



**SRMUN Atlanta 2014**  
***Revitalizing “An Agenda for Peace”: Preventative Diplomacy,  
Conflict Resolution and the Making of Peace in Our Time Movement***  
**November 20-22, 2014**

Dear Delegates,

It is an honor to welcome you to the United Nations Children’s Fund (UNICEF) Executive Board committee for the 2014 Southern Regional Model United Nations (SRMUN) Atlanta conference. My name is Michael Oleaga, and I will be the director for the committee. Alongside Assistant Director Sylvia Auguste, we have collaborated to provide a background guide that will serve as an instrumental resource for delegates to utilize in preparation for committee. Sylvia and I have strong expectations for the delegates involved in the UNICEF Executive Board, from analyzing the background guide, to writing position papers, and developing documents during the conference in November.

UNICEF, originally titled the “United Nations International Children’s Emergency Fund,” was established to promote collaboration and overcome issues children face such as discrimination, disease, poverty, and violence. The Executive Board oversees the agenda, policies, and programmes of the organization and rotates the 36 members every three years. In recognition of this year’s conference theme and the scope of the UNICEF Executive Board, the two topics that will be discussed are:

- I: Improving Primary and Secondary Education to Combat Child Labor
- II: Eliminating Child Trafficking.

Each delegation is required to submit a position paper that addresses and outlines their Member State's policies based on the two aforementioned topics. The position papers should include insight to the respective Member State's policies and positions from the past, present, future, and recommendations. The position papers can serve as a critical document for delegations in preparation for the conference. Delegates should follow SRMUN's policies regarding position papers, which include format and style structure. For specific details on formatting or if you need help in shaping a position paper, please visit the SRMUN website ([www.srmun.org](http://www.srmun.org)). **All Position papers MUST be submitted by 11:59 p.m. EST on Friday, October 31, 2014, via the online submission system on the SRMUN website.**

Sylvia and I are eager to see each delegation's ideas and research. We send the best regards as delegations prepare for SRMUN Atlanta 2014 and look forward to meeting you all in November. Please feel free to contact us if you have any questions.

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

The United Nations General Assembly (GA) established the United Nations International Children's Emergency Fund (UNICEF), on 11 December 1946.<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. Since its inception, UNICEF, now known as the United Nations Children's Fund, has become the world's foremost advocate for protecting children by working in such as areas as promoting education, providing health care and immunization against common diseases, preventing HIV/AIDS, and creating safe environments.<sup>3</sup>

Initially mandated to be a temporary organization, UNICEF concentrated most of its efforts on children in Europe, the region most affected by World War II.<sup>4</sup> Resolution 417 (V) from the Final Report of the First Executive Board of UNICEF of the United Nations Economic and Social Council (ECOSOC) stated that UNICEF would transition its efforts to projects offering long-term benefits in developing Member States.<sup>5</sup> Resolution 802 (VIII), with an unanimous vote, called for the indefinite establishment of the organization.<sup>6</sup> UNICEF, now active in 190 Member States through regional field offices, began a focus on healthcare issues associated with poverty such as leprosy, malaria, tuberculosis, and yaws leading the body to create and expand on programs for environmental sanitation, education for maternal and child health, improving nutrition, and social services.<sup>7</sup> UNICEF further established programs to help Member States develop economically while simultaneously empowering and educating children and communities by formulating a guide of national policies that would assist in meeting children's needs.

The organization's achievements gave it greater credibility in the eyes of the international community. UNICEF promoted the Child Survival and Development Revolution (CSDR) during the time of recession and economic instability.<sup>8</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>9</sup> The *Convention on the Rights of the Child* was composed to promote the idea that children have rights that must be recognized.<sup>10</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>11</sup> This milestone document is the international legally binding agreement that currently guides the actions of UNICEF. The GA ratified Resolution 1386 (XIV) as the *Declaration of the Rights of the Child*, which would protect and develop the status of children everywhere.<sup>12</sup> Concerns in the advocacy and legislations to protect the rights of children led the year of 1979 to be the "International Year of the Child" by the United Nations Educational, Scientific, and Cultural Organization (UNESCO).<sup>13</sup> The ratification of the World Declaration on the Survival, Protection and Development of Children

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<sup>1</sup> "United Nations Children's Fund - History Organization," Nobel Prize, [www.nobelprize.org/nobel\\_prizes/peace/laureates/1965/unicef-history.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1965/unicef-history.html) (Accessed February 17, 2014).

<sup>2</sup> "About UNICEF: Who We Are," The United Nations Children's Fund, 2012, [http://www.unicef.org/about/who/index\\_introduction.html](http://www.unicef.org/about/who/index_introduction.html) (Accessed February 17, 2014).

<sup>3</sup> "Fifty Years for Children," The United Nations Children's Fund, 1996, <http://www.unicef.org/sowc96pk/pressum2.htm> (Accessed February 17, 2014).

<sup>4</sup> "Guide to Archives Of International Organizations: UNICEF," The United Nations Education, Scientific, and Cultural Organization. [http://www.unesco.org/archives/sio/Eng/presentation\\_print.php?idOrg=1033](http://www.unesco.org/archives/sio/Eng/presentation_print.php?idOrg=1033) (Accessed February 17, 2014).

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> "Children and Urban Development: Past and Present," The United Nations Children's Fund. 2012. (Accessed April 20, 2014). [http://www.unicef.org/about/history/index\\_61883.html](http://www.unicef.org/about/history/index_61883.html)

<sup>9</sup> "The 1980's: Campaign for Child Survival," The United Nations Children's Fund, 1980, <http://www.unicef.org/sowc96/1980s.htm> (Accessed April 20, 2014).

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

<sup>12</sup> A/RES/1386. *Declaration of the Rights of the Child*. The United Nations General Assembly, November 20, 1959. [http://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/RES/1386\(XIV\)&Lang=E&Area=RESOLUTION](http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/1386(XIV)&Lang=E&Area=RESOLUTION) (Accessed April 20, 2014).

<sup>13</sup> Ibid.

and a Plan of Action, September 1990 marked the *World Summit for Children*.<sup>14</sup> The summit resulted with a set of 27 precise strategic goals relating to children's survival, health, nutrition, education, and protection to improvement of the lives of children by the year 2000.<sup>15</sup> To enhance the achievement of some of these goals, UNICEF proceeded to support the Millennium Development Goals (MDGs) which were also established in 2000.

While UNICEF operates in 190 Member States, an executive board comprising of 36 Member States governs UNICEF. The UNICEF Executive Board is responsible to support and supervise all activities within UNICEF, according to the policy guidance of the GA and ECOSOC.<sup>16</sup> Board membership is comprised and obtained through regional distribution with 36 members elected for a three-year term. These members, selected by Member States from ECOSOC or Specialized agencies of the International Atomic Energy Agency (IAEA), form eight seats for Africa, seven for Asia, four for Europe, five for Latin America and Caribbean states, and 12 for Europe and other states. The Board meets three times a year at the UN Headquarters in New York City.<sup>17</sup>

The UNICEF Executive Board is also responsible to approve and monitor UNICEF's performance.<sup>18</sup> The Executive Board is tasked to recommend new initiatives to ECOSOC, which in turn will announce to the Assembly, but the Executive Board is accountable to examine the programs. Executive Board sessions have also occurred periodically to discuss issues concerning specific Member States or preparation for upcoming sessions. The Executive Board President manages the sessions and decisions must be in consensus.<sup>19</sup> Decisions by the Executive Board should address specific issues that were discussed during session.

The UNICEF Executive Board reports annually to ECOSOC, who in turn submits reports to the GA.<sup>20</sup> These annual reports are sent to ECOSOC and the GA, and include a debriefing on their work and finances.<sup>21</sup> As part of the GA's review of UNICEF, the Assembly will debate on the operational activities to better the Fund's development. In regards to the financial reports and accounts review, the GA's Fifth Committee and Advisory Committee on Administrative and Budgetary Questions evaluate the Fund's budget.<sup>22</sup>

UNICEF continues to be a leader in advocating for children's rights. Many of the crises, wars, and natural disasters continue to especially harm youth internationally. The organization has accomplished remarkable strides of humanitarian developments to children in the past few decades but there are much more that must be done with full cooperation from all Member States.

The current Member States on the United Nations Children's Fund Executive Board include:

ALBANIA, ANTIGUA AND BARBUDA, BELGIUM, BULGARIA, CENTRAL AFRICAN REPUBLIC, CHINA, CUBA, DEMOCRATIC REPUBLIC OF THE CONGO, DENMARK, DJIBOUTI, EGYPT, ESTONIA, FRANCE, GAMBIA, GERMANY, GHANA, GUYANA, HAITI, INDIA, IRAN, ITALY, JAPAN, KENYA, NETHERLANDS, NEW ZEALAND, NORWAY, PANAMA, PAPUA NEW GUINEA, PAKISTAN, REPUBLIC OF KOREA, RUSSIAN FEDERATION, SWEDEN, THAILAND, UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND, UNITED STATES OF AMERICA, ZAMBIA.

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<sup>14</sup> "United Nations Special Session On Children," The United Nations Children's Fund, 2002, <http://www.unicef.org/specialsession/about/world-summit.htm> (Accessed April 20, 2014).

<sup>15</sup> Ibid.

<sup>16</sup> "UNICEF Executive Board," The United Nations Children's Fund, <http://www.unicef.org/about/execboard/> (Accessed February 22, 2014).

<sup>17</sup> Ibid.

<sup>18</sup> "The UNICEF Executive Board: An Informal Guide, The United Nations Children's Fund, 2014 [http://www.unicef.org/about/execboard/files/Executive\\_Board-An\\_Informal\\_Guide-2014-ENGLISH.pdf](http://www.unicef.org/about/execboard/files/Executive_Board-An_Informal_Guide-2014-ENGLISH.pdf) (Accessed August 25, 2014).

<sup>19</sup> Ibid.

<sup>20</sup> "UNICEF Executive Board," The United Nations Children's Fund, <http://www.unicef.org/about/execboard/> (Accessed February 22, 2014).

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

## I: Improving Primary and Secondary Education to Combat Child Labor

*“Education is a major driving force for human development. It opens doors to the job market, combats inequality, improves maternal health, reduces child mortality, fosters solidarity, and promotes environmental stewardship. Education empowers people with the knowledge, skills and values they need to build a better world.”*

*- Secretary General, Ban Ki Moon*

### Introduction

As estimated by the United Nations Children’s Fund (UNICEF), approximately 150 million children aged five to 14 are involved in child labor worldwide.<sup>23</sup> Child labor takes away the rights, freedom, and youth of a child, and it deprives children the opportunity for an education. The availability of education assists in alleviating the need for child labor with a region. Many families face the dilemma of choosing between providing an education to children or making them join-in on alleviating the financial burden of the family. The greater the accessibility of education in various facets within a region, the more of an opportunity a child will have for an education. Many Member States with a sharp increase in the prevalence of child labor is especially common in agricultural economies.<sup>24</sup> All too often families face the tragic dilemma of sending their child into the work force, or going without basic human necessities such as shelter or food. In a comparative analysis conducted by UNICEF, the Republic of Madagascar, 67.5 percent of girls and 56 percent of boys are involved in “cultivating or harvesting agricultural products for sale/own consumption at least once a week.”<sup>25</sup> If access to education remains unchanged, the cycle of poverty and child labor continues.<sup>26</sup> If primary and secondary education can be accessible for children despite their living situations, eradication of child labor is in sight. Investing in basic education and protection of children secures a better future in their early years.

Under the Universal Declaration of Human Rights, it states, “Every child deserves an equal quality education, as it is a fundamental human right.”<sup>27</sup> Education, no matter the demographic, is a crucial factor in development of a functional human being within society. Education also helps children acquire the skills that they need to sustain a healthy and successful lifestyle.<sup>28</sup> UNICEF’s mission and function is to increase a child’s access to education, ensure their access to necessities, and ensure that their fundamental rights are not impeded. To further increase and improve access to education, UNICEF has made progress toward Millennium Development Goal (MDG) 2: Achieving Universal Primary Education through initiatives and Member State national programs by advocating countless initiatives and programs.<sup>29</sup> For example, Target 2A: ensures that by 2015 children will be able to complete a full course of primary schooling.<sup>30</sup>

Some of these initiatives include the implementation by policymaking Member States to assist in realizing their vision for a better school system. Member States can also support school readiness programs to facilitate their

<sup>23</sup> “UNICEF: Child Labor-Current Status and Progress,” The United Nations Children’s Fund,

<http://data.unicef.org/child-protection/child-labour#sthash.r915jxhS.dpuf> (Accessed April 20, 2014).

<sup>24</sup> “Agriculture & Rural Development,” The World Bank,

<http://data.worldbank.org/about/world-development-indicators-data/agriculture-and-rural-development> (Accessed April 20, 2014).

<sup>25</sup> “How Sensitive Are Estimates of Working Children and Child Labour to Definitions?” The United Nations Children’s Fund,

[http://data.unicef.org/corecode/uploads/document6/uploaded\\_pdfs/corecode/Child\\_Labour\\_Paper\\_No.1\\_FINAL\\_162.pdf](http://data.unicef.org/corecode/uploads/document6/uploaded_pdfs/corecode/Child_Labour_Paper_No.1_FINAL_162.pdf) (Accessed April 20, 2014).

<sup>26</sup> “International Workshop on Education and Poverty Eradication Kampala,” United Nations Educational Scientific and Cultural Organization,

<http://www.unesco.org/education/poverty/news.shtml> (Accessed April 20, 2014).

<sup>27</sup> “The Universal Declaration of Human Rights,” The United Nations,

<http://www.un.org/en/documents/udhr/index.shtml#a26> (Accessed April 20, 2014).

<sup>28</sup> “Education Plays Key Role in Advancing Women, Girls, and Communities, Report Says,” World Bank,

<http://www.worldbank.org/en/news/press-release/2014/05/14/education-key-role-women-girls-communities-report> (Accessed April 20, 2014).

<sup>29</sup> “Goal 2: Achieve Universal Primary Education,” The United Nations,

<http://www.un.org/millenniumgoals/education.shtml> (Accessed April 20, 2014).

<sup>30</sup> Ibid.

transition from home to the school. Such programs include pre-school curriculum to assist in the transition of children from home to school, community programs to enhance and sponsor existing educational system, and peer led programs such as the child-to-child initiative to integrate older students to provide support to younger students in their community.<sup>31</sup> For example, the World Bank has created a *Learning for All Strategy* that creates financing in all participating Member States for education initiatives; the focus is investing early on in primary education, quality education assurance, and offering advice through businesses and policymaking.<sup>32</sup> However, child labor creates barriers to education when child labor laws are neither implemented nor adhered to; however, many developing Member States are faced with the challenges of child labor being a societal norm.<sup>33</sup>

The International Labor Organization's (ILO) convention No. 182 defines child labor as work that young children under the age of 18, or 16 under strict conditions, should not participate in because they are either too young or not suitable for the work.<sup>34</sup> To qualify as child labor, the task must endanger the health and safety, personal development, and education of a child.<sup>35</sup> Despite the ratification by more than half of ILO members, child labor undeniably exists.<sup>36</sup> According to UNICEF's "2011 State of the World's Children," an estimated 150 million children between the ages of five and 14 in developing Member States are child laborers, notably in Sub-Saharan Africa.<sup>37</sup> Statistics also show that declining levels of school enrollment is linked with child labor. Although recent statistics have shown that child labor has declined, adolescents are significantly affected as their working condition restrict them from completing their education and further restrain them from growing out of poverty.<sup>38</sup>

### ***Primary and Secondary Education***

Primary education is necessary and essential for children, laying the foundation for fundamental skill building that they draw upon throughout their lives. For children to be functional members of society, the most critical goal of the MDGs is universal primary education.<sup>39</sup> Article 26 of the Universal Declaration of Human Rights emphasizes the right to free elementary education.<sup>40</sup> Additionally, it elaborates on the importance of education as an opportunity that allows for the full development of human personality and respect for human rights.<sup>41</sup> Education further promotes peace by enabling children to respect and understand the various cultural, racial, and religious groups through their interaction with other children.<sup>42</sup> With the promotion of peace and respect is also resonated in Article 27 of the Universal Declaration of Human Rights, which emphasizes that everyone has the right freely to participate in the cultural life of the community, to enjoy the arts, and to share in scientific advancement and its benefits.<sup>43</sup> Without education, the overall right of a person is at jeopardy.

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<sup>31</sup> "Basic Education and Gender Equality," The United Nations Children's Fund, [http://www.unicef.org/education/bege\\_61627.html](http://www.unicef.org/education/bege_61627.html) (Accessed May 11, 2014).

<sup>32</sup> "Learning for All," The World Bank, <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:22474207~menuPK:282402~pagePK:210058~piPK:210062~theSitePK:282386,00.html> (Accessed May 11, 2014).

<sup>33</sup> "How Sensitive Are Estimates of Working Children And Child Labour to Definitions?" The United Nations Children's Fund, [http://data.unicef.org/corecode/uploads/document6/uploaded\\_pdfs/corecode/Child\\_Labour\\_Paper\\_No.1\\_FIN\\_AL\\_162.pdf](http://data.unicef.org/corecode/uploads/document6/uploaded_pdfs/corecode/Child_Labour_Paper_No.1_FIN_AL_162.pdf) (Accessed May 11, 2014).

<sup>34</sup> "Child Labor," The United Nations, <http://www.un.org/en/globalissues/briefingpapers/childlabour/index.shtml> (Accessed May 11, 2014).

<sup>35</sup> Ibid.

<sup>36</sup> "Child Labor-Current Status and Progress," The United Nations Children's Fund, <http://data.unicef.org/child-protection/child-labour#sthash.r915jxhS.dpuf> (Accessed May 11, 2014).

<sup>37</sup> "The State of the World's Children 2011," The United Nations Children's Fund, [http://www.unicef.org/sowc2011/pdfs/SOWC-2011-Main-Report\\_EN\\_02092011.pdf](http://www.unicef.org/sowc2011/pdfs/SOWC-2011-Main-Report_EN_02092011.pdf) (Accessed May 11, 2014).

<sup>38</sup> Ibid.

<sup>39</sup> "Millennium Development Goals and Beyond 2015," The United Nations, <http://www.un.org/millenniumgoals/education.shtml> (Accessed May 11, 2014).

<sup>40</sup> "The Universal Declaration of Human Rights," The United Nations, <http://www.un.org/en/documents/udhr/index.shtml#a26> (Accessed May 11, 2014).

<sup>41</sup> Ibid.

<sup>42</sup> Ibid.

<sup>43</sup> Ibid.

Barriers, including teachers and access to education remain a problem for adolescents to receive secondary education. According to UNICEF, an estimated 101 million children are not in school and more than half are girls.<sup>44</sup> Secondary education gives young adults the opportunity to enhance the fundamental skills that they learn in primary school, allowing them to improve their full human potential and become active, responsible citizens of the world.<sup>45</sup> According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), secondary education enrollment has doubled within the past 10 years in Sub-Saharan Africa.<sup>46</sup> Numerous studies and analyses have shown that access to education has considerably increased as well in the past 15 years; however, the 2012 Global Education Digest (GED) notes that children are repeating grades.<sup>47</sup> While reports shows that progress have been made; the quality of education is still a crucial factor in determining the success of education implementation.

Children who live in impoverished areas and attend school are at greater risk of repeating or leaving school early due to the lack funding, either tuition cost or underfunded schools. While there have been positive trends in increasing attendance of education, the enrollment tends to decline as children advance to secondary school. The older children become, the more capable they are to join the labor force with adults to earn some form of a wage or assist the family. The largest distribution of children out of school remains in Sub-Saharan Africa, South, and West Asia.<sup>48</sup> In Sub-Saharan Africa, “the estimated number of out-of-school children has risen from 29 million in 2008 to 31 million in 2010.”<sup>49</sup> There are many factors that may have influenced this trend, with such examples are, war, disease, and political crises.

To identify successes in the education system, UNESCO looks at entry, progression, completion, and transition of statistical trends in educational system.<sup>50</sup> Regardless of a person’s background, gender, or circumstance, UNICEF comprehends children’s rights to quality education and supports all initiatives and programs that focus on the most susceptible children as well as ethnic minorities.<sup>51</sup> UNICEF helps government, communities, and a range of local, national, and international partners to help realize and establish education.<sup>52</sup>

### ***Initiatives***

Child labor often persists because low-income families providing basic needs for their children. In response, UNICEF has collaborated with the World Bank to establish School Fee Abolition Initiative (SFAI).<sup>53</sup> SFAI was created to guide Member States to reduce the cost of schooling fees in order to increase school attendance. Ethiopia, Ghana, Kenya, Malawi, Mozambique, and Tanzania have eliminated school fees since 2005, when the initiative launched.<sup>54</sup> Kenya alone has increased attendance by 1.3 million.<sup>55</sup> Without tuition charges, however, the government must provide education funding from other sources.<sup>56</sup>

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<sup>44</sup> “Equal Access to Education,” The United Nations Children’s Fund, [http://www.unicef.org/education/index\\_access.html](http://www.unicef.org/education/index_access.html) (Accessed May 11, 2014).

<sup>45</sup> “Secondary Education,” The United Nations Educational, Scientific, and Cultural Organization, <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/secondary-education/> (Accessed May 11, 2014).

<sup>46</sup> Ibid.

<sup>47</sup> “Global Education Digest 2012,” The United Nations Educational, Scientific, and Cultural Organization, <http://www.uis.unesco.org/Education/Documents/ged-2012-en.pdf> (Accessed May 11, 2014).

<sup>48</sup> Ibid.

<sup>49</sup> Ibid.

<sup>50</sup> Ibid.

<sup>51</sup> “Basic Education and Gender Equality,” The United Nations Children’s Fund, [http://www.unicef.org/education/bege\\_61625.html](http://www.unicef.org/education/bege_61625.html) (Accessed May 19, 2014).

<sup>52</sup> Ibid.

<sup>53</sup> “School Fee Abolition Initiative,” United Nations Children’s Fund, [http://www.unicef.org/education/files/NAIROBI\\_AGENDA.9.pdf](http://www.unicef.org/education/files/NAIROBI_AGENDA.9.pdf) (Accessed May 19, 2014).

<sup>54</sup> Ibid.

<sup>55</sup> “Giant step for Kenya’s schools,” The United Nations, <http://www.un.org/africarenewal/magazine/july-2005/giant-step-kenya%E2%80%99s-schools> (Accessed May 19, 2014).

<sup>56</sup> Ibid.

It is important to note that when it comes to education, gender disparity plays a large part in unequal access to education.<sup>57</sup> According to the State of the World's Children 2011, more than 90 percent of girls are in domestic child labor instead of attending school.<sup>58</sup> The United Nations Girl's Education Initiative (UNGEI) was created to endorse girls' education in 2000.<sup>59</sup> UNGEI's goal corresponds with the MDGs as both boys and girls should have access to quality education.<sup>60</sup> UNGEI's goal also advocates the empowerment of women and poor families, improving girl's learning performance to transition to secondary school, and remove gender based violence in school.<sup>61</sup> The initiative works on a national level supporting the program to "ensure gender equality in national education policies, plans and programs."<sup>62</sup>

The ILO has been an active force, alongside UNICEF, to create a legal framework against child labor. Many of their efforts have created international treaties for Member States to ratify.<sup>63</sup> The first convention geared towards protecting children from child labor was setting the minimum working age to 14, which later changed to 18 years old in the Convention of the Rights of the Child adopted by the UN in 1989.<sup>64</sup> This convention protects children and their rights in civil, political, economic, social and cultural practices.

### **Case Study**

#### *International Program on the Elimination of Child Labor: Project TACKLE*

In order to combat against child labor and promote education, strategic planning is necessary to ensure success. One that has been successfully launched by the European Commission, along with the ILO, to combat child labor in Africa, Caribbean, and Pacific Group of States (ACP) is the International Program on the Elimination of Child Labor (IPEC) project TACKLE, which stands for "Tackling Child Labor Through Education," launched in 2008.<sup>65</sup> The project spans across Africa, the Caribbean, and Pacific groups of Member States, including Angola, Fiji, Guyana, Jamaica, Kenya, Madagascar, Mali, Papua New Guinea, Sierra Leone, Sudan, and Zambia.<sup>66</sup> The initiative helped to remove and prevent children from being child laborers and while offering education and training opportunities to keep children from reverting back to working in hazardous conditions while eliminating poverty and further improve the success of the MDGs.<sup>67</sup> The TACKLE project has enhanced partnership in policy and government between Ministries of Education and Ministries of Labor.<sup>68</sup> Defined by a few areas, TACKLE first aims to improve existing legal frameworks on a Member State's local level. The second target is to strengthen institutional capacities leading to improved skills to formulate and implement child labor strategies. A third target is to improve advocacy and distribution of practices to child labor and education.<sup>69</sup>

#### *Uganda: Support of the National Action Plan (SNAP)*

The Project of Support for the preparatory phase of the Uganda National Action Plan (SNAP) is a United States Department of Labor (USDOL) financed project that started in January 2009.<sup>70</sup> The program is a 50-month targeted

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<sup>57</sup> "Basic education and Gender Equality," The United Nations Children's Fund, [http://www.unicef.org/education/index\\_44871.html](http://www.unicef.org/education/index_44871.html) (Accessed May 19, 2014).

<sup>58</sup> "The State of the World's Children 2011," The United Nations Children's Fund, [http://www.unicef.org/sowc2011/pdfs/SOWC-2011-Main-Report\\_EN\\_02092011.pdf](http://www.unicef.org/sowc2011/pdfs/SOWC-2011-Main-Report_EN_02092011.pdf) (Accessed May 19, 2014).

<sup>59</sup> Ibid.

<sup>60</sup> Ibid.

<sup>61</sup> Ibid.

<sup>62</sup> Ibid.

<sup>63</sup> Ibid.

<sup>64</sup> "Convention on the Rights of the Child," Office of the High Commissioner for Human Rights, <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> (Accessed May 28, 2014).

<sup>65</sup> "International Programme on the Elimination of Child Labour," International Labour Organization, [http://www.ilo.org/ipec/Informationresources/WCMS\\_IPEC\\_PUB\\_22956/lang--en/index.htm](http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_22956/lang--en/index.htm) (Accessed May 28, 2014).

<sup>66</sup> Ibid.

<sup>67</sup> Ibid.

<sup>68</sup> Ibid.

<sup>69</sup> Ibid.

<sup>70</sup> "Uganda: Support of the National Action Plan (SNAP)," International Labour Organization,

program that focuses on economic and societal issues within Uganda.<sup>71</sup> SNAP aims to assist in the sustainability of strengthening The Republic of Uganda's "legal, policy, institutional and social foundations for timely, large-scale action against the Worst Forms of Child Labour (WFCL)."<sup>72</sup>

SNAP has three immediate objectives:

*"By the end of the project, social and economic policies and legal and regulatory frameworks that form the foundation for actions to combat the WFCL will be reinforced; by the end of the project, people and institutions at all levels of Ugandan society will be supported to mobilize against child labour through heightened awareness of its negative consequences and increased knowledge of the ways and means to combat the problem; by the end of the project, a multidisciplinary and integrated area-based model of intervention laying the foundation for the establishment of 'child labour free zones' at the district level will be created and available for replication throughout the country."<sup>73</sup>*

Uganda has made great progress to address barriers to health and education.<sup>74</sup> The percentage of child labor presence from 2002-2012 is 25.4 percent, this is an addition to the 24.8 percent survival rate to the last primary school grade based off 2008-2012 findings.<sup>75</sup> SNAP has targeted both children and adults, including parents and caregivers.<sup>76</sup> These adults receive training and income generating initiatives to help alleviate the financial strains placed on these families. As a result, the likelihood of a child being removed out of school and put into labor is reduced.<sup>77</sup> SNAP has removed, in total, 8,438 children from child labor, some of which were saved using preventative methods to protect future participation in child labor.<sup>78</sup>

### **Conclusion**

Child labor is a continual problem that needs to be addressed with urgency and precision. Education is essential to stop child labor practice, and a balanced and international effort among all Member States must occur. The number of children in the world succumbing to child labor has caused an economic deficit to many, if not, all Member States. Without quality education and proper financing, child labor will persist and the number of functioning societal members will decrease. Policymaking and governmental relations will pay a crucial role in implementing educational initiatives to combat child labor. Member States can use incentive and effective programs that have them achieve the MDGs. Education will be a double-edged sword in combating economic woes and eradicating child labor as a whole.

### **Committee Directive**

Delegates are required to determine how UNICEF can further ensure education for all children in all Member States. Delegates should be prepared to discuss methods on how to incorporate education across labor-stricken Member States. In addition, discussions for innovative methods or systems beyond what already exists that can help children receive an education will be inevitable. Delegations are to be familiar with their Member State's programs to combat child labor. What legislation actions have been implemented by a delegate's Member States on local, regional, and

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<http://www.ilo.org/ipecc/projects/national/uganda/lang--en/index.htm> (Accessed May 28, 2014).

<sup>71</sup> Ibid

<sup>72</sup> Ibid

<sup>73</sup> Ibid.

<sup>74</sup> "Uganda Statistics," The United Nations Children's Fund,

[http://www.unicef.org/infobycountry/uganda\\_statistics.html#121](http://www.unicef.org/infobycountry/uganda_statistics.html#121) (Accessed April 3, 2014).

<sup>75</sup> Ibid

<sup>76</sup> "Uganda: Support of the National Action Plan (SNAP)," International Labour Organization,

<http://www.ilo.org/ipecc/projects/national/uganda/lang--en/index.htm> (Accessed April 3, 2014).

<sup>77</sup> Ibid.

<sup>78</sup> Ibid



international levels? Is there legislation to eliminate child labor through educational means on bilateral or multilateral agreements? Delegates should also be ready to discuss financing and maintaining the sustainability of such programs to combat child labor through educational institutions.

## II: Eliminating Child Trafficking

*"Human trafficking devastates individuals and undermines national economies. Billions of dollars are generated through exploitation and abuse...The United Nations is bringing partners together to protect the victims, prosecute the traffickers, and end this trade in humans."*<sup>79</sup>

*- United Nations Secretary-General Ban Ki-moon*

### **Introduction**

More than 85 million children are victims of child trafficking, dangerous physical labor, fighting as child soldiers, and sex exploitation.<sup>80</sup> As a result, children risk disease, homelessness, and poor mental and physical development, and death.<sup>81</sup> The United Nations (UN) has made efforts to reduce human trafficking for many years, but an international comprehensive approach is required to effectively address this issue.<sup>82</sup> A number of international instruments, from declarations, protocols, resolution, and treaties, have existed to help prevent trafficking, punish traffickers, and protect victims. The 1980 Hague Convention on the Civil Aspects of International Child Abduction was one of the earliest international instruments accepted by the United Nations Children's Fund (UNICEF). This important document acknowledges that the interests of children are of "paramount importance" especially in the their protection from the "harmful effects" of wrongful custody removal.<sup>83</sup> The Convention, however, ceased to apply once the child reached 16 years of age. By 1989, the Convention on the Rights of the Child enforced signed parties to build measures to prevent the abduction, sale, or traffic of children for any purpose or form.<sup>84</sup> The 1989 Convention had encouraged Member States to take appropriate measures at national, bilateral, and even multilateral levels.<sup>85</sup> Furthermore, the latest Convention recognized a "child" as a person below the age of 18; however, respective laws within a Member State were eligible to establish the legal age for adulthood.<sup>86</sup> The Committee on the Rights of the Child, which served as a monitoring body for the 1989 Convention, encouraged Member States to set the age to 18. The Convention of the Rights of the Child has been credited as a cornerstone for UNICEF's framework and future policies. The Convention of the Rights of the Child supports measures to combat discrimination, best interests, protection, development, family reunification, freedom of expression, privacy, and right to education.<sup>87</sup>

### **Current Situation**

#### *Recognizing Child Trafficking in the 21st Century*

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<sup>79</sup> "Secretary-General's remarks at the General Assembly's high-level meeting on Improving the Coordination of Efforts against Trafficking in Persons," The United Nations, May 13, 2013, [www.un.org/sg/statements/index.asp?nid=6812](http://www.un.org/sg/statements/index.asp?nid=6812) (Accessed April 3, 2014).

<sup>80</sup> "Stop Child Trafficking and Exploitation," United States Fund for UNICEF, <http://www.unicefusa.org/work/protection/> (Accessed April 3, 2014).

<sup>81</sup> Ibid.

<sup>82</sup> "Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime," The United Nations Office of the High Commissioner for Human Rights, 2000, [www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx) (Accessed April 3, 2014).

<sup>83</sup> "The Hague Convention on the Civil Aspects of International Child Abduction," The United Nations Children's Fund, 1980, [www.unicef.org/protection/hague\\_on\\_child\\_abduction.pdf](http://www.unicef.org/protection/hague_on_child_abduction.pdf) (Accessed April 3, 2014).

<sup>84</sup> "Convention on the Rights of the Child," The Office of the High Commissioner for Human Rights, [www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx) (Accessed April 3, 2014).

<sup>85</sup> A/RES/44/25. "Convention on the Rights of the Child." The United Nations General Assembly. November 20, 1989. [www.un.org/documents/ga/res/44/a44r025.htm](http://www.un.org/documents/ga/res/44/a44r025.htm) (Accessed April 3, 2014).

<sup>86</sup> "Fact Sheet: A summary of the rights under the Convention on the Rights of the Child," The United Nations Children's Fund, [www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf) (Accessed April 3, 2014).

<sup>87</sup> Ibid.

Into the twenty-first century, UNICEF once again recognized that effective action to eradicate and combat human trafficking, especially children, requires a "comprehensive" tactic from an international approach, particularly from Member States notorious with "origin, transit, or destination" of child trafficking.<sup>88</sup> In addition, measures to punish traffickers and protect victims of trafficking should be in play whilst protecting victims' human rights. This "comprehensive" approach was notably acknowledged in 2000's Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, which supplemented the United Nations Convention against Transnational Organized Crime.<sup>89</sup> The 2000 Protocol, which served as a supplement with the United Nations Convention against Transnational Organized Crime adopted in A/RES/55/25, recognized child victims can be used for exploitation, even "at a minimum," which include the "prostitution of others or other forms of sexual exploitation," forced labor or services, slavery or related practices to slavery, and the removal of organs.<sup>90</sup> The Protocol called for Member States to adopt legislation and other measures necessary to establish criminal offenses when any of the aforementioned exploitation is committed intentionally.<sup>91</sup>

Furthermore, Member States were asked to protect the identity and privacy of the child when legal proceedings are underway.<sup>92</sup> Assistance such as housing, counseling, employment, and medical should be provided when appropriate.<sup>93</sup> The Protocol tasked Member States, in terms of child trafficking prevention, to establish initiatives to prevent and combat trafficking in person from research, information, media campaigns, improved legislation, and measures through bilateral or multilateral cooperation, to name a few.<sup>94</sup> Cooperation is also encouraged with non-governmental organizations (NGOs) and other elements within a Member State's society.<sup>95</sup>

#### *Combating Child Trafficking with Parliamentarians*

UNICEF officials identified that obtaining accurate data on child trafficking can be a difficult task due to a number of reasons and people, even politicians, encounter as to how to address the topic. In a partnership with the Inter-Parliamentary Union -- an international organization of Parliaments established in 1889 and based in Geneva, UNICEF released the "Combating Child Trafficking," a handbook for parliamentarians to understand and utilize to help tackle the topic of child trafficking.<sup>96</sup> The handbook, published in 2005, outlines steps that have been used for lawmakers to eradicate child trafficking including law making, policy, and advocacy efforts. According to "Combating Child Trafficking," human trafficking is considered as one of the "most lucrative and fastest" growing crimes on a transnational basis that generates approximately \$10 billion per year. The manual was created for parliamentarians since they have the ability to advocate, develop, and implement anti-trafficking initiatives within their respective government. Although child trafficking might occur transnationally, local legislation should also be emphasized since children can be trafficked within their borders, particularly from rural to urban areas.<sup>97</sup>

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<sup>88</sup> "Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime," The United Nations Office of the High Commissioner for Human Rights, 2000, [www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx) (Accessed April 16, 2014).

<sup>89</sup> Ibid.

<sup>90</sup> A/RES/55/25. "United Nations Convention against Transnational Organized Crime." The United Nations General Assembly. January 8, 2001. [http://www.unodc.org/pdf/crime/a\\_res\\_55/res5525e.pdf](http://www.unodc.org/pdf/crime/a_res_55/res5525e.pdf) (Accessed April 16, 2014).

<sup>91</sup> "Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime," The United Nations Office of the High Commissioner for Human Rights, 2000, [www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx) (Accessed April 16, 2014).

<sup>92</sup> Ibid.

<sup>93</sup> Ibid.

<sup>94</sup> Ibid.

<sup>95</sup> Ibid.

<sup>96</sup> "Combating Child Trafficking: Handbook for Parliamentarians," The United Nations Children's Fund, March 2005, [www.unicef.org/publications/index\\_33882.html](http://www.unicef.org/publications/index_33882.html) (Accessed April 16, 2014).

<sup>97</sup> Ibid.

One method lawmakers can use to eliminate child trafficking, according to the UNICEF handbook, is by ratifying international laws prohibiting such acts, namely The Convention on the Rights of the Child; The Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children; and the Protocol Against the Smuggling of Migrants by Land, Sea and Air supplementing the United Nations Convention on Transnational Organized Crime.<sup>98</sup> Developing and ratifying bilateral and multilateral agreements can enhance coordination of child trafficking on a transnational basis. Mutual collaboration can include the investigation of criminal activity, prosecuting offenders, identifying witnesses, securing evidence, legal advice, and enforcing extradition agreements.<sup>99</sup> "Combatting Child Trafficking's" release, in 2005, coincided with ILO estimates that 980,000 to 1,225,000 children were forced into labor situations as a result of trafficking.<sup>100</sup>

UNICEF's efforts continued with the organization's Child Protection Strategy (E/ICEF/2008/5/Rev.1).<sup>101</sup> The Child Protection Strategy defined UNICEF's contribution, at both national and international levels, to protect children's right while achieving the Millennium Development Goals (MDGs).<sup>102</sup> According to the strategy report, UNICEF has "increasingly" moved to "system-strengthening," which includes policy and institutional reforms, local government and social welfare agencies capacity-building, and integrate child protection services into national development plans.<sup>103</sup> The report further noted UNICEF's mission to pursue its partners and networks to develop and integrate "common, multi-partner guidance" for the purpose of programs and advocacy.<sup>104</sup> This mission built on public and government commitments toward specific groups or affected children of, but not limited to, trafficking.<sup>105</sup>

#### *Latest Projections in the New Decade*

The European Union (EU) Commission estimates that human trafficking generates more than USD 33.1 billion (25 billion euros) in annual revenue.<sup>106</sup> Child traffickers have continued to force their victims into labor, prostitution and misuse them for the illicit trade of organs.<sup>107</sup> The United Nations Office on Drugs and Crime (UNODC) revealed, based on data from all human trafficking cases provided from 132 Member States, that children and people up to the age of 18 represent 27 percent of all human trafficking cases between 2007 and 2010.<sup>108</sup> From the UNODC data, two-thirds were girls and the majority of child victims were found in Africa, the Middle East, and South Asia and the Pacific. Over half of the victims were forced involuntary into prostitution while approximately 36 percent into forced labor.<sup>109</sup>

With the efforts by the UN and other international or regional organizations, criminal indictments and sentences in regards to trafficking continued to increase worldwide. The UNODC reported 1,250 convictions for human trafficking occurred across the EU in 2010.<sup>110</sup> Meanwhile, the German federal police service noted 482 court proceedings within Germany occurred in 2011 solely based on sexual exploitation.<sup>111</sup> UNICEF acknowledged addressing the situation can be difficult for refugees as many would prefer to not disclose encounters due to fear of deportation.

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<sup>98</sup> Ibid.

<sup>99</sup> Ibid.

<sup>100</sup> "Trafficking in Children," The International Labour Organization, <http://www.ilo.org/ipec/areas/Traffickingofchildren/lang--en/index.htm> (Accessed April 16, 2014).

<sup>101</sup> E/ICEF/2008/5/Rev.1. "UNICEF Child Protection Strategy." The Economic and Social Council. May 20, 2008. [http://www.unicef.org/protection/CP\\_Strategy\\_English\(1\).pdf](http://www.unicef.org/protection/CP_Strategy_English(1).pdf) (Accessed April 16, 2014).

<sup>102</sup> Ibid.

<sup>103</sup> Ibid.

<sup>104</sup> Ibid.

<sup>105</sup> Ibid.

<sup>106</sup> "Child Trafficking on the Rise, UN Says," Deutsche Welle, January 11, 2013, <http://www.dw.de/child-trafficking-on-the-rise-un-says/a-16513850> (Accessed April 16, 2014).

<sup>107</sup> Ibid.

<sup>108</sup> Ibid.

<sup>109</sup> Ibid.

<sup>110</sup> Ibid.

<sup>111</sup> Ibid.

According to UNODC Executive Director Antonia Maria Costa, many governments are "still in denial" about reports of child trafficking, which could affect the reporting and prosecuting of human trafficking cases.<sup>112</sup> In the UNODC's *Global Report on Trafficking in Persons*, Ms. Costa recognized that while human trafficking convictions have increased, two out of five Member States had not documented at least one conviction.<sup>113</sup> The report also revealed 79 percent of trafficking cases involves sexual exploitation, thus making it the "most common" form of human trafficking in the world.<sup>114</sup> On an international level, the report specified 20 percent of all trafficking victims are children; however, some parts in the world such as West Africa had children represent 100 percent of the human trafficking cases.<sup>115</sup>

### *Disadvantage with Technology*

In 2014, a special rapporteur on the sale of children, child prostitution and child pornography told the Human Rights Council (HRC) that children are at a greater risk of sexual exploitation or even being sold due to increasing technology.<sup>116</sup> With the availability of child pornography on the Internet, younger children are often victims of exploitation.<sup>117</sup> The special rapporteur, Maalla M'jid, emphasized the need for closer cooperation between the private sector and stronger "social responsibility" from the Internet service providers, telecommunication companies, media, tourism and travel industries, and financial institutions to prevent such exploitation.<sup>118</sup> According to a UNICEF report from the South Asia region, more research is needed as to how technology, notably the Internet and mobile phones, are used to expedite child trafficking.<sup>119</sup>

### *Actions Taken by the UN*

UN and its affiliated organizations have passed measures to combat child trafficking. In recent years, the UNGA passed A/RES/64/293, known as the "United Nations Global Plan of Action to Combat Trafficking in Persons."<sup>120</sup> The UNGA resolution set plans to launch a plan of action with the addition of international, regional, and sub-regional organizations in civil society to help implement, fund, and research programs to combat the trafficking of people. With A/RES/64/293, Member States agreed to help mainstream the issue of human trafficking and apply the topic in policies and programs within the UN.<sup>121</sup> In addition, Member States were tasked to adopt comprehensive legislation at the national level and apply it to crime prevention, education, employment, gender equality, and migration.<sup>122</sup> With A/RES/64/293, Member States were asked to develop to enhance the process to identify victims of trafficking and without discrimination.<sup>123</sup>

According to UN Secretary General Ban Ki-moon, A/RES/64/293 serves as a "clarion call" for Member States, international organizations, NGOs, and members in civil society to stop the "terrible crime against human dignity"

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<sup>112</sup> "UNODC report on human trafficking exposes modern form of slavery," The United Nations Office on Drugs and Crime, [www.unodc.org/unodc/en/human-trafficking/global-report-on-trafficking-in-persons.html](http://www.unodc.org/unodc/en/human-trafficking/global-report-on-trafficking-in-persons.html) (Accessed April 16, 2014).

<sup>113</sup> Ibid.

<sup>114</sup> Ibid.

<sup>115</sup> Ibid.

<sup>116</sup> "Child trafficking, exploitation on the rise, warns UN expert," The UN News Centre, <http://www.un.org/apps/news/story.asp?NewsID=47346&Cr=traffic&Cr1=abuse#.U7Do8l4dJG5> (Accessed April 16, 2014).

<sup>117</sup> Ibid.

<sup>118</sup> Ibid.

<sup>119</sup> "Innocent Insight: South Asia in Action: Preventing and Responding to Child Trafficking Analysis of Anti-Trafficking Initiatives in the Region," The United Nations Children's Fund, [http://www.unicef-irc.org/publications/pdf/ii\\_ct\\_southasia\\_analysis.pdf](http://www.unicef-irc.org/publications/pdf/ii_ct_southasia_analysis.pdf) (Accessed May 9, 2014).

<sup>120</sup> A/RES/64/293. "United Nations Global Plan of Action to Combat Trafficking in Persons." The United Nations General Assembly. August 12, 2010. [http://www.unodc.org/documents/human-trafficking/United\\_Nations\\_Global\\_Plan\\_of\\_Action\\_to\\_Combat\\_Trafficking\\_in\\_Persons.pdf](http://www.unodc.org/documents/human-trafficking/United_Nations_Global_Plan_of_Action_to_Combat_Trafficking_in_Persons.pdf) (Accessed May 9, 2014).

<sup>121</sup> Ibid.

<sup>122</sup> Ibid.

<sup>123</sup> Ibid.

known as human trafficking.<sup>124</sup> The UN Secretary General noted thousands of women and children are exploited by criminals for forced labor or the sex trade industry. He stated that no Member State is immune from trafficking and "almost all play a part" in the process either as a source, transit point, or destination for the trafficked victim.<sup>125</sup> The resolution also established the United Nations Voluntary Trust Fund for trafficking victims, particularly for children. The private sector and philanthropists can support the trust fund along with Member States.<sup>126</sup>

UNICEF recognizes the special UNGA session on the lives of children from 2002. The special session called upon Member States to put children first to consider their best interests and provide protection from acts of abuse, discrimination, exploitation, terrorism, and hostage taking.<sup>127</sup> Furthermore, Member States recognized that a "considerable number" of children are orphans, living on the street, be internally displaced, refugees, or affected by trafficking and sexual and economic exploitation.<sup>128</sup> These children may also be incarcerated. Member States were tasked to build special measures to support these children as well as the facilities that are taking care of them.<sup>129</sup>

The UNGA special session acknowledged that the smuggling, trafficking, physical and sexual exploitation of children are "daily realities" in all regions of the international community. Children have the right to be protected from these forms of abuse and exploitation, but the special session admitted many Member States are not doing enough or abiding to international law to combat the problem.<sup>130</sup> With the special session, Member States were encouraged to adopt and enforce laws to protect children at home, school, workplace, and other institutions.<sup>131</sup>

### *Case Studies*

#### *TeachUNICEF*

UNICEF's efforts of eliminating child trafficking isn't limited to teaching adults on how to help but also for children as young as four years old. With TeachUNICEF, UNICEF offers a free global education resource for primary and second education levels ranging from English, math, science, and social studies in the United States (US).<sup>132</sup> The lesson plans within TeachUNICEF also features global topics such as the MDGs and water and sanitation issues. Lesson plans have been created, particularly geared for students between the 6-12 grades, about child trafficking.<sup>133</sup> Teaching students about child trafficking with TeachUNICEF includes: the progress made by UNICEF, recent events, and examples of how child trafficking could start.<sup>134</sup> Teachers are also advised on the delicate matter child trafficking may be for students, especially if a student might know a victim, which is why setting a tone is important before engaging in this "mature, complex and potentially explicit" topic.<sup>135</sup>

Objectives for understanding child trafficking include: "Define human trafficking and explain how it violates children's rights" and "Explain some forms that child trafficking takes and how these impact children."<sup>136</sup> Vocabulary terms are included in prepared lesson plans in addition to identifying programs children can use to

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<sup>124</sup> "United Nations Launches Global Plan of Action Against Human Trafficking," The United Nations Office on Drugs and Crime, September 1, 2010. [www.unodc.org/unodc/en/frontpage/2010/September/un-launches-global-plan-of-action-against-human-trafficking.html](http://www.unodc.org/unodc/en/frontpage/2010/September/un-launches-global-plan-of-action-against-human-trafficking.html) (Accessed May 9, 2014).

<sup>125</sup> Ibid.

<sup>126</sup> GA/10974. "General Assembly Launches Global Plan of Action Against Trafficking in Persons; Secretary-General Says Partnership Only Way to End 'Slavery in The Modern Age.'" The United Nations General Assembly. August 31, 2010. [www.un.org/News/Press/docs/2010/ga10974.doc.htm](http://www.un.org/News/Press/docs/2010/ga10974.doc.htm) (Accessed May 9, 2014).

<sup>127</sup> A/RES/S-27/2. "S-27/2. A world fit for children." The United Nations General Assembly. October 11, 2002. [http://www.unicef.org/specialsession/docs\\_new/documents/A-RES-S27-2E.pdf](http://www.unicef.org/specialsession/docs_new/documents/A-RES-S27-2E.pdf) (Accessed May 9, 2014).

<sup>128</sup> Ibid.

<sup>129</sup> Ibid.

<sup>130</sup> Ibid.

<sup>131</sup> Ibid.

<sup>132</sup> "About Us," TeachUNICEF, <http://www.teachunicef.org/about-us> (Accessed May 9, 2014).

<sup>133</sup> "Child Trafficking," TeachUNICEF, <http://www.teachunicef.org/explore/topic/child-trafficking> (Accessed May 9, 2014).

<sup>134</sup> Ibid.

<sup>135</sup> "End Trafficking A High School Educator's Guide (Grades 9–12)," TeachUNICEF, 2012, [http://www.teachunicef.org/sites/default/files/sites/default/files/documents/end\\_trafficking\\_6\\_6\\_hs\\_unit.pdf](http://www.teachunicef.org/sites/default/files/sites/default/files/documents/end_trafficking_6_6_hs_unit.pdf) (Accessed May 9, 2014).

<sup>136</sup> Ibid.

protect themselves. The lessons were made for US students, but the lesson plans include international cases as well as problems occurring within the US. Despite being a developed Member States, the lesson plans also acknowledges the US as a "source, destination, and transit point" for trafficking victims and how anyone can become trafficked regardless of class, citizenship, education, gender, or age.<sup>137</sup> TeachUNICEF noted approximately 300,000 US children are at risk of sexual exploitation every year.<sup>138</sup>

### *South Sudan*

The 193rd UN Member State, South Sudan, has encountered problems with child trafficking.<sup>139</sup> Men, women, and children are forced into sexual exploitation and labor.<sup>140</sup> A 2013 report revealed South Sudanese girls, as young as 10 years old, are forced to engage in prostitution, sometimes with the knowledge of corrupt law enforcement.<sup>141</sup> Children, notably in South Sudan's urban areas, are also susceptible to forced labor including car washing, construction, market vending, rock breaking, and begging. The Member State has also attracted victims from surrounding African Member States such as the Ethiopia, Eritrea, Kenya, and Uganda.<sup>142</sup> In some cases, victims are willing to travel to South Sudan with the hope to find legitimate employment but are "forced or coerced" in the sexual exploitation.<sup>143</sup>

The Government of South Sudan has reportedly made "significant" efforts to eliminate the Member State's trafficking problem.<sup>144</sup> The government implemented an UN-supported action plan to eliminate the use of child soldiers and improved its age verification efforts. South Sudan suffers from lack of services for trafficked victims and the government continues to arrest individuals in prostitution that includes sexually exploited children.<sup>145</sup> In 2012, the government established a committee on child labor but lack of resources led to no success.<sup>146</sup> The South Sudan Human Rights Commission also conducted research on child labor issues, but lack of resources hindered investigations.<sup>147</sup> The UN has provided financial support to train child protection officers, but the government has made "no discernable effort" to eradicate the demand for "commercial sex acts."<sup>148</sup> The government's national army, the Sudan People's Liberation Army (SPLA) has also encountered accusations and difficulties with child trafficking.<sup>149</sup> Child soldiers were identified to be actively working for the SPLA, particularly at checkpoints or as assistants to commanders.<sup>150</sup> The UN confirmed reports of children physically abused by members of the SPLA including forced labor and sexual harassment.<sup>151,152</sup>

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<sup>137</sup> Ibid.

<sup>138</sup> Ibid.

<sup>139</sup> "South Sudan admitted to U.N. as 193rd member," Reuters, July 14, 2011, <http://uk.reuters.com/article/2011/07/14/uk-sudan-un-membership-idUKTRE76D31120110714> (Accessed May 9, 2014).

<sup>140</sup> "2013 Trafficking in Persons Report - South Sudan," The United Nations High Commissioner for Refugees, June 19, 2013, <http://www.refworld.org/docid/51c2f38c18.html> (Accessed May 9, 2014).

<sup>141</sup> Ibid.

<sup>142</sup> Ibid.

<sup>143</sup> Ibid.

<sup>144</sup> Ibid.

<sup>145</sup> Ibid.

<sup>146</sup> Ibid.

<sup>147</sup> Ibid.

<sup>148</sup> Ibid.

<sup>149</sup> "2012 Findings on the Worst Forms of Child Labor," United States Department of Labor, [www.dol.gov/ilab/reports/child-labor/south\\_sudan.htm#\\_ENREF\\_19](http://www.dol.gov/ilab/reports/child-labor/south_sudan.htm#_ENREF_19) (Accessed May 27, 2014).

<sup>150</sup> Ibid.

<sup>151</sup> Ibid.

<sup>152</sup> "South Sudan: Lethal Disarmament," Amnesty International, 2012, <http://www.amnesty.org/en/library/asset/AFR65/005/2012/en/a60e1cf6-168b-4fa2-a7ab-bd8167e964e7/afr650052012en.pdf> (Accessed May 27, 2014).

## ***Conclusion***

In recent years, Member States have improved their intentions and methods to eliminate child trafficking, most notably with the international agreement of the UN Protocol Against Trafficking in Persons.<sup>153</sup> Despite these strides, many Member States, notably in Africa, still lack the basic legal instruments. UNICEF has operated in more than 150 Member States, but despite the presence, the issue of child trafficking continues. As Secretary General Ban Ki-moon stated, the issue of eliminating child trafficking is not exclusive to developing Member States but also among the developed Member States. UNICEF has developed itself around the Convention on the Rights of the Child and other measures such as the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children; Handbook for Professionals and Policymakers on Justice Matters involving Child Victims and Witnesses; and the 2008 Child Protection Strategy. These protocols and publications have helped Member States and international organizations to tackle the issue. With approximately 85 million children faced with child trafficking, hazardous physical labor, fighting as child soldiers, and sexual exploitation, UNICEF's mission with all Member States needs support. Eliminating child trafficking has become complex due to fears from the children of wrongful identification and prosecution from law enforcement. UN resolutions, with the collaboration of UNICEF's programs and partnerships, have assisted in easing wrongful detention of child trafficking victims. In order to further combat child trafficking, UNICEF has been credited to moving "strategically" to better child protection issues by confronting the matter on an issue-by-issue basis.

## ***Committee Directive***

To facilitate thorough discussion and collaboration on the elimination of child trafficking delegates should be familiar with their Member State's independent assessments, accomplishments, and responses to child trafficking. Delegates will find it beneficial to also explore regional and international agreements their Member States have signed and ratified. What's the legal working age, is it the same or different as recognized by various UNICEF documents? The delegations within the UNICEF committee to follow their Member State's MDGs progress and if the Agenda for Peace by former UN Secretary-General Boutros Boutros-Ghali helped improve efforts to combat child trafficking. Has child trafficking affected the Member State's economy? And how? Has the delegate's Member State's law enforcement helped, obstructed, or intensified the issue of child trafficking?

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

### **I: Improving Primary and Secondary Education to Combat Child Labour**

"Child Labour and School Attendance: Evidence from MICS and DHS Surveys," The United Nations Children's Fund, September 2008, [http://www.unicef.org/protection/Child\\_labour\\_school\\_FHuebler\\_2008.pdf](http://www.unicef.org/protection/Child_labour_school_FHuebler_2008.pdf)  
In order to achieve the universal primary education target of the Millennium Development Goals (MDGs), child labor has to be eradicated. A document surveyed 35 households that reportedly covers one-quarter of the world's population. The survey highlights data on child labor and school attendance, courtesy of the Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS). The survey provides estimates of child labor and school attendance by age, gender, place of residence, and household income. The report also includes recommendations to increase school attendance while easing child labor practices.

"Child Labour, Education and the Principle of Non-Discrimination," The United Nations Children's Fund, November 2005, [http://www.unicef.org/protection/Gibbons\\_Huebler\\_Loaiza\\_2005\\_Childlabor.pdf](http://www.unicef.org/protection/Gibbons_Huebler_Loaiza_2005_Childlabor.pdf)  
One UNICEF estimate reported 115 million children are not in school and more than half -- 62 million -- are girls. Many of these children, regardless of gender, are likely to be in child labor, and some circumstances are taking place in Sub-Saharan Africa. This UNICEF report provides estimates of child laborers in the aforementioned African

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<sup>153</sup> "Global Report on Trafficking in Person," The United Nations Office on Drugs and Crime, February 2009, [www.unodc.org/documents/Global\\_Report\\_on\\_TIP.pdf](http://www.unodc.org/documents/Global_Report_on_TIP.pdf) (Accessed May 27, 2014).

region as well as an investigation on child labor's link to lower school attendance, dropout rates, and if there's effects on respective genders.

"Combatting Child Labour through Education," International Labour Organization, 2008,  
[www.undg.org/docs/10630/Combating\\_CL\\_through\\_Education\\_EN.pdf](http://www.undg.org/docs/10630/Combating_CL_through_Education_EN.pdf)

According to the International Labour Organization (ILO), education -- a human right -- is a prominent factor in eliminating child labor and poverty. The ILO recognizes approximately 218 million children are laborers but many of them are not receiving the right to "free and compulsory" education. The ILO report highlights the roles of education and child labor with the MDGs, vocational education, youth employment, and how to recognize child labor.

"Group Task Force on Child Labour and Education," The International Labour Organization,  
<http://www.ilo.org/ipec/Action/Education/GlobalTaskForceonchildlaboburandeducation/lang--en/index.htm>  
UNICEF, in collaboration with the ILO; United Nations Educational, Scientific, and Cultural Organization (UNESCO); United Nations Development Programme (UNDP), the World Bank, Education International, and the Global March Against Child Labour formed the Global Task Force on Child Labour and Education for All (GTF). The GTF reflects the global concern child labor has had on education. The Inter-agency partnership recognizes that education-related goals -- even related to the MDGs -- cannot be achieved if child labor exists across several Member States. The GTF is an example how a number of international organizations can collaborate along with governments such as Brazil and Norway.

"Joining Forces Against Child Labor: Inter-Agency Report for The Hague Global Child Labour Conference of 2010," The United Nations Children's Fund, 2010,  
[http://www.unicef.at/fileadmin/media/Infos\\_und\\_Medien/InfoMaterial/Kinderarbeit/Hague\\_Final\\_Report\\_2010.pdf](http://www.unicef.at/fileadmin/media/Infos_und_Medien/InfoMaterial/Kinderarbeit/Hague_Final_Report_2010.pdf)  
UNICEF, the ILO, and other international organizations compiled a report to present evidence from specific Member States and the role of child labor in various fields including education. The report manages to highlight the narrow links between child labor and the development of the child. In addition, a "wide array" of factors that contribute to child labor is outlined as well as the roles of international development agencies the local governments. The report also indulges in child labor's role in health, migration, and protection.

## **II. Eliminating Child Trafficking**

"An Analytical Review 10 Years on from the Adoption of the UN Trafficking in Persons Protocol," Inter-Agency Coordination Group against Trafficking in Persons, October 2010,  
[http://www.unicef.org/protection/ICAT\\_Background\\_Paper.pdf](http://www.unicef.org/protection/ICAT_Background_Paper.pdf)

The Inter-Agency Coordination Group against Trafficking in Persons offers an analytical review 10 years following the adoption of the UN Trafficking in Persons Protocol. The review includes insight of UN organizations including the Office of the UN High Commissioner for Human Rights, United Nations Development Fund for Women, UNDP, and UNICEF, to name a few. In regards to UNICEF, the analytical review elaborates on the mandate, beliefs, main activities, research, and partnerships UNICEF had involved itself with including the issue of child trafficking.

"Case Studies on UNICEF Programming in Child Protection, The United Nations Children's Fund, March 2013,  
[http://www.unicef.org/protection/files/CP\\_Case\\_Studies\\_Final.pdf](http://www.unicef.org/protection/files/CP_Case_Studies_Final.pdf)  
UNICEF published a series of case studies showcasing the organization's progress in select Member States and how they're helping to strengthen the child protection systems. The UNICEF report noted examples of the positive results of various initiatives from counseling, raising rates of birth registration, adolescent empowerment, reducing corporal punishment, development of child-friendly police units, and protection services. The case studies include developments in Afghanistan, Brazil, Democratic Republic of the Congo, Indonesia, Jordan, and The Sudan.

"Child Trafficking in East and South-East Asia: Reversing the Trend," The United Nations Children's Fund East Asia and Pacific Regional Office, August 2009,  
[www.unicef.org/protection/Unicef\\_EA\\_SEA\\_Trafficking\\_Report\\_Aug\\_2009\\_low\\_res.pdf](http://www.unicef.org/protection/Unicef_EA_SEA_Trafficking_Report_Aug_2009_low_res.pdf)



UNICEF's East Asia and Pacific Regional Office published a report highlighting the "considerable gains" in combatting child trafficking in almost all Member States in the region. Although the report notes the positives in the East and South-East Asian region, the office also specified the needs needed to further eliminate child trafficking. The report highlights the gaps, lessons learned, practices, and trends that have taken place in the region and with collaboration of regional bodies, governments, IGOs, and NGOs.

Guidelines on the Protection of Child Victims of Trafficking," The United Nations Children's Fund, 2006, [http://www.unicef.org/protection/Unicef\\_Victims\\_Guidelines\\_en.pdf](http://www.unicef.org/protection/Unicef_Victims_Guidelines_en.pdf)

Handling a child following the traumatic experience of human trafficking is a delicate process. UNICEF published guidelines outlining the standards for good practice to protect and assist a trafficked child. According to UNICEF, the guidelines are based on international human rights instruments and covers from their identification, recovery, and integration into society. UNICEF noted the guidelines could be used as a platform to develop policies on national and regional levels. The guidelines include the rights of the trafficked child, identification, appointing a guardian, justice system management, and ethics.

"Progress for Children: A Report Card on Child Protection," The United Nations Children's Fund, September 2009, [http://www.unicef.org/protection/Progress\\_for\\_Children-No.8\\_EN\\_081309\(4\).pdf](http://www.unicef.org/protection/Progress_for_Children-No.8_EN_081309(4).pdf)

UNICEF published a report card on child protection to commemorate the 20-year anniversary of the Convention of the Rights of the Child. The report card reveals the struggle of trafficked children for the purpose of forced labor, prostitution, forced marriage, domestic work, begging, use by armed groups and many other forms of exploitation. While noting the difficulties of obtaining statistics on child trafficking, the United States government projected 600,000 to 800,000 people are trafficked every year across international borders. The report card also covers the topics of migration, children without parental care, the justice systems and regional overviews.