

## Southern Regional Model United Nations, Atlanta 2012

### *From Crisis to Opportunity: Chartering a Path Forward for Global Self-Sustainability*

November 15-17, 2012 - Atlanta, GA

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Greetings Delegates,

Welcome to the Southern Regional Model United Nations Conference (SRMUN) XXIII and to UNICEF; we are elated at your presence this year. I will be your Director for this brilliant, thought-provoking, and exciting committee. This is my sixth year participating with the conference and my fifth year on staff. In the past I have served as a Rapporteur, an Assistant Director for two years, and this is my third year as Director. I am a recent graduate of Drexel University located in Philadelphia, PA in which I earned a Master of Science degree in Higher Education Administration. I have recently been admitted into Pepperdine University's Doctorate of Education (Ed.D) in Organizational Leadership program located in Los Angeles, CA.

I will be assisted by Katelyn Connell. Katelyn is a graduate of Valdosta State University with a degree in political science and a minor in Spanish. Katelyn has been closely involved in the VSU's MUN program, serving as Vice President of that organization. Last year Katelyn served as Chair for NATO at SRMUN. This is Katelyn's first year on SRMUN staff.

UNICEF was established on 11 December 1946 with the purpose of working with others to overcome the obstacles that poverty, violence, disease and discrimination place in children's paths. This year's conference theme, *From Crisis to Opportunity: Chartering a Path Forward for Global Self Sustainability*, directly affects the mission of *UNICEF*. Many of their initiatives require ample funding and support in providing quality education for in order to close the gender inequality gap. As such, we have chosen the following topics to discuss at this year's conference.

- I. Examining and Addressing Gender Inequality in the Lives of Children;
- II. Protecting and Improving the Lives of Children in Politically Unstable Areas; and
- III. Preparing Children in Developing Member States to Become Global Citizens Through the Use Of Education and Technology.

Although this background guide will equip you with a strong foundation for your research it is not meant to exhaustively cover these topics. It is expected that delegates will prepare equally for each topic to ensure that the participation within - and the outcome of - this committee surpasses all delegate and staff expectations. Please make sure to acquire additional research and to cite it thoroughly throughout your position paper to ensure that you are prepared for the conference in November.

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 by October 26, 2012 at 11:59pm EST via the on-line submission system at <http://www.srmun.org>.**

The UNICEF Committee sends you the best regards as you prepare for the 2012 SRMUN Conference.

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## Committee History of the United Nations Children's Fund

On December 11, 1946, the United Nations General Assembly established the United Nations International Children's Emergency Fund (UNICEF), which has since been shortened to the United Nations Children's Fund.<sup>1</sup> UNICEF was created with the purpose of working "with others to overcome the obstacles that poverty, violence, disease and discrimination place in child's path."<sup>2</sup> Following World War II, UNICEF began with a focus to provide food, clothes, and healthcare to children in post-war areas. Today the organization has become the world's foremost advocate for protecting children<sup>3</sup>.

During the late 1940's many expected the organization to be temporary and therefore it focused most of its efforts on children in Europe, the region most affected by the war.<sup>4</sup> On December 1, 1950, Resolution 417 (V) stated that UNICEF would transition its efforts to projects offering long term benefits in developing countries.<sup>5</sup> On October 6, 1953, Resolution 802 (VIII) unanimously called for the indefinite establishment of the organization, and also changed the name to the "United Nations Children's Fund," by which it is known today.<sup>6</sup>

As part of the new mission to aid children everywhere, UNICEF dedicated much of the remainder of the decade to issues plaguing urban areas.<sup>7</sup> The United Nations Children's Fund targeted healthcare issues, particularly those linked with poverty such as tuberculosis, yaws, malaria, and leprosy.<sup>8</sup> During this time, the organization also created programs for environmental sanitation, social services, education for maternal and child health, and improving nutrition.<sup>9</sup> By 1959, the UN General Assembly ratified Resolution 1386 (XIV) as the *Declaration of the Rights of the Child*, which would protect and develop the status of children everywhere.<sup>10</sup>

During the 1960's, the United Nations Children's Fund worked to make a clear and logical correlation between the development of a child and the development of a state.<sup>11</sup> UNICEF developed programs to guide the formulation of national policies that would assist in meeting children's needs.<sup>12</sup> This approach was designed to help member states develop economically while simultaneously empowering and educating children, as well as communities. UNICEF continued these efforts into the 1970's, and drew attention to children in rural areas of developing countries.<sup>13</sup> The year 1979 was declared as the "International Year of the Child" by UNESCO, and continued to draw attention to problems affecting children and also to the *Declaration of the Rights of the Child*.<sup>14</sup>

During the 1980's, UNICEF's successes gave it greater credibility in the eyes of the international community. In 1982, during a time of recession and economic instability, UNICEF promoted the Child Survival and Development Revolution (CSDR).<sup>15</sup> This initiative suggested four low-cost techniques that would improve the lives of children: Growth monitoring, Oral rehydration, Breastfeeding, and Immunization against six preventable diseases (GOBI).<sup>16</sup> UNICEF took advantage of media and advertising outlets to encourage international participation, and also partnered with public and governmental figures.<sup>17</sup> In 1989, the United Nations General Assembly adopted the *Convention on the Rights of the Child* which has been signed by 194 countries to date and has been upheld by many other United Nations committees.<sup>18</sup> The *Convention on the Rights of the Child* was composed to promote the idea that children have rights

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<sup>1</sup> UNICEF. "History of organization." [http://www.nobelprize.org/nobel\\_prizes/peace/laureates/1965/unicef-history.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1965/unicef-history.html)

<sup>2</sup> UNICEF. "About UNICEF- Who We Are." [http://www.unicef.org/about/who/index\\_introduction.html](http://www.unicef.org/about/who/index_introduction.html)

<sup>3</sup> UNICEF. "Fifty Years for Children." <http://www.unicef.org/sowc96pk/pressum2.htm>

<sup>4</sup> UNESCO. "Guide to Archives of International Organizations."  
[http://www.unesco.org/archives/sio/Eng/presentation\\_print.php?idOrg=1033](http://www.unesco.org/archives/sio/Eng/presentation_print.php?idOrg=1033)

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> UNICEF. "Children and Urban Development." [http://www.unicef.org/about/history/index\\_61883.html](http://www.unicef.org/about/history/index_61883.html)

<sup>8</sup> UNICEF. "History of Organization." [http://www.nobelprize.org/nobel\\_prizes/peace/laureates/1965/unicef-history.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1965/unicef-history.html)

<sup>9</sup> Ibid.

<sup>10</sup> Resolution 1386/XIV <http://daccess-dds-ny.un.org/doc/RESOLUTION/GEN/NR0142/09/IMG/NR014209.pdf?OpenElement>

<sup>11</sup> UNICEF. "History of Organization." [http://www.nobelprize.org/nobel\\_prizes/peace/laureates/1965/unicef-history.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1965/unicef-history.html)

<sup>12</sup> Ibid.

<sup>13</sup> UNICEF. "Children and Urban Development: Past and Present." [http://www.unicef.org/about/history/index\\_61883.html](http://www.unicef.org/about/history/index_61883.html)

<sup>14</sup> UNICEF. "Campaign for Child Survival." <http://www.unicef.org/sowc96/1980s.htm>

<sup>15</sup> UNICEF. "Children and Urban Development: Past and Present." [http://www.unicef.org/about/history/index\\_61883.html](http://www.unicef.org/about/history/index_61883.html)

<sup>16</sup> UNICEF. "Campaign for Child Survival." <http://www.unicef.org/sowc96/1980s.htm>

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

that must be recognized.<sup>19</sup> The core principles of the Convention include: non-discrimination; the child's best interests; the right to live, survive and develop; and respect for the child's views.<sup>20</sup> The Convention has upheld the principles by creating standards in the fields of healthcare, education, social, and legal services.<sup>21</sup> This milestone document is the international legally binding agreement that currently guides the actions of UNICEF.<sup>22</sup>

September 1990 marked the *World Summit for Children*.<sup>23</sup> This summit resulted in the creation of the World Declaration on the Survival, Protection and Development of Children and a Plan of Action which set strategic goals for improving the lives of children by the year 2000.<sup>24</sup> With some goals being met in 2000, and others not, the United Nations Children's Fund goes on to support the Millennium Development Goals established the same year.

UNICEF continues to be a leader in advocating for children's rights. Though much has been accomplished in the past few decades, there is still more that must be done. Without full cooperation from governments, certain issues may continue to harm youth internationally.

The current members on the United Nations Children's Fund include:

ARGENTINA, AUSTRALIA, BAHAMAS, BANGLADESH, BELARUS, BRAZIL, BULGARIA, BURKINA FASO, CAMEROON, CANADA, CHILE, CHINA, COMOROS, CUBA, DOMINICAN REPUBLIC, ECUADOR, EGYPT, EL SALVADOR, ETHIOPIA, FINLAND, FRANCE, GABON, GERMANY, GHANA, INDIA, INDONESIA, IRAQ, IRELAND, ITALY, JAPAN, LATVIA, LESOTHO, LIBYA, MALAWI, MEXICO, MONGOLIA, NETHERLANDS, NICARAGUA, NIGERIA, PAKISTAN, PHILLIPINES, QATAR, REPUBLIC OF KOREA, RUSSIAN FEDERATION, RWANDA, SENEGAL, SLOVAKIA, SPAIN, SWITZERLAND, TURKEY, UKRAINE, UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND, UNITED STATES OF AMERICA, ZAMBIA.

## **I. Examining and Addressing Gender Inequality in the Lives of Children**

### ***Introduction***

UNICEF was established with the purpose of affording opportunity and proper care to children in developing Member States in order to increase their chances of reaching their full potential as global citizens.<sup>25</sup> Additionally, through its country programs, UNICEF advocates for the equal rights of women and girls to support their political, social, and economic participation in the development of their local communities.<sup>26</sup> Upholding the Convention on the Rights of the Child and working towards progress on the Millennium Development Goals, UNICEF strives to assure equality for all those discriminated against, especially girls and women.<sup>27</sup> They do so while promoting peace and security and holding individuals accountable to the promises made for children.<sup>28</sup> As children should be allowed to maximize their potential as youth and adults, UNICEF works to ensure that all children of both genders receive at least a primary education. In particular, girls who are able to acquire education are more likely to develop to become better thinkers, citizens, and parents to their own children.<sup>29</sup>

Gender-based discrimination is one of the most frequent forms of discrimination faced by children in places where boys are considered more socially-desirable than girls.<sup>30</sup> In 2008, UNICEF completed an evaluation of gender policy

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<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

<sup>22</sup> UNICEF. Convention on the Rights of the Child. <http://www.unicef.org/crc/index.html>

<sup>23</sup> UNICEF. "The United Nations Special Session on Children" <http://www.unicef.org/specialsession/about/world-summit.htm>

<sup>24</sup> Ibid.

<sup>25</sup> "Who we are". UNICEF. [http://www.unicef.org/about/who/index\\_introduction.html](http://www.unicef.org/about/who/index_introduction.html)

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

<sup>29</sup> Ibid.

<sup>30</sup> "About gender equality and UNICEF". UNICEF. [http://www.unicef.org/gender/gender\\_57317.html](http://www.unicef.org/gender/gender_57317.html).

implementation and put into place a one-year action plan.<sup>31</sup> In response to its findings, UNICEF began evaluating additional methods to achieve excellence in promoting gender equality.<sup>32</sup> As a result of the positive reaction this one-year plan received, it was expanded in 2010 to become a course of action entitled “Policy on Gender Equality and the Empowerment of Girls and Women.”<sup>33</sup> Immediately following, a global consultation was held in Istanbul in February 2010 to discuss the progress of this plan. After this global consultation, a three-year Strategic Priority Action Plan for Gender Equality: 2010-2012 (SPAP) was developed charting organizational priorities, actions, and milestones to keep UNICEF on track towards advancing their gender equality efforts. SPAP was officially launched in June 2010 and outlined eight areas of change: accountability and strategic framework; capacity and knowledge; leadership, influence and advocacy; programming; ‘doing what we advocate’; partnership; financial resources; and communications.<sup>34</sup> This policy now serves as UNICEF’s foundation for gender mainstreaming efforts. Working in conjunction with the Millennium Development Goals (MDGs), UNICEF’s objective to reduce poverty and increase the achievement of the MDGs is accomplished through a “result-oriented, effective and well-coordinated action that achieves the protection, survival and development of girls and boys on an equal basis.”<sup>35</sup> Looking for the assistance of young boys and men, UNICEF continues to promote gender equality for children. This gender mainstreaming is exhibited in its humanitarian programming as the Core Commitments for Children in Emergencies (CCC) contributes to the efforts of UNICEF in its humanitarian actions.

### ***Millennium Development Goals (MDGs)***

In September 2000, 189 Member States of the United Nations gathered for the Millennium Summit at the United Nations headquarters in New York and created the Millennium Declaration- an initial group of goals to encourage global peace and security, poverty reduction, and environmental and human rights.<sup>36</sup> Wanting more specificity to obtain these goals and establishing yardsticks for measuring their accompanying results, a “blueprint for a better future” entitled the Millennium Development Goals (MDGs) were drafted.

These MDGs are eight international goals to advocate improvement for social and economic conditions in the world’s poorest areas by 2015.<sup>37</sup> The eight goals to achieve this objective are as follows: Goal 1: Eradicate extreme poverty and hunger; Goal 2: Achieve Universal Primary Education; Goal 3: Promote Gender Equality and Empower Women; Goal 4: Reduce Child Mortality Rates; Goal 5: Improve Maternal Health; Goal 6: Combat HIV/AIDs, Malaria, and other diseases; Goal 7: Ensure Environmental Sustainability; and Goal 8: Develop a global partnership for development.<sup>38</sup>

In regards to UNICEF, the majority of the goals were targeted towards children. The most effective ways to change circumstances in countries starts with children, as they are the future of their community. As an example, consider the goal of reducing poverty. Children constitute a large percentage of the world’s poor.<sup>39</sup> By investing in children, greater opportunity is provided to them to foster healthy physical, intellectual, and emotional growth.<sup>40</sup> Additionally, investing in children means achieving development goals faster and each action UNICEF takes is a step towards a Millennium Development Goal.

### ***Millennium Development Goal 3: Promote Gender equality and Empower Women***

The UN’s goal is to eliminate gender disparity at all levels of education by 2015.<sup>41</sup> As previously mentioned, men and boys in developing countries are often afforded more opportunities for growth than women and girls.<sup>42</sup> As many

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<sup>31</sup> Ibid.

<sup>32</sup> Ibid.

<sup>33</sup> Ibid.

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> :About the goals”. UNICEF, [http://www.unicef.org/mdg/index\\_aboutthegoals.htm](http://www.unicef.org/mdg/index_aboutthegoals.htm)

<sup>37</sup> “Millennium Development Goals. France at the United Nations. <http://www.franceonu.org/spip.php?article4026>

<sup>38</sup> Ibid.

<sup>39</sup> Ibid.

<sup>40</sup> Ibid.

<sup>41</sup> “Goal: Promote Gender Equality and Empower Women”. UNICEF. [http://www.unicef.org/mdg/index\\_genderequality.htm](http://www.unicef.org/mdg/index_genderequality.htm)

<sup>42</sup> Ibid.

children in developing countries already begin their life lacking nutrition, learning, and protection, this concern is magnified for the female population. Girls in these countries are more susceptible to exploitation and are at greater risk to contract HIV/AIDS..<sup>43</sup> Additionally other factors such as the cultural practice of early marriage and ineffective health services have clear and negative impacts on the rate of maternal mortality.

UNICEF's priorities towards gender equality are essential for development and are grouped into five main strategic areas: Young Child Survival and Development; Basic Education and Gender Equality; HIV/AIDs and Children; Child Protection; and Policy Analysis, Advocacy and Partnerships for Children's Rights.<sup>44</sup> Currently, the world is behind schedule in accomplishing the MDGs by 2015. As a result, millions of children will suffer from hunger, fall ill with preventable diseases, or die. Nevertheless, it is still possible to achieve the Millennium Goals by 2015, but that will require a stronger commitment and focus from all on advocating for the rights of children.

### ***Gender Equality***

UNICEF recognizes that by advancing the rights of women and children we in turn advance humanity. As such, UNICEF has responded to the active implementation of MDG 3 by implementing six methods: getting girls into quality school environments and helping them to stay there; helping women and girls avoid HIV/AIDS; improving maternal health; giving girls a good start in early childhood; promoting child protection; and increasing access to water and sanitation.<sup>45</sup>

When a family can afford to send only one child to school they usually choose a boy, whereas girls are left behind to tend to the home and care for younger siblings. Even in cases where girls are afforded basic education, they may be subject to being withdrawn from school as they near the age when it is acceptable to marry.<sup>46</sup> By allowing young girls to become educated, their chance of contracting HIV/AIDS is reduced, their overall economic productivity rises, their infant and maternal mortality rates decline, and their food habits and health improve.<sup>47</sup> As HIV/AIDs is widespread amongst uneducated teenage girls, UNICEF assists in equipping young men and women with access to information and services that will aid in preventing or reducing the risk of contracting an infection. For example, UNICEF programs provide confidential HIV testing, access to condoms, and treatment for sexually transmitted diseases.

Statistics indicate that if a girl has acquired at least six years of primary education her prenatal care, postnatal care, and childbirth survival rates as an adult will show a distinct improvement.<sup>48</sup> UNICEF partners with governments and policy makers to make certain that emergency obstetric care is a priority in national health plans as the most critical element in a healthy birth is access to an obstetrician.<sup>49</sup> As a result, UNICEF also aids governments with training and logistics. Furthermore, UNICEF provides tetanus vaccines, micronutrient supplements, and insecticide-treated bed nets that help prevent malaria for pregnant women.<sup>50</sup>

In the first years of a child's life, they experience many situations that will impact their social, emotional, and physical health as they develop.<sup>51</sup> Acquiring skills such as language recognition, social competence, and the ability to think and learn critically are all obtained during this short span of time. If a child is not provided with the necessary nutrition, nurturing, health care, and psychosocial elements, their ability to successfully acclimate and understand the world as a global citizen begins to decrease.<sup>52</sup> Already discriminated against based on gender, young girls receive much worse in terms of diet and health care. Because of this, there are millions of women who are not alive today solely because they were subject to gender discrimination. As a result, UNICEF partners with governments and communities to develop policies and programs that center on health, nutrition, water and environmental sanitation, psycho-social care and early learning, child protection, and women's rights.

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<sup>43</sup> Ibid.

<sup>44</sup> "UNICEF's Role". UNICEF. [http://www.unicef.org/mdg/index\\_unicefsrole.htm](http://www.unicef.org/mdg/index_unicefsrole.htm)

<sup>45</sup> "Goal: Promote Gender Equality and Empower Women". UNICEF. [http://www.unicef.org/mdg/index\\_genderequality.htm](http://www.unicef.org/mdg/index_genderequality.htm)

<sup>46</sup> Ibid.

<sup>47</sup> Ibid.

<sup>48</sup> Ibid.

<sup>49</sup> Ibid.

<sup>50</sup> Ibid.

<sup>51</sup> Ibid.

<sup>52</sup> Ibid.

Millions of children are subjected to exploitation, abuse, and violence each year after being recruited into armed gangs, , becoming victims of violence at home, being forced into early marriage, and/or undergoing genital mutilation.<sup>53</sup> As an answer to this, UNICEF stresses protection of the vulnerable by implementing programs and policies such as media awareness, challenging traditional approaches that result in abuse, and lobbying for stricter consequences for offenders against children.<sup>54</sup> Additionally, schools are being converted to become places where children can go for health services, food, and security in addition to obtaining an education.<sup>55</sup>

Another reason why girls may not attend school is simply the lack of available quality water in the household.<sup>56</sup> In many cultures it is the responsibility of women and girls to find water and carry it back to the home; a responsibility that is often very dangerous and time consuming as they have to travel back and forth many miles. In addition, impoverished societies often do not have appropriate sanitary and restroom facilities in schools.<sup>57</sup> With this in mind, UNICEF works diligently with households to install household filter technologies or develop rain water harvesting systems to ensure that they have access to a secure supply of clean water along with safe and convenient sanitary facilities.<sup>58</sup>

### ***Convention on the Rights of the Child (CRC)***

Defined as “the most widely ratified human rights treaty in history,”<sup>59</sup> the Convention on the Rights of the Child (CRC) is the first legally binding international instrument to incorporate the full range of human rights: civil, cultural, economic, political, and social.<sup>60</sup> UNICEF works in virtually 160 countries to support ratification and implementation of the Convention.<sup>61</sup> In 54 articles and two protocols, the CRC defines the basic human rights that children have as: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family and social life. Accompanying this, the four core principals of the convention are: non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Under these basic human rights and principals the convention has set global standards in health care; education; and legal, civil, and social services.<sup>62</sup>

Those Member States that ratify this convention are legally required to respect, protect, promote and fulfill all of these rights. This includes if they adopt or change laws and policies that utilize the provisions of the convention or protocol. Additionally, these Member States are required to file reports to the CRC in which they provide an update on their country and discuss measures they are taking to support the goals of children equality in their country.<sup>63</sup>

### ***Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)***

Understanding that the rights and equality of women are critical to the existence and growth of children, along with fostering healthy families, communities, and nations, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was developed and adopted by the United Nations in 1979.<sup>64</sup> CEDAW describes what constitutes discrimination against women and developed an agenda for national action to end such discrimination. In this regard, the convention defines discrimination against women as:

.....any distinction, exclusion or restriction made on the basis of sex which has the effect

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<sup>53</sup> Ibid.

<sup>54</sup> Ibid.

<sup>55</sup> Ibid.

<sup>56</sup> Ibid.

<sup>57</sup> Ibid.

<sup>58</sup> Ibid.

<sup>59</sup> “Goal: Promote Gender Equality and Empower Women”. UNICEF. [http://www.unicef.org/mdg/index\\_genderequality.htm](http://www.unicef.org/mdg/index_genderequality.htm)

<sup>60</sup> “Convention on the Rights of the Child”. UNICEF. <http://www.unicef.org/crc/index.html>

<sup>61</sup> “UNICEF in action”. UNICEF. [http://www.unicef.org/crc/index\\_action.html](http://www.unicef.org/crc/index_action.html)

<sup>62</sup> Ibid.

<sup>63</sup> “Using the convention and protocols for children”. UNICEF. [http://www.unicef.org/crc/index\\_using.html](http://www.unicef.org/crc/index_using.html)

<sup>64</sup> “Goal: Promote Gender Equality and Empower Women”. UNICEF. [http://www.unicef.org/mdg/index\\_genderequality.htm](http://www.unicef.org/mdg/index_genderequality.htm)

or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.<sup>65</sup>

Similar to the CRC, Member States that agree to accede to this convention commit themselves to creating and implementing actions that seek to end discrimination against women. These states agree to take the appropriate steps to provide women with their human rights and fundamental freedoms. Additionally, these Member States are required to submit national reports at least every four years, to CEDAW outlining the measures they have implemented to show compliance with their treaty obligations.<sup>66</sup>

### ***Emergencies and Humanitarian Action***

Working in conjunction with local and international partners including UN Agencies, governments and civil society, UNICEF provides support in the event of emergencies and participates in humanitarian efforts to aid children in underdeveloped countries.<sup>67</sup> In the last 10 years, over 2 million children have died as a result of armed conflict and over 1 million children have been orphaned or separated from their families.<sup>68</sup> Additionally, ailments such as measles, acute respiratory infections, malaria, and malnutrition are dominant killers of children in underdeveloped nations.<sup>69</sup> As a result, UNICEF places priority in ensuring that emergency immunization, safe supplies of drinking water and acceptable sanitary conditions are available for children and their communities.<sup>70</sup>

As previously mentioned, attending school provides children with the opportunity to develop fully as global individuals in society in which they recognize their potential, build their self-esteem, and aid in the support and growth of their local communities. As such, UNICEF sponsors back-to-school programs in efforts to lessen the effect of war and disaster, while continuing to afford children with the necessary resources that they will need to be successful later in life.<sup>71</sup>

Throughout emergencies, sexual and gender-based violence remains present. UNICEF targets its efforts in ensuring that girls and women are not subjected to acts of sexual violence such as rape, mutilation, prostitution, forced pregnancy, and sexual slavery.<sup>72</sup> In this regard, UNICEF's role in child protection expands to tracing and reunification programs for separated children and prevention of child recruitment in armed groups.<sup>73</sup>

### ***Core Commitments for Children in Emergencies (CCC)***

Continuing its advocacy for the rights of children affected by humanitarian crises, UNICEF created a central framework entitled Core Commitments for Children in Humanitarian Action (CCC) in 1998.<sup>74</sup> It was later revised in 2004. Within this policy, areas are outlined describing ways in which UNICEF can best contribute to results of humanitarian action including best practices and humanitarian reform.<sup>75</sup>

Similar to the CRC, the CCCs are led by the international human rights law and by the international humanitarian law reaffirming the importance of advocating for the rights of children and women.<sup>76</sup> Additionally, depending on the context, UNICEF's role may include promoting CCCs through advocacy, leadership, or humanitarian country teams.<sup>77</sup> With this in mind, the overarching fact is that UNICEF's humanitarian commitment is to ensure that all humanitarian

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<sup>65</sup> "Overview of the convention". United Nations. <http://www.un.org/womenwatch/daw/cedaw/>

<sup>66</sup> Ibid.

<sup>67</sup> "Reaching the vulnerable". UNICEF. <http://www.unicef.org/emerg/index.html>

<sup>68</sup> Ibid.

<sup>69</sup> Ibid.

<sup>70</sup> Ibid.

<sup>71</sup> Ibid.

<sup>72</sup> Ibid.

<sup>73</sup> Ibid.

<sup>74</sup> "Commitments". UNICEF. [http://www.unicef.org/emerg/index\\_commitments.html](http://www.unicef.org/emerg/index_commitments.html)

<sup>75</sup> Ibid.

<sup>76</sup> Ibid.

<sup>77</sup> Ibid.

actions undertaken are done with the rights of children and women being considered as per the CRC and CEDAW in order to save lives, alleviate suffering, and protect the rights of both.<sup>78</sup>

### ***Policy on Gender Equality and the Empowerment of Girls and Women***

In 1994 the Policy on Gender Equality and Women's Empowerment was created and adopted by the UN.<sup>79</sup> It formulates the framework for UNICEF program cooperation with governments and other partners to endorse equality between girls and boys. It does so by defining a core set of standards of performance that are expected and sets out the organizational mechanisms that will bring out results over time; these include persistence, consistency, and follow-up. The policy addresses UNICEF's principals of equal rights for girls and boys through its humanitarian preparedness, response, and recovery, and addresses the responsibilities and expectations of UNICEF staff at all levels.<sup>80</sup>

### ***Strategic Priority Action Plan for Gender Equality (SPAP): 2010-2012***

Building upon the Policy on Gender Equality and the Empowerment of Girls and Women, in June 2010 UNICEF created the three-year Strategic Priority Action Plan on Gender Equality: 2010-2012 (SPAP).<sup>81</sup> This policy serves as a basis for gender mainstreaming from 2010 to 2012 and defines eight areas of change: accountability and strategic framework; capacity and knowledge; leadership, influence and advocacy; programming; 'doing what we advocate'; partnership; financial resources; and communications.<sup>82</sup>

### ***Accountability and Strategic Framework***

To demonstrate its commitment to gender equality, UNICEF will make it a visible element in all its plans, instructions, and guidance. With a goal of 80% met by 2012, every country and office that UNICEF occupies will have a statement describing what Gender Policy means for work in that country and how the plan will be put into action.<sup>83</sup> Additionally, all UNICEF staff will be aware of their responsibilities for gender equality and be held accountable for them through regular performance monitoring.<sup>84</sup>

### ***Capacity and Knowledge***

UNICEF will ensure that all staff has acquired the knowledge and skills to deliver on its policy, common goals, and plan by investing in its staff and cooperating partners.<sup>85</sup> A goal of 50% of professional staff to complete interagency e-learning is set for 2012. In its training, UNICEF will pay special attention to women and girls facing multiple forms of discrimination.<sup>86</sup> Recognizing when it needs external expertise on gender mainstreaming, UNICEF will support joint research and build a knowledge base amongst staff so that they know how to find it. Additionally, all UNICEF staff will be familiar with the basic ways to implement the policy in their work.<sup>87</sup>

### ***Leadership, Influence and Advocacy***

UNICEF plans to utilize its leadership by having senior managers commit themselves as advocates for gender equality and to act as energetic and reliable partners for the rights of girls and women.<sup>88</sup> The goal is that, by 2012, UNICEF will increase the number of agenda items directly addressing gender equality in Global Leadership Team, Regional

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<sup>78</sup> Ibid.

<sup>79</sup> "UNICEF Policy on Gender Equality and the Empowerment of Girls and Women". UNICEF. [http://www.unicef.org/gender/files/UNICEF\\_Gender\\_Policy\\_2010.pdf](http://www.unicef.org/gender/files/UNICEF_Gender_Policy_2010.pdf)

<sup>80</sup> Ibid.

<sup>81</sup> "Strategic Priority Action Plan". UNICEF. [http://www.unicef.org/gender/gender\\_57856.html](http://www.unicef.org/gender/gender_57856.html)

<sup>82</sup> "UNICEF Strategic Priority Action Plan for Gender Equality:2010-2012". UNICEF. [http://www.unicef.org/gender/files/Strategic\\_Priority\\_Action\\_Plan\\_for\\_Gender\\_Equality\\_2010-2012.pdf](http://www.unicef.org/gender/files/Strategic_Priority_Action_Plan_for_Gender_Equality_2010-2012.pdf)

<sup>83</sup> Ibid.

<sup>84</sup> Ibid.

<sup>85</sup> Ibid.

<sup>86</sup> Ibid.

<sup>87</sup> Ibid.

<sup>88</sup> Ibid.



Management Teams, and Country Management Teams by 100%.<sup>89</sup> UNICEF will pursue every opportunity to promote gender equality and will encourage the use of the UN Development Group Scorecard. UNICEF is also committed to tracking advancements over time and has pledged to provide high quality contributions to interagency processes dealing with gender equality and women's empowerment. For example, the agency has become an active participant in gender equality related joint programming and is working to promote knowledge exchanges on these activities at regional and global levels.<sup>90</sup>

### ***Programming***

Gender mainstreaming and the pursuit of gender equality will be a primary focus of all UNICEF-assisted programs, both development and humanitarian. UNICEF's program quality assurance, oversight, monitoring and evaluation systems will completely support gender mainstreaming.<sup>91</sup> These programs will take into account the situation, role, and potential contribution to gender equality of men and boys, and girls and women including issues specific to emergencies. Additionally, UNICEF will have a system in place to prevent and respond to sexual exploitation and abuse of children in which clear accountability for prevention is established.<sup>92</sup>

### ***'Doing what we advocate'***

UNICEF will lead by example practicing its policy and treating its staff equally and fairly. It will provide workshops and training sessions to staff at all levels to afford a safe place to discuss personal issues of gender equality in their own lives.<sup>93</sup> Additionally, training on gender and diversity issues will be provided. UNICEF's policies will reflect a respect for gender equality in which life priorities as maternity and paternity leave will be granted and equal gender roles will be supported for staff within their families.<sup>94</sup> UNICEF staff will also be trained on gender based harassment, awareness of what mechanisms are available, and how to use them.<sup>95</sup>

### ***Partnership***

Collaborative relationships that UNICEF creates with global, regional, and country levels are encouraged with the intention of promoting UNICEF's gender equality goals.<sup>96</sup> UNICEF's partnerships reflect its expectations of its partners in regards to mainstreaming gender equality. UNICEF intends to have a proportion of its country offices possess at least one or more gender equality focused program partners totaling 100% by 2012.<sup>97</sup> This will enable UNICEF and its partners to develop strong partnerships with women leaders and support capacity development for civil society groups that are working for gender equality.<sup>98</sup>

### ***Financial Resources***

In order to make the policy and action plan a reality, UNICEF plans to raise funds with a goal of 75% expenditure that contributes to gender equality results by 2012.<sup>99</sup> Additionally, it will build partnerships with donors providing additional assistance as needed that contribute to its work for gender equality.<sup>100</sup> UNICEF will also maintain an up-to-date mapping of donors for gender equality programming at global, regional, and country levels while using its private sector fundraisers to build a funding base for gender equality programming.<sup>101</sup>

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<sup>89</sup> Ibid.

<sup>90</sup> Ibid.

<sup>91</sup> Ibid.

<sup>92</sup> Ibid.

<sup>93</sup> Ibid.

<sup>94</sup> Ibid.

<sup>95</sup> Ibid.

<sup>96</sup> Ibid.

<sup>97</sup> Ibid.

<sup>98</sup> Ibid.

<sup>99</sup> Ibid.

<sup>100</sup> Ibid.

<sup>101</sup> Ibid.

## *Communications*

UNICEF will consistently communicate its policies on gender equality to its staff, partners, and the world through external and internal communications in which it reflects its commitment to gender equality and encourages and supports the efforts of others.<sup>102</sup> This will be reflected through global internet site and print materials, and communication strategies that include provisions on addressing bias and stereotypes that support gender discrimination.<sup>103</sup>

## *Conclusion*

Gender inequality remains a strong focus for UNICEF in its actions to assist in the development of children. Although there are sound goals and action plans in place to provide care and education to children, developing partnerships at national and global levels is imperative to progress towards the goals of eradicating extreme poverty and hunger, reducing child mortality rates, and promoting gender equality and empowerment of women. These goals can only be reached by maintaining strong lines of communication, employing accountability, and leading by example. Currently, we are behind schedule in meeting many of the MDGs by 2015. Although it will be difficult to meet the MDGs on schedule, it is still possible but will require increased determination and consistent action by all the parties involved.

Children are the future of our world and they should not have to wait for care and education, yet they do. The rates of mortality and abuse for young girls and women continue to rise because they are not viewed to hold the same social importance as boys and men. This is a travesty for all those living in underdeveloped and developed nations. Girls, women, boys, and men should all be afforded the same care and opportunity for proper food, health, shelter, and education. Proper and healthy upbringings positively affect their local communities, their ability to recognize their potential as individuals, and allows for them to become effective global members of society contributing to the betterment of the world.

## *Committee Directive*

UNICEF must continue to construct methods in which we communicate, enforce, and measure our progress towards the eradication of gender inequality. This means partnership and cooperation with various Member States to understand how this progress will positively benefit each nation while exercising consideration for unique cultural norms. Delegates are expected to work towards building partnerships with fellow Member States to accomplish this goal in order to afford opportunity to their country's inhabitants. Additionally, this guide does not serve as an exhaustive means of information but a stepping stone to fuel your minds in the development of new and innovative methods to work towards accomplishing the MDGs as many of the goals are in relation to the focus of UNICEF. Throughout the process of examining and addressing gender inequality in the lives of children, it is expected that a well-defined foundation with a timeline of milestones to be accomplished beyond the UN's goal date of 2015 will be outlined to provide guidance and support in accomplishing this important aspect of the focus of UNICEF for all Member States.

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<sup>102</sup> Ibid.

<sup>103</sup> Ibid.

## II. Protecting and Improving the Lives of Children in Politically Unstable Areas

### *Introduction*

Every person is affected by the political atmosphere within their country. From the most developed to the least developed countries, the political atmosphere alters forms of living for citizens of every region.<sup>104</sup> While some regions are more impacted than others, political instability compromises the rights of everyone involved, particularly children.<sup>105</sup> In a politically unstable environments children are often inadvertently harmed, and in recent years have increasingly become targets of violence and abuse, and are often also refused basic services and relief.<sup>106</sup>

Various politically unstable atmospheres may harm children physically, emotionally, and can also cause serious psychological damage that remains with individuals for the rest of their lives. During times of revolution schools may be closed and children often times participate in the conflicts of adult citizens, also subjecting them to violence.<sup>107</sup> In other areas children may be forced to leave their families and participate in war where they are trained with an agenda of murder and hatred. In other areas they may become refugees, be separated from their families, or have their living environments become a warzone filled with landmines.<sup>108</sup>

All of the above instances violate the most innocent years of the young people involved, and are also a great hindrance to international development. The United Nations Children's Fund works to protect and improve the lives of children in such areas, but often times domestic governments have difficulty agreeing on a common resolution.<sup>109</sup> Additionally, true development cannot occur while areas experience conflict or political instability.<sup>110</sup> Six of the eight Millennium Development Goals deal directly with children, and as UNICEF is the only intergovernmental agency devoted specifically to the well-being of children, a great amount of responsibility lies on the organization.<sup>111</sup> With the deadline of the Millennium Development Goal's deadlines quickly approaching, Member States must focus on enhancing policies within their own country, as well as developing partnerships with neighboring states in order to improve the political atmosphere that harms citizens and their children.

Under the Convention on the Rights of the Child, the development of the child is to be preserved by the Member States, regardless of the given political atmosphere.<sup>112</sup> As of today, South Sudan, Somalia, and the United States are the only UN Member States that have not ratified the Convention on the Rights of the Child.<sup>113</sup>

### *Areas of Conflict*

Political unrest in recent years has put a heavy weight on UNICEF. In 2011, UNICEF had 618 surge deployments, over half of which went to areas experiencing great political instability such as countries involved in the Arab Spring, the election crisis in Côte d'Ivoire, and in the new state of South Sudan.<sup>114</sup> Children in such areas are often subject to armed conflict and are continually in peril. Today children need to be protected not only from violence, but also from becoming involved themselves.<sup>115</sup>

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<sup>104</sup> UNICEF. "Technical notes: Special Considerations for Programming in Unstable Situations." (2011). [http://www.mona.uwi.edu/cardin/virtual\\_library/docs/1255/1255.pdf](http://www.mona.uwi.edu/cardin/virtual_library/docs/1255/1255.pdf)

<sup>105</sup> Ibid.

<sup>106</sup> Ibid.

<sup>107</sup> Ibid.

<sup>108</sup> Ibid.

<sup>109</sup> Ibid.

<sup>110</sup> UNICEF. "Millennium Development Goals: About the Goals." [http://www.unicef.org/mdg/index\\_aboutthegoals.htm](http://www.unicef.org/mdg/index_aboutthegoals.htm)

<sup>111</sup> Ibid.

<sup>112</sup> Convention on the Rights of the Child. <http://www2.ohchr.org/english/law/crc.htm>

<sup>113</sup> Ibid.

<sup>114</sup> UNICEF. "Humanitarian Action and Post-Crisis Recovery." (2011) P 37.

[http://www.unicef.org/pfo/files/Humanitarian\\_Action\\_and\\_Post\\_Crisis\\_Recovery\\_2011.pdf](http://www.unicef.org/pfo/files/Humanitarian_Action_and_Post_Crisis_Recovery_2011.pdf)

<sup>115</sup> Ibid.

In mid-2011, children made up 40% of the population in states where mass protesting took place.<sup>116</sup> Though the Special Representative of the Secretary-General urged children to stay home, youth often become involved in political demonstrations.<sup>117</sup> In certain instances, civilians, and particularly children were intentionally targeted to form a larger political impression.<sup>118</sup> Many children have been killed and injured while participating in recent protests against their governments, while many others have witnessed family members killed, injured or imprisoned due to political unrest.<sup>119</sup> Studies show that children in politically unstable states are twice as likely to die before the age of five, and that no “low-income fragile or conflict-affected” state has been able to reach any of the Millennium Development Goals thus far.<sup>120</sup>

UNICEF reports that in the past 10 years more than 2 million children have died as a direct result of armed conflict, and over three times as many have been permanently disabled or critically injured.<sup>121</sup> UNICEF records also show that the number of children murdered annually has exceeded the rate of infant mortality.<sup>122</sup> Compared to other sectors of UNICEF, programs for Armed Violence Reduction are at a relatively primal stage.<sup>123</sup> Starting with the Armed Violence Prevention Program, UNICEF is partnering with other organizations such as United Nations Development Program (UNDP), United Nations Office on Drugs and Crime (UNODC), World Health Organization (WHO), United Nations Office for Disarmament Affairs (UNODA), and UN-Habitat to create a versatile inter-agency program that will reduce armed violence between governments and citizens.<sup>124</sup> This program is designed to support positive social norms and discourage norms that may potentially harm children.<sup>125</sup> UNICEF also promotes a separation between violence and schools, and also supports parenting and mentor programs.<sup>126</sup>

### ***Displaced Children***

Children in areas of conflict are threatened not only with their own injury or death, but also by the injury or death of their caregivers. With the loss or injury of a caregiver, children are forced into greater responsibilities that may hinder their education and healthcare, and may even cause some families to become displaced.<sup>127</sup> A projected 20 million children have been forced to flee their homes and over 1 million have been orphaned or separated from family.<sup>128</sup> The turmoil of war endangers access to food, shelter, social support and health care and leads to high susceptibility for other negative outcomes for society, and particularly for children.<sup>129</sup> Children separated from caregivers are often subject to violence, abuse, abduction and exploitation.<sup>130</sup> The longer a child is separated from a caregiver or family, the more difficult a reunion becomes, and the greater the risk for the child. UNICEF reports that most unaccompanied and displaced children have living caregivers who are willing and capable of caring for the children.<sup>131</sup> An improvement in well-organized tracing programs that offers appropriate supervision for children during the interim period is greatly needed.<sup>132</sup>

<sup>116</sup> UNICEF. “Child Outlook: A Policy Briefing on Global Trends and their Implications for Children.” (July 2011) P 4.  
[http://www.unicef.org/socialpolicy/files/Child\\_Outlook\\_29\\_July\\_2011\\_1.pdf](http://www.unicef.org/socialpolicy/files/Child_Outlook_29_July_2011_1.pdf)

<sup>117</sup> Children and Armed Conflict. “Statement by Special Representative for Children and Armed Conflict on Developments in the Middle East and North Africa.” (2011) <http://www.un.org/children/conflict/english/pr/2011-06-02259.html>

<sup>118</sup> UNICEF. “The State of the World’s Children 2012: Children in an Urban World.” February 2012. P 42.  
[http://www.unicef.org/sowc/files/SOWC\\_2012-Main\\_Report\\_EN\\_21Dec2011.pdf](http://www.unicef.org/sowc/files/SOWC_2012-Main_Report_EN_21Dec2011.pdf)

<sup>119</sup> UNICEF. “Child Outlook: A Policy Briefing on Global Trends and their Implications for Children.” (July 2011) P 4.  
[http://www.unicef.org/socialpolicy/files/Child\\_Outlook\\_29\\_July\\_2011\\_1.pdf](http://www.unicef.org/socialpolicy/files/Child_Outlook_29_July_2011_1.pdf)

<sup>120</sup> UNICEF. “Humanitarian Action and Post-Crisis Recovery.” (2011) P 2.  
[http://www.unicef.org/pfo/files/Humanitarian\\_Action\\_and\\_Post\\_Crisis\\_Recovery\\_2011.pdf](http://www.unicef.org/pfo/files/Humanitarian_Action_and_Post_Crisis_Recovery_2011.pdf)

<sup>121</sup> UNICEF. “UNICEF’s Role in Emergencies” [http://www.unicef.org/emerg/index\\_33296.html](http://www.unicef.org/emerg/index_33296.html)

<sup>122</sup> UNICEF. Armed Violence Reduction. [http://www.unicef.org/protection/57929\\_58011.html](http://www.unicef.org/protection/57929_58011.html)

<sup>123</sup> Ibid.

<sup>124</sup> Ibid.

<sup>125</sup> Ibid.

<sup>126</sup> Ibid.

<sup>127</sup> UNICEF. “UNICEF’s Role in Emergencies” [http://www.unicef.org/emerg/index\\_33296.html](http://www.unicef.org/emerg/index_33296.html)

<sup>128</sup> Ibid.

<sup>129</sup> Ibid.

<sup>130</sup> Ibid.

<sup>131</sup> UNICEF. “Technical notes: Special Considerations for Programming in Unstable Situations.” (2011) P 187.  
[http://www.mona.uwi.edu/cardin/virtual\\_library/docs/1255/1255.pdf](http://www.mona.uwi.edu/cardin/virtual_library/docs/1255/1255.pdf)

<sup>132</sup> Ibid.

## ***Landmines and Explosive Remnants of War***

In the years following conflict, fatal remnants are often left behind long after reintegration has occurred.<sup>133</sup> Explosive remnants of war (ERW) such as landmines, cluster munitions and other explosives pose a great threat to children and families.<sup>134</sup> Areas with hidden ERW block citizens from land, schools, water, religious sites and other crucial areas.<sup>135</sup> ERW also halt peace initiatives by disallowing the return of refugees and displaced populations, and prevent the rebuilding of infrastructure that may lead to development for the area.<sup>136</sup> Adolescents are believed to be at greater risk in locations of ERW since they are smaller and more vulnerable to explosions.<sup>137</sup> Moreover, weapons are typically colorful and alluring for children who may confuse them for toys.<sup>138</sup>

Many children die due to landmines and other explosives, but those that live through the experience suffer greatly for the rest of their lives. Because children are still growing, victims may require multiple amputations, and those using prosthetic limbs may need to be refitted as often as every six months.<sup>139</sup> Medical needs along with physical rehabilitation may leave families struggling financially or with massive debt.<sup>140</sup> Victims in more rural areas may not have the opportunity to receive prosthetics and, in turn, are unable to work causing a loss in family income.<sup>141</sup> Those who do travel outside of their village for recovery or limb fittings may be overlooked as many cultures give adult men precedence in treatment and prosthetic availability.<sup>142</sup> Children not directly harmed by ERW may still suffer when a parent or family member is injured or killed.<sup>143</sup> Such youth may be forced to become caregivers for injured family members or take on excess responsibilities forcing them to miss out on education.<sup>144</sup>

UNICEF views protection from ERW as an international responsibility. Most countries creating and profiting from the distribution of the anti-personnel devices are states that can easily afford to cease their production, while the majority of states polluted with ERW are among the least developed countries and may not be able to sponsor their own removal programs.<sup>145</sup>

## ***Children Associated with Armed Groups***

A child associated with an armed force or armed group is a person under the age of 18 “who is part of any kind of regular or irregular armed force or armed group in any capacity.”<sup>146</sup> UNICEF discourages the use of the term “child soldier” because it “does not accurately reflect the range of roles for which the children are recruited and used for military purposes, and for whose release UNICEF advocates.”<sup>147</sup> In 2011 it was estimated that tens of thousands of children were involved in at least 15 armed conflicts around the world.<sup>148</sup> These children were recruited into government armed forces or rebel groups to serve such roles as combatants, porters, messengers and more.<sup>149</sup> A large number of children die during conflict and those surviving are subject to serious physical, psychological and social hazards.<sup>150</sup> Female adolescents are often recruited for sexual purposes or forced marriage.<sup>151</sup> A large number of the

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<sup>133</sup> UNICEF. Landmines and Explosive Weapons. [http://www.unicef.org/protection/57929\\_57996.html](http://www.unicef.org/protection/57929_57996.html)

<sup>134</sup> Ibid.

<sup>135</sup> Ibid.

<sup>136</sup> Ibid.

<sup>137</sup> Ibid.

<sup>138</sup> Ibid.

<sup>139</sup> UNICEF. “Technical notes: Special Considerations for Programming in Unstable Situations.” (2011) P 224. [http://www.mona.uwi.edu/cardin/virtual\\_library/docs/1255/1255.pdf](http://www.mona.uwi.edu/cardin/virtual_library/docs/1255/1255.pdf)

<sup>140</sup> Ibid.

<sup>141</sup> Ibid.

<sup>142</sup> Ibid.

<sup>143</sup> Ibid.

<sup>144</sup> UNICEF. “Technical notes: Special Considerations for Programming in Unstable Situations.” (2011) P 225. [http://www.mona.uwi.edu/cardin/virtual\\_library/docs/1255/1255.pdf](http://www.mona.uwi.edu/cardin/virtual_library/docs/1255/1255.pdf)

<sup>145</sup> UNICEF. “Technical notes: Special Considerations for Programming in Unstable Situations.” (2011) P 227. [http://www.mona.uwi.edu/cardin/virtual\\_library/docs/1255/1255.pdf](http://www.mona.uwi.edu/cardin/virtual_library/docs/1255/1255.pdf)

<sup>146</sup> UNICEF. Child Recruitment by Armed Forces or Armed Groups. [http://www.unicef.org/protection/57929\\_58007.html](http://www.unicef.org/protection/57929_58007.html)

<sup>147</sup> Ibid.

<sup>148</sup> Ibid.

<sup>149</sup> Ibid.

<sup>150</sup> UNICEF. “Technical notes: Special Considerations for Programming in Unstable Situations.” (2011) P 311.

children are recruited by force, but some willingly join due to economic, social or security strains.<sup>152</sup> The political instability of such areas forces the children into a lifestyle unfit for an adolescent. Children are considered more desirable to serve as recruits for some groups because they are viewed as more obedient, easier to manipulate and less likely to question authority than adults.<sup>153</sup> Such children are often forced to witness horrific incidents or to harm their own families or villages.<sup>154</sup>

In March 2012, a non-profit organization stationed in San Diego, California by the name of Invisible Children released a short film on YouTube.com called Kony 2012.<sup>155</sup> The internet clip referenced war torn countries in Central Africa and focused on Joseph Kony, a leading war criminal in the region.<sup>156</sup> The main objective of the video is to attract attention to the crimes perpetrated against children, and to indict Joseph Kony to the International Criminal Court.<sup>157</sup> Kony 2012 received an astonishing amount of views, however the delivery of certain information made the objectives of Invisible Children seem questionable.<sup>158</sup> In response to the viral campaign, the UN Special Representative of the Secretary-General for Children in Armed Conflict, Radhika Coomaraswamy, stated that she is happy about the attention being brought to the issue, but those who wish to help should support the structures within UNICEF that have been established for many years.<sup>159</sup> Based on UNICEF's work in El Salvador, Guatemala, Paraguay, Peru, and others, child recruitment in armed conflict may be minimized if local communities are aware of domestic and international laws regarding the age of recruitment, and if such states are better organized and determined.<sup>160</sup>

### ***International Framework***

In February 2002, the Optional Protocol to the Convention on the Rights of the Child regarding the involvement of children in armed conflict was entered into force.<sup>161</sup> The document states that states and non-state groups should "not, under any circumstances, recruit or use in hostilities persons under the age of 18 years."<sup>162</sup> During the use of children in armed groups in Liberia's civil war, UNICEF was a leading organization in demobilizing and reintegrating children.<sup>163</sup> UNICEF largely based the process on articles 38 and 39 of the Optional Protocol to the "Convention on the Rights of the Child on the involvement of children in armed conflict."<sup>164</sup> These articles reference that Member States "should take feasible measures to ensure that children under 15 years of age have no direct part in hostilities" and that "state parties should take all appropriate measures to promote physical and psychological recovery."<sup>165</sup> Today, 10 years after its implementation, there are still 23 Member States that have not ratified the international document.<sup>166</sup>

Since 1999, the United Nations Security Council has repeatedly condemned the recruitment of children and requested an end to the practice through numerous resolutions.<sup>167</sup> Most notably in 2005, Resolution 1612, the Security Council established a Monitoring and Reporting Mechanism (MRM) to examine governments and rebel groups suspected of

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[http://www.mona.uwi.edu/cardin/virtual\\_library/docs/1255/1255.pdf](http://www.mona.uwi.edu/cardin/virtual_library/docs/1255/1255.pdf)

<sup>151</sup> UNICEF. Child Recruitment by Armed Forces or Armed Groups. [http://www.unicef.org/protection/57929\\_58007.html](http://www.unicef.org/protection/57929_58007.html)

<sup>152</sup> Ibid.

<sup>153</sup> UNICEF. "Technical notes: Special Considerations for Programming in Unstable Situations." (2011) P 311.

[http://www.mona.uwi.edu/cardin/virtual\\_library/docs/1255/1255.pdf](http://www.mona.uwi.edu/cardin/virtual_library/docs/1255/1255.pdf)

<sup>154</sup> Ibid.

<sup>155</sup> Children in Armed Conflict. Fact Sheet: The LRA and Children. <http://www.un.org/children/conflict/english/fact-sheet-the-lra-and-children.html>

<sup>156</sup> Ibid.

<sup>157</sup> Ibid.

<sup>158</sup> Ibid.

<sup>159</sup> Ibid.

<sup>160</sup> UNICEF. "Technical notes: Special Considerations for Programming in Unstable Situations." (2011) P 312.

[http://www.mona.uwi.edu/cardin/virtual\\_library/docs/1255/1255.pdf](http://www.mona.uwi.edu/cardin/virtual_library/docs/1255/1255.pdf)

<sup>161</sup> United Nations General Assembly, *Resolution 263* (May 25 2000) The Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict. <http://www2.ohchr.org/english/law/crc-conflict.htm>

<sup>162</sup> Ibid.

<sup>163</sup> UNICEF. "Technical notes: Special Considerations for Programming in Unstable Situations." (2011) P 315.

[http://www.mona.uwi.edu/cardin/virtual\\_library/docs/1255/1255.pdf](http://www.mona.uwi.edu/cardin/virtual_library/docs/1255/1255.pdf)

<sup>164</sup> Ibid.

<sup>165</sup> Ibid.

<sup>166</sup> The United Nations Treaty Collection. Database. (2012)

[http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=IV-11-b&chapter=4&lang=en](http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-11-b&chapter=4&lang=en)

<sup>167</sup> United Nations Security Council, *Resolution 1261* (1999), 1999.

involving children in armed conflict.<sup>168</sup> Security Council Resolution 1882, passed in 2009, added the topic area, “killing and maiming of children and/or rape and other sexual violence against children” to the MRM annual report.<sup>169</sup> More recently, in 2011, the Security Council established resolution 1998, stating that those obstructing schools and hospitals for the use of conflict should be added to the ‘watch list’ created in Resolution 1612.<sup>170</sup>

In February 2007, the French government and UNICEF hosted the Free Children from War Conference in Paris. The result of the conference was The Paris Commitments, a brief outline of commitments by governments to protect children during armed conflict.<sup>171</sup> Additionally, as a second outcome from the commitments, a more descriptive document entailing the protection, release and reintegration of children associated with armed groups was created.<sup>172</sup> Through the Paris Commitments and Principles, UNICEF led 58 member states in agreement to use whatever means necessary of political, diplomatic, humanitarian and funding capabilities to prevent the unlawful recruitment of children into armed forces.<sup>173</sup>

## ***Conclusion***

The involvement of UNICEF in areas of political instability has become quite complex, particularly in recent decades. Protecting and improving the lives of children in such areas continues to be a challenge and the issue is receiving more attention every year. The impacts on children from their political atmosphere vary greatly depending on each different situation; however the approaches to aid each situation may take a more unified route. The various roles children are recruited into in politically unstable environments all leave severe damage that stay with them into adulthood. Children that may not suffer direct physical harm will still face long term psychological effects. While the United Nations has addressed many of the above situations for children, no major international agenda specifically addresses psychological aid. Member States that are not subject to the kinds of severe political instability that harm the citizens and children may be able to focus on their own domestic actions and the ways that they may or may not impact the political environment of others. Compromise between many Member States will certainly aid the status of certain unstable areas and in turn improve the lives of children internationally.

## ***Committee Directive***

When aiming to improve the lives of children in politically unstable areas, one must not only understand the role of the children, but also the international policies already in effect. Delegates should understand the actions taken by the UN Security Council and the individuals being targeted through the “list of shame” initiated by SC Resolution 1612. Delegates should also be aware of the international treaties involved and why or why not their member state has ratified the given treaty. Additionally, the following questions should be considered: As a leading organization in protecting and improving the lives of children, what more can be done to improve the efforts already in place by UNICEF? How can Member States work together and alter their domestic methods to address the physical as well as psychological harm to children internationally? How can the focus be changed away from conflict and on to achieving the fast approaching deadline for the Millennium Development Goals?

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<sup>168</sup> United Nations Security Council, *Resolution 1612* (2005), 2005.

<sup>169</sup> United Nations Security Council, *Resolution 1882* (2009), 2009.

<sup>170</sup> United Nations Security Council, *Resolution 1998* (2011), 2011.

<sup>171</sup> The Paris Principles. (February 2007) [http://www.child-soldiers.org/childsoldiers/Paris\\_Principles\\_March\\_2007.pdf](http://www.child-soldiers.org/childsoldiers/Paris_Principles_March_2007.pdf)

<sup>172</sup> Ibid.

<sup>173</sup> UNICEF. Press Centre. Paris conference on child soldiers concludes with commitment to stop the recruitment of children  
[http://www.unicef.org/media/media\\_38231.html](http://www.unicef.org/media/media_38231.html)

### **III: Preparing Children in Developing Member States to Become Global Citizens Through The Use Of Education and Technology**

#### ***Introduction***

Education is an essential right and every boy and girl in the world should have equal access to it. This equal access to quality education is fundamental to the development of societies and children as it assists in the growth of a successful and productive population.<sup>1</sup> When children obtain a quality education they adopt the knowledge and skills they need to function as future adult global citizens. This includes embracing healthy lifestyles, protecting themselves from HIV, and taking an active role in social, economic and political decision-making.<sup>2</sup> Additionally, these individuals are more likely to nurture a healthy family and ensure that their children are afforded the opportunity to receive an education as well.<sup>3</sup> Mirroring the premise of the Millennium Development Goals, governments created the Dakar Framework for Action on Education for All in 2000. This framework outlines six goals and specific targets to be accomplished by 2015 in order to “address the learning needs of all young people.”<sup>4</sup> Of the eight MDGs, two specifically address education: MDG 2 calls for universal primary education, and MDG 3 addresses gender equality and empowerment of women.<sup>5</sup> UNICEF strongly advocates improving national capacities to increase the quality of education for girls and boys everywhere as this is important to reducing poverty and increasing nutrition, child survival, and maternal health.<sup>6</sup> Currently higher numbers of children are completing at least primary education. From 1999 to 2008, for example, the attendance rate in primary school rose by 52 million children and the number of children out of school decreased by half in South and West Asia.<sup>7</sup>

Nevertheless, an estimated 67 million children still remain out of school. In sub-Saharan Africa alone 10 million children drop out every year. In Angola, 24% of children between the ages of 6 to 11 are not attending school and overall, more than 1 million children altogether are out of school.<sup>8</sup> This demonstrates that the goal of achieving universal primary education by 2015 is in jeopardy. Furthermore, there is a worldwide shortage of 8 million teachers and 1 million new teachers will be needed within the next three years just to meet new enrollments in sub-Saharan Africa alone. Over 6,000,000 teachers will be needed to make up for attrition.<sup>9</sup> Another inhibitor of education is conflict. Armed conflict removes 28 million children from school due to attacks and fears of physical and sexual violence. Poor areas that experience these forms of conflict have only 65% primary education completion rates, compared to other poor countries that have upwards of 86% of children who finish their primary education.<sup>10</sup> A quick recovery following crisis, along with the successful rebuilding of social infrastructure, plays a critical part in ensuring that children have access to social resources such as education, which mitigate the psychosocial impact of disasters and conflict.<sup>11</sup>

Equal access to education is another critical factor, and is defined by two characteristics: fairness and inclusion.<sup>12</sup> By UNICEF's standards, fairness ensures that the personal and social circumstances of an individual do not conflict with their ability to obtain an education. For example, gender, socio-economic status or ethnic origin should not be the determinants of access to education. In the same way, inclusion ensures that everyone, regardless of gender, race, or social status, is able to receive a minimum standard of education, defined as the ability to read, write, and perform simple arithmetic.<sup>13</sup> However, socio-economic status is often a barrier that deters students from school as many

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<sup>1</sup> “The big picture”. UNICEF. [http://www.unicef.org/education/bege\\_59826.html](http://www.unicef.org/education/bege_59826.html)

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.



families cannot afford the cost, do not relate to the content, or are subject to discrimination. Often, children that do not attend school begin manual labor at an early age, placing them at a disadvantage and keeping them from realizing their full potential and productivity as a global citizen.<sup>14</sup>

The ability to close the technology gap between Member States is critical as current and future children will need to possess at least basic technological fluency in order to function and contribute successfully in an increasingly technological world. Ensuring the presence of technology into the classroom provides new ways for students and teachers to learn.<sup>15</sup> Additionally, utilizing video and internet resources allows for students to make a better connection between what they learn in the classroom and how it applies to their practical life. Although technology is still viewed as a luxury in many developing countries, the use of mobile technology has been used to improve the lives of children in many Member States. As such, it is the goal of UNICEF to establish partnerships and develop projects that use information technology to enhance existing education programs.<sup>16</sup>

### ***Millennium Development Goals (MDGs)***

In September 2000, eight Millennium Development Goals were created by 189 Member States to address the growing crises in the world.<sup>17</sup> These eight goals are as follows: Goal 1: Eradicate extreme poverty and hunger; Goal 2: Achieve Universal Primary Education; Goal 3: Promote Gender Equality and Empower Women; Goal 4: Reduce Child Mortality Rates; Goal 5: Improve Maternal Health; Goal 6: Combat HIV/AIDs, Malaria, and other diseases; Goal 7: Ensure Environmental Sustainability; and Goal 8: Develop a global partnership for development.<sup>18</sup>

#### ***Millennium Development Goal 2: Achieve Universal Primary Education***

To accomplish MDG 2, the UN's target is to ensure that all boys and girls complete at least a full course of primary schooling by 2015.<sup>19</sup> With global primary education there is a greater possibility of reducing poverty and promoting gender equality. Furthermore, doing so will increase progress towards every other Millennium Development Goal.<sup>20</sup> As universal education requires gender parity, UNICEF continues to advocate quality basic education for all, with a focus on gender equality and the elimination of disparities of all kinds.<sup>21</sup> Specifically, getting girls into school and ensuring they complete their education increases the probability that they marry later and have fewer children. As a result, these children will be more likely to survive and be better nourished and educated.<sup>22</sup> Additionally, educated girls are more likely to be productive at home, be better paid in the workplace, and more likely to participate in social, economic, and political decision making.<sup>23</sup>

Schools provide a safe haven for children where they receive support, supervision, and socialization.<sup>24</sup> They are taught life skills that can help them prevent diseases such as HIV/AIDS and malaria. Additionally, they may receive life-saving vaccines, fresh water and nutrient supplementation. Without these resources, a child's susceptibility to abuse, exploitation, and disease is drastically increased.<sup>25</sup>

For MDG #2 to be accomplished action is needed to address both human and material concerns. These include the provision of buildings, books, and teachers in order to ensure children receive a quality education.<sup>26</sup> Furthermore, gender equality in society, good health and nutrition, and the stable governments and communities are required to ensure accountability and consistency of such programs.<sup>27</sup>

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<sup>14</sup> Ibid.

<sup>15</sup> "Technology". UNICEF. [http://www.unicef.org/education/index\\_focus\\_technology.html](http://www.unicef.org/education/index_focus_technology.html)

<sup>16</sup> Ibid.

<sup>17</sup> About the goals". UNICEF, [http://www.unicef.org/mdg/index\\_aboutthegoals.htm](http://www.unicef.org/mdg/index_aboutthegoals.htm)

<sup>18</sup> Ibid.

<sup>19</sup> "Goal: Achieve Universal Primary Education". UNICEF. [http://www.unicef.org/mdg/index\\_education.htm](http://www.unicef.org/mdg/index_education.htm)

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

UNICEF responds to these needs by: engaging in outreach and advocacy; "accompanying" countries in policymaking and implementation; promoting early child-care and development to ensure a 'right start' to education; intensifying partnerships for girls' education; helping schools provide supplies, safe water and sanitation; and safeguarding the right to education in emergencies.<sup>28</sup>

### ***UNICEF Global Education Strategy***

The purpose of UNICEF's Global Education Strategy is to achieve MDG's 2 and 3 in hopes of establishing normalcy during disaster situations, and rebuilding young lives and systems in post-disaster countries.<sup>29</sup> Inspired by Education for All and the Millennium Development Goals, the objectives of the Global Education Strategy are:

- (a) To help countries achieve the goal of universal primary education by 2015, by making their education systems inclusive and focused on quality;
- (b) To help countries achieve the target of eliminating gender disparity at all educational levels by 2015 by addressing other disparities in education and promoting gender equality in society through education; and
- (c) To help countries restore normalcy to children and adolescents affected by conflict and natural disasters as part of the process of rebuilding communities, institutions, systems and individual lives in all emergencies and post-crisis situations.<sup>30</sup>

Educational programming and implementation focuses on three priority themes and two support areas.<sup>31</sup> The priority themes highlight the advantages as well as the expectations that UNICEF and its donors/partners possess to help countries achieve MDGs.<sup>32</sup> They are: equal access and universal primary completion; empowerment through girls' education and gender mainstreaming; and emergencies and post-crisis education cluster interventions.<sup>33</sup> The support areas reflect the strengths of UNICEF in mainstreaming key elements to produce results.<sup>34</sup> The two support areas are: early childhood development and school readiness, and enhancing quality in primary and secondary education.<sup>35</sup>

UNICEF faces challenges employing a human-rights based approach to education to "assure every child a quality education."<sup>36</sup> For example, there is a need to balance the claims of different stakeholders and address potential tensions between them. But such challenges should not be seen as deadlocks. Consistent loyalty to UNICEF's core principles can help the parties involved meet the education objectives of governments, parents and children.<sup>37</sup>

### ***Global Partnership for Education***

Achieving the goal of universal education will require a worldwide commitment. Many children suffer the results of natural disasters including being orphaned and/or denied education due to discrimination.<sup>38</sup> In order to address the issue of gender equality under MDG 2, four global partnerships have been established: the Education for All Global Action Plan, the Education for All-Fast-Track Initiative, the United Nations Girls' Education Initiative, and the Inter-Agency Standing Committee Cluster for Education in Emergencies.<sup>39</sup> Led by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Education for All Global Action Plan strives to meet the learning needs of all children, youth and adults by 2015.<sup>40</sup> Five international agencies assist in carrying out this mission:

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<sup>28</sup> Ibid.

<sup>29</sup> "Global Education Strategy". UNICEF. [http://www.unicef.org/ceecis/education\\_13477.html](http://www.unicef.org/ceecis/education_13477.html)

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

<sup>32</sup> Ibid.

<sup>33</sup> Ibid.

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> Ibid.

<sup>37</sup> Ibid.

<sup>38</sup> "Partnership for Education and Gender Equality". UNICEF. [http://www.unicef.org/education/index\\_44865.html](http://www.unicef.org/education/index_44865.html)

<sup>39</sup> Ibid.

<sup>40</sup> Ibid.

UNESCO, the United Nations Development Program (UNDP), the United Nations Population Fund (UNFPA), UNICEF, and the World Bank.<sup>41</sup>

Led by UNICEF, The United Nations Girls' Education Initiative (UNGEI) is a partnership of organizations committed to bridging the gender gap in primary and secondary education.<sup>42</sup> UNGEI advocates for "designing, financing and implementing national education plans"; it offers stakeholders an opportunity for action and promotes their efforts to get girls into school.<sup>43</sup>

As part of the UN reform The Inter-Agency Standing Committee Cluster for Education in Emergencies serves to increase the efficiency of humanitarian relief.<sup>44</sup> UNICEF and the Save the Children Alliance lead the cluster to employ the roles, responsibilities and accountability of UN and non-UN partners that wish to restore schooling in specific crisis situations and post- crisis transitions.<sup>45</sup>

### *Education for All Fast Track Initiative*

The Education for All Fast Track Initiative was formed by the World Bank as a global partnership between developed and developing countries to encourage free, universal basic education by 2015.<sup>46</sup> The initiative strives to ensure that no country that is dedicated to education will fail to meet this goal due to lack of resources or technical capacity.<sup>47</sup>

On September 21, 2011 at the United Nations General Assembly, the Education for All Fast Track Initiative became the Global Partnership for Education (GPE).<sup>48</sup> Continuing its progress of the previous 10 years, this partnership reaffirmed its dedication to ensuring that all children in low income countries have access to quality education and opportunities to learn.<sup>49</sup> The GPE's successes are attributed to the facts that the World Bank is the primary leader, and the partnership is structured on the principles of country ownership and local-level empowerment.<sup>50</sup> Additionally, the World Bank hosts the GPE Secretariat, serves as Trustee for GPE trust funds, including the new Global Partnership for Education Fund, and serves as the supervising entity for most allocations provided to GPE countries.<sup>51</sup>

### ***Priorities of UNICEF***

Working in partnership with local, national, and international organizations, UNICEF strives to meet the educational and gender equality goals established in the Millennium Declaration and the Declaration on Education for All.<sup>52</sup> The priorities of UNICEF are formulated from the goals as well as the targets of the Convention on the Rights of the Child.<sup>53</sup> Additionally, UNICEF is guided by their Global Education Strategy and the 2006–2013 Medium-Term Strategic Plan, which places special importance on basic education and gender equality.<sup>54</sup>

The priorities of UNICEF are: Early Childhood Development (ECD) and school readiness; equal access to education and universal primary school education; enhancing quality in primary and secondary education; education in

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<sup>41</sup> Ibid.

<sup>42</sup> Ibid.

<sup>43</sup> Ibid.

<sup>44</sup> Ibid.

<sup>45</sup> Ibid.

<sup>46</sup> "Global Partnership for Education and the World Bank". The World Bank.

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20278663~menuPK:617564~pagePK:148956~piPK:216618~theSitePK:282386,00.html>

<sup>47</sup> Ibid.

<sup>48</sup> Ibid.

<sup>49</sup> Ibid.

<sup>50</sup> Ibid.

<sup>51</sup> Ibid.

<sup>52</sup> "UNICEF Priorities". UNICEF. [http://www.unicef.org/education/bege\\_61625.html](http://www.unicef.org/education/bege_61625.html)

<sup>53</sup> Ibid.

<sup>54</sup> Ibid.

emergencies and post-crisis transitions; and empowerment of women through girls' education and gender equality in education.<sup>55</sup>

### ***Early Childhood Development and School Readiness***

Childhood is a critical time for the development of cognitive, emotional, and social skills.<sup>56</sup> By affording children appropriate early education opportunities, they are more likely to complete primary school and excel in their classes.<sup>57</sup> Conversely, those who begin school late and lack the necessary skills to learn productively are more likely to fall behind or drop out.<sup>58</sup> As a result, UNICEF endeavors to improve young children's opportunity to develop and learn, and to ensure that they are provided educational environments equipped with the tools they need to be successful.<sup>59</sup> UNICEF's work to ensure school readiness and the success of children is built upon three foundations: readiness for school; schools' readiness for children; and the readiness of families and communities to help children make the transition to school.<sup>60</sup>

Initiatives that are utilized to reach this goal include: work at policy and program levels on formal pre-school programs, community-based ECD programs, education programs, and peer-led learning initiatives.<sup>61</sup>

Partnering with Child-to-Child Trust, UNICEF developed "Getting Ready for School: A Child-to-Child approach."<sup>62</sup> This program affords supplementary cost-effective and effective interventions in developing countries that possess insufficient formal early learning opportunities.<sup>63</sup> Implementing this initiative allows older children to feel empowered to help their younger peers gain linguistic, social, and emotional tools for successful learning, and to make a smooth transition to school.<sup>64</sup> Implementing such initiatives is regarded as vital to staying on track to meet Millennium Development Goals 2 and 3.<sup>65</sup>

### ***Getting Ready for School: A Child-to-Child Approach***

"Getting Ready for School: A child-to-child approach" is an advanced and cost-operational way of assisting children and their families enrolling on time in school and remaining successful once enrolled.<sup>66</sup> Aware of the shortage of formal preschools and other early learning opportunities for most children in developing countries, this tactic builds on the idea of younger children learning from and interacting with older children.<sup>67</sup> Through these child-to-child interactions, the younger child cultivates early learning skills and is better prepared to start school at the right age. The older child also benefits from developing confidence and self-esteem by taking part in the method.<sup>68</sup> Since 2007, UNICEF and the Child-to-Child Trust have collaborated on this pilot project with six countries participating in the pilot: Bangladesh, China, Democratic Republic of the Congo, Ethiopia, Tajikistan and Yemen.<sup>69</sup> In 2010, UNICEF completed an assessment of the first year of this pilot project. This assessment provides comprehensive analysis and results at the country level as well as general conclusions based on the findings gathered from all participating countries.<sup>70</sup> Following this evaluation and its recommendations, the pilot countries are now at different stages of

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<sup>55</sup> Ibid.

<sup>56</sup> "Early Childhood Education and School Readiness". UNICEF. [http://www.unicef.org/education/bege\\_61627.html](http://www.unicef.org/education/bege_61627.html)

<sup>57</sup> Ibid.

<sup>58</sup> Ibid.

<sup>59</sup> Ibid.

<sup>60</sup> Ibid.

<sup>61</sup> Ibid.

<sup>62</sup> Ibid.

<sup>63</sup> Ibid.

<sup>64</sup> Ibid.

<sup>65</sup> Ibid.

<sup>66</sup> "Getting Ready for School: A Child-to Child Approach". UNICEF. [http://www.unicef.org/education/bege\\_61646.html](http://www.unicef.org/education/bege_61646.html)

<sup>67</sup> Ibid.

<sup>68</sup> Ibid.

<sup>69</sup> Ibid.

<sup>70</sup> Ibid.

program development. Strategies are also being developed to assimilate initiative into the Child Friendly Education approach.<sup>71</sup>

### ***Equal Access to Education***

Currently, 67 million school age children are not enrolled in school. 45% of those live in sub-Saharan Africa and another 24% in South and West Asia.<sup>72</sup> Additionally, girls are less likely to enroll than boys, and many girls are never enrolled. These figures indicate that by 2015 even more children could be out of school diminishing the progress made towards achieving MDG 2.<sup>73</sup> Various circumstances limit child enrollment including poverty, child labor, conflict, natural disasters, location, migration and displacement, HIV/AIDS, disability, gender, ethnicity, language of instruction, religion and caste.<sup>74</sup> In Nigeria for example, poor women in rural areas average only 2.6 years of education while wealthy urban women receive on average of nine years of education.<sup>75</sup> The most common causes of such disparity arise from children living in areas where there are no schools, not being able to afford school, being unable to relate to the content being taught, or simple discrimination.<sup>76</sup> UNICEF is highly invested in creating a world in which all children, regardless of their gender, socio-economic background or circumstances, have access to essential and quality education.<sup>77</sup> UNICEF endorses Millennium Development Goals 2 and 3 to ensure that all children are afforded quality basic education and abolish gender inequality in education by 2015.<sup>78</sup> Additional global commitments include the “World Education Forum’s Dakar Framework for Action,” which advocates for the rights of girls, ethnic minorities and children in difficult circumstances; and the A World Fit for Children agenda which promotes equal access to and achievement in basic education of good quality.<sup>79</sup>

### ***Education for All***

The Education for All (EFA) movement was initiated in 1990 by UNESCO, UNDP, UNFPA, UNICEF and the World Bank as a universal commitment to provide quality basic education for all children, youth and adults.<sup>80</sup> Participants of this movement made a pledge to universalize primary education and drastically reduce illiteracy by the end of the decade.<sup>81</sup> Upon reconvening 10 years later it was determined that the participants were far from reaching their goal and, as a result, they reaffirmed their commitment to reach their goal by 2015.<sup>82</sup> This time they identified six primary education goals to aim for in meeting the learning needs of all children, youth, and adults.<sup>83</sup> With UNESCO leading the partnerships they promoted coordination in the international efforts to meet Education for All with the assistance of governments, development agencies, civil society, non-government organizations and the media.<sup>84</sup>

The Six EFA Goals are:

#### ***Goal 1***

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

#### ***Goal 2***

Ensuring that by 2015 all children have access to complete, free and primary education of good quality;

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<sup>71</sup> Ibid.

<sup>72</sup> “Equitable Access”. UNICEF. [http://www.unicef.org/education/bege\\_61657.html](http://www.unicef.org/education/bege_61657.html)

<sup>73</sup> Ibid.

<sup>74</sup> Ibid.

<sup>75</sup> Ibid.

<sup>76</sup> Ibid.

<sup>77</sup> Ibid.

<sup>78</sup> Ibid.

<sup>79</sup> Ibid.

<sup>80</sup> “History”. UNICEF. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/the-efa-movement/>

<sup>81</sup> Ibid.

<sup>82</sup> Ibid.

<sup>83</sup> Ibid.

<sup>84</sup> Ibid.

### *Goal 3*

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs;

### *Goal 4*

Achieving 50% improvement in levels of adult literacy by 2015 and fair access to basic and continuing education for all adults;

### *Goal 5*

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015; and

### *Goal 6*

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills<sup>85</sup>.

## ***School Fee Abolition and the Empowerment of Women***

Girls continue to remain the largest group barred from education in developing countries.<sup>86</sup> In such countries, enrollment rate initiatives have been implemented to assist governments in formulating policies, procedures, and practices to increase the number of girls who are in school.<sup>87</sup> UNICEF also leads the United Nations Girls' Education Initiative (UNGEI), which serves to bridge the gender gap in primary and secondary education.<sup>88</sup> School fees tend to prevent children in developing countries from attending school as well.<sup>89</sup> In order to ensure that all children receive access to quality education it is imperative that school fees be eliminated as free schooling often has the most dramatic effect on school enrollment and participation.<sup>90</sup>

In 2005, UNICEF and the World Bank established the School Fee Abolition Initiative.<sup>91</sup> It was created to work towards eliminating fees and other costs associated with schooling, and to address economic barriers preventing children from receiving basic education.<sup>92</sup> Its specific objectives include: developing an evidence-base on lessons learned; providing technical support to countries; and enhancing the global and national policy dialogues.<sup>93</sup>

Those countries that implemented this initiative saw an upsurge in enrollment as a result. In Uganda, for example, primary school enrollment increased from 3.4 million to 5.7 million, and in Kenya in 2003 enrollment increased from 5.9 million to 7.2 million.<sup>94</sup> The School Fee Abolition initiative has grown significantly and now is partnered with the World Bank, UNICEF, UNESCO, World Food Program (WFP), the Commonwealth Secretariat, civil society and others.<sup>95</sup>

## ***Child Friendly Schools and Assessing Learning Achievements***

The Child Friendly School (CFS) model calls for schools to operate in the best interests of the child, stating that their environments must be safe, healthy, and protective.<sup>96</sup> Additionally, schools must be equipped with appropriately trained teachers, sufficient resources, and proper physical, emotional and social conditions for learning.<sup>97</sup> A school

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<sup>85</sup> Ibid.

<sup>86</sup> "Equitable Access". UNICEF. [http://www.unicef.org/education/bege\\_61657.html](http://www.unicef.org/education/bege_61657.html)

<sup>87</sup> Ibid.

<sup>88</sup> Ibid.

<sup>89</sup> "School Fee Abolition". UNICEF. [http://www.unicef.org/education/bege\\_61665.html](http://www.unicef.org/education/bege_61665.html)

<sup>90</sup> Ibid.

<sup>91</sup> Ibid.

<sup>92</sup> Ibid.

<sup>93</sup> Ibid.

<sup>94</sup> Ibid.

<sup>95</sup> Ibid.

<sup>96</sup> "Child Friendly Schooling Approach". UNICEF. [http://www.unicef.org/education/bege\\_61717.html](http://www.unicef.org/education/bege_61717.html)

<sup>97</sup> Ibid.

should be a safe haven for a child in which inclusiveness, gender sensitivity, tolerance, dignity and personal empowerment are promoted, so UNICEF is working to ensure that a child's rights are protected and their voices heard. National governments can support the development of child-friendly schools by endorsing free enrollment, encouraging the use of local languages in schools, integrating children with disabilities into mainstream schools, allowing pregnant students to complete their education, and implementing the right to education for children living with HIV and/or AIDS.<sup>98</sup> UNICEF's achievement in employing the CFS model relies on cooperation with international partners, and this cooperation guarantees that all children will obtain a rights-based, quality education.<sup>99</sup>

Assessing learning achievement means that students are evaluated on the basis of knowledge, skills, and values acquired from a classroom environment.<sup>100</sup> UNICEF strives to know what children have learned in the classroom, how effective schools are, whether children are passing external examinations for promotion, and how children compare educationally with others at national and international levels.<sup>101</sup> To determine this information four possible assessments are used: Classroom- based assessment, School level assessment; External Public Examinations, and National and International assessments of Achievement.<sup>102</sup> In collaboration with UNICEF, UNESCO's Institute for Statistics has established a new assessment tool for literacy called LAMP.<sup>103</sup> LAMP utilizes a small sample group in each country and uses statistical models to calculate literacy levels within countries.<sup>104</sup> It is expected that literacy levels will show a decline as data is extracted from a test rather than current self-reporting.<sup>105</sup>

### ***Education in Emergencies***

The right to education is most at risk during emergencies and during the transition period following a crisis.<sup>106</sup> In conflict-affected poor countries, 28 million children of primary school age were out of school in 2011, with only 79% of young people literate compared with 93% in other poor countries.<sup>107</sup> Nevertheless, UNICEF believes emergencies provide an opportunity for these affected children to participate in education. As education is a basic human right, it is a tool for recovery as well. It restores social structure and its related benefits to affected people, and transforms and rebuilds the institutions and systems affected during the emergency.<sup>108</sup> In 2006, UNICEF was assisted by donors and partners to create Back on Track, a transition fund that aids in the reconstruction of education systems, averts crises from recurring and reduces the instability of countries as they transition from disaster to normalcy.<sup>109</sup> Schools provide a safe haven and a sense of normalcy for children that are subjected to emergencies where they can be cared for; accounted for; and protected from abduction, recruitment into militaries, and sexual and economic mistreatment.<sup>110</sup> Schools also provide emotional and psychological healing especially for those children that have been separated from their families. The restoration of schools also affords the knowledge and skills essential for enduring crises.<sup>111</sup> Education programs can equip children with information on mine safety, HIV prevention, basic hygiene, health care, conflict resolution and peace-building.<sup>112</sup> Additionally, social infrastructure such as schools can assist families, communities, and societies and establish a foundation for development allowing them move forward and re-establish their lives.<sup>113</sup>

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<sup>98</sup> Ibid.

<sup>99</sup> Ibid.

<sup>100</sup> "Monitoring Learning Achievements". UNICEF. [http://www.unicef.org/education/bege\\_61670.html](http://www.unicef.org/education/bege_61670.html)

<sup>101</sup> Ibid.

<sup>102</sup> Ibid.

<sup>103</sup> Ibid.

<sup>104</sup> Ibid.

<sup>105</sup> Ibid.

<sup>106</sup> "Education in Emergencies and Post-Crisis Transition". UNICEF. [http://www.unicef.org/education/bege\\_61685.html](http://www.unicef.org/education/bege_61685.html)

<sup>107</sup> Ibid.

<sup>108</sup> Ibid.

<sup>109</sup> Ibid.

<sup>110</sup> Ibid.

<sup>111</sup> Ibid.

<sup>112</sup> Ibid.

<sup>113</sup> Ibid.

### *Case Study: “Back on Track” Program*

In 2006, UNICEF and Netherlands partnered on a four-year plan to provide educational aid to countries facing disasters and emerging from crisis.<sup>114</sup> The objective of the Back on Track Program on Education in Emergencies and Post-Crisis Transition was to help countries institute a path towards sustainable progress in affording quality basic education to all children.<sup>115</sup> The Netherlands contributed \$201 million and the European Commission provided additional funding of \$5.76 million.<sup>116</sup>

The purpose of Back on Track is to address the hazardous conditions that prohibit countries from gaining traditional global education funding.<sup>117</sup> This is accomplished by helping countries build capacity and reform the entire education sector while deepening partnerships with communities and civil society.<sup>118</sup> Employing these partnerships will help countries get ‘back on track’ and prepare them to access international development aid.<sup>119</sup> Additionally, by obtaining this aid they will be less likely to regress into armed conflict or be underprepared for the next disaster.

Back on Track was planned around four goals:

- a.) Improving the quality of education in emergencies and post-crisis transitions;
- b.) Increasing the resilience of education in chronic crises, arrested development and deteriorating contexts;
- c.) Increasing contributions by the education sector to improve prediction, prevention and preparedness for emergencies caused by natural disaster and conflict; and
- d.) Preparing evidence-based policies, efficient operational strategies and fit-for-purpose financing instruments for education in emergencies and post-crisis situations.<sup>120</sup>

By the end of 2010, Back on Track had:

- a) Restored access to school and improved education quality for six million children in 40 countries and territories;
- b) Indirectly benefited another 14 million children through national adoption of best practices and innovative financing mechanisms;
- c) Provided training to 335,000 teachers and education support staff;
- d) Constructed or rehabilitated 4,700 schools and classrooms; and
- e) Distributed more than 1.8 million teaching/learning materials to children, teachers and communities.<sup>121</sup>

### *Disaster Risk Reduction (DRR)*

UNICEF and its partners endorse Disaster Risk Reduction (DRR) Programs to reduce the impact of disasters on vulnerable communities.<sup>122</sup> Additionally, UNICEF continues to advocate for the rights of children, in particular those who are deprived and most susceptible to these environments, by working to meet their basic needs and to provide them with opportunities to reach their full potential.<sup>123</sup> Currently, 67 million children are out of school due to disasters that affect their communities, and this further limits the UN’s progress to achieve MDG 2 as well as delaying achievement of the UNICEF equity agenda.<sup>124</sup>

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<sup>114</sup> “Back on Track Programme”. UNICEF. [http://www.unicef.org/education/bege\\_61690.html](http://www.unicef.org/education/bege_61690.html)

<sup>115</sup> Ibid.

<sup>116</sup> Ibid.

<sup>117</sup> Ibid.

<sup>118</sup> Ibid.

<sup>119</sup> Ibid.

<sup>120</sup> Ibid.

<sup>121</sup> Ibid.

<sup>122</sup> “Disaster Risk Reduction”. UNICEF. [http://www.unicef.org/education/bege\\_61691.html](http://www.unicef.org/education/bege_61691.html)

<sup>123</sup> Ibid.

<sup>124</sup> Ibid.



In the late 1990s, a projected 66.5 million children were affected by disasters each year.<sup>125</sup> This figure is expected to increase to as many as 175 million per year in the current decade (2010–2020).<sup>126</sup> Investing in DRR strategies increases a community's ability to prepare, navigate, and manage these disasters, and improves the likelihood that children will remain in school during and after disasters.<sup>127</sup> Additionally, children who remain in school can contribute to school safety measures and partner with teachers and adults to reduce risk before, during and after disasters.<sup>128</sup> Children who learn these valuable skills not only increase their knowledge base but can share this knowledge with their families and communities in order to help provide solutions to the problems facing their communities.<sup>129</sup>

### ***Utilizing Mobile Technology***

UNICEF utilizes mobile technology in underdeveloped nations where health care or access to information is difficult to provide.<sup>130</sup> Mobile technology allows families exposed to health concerns to have immediate access to resources; access that could be the difference between life and death. Currently, UNICEF employs various mobile technology methods that assist in communicating information to inhabitants in such areas including Rapid SMS and Free Text Messaging.<sup>131</sup>

### ***Rapid SMS and HIV and AIDS Prevention***

As the transmission of health results to individuals could take on average weeks or months to receive Rapid SMS allows information and treatment recommendations to be communicated quickly.<sup>132</sup> This type of expediency could assist a child who has been diagnosed with malnourishment by ensuring proper treatment is provided early, whereas traditional communication methods might mean that the child would be more likely to become critically malnourished.<sup>133</sup> Additionally, providing literature on measures to prevent HIV and AIDS can be better served with the aid of Rapid SMS.<sup>134</sup> Prevention information takes, on average, weeks to months to communicate, especially to those who have already fallen ill to the disease. By employing Rapid SMS, if a woman is pregnant and is infected with HIV, quick access to this information allows her to take the appropriate steps to reduce the chances of transmitting the virus to her child.<sup>135</sup>

### ***Education, Awareness, and Free Text Messaging***

Text messaging is a terrific way to inform families about health issues such as AIDS prevention and immunization.<sup>136</sup> In Zambia, text messages were sent out reminding parents to bring their children to the nearest health center for free immunizations.<sup>137</sup> By providing just one mobile phone within a community it allows community members to acquire information, and spread that knowledge more quickly throughout the entire community. Young people are also provided a free text messaging program that allows them to share what is on their mind while providing insight into what areas in their nation need the most support.<sup>138</sup> This is a valuable tool for UNICEF as they strive to provide customized and targeted assistance to all areas.

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<sup>125</sup> Ibid.

<sup>126</sup> Ibid.

<sup>127</sup> Ibid.

<sup>128</sup> Ibid.

<sup>129</sup> Ibid.

<sup>130</sup> "How mobile technology can help save children's lives". UNICEF. <http://fieldnotes.unicefusa.org/2012/06/how-mobile-technology-can-help-save-childrens-lives.html>

<sup>131</sup> Ibid.

<sup>132</sup> Ibid.

<sup>133</sup> Ibid.

<sup>134</sup> Ibid.

<sup>135</sup> Ibid.

<sup>136</sup> Ibid.

<sup>137</sup> Ibid.

<sup>138</sup> Ibid.

## ***Conclusion***

As children are the future of our global society, ensuring that they have access to quality education and technology is a critical factor in assisting them to reach their potential as adults. Not only is it important to be book smart, it is also important to possess the intelligence and will to manage life's various concerns such as health care and navigating through environmental crises. Schools must be equipped with the appropriate resources to prepare and educate students. Students must have an education that inspires hope, and empowers students to change in their surroundings and build a better society for future generations. This comes from the proper support, care, and nurturing of children from a young age to adulthood, and advocating for a society that does not limit the opportunity of others based on gender or other societal disparities. Being knowledgeable of one's health and possessing access to proper medical care and information is critical as so many young lives that could be important catalysts to healing a broken world are lost without it. Providing children with quality education and technology ensures that they are able to utilize and communicate the information acquired to their families in a timely manner. Proper tools and education ensures that children and youths begin to advance their community as a whole, which will hopefully encourage the community to continue to support these individuals, and help them reach their full potential as members of a global society.

## ***Committee Directive***

Delegates are not expected to use this guide as an exhaustive source of information but to extract from it information that will aid you in creating new initiatives to provide quality education and technology to children in underdeveloped nations. Examine the current methods that have been successful and determine what initiatives need more attention to be as successful. From there formulate new ideas and collaborations in the quest to bridge the technology and educational gap between Member States. What other initiatives can be put in place to assist with this goal? Can mobile technology be utilized in other ways? Is it realistic that all developing nations can be equipped with the ability to possess mobile technology? What are the potential successes and down falls?

## **Technical Appendix Guide (TAG)**

### **Topic I: Examining and Addressing Gender Inequality in the Lives of Children**

UNICEF (2010). UNICEF Policy on Gender Equality and the Empowerment of Girl's and Women.  
[http://www.unicef.org/gender/files/UNICEF\\_Gender\\_Policy\\_2010.pdf](http://www.unicef.org/gender/files/UNICEF_Gender_Policy_2010.pdf)

This policy revises and updates the *Policy on Gender Equality and Women's Empowerment*, 1994. Additionally, it establishes the basis for UNICEF program cooperation with Governments and other partners to promote equality between girls and boys; defines the core standards of performance that are expected; and sets out the organizational mechanisms that will help bring about results over time.

UNICEF (2005). Women's and Children's Rights In a Human Rights based approach to development.  
<http://www.unicef.org/gender/files/WomensAndChildrensRightsInAHumanRightsBasedApproach.pdf>

The paper examines the connections between children's and women's rights in the context of the Convention on the Rights of the Child (CRC) and the Convention Against the Elimination of All Forms of Discrimination Against Women (CEDAW). The paper demonstrates how reading these conventions together can enrich the promotion and protection of children's and women's rights in three major ways. First, the provisions of the CRC and CEDAW overlap in many areas. Second, in some instances, one convention addresses an issue of concern to children or women where the other convention is silent. Third, in many instances, protection of women's rights is important for the achievement of children's rights and, conversely, protection of children's rights is important for the achievement of women's rights. Consequently, the two conventions are both mutually reinforcing and complementary.

UNICEF (2012). Emerging Experiences in Social and Economic Policy that support Equitable Outcomes for Children.  
[http://www.unicef.org/socialpolicy/files/LL\\_Knowledge\\_in\\_Action\\_Ed3\\_9Apr\\_e\\_version.pdf](http://www.unicef.org/socialpolicy/files/LL_Knowledge_in_Action_Ed3_9Apr_e_version.pdf)

The ten case studies featured in this collection are illustrative of UNICEF's and its partners' experience in bringing and solidifying upstream work as a core strategy to reach the most marginalized children and families. The cases highlighted in this publication are highly diverse examples – from Marginal Budgeting for Bottlenecks (MBB) analysis in Benin; partnering with ADB in East Asia and the Pacific; removing barriers for vulnerable families to access cash transfers in Kyrgyz Republic; shaping public policies to promote literacy in Brazil, among others. Despite their diversity, a common thread across them is their contribution to addressing barriers and bottlenecks to children's access to essential services.

UNICEF. (2011). A Multi- dimensional approach to measuring child poverty.

[http://www.unicef.org/socialpolicy/files/A\\_Multidimensional\\_Approach\\_to\\_Measuring\\_Child\\_Poverty\(2\).pdf](http://www.unicef.org/socialpolicy/files/A_Multidimensional_Approach_to_Measuring_Child_Poverty(2).pdf)

There is a growing consensus that children experience poverty in ways that are different from adults; and looking at child poverty through an income-consumption lens only is inadequate. The 2005 State of the World's Children presented the following definition of child poverty: "Children living in poverty experience deprivation of the material, spiritual and emotional resources needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society". Using evidence from UNICEF's ongoing Global Study on Child Poverty in Disparities, this document illustrates the importance of looking beyond traditional methods of measuring poverty based on income or consumption levels, and emphasizes the importance of seeking out the multidimensional face of child poverty. This approach further recognizes that the method used in depicting child poverty is crucial to the policy design and implementation of interventions that address children's needs, especially among the most deprived.

UNICEF. (2003). The United Nations Special Session on Children: A first anniversary report on follow-up.

[http://www.unicef.org/specialsession/docs\\_new/documents/SSC-anniversary-report.pdf](http://www.unicef.org/specialsession/docs_new/documents/SSC-anniversary-report.pdf)

This report presents a global picture of national follow-up mechanisms, highlights the actions already taken and their impact on fulfilling children's rights and improving their well-being, and calls for renewed efforts to achieve a world fit for children.

UNICEF. (2012). Promoting equity for Children living in a world with HIV and AIDS.

[http://www.unicef.org/aids/files/PromotingEquity\\_Final.pdf](http://www.unicef.org/aids/files/PromotingEquity_Final.pdf)

The purpose of this document is to provide a summary of the evidence at a global level of 'who is missing out' on programming to achieve an AIDS-free generation, and 'which evidence-based interventions may be implemented with partners to improve both HIV and equity outcomes'.

Interagency Task Team (IATT). (2008). Expanding social protection for vulnerable children and families: Learning from an institutional perspective.

[http://www.unicef.org/aids/files/Expanding\\_Social\\_Protection.MTemin.May2008.pdf](http://www.unicef.org/aids/files/Expanding_Social_Protection.MTemin.May2008.pdf)

Social protection, including social transfers and social services for the most vulnerable and marginalized, is gaining momentum as a development priority. Increased attention from governments, NGOs, academic institutes and donors is being accompanied by new calls to strengthen national Governments to coordinate, regulate, and in some cases implement social protection programs at scale. The IATT Social Protection Working Group undertook a review of these experiences and debates in selected countries that either have established national social protection programs or are in the process of developing them. The review aims to shed light on the institutional dynamics of expanding social protection with the goal of informing current and future efforts.

International Center for Research on Women. (2012). Girls' Education, Empowerment, and Transitions to Adulthood.

<http://www.ungei.org/resources/files/Girls-Education-Empowerment-Transitions-Adulthood.pdf>

Education is essential to prepare adolescent girls for healthy, safe and productive transitions to adulthood. However, adolescent girls in much of the developing world are underserved by the education sector – too many are not in school, or are not receiving a quality, relevant education in a safe and supportive environment. At the same time, programs that emphasize girls' healthy and productive transitions to adulthood are not adequately linking with the education sector. This paper makes a case for why leveraging education to facilitate girls' transitions to healthy, safe and productive adulthood is the single most important development investment that can be made.

## **Topic II. Protecting and Improving the Lives of Children in Politically Unstable Areas**

Coalition to Stop the Use of Child Soldiers. (2008). Child Soldiers Global Report 2008.

[http://www.childsoldiersglobalreport.org/files/country\\_pdfs/FINAL\\_2008\\_Global\\_Report.pdf](http://www.childsoldiersglobalreport.org/files/country_pdfs/FINAL_2008_Global_Report.pdf)

This report outlines the extent to which children are involved in armed conflict in each country. The Coalition to Stop the Use of Child Soldiers explains government action and involvement with the issue and also the role of armed groups separate from governments. The report also closes with a full description of relevant international treaties and United Nations involvement.

Geneva Declaration on Armed Violence and Development. (2010). More Violence, Less Development: Examining the relationship between armed violence and MDG Achievement.

[http://www.genevadeclaration.org/fileadmin/docs/MDG\\_Process/MoreViolenceLessDevelopment.pdf](http://www.genevadeclaration.org/fileadmin/docs/MDG_Process/MoreViolenceLessDevelopment.pdf)

This document provides in-depth research on areas of conflict and how conflict affects Millennium Development Goal achievement. Based on the findings, the writers also express potential approaches that may be taken internationally to aid the situation.

Inter-Agency Standing Committee. (2007). IASC Guidelines on Mental Health and Psychological Support In

Emergency Settings. [http://www.unicef.org/protection/guidelines\\_iasc\\_mental\\_health\\_psychosocial\\_june\\_2007.pdf](http://www.unicef.org/protection/guidelines_iasc_mental_health_psychosocial_june_2007.pdf)

The Inter-Agency Standing Committee outlines in the document specific mental health issues that often occur to groups during an emergency. The guidelines specifically address how groups like women and children may be assisted with psychological needs during various emergencies. This guide also describes opportunities for collaboration between international agencies including UNICEF. Other useful research of the topic is also attached within this document.

Office of the Special Representative of the Secretary General for Children and Armed Conflict. (2012). Fifty-two Parties on the Secretary General's List of Shame on Children and Armed Conflict.

<http://www.un.org/children/conflict/english/pr/2012-06-11290.html>

This press release provides an updated view on the status of the "List of Shame" created and updated in the Security Council Resolutions discussed in the Background Guide. This article offers information on the relationship between the List of Shame and the more recent conflicts of 2011 and 2012.

United Nations. (2012). The UN Annual Report on Children and Armed Conflict.

[http://www.un.org/children/conflict/\\_documents/A66782.pdf](http://www.un.org/children/conflict/_documents/A66782.pdf)

This official report outlines the current politically unstable environments that have been detrimental for children in 2011 and 2012. Specific regions and armed groups are described along with their offenses to children in the area.

United Nations Children's Fund. (2003). Guide to the Optional Protocol on the Involvement of Children in Armed

Conflict. [http://www.unicef.org/protection/guide\\_to\\_the\\_option\\_protocol\\_conflict.pdf](http://www.unicef.org/protection/guide_to_the_option_protocol_conflict.pdf)

This Guide provides an in depth overview of the Optional Protocol on the involvement of children in armed conflict. The document will provide a clear understanding of the Optional Protocol and its history. Delegates may also find it useful to review the portion regarding effective implementation and enforcement when considering what approach their country may take regarding the Optional Protocol.

United Nations Children's Fund. (2012). The State of the World's Children 2012: Children in an Urban World.

[http://www.unicef.org/sowc/files/SOWC\\_2012-Main\\_Report\\_EN\\_21Dec2011.pdf](http://www.unicef.org/sowc/files/SOWC_2012-Main_Report_EN_21Dec2011.pdf)

This document offers an updated look at the state of children in 2012 and the goals for UNICEF pertaining to that state. Though the report focuses on urban areas, it also discusses why certain areas struggle to develop past the urban atmosphere including areas of conflict and political instability.

Watchlist on Children in Armed Conflict. (2011). An Uncertain Future?: Children and Armed Conflict in the Central African Republic. <http://www.watchlist.org/wordpress/wp-content/uploads/Watchlist-CAR-report-EN.pdf>

Although this report focuses on the Central African Republic, much more information and suggestions for UNICEF may be taken from the reading as well. This document does an excellent job of explaining a specific issue and listing broad improvements that may be made by international players such as UNICEF. These recommendations may also pertain to improvements in other regions as well.

### **Topic III: Preparing Children in Developing Member States to Become Global Citizens Through The Use Of Education and Technology**

UNESCO. (2007). A Human-rights based Approach to Education for All. <http://unesdoc.unesco.org/images/0015/001548/154861e.pdf>

This document brings together the current thinking and practice on human rights based approaches in the education sector. It presents key issues and challenges in rights-based approaches and provides a framework for policy and program development from the level of the school up to the national and international levels.

United Nation's Children Fund. (2007). UNICEF Education Strategy. [http://www.unicef.org/about/execboard/files/07-10\\_education\\_strategy.pdf](http://www.unicef.org/about/execboard/files/07-10_education_strategy.pdf)

The Education Strategy defines the contribution of UNICEF to national efforts to fulfill children's right to education and achieve the Millennium Development Goals by 2015, within the context of the UNICEF medium-term strategic plan (SP) for 2006-2009.

United Nations Girls' Education Initiative. (2010). Equity and Inclusion in Education. [http://www.unicef.org/education/files/Equity\\_and\\_Inclusion\\_Guide.pdf](http://www.unicef.org/education/files/Equity_and_Inclusion_Guide.pdf)

This guide was developed to support the integration of equity and inclusion issues in education sector plans while they are developed, revised or appraised. It promotes a more comprehensive and evidence-based approach to providing equitable education, which is at the heart of Education for All. It can also be used to foster dialogue and the planning process among other stakeholders, including civil society organizations (CSOs) and communities.

United Nation's Children Fund. (2012). Roadmap towards the UNICEF medium-term strategic plan for 2014-2017. [http://www.unicef.org/about/execboard/files/2012-5\\_MTSP\\_2014-2017-ODS-English.pdf](http://www.unicef.org/about/execboard/files/2012-5_MTSP_2014-2017-ODS-English.pdf)

This document outlines a road map, as a living document, for the formulation of the next UNICEF medium-term strategic plan (MTSP). The paper sets out a series of steps relating to the remainder of the current plan period and to the development of the next strategic plan for 2014-2017, which will be presented to the Executive Board for approval at the second regular session of 2013. The paper also indicates how this work is linked with the evolution of the integrated budget.

UNICEF. (2008). Getting Ready for school: A child-to-child approach: Strategic Framework. <http://www.unicef.org/education/files/StrategicFramework.pdf>

UNICEF supports countries as they work towards achieving the Millennium Development Goals through the priorities outlined in its medium-term strategic plans. Basic Education and Gender Equality is Focus Area 2 in the 2006–2009 strategic plan. This program area identifies UNICEF's commitments to strengthening young children's early development and readiness for starting school at the prescribed age and with appropriate competencies.

UNICEF. (2010). Getting Ready for school: A child-to-child approach: Programme Evaluation for Year one. [http://www.unicef.org/education/files/UNICEF\\_CtC\\_Year\\_One\\_Impact\\_Evaluation.pdf](http://www.unicef.org/education/files/UNICEF_CtC_Year_One_Impact_Evaluation.pdf)

The Evaluation Office working closely with the Education Section commissioned American Institutes for Research (AIR) to conduct an evaluation of UNICEF's Getting Ready for School pilot program in 2007. The Getting Ready for School pilot program was implemented in Bangladesh, China, the Democratic Republic of Congo, Ethiopia, Tajikistan and Yemen. This program model was unique in its child-to-child approach as older children worked with younger peers to increase their academic and non-academic school readiness skills. The purpose of the evaluation was to assess the extent to which the program increased children's successful transitions into primary school, and achieved secondary goals such as increased family support for children's education.

World Education Forum. (2000). The Dakar Framework for Action. <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

The World Education Forum adopted the Dakar Framework for Action, Education for All: Meeting our Collective Commitments. In doing so, its participants reaffirmed the vision of the World Declaration on Education for All adopted ten years earlier. Welcoming the commitments made by the international community during the 1990s, and particularly the rights-based approach to education supported by the Universal Declaration of Human rights, they collectively committed the world community to achieving education for 'every citizen in every society'. The Dakar Framework for Action is based on the most extensive evaluation of education ever undertaken, the Education for All (EFA) 2000 Assessment. Called for by the World Conference of Education for All, the Assessment produced a detailed analysis of the state of basic education around the world.

UNICEF. (2002). A World Fit for Children. [http://www.unicef.org/specialsession/docs\\_new/documents/wffc-en.pdf](http://www.unicef.org/specialsession/docs_new/documents/wffc-en.pdf)

The UN General Assembly's Special Session on Children in May 2002 attracted 69 Summit-level participants and 190 high-level national delegations. When they finished their work they had committed their governments to a time-bound set of specific goals for children and young people, and to a basic framework for getting there. This document contains the commitments that were part of the Special Session on Children: the Millennium Development Goals; the consensus outcome document of the General Assembly, 'A World Fit for Children', with goals and targets to be met; and the Convention on the Rights of the Child. Together, these documents constitute an essential guidebook for all those working to improve the lives of children and young people throughout the world.