



Distinguished Delegates,

I would like to welcome you to the 2009 Southern Regional Model United Nations Conference (SRMUN) and to the United Nations Children's Fund (UNICEF) committee. My name is Cortney Moshier and I am from New York where I am working on a Masters Degree in Multicultural Education from the State University of New York at New Paltz. The best thing I ever did was join the Model UN team and start competing in conferences. The knowledge that I have obtained about the international community, the United Nations and the way diplomacy works is priceless. We, students of Model UN, represent a very small group of people educated on international affairs. These tools enable us to change the world and enhance the global commitments to human rights and equality we so desperately need. As a delegate I have been to many conferences, but this one was always my favorite. As your Director I can assure you that your experience at SRMUN is one that you will not soon forget. Joining me this year is Trey Sylvester, a student from Mississippi State University where he is studying Biological and Political Science with the final goal of a foreign posting through the State Department after graduation. We have both been working very hard to put together an amazing and challenging committee for you.

UNICEF is a leading organization in humanitarian and developmental assistance to mothers and children in the developing world. Stressing community level development that ensures the safety and overall well being of children throughout the world, UNICEF is committed to protecting children. In response to current discussions taking place within UNICEF and the theme for this year's SRMUN (Enhancing Global Commitments to Human Rights and Equality), the following topics will be discussed:

- I: Educating the Youth: Ensuring Capable Citizens for the Future
- II: Safeguarding and Promoting the Rights of Children in Conflict Zones
- III: Measuring the Progress of MDG 6: Protecting Children from HIV/AIDS

The background guides that are available for the topics provide a primary foundation for your research. Additionally, there are helpful links provided in the technical appendices that provide more detailed information on specific aspects of the topics that should be useful in preparing for the conference. In order to ensure a high quality simulation, thorough preparation for each topic is expected from every delegate and detailed preparation will assist in facilitation meaningful discussion at the conference. The background guides and technical appendices are only an initial step in the research process and delegates must conduct independent research to fully prepare for the conference.

Additionally, each delegation is required to submit a position paper for consideration. It should be no longer than two pages in length (single spaced) and demonstrate your country's position, policies and recommendations on each of the three topics. For more information regarding the position papers please visit the SRMUN website at <http://www.srmun.org>. **Position papers must be submitted on-line via the SRMUN website and will be due by 11:59PM on October 23, 2009.**

We sincerely look forward to working with each of you and wish you the best of luck with conference preparations.

Good luck and Happy Researching!

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History of the United Nations Children's Fund

The United Nations International Children's Emergency Fund (UNICEF) was established by the United Nations General Assembly on 11 December 1946 with resolution number 57 (I).¹ UNICEF began as a transient United Nations (UN) program intended to provide specialized aid to the children victimized in the aftermath of World War II.² The organization's work began by providing clothes, basic healthcare, and a consistent meal to millions of children in war torn Europe. In 1953, UNICEF was made a permanent part of the UN.³ With calls from developing Member States, UNICEF's mandate was also expanded to address children's issues around the globe.⁴ UNICEF, while retaining its acronym, decided to drop "International" and "Emergency" from its name to become the United Nations Children's Fund. Following WWII, UNICEF shifted away from strictly responding to crises in favor of putting in place programs designed to prevent disease and improve maternal health.⁵

UNICEF is headquartered in New York City with over 150 field operations going on at any given time.⁶ UNICEF provides humanitarian and developmental assistance to mothers and children in the developing world.⁷ Emphasizing community level development that promotes the well being and overall health of children, UNICEF has five primary priorities for the future:

- *Child Survival and Development*
- *Basic Education and Gender Equality*
- *Child's Protection from Violence, Exploitation and Abuse*
- *HIV/AIDS and Children*
- *Policy Advocacy and Partnerships for Children's Rights*⁸

In 1959, UNICEF's cornerstone document, the Declaration of the Rights of a Child, was adopted by the United Nations.⁹ This document represented the first attempt to internationally define and uphold children's rights. In 1961, UNICEF began to promote education in developing countries and grade them with respect to child issues, using a system of benchmarks to chart progress.¹⁰ For its achievements in safeguarding and improving the health of children, UNICEF was awarded the Nobel Peace Prize in 1965.¹¹ In 1989, the Convention on the Rights of the Child¹² was adopted by the United Nations. The Convention entered into force among UN Member States in September 1990 and was one of the most expediently ratified and universally accepted human rights treaties in the history of the UN.¹³

During the past two decades, the UN began to address the issue which originally led to the creation of UNICEF: the wellbeing of children in areas of conflict. This effort began with the World Summit for Children, which brought world leaders together and made them aware of current problems for children in

¹ UNICEF. United For Children <http://www.unicef.org/index.php>

² "United Nations Children's Fund History of Organization." Nobel Prize Organization. 1972
http://www.nobelprize.org/nobel_prizes/peace/laureates/1965/unicefhistory.html

³ Ibid.

⁴ Ibid.

⁵ UNICEF. Unite for Children. <http://www.unicef.org/index.php>

⁶ Ibid.

⁷ Ibid.

⁸ "United Nations Children's Fund History of Organization." Nobel Prize Organization. 1972.
http://nobelprize.org/nobel_prizes/peace/laureates/1965/unicef-history.html

⁹ "About UNICEF: Who we are." United Nations Children's Fund.
http://www.unicef.org/about/who/index_history.html

¹⁰ Ibid

¹¹ Ibid

¹² "Convention on the Rights of the Child." United Nations General Assembly. 20 November 1989.
www.unhcr.ch/html/menu3/b/k2crc.htm

¹³ Ibid.

conflict zones.¹⁴ The *Machel Report* (1996)¹⁵, sponsored by UNICEF, studied the affects of conflict on children and brought attention to the poor welfare of children in modern conflict zones.¹⁶ The Security Council began to address the problems presented in the report in 1998.¹⁷

In September of 2000, the United Nations developed the Millennium Development Goals (MDGs).¹⁸ UNICEF set down eight goals for the new century that ranged from the implementation of universal primary education to gender equality, the empowerment of women, and combating HIV/AIDS.¹⁹ Indeed, the continuing mandate of UNICEF in the new millennium was similar to the original mission of UNICEF: aid and safeguard children throughout the world. However, UNICEF was also charged with new tasks such as addressing women's rights and ensuring access to primary education for the building of a brighter tomorrow. In 2002, in an attempt to evaluate the effectiveness of the World Summit for Children, the first Special Session on Children was held.²⁰ The Special Session also incorporated children as delegates to the UN so that they could voice their personal views of the progress made in the area of child rights.²¹

UNICEF is guided by a thirty-six member executive board whose members are elected for three year terms by the United Nations Economic and Social Council.²² The organization is supported completely by voluntary contributions. While two-thirds of UNICEF's funding is from state governments, the rest comes from 36 national committees that organize fundraisers and solicit private donations in order to raise the final third of the 2.78 billion dollar budget of UNICEF.²³ UNICEF programs are active in 190 countries where UNICEF has built upon the idea of creating partnerships with state governments in order to establish five year plans for the improvement of children's rights within that country as well as improving maternal care and increasing the availability of education throughout the country.²⁴

Current Members of the United Nations Children's Fund:

ANTIGUA AND BARBUDA, BAHAMAS, BANGLADESH, CAMEROON, CANADA, CENTRAL AFRICAN REPUBLIC, CHINA, CROATIA, CUBA, DENMARK, ETHIOPIA, FINLAND, FRANCE, GERMANY, HAITI, INDIA, IRAN, ITALY, JAPAN, LIBERIA, MALI, MALAYSIA, MAURITANIA, MYANMAR, NETHERLANDS, NORWAY, REPUBLIC OF KOREA, ROMANIA, RUSSIAN FEDERATION, SLOVENIA, SUDAN, SWEDEN, SWITZERLAND, UNITED STATES OF AMERICA, URUGUAY, and ZIMBABWE.²⁵

¹⁴ United Nations Children's Fund History of Organization." Nobel Prize Organization. 1972.
http://nobelprize.org/nobel_prizes/peace/laureates/1965/unicef-history.html

¹⁵ "Machel Report: Impact of Armed Conflict on Children." United Nations General Assembly. 26 August 1996.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ "Millennium Development Goals." United Nations Children's Fund. <http://www.unicef.org/mdg/>

¹⁹ Ibid.

²⁰ "About UNICEF: Who we are." United Nations Children's Fund.
http://www.unicef.org/about/who/index_history.html

²¹ Ibid.

²² Ibid.

²³ "How is UNICEF's budget allocated?" UNICEF.
<http://www.unicefusa.org/about/faq/how-is-unicefs-budget-allocated.html>

²⁴ "About UNICEF: Structure and contact information." United Nations Children's Fund.
<http://www.unicef.org/about/structure/index.html>

²⁵ "UNICEF Executive Board." United Nations Children's Fund.
http://www.unicef.org/about/execboard/index_42661.html

Topic I: Educating the Youth: Ensuring Capable Citizens for the Future

Introduction

Education is a fundamental human right to which every child is entitled regardless of race, gender, religion, ethnicity, or economic status.²⁶ It is at the forefront of a successful society and a productive future.²⁷ Education enhances lives and provides children with knowledge and necessary skills that will help them make better choices for their lives.²⁸ It is estimated that 93 million children are not in school, and over 48 million of them are female.²⁹ Without going to school, children are left with limited opportunities for the future.

In 1990, Member States gathered in Thailand to create a plan that reaffirmed their commitment to achieving universal education at the World Conference on Education for All (EFA).³⁰ At the conference, world leaders, governmental agencies, Non-Governmental Organizations (NGOs), and development agencies committed to six goals that would lead to ensuring an education to every citizen throughout the world:

- *“Expanding and improving early childhood care and education, especially for the most vulnerable children;*
- *Ensuring that by 2015, all children, particularly girls and the disadvantaged, have access to quality free and compulsory primary education;*
- *Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality by 2015;*
- *Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs;*
- *Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and offering equitable access to basic and continuing education to all adults;*
- *Improving all aspects of the quality of education and ensuring excellence.”³¹*

UNICEF is committed to help children and their mothers reach educational goals such as: Equal access to education and universal primary school education, Empowerment of women through girls’ education and gender equality, Education in emergencies and post-crisis education, Early Childhood Development (ECD) and school readiness, and Enhancing quality of primary and secondary education.³²

In order to meet these goals, UNICEF has partnered with the United Nations Educational, Scientific and Cultural Organization (UNESCO) to create the Essential Learning Package (ELP), which is a strategy to increase children's access to basic education.³³ UNICEF relied heavily on its experience creating spaces for educational facilities during and directly following an emergency situation in developing the ELP.

²⁶ Education for All. UNICEF. http://www.unicef.org/girlseducation/index_44870.html

²⁷ UNICEF. Basic education and gender equality. Introduction.

<http://www.unicef.org/girlseducation/index.php>

²⁸ UNICEF. Basic education and gender equality. Introduction.

<http://www.unicef.org/girlseducation/index.php>

²⁹ UNICEF. Equal access to education. Basic education and gender equality

http://www.unicef.org/girlseducation/index_access.html

³⁰ Education for All. UNICEF. http://www.unicef.org/girlseducation/index_44870.html

³¹ Education for All. UNICEF. http://www.unicef.org/girlseducation/index_44870.html

³² UNICEF in Action. Basic education and gender equality

http://www.unicef.org/girlseducation/index_action.html

³³ Essential Learning Package. UNICEF. http://www.unicef.org/girlseducation/index_44887.html

Societies are often the most fragile during a crisis, and education is essential if they will ever rebuild.³⁴ ELP was designed to provide fragile areas with the materials and expertise they would need to ensure children received a proper educative opportunity and serves at both a foundation and a starting point for achieving national educational goals.³⁵ ELP helps advocate for children, creates campaigns for education, monitors progress and evaluates failures in many ways, with a fundamental starting point at a grassroots level, including the community at large. Communities need a framework that supports the children and their future.³⁶

Quality of Education

Having access to a poor quality of education is synonymous with having no access to education at all. There is little point in having a child go to such a poor school if they will not become literate or fail to acquire basic skills needed for success.³⁷ Having quality education in schools is dependent on many factors, but it is also influenced by the surrounding environment of the school and children's home lives. Access to proper supplies and the ability to get to school in the morning influence the quality of a student's educational experience.

Gender discrimination is the largest obstacle to educational achievement.³⁸ Girls are the largest group denied access to education; with over 93 million children out of school, 52 million of them are young girls.³⁹ Parents are less likely to send their female children to school if the quality of their education is poor or if they could be better used in the home. UNICEF is committed to ensuring equality in access to education and reducing gender discrimination in the school system which is illustrated by their education programs that cater to the learning styles of the female population.⁴⁰ UNICEF has created a Child-Friendly Schools model that acts as a vehicle for advocacy and promotion of quality education throughout the world with five elements that affect the quality of education:

- *“What students bring to the learning- experiences and challenges that each student brings to school;*
- *Environment- the learning environment and its safety, protection and gender sensitivity;*
- *Content of education- the materials and curricula relevant for the time period and promotion of life skills necessary for future success;*
- *Processes- approaches teachers are using for education, management styles and methods conducive to quality education and gender equality and;*
- *Outcomes- learning outcomes linking national goals and promoting positive participation in society.”⁴¹*

Disasters and Conflict

Natural and man-made disasters have a detrimental effect on education. With little to no supplies left and dangerous conditions in a region, children's education is often pushed aside and neglected. Crises create

³⁴ Essential Learning Package. UNICEF. http://www.unicef.org/girlseducation/index_44887.html

³⁵ Essential Learning Package. UNICEF. http://www.unicef.org/girlseducation/index_44887.html

³⁶ Essential Learning Package. UNICEF. http://www.unicef.org/girlseducation/index_44887.html

³⁷ UNICEF. Basic education and gender equality: Quality of Education
http://www.unicef.org/girlseducatin/index_quality.html

³⁸ UNICEF. Basic education and gender equality: Quality of Education
http://www.unicef.org/girlseducatin/index_quality.html

³⁹ UNICEF. Basic education and gender equality: Quality of Education
http://www.unicef.org/girlseducatin/index_quality.html

⁴⁰ UNICEF. Basic education and gender equality: Quality of Education
http://www.unicef.org/girlseducatin/index_quality.html

⁴¹ UNICEF. Basic education and gender equality: Quality of Education
http://www.unicef.org/girlseducatin/index_quality.html

situations that impact children in a big way. UNICEF believes that after a crisis, education is the key element that will get a country back on track.⁴² When a country is in crisis or in a disaster situation, there is a necessity for quick action and the re-establishment of learning and getting children into schools. Back to school campaigns are one of the key strategies that UNICEF advocates.⁴³ “These campaigns are intensive advocacy and communication efforts aimed at mobilizing governments, communities, donors and partner organizations.”⁴⁴

In 2006, UNICEF joined forces with several donors and created the Back on Track fund, which is a transitional support strategy that intervenes to help rebuild education systems, prevent additional crises from happening, and reduce fragility within Member States.⁴⁵ Schools are distribution centers for supplies and safe places for children to go during a crisis to prevent abduction, military recruitment, or sexual exploitation.⁴⁶ During a crisis, children are vulnerable and need a safe place to heal both physically and psychologically.⁴⁷ Once education is restored, “it provides knowledge and skills necessary for surviving crises. By disseminating information about landmine safety, AIDS prevention, basic hygiene and health care, conflict resolution and peace-building, education empowers children and, by extension, their families and communities.”⁴⁸

Gender Discrimination

Without equal access to education, the female population will have severely limited future opportunities. UNICEF is committed to ensuring, “a world in which all children, regardless of their gender, socioeconomic background or circumstances, have access to free, compulsory and quality education.”⁴⁹ The agenda set up by UNICEF mirrors international goals relating to girls' education, which include Millennium Development Goals 2 and 3 that are geared towards ensuring that all children have access to and complete primary school while eliminating gender inequality by 2015.⁵⁰ In order to meet the MDG goals and promote education and gender equality across the board, all sectors of society must work together. Commitment from “a broad range of stakeholders, from parents, teachers and local school boards to district and national authorities, policymakers, investors, non-governmental and civil-society organizations, international institutions and donor governments” is required if the goals presented by MDG 2 and 3 are to become reality.⁵¹

In 2000, at the World Education Forum in Dakar, former UN Secretary-General Kofi Annan helped launch the United Nations Girls' Education Initiative (UNGEI), which is a partnership of organizations dedicated to promoting gender equality and girls' education.⁵² UNICEF plays a leading role in the initiative and works towards the goal of ensuring all children have the ability to complete primary school with girls and

⁴² UNICEF. Basic education and gender equality. Back on Track through Education
http://www.unicef.org/girlseducation/index_42183.html

⁴³ Basic education and gender equality. UNICEF. Back to School Campaigns.
http://www.unicef.org/girlseducation/index_44908.html

⁴⁴ Basic education and gender equality. UNICEF. Back to School Campaigns.
http://www.unicef.org/girlseducation/index_44908.html

⁴⁵ UNICEF. Basic education and gender equality. Back on Track through Education
http://www.unicef.org/girlseducation/index_42183.html

⁴⁶ UNICEF. Basic education and gender equality. Back on Track through Education
http://www.unicef.org/girlseducation/index_42183.html

⁴⁷ UNICEF. Basic education and gender equality. Back on Track through Education
http://www.unicef.org/girlseducation/index_42183.html

⁴⁸ UNICEF. Basic education and gender equality. Back on Track through Education
http://www.unicef.org/girlseducation/index_42183.html

⁴⁹ Basic education and gender equality. UNICEF. Equal access to education.
http://www.unicef.org/girlseducation/index_access.html

⁵⁰ Basic education and gender equality. UNICEF. Equal access to education.
http://www.unicef.org/girlseducation/index_access.html

⁵¹ UNICEF. Basic education and gender equality. Partnership for Education and Gender Equality.
http://www.unicef.org/girlseducation/index_44865.html

⁵² UNICEF. Basic education and gender equality. United Nations Girls' Education Initiative.
http://www.unicef.org/girlseducation/index_44871.html

boys having access to free, quality education.⁵³ “UNGEI works towards the removal of barriers to learning, such as school fees and other education costs and for access to education in emergency situations.”⁵⁴ Additionally at the national level, UNGEI supports “country-led development and seeks to influence decision-making and investments to ensure that gender equality guides national education policies, plans and programs.”⁵⁵

Convention on the Rights of the Child

“UNICEF’s mission is to advocate for the protection of children’s rights, to help meet their basic needs, and to expand their opportunities to reach their full potential. UNICEF is guided in this effort by the provisions and principles of the Convention on the Rights of the Child.”⁵⁶ In 1989, world leaders created a convention specifically for children because they often need special care and protection that the adult population does not. They wanted to ensure the world that children have human rights too.⁵⁷ The Convention of the Rights of the Child encompasses civil, cultural, economic, political and social human rights, and the Convention represents the first legally binding international document to do so.⁵⁸

The standards set up by the Convention have been ratified by nearly all Member States, and the standards establish minimum freedoms and entitlements that must be respected by the government of every Member State.⁵⁹ “They are founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to every human being everywhere.”⁶⁰

Technology in Education

Technology can play a tremendous role in education and the successful implementation of the goal of educating every child in the world. The International Society for Technology in Education (ISTE) is a non-profit organization created to provide leadership and services to teachers by providing a source for “professional development, knowledge generation, advocacy and leadership for innovation.”⁶¹ With the goal of advancing the use of technology in schools around the world, ISTE has created the National Education Technology Standards (NETS), the Center for Applied Research in Educational Technology (CARET), and the National Educational Computing Conference (NECC), which collectively serve more than 85,000 teachers and educators worldwide.⁶² The importance of global partnerships for ISTE is evident through their projects. ISTE worked on the development of UNESCO’s Information and Communication Technology (ICT) Competency Standards for Teachers with Cisco, Intel and Microsoft, which was launched in January 2008.⁶³ When this program was launched, there were several main objectives agreed upon as the most relevant to teachers around the world:

- *“To constitute a common core syllabus (defining ICT competency skills for teachers) that professional development providers can use to develop learning materials sharable at a global level;*

⁵³ UNICEF. Basic education and gender equality. United Nations Girls’ Education Initiative. http://www.unicef.org/girlsedcuation/index_44871.html

⁵⁴ UNICEF. Basic education and gender equality. United Nations Girls’ Education Initiative. http://www.unicef.org/girlsedcuation/index_44871.html

⁵⁵ UNICEF. Basic education and gender equality. United Nations Girls’ Education Initiative. http://www.unicef.org/girlsedcuation/index_44871.html

⁵⁶ Unite for Children: UNICEF. Convention on the Rights of the Child. <http://www.unicef.org/crc/>

⁵⁷ Ibid.

⁵⁸ Ibid.

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ ISTE. International Society for Technology in Education.

http://www.iste.org/AM/Template.cfm?Section=About_ISTE

⁶² Ibid.

⁶³ Convene, Connect, Reform. 2007-2008 Annual Report. International Society for Technology in Education http://www.iste.org/Content/NavigationMenu/AboutISTE/AnnualReports2/08_AnnualReport.pdf

- *To provide a basic set of qualifications that allows teachers to integrate ICT into their teaching;*
- *To extend teachers' professional development so as to advance their skills in pedagogy, collaboration, and school innovation using ICTs and;*
- *To harmonize different views and vocabulary regarding the used of ICTs in teacher education.*"⁶⁴

Additionally, ISTE has collaborated with the European Council of International Schools and Singapore's Ministry of Education to host the Summit of European Information Technology Leaders and the first international Conference on Teaching and Learning with Technology respectively.⁶⁵

Educating with technology is not always ideal for every Member State because of funding and other logistical issues, but initiatives such as the Collaborative Software Initiative (CSI) can potentially help all members of the international community.⁶⁶ By working together towards a common goal, collaborative software cuts cost for individual investors and can be broadly distributed. Though this initiative was created specifically for software, the idea could be used for all aspects of education and other sectors of public and private society. The successes of this software have been evident in the public and the private sector. With so many competitive aspects of technology, this software company has brought the idea of cooperation and community to technology. In the financial services arena, recently they launched an "open source self assessment regulatory compliance application" which diagnoses the needs and risk liability for companies during expansion and creation.⁶⁷ Additionally, in the public sector, CSI is in the final stage of creating an infectious disease surveillance application (CSI TriSano), which will provide significant public health benefits.⁶⁸ It will gather information through public interaction with citizens and the will be a tool for public health personnel to make an impact on the "health and well being of their citizens".⁶⁹ Efforts such as the CSI help educate populations about public health and a variety of other subjects.

One Laptop per Child (OLPC) is a program that was set up with the hopes that every child in the developing world could have access to a connected computer.⁷⁰ OLPC's mission is to provide, "a means for learning, self-expression, and exploration to the nearly two billion children of the developing world with little or no access to education. While children are by nature eager for knowledge, many countries have insufficient resources to devote to education—sometimes less than \$20 per year per child."⁷¹ With five basic principles: Child Ownership; Low Ages; Saturation; Connection; and Free and Open Source, OLPC has taken great strides to ensure an educated future.⁷²

- *Child Ownership: OLPC has introduced a low cost laptop (XO) that has been designed specifically for children in the elementary classroom which is the first one of its kind.⁷³ Owning this computer "is a basic right of the child and is coupled with new duties and responsibilities, such as protecting, caring for, and sharing this valuable equipment."⁷⁴ The child has a new tool for their learning. Not only will the computer be utilized at school but the child*

⁶⁴ UNESCO ICT Competency Standards for Teachers. UNESCO.

<http://portal.unesco.org/ci/en/ev.php>

⁶⁵ Convene, Connect, Reform. 2007-2008 Annual Report. International Society for Technology in Education
http://www.iste.org/Content/NavigationMenu/AboutISTE/AnnualReports2/08_AnnualReport.pdf

⁶⁶ Ibid.

⁶⁷ Ibid.

⁶⁸ Ibid.

⁶⁹ Ibid.

⁷⁰ One Laptop per Child. <http://laptop.org/en/vision/mission/index.shtml>

⁷¹ Ibid.

⁷² Ibid.

⁷³ Ibid.

⁷⁴ Ibid.

takes the laptop home and can share the resource with the rest of the family.⁷⁵

- *Low Ages: The XO laptop is designed for children 6-12 years old which encompasses the basic years of elementary school.⁷⁶ Children do not need to know how to read or even write to play with the computer and its programs. In fact, using the XO will introduce and reinforce basic skills needed for survival.⁷⁷*
- *Saturation: OLPC is committed to bring education to the developing countries of the world. If this program is to be successful they must reach a “digital saturation” in a given population.⁷⁸ The whole community that is benefiting from the program will be responsible and they will be supported. “Because of the connectivity inherent to OLPC these different communities will grow together and expand in many directions, in time and space. They will become solid and robust, because they are saturated, without holes or partitions.”⁷⁹*
- *Connection: The XO has been designed to create an engaging connection through a wireless network. All of the laptops in a given community are connected even when they are off and when one laptop is connected to the Internet, the others will be put on the web at the same time so children can connect and chat, share valuable resources and information, use video, and other tools at the same time.⁸⁰ Batteries for these laptops can work for hours and be charged via a mechanical or solar power dock at the school which allows for work outside the walls of the school.⁸¹*
- *Free and Open Source: “The child with an XO is not just a passive consumer of knowledge, but an active participant in a learning community.”⁸² This program allows for growth in content, software, resources and tools driven by students teaching each other and supporting the intellectual growth.⁸³*

Intel has also created an Intel Learning Series, which is a collection of hardware, software and services that are geared specifically towards education.⁸⁴ Concerned with every child having access to education, these technologies are helping UNICEF spread their message and ensure their goals are within reach. Providing research and development, Intel has done extensive research with a final product that has potential to change the world. The Intel Learning Series consists of the following:

- *Extensive ethnography and research: Intel has invested a tremendous amount of research and resources in a program that will deliver solutions for a specific purpose in education.*

⁷⁵ One Laptop per Child. <http://laptop.org/en/vision/mission/index.shtml>

⁷⁶ Ibid.

⁷⁷ Ibid.

⁷⁸ Ibid.

⁷⁹ Ibid.

⁸⁰ Ibid.

⁸¹ Ibid.

⁸² Ibid.

⁸³ Ibid.

⁸⁴ For Education Around the World. Intel. <http://www.intel.com/intel/Learning Series.htm>

- *Intel-powered classmates PCs are specifically geared to meet the diverse needs of students all around the world.*⁸⁵
- *Local solutions through collaboration: Local technology companies are the facilitators of the Intel Learning Series. They collaborate worldwide with vendors to ensure the correct technology and infrastructure is used in any given area that would deliver the Series in a cost efficient way.*⁸⁶
- *Rugged, affordable, purpose-built technology: The Intel classmate PCs are built in a way that provides a child friendly, cost-efficient product that will withstand a child's use.*⁸⁷

“While driving down cost is a goal, we also focus on adding innovation throughout the product development and evolution process so that students, teachers, administrators, and parents can integrate technology into their lives.”⁸⁸

Textbooks, smart boards, even laptops for every child in school are some of the technologies that have been introduced to the world in education. The problem with this idea is the cost and accessibility. When a Member State is at war or in the middle of an economic crisis, there is little money and time to concentrate on technology. UNICEF has made it a priority to ensure that all students are learning in a safe environment and have the means to become a capable citizen of the future.

Teaching in a Global Environment

There are many challenges that teachers face around the world when educating the youth of the international community. Language barriers, educational needs, learning disabilities and even distance pose great logistical challenges for teachers to overcome. There are many tools that teachers can use that have the ability to link students from every continent. Modern technology is a lifeline for many teachers today and can be utilized to ensure the future generations are well-prepared.

Universities around the world are using computer programs like Blackboard to allow their students to have access to their course material at any time with Internet connection.⁸⁹ This is an excellent resource for students because they are, “focused on helping institutions at all levels drive learner achievement by creating personalized and engaging learning experiences, the kind that when achieved on a wide scale can bring about big and measurable change in learning outcomes.”⁹⁰

One of the newest trends around the world is the concept of distance learning, which can be used by educators of students in elementary school, college, or beyond. This new form of teaching links students by computer and allows those in developing states the opportunity to participate in an academic setting.

Additionally, there are many colleges and universities around the world that have started using open textbooks, which are often distributed on the Internet for anyone to use. “Open textbooks are free textbooks available online that are licensed to allow users to download, customize and print any part of the text.”⁹¹ By cutting costs for students, they will be able to participate fully in the courses and afford to take on a busier schedule. Professors can adjust courses to allow for students to utilize textbooks that are available for no additional cost to students. “Some authors offer a print-on-demand service that produces

⁸⁵ For Education Around the World. Intel. <http://www.intel.com/intel/LearningSeries.htm>

⁸⁶ Ibid.

⁸⁷ Ibid.

⁸⁸ Ibid.

⁸⁹ Blackboard. <http://www.blackboard.com/Teaching-Learning/Overview.aspx>

⁹⁰ Ibid.

⁹¹ Shkolnikova, Svetlana. “Online ‘open textbooks’ save students cash” USA TODAY. News: Education. http://www.usatoday.com/news/education/2008-07-09-open-textbooks_N.htm

professionally bound copies for 10-20 dollars.”⁹² Textbook prices have outpaced the rate of inflation by 2-to-1 since the early 1990s and account for over 25% of the tuition and fees at a public university, and 75% at a community college.⁹³

There are several challenges that must be overcome when dealing so exclusively with technology, but the opportunities far out way the risks. Ensuring a reliable Internet connection for communication can be a daunting task with the possibility of storms or disasters disrupting contact between students and teachers. Internet connections must be strong, dependable, and widespread for this technological shift in education to make a significant impact.⁹⁴ Students stay in touch with the professor and other members of the class though the use of voice (telephone and radio), video (webcam), data (pdf files and other text send to the students via e-mail and blackboard services) and print (printed material from the Internet or hard copies purchased in a book store).⁹⁵

Before students are prepared to go to college, a concentration on literacy in children is important. Teachers can utilize the technologies that are available to transform the education process. Educating the youth of the world is no easy feat and using programs that have been described like the Intel classroom PC and the OLPC program would greatly benefit all the children of the world.

Literacy is one of the most important aspects of becoming a prepared and helpful citizen of the globe. While researching the rate of literacy it is interesting to note that some of the most developed Member States in the world have a much lower literacy rate than originally anticipated, with the reverse being true for some developing Member States having a very high literacy rate. UNICEF believes that illiteracy leads to abject poverty and, “Without an education, people cannot work productively, care for their health, sustain and protect themselves and their families or live culturally enriched lives.”⁹⁶

Conclusion

UNICEF strongly believes that:

- *“Children have rights;*
- *The world has set goals for children;*
- *Children demand a voice;*
- *Poverty reduction starts with children;*
- *The people of the world say ‘Yes’ for children and;*
- *Children should not be dying from preventable causes.”*⁹⁷

With education being such an important part of the mission for UNICEF, it is the responsibility of this committee to ensure that all children have access to safe, quality education. Technology has become a great tool for the international community and in turn for the educators of the globe. Computers have come a long way in the last decade and the affordability of software and laptops can lead to widespread access to education. The need is great for innovative ideas that will cross the globe, include all genders and abilities and prepare the citizens of the world for an uncertain future, but before any of that is possible, funding for technology and educational supplies are drastically needed. So many children have little or no access to books, paper and pencils for the most primitive forms of education. Access to technology for many seems like a distant dream with little to no hope for them ever coming true. UNICEF and partners have done a tremendous amount of research and fundraising to ensure that as many children as possible have access to a

⁹² Shkolnikova, Svetlana. “Online ‘open textbooks’ save students cash” USA TODAY. News: Education
http://www.usatoday.com/news/education/2008-07-09-open-textbooks_N.htm

⁹³ Ibid.

⁹⁴ Distance Education at a Glance: Guide 1. University of Idaho: Engineering Outreach.
<http://www.uiweb.uidaho.edu/eo/dist1.htm>

⁹⁵ Ibid.

⁹⁶ Boaz, David. Individual Liberty, Free Markets, and Peace: Illiteracy—The bad News and the Good.
CATO Institute. Jan. 20, 1999. http://www.cato.org/pub_display.php?Pub_id=5551.

⁹⁷ United For Children. UNICEF. Why we do it. <http://www.unicef.org/why/index.html>

quality education, but we need help in creating innovative programs that are cost efficient and widespread. UNICEF is a great supporter of education for all and help as much as possible to ensure that all children are allotted that basic human right.

Committee Directive

By researching and formulating plans of action, delegates should come prepared to discuss the topic of education in its entirety. Be knowledgeable about education statistics and literacy rates of your Member States. Because UNICEF is an organization that aims to help all children of the world, we ask that you prepare research that will be a collaborative effort with fellow Member States concentrating on educating everyone in the world, and that your collaborative efforts do not become competitive.

What technologies or research has led to successes in education? How can we ensure that all Member States, whether developed or developing have access to education? As described in this guide one of the biggest obstacles related to education is access and crisis. While these are important issues to address, delegates are reminded to come with innovative and far reaching plans of action that can benefit all Member States in the international community. Delegates should come prepared to discuss the successes of technology in their Member States with tips on how to utilize research and development to benefit the most people.

Funding for these programs and research is probably the most important aspect of the programs that delegates will be responsible for. How are you going to pay for the programs and policies you wish to implement during the conference? Delegates should research past programs that UNICEF has facilitated in education and see how they have developed funding for the programs. UNICEF is one of the greatest suppliers in educational tools and resources and relies on donations for most of it. How are you going to persuade donors to invest in your program or policy? Additionally, delegates should also think about UNICEF's policies and think of ways they can aid in the fight to ensure an education for all children beyond the policies and programs in place already.

Topic II: Safeguarding and Promoting the Rights of Children in Conflict Zones

“They say that truth is the first casualty of war. When it comes to the youngest victims, what they lose first is childhood. Fighting shatters more than infrastructure: it destroys the precious principles enshrined in the Convention on the Rights of the Child. As bombs devastate schools, hospitals and families, children lose their rights to education, health care and love. Far too many lose even their right to life.”

-Secretary-General Ban Ki-moon⁹⁸

Introduction

In 1989, the Convention on the Rights of the Child established the commitment of United Nations (UN) Member States to the protection of children worldwide with the Declaration of the Rights of the Child.⁹⁹ This document outlines a uniform list of rights and privileges to which children, regardless of geographical location, cultural background, or socio-political situation, are inherently entitled. In order to fulfill this commitment, the United Nations Children's Fund (UNICEF) was entrusted with a new mandate to monitor this system of children's rights and to report on the general welfare of the world's children with regard to this general code of conduct.¹⁰⁰

⁹⁸ “Secretary-General Urges Action by Security Council to Strike ‘a Blow’.” Department of Public Information. New York. April 2009. <http://www.un.org/News/Press/docs/2009/sgsm12211.doc.htm>

⁹⁹ “About UNICEF: Who we are.” United Nations Children's Fund.
http://www.unicef.org/about/who/index_history.html

¹⁰⁰ Ibid

Conflict zones represent areas of extreme concern to those charged with the protection of children. Infants and children in these regions often become the targets of violence and injustice due to their physical and psychological vulnerability. Unborn children and their mothers are also common targets of violence and abuse. Direct threats to children can take other forms as well, most notably among these being the child soldier. "Child soldier" is a broad term that is not limited to war fighter, but also to war aides that are present in the camp and are forced to fill support roles for the armed group. The child soldier can often be used as a microcosm study of the direct action issues facing children in conflict zones since these children face a full battery of physical and psychological traumas. The physical traumas take the form of abuse, starvation, and disease. The psychological traumas are even more varied and include the mental aftershocks of being party to or witnessing massacres, the issues surrounding long term sexual exploitation and abuse, and the destruction of young lives during major mental development stages of growth. These traumas have serious long term implications to the overall health and wellness of children. However, the threats to children in these regions are not limited to direct actions; they also include environmental and geographic hazards that are either caused or exacerbated by the events surrounding conflicts. This basic dichotomy between the direct and indirect can be used to classify the varying threats to children and be used to devise targeted solutions that can eliminate the threats to the development and prosperity of children.

In addition to the guidelines laid down by the Declaration of the Rights of the Child, the new millennium saw the plight of children in conflict zones gain a new focus in the Security Council and the world as a whole. Specifically, the Millennium Development Goals (MDGs) established new benchmarks for the development of children's rights.¹⁰¹ These goals addressed both types of threats facing children in conflict zones. However, despite all the work done by UN Member States, organs, and Non-Governmental Organizations (NGOs), the problem of child soldiers and the threats to children in conflict zones as a whole continue to abound in the world. It is important for UNICEF to consider ways to continue working in partnerships with states to accomplish a new era in children's right. Protecting the well-being of children is especially relevant as the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010) draws to a close.¹⁰²

Direct Threats to a Child's Rights in Conflict Zones

Article 19 of the Convention on the Rights of the Child specifically lists the following as direct threats to children's rights: "all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child".¹⁰³ These acts can be referred to as direct threats as they represent actions perpetrated specifically against a child as an individual and does not address suffering incurred as a member of the larger populace. These acts can be perpetrated against the unborn as well through the abuse and harm of women and girls.

Conflict zones see higher instances of violence towards women and children. Modern wars have seen a paradigm shift in casualty types; whereas in past wars ninety percent of casualties were military, modern wars have seen ninety percent of casualties as civilian.¹⁰⁴ Carolyn Nordstrom has theorized that this change is largely due to the line between war and home fronts blurring.¹⁰⁵ War fronts are no longer the trench lines of past wars, but they are instead the cities and homes within a country. This fundamental change to the nature of war has produced more direct threats to children. For instance, women and children account for an increasing percentage of refugees and have forced other UN organs such as the World Health

¹⁰¹ UNICEF. Millennium Development Goals. <http://www.unicef.org/mdg/>

¹⁰² United Nations Security Council. S/RES/2001/1379.

<http://daccessdds.un.org/doc/UNDOC/GEN/N01/651/10/PDF/N0165110.pdf?OpenElement>

¹⁰³ "Convention on the Rights of the Child." United Nations General Assembly. 20 November 1989.

www.unhcr.ch/html/menu3/b/k2crc.htm

¹⁰⁴ Kalyvas, Stathis N., "'New' And 'Old' Civil Wars: A Valid Distinction?" World Politics – Volume 54, Number 1, October 2001, pp. 99-118

¹⁰⁵ Ibid

Organization (WHO) to reevaluate existing aide programs and research ways to better provide for women and children.¹⁰⁶

UNICEF works toward a broad range of goals that provide aide and protection for children. However, it often proves difficult to effectively monitor and act in areas of conflict due to the inherent chaos and instability of a given region. As a result, the Security Council (SC) has passed a number of resolutions that are aimed at ensuring the safety of women and children in conflict zones. SC resolution 1296¹⁰⁷ works to protect civilians in general from the scourge of conflict by condemning the several wartime practices that specifically target or exploit civilians. SC resolution 1674¹⁰⁸ supports 1296¹⁰⁹ by reaffirming the policies and condemnations represented by 1296 as well as noting the research and work done as a result of SC 1296 in intervening years in summits and in the field. This allows the SC to address new problems and threats that came to light following the new focus of the world on threats to civilians in conflict. SC resolution 1820¹¹⁰ addresses issues surrounding sexual violence, and condemns the parties exploiting individuals and groups in this way. SC 1820 also addresses and where appropriate condemns, the behavior of UN peacekeepers and representatives who were in some cases found to be involved in such practices while in the field. SC resolution 1612 establishes specific protocols within peacekeeping operation whereby children are not only given special protections, but each peacekeeping force is assigned a Child-Protections Advisor (CPA) to provide on-site commanders with a better understanding of children's issues in their areas of operation.¹¹¹ These four resolutions represent significant involvement and include specific clauses addressing children and their vulnerabilities to violence, thus demonstrating the knowledge and continued concern shown by the SC toward children's rights.

The Concerns Related to Child Soldiers

The act of enlisting a child as a soldier represents a unique and enduring threat to a child's rights and prosperity. A child soldier is a general term that applies to a child that serves in any military capacity - whether that is as an actual fighter, a camp aide, or a sex slave.¹¹² Children suffer a variety of physical and psychological abuses related to this traumatic experience. The process by which individuals are recruited typically involves abduction from their homes, after which they are compelled to serve in some capacity for the armed group. Despite numerous resolutions and world declarations condemning this practice, current figures indicate 56 states have child soldiers and 19 are considered persistent offenders after being listed for at least four consecutive years.

Child soldiers are a continuing world issue that threatens the safety of children. Article 38 of the Convention on the Rights of the Child directs states to take all possible steps to prevent the direct involvement of individuals below the age of fifteen in military affairs, and Article 1 of the additional protocol in May 2000 increased this age to eighteen years.¹¹³ A distinction is further made between states and non-state actors in the additional protocol. While establishing minimum guidelines for voluntary recruitment with regard to states in Articles 2 and 3, the Convention expressly forbids non-state actors from recruiting below the age of eighteen in Article 4 and charges states with enforcing this prohibition in Article 5.¹¹⁴ The SC has built upon the convention with resolutions 1513¹¹⁵ and 1612.¹¹⁶ These resolutions

¹⁰⁶ WHOSIS. WHO Statistical Information System. <http://www.who.int/whosis/en/index.html>

¹⁰⁷ United Nations Security Council. S/RES/2000/1296.

<http://daccessdds.un.org/doc/UNDOC/GEN/N00/399/03/PDF/N0039903.pdf?OpenElement>

¹⁰⁸ United Nations Security Council. S/RES/2006/1674.

<http://daccessdds.un.org/doc/UNDOC/GEN/N06/331/99/PDF/N0633199.pdf?OpenElement>

¹⁰⁹ United Nations Security Council. S/RES/2000/1296.

<http://daccessdds.un.org/doc/UNDOC/GEN/N00/399/03/PDF/N0039903.pdf?OpenElement>

¹¹⁰ United Nations Security Council. S/RES/2008/1820.

<http://daccessdds.un.org/doc/UNDOC/GEN/N08/391/44/PDF/N0839144.pdf?OpenElement>

¹¹¹ United Nations Security Council. S/RES/2005/1612.

<http://daccessdds.un.org/doc/UNDOC/GEN/N05/439/59/PDF/N0543959.pdf?OpenElement>

¹¹² UNICEF in emergencies. Children in Armed Conflict. http://www.unicef.org/emerg/index_childsoldiers.html

¹¹³ "Convention on the Rights of the Child." United Nations General Assembly. 20 November 1989. www.unhcr.ch/html/menu3/b/k2crc.htm

¹¹⁴ UNICEF in emergencies. Children in Armed Conflict. http://www.unicef.org/emerg/index_childsoldiers.html

added the force and support of the SC to the Convention and its additional protocol and laid down a system by which situations would be monitored and subsequent findings reported to the SC for the purpose of developing resolutions that would better address specific violators of the Convention.

Child soldiers go through extensive psychological trauma while in a war zone. Immature individuals are forced to make adult decisions and live with killing and debauchery that damages even fully mature adult minds. These children are robbed of a childhood and face a long struggle of rehabilitation before they are even capable of re-entering society.¹¹⁷ These individuals have been systematically alienated from all that they have held dear. The training program for these soldiers often includes the torture and killing of innocent civilians as well as attacks on their homes to ensure their loyalty to the armed group before all other contravening loyalties.¹¹⁸ In some cases, the degree of trauma is simply too much to overcome and these individuals are permanently damaged and at best become wards of the state, at worst plagues upon the conflicted society that spawned them.¹¹⁹

Case Study: Child Soldiers in the Conflict between Rwanda and Burundi

The situation that arose in Rwanda during the 1990's, and which continues to plague its neighbor Uganda, is an unfortunate example of the damage forcing children to become soldiers can cause them. Specifically, we can not only observe the recruitment and use of child soldiers, but also the steps taken by the country and region post-conflict to eliminate further child recruitment and also to demobilize current child soldiers. This conflict is rooted in very old racial differences between the two groups occupying the country, the Hutus and the Tutsis. These differences were highlighted during the colonial period by German and Belgian rulers.¹²⁰ In the 1960's, elections took place that led to Hutus taking power after they were systematically discriminated against by Tutsis and European rulers under the previous system of government.¹²¹ With the withdrawal of the European colonial presence, Rwanda and Burundi become separate states until a revolution in Rwanda installed a Hutu President who forced Tutsis into nearby Burundi where they retain control today.¹²² In the 1970's and 1980's, two revolutions set the stage for the bloodbath that would wash over the region in the 1990's and into the new millennium. A second revolution in Rwanda put the army's Hutu chief of staff in power with promises of order.¹²³ He set in place a single-party political system that systematically limited Tutsi access to the political and economic spheres.¹²⁴ In nearby Uganda, Tutsi exiles were part of the victorious faction in the Ugandan civil war, during which time they set up the Rwandan Patriotic Front (RPF).¹²⁵ With the collapse of coffee prices in 1989 the Rwandan economy crashed and the stage was set for social unrest and the RPF's liberation. In 1990, the Tutsi dominated RPF invaded and fighting, massacres, or the president's delays on concessions dominated headlines for the next few years. In 1994, the Tutsi captured the capital and the Hutu government fled to Zaire. In the refugee camps of Zaire, the Democratic Forces for the Liberation of Rwanda (DFLR) began conscripting new members.¹²⁶ The cholera epidemic in the camps made the refugee situation worse, and with the delay in international aid the DFLR had willing volunteers, but the DFLR and their Tutsi enemies began enlisting children into their ranks. The actual numbers recruited are impossible to know, but numerous accounts from the children that survived the ordeal paint a clear picture. Many of the children have explained how they were taken to training areas for "processing", and then they were trained and

¹¹⁵ United Nations Security Council. S/RES/2000/1325.

<http://daccessdds.un.org/doc/UNDOC/GEN/N00/720/18/PDF/N0072018.pdf?OpenElement>

¹¹⁶ United Nations Security Council. S/RES/2005/1612.

<http://daccessdds.un.org/doc/UNDOC/GEN/N05/439/59/PDF/N0543959.pdf?OpenElement>

¹¹⁷ IRIN. Rwanda ex-child soldiers. <http://www.irinnews.org/report.aspx?ReportId=80668>

¹¹⁸ Coalition to Stop the Use of Child Soldiers. Uganda. <http://www.child-soldiers.org/search?query=initiation>

¹¹⁹ IRIN. Rwanda ex-child soldiers. <http://www.irinnews.org/report.aspx?ReportId=80668>

¹²⁰ PBS. Frontline Rwanda Conflict. <http://www.pbs.org/wgbh/pages/frontline/shows/rwanda/etc/cron.html>

¹²¹ Ibid

¹²² Ibid

¹²³ Ibid

¹²⁴ Ibid

¹²⁵ Ibid

¹²⁶ Ibid

deployed to battlefields.¹²⁷ The children were treated as regular army units and participated in everything from major engagements with the enemy to genocidal massacres and reprisals.¹²⁸

The Coalition to Stop the Use of Child Soldiers in their 2004 global report established the plight of the Rwandan child most accurately when it said the following:

Many children were abducted at night from their homes. As their initiation, they were usually beaten to harden them to life as soldiers, and were smeared with shea nut oil. They were told that the oil would allow the LRA to find them if they ran away, and that they would be killed if they cried out while being beaten or tried to escape. As well as combat duties on the frontline, they were made to carry out raids, loot and burn houses, and kill other child soldiers and civilians. Those who escaped said they had witnessed or participated in the killing of recaptured children, who were beaten or trampled to death whatever their age, and of children who were physically unable to keep up with the unit. The LRA is reported to have forced a number of children to engage in cannibalistic practices, mainly as a punishment. (2-3)¹²⁹

The LRA (Lord's Resistance Army) is a major armed group operating out of Uganda. The LRA, along with similar groups operating out of Rwanda, have involved themselves in the ongoing conflict in the Democratic Republic of the Congo (DRC). The above testimony has become all too common in the destabilizing territories of the DRC. However, the bloodletting is not limited to this nation state but extends to areas of both Uganda and Rwanda. During the Rwandan genocide, children were ripped from their homes and subjected to the same brutal and dehumanizing treatment that we now have testimony of today. It is impossible to know how many children endured this trauma due to the tragic loss of life and the destabilization of government and order during the Rwandan genocide. It is essential that these soldiers are repatriated and accepted by their former homeland. In fact, child soldiers who were unable to return to their homeland now serve in these armed groups actively working to raise the next generation of child soldiers in their footsteps. This is the reason rehabilitation programs are so important to long term stability in former conflict zones.

The rehabilitation process is proving to be much harder than the recruitment and training of these young soldiers. The United Nations has worked with Rwanda to have disarmament, demobilization and reintegration (DDR) programs established as part of the peace agreements. The main problem in Rwanda has not been the effectiveness of such programs but rather the scope. The limited number of facilities devoted specifically to child soldiers combined with the long process required for reintegration has caused a backup of children in need of these programs. In fact, as these children age they are simply slipping through the cracks without ever receiving anything this program has to offer.¹³⁰ DDR programs offer comprehensive counseling for a 6 month period in addition to teaching participants a trade besides the death they were originally taught. The government in Rwanda has also agreed to pay former child soldiers a stipend of land and approximately 186 dollars with which to start over after reintegration. Sadly, those who can not pass through this program are ending up being drawn into the fighting in the Democratic Republic of the Congo (DRC). These brutalized and exploited souls are becoming lifelong soldiers and mercenaries without any hope of a true peaceful future. It is imperative that the UN and UNICEF in particular work to increase the scope of existing programs in order to take into account the large number of

¹²⁷ Children in conflict: Child Soldiers. Rwanda. <http://www.child-soldier.org/Rwanda.htm>

¹²⁸ IRIN. Rwanda ex-child soldiers. <http://www.irinnews.org/report.aspx?ReportId=80668>

¹²⁹ Coalition to Stop the Use of Child Soldiers. Uganda. <http://www.child-soldiers.org/search?query=initiation>

¹³⁰ IRIN. Rwanda ex-child soldiers. <http://www.irinnews.org/report.aspx?ReportId=80668>

child soldiers still waiting in the DRC for demobilization.¹³¹ War and genocide are terrible things, but not as terrible as letting a young life slip through the cracks when it could have been saved.

Indirect Threats to a Child's Rights in Conflict Zones

Child soldiers and direct violence, while the most obvious threats, are not the only threats to children. The indirect aspects of conflict, both in the present and future, threaten a child's safety as well. Conflict in the modern industrialized world can include chemical warfare, which can have adverse effects upon humans or on their food supply.¹³² Conflicts can further lead to the destruction of valuable infrastructure required for the population's survival. The destruction or ransom of these facilities can lead to suffering among the civilian population. UN organs, as well as NGOs, work to safeguard and rebuild the essential needs of a post-conflict zone. A prime example of a post-conflict region is Somalia where in the aftermath of civil war the country is suffering the collapse of water systems, basic public health, and finally rapid inflation and rising food costs.¹³³ The malnutrition level has breached internationally set critical benchmarks. The affect on children is to deprive them of essential nutrients when their body is growing and most in need of a stable, healthy diet.¹³⁴ The collapse of the government and the subsequent skirmishes between warlords has prevented stable food aid and further complicated the situation of NGOs attempting to supply the region. This has caused citizens to fall back on their own limited resources and this air of desperation is what has produced the pirate problem currently being observed on the international stage. If we are to prevent this occurrence in other conflict zones then it is essential to bear in mind that the end of a conflict is not the end of our obligation to the zone's children.

Secretary General Ban Ki-Moon when discussing the all encompassing nature of terrorism said much about the pervasive and encompassing facts of war in general:

*Terrorism affects people everywhere – irrespective of their religion, nationality, sex, age, or their region of origin in the world... He says the victims illustrate that terrorism has many faces and cannot be distilled into one image or person... First, we want to put a human face to the tragic consequences of the scourge of terrorism, thus addressing one of the major conditions conducive to terrorism: the de-humanization effects of victims.*¹³⁵

War is not simply about combatants - it is about the way it affects civilians who are standing by or forced to be involved. It is about the effects that it has on the region even after it is officially declared over. Terrorism and war result in the destruction of essential infrastructure that is necessary for the continued survival of millions of people. Even those who are not combatants or physically under assault, feel the crunch of the onslaught in the way they live their everyday lives. It is important that UNICEF show a continued commitment to safeguarding and rebuilding facilities necessary for continued prosperity of a conflict zone's children since the most dangerous aspects of war are often its least visible. Disease, starvation, and lack of deep seated supportive needs, are by far harder enemies to defeat than any merely human combatant.

The Convention on the Rights of the Child continues to maintain relevance as the UN established that unless security is guaranteed for children and women, it is not possible build a stable situation post-

¹³¹ Child Soldiers. Global report 2008. <http://www.childsoldiersglobalreport.org/content/rwanda>

¹³² United Nations Environment Programme. Environmental Hazards of War: Releasing Dangerous Forces in an Industrial World. <http://www.unep.org/Documents.Multilingual/Default.asp?DocumentID=288&ArticleID=3432&l=en>

¹³³ Action against Hunger. Somalia. <http://www.actionagainsthunger.org/pressroom/releases/2008/05/28>

¹³⁴ Ibid

¹³⁵ United Nations Radio. Terrorism affects people everywhere: UN chief. <http://www.unmultimedia.org/radio/english/detail/36033.html>

conflict.¹³⁶ Creating a suitable post-conflict environment also requires the active prevention of child deaths by delivering adequate medical care and eliminating all elements of the previous conflict that still threaten general safety such as landmines and undetonated ordinance. Perhaps the most important aspect of defending children in conflict zones is to ensure that stable mechanisms such as schools, medical care facilities, and family structures are repaired in order to insulate the child from the ravages of conflict.

Conclusion

The issues surrounding and threats facing children who live and are born into conflict zones are extremely numerous. The children face on a daily basis crimes beyond our imagination and deprivation beyond our human understanding of survival. These children are confronted with direct threats of violence and abuse which often deprive them of the basic right to life. The Convention on the Rights of the Child clearly defines these abuses and rampant neglect as illegal as well as immoral.¹³⁷ Additionally children are abducted and forced to fight or worse in the conflicts while serving as child soldiers. Finally if they escape all that, children who survive look forward to only a future of starvation and depravation as what little resources the nation has left are fiercely fought over. All too often the innocents of these conflicts are the ones who receive the most harm and the least help.

Child soldiers continue to be a pervading issue in the world. The conflict in Rwanda merely serves to highlight the problem. Child soldiers are present in numerous world conflicts and governments and armed groups in these areas are unwilling or unable to accept that children have no place on the battlefield of adults. They are immature and impressionable. What could be worse than experiencing mankind's most evil incarnation during development? These children are scarred and broken, and that may manifest as an inability to function or else a depravity unmatched in sane individuals.

Finally, there is the continuing plight of children in post-conflict zones. This far broader category of children suffers from a lack of essentials. In the aftermath of conflict we face countries which have literally been leveled. Nations such as Somalia and Lebanon, where the entire economic system has been destroyed and the citizens are left with literally nothing as they see even their currency devalue completely. It is imperative that UNICEF keep all of these factors in mind when considering the plight of children in conflict zones

Committee Directive

When you are writing for this issue it is important to consider all the causes of a situation. Resolving complex issues such as child soldiers and post conflict threats to children requires addressing multiple underlying problems and issues. In all of these issues you should ask yourself: What groups if any are supporting or actively participating in these acts against children? What if these groups or even governments are unwilling to allow UNICEF aid? What role can UNICEF in its sphere of authority do to alleviate threats and foster child development during conflict? Also remember that the end of a conflict is not the end of the job. What can UNICEF do to help child soldiers after the conflict is officially over? What can UNICEF do to aid child soldiers who are retained by armed groups following the cessation of hostilities? What if anything can UNICEF do to maintain current development gains and continue to promote upward trends in child welfare? Obviously use this background guide as a resource but I encourage you to go beyond it as this is an overview and by exploring deeper you can get a better understanding of the issues as they pertain to your country. Explore NGO's and other UN organs and the partnerships that can be or are already formed relating to these issues.

¹³⁶ United Nations News Center. Women vital to peace in post-conflict zones, Security Council hears.
<http://www.un.org/apps/news/story.asp?NewsID=28758&Cr=women&Cr1=peacekeeping>

¹³⁷ "Convention on the Rights of the Child." United Nations General Assembly. 20 November 1989.
www.unhcr.ch/html/menu3/b/k2crc.htm

Topic III: Measuring the Progress of MDG 6: Protecting Children from HIV/AIDS

Introduction

One of the biggest crises facing the international community is the Human Immunodeficiency Virus (HIV)/Acquired Immuno Deficiency Syndrome (AIDS) pandemic. In 2007, it was estimated that 2.1 million children under age 15 were living with the human immunodeficiency virus (HIV).¹³⁸ Additionally, 290,000 children died of AIDS and 420,000 children were newly infected.¹³⁹ HIV/AIDS has become a disease that threatens the young and vulnerable persons of the international community, with a large majority of them female.¹⁴⁰ However, females are not the only population affected by HIV/AIDS. The disease does not discriminate by race, class or gender; everyone is at risk.¹⁴¹

On September 8, 2000, The United Nations General Assembly adopted the Millennium Declaration in which 190 Member States pledged their support for the Declaration and the following Millennium Development Goals (MDGs).¹⁴² “The Millennium Development Goals (MDGs) are the world’s time bound and quantified targets for addressing extreme poverty in its many dimensions.”¹⁴³ Goal number 6 is to “Combat HIV/AIDS, malaria and other diseases.”¹⁴⁴ By 2015, the target is to have halted and begun to reverse the spread of HIV/AIDS.¹⁴⁵

UNICEF is actively drawing attention to the reality that children are missing from many response plans presented by the global community. UNICEF has attempted to correct this oversight through its program *Unite for Children, Unite against AIDS*.¹⁴⁶ This program provides evidence demonstrating how important concentration on children affected by HIV/AIDS really is. Program participants meet with stakeholders and ensure their understanding of the situation and promote working partnerships that assist the governments of Member States in planning and implementing national programs for children.¹⁴⁷ This campaign was launched in 2005, and by December 2007, children and AIDS prevention had already been integrated into state policies and state plans of action in 34 countries.¹⁴⁸

The UNICEF campaign provides national frameworks for programs that center around four urgent areas, called the Four Ps’:

- *“Preventing mother-to-child transmission of HIV;*
- *Providing pediatric treatment;*
- *Preventing infection among adolescents and young people;*
- *and*
- *Protecting and supporting children affected by HIV and AIDS.”*¹⁴⁹

According to *The Children and AIDS: Second Stocktaking Report*, from April 2008, the world’s response to protecting and supporting AIDS affected children is grossly insufficient.¹⁵⁰ Sub-Saharan Africa still has 90

¹³⁸ UNICEF. Children and HIV and AIDS: Introduction. <http://www.unicef.org/aids/index.php>

¹³⁹ Ibid.

¹⁴⁰ UNICEF. Children and HIV and AIDS: The Big Picture. http://www.unicef.org/aids/index_bigpicture.html

¹⁴¹ Ibid.

¹⁴² “About the MDGs.” The United Nations Millennium Project. <http://www.unmillenniumproject.org/goals/index.htm>

¹⁴³ Ibid.

¹⁴⁴ Ibid.

¹⁴⁵ “Goals, Targets and Indicators.” The United Nations Millennium Project. <http://www.unmillenniumproject.org/goals/gti.htm#goal6>

¹⁴⁶ UNICEF. Children and HIV and AIDS: The Big Picture. http://www.unicef.org/aids/index_bigpicture.html

¹⁴⁷ Ibid.

¹⁴⁸ Ibid.

¹⁴⁹ Focus Areas: Children and HIV and AIDS. UNICEF. http://www.unicef.org/aids/index_action.html

¹⁵⁰ UNICEF. Children and HIV and AIDS. UNICEF in Action. http://www.unicef.org/aids/index_42838.html

percent of all children that are living with HIV - 40 percent of HIV new infections are in the 15-24 year old age bracket, and in 2007, 5.4 million young people were living with HIV, with 3.1 of them women.¹⁵¹

The Impact of HIV/AIDS on Women and Children

Women and female children are disproportionately infected with HIV/AIDS as compared to males. According to the Global Coalition on Women and AIDS, women in sub-Saharan Africa make up 57% of adults living with HIV/AIDS.¹⁵² Additionally, three quarters of the young people on the continent of Africa with HIV are females.¹⁵³ Women and female children have less access to money and land and in many ways cannot defend themselves when a man makes advances on them for sex.¹⁵⁴ Forced sexual actions are the predominant way that a woman is infected with the HIV virus, and there is little women can do to prevent it.¹⁵⁵ Although there are many organizations working along with UNICEF to help prevent women and children from becoming infected with HIV/AIDS, there is a severe lack of adequate testing resources, drug treatment programs, and supplies. Social discrimination also adds to the consequences of living with and around the AIDS virus.¹⁵⁶

With women being at such a high risk for HIV/AIDS infection, the children belonging to these women are also at a great risk for infection. In 2007, more than 370,000 children became newly infected with HIV and of the 2 million people that died of AIDS, one in seven were children.¹⁵⁷ To put things into perspective, every hour, 31 children die because of AIDS.¹⁵⁸ Ninety percent of all the children living with HIV get the infection from their mothers during pregnancy, birth or breastfeeding.¹⁵⁹ The main way to prevent a child from becoming infected is to prevent mother-to-child-transmission (MTCT) of HIV.¹⁶⁰ MTCT is avoidable with appropriate measures of intervention that include giving drugs to a mother during her pregnancy and to the child after birth. The simple procedures can reduce the risk from 20-45% to less than 2%.¹⁶¹

If children were to be given HIV treatment in the form of antiretroviral drugs, the progress of the infection would be slowed and the infected child could live a much longer and healthier life.¹⁶² Ninety percent of the children who could benefit from the treatment are not receiving it.¹⁶³ Often the proper drugs are not available in an easy form to dispense to children, they are extremely expensive, and there are too few workers to dispense and treat children with the virus.¹⁶⁴

According to UNICEF, if the problem of HIV/AIDS is to be completely addressed, the impact and prevalence of women being infected must be of high priority.¹⁶⁵ Additionally, UNICEF is a strong proponent of education as a valuable tool to combat the spread of HIV and AIDS around the world. Increasing knowledge of safe sex practices and helping women prevent unwanted pregnancies are two

¹⁵¹ Ibid.

¹⁵² UNICEF, Children and HIV and AIDS. UNICEF. How does HIV and AIDS affect girls or women?
http://www.unicef.org/aids/index_hivaids_girls_women.html

¹⁵³ UNICEF, Children and HIV and AIDS. UNICEF. How does HIV and Aids affect girls or women?
http://www.unicef.org/aids/index_hivaids_girls_women.html

¹⁵⁴ UNICEF, Children and HIV and AIDS. UNICEF. How does HIV and Aids affect girls or women?
http://www.unicef.org/aids/index_hivaids_girls_women.html

¹⁵⁵ UNICEF, Children and HIV and AIDS. UNICEF. How does HIV and AIDS affect girls or women?
http://www.unicef.org/aids/index_hivaids_girls_women.html

¹⁵⁶ Children, HIV and AIDS. Averting HIV and AIDS. <http://www.avert.org/children.htm>

¹⁵⁷ Ibid

¹⁵⁸ Ibid

¹⁵⁹ Ibid

¹⁶⁰ Ibid

¹⁶¹ Ibid

¹⁶² Ibid.

¹⁶³ Ibid

¹⁶⁴ Ibid

¹⁶⁵ UNICEF, Children and HIV and AIDS. UNICEF. How does HIV and AIDS affect girls or women?
http://www.unicef.org/aids/index_hivaids_girls_women.html

important steps toward ensuring that women are educated completely with a better chance for a productive and meaningful future.¹⁶⁶

UNICEF and organizations like the World Health Organization (WHO) and the United Nations Educational Scientific and Cultural Organization (UNESCO) must work together to ensure that populations at risk have adequate access to resources meant to ensure their long-term safety. August 3-8, 2008, marked the XVII International AIDS Conference in Mexico City, with a theme of Universal Action Now, to ensure that the international community understood the urgency of HIV.¹⁶⁷ The idea behind the theme of the conference was that the conference would promote scientific inquiry and encourage the collective action of the international community and ensure the accountability for all the women and children of the world suffering from such a horrible disease.¹⁶⁸ There were clear objectives that the vision entailed which were:

- *“Provide a forum in which key scientific and practice-based research, best practice, lessons learnt and gaps in knowledge are addressed;*
- *Present strong evidence to influence leaders, including key policy makers and donors to increase their commitment to HIV and AIDS prevention, care and treatment, undertake responsible action and be more accountable;*
- *Increase understanding of the contribution made by the HIV global response to broader social, economic and health issues;*
- *Maximize opportunities for the participation in conference and program planning of those engaged in evidence-based responses—scientists, members of marginalized communities especially those most vulnerable to HIV, including women, girls, and young people;*
- *Improve public awareness of the continued impact of and global response to HIV and AIDS through enhanced media coverage.”¹⁶⁹*

AIDS 2008 is the seventeenth International AIDS conference, but only the third conference to be evaluated by the international community and delegates participating in the conference.¹⁷⁰ This conference was aimed at improving the way the information is presented for future conferences and to ensure that the next conference would be better. The two main objectives of the evaluation of the conference were to identify and address the strengths and weaknesses of the conference and to assess the immediate and long-term impacts of the conference on the communities at large.¹⁷¹

¹⁶⁶ UNICEF, Children and HIV and AIDS. UNICEF. How does HIV and AIDS affect girls or women?
http://www.unicef.org/aids/index_hiv_aids_girls_women.html

¹⁶⁷ Evaluation Report XVII International AIDS Conference AIDS 2008. The International AIDS Society: Stronger Together. August 3-8, 2008. Mexico City.
<http://www.iasociety.org/Web/WebContent/File/AIDS%202008%20Evaluation%20Report.pdf>

¹⁶⁸ Evaluation Report XVII International AIDS Conference AIDS 2008. The International AIDS Society: Stronger Together. August 3-8, 2008. Mexico City.
<http://www.iasociety.org/Web/WebContent/File/AIDS%202008%20Evaluation%20Report.pdf>

¹⁶⁹ Evaluation Report XVII International AIDS Conference AIDS 2008. The International AIDS Society: Stronger Together. August 3-8, 2008. Mexico City.
<http://www.iasociety.org/Web/WebContent/File/AIDS%202008%20Evaluation%20Report.pdf>

¹⁷⁰ Evaluation Report XVII International AIDS Conference AIDS 2008. The International AIDS Society: Stronger Together. August 3-8, 2008. Mexico City.
<http://www.iasociety.org/Web/WebContent/File/AIDS%202008%20Evaluation%20Report.pdf>

¹⁷¹ Evaluation Report XVII International AIDS Conference AIDS 2008. The International AIDS Society: Stronger Together. August 3-8, 2008. Mexico City.
<http://www.iasociety.org/Web/WebContent/File/AIDS%202008%20Evaluation%20Report.pdf>

Conference facilitators evaluated the content and impact based on questionnaires and delegates answering questions after each workshop. Of the delegates and respondents present, 100% gained at least one benefit when it came to knowledge of HIV/AIDS and valued the opportunities for more information and future collaborations.¹⁷² Most importantly, 86% of the respondents that participated in the conference said they would share what they had learned at AIDS 2008 with their colleagues and organizations, thus spreading the message of the dangers of HIV/AIDS and the ways to prevent the disease from spreading.¹⁷³ This conference has a broad effect on the international community that spreads to many people that were not present at the conference. Knowledge is being transferred through this conference and reaching many small villages and towns plagued with HIV/AIDs, proving that learning about the disease through awareness, education and advocacy will help stop the spread of this disease worldwide.¹⁷⁴ Being educated about making smart sexual choices and safety can help make children aware of HIV and better prepared to make smart decisions to take responsibility for the sexual choices they will make.¹⁷⁵

HIV/AIDS and Conflict

During a conflict, women and children are at a high risk for HIV/AIDS. Emergencies leave the population of orphans, HIV infected children, and children headed households at an even greater risk than a population not in crisis.¹⁷⁶ Sexual exploitation runs rampant during an armed conflict. Displaced migrants, refugee children and other displaced persons are more prevalent due to the loss of livelihoods and disruption of their family and social networks.¹⁷⁷ With so much destruction and a lack of necessary resources like food and water, women often turn to high-risk sexual activities in order to take care of their families, even offering sex for food, and are at an increased risk for infection of HIV and other sexually transmitted diseases.¹⁷⁸

War and conflict cause vulnerability for women and young girls living in areas with weak economic and social structures.¹⁷⁹ In 1995, Kigali, the capital of Rwanda, was among the highest rates of HIV/AIDS infection worldwide, with pregnant women accounting for a staggering 24% of the infected during the genocide as a result of the rape and displacement they suffered.¹⁸⁰ There are 17 countries that have over 100,000 children orphaned by AIDS, of which 13 are in conflict or emergency, and 13 are heavily indebted poor countries.¹⁸¹ Additionally, the spread of HIV is accelerated when young people enter the military and join the males of the army in the sexually active community.¹⁸²

¹⁷² Evaluation Report XVII International AIDS Conference AIDS 2008. The International AIDS Society: Stronger Together. August 3-8, 2008. Mexico City.

¹⁷³ Evaluation Report XVII International AIDS Conference AIDS 2008. The International AIDS Society: Stronger Together. August 3-8, 2008. Mexico City.
<http://www.iasociety.org/Web/WebContent/File/AIDS%202008%20Evaluation%20Report.pdf>

¹⁷⁴ Evaluation Report XVII International AIDS Conference AIDS 2008. The International AIDS Society: Stronger Together. August 3-8, 2008. Mexico City.
<http://www.iasociety.org/Web/WebContent/File/AIDS%202008%20Evaluation%20Report.pdf>

¹⁷⁵ Children, HIV and AIDS. Averting HIV and AIDS. <http://www.avert.org/children.htm>

¹⁷⁶ UNICEF, Children and HIV and AIDS. UNICEF. What is the relationship between HIV and AIDS and emergencies? http://www.unicef.org/aids/index_fight.html

¹⁷⁷ UNICEF, Children and HIV and AIDS. UNICEF. What is the relationship between HIV and AIDS and emergencies? http://www.unicef.org/aids/index_fight.html

¹⁷⁸ UNICEF, Children and HIV and AIDS. UNICEF. What is the relationship between HIV and AIDS and emergencies? http://www.unicef.org/aids/index_fight.html

¹⁷⁹ Fact Sheet: Joint United Nations Program on AIDS. UNAIDS. HIV/AIDS and Conflict.
http://data.unaids.org/Topics/Security/fs_conflict_en.pdf

¹⁸⁰ Fact Sheet: Joint United Nations Program on AIDS. UNAIDS. HIV/AIDS and Conflict.
http://data.unaids.org/Topics/Security/fs_conflict_en.pdf

¹⁸¹ Fact Sheet: Joint United Nations Program on AIDS. UNAIDS. HIV/AIDS and Conflict.
http://data.unaids.org/Topics/Security/fs_conflict_en.pdf

¹⁸² Fact Sheet: Joint United Nations Program on AIDS. UNAIDS. HIV/AIDS and Conflict.
http://data.unaids.org/Topics/Security/fs_conflict_en.pdf

The UN Secretary General's 2003 report to the UN Economic and Social Council (ECOSOC) on Humanitarian Coordination declares that the HIV/AIDS crisis has made the humanitarian crisis more complex and requires a rethinking and redefinition of the assistance needed.¹⁸³ The United Nations Inter-Agency Standing Committee for humanitarian affairs (IASC) is designing a task force to outline the programs and potential strategies to tackle the HIV/AIDS pandemic.¹⁸⁴ The task force has revised the WHO/UNAIDS/UNHCR 1996 Guidelines for HIV/AIDS interventions in emergency settings which was originally aimed to enable governments and agencies of the international community to give response to HIV/AIDS victims during phases of the emergency situations.¹⁸⁵ Additionally, the streamlining of HIV/AIDS into the OCHA Consolidated Appeals (CAP) was introduced and the coordination for inter-agency coordination on the ground has been addressed.¹⁸⁶ This new way of dealing with the HIV/AIDS crisis offers women and children a new resource to ensure their protection and care when infected or around infected members of their villages or communities. When a community is plagued with an outbreak due to conflict, these task forces will be able to assess on a case by case basis the necessities of the area with specific needs of women and children at the forefront of the situation. Women and children will be better cared for by this inter-agency task force and better protected from the spread of HIV/AIDS once a crisis has emerged.

AIDS in Africa: A Case Study

The continent of Africa has the largest population of HIV/AIDS in the world. Sub-Saharan Africa is the region of the world most heavily infected with the HIV/AIDS pandemic. As of 2007, it was estimated that 22 million people were living with HIV and over 11 million children were orphaned by the disease.¹⁸⁷ In Africa, one in three newborns infected with HIV will die before their first birthday, with half dying before year two, and most dead before their fifth birthdays ever come.¹⁸⁸ Contrast this situation with developed countries, where there are measures to prevent transmissions from mother to child and even when the disease is transmitted from mother to child, there are treatment options to prevent premature death.¹⁸⁹ Although the AIDS crisis has been prevalent for almost two decades, the crisis is only now becoming clear to many of the countries in Africa because such a large number of their populations are seriously ill.¹⁹⁰ With little to no care in some communities, the death toll in the region is rising and will continue to rise unless the international community steps in to help. Socially and economically, the consequences are already evident as they become more apparent in the health sector, education, agriculture, and human resources.¹⁹¹

Beyond the suffering of those affected by HIV/AIDS, the threat of losing entire communities and halting the progress that has been made in the region is a reality for many in the poor regions of the world.¹⁹² Sub-Saharan Africa faces three challenges that are of significant proportion:

- *“Providing health care, support and solidarity to a growing population of people with HIV-related illness, and providing them with treatment,*

¹⁸³ Fact Sheet: Joint United Nations Program on AIDS. UNAIDS. HIV/AIDS and Conflict. http://data.unaids.org/Topics/Security/fs_conflict_en.pdf

¹⁸⁴ Fact Sheet: Joint United Nations Program on AIDS. UNAIDS. HIV/AIDS and Conflict. http://data.unaids.org/Topics/Security/fs_conflict_en.pdf

¹⁸⁵ Fact Sheet: Joint United Nations Program on AIDS. UNAIDS. HIV/AIDS and Conflict. http://data.unaids.org/Topics/Security/fs_conflict_en.pdf

¹⁸⁶ Fact Sheet: Joint United Nations Program on AIDS. UNAIDS. HIV/AIDS and Conflict. http://data.unaids.org/Topics/Security/fs_conflict_en.pdf

¹⁸⁷ Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

¹⁸⁸ Children, HIV and AIDS. Averting HIV and AIDS. <http://www.avert.org/children.htm>

¹⁸⁹ Children, HIV and AIDS. Averting HIV and AIDS. <http://www.avert.org/children.htm>

¹⁹⁰ Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

¹⁹¹ Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

¹⁹² Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

- *Reducing the annual toll of new HIV infections by enabling individuals to protect themselves and others,*
- *Coping with the cumulative impact of over 20 million AIDS deaths on orphans and other survivors, on communities, and on national development.*¹⁹³

In the Sub-Saharan region of Africa, AIDS is erasing the progress that has been made in the areas of life expectancy and quality of life. So many adults and children are dying that the average life expectancy in the region is only 47 years.¹⁹⁴ Providing medication for family and community members has drained economic resources and made survival more difficult for those that are left behind.¹⁹⁵

There is growing evidence that prevention can be effective, even in areas of high infection. Some African nations have responded early and have been successful in preventing the disease. Senegal, for example, has a low HIV prevalence rate of .9%.¹⁹⁶ Uganda also has benefited greatly from a program designed to combat the spread of the disease and has lowered its infection rate from 15% in 1990, to 5% in 2001.¹⁹⁷ Programs in Kenya, Zimbabwe and Zambia are also benefiting from an improved campaign for prevention.¹⁹⁸

Severe AIDS epidemics are still prevalent and continue to grow in South Africa, Swaziland and Mozambique.¹⁹⁹ A massive prevention effort is needed in Sub-Saharan Africa as well as other countries around the world. UNICEF and other international organizations must commit themselves to ensure the prevention of the spread of HIV/AIDS in order to protect the children, the future generations of the world.

South Africa

South Africa is suffering from one of the most severe AIDS epidemics in the world with over 5 million people living with HIV in the country.²⁰⁰ Every day there are almost 1,000 deaths due to AIDS.²⁰¹ Statistics are staggering when looking at the AIDS epidemic in South Africa;

- *One in five adults is infected with HIV,*
- *Half of all deaths in South Africa are due to HIV/AIDS,*
- *71% of deaths between ages 15-19 are caused by AIDS,*
- *The life expectancy in South Africa is 54 years,*
- *Hospitals cannot cope with the number of AIDS patients they care for, with 60-70% of medical expenditures going towards treating those with the disease,*
- *Schools are taking a drastic hit as well with over 21% of teachers living with HIV.*²⁰²

Since the 1980s, the spread of HIV/AIDS has been rampant in South Africa. In 1991 the number of people that were heterosexual was equal to those between homosexual men for this first time in the country.²⁰³ Since 1991 the number has been steadily rising with the majority of new infections coming from

¹⁹³ Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

¹⁹⁴ Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

¹⁹⁵ Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

¹⁹⁶ Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

¹⁹⁷ Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

¹⁹⁸ Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

¹⁹⁹ Avert: Averting HIV and AIDS. HIV and AIDS in Africa. <http://www.avert.org/aafrica.htm>

²⁰⁰ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²⁰¹ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²⁰² HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²⁰³ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

heterosexual relations. Sexual transmission of the HIV virus does not count for a large portion of child cases of infection but there is a trend of children becoming sexually active at an earlier age.²⁰⁴

There are many groups and organizations that are using prevention programs on a community level to educate people about how to avoid contracting the HIV/AIDS virus and supplying condoms and other valuable information to ensure they are better prepared to make smart decisions and also to address the social stigmas and discrimination that often surround the virus and prevent discussion.²⁰⁵ These programs become vital in a community to ensure that the children of the area will be aware of HIV and the risks involved.²⁰⁶ In 1998, the Treatment Action Campaign (TAC) was created to campaign for the rights of those living with HIV and AIDS and to demand that those in South Africa be allotted treatment.²⁰⁷ Then in 2000, the Department of Health outlined a five year plan that would aim to combat HIV/AIDS and Sexually Transmitted Infections (STIs).²⁰⁸ The release of this plan sparked a response by the former President Thabo Mbeki who made a speech at the International AIDS Conference in Durban, avoiding the topic of HIV and AIDS and choosing to concentrate on poverty, which sparked an international frenzy accusing the president of believing that “poverty, rather than HIV, [w]as the main cause of AIDS.”²⁰⁹ In September of 2008, Mbeki resigned and the tides have changed in the way that HIV/AIDS is addressed with the African National Congress (ANC) party member Jacob Zuma being elected president in April 2009.²¹⁰

The public health care sector in South Africa is under great strain. As the number of AIDS patients rise, there is a great demand for workers that are trained to deal with HIV/AIDS and for space in facilities to treat patients.²¹¹ According to the Cape Town-based Human Sciences Research Council (HSRC), the patients that are infected with HIV/AIDS stay longer in the hospital than other patients, putting an increased burden on communities throughout South Africa.²¹²

Although the government of South Africa was hesitant to allow treatment for those suffering from HIV/AIDS, they finally allowed the supply of antiretroviral drugs to be administered in 2004 which was several years behind every other nation in the world and only because of extreme pressure from activists and non-governmental agencies.²¹³ There have been several notable efforts from South Africa to combat and prevent the spread of HIV/AIDS:

- *The Soul City Project, which began in 1994 to educate about AIDS through the media (radio, print and television) with acting to promote the message,*
- *The Beyond Awareness campaign, running between 1998 and 2000, which used the media to specifically inform the youth about AIDS,*
- *The Khomanani (caring together) campaign, run by the Aids Communication Team (ACT) that used the media and celebrities to get the message of HIV/AIDS across and encourage testing,*
- *LoveLife is the most prevalent campaign to be carried out in South Africa, targeting the youth with the aims of reducing*

²⁰⁴ Children, HIV and AIDS. Averting HIV and AIDS. <http://www.avert.org/children.htm>

²⁰⁵ Children, HIV and AIDS. Averting HIV and AIDS. <http://www.avert.org/children.htm>

²⁰⁶ Children, HIV and AIDS. Averting HIV and AIDS. <http://www.avert.org/children.htm>

²⁰⁷ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²⁰⁸ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²⁰⁹ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²¹⁰ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²¹¹ Palitza, K. Health South Africa: A Burden That Will Only Become Heavier. Inter Press Service Agency <http://www.ipsnews.net/africa/nota.asp?idnews=33396>

²¹² Palitza, K. Health South Africa: A Burden That Will Only Become Heavier. Inter Press Service Agency <http://www.ipsnews.net/africa/nota.asp?idnews=33396>

²¹³ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

*sexually transmitted infections, HIV, and teenage pregnancy.
The campaign aimed to promote sexual responsibility.*²¹⁴

Already half of all patients in South African hospitals are seeking care for HIV-related illnesses, and their numbers are likely to increase. According to the Health Economics and HIV/AIDS Research Division (HEARD) head researcher Nina Veenstra, “HIV patients might soon account for 60 percent to 70 percent of hospital expenditure in medical wards.”²¹⁵ Despite these confirmed reports of needed funding levels, researchers in South Africa are estimating that less than 15% of the patients in need of antiretroviral therapy are receiving it.²¹⁶

There are many setbacks when it comes to campaigns in South Africa. Campaigns cost a lot of money and many have been poorly executed and funding has dried up. Additionally, diversity and language barriers cause a great challenge to any organization or agency trying to create change when it comes to combating HIV/AIDS in South Africa.²¹⁷ Of all the population, children are most impacted by inadequate treatment and public support resources.

According to UNAIDS, there are 280,000 children under 15 years old living with HIV in South Africa as of 2007.²¹⁸ With a shortage of treatment and a lack of pediatric antiretroviral drugs available, children are often left vulnerable to illness or even death unless given medication.²¹⁹ The children of South Africa are also suffering from the loss of their parents and other close members of their family, with over 1.4 million South Africans orphaned in 2007.²²⁰

Combating HIV/AIDS Around the World

The HIV/AIDS pandemic has reached every continent and every race. The United Nations Special Session on Children in May 2002 set three very important benchmarks for the world to combat HIV/AIDS and ensure the children of the world are protected.²²¹ These goals are to:

- *“Ensure that governments have developed national policies and strategies to strengthen communities’ capacities to provide a supportive environment for orphans by 2003 and to implement those policies by 2005;*
- *Ensure that governments have developed national strategies to strengthen healthcare systems and address factors affecting the provision of HIV-related drugs by 2003 and to implement policies to strengthen family-and community-based care for people living with HIV/AIDS by 2005 and’*
- *Reduce the proportion of parent-to-child transmission of HIV by 20 percent by 2005 and by 50 percent by 2010.”*²²²

²¹⁴ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²¹⁵ Palitza, K. Health South Africa: A Burden That Will Only Become Heavier. Inter Press Service Agency <http://www.ipsnews.net/africa/nota.asp?idnews=33396>

²¹⁶ Palitza, K. Health South Africa: A Burden That Will Only Become Heavier. Inter Press Service Agency <http://www.ipsnews.net/africa/nota.asp?idnews=33396>

²¹⁷ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²¹⁸ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²¹⁹ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²²⁰ HIV/AIDS in South Africa. Averting HIV and AIDS. <http://www.avert.org/aidssouthafrica.htm>

²²¹ Children and HIV and AIDS. Unite for Children. UNICEF. 22 February 2008. http://www.unicef.org/aids/index_42853.html

²²² UNICEF, Children and HIV and AIDS. UNICEF. What is the relationship between HIV and AIDS and emergencies? http://www.unicef.org/aids/index_fight.html

Conclusion

With millions of children dying every year from AIDS, UNICEF and the rest of the international community have a job to do that will ensure no child has died in vain. There is work to be done to provide proper medical care for children and their families that are infected with HIV. There are resources to share and information to spread to guarantee the children of the world know the risks of HIV and are educated to protect themselves and the ones they love. UNICEF and other organizations have made great strides to meet the MDGs by 2015, but there is so much more to be done to assure that HIV is halted and the reverse is prevalent in statistics to come.

Committee Directive

This topic is very broad and can encompass many aspects of HIV/AIDS, and it needs to be made clear that this committee will be discussing the impact of the disease on the children of the world. UNICEF has implemented many plans of action to help put the issues of children and HIV on the map, and it is the job of this committee to come up with new and innovative ways to certify positive change and protection for women and children against HIV/AIDS. While it should be clear to delegates that a significant amount of research has been done on the topic, remember to make sure that your ideas and plans of action are not simply re-inventing something that already exists, but innovative and far reaching. Be well versed on your Member States' statistics and plans in place for HIV/AIDS and be ready to work together with the rest of the committee and find best practices and methods for preventing this debilitating disease. The children of the world need your help.

Topic I: Educating the Youth: Ensuring Capable Citizens for the Future

Six Steps to Abolishing Primary School Fees. Operational Guide. UNICEF and the World Bank. The International Bank for Reconstruction and Development. 2009. http://www.unicef.org/publications/files/six_steps_to_abolishing_primary_school_fees.pdf

Understanding that education is of primary concern for the international community, this resource offers a look at how to cut the cost of educating the youth. The School Fee Abolition Initiative (SFAI) was set up to ensure that the MDGs are within reach in the short time we have left to complete them. This particular article is one of the major publications and explains the program and has a special link to the economic issues when trying to educate those children living in poverty. This is a great source of information for delegates to take a look at and become familiar with.

Strategies for Girls' Education. UNICEF.
http://www.unicef.org/publications/files/English_Version_B.pdf

This is a source to be utilized when discussing gender equality in education. Listed in this article are programs and suggestions to ensure the female population has equal access to quality education. It would be a good idea to look at the suggestions and then reference your Member State and see if there is room for some of these plan or programs to make an impact in education and hopefully get the international community that much closer to ending gender discrimination in the schools.

Official Summary of The State of the World's Children 2004. UNICEF.
http://www.unicef.org/publications/files/2004_officialsumm_ENG.pdf

UNICEF is undoubtedly committed to helping the children in need all around the world. This particular summary is paramount for the idea of gender equality in education and really introduces these ideas effectively. This is UNICEF's official call for a human rights based approach to education that does not discriminate and will help the international community achieve the MDGs.

Progress For Children: A Report Card on Gender Parity and Primary Education.
UNICEF. Number 2: April 2005.
http://www.unicef.org/publications/files/PFC2_rev_July_2005_3506_Eng_o1.pdf

Millennium Development Goals 2 and 3 are paramount for the future; the achievement of universal primary education and gender equality and empowerment of women respectively. Both goals are linked and incredibly important for the future of this committee. This piece can be a valuable tool for delegates. There are maps and statistics for delegates to use. This would be particularly helpful for education and when delegates are writing position papers and speeches for committee.

Wright, C. FMR Education Supplement. UNICEF. Education Strategy 2006-2015.
<http://fmreview.org/FMRpdfs/EducationSupplement/02.pdf>

This is an excellent resource for delegates to look at. Policies and plans for meeting the MDG 2 are outlined and presented in a very easy to follow way. The vision and scope of the organization are laid out for all delegates to become familiar with. The material is particularly helpful in preparing for topic one and should be known by all members of our committee. This resource also brings in a discussion on conflict areas and an interesting portrayal of how UNICEF works in a crisis situation.

UNICEF. Towards A World Fit For Children: Report on follow-up to the United Nations General Assembly's Special Session on Children in the Countries of the International Organization of la Francophonie. Official Summary
UNICEF: 2004.
http://www.unicef.org/publications/files/francophonie_Summary_eng_final.pdf

In 2002, the United Nations General Assembly met for a special session on children. During this conference, Member States reaffirmed the Final Declaration and promised to "promote and protect the rights and well being of all children" and pledged the creation of "A World Fit for Children". The goals were in response to the Convention on the Rights of the Child. This is a great document for delegates to read and understand the plans and promises Member States have made to each other and the children of the international community. It outlines key priorities that came out of the special session: Promoting healthy Lives, Providing Quality Education, and Protecting Children from abuse, exploitation and violence, and Combating HIV/AIDS. Not only will it help for topic I, but all areas and general knowledge for participating in the simulation of UNICEF.

Topic II: Safeguarding and Promoting the Rights of Children in Conflict Zones

"Adolescent health and development in the context of the Convention of the rights of the Child."
Committee on the Rights of the Child. June 6, 2003.
<http://www.unicef.org/adolescence/files/CRCCCommitAdolesc.doc>

This document is a comment on the Convention on the Rights of the Child and is targeted to clarify any ambiguities that would arise concerning whether or not adolescents would be included under the Convention. The document identifies the period of adolescence as a transitional period and thus might be used as loophole by those attempting to skirt the obligations ratifying the Convention. This document thus outlines how the adolescent is to be extended the same protections and rights as a child and that this comment and its clarifying power is to hold the same force as the Convention itself.

"List of Pre-registered NGO's as of April 26, 2002." Special Session of the General Assembly on Children. May 8, 2002.
<http://www.unicef.org/specialsession/documentation/documents/preregistered-ngos-26apr02.doc>

This document lists the NGO's registered with the United Nations and thus UNICEF. These NGO's were present during the General Assembly's special session on children in 2002. UNICEF works with a variety of NGO's in its work and can be helpful in determining the NGO's that are working in your country or on an issue within your country. This allows you to research the various organizations working within your nation and to work within their missions in reaching your development goals.

"Facts and Figures on Child Soldiers." Child Soldiers Global Report 2008.
<http://www.childsoldiersglobalreport.org/content/facts-and-figures-child-soldiers>

This is an excerpt from the Global Report on Child Soldiers for 2008. Specifically this excerpt covers the facts and figures from the previous year concerning things such as countries involved, number of individuals participating, and the status of conflicts. This page contains extensive links to other parts of the global report and thus facilitates easy retrieval of information and data as you explore the report. This is a comprehensive guide on child soldiers and thus is a valuable resource when you begin to construct position papers.

Scott Gates and Simon Reich. "Think Again Child Soldiers." May 2009.
http://www.foreignpolicy.com/story/cms.php?story_id=4944

This page portrays child soldiers as not simply an atrocity in and of themselves but also attempts to give an eye into the effects of child soldiers on foreign policy. This is an important angle to nations that may not have child soldier conflicts. The roles and positions that those nations take on an issue affect the broader confluence of global foreign policy and thus the state of geopolitical stability. It is important to consider how actions taken or not taken can have broader implications beyond a nation or region.

Héctor Javier Sánchez-Pérez, PhD, et al. "Malnutrition Among Children Younger Than 5 Years-Old in Conflict Zones of Chiapas, Mexico." *American Journal of Public Health*. February 2007. Pp. 229–232.
<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1781381>

This is a scientific study done on malnutrition in conflict torn zones of Mexico in 2006. This study shows the startling prevalence of malnutrition in conflict zones and its effects on child development. This study shows how easily conflicts can destabilize support structures which inexorably leads to the effects shown in the results of the study. Those results are high rates of malnutrition and considerable stunting of growth and development.

"Ban calls protecting children in armed conflict a 'moral call'." United Nations. July 17, 2008.
<http://www.un.org/apps/news/story.asp?NewsID=27409&Cr=Child&Cr1=Conflict>

SG Ban Ki-Moon brought children in conflict to the forefront of UN efforts in July 2008 when he stated "The protection of children in armed conflict is a litmus test for the United Nations and the Organization's Member States... It is a moral call, and deserves to be placed above politics. It requires innovative, fearless engagement by all stakeholders." Secretary Moon made other statements that day that help ignited passion and political will to do something about protecting children in armed conflict. The Secretary General has placed this issue at the forefront of the United Nations interest and has been very vocal concerning the issue. It is important to explore this and other messages from the Secretary General as they provide the United Nations perspective on the issue.

"New research on the effects of armed conflict on children." International Save the Children Alliance. 2003.
<http://www.savethechildren.net/alliance/media/newsdesk/2006-09-12.html>

This 2009 report from Save the Children explains what this global NGO has been doing in over 20 countries in regards to children in armed conflict. Important to this NGO is getting these children back in school, able and ready to learn. They raise funds for those nations and individuals that have none or a facing a funding gap. Important statistics can be found here and can help build a better picture of the situation when combined with the global report for 2008. This NGO has different involvement than the United Nations and thus further refines the acts of UNICEF.

"Remembering the Beslan school siege." UNICEF United States Fund. 2008.
http://fieldnotes.unicefusa.org/2008/09/remembering_the_beslan_school.html

This UNICEF blog recalls the Beslan School massacre, a terrorist attack on children. What is important to consider in this rendition of the incident is what was done for the children who suffered in the conflict. UNICEF and others began psychosocial therapy to help rehabilitate the children. Art therapy is one example of what can help children suffering from a conflict situation.

Topic III: Measuring the Progress of MDG 6: Protecting Children from HIV/AIDS

Towards Universal Access: Scaling up Priority HIV/AIDS interventions in the health Sector. Progress Report 2008. UNICEF, UNAIDS, and World Health Organization 2008.

http://www.unicef.org/aids/files/towards_universal_access_report_2008.pdf

Acknowledging that the deadlines for reaching the Millennium Development Goals (MDGs) are rapidly approaching, the High Level Meeting on AIDS from the General Assembly has set a benchmark of 2010 for universal access to prevention, treatment, and care. This is an evaluation of progress and really great information for AIDS statistics and programs already in place. This would also be a great resource to use when creating plans of action to prevent re-creating existing programs to combat the disease. This is also a great resource for the delegates to gauge progress and make plans for the future.

The Quality Assurance Project/USAID/Healthcare Improvement Project and UNICEF. Working Paper: The Evidence Base for Programming For Children Affected by HIV/AIDS in Low Prevalence and Concentrated Epidemic Countries. March 2008
http://www.unicef.org/aids/files/OVC_final.pdf

Creating evidence-based programs are extremely important if the international community is going to be able to effectively report on and prescribe programs that will benefit the children. UNICEF and their partners in the investigation must prove the need for programs to be implemented in the countries of great need. This is an excellent study done about children around the world affected by HIV/AIDS. This paper is a great resource for delegates to get some statistics and knowledge for committee discussion and position papers.

Poverty Reduction Strategy Papers: Do They Matter for Children and Young People Made Vulnerable by HIV/AIDS? Results of joint UNICEF and World Bank Review. UNICEF. December 2004.
http://www.unicef.org/publications/files/Poverty_Reduction_Strategy_Papers_EY_final.pdf

This is a very interesting article about the economic hardships of many poor countries hit hardest by the AIDS pandemic. This article provides evidence that HIV/AIDS treatment and programs need to play a prominent role in the Poverty Reduction Strategy Papers (PRSPs) coming out of Sub-Saharan Africa most specifically. In the fight against the spread of HIV/AIDS, linking government funds and allocating them for treatment and programs is of great concern for UNICEF, specifically with how it plays a role for the children. Additionally PRSPs link other sectors of society that should take a leading role in eliminating HIV/AIDS.

Children and AIDS: Country Fact Sheets: Unite for Children Against AIDS.
http://www.unicef.org/publication/files/childrenAIDS_countryfactsheets.pdf

This is an excellent source for data collection on a variety of sub topics dealing with HIV/AIDS and children. Ranging from the number of HIV positive pregnant women receiving antiretroviral treatments to the number of children lacking proper medication to keep them as healthy as possible when infected are discussed. Separated by country and offering a tremendous amount of information about HIV/AIDS, this resource would be very beneficial for delegates to investigate.

What Parliamentarians can do About HIV/AIDS: Action for Children and Young People
http://www.unicef.org/publications/files/Parliamentarians_AIDS.pdf

This is a unique article depicting the new that parliamentarians and other leaders need to take a vested interest in the future of our planet and its citizens, especially the children. The sustainability of resources and treatments for those infected with HIV/AIDS is an important aspect

of government policy in many parts of the world. Additionally, since it is one of the MDSs, it is extremely important for governments and leaders to take the epidemic seriously and UNICEF must actively ensure the children of the world are represented and taken care of, especially those with HIV/AIDS.

Report on Global AIDS Epidemic. Executive Summary UNAIDS. July 2008

http://data.unaids.org/pub/GlobalReport/2008/JC1511_GR08_Executivesummary_en.pdf

This is an all-inclusive resource about everything having to do with HIV/AIDS. This publication is an executive summary covering the AIDS epidemic for 2008. There are graphs and charts throughout the piece mapping statistics per continent and progress from year to year. This article stresses the commitment made by the international community, and for UNICEF, their commitment to the children.