



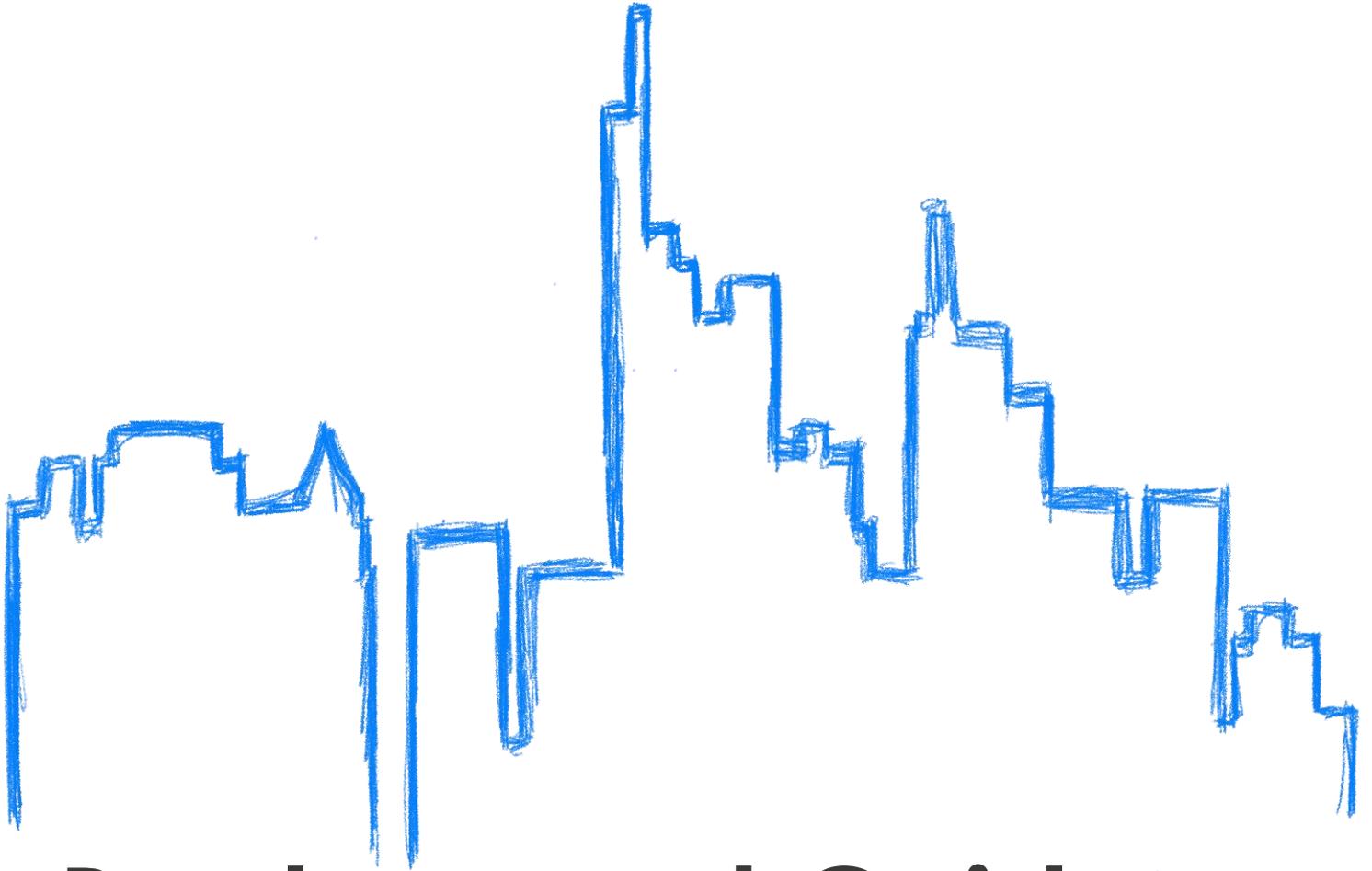
## Main Model United Nations Conference

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**Conflicts, Concerns, Cooperation - a Coup of Conventional Politics**



# Background Guide

## World Food Programme

Topic I: Assisting Schools to be Able to Provide at Least One Healthy Meal per Student per Day

Topic II: Empowering Small Local Food-Related Businesses in Order to Achieve Zero Hunger

Honourable Delegates,

We would like to welcome you to the Main Model United Nations of 2021, a rather special conference, quite different than the past ones.

My name is Paula Benz, and I will be one of your Chairs at MainMUN 2021. I study political science (B.A.) at Goethe University Frankfurt. Although I have been participating in MUNs since I was 15, this MUN will be my first time as a Chair. I am looking forward to intensive debates and I hope we will have some thorough resolutions ready at the end of the conference.

With my turn, I would like to introduce myself as one of this year's WFP Committee Chairs.

My name is Katerina Kaloutsou, and I am 24 years old. I originate from Cyprus, a small island in the Mediterranean and came to Germany only a few years ago to follow my lifelong dream of studying Medicine.

Model United Nations Conferences have always interested me, especially in high school where I frequently participated in Medi-MUNs. After participating in last year's MainMUN conference as a delegate, I decided to further involve myself with it. Thus, I am here with you this year, chairing for the first time.

We are thrilled to accompany you in this virtual journey and eager to help you with any matter. Enjoy the conference and may you have an interesting research on this year's topics of the World Food Programme:

- I. Assisting Schools to be Able to Provide at Least One Healthy Meal per Student per Day
- II. Empowering Small Local Food-Related Businesses in Order to Achieve Zero Hunger

Looking forward to see you at the conference!

Paula Benz, Katerina Kaloutsou

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# 1. The World Food Programme

The World Food Programme (WFP) is a humanitarian organisation of the United Nations that aims on assisting communities by delivering food in emergencies, improving nutrition and building resilience. The WFP was created by the General Assembly (GA) in 1961 and it first acted in September 1962 after the earthquake in northern Iran, where it immensely helped the situation by providing more than 1500 metric tons of wheat, 270 tons of sugar and 27 tons of tea. The WFP was established by the GA, but they belong to the Economic and Social Council (ECOSOC) of the United Nations (UN).

In 2019, it assisted more than 97 million people in 88 countries. The main goal is to achieve zero world hunger by 2030, while also focusing on relief, rehabilitation, development-aid and special operations. In fact, “two-thirds of [...] (the WFP’s) work is in conflict-affected-countries, where people are three times more likely to be undernourished than those living in countries without conflict.” (World Food Programme n.d.)

In 2020, the WFP was awarded the Nobel Peace Prize for “its efforts to combat hunger, for its contribution to bettering conditions for peace in conflict-affected areas and for acting as a driving force in efforts to prevent the use of hunger as a weapon of war and conflict” (The Nobel Peace Prize 2020).

## **2. Topic I: Assisting schools to be able to provide at least one meal per per student per day**

### **2.1. Introduction**

There is a strong link between education and nutrition. First of all, if students eat at least one healthy meal per day, they will be able to concentrate better, thus achieve better grades and get better job opportunities after graduation. The economy can therefore benefit from better education as well. Second of all, if the school is able to provide at least one healthy meal per student per day, parents will more likely send their children to school, instead of making them work or marrying them off. In this way, a school meal can provide an incentive for parents to send their children to school. The task hereby is to support schools and governments, so the meal is adjusted to the needs of the children locally. What can also be considered, is to focus on supporting the government to provide at least one healthy meal per student per day without the aid of the WFP. Another aspect to consider when discussing about providing meals is to include locally based companies to provide the meal or the ingredients, thus linking the first and the second topic together. Supporting small local businesses will help them and be also very beneficial for the students. Additionally, it links education with sustainability, because locally grown food is more sustainable and better for the environment. To sum up, providing at least one healthy meal each day for every student could encourage children to attend school and already enrolled students to stay in school, whilst giving them the chance for better academic performance. Finally, it will simultaneously strengthen small local food-related businesses.

#### **2.1.1. The history of school feeding programmes**

The world food programme has been working with schools from all over the world, initialising a programme called “school feeding”. The first school feeding programme was initialised in 1963 in Togo, where the WFP provided nutrition to 5000 children in northern and central Togo. For over sixty years, the WFP has been working with schools and governments from over 100 countries.

The Universal Declaration of Human Rights (UDHR) from 1948 stated that “everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food” (United Nations 2015: 52). This right to food is also stated in Article 11 in the International Covenant on Economic, Social and Cultural Rights of 1966. 23 years later, in 1989 the most widely ratified Human Rights treaty, the Convention on the rights of the child, was

adopted. The General Assembly resolution 44/25 was a historic event and set the legal framework for children's rights in the international community. Article 24, sub-clause 2 (c) states that "to combat disease and malnutrition (...) the provision of nutritious food and clean-drinking water "(UN GA 1989: Article 24) is compulsory.

The right to food for children, as stated in the GA resolution, exists in numerous laws and constitutions around the world, and the WFP established the school feeding programmes to fulfil the right to food for children. In 1996, the executive board of the WFP was established, and in 2001, they published their first annual report (ECOSOC 2002), which included notes and decisions about school feeding.

The WFP publishes annual reports and strategies about school feeding, locally and globally, such as the Impact Evaluation of School Feeding in Bangladesh from 2001 to 2009 (WFP 2011), or the "WFP Year in Review 2016" (WFP 2017), which stated that there were 16.4 million children globally that received school meals or take-home meals. The WFP also publishes infographics about school feeding regularly, the latest the "2019 WFP School Feeding Infographic" (WFP 2020d). The strategies get assessed and adjusted to the needs and development of schools and governments. Ultimately, governments aspire to take over the programmes from the WFP. This happened in 44 countries so far. In 2019, 17.3 million children in 59 countries benefitted from the school feeding programmes of the WFP (WFP 2020a).

The school feeding includes either one or two full meals<sup>1</sup> at school, or a nutritious snack like a high-energy bar. Another way is to give the children food or money to take home and hence contribute to feed the family, while the parents have to promise to not take their children out of school. This contributes to lower drop-out rates (WFP 2018: 1).

The ultimate goal is, however, to withdraw all support and let the schools and farmers regulate themselves. But there is still a long way to go.

### **2.1.2 What other organisations have already done**

The WFP is the biggest, transnational organisation that combines the fight against hunger with education and links the need of a healthy nutrition to good education. Not only the United Nations International Children's Emergency Fund (UNICEF), but also various other organisations like Save the Children emphasise the need to combat hunger and the importance of education, but none of these transnational organisations have projects similar to the school

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<sup>1</sup> Breakfast or lunch or both

feeding project of the WFP. There are, however, a lot of national, smaller organisations that have projects linked to education and nutrition.

In Germany for example, there is a private organisation called “Welthungerhilfe”. Their motto is “Zero Hunger wherever we work” (Welthungerhilfe), hence linking their work to the Sustainable Development Goals (SDGs) of the United Nations.

This organisation also has projects providing schools with food and giving consultation to farmers. One of these projects is in Burundi, where they help 24 kindergartens and 160 primary schools. The organisation provides the ingredients for the meals and the parents of some children come to school and cook the meals. Additionally, the Welthungerhilfe also supports local farmers with seeds and consultation, and then proceeds to buy the farmed products and distribute them to the schools (Welthungerhilfe 2017).

## **2.2. Facts and figures**

### **2.2.1 World hunger**

The number of people suffering from hunger has been on the rise since 2014. Right now, there are approximately 690 million people suffering from hunger. If his trend continues, there are will be an estimated 840 million people affected by it by the year 2030, which makes up 9.8% of the world population (FAO et al. 2020: 11).

Hunger costs and kills. A study by the African Union (AU) shows that in ~~the~~ participating countries, between 8 % and 44 % of child mortality are connected to undernutrition. The cost of undernutrition, according to the GDP, varies from 2% to 17% (WFP 2020c).

### **2.2.2 Inequality in education**

There are currently an estimated 59 million children of primary school age who are out of school (WFP 2020b). Most of these children live in unstable regions, and/or low-income countries. In 2012, school feeding programmes reached approximately 18% of children in low-income states, in contrast to 49% of children in middle-income states (Drake et al. 2018: 49). While these numbers have increased in the last years, it is still clear that there is a gap between low- and middle-income countries regarding the success and accessibility of these projects.

### **2.2.3 The gap in education related to Gender**

While there is already a big gap between the Global North and Global South between children from poor households and children from higher income households, there is also a big gap

between girls and boys. Delegates should keep these inequalities in mind when writing resolutions.

In some parts of the world, there is a big gap in the completion of secondary school education between girls and boys. In this year's global education monitoring report for example, there is a graph that shows that in at least 20 countries, less than 1 percent of poor, rural females complete secondary schooling (UNESCO 2020: 68).

Girls<sup>2</sup> in conflicted areas are 2.5 times more likely to be out of school than girls in stable areas. Being out of school affects more girls than boys in general. "In northern Africa and western Asia, there are 132 female adolescents out of lower secondary school for every 100 adolescent boys" (WFP 2020b: 14). Taking girls out of school exposes them to the dangers of forced and/or early marriages, early pregnancies and violence. School feeding programmes can help avoiding these consequences for girls. They get to stay in school, thereby raising the rate of educated women and lowering the rate of early and/or forced marriages <sup>3</sup> (WFP 2019: 2).

Girls are also more vulnerable to malnutrition, with 60% of undernourished people being female (WFP 2020b: 14). School feeding can thus also be used for diminishing gender inequalities and empowering women. While some organisations like the "Welthungerhilfe" support local women with seeds and knowledge about farming, women can also be employed by the schools to cook the school meals. They can additionally be taught about a healthy and varied nutrition, so they can become experts on the topic and pass their knowledge on to their children (WFP 2020b: 23).

#### **2.2.4 Hunger as an obstacle for education and how school meals can decrease inequality**

Hunger can be a big obstacle for children to get proper education. Children who suffer from hunger cannot concentrate on school tasks and studying. Furthermore, they sometimes suffer from illnesses related to hunger, which can have effects on their academic performance. Children in low- and middle-income states are prone to iron-deficiency anaemia. This contributes to children losing up to 6 IQ points (WFP 2020b: 14). They therefore do not have unrestricted access to education. If the children get a healthy meal at school, they can focus better on their tasks, homework and studying in general without feeling hungry all the time.

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<sup>2</sup> As opposed to children in general (2 times more likely to be out of school)

<sup>3</sup> 60% of child brides in countries of the global south had no formal education

The school meals help overcome hunger and serve as a way for better education (WFP 2018: 1).

According to the study of the AU, there are more children repeating classes, making their academic success more unlikely as they could drop out after a certain number of years. Moreover, 40 to 67 percent of a country's workforce have suffered due to workers lacking education. Consequently, malnourishment has immense impacts on the economy of a country (WFP 2020c).

Parents are a contributing obstacle to education as well. They are more likely to take their children out of school if they are a better use as workers or they can be married off<sup>4</sup>. This is common because in both cases, the parents do not have another hungry child, but rather another family member contributing to a higher income/generating income. A meal at school helps prevent such situations as the child does not have to be fed that much at home anymore<sup>5</sup>. Following that, the school meals serve as an incentive to keep their children in school (WFP 2018: 1). Studies have shown that school feeding programmes have increased enrolment rate by an average of 9% (WFP 2019: 2).

When children can concentrate on their education and are not taken out of school, this automatically leads to higher graduation rates and an overall higher education rate. Malnourishment leads to "underinvestment in human capital [which] leads to a loss of economic potential ranging, from 50 to 70 percent in the long term"(WFP 2020b: 14). Consequently, school meals are an investment in human capital and the economy.

In summary, there are a lot of negative consequences following malnutrition of children, including a suffering economy and more child marriages. School meals could be a first step to preventing these consequences from happening. It is proven that "[s]chool feeding provides consistent positive effects on energy intake, micronutrient status, school enrolment and attendance of children" (WFP 2020b: 23). School meals are not the last step in diminishing inequality in education, but they can be first step to a more equal future.

### **2.2.5 Crises in relation to education and hunger**

There are a lot of humanitarian crises in the world right now, and they are a huge factor in children missing their education and dying from malnourishment. Children in conflicted areas

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<sup>4</sup> It is more likely to happen to girls.

<sup>5</sup> Of course it happens that children are not given any food at home at all, but that should not be the goal of a school meal.

are twice as likely to be out of school than children in stable environments. Moreover, a lot of children from refugees do not receive the same level of education as their classmates due to language barriers and lack of support by the respective governments (WFP 2020b: 14).

Additionally, the climate crisis is increasing existing inequalities, especially regarding education. Furthermore, it creates new crises, natural or humanitarian, which then increase existing inequalities as well. The UN has various response actions in order to help fast and sufficiently, but the education of children is scarcely a priority. This should be changed, so that inequalities do not increase with more natural catastrophes.

### **2.2.6 Conclusion**

There is already a lot of data showing that school feeding helps the children, the parents, the economy and the governments. It helps decrease inequalities regarding education, wealth and gender. It enhances human capital of a country and supports local agricultural businesses. Nevertheless, there is still a lot to do as there are new challenges that come up and old ones that are not yet defeated. The purpose of this year's committee at MainMUN is to find new policies against these challenges.

## **2.3 Policy opportunities**

While recent studies have shown that school feeding programmes reach almost half of the school children worldwide, there are 73 million children living in extreme poverty—with no access to any school feeding programme at all (WFP 2020b: 25). They are the most important group that has to be reached by school meals. However, there are more policies that can be implemented in addition to school meals. Here are some ideas that can be added to the resolution, but the possibilities of policies that can enhance the equality in education in relation to hunger are not limited to the following:

### **2.3.1 Policies in the Global South**

Most schools do not have the means to finance healthy meals every day, so the first thing the delegates should figure out is how to finance the schools and/or governments, in order to give them the possibility to realise meal projects in schools. The resolution should figure out if it is better to finance schools directly, work closely with the government for financing the planned projects, or find other ways the governments could support the schools. Maybe there are local food providers near schools with whom they could cooperate.

To ensure sustainability, schools could build a community garden in whatever way they would find most convenient. Community gardens could be offered to families to use them as a farm ground, or they could be used by the school directly to teach about farming and growing of plants and food. Another possibility would be to use them for experiments or for leisure time of the students.

Governments should ultimately be able to independently support schools within their country and educate about healthy and balanced nutrition. How can governments become independent from the WFP? What policies have to be implemented in order for that to happen?

### **2.3.2 Policies in the Global North**

It should be kept in mind that the importance of the link between education and nutrition is not an exclusive phenomenon of the Global South. In most countries of the Global North, children are more likely to be overweight due to wrong nutrition (Heindl 2007: 32). Adiposities is becoming an urgent problem, which schools could work against with a reasonable policy. The policies themselves can and should be similar to the ones adopted in the Global South. However, the problem they are working on is a different one, linked to wrong nourishment.

Children could be taught how to eat healthier. They could also be encouraged to engage in sports activities which would not be graded, but should merely serve to show them the importance and fun of sports. Additionally, schools could teach cooking and show that healthy cooking is a great opportunity and skill that can be interesting.

In the Global North, obesity problems are sometimes linked to poverty as well. Poor parents cannot afford healthy food too often, and it may be easier to provide cheap, addictive fast-food, than to put time and effort into healthy nutrition. They may not have the time to provide healthy meals for their children every day because they are overworked, stressed or similarly. Schools could help in these situations and provide one healthy meal per day and/or provide education about nutrition.

Obesity in children and adults is also on the rise in the Global South due to a lack of balanced meals and proper education (FAO 2020: 18). The policies regarding education about obesity and healthy nutrition should be accessible in all parts of the world and globally implemented simultaneously.

### **2.3.3 Policies regarding inequalities**

As mentioned in chapter II, there are a lot of inequalities that need to be acknowledged and accounted for. There are already some projects giving out reusable pads to schoolgirls in need,

the Welthungerhilfe for example works with local women to teach young girls about their period and health. This project also teaches young women how to sew pads for themselves to eventually sell them and make a living out of it (Welthungerhilfe 2017). These kinds of projects could be expanded by teaching about hygiene and helping kids to develop a better understanding of their bodies.

Girls who drop out of school are more vulnerable to early marriage and pregnancy. They are also more likely to be exposed to dangers like “poverty, social exclusion, violence and chronic ill health” (WFP 2020b: 38). Fitting policies can help girls stay in school and therefore avoid the cycle of misery.

Furthermore, the accessibility of education and schools is to be improved in unstable regions, especially for children whose way to school is so long that they do not go to school because of that. Implementing policies that account for sudden crises and a fast plan to help children in affected areas should be kept in mind.

## **2.4 Questions for orientation**

To be prepared for the committee in the best way, the delegates need to know what their country’s stance on hunger and education is. They should also keep in mind the capacities and requirements of the country they represent. All of this is needed to be able to write a thorough resolution that helps all children in the world. To help the delegates with that, we prepared some questions that can serve as orientation:

- What is your country’s status on food at schools?
- Could your country finance such projects itself, or would it need help from the WFP? If yes, what kind of help would be needed?
- How can you, as the UN, improve situations and fund/support the governments until they can finance and initiate these projects on their own?
- Can you implement a strategy that is adjusted to the needs of each region or do you need different approaches for different regions?
- How can you guarantee that the money reaches the schools and the meals are definitely provided?
- Can you include parents and children in the teaching of healthy nutrition? If so, how?

## 2.5 Further research for delegates

The following source provided a number of statistics that show education inequality between gender, wealth, countries etc. If you can, have a look at them, e.g. <https://www.education-inequalities.org/>. (Last accessed: 27.11.2020).

The World Food Programme has a strategy for school feeding from 2020-2030. You can look for some strategies there and for example further expand them to all countries. <https://www.wfp.org/publications/chance-every-schoolchild-wfp-school-feeding-strategy-2020-2030>. (Last accessed: 27.11.2020).

Here are all the publications the World Food Programme has to offer regarding school feeding: <https://www.wfp.org/publications?f%5B0%5D=topics%3A2135>. (Last accessed: 07.01.2021).

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### **3. Topic II: Empowering small local food-related businesses in order to achieve zero hunger.**

Thousands of men and women all over the world struggle every day to uphold a family business and earn enough money to be able to feed their families. Yet, there are still 690 million people that go to bed on an empty stomach each night. Eradicating hunger and malnutrition and thus achieving Zero World Hunger is a massive challenge for the UN World Food Program. (WFP n.d.a)

Article 25 of the Universal Declaration of Human Rights, states that “Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.” (UDOHR n.d.b).

The above statement is directly related to this topic, as empowering small local food-related businesses can be the key to building a sustainable food system. For example, the smallholder market support system has been a project of the WFP for years and helped connect smallholder farmers to markets in over 40 countries. Raising the income and improving the livelihoods of small local food-related businesses<sup>6</sup>, such as smallholder farmers and grocery stores, can have a large-scale impact on achieving zero hunger. One must however keep in mind the challenges that come with this. Most of the small businesses are not sufficiently funded and lack necessary tools for building a strong and sustainable business. Finding ways to resolve this problem is one of the goals of this topic, along with enhancing and strengthening the already existing measures on economic growth and development of local food businesses. (WFP n.d.c)

#### **3.1 Facts and figures**

“Despite producing most of the world’s food, smallholder farmers tend to be food insecure themselves” (World Food Programme n.d.b.) and live in poverty. In fact, smallholder farmers and owners of small local food-related businesses form the majority of people living in poverty. Small businesses are unable to reach the desirable income due to a lack of resources (e.g. financing, infrastructure), inadequate post-harvest management and storage. Some SFRB “are

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<sup>6</sup> \*SFRB: small food-related Businesses

unable to produce enough to last through the lean season” and “others may generate a small surplus but struggle to make profit out of it.” (WFP n.d.b)

In response to that, the WFP has developed various methods on helping SFRB raise their incomes and improve their livelihoods, as this is considered to be the key on building a sustainable food system, advancing food security and thus working towards the goal of achieving Zero Hunger

Due to the large demand for staple foods, farmer-directed procurement processes and locally geared supply chains of the WFP, many smallholders gain an entry point into formal markets and are encouraged to form connections and associations that could help them negotiate better, sell more or even lower their transaction costs and extend their customer base.

Purchase for Progress (P4P) is a small-holder Programme that connects smallholder businesses to markets and, in this way, increases the chance of a successful investment and helps diversify their crops whilst expanding the prosperity of the business. P4P has expanded to 35 countries over the years and managed to improve the negotiations of smallholders with markets. One can look at P4P’s numerous projects and activities that have helped SFRB worldwide to withstand extreme weather phenomena that could easily cause a loss of 30% of the harvested crops. A loss of crops results in a loss of income, as it can be seen in Sub-Saharan Africa. (WFP n.d.e)

Another WFP project, the Home-Grown School Feeding, aims to source the food for national school meal systems from domestic smallholder production, thus connecting our two topics together. The benefits of this are evident and manifold. It is a win-win situation. On the one side, the schools provide SFRB and local farmers with a predictable outlet for their products, leading to a stable income and higher productivity. On the other side, the school children enjoy a healthy, diversified food. (WFP n.d.e)

Finally, the WFP provides Food Assistance, a concept that involves the complex understanding of people’s long-term nutritional needs and works on creating diverse approaches on meeting these needs. (WFP n.d.e)

### **3.2 Regional and international framework**

In Resolution 7/14, *The right to food*, the Human Rights Council, affirms that “hunger constitutes an outrage and a violation of human dignity” (UNHRC 2008). It also stresses how important it is to fight hunger, especially in rural areas, by supporting for example international partnerships on stopping the desertification and land degradation. It is also important to note that, according to the resolution, all UN States, private actors and international organisations are requested to consider on promoting the importance of the right to food for all. In this way, SFRB can be integrated into this scheme as means of achieving this very UN request. Furthermore, it draws attention to the New York Declaration of Action Against Hunger and Poverty, which aims at identifying new financing sources for the ongoing fight against hunger and poverty. If this was to be achieved, SFRB could be sufficiently and productively funded to start their business and thrive, which directly works towards the goal of this resolution. It is an urge that all member States prioritise their development strategies and expenditures accordingly to the realisation of the right to food. Resolution 7/14 also recognises the negative effect that the extreme rises in prices of food have on people in third world countries, and especially on countries which are highly dependent on food imports for the fulfilment of their national nutritional requirements (Human Rights Council 2008).

In an article written by the FAO, it strategically explains how investing in agriculture and rural areas will help ease the structural limitations that poor rural people face (FAO 2017). As an example, the article gives the idea of an exchange of assets like small livestock, fertilisers, pest management solutions and improved seeds. In this way, the farming conditions and thus the harvest would be majorly improved, giving an advantage to SFRB and boosting them on enhancing their potential. What is particularly interesting is that it emphasises that for an investment to be strategic and successful, the focus has to be turned on the needs of rural women and specifically on labour saving technologies. The reason why this is of high importance is because it is more difficult for women to access productive resources and labour for their fields. Women in developing countries, for example in Sub-Saharan Africa, have more household responsibilities and less time for their business (FAO 2017)

In Guatemala there have been some organisations under the umbrella of the FAO that helped eradicating poverty and hunger through forest and farm facilities. The FAO helps farmers strengthen their bargaining powers, improve their productivity and encourage their participation on policy making processes. The efforts of the FAO to incorporate rural people in markets and introduce them to new technologies, information and services has proven to help SFRB in

Guatemala. It is important to mention that the FAO also finances institutions of the private sector on a national and international level on promoting inclusive investment processes. By sharing their knowledge and learning with food-related institutions, the investments in agricultural and rural development have been vastly improved (FAO 2017, p.11)

On November 4th, 2019, the WFP has passed the local and regional food procurement policy. This policy has helped the empowerment of pro-smallholder procurement by introducing new and complementing the already existing cost-efficacy considerations. In this way, the WFP can increasingly integrate procurement, nutrition, resilience, smallholder income, livelihoods activities and even gender equality. The implementation of this policy also helps the promotion of other additional systems and tools that support the WFP's food procurement, and therefore works towards the 2030 Agenda goal for Sustainable Development (WFP 2019).

The policy provides a framework that enhances the contribution of the WFP's local and regional food procurement in ways such as: clarifying and explaining definitions, concepts and frameworks relating to this subject, defining the value of local food procurement whilst strengthening the value of local food chains, providing guidance on the selection of the best food procurement approach and establishing frameworks that enable long and short-term investments to foster sustainable results(WFP 2019).

The WFP leverages three comparative advantages through this policy: (WFP 2019)

1. It has the power to influence food market developments, rural transformation and job creation, especially on local level
2. It has knowledge concerning food markets. This “makes [the] WFP a partner of choice for both public and private entities interested in developing better integrated and more efficient markets” (WFP 2019)
3. It mobilises external partners in support of common objectives and thus promotes the integration between its own market-oriented programmes and partner's initiatives

### **3.3 Sustainable development goals**

Firstly, we would like to draw your attention to the 2020 resolution of the Economic and Social Council (ECOSOC), reaffirming market access for smallholders, especially women, as a “top priority” in reducing poverty for all in African countries. Additionally, it recognises the fact that gender equality and the empowerment of young women is an exceptionally effective way

on working towards all Sustainable Goals, including the Sustainable Development Goals 8, 9.3 and 17.6 (ECOSOC 2020).

Sustainable Development Goal 9 Target 3 aims on “increase[ing] the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets”. Small-scale industrial enterprises can be defined as enterprises that take part in the creation of goods and services for the market below a designated size class (Sustainable Development Solutions Network 2020)).

Sustainable Development Goal 17 aims on strengthening “the means of implementation and revitalise the Global Partnership for Sustainable Development” (UN DESA 2020). Especially Target 17.6 covers an important aspect of that: “Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge-sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism” (UN DESA 2020.). The fact that the internet has nowadays become the main tool of access to information can enhance cooperation, access to science, technology and innovation, not only on a regional but also on an international level. It highlights the power of the internet to act as a tool for measuring the digital divide, which, if not addressed, may cause an imbalance in all development domains and therefore also affect SFRB.

The SDG Fund is an international multi-donor and multi-agency development mechanism that works towards the implementation of the 2030 UN Agenda for sustainable development. On its report “Business and the United Nations – Working together towards the sustainable development Goals: A Framework for Action”, it gives several ideas and concepts on how to engage businesses as partners in development and gives examples. It highlights that there are untapped opportunities for creating business benefits and competitive advantage as well as development impact.

SFRB can play an important role in engaging with governments in national and international public policy dialogues to support SDG priorities and hence work towards achieving all Sustainable Development Goals. “Through its consumer reach business can also help governments raise awareness and promote action by consumers and citizens around key sustainability issues” (Duran 2015)

Several platform coalitions such as New Vision for Agriculture and Sustainable Agriculture Initiative seek to bring systemic change to the agricultural sector on a regional level.

### **3.4 Possible solutions/ strategies on resolving the matter**

Even though there are plenty of already existing projects and measures on helping SFRB, there are still many issues that require a solution and measures that can be undertaken. Delegates are welcome to introduce new ideas or elaborate on the already existing ones on how to encourage the growth of SFRB. Through our fruitful debates and resolutions, we will come up with innovative ways of resolving this matter.

A first attempt could be, for example, to encourage governments or NGOs to financially support SFRB on getting started and staying afloat on in difficult times. There are only a few NGOs that are involved with helping SFRB. For example, Action Against Hunger is an NGO that aims at increasing smallholder agricultural incomes and improving the livelihoods of targeted smallholder farmers in Uganda. NGOs like Action Against Hunger work together with the WFP to reach more successful results. There are, however, only a few NGOs that work towards this goal and also only focus on small parts of the world. Expanding this kind of aid from NGOs could massively benefit SFRB, not only in Uganda but worldwide. The same goes with the idea of encouraging national governments to directly fund and thus help SFRB (Action Against Hunger 2018).

Making SFRB known to the world, through social media and other popular means of communication, could also play a major role on assisting the growth of SFRB. Many citizens may prefer to purchase products from local businesses to support the community they live in. Therefore, SFRB should be made accessible to and affordable for the average citizen.

Furthermore, educating owners of SFRB on how to run the business in order to achieve success would exponentially increase their income, as they would constructively and independently build strong, correct foundations for healthy businesses and potentially expand their already existing ones. It could also lead to collaboration with big fast-food chains.

### **3.5. Questions for orientation**

Here are some questions to orientate yourselves and to help you brainstorm on further ideas:

- a) How do governments handle this issue at the moment?

- b) Is there an example that is worth to be followed?
- c) What can an individual do to support from their own part SFRB?
- d) How can we make sure that SFRB are going to have access to the resources that they need to continue thriving?
- e) How can we encourage the public to purchase from/support SFRB?
- f) How do we make these results long-lasting?

### 3.6 Bibliography

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