

As shown by a statistical survey of school and teaching resources by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and Institute for Statistics (UIS), children in Sub-Saharan Africa are forced to study in overcrowded classrooms. In Chad, as many as 67 pupils study in a classroom, compared with fewer than 30 in OECD countries. We believe that well-organized classrooms are a very important place for children to learn how to enjoy a healthy and peaceful life. Under such conditions, the Chadian government in 2006 declared that primary education is free of charge. In order to fully accomplish Goal 2 of that initiative and that of the Millennium Development Goals (MDGs) by 2015, Chad believes the extreme shortage of classrooms is an urgent issue to address. Chad and other developing countries need support from Member States to meet the minimum requirements as stated in UNESCO/ED/ 181.

Gender Discrimination

In Chad, most children of school age do not go to school. Chad's literacy rate is 35.4%, one of the lowest in Sub-Saharan Africa. In addition, the literacy rate of males is twice that of females. Women and children in Chad continue to be exposed to

sexual and gender based violence due to the lack of a legal and systematic framework to protect them. Chad views the full implementation of the UNESCO Priority Gender Equality Action Plan 2014-2021 as essential to achieve Goal 3 of the MDGs by 2015, which promotes gender equality and empowerment of women. In addition, Chad also recognizes the crucial role of non-governmental organizations (NGOs) and UN organizations in the review of gender discrimination control measures. In order for children to be legally protected from abuse, exploitation and violence, and enjoy education without gender discrimination, Chad urges Member States, NGOs and UN agencies to help develop, and act in accordance with A/RES/68/147.

Child Labour

It is alarming that in Chad about 1,475,960 children from the ages of 5 to 14 are subjected to forced labour and sex trafficking. This number is about half of all children in Chad. Family's entrustment of children to relatives or intermediaries in return for promises of education, money or goods is the main cause of this crisis. Chad endorses the Convention on the Rights of the Child in promoting the civil, political, economic, social, health and cultural rights of children. Reaffirming the Convention, Chad calls upon Member States to prohibit the sale of children, child prostitution and child pornography as provided for by the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography.

Unaffordable Costs

Chad is struggling to get adequate funding for education, including payments for tuition and teacher salaries. As stated in Article 35 of Chad's Constitution, citizens are entitled to free education and training and education is compulsory for children starting from the age of 6-years 9-years. Chad calls upon all developed countries, the private sector, civil society, and other relevant entities to increase funding and cooperation for educational activities through Global Partnership for Education that hopes to raise \$3.5 billion by 2018. Chad continues its struggle to provide adequate and affordable education to all children, in accordance with the Convention on the Rights of the Child and the UNESCO Priority Gender Equality Action Plan 2014-2021.

JEMUN

SUBMITTING YOUR POSITION PAPER (Deadline June 14th)

- ① *Save your position paper as a Word file or PDF.*
- ② *Name the file with your assigned country and meeting room # (1,2, or 3)*
Example: Chad2
- ③ *Access the position paper upload page on the JEMUN website and fill in the required information.*
- ④ *Upload your position paper.*
- ⑤ *Press the submit button once and wait.*

The submitted position papers for each meeting room will be compiled, copied and made available online before the JEMUN conference.