



NEW YORK, NY
30 March - 3 April – Conference A
13 - 17 April – Conference B
nmun.org/nmun_ny.html

UN CHILDREN'S FUND BACKGROUND GUIDE 2014

Written By: Clara Demon, Sara Leister, Kaitlin Sandin, Grace Moyo



NATIONAL MODEL UNITED NATIONS



Table of Contents

Welcome Letter	2
NMUN•NY Position Paper Guidelines	3
Abbreviations	4
Committee History	5
Introduction	5
Mandate	5
Governance and Membership	6
Functions, Powers, and Current Work	6
Recent Sessions	7
Conclusion	7
Annotated Bibliography.....	7
Bibliography	8
I. Preventing Child Mortality Through Immunization	10
Introduction	10
International Framework	10
Role of the United Nations System.....	11
Challenges to Increasing Childhood Immunization	12
Post-eradication, a long-term challenge.....	15
Conclusion	15
Annotated Bibliography.....	15
Bibliography	17
II. Addressing the Situation of Child Soldiers	20
Introduction	20
International Framework	20
Role of the United Nations System.....	21
The Recruitment of Children as Soldiers.....	22
Conclusion	26
Annotated Bibliography.....	26
Bibliography	28
III. Equitable Access to Education for Children with Disabilities	32
Introduction	32
International Framework	32
Role of the United Nations System.....	33
Barriers to Equitable Education for Children with Disabilities	34
Creating Inclusive Education Systems	35
Conclusion	37
Annotated Bibliography	38
Bibliography	40
Rules of Procedure of the United Nations Children’s Fund	43



THE 2014 NATIONAL MODEL UNITED NATIONS

SPONSORED BY THE NATIONAL COLLEGIATE CONFERENCE ASSOCIATION
30 Mar. – 3 Apr. (Conference A) & 13 - 17 Apr. (Conference B) • nmun.org

Rachel Leigh Johnson
Thera Watson
Secretaries-General

Daniel Leyva, Jr.
Kristina L. P. Mader
Deputy Secretaries-General

Laura O'Connor
Alicia Nall
Chiefs of Staff

Beatrice Soler
Assistant Chief of Staff

Sameer K. Kanal
I-Chun Hsiao
Théo Thieffry
Assistant Secretaries-General

Sonia M. Patel
Roger H. Tseng
Under-Secretaries-General
General Assembly

Sasha L. Sleiman
Yvonne Jeffery
Under-Secretaries-General
Economic and Social Council

Harald Eisenhauer
Kristina Getty
Under-Secretaries-General
Development

Meg Martin
Juliane Bade
Under-Secretaries-General
Human Rights and
Humanitarian Affairs

Bobby Valentine
Cara Wagner
Under-Secretaries-General
Peace and Security

Martin Schäfer
Sara Johnsson
Under-Secretaries-General
Conference Services

BOARD of DIRECTORS

Prof. Richard Murgu
President

Prof. Eric Cox
Vice-President

Prof. Chaldeans Mensah
Treasurer

Prof. Pamela Chasek
Secretary

Jennifer Contreras

Prof. Kevin Grisham

Patrick Hayford

Rachel Holmes

Prof. Raúl Molina

Prof. Markéta Židková

Members Ex-Officio

Michael Eaton
Executive Director

The Hon. Joseph H. Melrose, Jr.
President Emeritus

Prof. Richard Reitano
President Emeritus

Dear Delegates,

Welcome to the National Model United Nations in New York (NMUN•NY)! As members of the volunteer staff, we are pleased to serve you as Directors and Assistant Director for the United Nations Children's Fund (UNICEF).

Clara Demon, Director for Conference A, has completed a BA in Politics and International Relations at the University of Kent, United Kingdom, and is now preparing her MS in Public Policy Management between Audencia Nantes and Sciences Po Lille, in France. Sara Leister, Director for Conference B, has a BA focusing on International Political Economy and currently works as a project manager at an event design and production agency. Kaitlin Sandin is a Project Associate at the American Bar Association where she works to reform the capital punishment system in the United States.

The topics under discussion for UNICEF this year are:

- I. Preventing Child Mortality Through Immunization
- II. Addressing the Situation of Child Soldiers
- III. Equitable Access to Education for Children With Disabilities

UNICEF's mission is the United Nations' core body for protecting children's right and ensuring a better environment to them. Your creativity in committees will demonstrate a will to change the world and make it better for future generation.

At NMUN•NY 2014, we are simulating the Executive Board of UNICEF in terms of composition and size; however, during the conference, delegates are not limited to the strict mandate of the Board as only a budgetary and administrative body. On the contrary, for the purposes of NMUN•NY 2014, and in line with the educational mission of the conference, the committee has the ability to make programmatic and policy decisions on issues within the mandate of UNICEF in line with the overall function of the organization.

We hope you will find this Background Guide useful as it serves to introduce you to the topics for this committee. It is not meant to replace further research and we highly encourage you explore in-depth your countries' policies as well as use the Annotated Bibliography and Bibliography to further your knowledge on these topics. In preparation of the conference, each delegation will be submitting a [position paper](#). Please refer to the following pages for details regarding the position paper submission process. Please take note of the [NMUN policies](#) on the website and in the [Delegate Preparation Guide](#) regarding plagiarism, codes of conduct/dress code/sexual harassment, awards philosophy/evaluation method, etc. Adherence to these guidelines is mandatory.

For any questions you may have, do not hesitate to contact our Under-Secretaries-General for the Development Department: Harald Eisenhauer (Conference A) and Kristina Getty (Conference B) at usg.development@nmun.org.

Best of luck preparing over the next months. We look forward to working with at NMUN•NY 2014!

Sincerely,

Conference A
Clara Demon, *Director*

unicef.nya@nmun.org

Conference B
Sara Leister, *Director*
Kaitlin Sandin, *Assistant Director*
unicef.nyb@nmun.org

NMUN•NY Position Paper Guidelines

Due 1 March 2014

Each committee topic should be addressed in a succinct policy statement representing the relevant views of your assigned country, Non-Governmental Organization (NGO), or expert role. You should identify and address international and regional conventions, treaties, declarations, resolutions, and programs of action that are relevant to the policy of your country or NGO. You should also include recommendations for action to be taken by your committee. A delegate's role as a Member State, Observer State, or NGO should affect the way a position paper is written. To understand these differences, please refer to the [Delegate Preparation Guide](#). It may also be helpful to view a [Sample Position Paper](#).

A position paper should be submitted for each assigned committee.

- The two page position paper should cover all the topics in the background guide, not a separate paper for each topic.
- Do not submit papers for committees not assigned to your country/NGO (see matrix for [Conf. A](#) or [Conf. B](#)).
- No more than two delegates can represent a single country/NGO in a committee. If you assign two delegates to represent a country/NGO on a committee, they submit one position paper jointly, not separate position papers from each individual.

Please pay careful attention to the following guidelines when drafting and submitting your position papers. Only those delegations that follow the guidelines and meet the submission deadline will be eligible for [position paper awards](#).

All papers must be typed and formatted according to the standards below:

- Length must not exceed two pages
- Margins must be set at 1 inch or 2.54 cm. for the whole paper
- Font must be Times New Roman sized between 10 pt. and 12 pt.
- Country/NGO name, school name, and committee name must be clearly labeled on the first page
- Agenda topics must be clearly labeled in separate sections
- National symbols (headers, flags, etc.) are deemed inappropriate for NMUN position papers

Please note that position papers must be comprised of entirely original writing. **The NMUN Conference will not tolerate plagiarism**, including copying from Committee Background Guides. Violation of this policy may result in dismissal from the conference. Although United Nations documentation is considered within the public domain, the conference does not allow the verbatim re-creation of these documents.

How to Submit Your Position Papers

Position papers need to be submitted by email in .pdf or .doc formats. As proof of submission, include yourself as an email recipient. Please use the committee name, your assignment, Conference A or B, and delegation/school name in both the email subject line and in the filename (example: GA1_Cuba_Conf A_State College).

1. Send one complete set of all position papers for each of your country/NGO assignments to the Deputy Secretary-General for the conference you are attending:

Conference A: positionpapers.nya@nmun.org

Conference B: positionpapers.nyb@nmun.org

2. Send a copy of your position paper for each assigned committee to the corresponding committee email address listed on the [Committee Background Guides page](#).

Your delegation may wish to submit a copy of their position papers to the permanent mission of the country/NGO headquarters along with an explanation of the conference. This is encouraged if requesting a [briefing](#).

Many, many papers will be read by the Secretariat. Your patience and cooperation in adhering to the above guidelines is greatly appreciated.

Abbreviations

AT	Assistive Technology
CBR	Community Based Rehabilitation
CCL	Cold Chain and Logistics
CRDP	Convention of the Rights of the Child
DDR	Disarmament, demobilization, and reintegration
DPKO	Department of Peacekeeping Operations
DPO	Disabled People's Organizations
ECOSOC	United Nations Economic and Social Council
EFA	Education for All
EPI	Expanded Programme on Immunization
ESCAP	Economic and Social Commission for Asia and the Pacific
GA	General Assembly
GAVI	Global Alliance for Vaccines and Immunization
GPE	Global Partnership for Education
HRC	Human Rights Council
ICF	International Classification of Functioning Disability and Health
IAEA	International Atomic Energy Agency
IANSAN	International Action Network on Small Arms
ILO	International Labour Organization
MDG	Millennium Development Goals
NGO	Non-Governmental Organization
MRM	Monitoring and Reporting Mechanism
NMUN	National Model United Nations
OHCHR	Office of the High Commissioner for Human Rights
PTSD	Post-Traumatic Stress Disorder
RED	Reaching Every District
SAGE	Strategic Advisory Group of Experts
STI	Sexually transmitted infections
UDHR	Universal Declaration of Human Rights
UNFPA	United Nations Population Fund
UNGASS	United Nations General Assembly Special Session on Children
UNCHR	United Nations Commission on Human Rights
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WHO	World Health Organization

Committee History

Introduction

In 1946, the United Nations General Assembly (GA) resolved to create the United Nations International Children's Emergency Fund (UNICEF) through resolution 57(1).¹ At the time of its conception, UNICEF was created to provide assistance to children across Europe who had been left destitute by the Second World War.² Specifically, UNICEF was a temporary emergency fund, designed to operate through 1950, and it sought to address the immediate crises that arose from the Second World War, namely the lack of shelter and food as well as the alarming rate of child mortality and their compromised security situation.³ The first Executive Director of UNICEF, Maurice Pate, agreed to lead the organization on the condition that it would provide relief to all children regardless of their nationality or creed, and it is this non-partisan principle that has continued to form part of the foundation of the organization and seen UNICEF achieve what it has.⁴ As such, based on its initial success, when the time came in 1950 for the UN to shut down this fund, Member States and UNICEF leadership pleaded for it to remain.⁵ Having seen its relevance in a disaster stricken community, and the potential it had to improve children's lives across countries and over generations, the General Assembly in 1953 resolved to shift it from being an Emergency Fund to being a permanent Specialized Agency in terms of sections 57 and 63 of the *Charter of the United Nations* (1945).⁶

At NMUN•NY 2014, we are simulating the **Executive Board** of UNICEF in terms of composition and size; however, during the conference, delegates are not limited to the strict mandate of the Board as primarily a budgetary and administrative body. On the contrary, for the purposes of NMUN•NY 2014, and in line with the educational mission of the conference, the committee has the ability to make programmatic and policy decisions on issues within the mandate of UNICEF in line with the overall function of the organization.

Mandate

UNICEF changed from providing temporary relief to providing long-term sustainable development goals as well as assisting countries to be able to provide for their own children in the future.⁷ UNICEF has extended its mission to Africa and Asia which were not previously included in its work.⁸ The organization realized that children cannot be viewed in isolation but must instead be recognized as a part of every aspect of society.⁹ For example, where there were refugees, or the homeless, or the sick, there were children involved. These situations made children more vulnerable and UNICEF realized that there was need to improve the lives of children through increased development, thus they started to focus more broadly on issues of development.¹⁰ The document "A World Fit for Children", which is the outcome document for the United Nations General Assembly Special Session on Children (UNGASS), speaks to the mandate of the organization as it elaborates on the specific goals we need to achieve in order to have a 'child friendly' society.¹¹ This document saw the inclusion of the Millennium Development Goals (MDGs) into the discussion surrounding children and set clear guidelines as to where UNICEF's work was headed over the next twenty years at the least.¹²

¹ UN General Assembly, *Establishment of an International Children's Emergency Fund (GA/RES/57 (1))* [Resolution], 1946.

² UNICEF, *Sixty Years for Children* [Report], 2006, p. 6.

³ *Ibid*, p. 5.

⁴ *Ibid*, p. 6.

⁵ *Ibid*, p. 6.

⁶ UN General Assembly, *United Nations Children's Fund (GA/RES/802 (VIII))* [Resolution], 1953.

⁷ UNICEF, *Sixty Years for Children* [Report], 2006, p. 6.

⁸ *Ibid*, p. 6.

⁹ *Ibid*, p.6.

¹⁰ UNICEF, *Sixty Years for Children*, 2006 [Report], p. 7.

¹¹ UN Non-Governmental Liaison Service, *General Assembly Special Session on Children*, 2002.

¹² *Ibid*

Governance and Membership

The governance of the UNICEF organization is based on both internal and external governance structures.¹³ Externally, UNICEF reports to the General Assembly through the Economic and Social Council (ECOSOC). As an integral Specialized Agency of the UN, its work is reviewed annually by ECOSOC.¹⁴ All financial reports and accounts, and the report of the Board of Auditors, a subsidiary board tasked to review all accounts of the United Nations and its organizations, are submitted to the General Assembly and then subsequently reviewed by the Advisory Committee on Administrative and Budgetary Questions and by the Fifth Committee.¹⁵

In terms of internal governance, the Executive Board is the official governing body of UNICEF and is responsible for providing support to, as well as supervising all activities of, UNICEF in accordance with the overall policy guidance of the GA and ECOSOC.¹⁶ The Board meets three times a year: in January, June, and September. Membership on the board is through a regional distribution of seats with 36 members elected for a three-year term, usually during the April-May period.¹⁷ The allocation of seats is as follows: eight African states, seven Asian states, four Eastern European states, five Latin American and Caribbean states, and twelve Western European and Other states.¹⁸ Members are selected by ECOSOC from UN Member States or Member States of Specialized Agencies of the International Atomic Energy Agency (IAEA).¹⁹

Functions, Powers, and Current Work

UNICEF operates through Field Offices in over 190 countries.²⁰ It is founded on the idea that promoting the best interests of the child is paramount, given that children are recognized as the most vulnerable members of society and are therefore in need of our collective protection.²¹ This is echoed in the *Convention of the Rights of the Child* (CRC) of 1989, which is the most widely ratified convention in the world.²² The fundamental values of the *Convention* rest on the right of the child to be heard, the right to non-discrimination, the right to life and development, and the primary consideration of the child's best interests in all situations.²³ UNICEF acknowledges that the voice of each individual child has become increasingly powerful in decision making processes and that all children need to be equipped and empowered to be able to use their voice.²⁴ This is viewed to be particularly important in shaping globally active citizens who will be able to contribute positively to the world we live in. In order to do this, children need to be protected from hunger, sickness, abuse, violence, and exploitation.²⁵ It is through the implementation of mechanisms that support these principles that society now views children in a higher regard and that the work of UNICEF is more successful.²⁶ Such mechanisms often include partnering with other UN organizations, such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), in joint capacity building initiatives.²⁷

UNICEF achieved groundbreaking results in the curing of diseases such as Polio and Yaws and was particularly effective in the administration of vaccines for the six childhood killer diseases.²⁸ Currently, the organization is still working in conjunction with the World Health Organization (WHO) and United Nations Development Programme (UNDP) in this regard.

¹³ UNESCO, *Guide to Archives of International Organizations: UNICEF* [Website].

¹⁴ Ibid

¹⁵ United Nations, *United Nations Board of Auditors* [Website]; UNESCO, *Guide to Archives of International Organizations: UNICEF* [Website].

¹⁶ UNESCO, *Guide to Archives of International Organizations: UNICEF* [Website].

¹⁷ UNICEF, *UNICEF Executive Board* [Website].

¹⁸ UNESCO, *Guide to Archives of International Organizations: UNICEF* [Website].

¹⁹ Ibid

²⁰ Ibid

²¹ UNICEF, *Sixty Years for Children*, 2006 [Report], p.8.

²² UN General Assembly, *Convention on the Rights of the Child; General Comment no.12 (CRC/C/GC/12)*, 2009.

²³ Ibid

²⁴ Ibid

²⁵ Ibid

²⁶ UNICEF, *Sixty Years for Children* [Report], 2006, p. 8.

¹⁹ UNESCO, *Guide to Archives of International Organizations: UNICEF* [Website].

²⁸ UNICEF, *Sixty Years for Children* [Report], 2006, p. 8.

Recent Sessions

Two recent sessions that have significantly impacted the work of UNICEF are the World Summit for Children in 1990 and the United Nations General Assembly Special Session for Children (UNGASS) in 2002. The World Summit for Children was a groundbreaking summit as it was the first ever summit-like conference called especially for children.²⁹ Furthermore, it attracted over seventy heads of state and many other leaders in ministerial positions to discuss the agenda for children post the critical developmental era.³⁰ This summit resulted in two outcome documents: the *World Declaration on the Survival, Protection and the Development of Children* (“the Declaration”), and the accompanying Plan of Action for Implementing the World Declaration on the Survival, Protection and the Development of Children.³¹ The Declaration acknowledged the mass loss of young lives that has occurred throughout the years due to preventable disease, famine, and warfare, and the Declaration proclaimed that the countries of the world would no longer take a backseat in ensuring the protection of children.³² Through the Declaration, countries expressed their commitment to improving child health and combating preventable disease through immunization and other health techniques, improving literacy by improving access to education particularly for the girl child, reducing poverty by developing viable means of a sustainable livelihood for all people, eradicating hunger and malnutrition, and strengthening the role and status of women and improving post natal healthcare to reduce the mortality rate of new mothers.³³ Overall, this means that the countries gathered in New York in 1990 articulated their desire to ensure a safe and healthy future for all children as well as an environment, which allowed for the realization of their true potential.

Just twelve years later, the countries of the world convened once again at UNGASS to reestablish the agenda for children and set goals for the twenty-first century.³⁴ What set UNGASS apart from the World Summit and indeed from any previous United Nations meeting or conference was that for the first time, children were allowed to participate as official delegates and their voices were heard with the same level of importance as any of the delegates gathered there.³⁵ The outcome document for UNGASS is *A World Fit for Children*, and it is a reflection of the contentious and consequential debates that took place over those three days.³⁶ There was much contention with regards to the CRC, juvenile justice, and rights to reproductive health, but ultimately the principle of the best interests of the child prevailed, and the outcome document was one which reflected not only the diversity of the states of the world but also their willingness to unite for children.³⁷

Conclusion

UNICEF, like organizations, such as United Nations Women, is unique because it focuses on a specific population group and strives to push children’s issues to the forefront. The question of protection of young people is one that is at the heart of all of the countries of the world, and this is reflected in the fact that the CRC is the most widely and rapidly ratified piece of International Law in the world. The work of UNICEF is far from over. The new millennium has brought about its own set of challenges – such as issues concerning accessibility of education to children with disabilities and the growing issue of child soldiers and their use in warfare - and while incredible progress has been made, there is still much to be done.

Annotated Bibliography

United Nations, Committee on the Rights of the Child, Session number 51. (25 May – 12 June 2009). *General Comment no. 12 (2009): The Right of the Child to be Heard (CRC/C/GC/12)*. Retrieved 2 July 2013 from: <http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.pdf>

²⁹ Ibid, p. 22.

³⁰ UNICEF, *Sixty Years for Children* [Report], 2006, p. 22.

³¹ UN General Assembly, *World Declaration for the Survival, Protection, and Development of Children*, 1990.

³² Ibid

³³ UN General Assembly, *World Declaration for the Survival, Protection and Development of Children*, 1990.

³⁴ UN Non-Governmental Liaison Service, *General Assembly Special Session on Children* [Report], 2002.

³⁵ Ibid

³⁶ Ibid

³⁷ Ibid

This document gives context to the Convention on the Rights of the Child and a broader understanding of why the principles underlying the CRC and UNICEF are so important. It alludes to how they are being progressively realized in the global sphere. It looks specifically at the right of the child to be heard and how this is of fundamental importance in furthering the best interests of the child.

United Nations Children's Fund. (2006). *1946-2006 Sixty Years for Children* [Report]. Retrieved 2 July 2013 from: http://www.cf-hst.net/UNICEF-TEMP/UNICEF%20Publications/1946-2006_Sixty_Years_for_Children.pdf

This document is an essential starting point for research as it provides the history of the UNICEF organization, its evolution, and its purpose. It further speaks to the mandate of the organization and the work that it has done over its first sixty years. This article also sheds light on how UNICEF fits into the bigger international picture and how it has worked with other UN organizations for the benefit of children.

United Nations Non-Governmental Liaison Service. (2002). *General Assembly Special Session on Children* [Report]. Retrieved 2 July 2013 from: www.un-ngls.org/orf/pdf/ru92kids.pdf

This report gives an outline of the UN General Assembly Special Session on Children (UNGASS), including its processes and the decisions that arose from it which form the basis on which organizations such as UNICEF will continue their work. It focuses on the realization of the Millennium Development Goals (MDGs) and how programs such as Nelson Mandela and Graca Machel's Global Movement for Children fit into UNGASS, UNICEF and the realization of the MDGs. It provides context as to the MDGs in the implementation of the goals of a specific UN Agency.

UNICEF. (n.d.). "About UNICEF: Who We Are". UNICEF. [Webpage]. Retrieved 2 July 2013 from: http://www.unicef.org/about/who/index_history.html

This website provides easy to read and understand information for delegates that will be a good start for research. It provides the highlights of the UNICEF organization over the decades and would be useful in providing key terms for delegates to engage with further. In addition to giving the brief history of UNICEF, it provides guidelines as to the direction that UNICEF is looking to take in the future.

United Nations Educational, Scientific and Cultural Organization. (n.d.). *Guide to Archives of International Organizations: UNICEF* [Website]. Retrieved 2 July 2013 from:

http://www.unesco.org/archives/sio/Eng/presentation_print.php?idOrg=1033

This article details in depth the structure of the organization, with particular reference to the governing body, the membership, and the mandate of the organization. It is indispensable for delegates in that it provides a complete picture of the organization that will allow them to understand its inner workings. Furthermore, it is an article from a UN agency other than UNICEF itself and thus provides a slightly different perspective.

Bibliography

United Nations, Committee on the Rights of the Child, Session number 51. (25 May – 12 June 2009). *General Comment no. 12 (2009): The Right of the Child to be Heard* (CRC/C/GC/12) [General Comment]. Retrieved July 2 2013 from: <http://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.pdf>

United Nations Children's Fund. (2006). *1946-2006 Sixty Years for Children*. Retrieved July 2, 2013 from: <http://www.cf-hst.net/UNICEF-TEMP/CF-hst%20redesign/milestones.htm>

United Nations Non-Governmental Liaison Service. (2002). *General Assembly Special Session on Children* [Report]. Retrieved 2 July 2013 from: www.un-ngls.org/orf/pdf/ru92kids.pdf

Charter of the United Nations. (1945). Retrieved 2 July 2013 from:
<http://www.un.org/en/documents/charter/intro.shtml>

United Nations Children's Fund. (1990). *First Call for Children* [Declaration]. Retrieved 2 July 2013 from:
www.unicef.org/about/history/files/WSC_declaration_first_call_for_children.pdf

United Nations Children's Fund. (n.d.). *About UNICEF: Who we Are* [Website]. Retrieved 2 July 2013 from
http://www.unicef.org/about/who/index_history.html

United Nations Children's Fund. (n.d.). *A world fit for Children* [Website]. Retrieved 2 July 2013 from
<http://www.unicef.org/specialsession/wffc/>

United Nations Educational, Scientific and Cultural Organization. (n.d.). *Guide to Archives of International Organizations: UNICEF* [Website]. Retrieved 2 July 2013 from:
http://www.unesco.org/archives/sio/Eng/presentation_print.php?idOrg=1033

United Nations General Assembly, Eighth session. (1953, October 6). *United Nations Children's Fund (GA/RES/802 (VIII))* [Resolution]. Retrieved 2 July 2013 from: <http://www.cf-hst.net/unicef-temp/Doc-Repository/doc/doc328901.PDF>

United Nations General Assembly, First session. (1946, December 11). *Establishment of an International Children's Emergency Fund (UNICEF) (GA/RES/57 (1))* [Resolution]. Retrieved 2 July 2013 from:
http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/65/201

United Nations Children's Fund. (1996). *Fifty Years for Children* [Website]. Retrieved 2 July 2013 from:
<http://www.unicef.org/sowc96/50years.htm>

UNICEF. (2012). *UNICEF Annual 2012 Summary* [Report]. Retrieved 2 July 2013 from:
http://www.unicef.org/publications/files/UNICEF_Annual_Report_2012_SUMMARY_ENG_2July2013.pdf

United Nations Children's Fund. (n.d.). *About UNICEF: Structures and Info* [Website]. Retrieved 2 July 2013 from
<http://www.unicef.org/about/structure/>

United Nations. (n.d.). *Mandates, Appointments, and Tenure* [Website]. Retrieved 8 September 2013 from:
<http://www.un.org/en/auditors/board/mandate.shtml#mandate>

UNICEF. (n.d.). *UNICEF Executive Board* [Website]. Retrieved 8 September 2013 from:
http://www.unicef.org/about/execboard/index_59998.html

I. Preventing Child Mortality Through Immunization

Introduction

Recognizing the unique vulnerability of children, the international community has agreed that children are entitled a specific right to health.³⁸ Enshrined in Article 24 of the 1989 *Convention on the Rights of the Child*, the right to health represents the fact that Member States “recognize the right of the child to the enjoyment of the highest attainable standard of health.”³⁹ As a matter of fact, provisions of Article 24(2) define that Member States shall pursue full implementation of this right and, in particular, shall take appropriate measures to diminish infant and child mortality”.⁴⁰ At the beginning of the twenty-first century, child mortality remains at the heart of the international community priorities.

The Fourth Millennium Development Goal, “Reducing Child Mortality”, aims to decrease child deaths by two-thirds by 2015.⁴¹ Since the creation of the MDGs, the success of immunization was demonstrated by a decrease in child mortality.⁴² Immunization represents the process through which a person is made resistant to a disease by the administration of a vaccine.⁴³ Its role is to stimulate the body’s own immune system to protect the person against subsequent disease.⁴⁴ Immunization as it represents the most cost-effective tool available for public health initiatives.⁴⁵ 2 to 3 million lives are saved each year thanks to routine immunization.⁴⁶ However, in the twenty-first century, 6.9 million children under the age of five died in 2011 from mostly preventable diseases.⁴⁷ Over the last forty years, the percentage of children under one-year of age being immunized against polio, diphtheria, tuberculosis, pertussis, measles, and tetanus rose from less than 5% to 83%.⁴⁸ Still, one fifth of the world’s children, 22.4 million children, are not immunized against these deadly diseases.⁴⁹ Because unmet needs remain, and specifically with the MDGs set to expire in two years, a renewed commitment is required by the international community to reach the most vulnerable children in their early life.

Challenges to immunization campaigns mainly are a lack of oversight and accountability from the government. It is mostly hampered by a lack of interests at the local level, and the security environment, which makes some areas inaccessible and compromises the possibility to develop health infrastructure.⁵⁰ However, the success of immunization relies on political will, hygienic conditions, and decent and secure health infrastructure.

International Framework

The international framework on immunization for children has progressed for the last fifty years. In 1974, the World Health Assembly through its resolution WHA27.57 established the Expanded Programme on Immunization (EPI).⁵¹ Building upon the success of the eradication of smallpox, it aimed at providing all children with life-saving vaccines to achieve health for all by 2000.⁵² After 2000, the EPI remains committed to universal access to immunization and work in synergy with other programs that were developed later on.⁵³

³⁸ WHO, *The Right To Health, Fact sheet N°323*, 2012.

³⁹ UN General Assembly, *Convention on the Rights of the Child, A/RES/44/25*, 1989, p. 11.

⁴⁰ Ibid

⁴¹ United Nations, *The Millennium Development Goals Report*, 2013, p. 25.

⁴² UNICEF, *Expanding immunization coverage* [Website], 2011

⁴³ WHO, *Immunization*, 2013.

⁴⁴ Ibid

⁴⁵ United Nations, *The Millennium Development Goals Report*, 2013, p. 25; UN News Centre, *UN steps up vaccination campaigns amid measles outbreaks among uprooted Syrians*, 2013.

⁴⁶ UNICEF, *Expanding immunization coverage*, 2011

⁴⁷ United Nations, *The Millennium Development Goals Report*, 2013, p. 25.

⁴⁸ UNICEF, *Expanding immunization coverage* [Website], 2011

⁴⁹ Ibid

⁵⁰ Chang, Chavez, Hameed, Lamb, Mixon, *Eradicating Polio in Afghanistan and Pakistan*, 2012, p. 5.

⁵¹ WHO, *The Expanded Programme on Immunization*, 2011.

⁵² Ibid

⁵³ Ibid

In 2005, the World Health Organization (WHO) and the United Nations Children’s Fund (UNICEF) developed the Global Immunization Vision and Strategy (GIVS) 2006-2015 to improve national immunization programs and decrease mortality associated with vaccine preventable diseases.⁵⁴ It provides international institutions and national bodies with reliable data on vaccination coverage as to guide their policies.⁵⁵ The *Global Vaccine Draft Action Plan* is the result of the GIVS.⁵⁶ It is the work of various actors, from stakeholders involved in immunization to governments, health professionals, civil society, and development partners.⁵⁷ The plan promotes equitable access to vaccines by relying on six guiding principles: countries’ ownership and responsibility over effective and quality immunization; shared responsibility and partnership between individual, community, and governments; equitable access as a component of the right to health; integration of immunization systems as part of broader health systems; sustainable investment through an appropriate level of management; and innovation and investment in research and development to reach the full potential of immunization.⁵⁸ The Global Vaccine Action Plan 2011-2020 is an excellent basis for the definition of the international framework relating to immunization as a strategy to prevent child mortality.⁵⁹

To complement this action and design a strategy to target the population of children, “A Promise Renewed” is the global call to action made to end preventable child deaths by 2035.⁶⁰ This initiative was launched in June 2012, in Washington D.C., by UNICEF and the United States Agency for International Development (USAID) and has now been endorsed by 179 countries.⁶¹ It represents one of the greatest instances of cooperation, designed between governments and the civil society, including the private sector to improve monitoring and collecting data. It is a call for action to initiate political leadership and achieve consensus on a global roadmap to accelerate the reduction of child mortality.⁶² It invites for more accountability now that knowledge and technologies are available to reach any child with life-saving interventions.⁶³

To better develop the already existing international framework, UN agencies have a particular role in coordinating efforts. UNICEF is part of the Global Alliance for Vaccines and Immunization (GAVI), a public-private partnership dedicated to increasing children’s access to vaccines.⁶⁴ It aims at establishing immunization as part of solid primary health care systems.⁶⁵ Actions must be undertaken to raise awareness among political leaders of the necessity to reach universal access to immunization. For example, meetings such as the Global Vaccine Summit of April 2013 taking place in Abu Dhabi reiterated the need to reach a target of eradicating poliomyelitis by 2018, a target already expressed by the World Health Assembly in 2012.⁶⁶ Such meetings provide political leaders with a sense of reality, being constantly reminded of the importance of the targets and their deadline.⁶⁷

Role of the United Nations System

Immunization represents a multi-level challenge, gathering both developing and developed Member States around a global target: reducing child mortality. Disparities in the world highlight the necessity to cooperate. In Sub-Saharan Africa, the child mortality rate is 16 times the average rate in developed regions.⁶⁸ Efforts are now made to reduce the time lag in the introduction of vaccines between high and low-income countries.⁶⁹ In this perspective, a variety of actors from UN agencies such as the UNICEF and the WHO, but also from the vaccine industry and civil society, cooperate and gather to make the most out of immunization programs.

⁵⁴ WHO, *Global routine vaccination coverage 2011*, 2 November 2012.

⁵⁵ Ibid

⁵⁶ World Health Assembly, *Draft Global Vaccine Action Plan*, A65/22, 2012, p. 1.

⁵⁷ Ibid

⁵⁸ WHO, *Global Vaccine Action Plan 2011-2020*, 2013, p. 23.

⁵⁹ Ibid, p. 2.

⁶⁰ United Nations, *The Millennium Development Goals Report*, 2013, p. 26.

⁶¹ Ibid.

⁶² Committing to Child Survival – A Promise Renewed, *A Call to Action*.

⁶³ United Nations, *The Millennium Development Goals Report*, 2013, p. 26; UNICEF, *Committing to Child Survival: A Promise Renewed. Progress Report*, 2012, p. 3.

⁶⁴ UNICEF, *Expanding immunization coverage*, 2011.

⁶⁵ Ibid.

⁶⁶ World Health Assembly, *Poliomyelitis: intensification of the global eradication initiative A65/20*, 2012.

⁶⁷ Global Polio Eradication Initiative, *Polio Eradication and Endgame Strategic Plan 2013-2018*, 2013, p. 3.

⁶⁸ United Nations, *The Millennium Development Goals Report*, 2013, p. 25.

⁶⁹ WHO, *Global Vaccine Action Plan 2011-2020*, 2013, p. 10.

To illustrate the need for cooperation between UN agencies, UNICEF and the WHO have designed a joint program, called the Joint Reporting Process, to strengthen collaboration and minimize the reporting burden of each organization by collecting information through a standard questionnaire, the Joint Reporting Form, sent to all Member States.⁷⁰ Developed through a partnership made by UNICEF, WHO, and a number of ministries of health, the Joint Reporting Process provides precise and detailed indicators of immunization system performances, which represent valuable information to settle and decide on new directions to reach universal access to immunization.⁷¹ The process requires consensus from both WHO and UNICEF who agree on a form that will be a reference for national ministries of health and who then compares their data.⁷² UNICEF has the role to provide the process with its expertise in the field of children's special needs.⁷³

Within the UN system, specialists of the vaccine industry have a special role to play to decide on strategies and global policies regarding the implementation of vaccine programs.⁷⁴ The Strategic Advisory Group of Experts (SAGE) on Immunization was established by the WHO in 1999 to provide such guidance for the United Nations System.⁷⁵ It is not dedicated to childhood vaccines alone, but it clearly dedicates some of its working groups dedicated to polio vaccines and vaccination in humanitarian emergencies to decide on recommendations concerning the specific category of children.⁷⁶

Apart from official programs, local communities stand also as important actors for improving immunization coverage.⁷⁷ This is where UNICEF has a unique role to play and highlights the necessity to target children. The World Immunization Week, first organized worldwide in 2009, represents the most powerful awareness-raising campaign.⁷⁸ It aims at promoting through various activities organized at various levels the use of vaccines as a preventive action for health with the slogan "Protect your world, get vaccinated".⁷⁹ It was initiated hand in hand with the consultation convened by UNICEF in December 2009 to encourage individuals to have their children immunized, a procedure encouraged by health workers, governments, and Non-Governmental Organizations (NGOs).⁸⁰

Challenges to Increasing Childhood Immunization

Given the various actors involved in the process, the UN system coordinates efforts at every step of a vaccination program. Advocacy for immunization then requires preparation to build a strategy that is specific for each region.⁸¹ The UN system has to engage with policy and decision makers before involving the public through mass media.⁸² Finally, the last step of the overall process is the evaluation and monitoring of the advocacy, to see where it succeeded and where it failed.⁸³ The UN system works to improve access to immunization by overcoming psychological and physical barriers, to enhance the capacities to maintain cold chain and logistics during immunization campaigns, and to stabilize the situation in post-eradication times.

Building Trust in Immunization

The Global Vaccine Action Plan advocates overcoming psychological barriers in regards to access to vaccination.⁸⁴ Support from community is essential since local ownership of solutions to reduce child mortality would improve the

⁷⁰ WHO, *WHO/UNICEF Joint Reporting Process*, 2013.

⁷¹ Ibid

⁷² Ibid

⁷³ Ibid

⁷⁴ WHO, *Strategic Advisory Group of Experts (SAGE) on Immunization*, 2013.

⁷⁵ Ibid

⁷⁶ Ibid

⁷⁷ UNICEF, *Engaging communities*, 2013.

⁷⁸ WHO, *World Immunization Week*, 2013.

⁷⁹ WHO, *Protect your world – get vaccinated*. 2013.

⁸⁰ UNICEF, *Consultation on Communication for Pneumonia and Diarrhoea Control and New Vaccine Introduction*, 2009, p. 1.

⁸¹ Ibid

⁸² Ibid

⁸³ Ibid

⁸⁴ WHO, *Global Vaccine Action Plan 2011-2020*, 2013, p. 23.

success of measures undertaken by appearing trustworthy in the eyes of local populations.⁸⁵ This support can be brought by religious leaders, who have some power to shape public opinion and can also improve links between communities and health services through their network of people and infrastructure.⁸⁶ They can then use this power and authority to struggle against prejudices and turn into great allies for the immunization movement when they usually are not considered as the most competent authority in the field of health.⁸⁷ They manage thanks to communication and their presence at every step of a life to convey the idea defended by international bodies within communities.⁸⁸ Therefore, UNICEF plays a key role in transforming religious leaders into crucial collaborators to promote immunization and struggle against resistance concerning vaccines.⁸⁹ Building trust relies on four main steps: making initial contact once the situation is assessed; working in groups and in collaboration; facilitating the planning process; and maintaining commitment.⁹⁰

The creation of a long-term, sustainable immunization program by UNICEF through engaging Muslim leaders in India demonstrates the importance of community ownership.⁹¹ Studies in North India showed that the coverage rates for polio vaccination were lower than the state average in Muslim areas.⁹² Lack of information about polio vaccines and misconceptions about their safety were then identified as the main reasons for not vaccinating children.⁹³ In order to overcome these misconceptions, the UNICEF health office based in Northern India approached the local Muslim leaders after the office had sought key information and acquired knowledge on how to be more sensitive to Muslim culture. It developed tools and negotiation skills in order to approach community leader that play a critical role in information dissemination.⁹⁴ The health officer met lower ranking leaders, asking for advice on how UNICEF could then position itself to meet with the highest imam, or Muslim leader, in the state.⁹⁵ It ended with recommendations on polio eradication being made in sermons and informal discussions, to use the authority of religious leaders to convey a message on health related matters.⁹⁶ A pamphlet was distributed as a communication tool through NGOs inside mosques to be discussed after prayer time.⁹⁷ This scenario highlights the steps to follow to implement such programs. Commitment was maintained through the celebration of a national immunization day and by revising the pamphlet when it was at first rejected by local communities.⁹⁸ This case study highlights the fact that adapting to specific culture in specific areas is a key way in which to educate communities about the benefits of immunization.⁹⁹ However, it also highlights how hard it is to maintain commitment among communities and how the relationship between UNICEF and the local religious communities has to keep developing.¹⁰⁰ UNICEF needs to develop a comprehensive approach that could apply in most cases on this matter so as to extend this strategy to other parts of the world.¹⁰¹

Immunization for the Hard-to-Reach

Not only is immunization slowed down because of psychological barriers, but also physical barriers and the problem of limited geographical access in some regions of the world.¹⁰²

Numerous conflicts demonstrate the difficulty of getting vaccines to children and underscore how underlying factors impact the ability of UN and aid organizations to deliver aid and vaccines. For example, the Syrian conflict that started in 2011 and the vaccination campaigns against measles provide a great example of the fact that children need

⁸⁵ UNICEF, *Building Trust in Immunization: Partnering with Religious Leaders and Groups*, 2004, p. 6.

⁸⁶ UNICEF, *Building Trust in Immunization: Partnering with Religious Leaders and Groups*, 2004, p. 5.

⁸⁷ *Ibid.*, p. 5.

⁸⁸ *Ibid.*, p. 5.

⁸⁹ *Ibid.*, p. 19.

⁹⁰ *Ibid.*, p. 15.

⁹¹ *Ibid.*, p. 6.

⁹² *Ibid.*, p. 30.

⁹³ *Ibid.*, p. 30.

⁹⁴ *Ibid.*, p. 30.

⁹⁵ *Ibid.*, p. 30.

⁹⁶ *Ibid.*, p. 31.

⁹⁷ *Ibid.*, p. 31.

⁹⁸ *Ibid.*, p. 33.

⁹⁹ *Ibid.*, p. 33.

¹⁰⁰ *Ibid.*, p. 34.

¹⁰¹ *Ibid.*, p. 34.

¹⁰² Chang, Chavez, Hameed, Lamb, Mixon, *Eradicating Polio in Afghanistan and Pakistan*, 2012, p. 2.

protection, no matter where they are.¹⁰³ In countries welcoming Syrians refugees such as Lebanon, Turkey, Jordan, and Iraq, more than 900 cases of measles have been identified in refugee camps.¹⁰⁴ The vaccination campaigns supported by UNICEF in these regions ensure child protection even with the breakdown of regular health services.¹⁰⁵ Another prime example is in Afghanistan and Pakistan. In these countries ensuring all children are immunized is hindered by ongoing conflicts waging on these territories. For example, the Pakistani Taliban in June 2012 placed a ban on vaccinations until US drone strikes ended. The security environment challenges the opportunity to develop infrastructures in a country torn by conflict.¹⁰⁶ It also emphasizes the risk taken by volunteers that enter those regions to fulfill humanitarian missions. Lastly, the porous borders between the two countries remain a factor that automatically links their fate as regards to eradication of polio.¹⁰⁷ Displacement in on-going conflict areas also limits the possibility to quarantine the virus in only one area.¹⁰⁸ Afghanistan and Pakistan represent high-risk areas and the last polio-endemic countries.¹⁰⁹

In developed Member States, such as in Europe, the challenge remains reaching the last 10% of children living in poor urban areas. Like children in developing countries in rural or conflict-ridden areas, these children are equally hard to reach because of their household wealth, their religion, caste or ethnicity, parental attitude and knowledge, especially mother's education, and location.¹¹⁰ Countries such as Bosnia-Herzegovina, Serbia, and Montenegro that were torn by civil wars in the 1990s are unlikely to exceed the 90% coverage.¹¹¹ As a consequence, WHO and UNICEF launched the *Reaching Every District* (RED) Strategy in 2002 in Africa, the Eastern Mediterranean, Europe, South-East Asia and the Western Pacific.¹¹² This strategy has five operational components: establishing outreach vaccination services; providing supervision; linking services and communities; monitoring data; managing resources.¹¹³ The RED Strategy has proved to contribute significantly to an improvement in the delivery process of vaccines.¹¹⁴ The number of district with an 80% coverage of immunization against diphtheria, tetanus and polio increased from 70 to 197 and the number of districts with a coverage of less than 50% declined from 377 to 222.¹¹⁵ The RED strategy highlights that the extra-resources required are modest and it is only a matter of sustainability and repartition at the local level that needs to be tackled in developed countries.¹¹⁶

Improving the Cold Chain and Logistics

Since 2000, measles vaccines have averted over 10 million deaths.¹¹⁷ Measles can be prevented with two doses of a safe effective vaccine¹¹⁸. However, in practice, the second dose is rarely administered which lowers immunization levels.¹¹⁹ Vaccines success relies on security and logistics within the immunization system.¹²⁰ Indeed, since vaccines must be kept within a narrow temperature range, vaccine safety and effectiveness relies mainly on the Cold Chain and Logistics (CCL) system.¹²¹ This refers to the storage and transport equipment that keep vaccine at the right temperature between 2 and 8 degrees Centigrade from the manufacturer to the point of use.¹²² To enhance such measures that guarantee the vaccines are not damaged due to temperature damage during the transport of vaccines, UNICEF has convened a CCL Taskforce.¹²³ The Taskforce convened in 2007 and 2009 and was part of the

¹⁰³ UN News Centre, *UN steps up vaccination campaigns amid measles outbreaks among uprooted Syrians*, 2013

¹⁰⁴ United Nations News Centre, *UN steps up vaccination campaigns amid measles outbreaks among uprooted Syrians*, 2013

¹⁰⁵ Ibid

¹⁰⁶ Chang, Chavez, Hameed, Lamb, Mixon, *Eradicating Polio in Afghanistan and Pakistan*, 2012, p. 2.

¹⁰⁷ Ibid, p. 2.

¹⁰⁸ Ibid, p. 6.

¹⁰⁹ Ibid, p. 9.

¹¹⁰ UNICEF, *Progress for Children: A Report Card on Immunization*, 2005, p. 18; Save The Children, *Finding the Final Fifth: Inequalities in Immunization*, 2012 p. 1.

¹¹¹ UNICEF, *Progress for Children: A Report Card on Immunization*, 2005, p. 18.

¹¹² WHO, *The RED Strategy*, 2011.

¹¹³ Save The Children, *Finding the Final Fifth: Inequalities in Immunization*, 2012 p. 15.

¹¹⁴ WHO, *The RED Strategy*, 2011.

¹¹⁵ Ibid

¹¹⁶ Ibid

¹¹⁷ United Nations, *The Millennium Development Goals Report*, 2013, p. 27.

¹¹⁸ Ibid

¹¹⁹ Ibid

¹²⁰ UNICEF, *Cold Chain and Logistics Taskforce Workshop Report*, 2009, p. 1.

¹²¹ UNICEF, *Cold Chain and Logistics* [Website], 2013.

¹²² Ibid

¹²³ Ibid

TechNet21 Consultation. It is part of most of the discussions relating to immunization and logistics.¹²⁴ The CCL relies mainly on five sections for the success of the program: managing information and data; managing supplies; storing vaccines to ensure their integrity; distributing efficiently vaccines to every immunization sessions; and training personnel for adequate supervision.¹²⁵ It is organized around four points dedicated to guidance, monitoring, advocacy, and integration.¹²⁶ Since it was created recently, the CCL Taskforce would benefit from a more important status regarding what it has achieved so far.

Post-eradication, a long-term challenge

Post-eradication is the last step in managing the long-term risks after a routine immunization has interrupted transmission of a vaccine-preventable disease.¹²⁷ Post-eradication is mainly based on risk management strategies and highlights the fragility of any achievement in the field of health and immunization.¹²⁸ It requires gathering data and monitoring activities on a given vaccination and its impact.¹²⁹ However, the post-eradication process can be complicated due to the emergence of a mutated virus, which complicates vaccine selection and any further scheduling for immunization activities.¹³⁰ A mutated virus emerges from a genetic change from the virus injected, which makes it resistant to immunization.¹³¹ This possibility invites for surveillance and laboratory capacities to store residual materials that potentially are infected and might lead to a virus mutation.¹³² Indeed, vaccines must be developed to prevent as well the opportunity of a vaccine-derived viruses to develop, a strategy which requires investment.¹³³ It is in accordance with the Global Vaccine Action Plan sixth guiding principle that promotes innovation and research and development to improve the quality and the potential of immunization.¹³⁴

Conclusion

Strategies to strengthen community engagement and investment in health logistic systems must be established at a global level before finding any local and specific implementation of decisions made. One size does not fit all as regards to routine immunization and the long road to finding the best strategies according to the cultural and political environment remains top among UNICEF's priorities. Obstacles such as rising costs, logistic systems, and community engagement still should be tackled. Education remains a challenge to raise awareness among populations that are prejudiced against the benefits of immunization. What assessment can be made of the international framework on immunization before the implementation of the Global Vaccine Action Draft? What concrete actions can follow on examples developed in this background guide to implement the "Promise Renewed", locally and with respect to local cultures? How should the Global Alliance for Vaccines and Immunization engage within communities to observe a decrease in child mortality and a greater recognition of the utility of vaccines? In what ways could the CCL system be developed as a tool for North-South and South-South cooperation around the same objective to decrease child mortality in territories difficult to access? How can the challenge of post-eradication find concrete solutions through international cooperation around techniques and means of action? These questions should guide delegates on the road to assess and find solutions to improve immunization, while keeping in mind the overall target to reduce child mortality.

Annotated Bibliography

Chang A., Chavez E., Hameed S., Lamb R.D., Mixon K. (2012). *Eradicating Polio in Afghanistan and Pakistan*, Washington: Center for Strategic and International Studies.

This report will provide delegates with a well-described case study on the way to facilitate immunization campaigns in times of conflict. With the recent case of Afghanistan, delegates will

¹²⁴ Ibid

¹²⁵ Ibid

¹²⁶ Ibid

¹²⁷ Global Polio Eradication Initiative, *Preparing for Post-eradication*, 2013.

¹²⁸ Jenkins, *Implications of a Circulating Vaccine-Derived Poliovirus in Nigeria*, 2010, p. 2367.

¹²⁹ Global Polio Eradication Initiative, *Preparing for Post-eradication*, 2013.

¹³⁰ Modlin, *The Bumpy Road to Polio Eradication*, 2010, p. 2346.

¹³¹ Jenkins, *Implications of a Circulating Vaccine-Derived Poliovirus in Nigeria*, 2010, p. 2367.

¹³² Global Polio Eradication Initiative, *Preparing for Post-eradication*, 2013.

¹³³ Modlin, *The Bumpy Road to Polio Eradication*, 2010, p. 2349.

¹³⁴ WHO, *Global Vaccine Action Plan 2011-2020*, 2013, p. 22.

manage to understand the challenge of immunization during ongoing conflict. A case study like this will provide delegates with insights on conflicts make immunization more complex. It invites delegates to think on how immunization can improve health conditions regardless of a country's political situation.

Global Alliance for Vaccines and Immunization. (2000). *Advocacy for Immunization: How to generate and maintain support for vaccination programmes*. Retrieved 2 July 2013 from:

<http://www.path.org/vaccineresources/files/GAVI-AdvocacyHandbook.pdf>

This handbook is a relevant source for delegates to understand the necessity of immunization in order to prevent child mortality. Vaccination programs are complex, but GAVI explains all the measures that need to be at the center of the discussion on how to provide every child with immunization for vaccine preventable-diseases. This document deals with the setting-up of vaccination campaigns, the different ways to introduce immunization within communities that are reluctant to vaccines, and how to maintain them until their goal has been reached.

Save The Children. (2012). *Finding the Final Fifth: Inequalities in Immunisation* [Report]. London: Save the Children. Retrieved 4 November 2013 from: <http://www.savethechildren.org.uk/sites/default/files/docs/Finding-the-Final-Fifth.pdf>

This report released by the NGO "Save the Children," which works in 120 countries to defend children's rights and fight for their lives, is a valuable tool for delegates. It provides specific information on the economic and social barriers to immunization. It gives direction as to where to look for strategies to solve those problems through better communication, better education, and the provision of economic help in the field of health for low-income households.

United Nations. (2013). "Goal 4: Reduce Child Mortality". In: *The Millennium Development Goals Report 2013*. NY: United Nations. Retrieved 4 November 2013 from: <http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf>

The 2013 Millennium Development Goals Report is one of the first readings a delegate should do to understand the whole context in which the MDGs are now evolving. The report focuses on MDG 4 on the reduction of child mortality to understand what has been accomplished since the Millennium Declaration in 2000 and what challenges are left. It invites delegates to think about how the 2015 deadline is hard to reach and how urgent the situation is.

United Nations Children's Fund. (2004). *Building Trust in Immunization: Partnering with Religious Leaders and Groups*. May 2004, NY: United Nations. Retrieved 2 July 2013 from:

http://www.unicef.org/ceecis/building_trust_immunization.pdf

This report released by UNICEF in 2004 is relevant for any delegates who wish to understand how to overcome cultural obstacles to universal immunization. Dealing with especially religious beliefs that are sometimes doubtful of the benefits of immunization, this document explains how cooperation between institutions help reaching every child, even in isolated areas, where religious groups take authority on sanitary conditions.

United Nations Children's Fund. (2012). *Committing to Child Survival: A Promise Renewed. Progress Report 2012*. NY: United Nations. Retrieved 27 July 2013 from:

http://www.apromiserenewed.org/files/APR_Progress_Report_2012_final_web.pdf

This document will provide delegates with an excellent overview of immunization in the different geographic areas. It presents immunization and its role in child survival and then assesses immunization coverage in Africa, South East Asia, and the Middle East and even assesses how to reach the last 10% in Europe. It also illustrates many facts and figures through useful graphs for delegates to really understand and grasp the importance of the challenge of immunization as a widespread health intervention.

United Nations Children's Fund. (2009). *Cold Chain and Logistics Taskforce Workshop Report*, NY: United Nations. Retrieved 3 July 2013 from:

http://www.unicef.org/immunization/files/CCL_Workshop_Report_Nov_2009.pdf

This report explains the work undertaken by the CCL Taskforce. It details how the Cold Chain is essential to vaccine effectiveness. It provides delegates with the basic information on how a vaccine works without entering into too many details. It is a handy report also to understand how improving logistics and transportation is the main response to immunizing the hard-to-reach.

United Nations Children's Fund. (2012). *Committing to Child Survival: A Promise Renewed. Progress Report 2012*. NY: United Nations.

A "Promise Renewed" represents the continuation of the Fourth Millennium Development Goals until 2035 as it is a cooperation program that gathers 179 countries around the target of ending preventable child death. In this perspective, it is important for delegates to understand that even if the 2015 deadline is approaching, the reduction of child mortality remains a long-term target. As such, this document focuses on evaluating effective strategies, especially improving the implementation of immunization campaigns, to continue to work on increasing childhood immunizations.

United Nations, General Assembly. (1989, November 20). *Convention on the Rights of the Child (A/RES/44/25)*. Retrieved 4 November 2013 from: <http://www2.ohchr.org/english/law/crc.htm>+

This official document is the guideline for any action undertaken by UNICEF. Even if Article 24 is of more interests for this topic, relating to health, the whole Convention provides delegates with an understanding of UNICEF's spirit. It is the main framework for any program that relates to child health, and it reminds delegates that child health depends on its social, cultural and economic background. Education and the improvement of living conditions play an important part in children health.

World Health Organization. (2013). *Global Vaccine Action Plan 2011-2020*. Geneva: WHO. Retrieved 2 July 2013 from: http://www.who.int/immunization/global_vaccine_action_plan/GVAP_doc_2011_2020/en/index.html.

This plan running till the end of the decade will be a relevant document for delegates. Delegates will find all the information on strategies that are universally defined in regards to immunization to especially reach children. They will also find inspiration on the methods to achieve these goals. Taking into account the progress made in three years and what still needs to be implemented, delegates might elaborate on some practices developed in the Global Vaccine Action Plan.

Bibliography

Chang A., Chavez E., Hameed S., Lamb R.D., Mixon K. (2012). *Eradicating Polio in Afghanistan and Pakistan*, Washington: Center for Strategic and International Studies.

Committing to Child Survival – A Promise Renewed. (n.d). *A Call to Action* [Website]. Retrieved 2 August 2013 from: http://www.apromiserenewed.org/A_Call_to_Action.html

Global Alliance for Vaccines and Immunization. (2000). *Advocacy for Immunization: How to generate and maintain support for vaccination programmes*. Retrieved 2 July 2013 from: <http://www.path.org/vaccineresources/files/GAVI-AdvocacyHandbook.pdf>.

Global Polio Eradication Initiative. (2013). *Polio Eradication and Endgame Strategic Plan 2013-2018*, Geneva: WHO. Retrieved 29 July 2013 from: <http://globalvaccinesummit.org/resources.php?lang=fr>.

Global Polio Eradication Initiative. (2013). *Preparing for Post-eradication* [Website]. Retrieved 3 July 2013 from: <http://www.polioeradication.org/Posteradication/Preparingforposteradication.aspx>.

Jenkins, Helen E. (2010). 'Implications of a Circulating Vaccine-Derived Poliovirus in Nigeria', *The New England Journal of Medicine* 362, pp. 2360-2369. Retrieved 30 July 2013 from: <http://www.nejm.org/doi/full/10.1056/NEJMoa0910074#t=article>

- Modlin, John F. (2010). 'The Bumpy Road to Polio Eradication', *The New England Journal of Medicine* 362:25, pp.2346-2349. Retrieved 3 July 2013 from: <http://www.nejm.org/doi/pdf/10.1056/NEJMp1005405>.
- Save The Children. (2012). *Finding the Final Fifth: Inequalities in Immunisation*. London: Save the Children. Retrieved 30 July 2013 from: <http://www.savethechildren.org.uk/sites/default/files/docs/Finding-the-Final-Fifth.pdf>
- United Nations. (2013). "Goals 4: Reduce Child Mortality". In: *The Millennium Development Goals Report 2013*. NY: United Nations. Retrieved 26 July 2013 from: <http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf>.
- United Nations Children's Fund. (2009). *Cold Chain and Logistics Taskforce Workshop Report*, NY: United Nations. Retrieved 3 July 2013 from: http://www.unicef.org/immunization/files/CCL_Workshop_Report_Nov_2009.pdf.
- United Nations Children's Fund. (2013). *Engaging communities* [Website]. Retrieved 3 July 2013 from: http://www.unicef.org/immunization/index_communities.html.
- United Nations Children's Fund. (2011, November). *Expanding immunization coverage*, [Website]. Retrieved 3 July 2013 from: http://www.unicef.org/immunization/index_coverage.html.
- United Nations Children's Fund. (2005). *Progress for Children: A Report Card on Immunization*, Number 3, September 2005, NY: United Nations. Retrieved 4 November 2013 from: http://www.unicef.org/progressforchildren/2005n3/PFC3_English2005.pdf
- United Nations Children's Fund. (2004, May). *Building Trust in Immunization: Partnering with Religious Leaders and Groups* [Report], NY: United Nations. Retrieved 4 November 2013 from: http://www.unicef.org/publications/files/building_trust_immunization.pdf
- United Nations Children's Fund. (2009, December 8). *Consultation on Communication for Pneumonia and Diarrhoea Control and New Vaccine Introduction*, NY: United Nations. Retrieved 27 July 2013 from: http://www.unicef.org/immunization/files/Comm_Consultation_Immunzn_Dec_2009_report.pdf
- United Nations Children's Fund. (2012). *Committing to Child Survival: A Promise Renewed. Progress Report 2012*. NY: United Nations. Retrieved 27 July 2013 from: http://www.apromiserenewed.org/files/APR_Progress_Report_2012_final_web.pdf
- United Nations Children's Fund. (2013). *Vaccinating the hard-to-reach* [Website]. Retrieved 3 July 2013 from: http://www.unicef.org/immunization/index_hardtoreach.html.
- United Nations Children's Fund. (2013). *Eradicating Polio* [Website]. Retrieved 3 July 2013 from: http://www.unicef.org/immunization/polio/index_index.html.
- United Nations Children's Fund. (2013). *Cold Chain and Logistics* [Website]. Retrieved 29 July 2013 from: http://www.unicef.org/immunization/index_42071.html
- United Nations, General Assembly. (1989, November 20). *Convention on the Rights of the Child (A/RES/44/25)*. Retrieved 4 November 2013 from: <http://www2.ohchr.org/english/law/crc.htm>
- United Nations News Centre. (2013, April 30). *UN steps up vaccination campaigns amid measles outbreaks among uprooted Syrians*. Retrieved 2 July 2013 from: <http://www.un.org/apps/news/story.asp?NewsID=44792#.UdK6oetLLfY>.
- World Health Assembly. (2012, May 11). *Draft Global Vaccine Action Plan, A65/22*. Retrieved 4 July 2013 from: http://apps.who.int/gb/ebwha/pdf_files/WHA65/A65_22-en.pdf.

- World Health Assembly. (2012, April 5). *Poliomyelitis: intensification of the global eradication initiative A65/20*. Retrieved 4 July 2013 from: http://apps.who.int/gb/ebwha/pdf_files/WHA65/A65_20-en.pdf
- World Health Organization. (2011, October 11). *The Expanded Programme on Immunization* [Website]. Retrieved 2 August 2013 from: http://www.who.int/immunization_delivery/benefits_of_immunization/en/index.html
- World Health Organization. (2011, October 11). *The RED Strategy* [Website]. Retrieved 2 August 2013 from: http://www.who.int/immunization_delivery/systems_policy/red/en/
- World Health Organization. (2012, November 2). *Global routine vaccination coverage 2011* [Website]. Retrieved 27 July 2013 from: http://www.who.int/immunization/documents/vaccination_coverage/en/index.html
- World Health Organization. (2012, November 2). *The Right To Health, Fact sheet N°323*, [Website]. Retrieved 29 July 2013 from: <http://www.who.int/mediacentre/factsheets/fs323/en/>
- World Health Organization. (2013). *Polio Eradication and Endgame Strategic Plan 2013-2018: Executive Summary*, WHO: Geneva. Retrieved 4 July 2013 from: http://www.polioeradication.org/Portals/0/Document/Resources/StrategyWork/PEESP_ES_EN_A4.pdf.
- World Health Organization. (2013). *WHO/UNICEF Joint Reporting Process* [Website]. Retrieved 2 July 2013 from: http://www.who.int/immunization_monitoring/routine/joint_reporting/en/index.html
- World Health Organization. (2013). *Immunization* [Website]. Retrieved September 5, 2013 from: <http://www.who.int/topics/immunization/en/>
- World Health Organization. (2013). *Strategic Advisory Group of Experts (SAGE) on Immunization* [Website]. Retrieved 2 July 2013 from: <http://www.who.int/immunization/sage/en/index.html>
- World Health Organization. (2013). *Global Vaccine Action Plan 2011-2020*. Geneva: WHO. Retrieved 2 July 2013 from: http://www.who.int/immunization/global_vaccine_action_plan/GVAP_doc_2011_2020/en/index.html.
- World Health Organization. (2013). *World Immunization Week* [Website]. Retrieved 3 July 2013 from: <http://www.who.int/campaigns/immunization-week/2013/en/index.html>
- World Health Organization. (2013). *Protect your world – get vaccinated* [Website]. Retrieved 27 July 2013 from: <http://www.who.int/campaigns/immunization-week/2013/en/index.html>

II. Addressing the Situation of Child Soldiers

“The rebels told me to join them, but I said no. Then they killed my smaller brother. I changed my mind.”

Introduction

A number of key international documents have provided legal safeguards for children in armed conflict since the United Nations' (UN) inception. These documents are reflected in the work of multiple UN bodies including the United Nations Children's Fund (UNICEF).¹³⁵ UNICEF and other bodies seek to address the plight of child soldiers because recruiting children to serve in armed conflict can leave them with serious physical and psychological damage.¹³⁶ Serving as a child soldier is no better: children are often forced to carry out horrific acts of violence, regularly beaten and abused, and made to take drugs to increase their daring and dependency.¹³⁷ Sexual abuse often accompanies a child's experience in armed conflict and rates of sexually transmitted infections (STIs) are exceptionally high among former child soldiers.¹³⁸ While the international community agrees on the necessity to protect children from serving in armed conflict, the prevalence of child soldiers suggest laws and commitments have not translated into protective action. The UN estimated in 2006 that there were 800,000 child soldiers worldwide serving in 50 armed groups across 30 states and five continents.¹³⁹ Child soldiers include not only those actively fighting but other children who serve as cooks, porters, spies, or “bush wives.”¹⁴⁰ Given the amount of abuse child soldiers experience, efforts toward disarmament, demobilization, and reintegration (DDR) are long and difficult.¹⁴¹ The cross-border nature of conflict in a globalized world means that the illegal recruitment of children as soldiers is not a regional or national concern, but an international problem requiring firm action from every Member State.

International Framework

The international community recognized the special status of children long before the United Nations was founded. The League of Nations passed the *Geneva Declaration on the Rights of the Child* (1924) before its dissolution declaring every child “must be protected against every form of exploitation.”¹⁴² The UN followed suit: the *Universal Declaration on Human Rights* (UDHR) (1948), considered one of the fundamental building blocks of modern international human rights law, similarly recognizes the special needs of children.¹⁴³ The *Geneva Conventions* (1948) and its *Additional Protocols* (1977) were also instrumental in codifying protection for children in armed conflict.¹⁴⁴ Both documents designate children as civilians, therefore entitling them to exclusion from hostilities.¹⁴⁵

More recently, the 1989 *Convention on the Rights of the Child* (CRC) took a crucial step toward codifying the ban against child soldiers in international law.¹⁴⁶ The Convention bans the compulsory or voluntary recruitment of children under the age of 15 as soldiers and has been ratified by 191 Member States.¹⁴⁷ The CRC has since formed the basis of international law banning the use of child soldiers.¹⁴⁸ However, many child protection non-governmental organizations (NGOs) believed the CRC did not do enough to protect children between the ages of 15 and 18, who could still be legally recruited under existing international law.¹⁴⁹ Advocates including UN agencies like the UN Commission on Human Rights (UNCHR), child protection NGOs, and independent experts drafted two optional

¹³⁵ UNICEF, *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*, 2009, p. 58, 67-68.

¹³⁶ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

¹³⁷ Singer, *Children at War*, 2006, p. 57, 81.

¹³⁸ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

¹³⁹ Singer, *Children at War*, 2006, p. 29.

¹⁴⁰ *Cape Town Principles and Best Practices*, 1997.

¹⁴¹ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

¹⁴² Child Rights Information Network, *Declaration of the Rights of the Child – 1923* [Website], 2001.

¹⁴³ Singer, *Children at War*, 2006, p. 37.

¹⁴⁴ UNICEF, *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*, 2009; *Geneva Convention relative to the Treatment of Prisoners of War*, 12 August 1949; *Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I)*, 1977.

¹⁴⁵ UNICEF, *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*, 2009, p. 61.

¹⁴⁶ UNICEF, *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*, 2003, p. 4.

¹⁴⁷ UN General Assembly, *Convention on the Rights of the Child*, 1989; United Nations, *Status of Treaties: Convention on the Rights of the Child*, 2013.

¹⁴⁸ UNICEF, *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*, 2003, p. 4.

¹⁴⁹ *Ibid*, p. 4

protocols to address their concerns.¹⁵⁰ The 2002 *Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict* raises the age of compulsory military service from age 15 to age 18 and discourages states from accepting voluntary recruits under the age of 18.¹⁵¹ This Optional Protocol also makes a significant distinction between state and non-stop groups.¹⁵² While states may accept volunteers younger than 18 years of age, non-state groups are prohibited from using any children under 18 in armed conflict, even if they volunteer.¹⁵³ Non-state groups are considered bound by treaties if they operate within a state that is a signatory, though enforcement is particularly difficult.¹⁵⁴ The second *Optional Protocol on the sale of children, child prostitution, and child pornography* does not explicitly mention child soldiers, though many children forcibly recruited as soldiers are subject to sexual abuse and exploitation forbidden by the Optional Protocol and other international laws.¹⁵⁵ The CRC and the Optional Protocols govern UNICEF's work.¹⁵⁶

Another key instrument recognizing the use of child soldiers as a grave human rights violation is the International Labour Organization (ILO) *Convention 182 of 1999 on the Worst Forms of Child Labor*, which urges signatories to take immediate action to criminalize and end violations.¹⁵⁷ A positive development in the same year was the 1999 *African Charter on Rights and Welfare of the Child*, which was the first regional treaty to ban all use of children in armed conflict under 18 years of age, known as a "straight 18" ban.¹⁵⁸ The 2007 *Paris Principles and Commitments* further helped develop programs for demobilizing and reintegrating former child soldiers back into society.¹⁵⁹ The most meaningful international advancement in the legal protection of children is the ratification of the *Rome Statute* of the International Criminal Court (ICC) (2002). Considered "one of the single most significant developments in ending impunity for perpetrators of crimes against children," Article 8 of the *Rome Statute* explicitly designates recruiting child soldiers under the age of 15 as an international war crime subject to prosecution by the ICC.¹⁶⁰ However, the Court's efforts are hindered by the lack of universal ratification and ascension to the *Rome Statute*.

Role of the United Nations System

Though UNICEF's mandate makes it the premier children's rights body of the UN, it is but one of many bodies working on issues regarding children in armed conflict and the use of child soldiers. The UN General Assembly also plays a vital role in the protection of children in armed conflict because of its broad mandate and because it oversees the work of UNICEF.¹⁶¹ The General Assembly also provides programs addressing issues that drive the recruitment of children, such as poverty and lack of education, the most noteworthy of which is the Millennium Development Goals (MDGs).¹⁶² The General Assembly also created the Office of the Special Representative of the Secretary-General for Children and Armed Conflict in recognition of the importance of involving children's issues in the peace processes.¹⁶³

As the only UN body whose decisions are legally binding, the Security Council carries out the political and legal actions necessary for stopping the use of child soldiers in accordance with its mandate to maintain international peace and security.¹⁶⁴ The Security Council has played an increasingly influential role in developing norms against the use of child soldiers in the past decade since placing children in armed conflict on its agenda with Resolution

¹⁵⁰ UNICEF, *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*, 2003, p. 13.

¹⁵¹ UN General Assembly, *Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict (A/RES/54/263)*, 2000.

¹⁵² UNICEF, *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*, 2003, p. 13.

¹⁵³ Office of the Special Representative of the Secretary-General for Children and Armed Conflict, *The Six Grave Violations Against Children During Armed Conflict: The Legal Foundation (Working Paper No1)*, 2009, p. 8.

¹⁵⁴ Nagle, *Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict*, 2011, p. 43.

¹⁵⁵ UN General Assembly, *Optional Protocols to the Convention on the Rights of the Child*, 2000; UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

¹⁵⁶ UNICEF, *UNICEF's mission statement*, 2003.

¹⁵⁷ UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict, *The Six Grave Violations Against Children During Armed Conflict: The Legal Foundation (Working Paper No1)*, 2009, p. 8.

¹⁵⁸ UNICEF, *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*, 2009, p. 61.

¹⁵⁹ *Ibid.*, p. 61, 152.

¹⁶⁰ *Ibid.*, p. 67-68.

¹⁶¹ *Ibid.*, p. 45.

¹⁶² *Ibid.*, p. 45.

¹⁶³ *Ibid.*, p. 82.

¹⁶⁴ *Ibid.*, p. 45.

1261 (1999).¹⁶⁵ Security Council resolution 1379 (2001) created an important monitoring tool by requesting the Secretary-General annually submit a “list of shame” naming groups known to use child soldiers.”¹⁶⁶ The Secretary-General’s most recent report on children and armed conflict demonstrates how the plight of child soldiers is not limited to rebel groups in Sub-Saharan Africa; the report named and shamed 11 state militaries and 20 non-state groups across four continents for using child soldiers in 2012.¹⁶⁷ Another important development is Resolution 1612 (2005), in which the Security Council established six “grave violations” against children that warrant investigation through a newly created Monitoring and Reporting Mechanism (MRM).¹⁶⁸ The MRM frames the UN’s approach to child protection, including UNICEF’s plans and actions.¹⁶⁹ The violations include killing or maiming children, recruitment or use of children as soldiers, sexual violence against children, attacks against schools or hospitals, denial of humanitarian access for children, and abduction of children.¹⁷⁰

Other important UN bodies include the Human Rights Council (HRC), which meets annually on the issue of children and armed conflict and receives reports from the Special Representative for Children and Armed Conflict.¹⁷¹ As child soldiers are used in conflict zones, many other UN bodies that focus on human rights are involved in preventing the use of child soldiers, including the Office of the High Commissioner for Human Rights (OHCHR), the UN Refugee Agency (UNHCR), and the Department of Peacekeeping Operations (DPKO).¹⁷²

UNICEF’s role is unique among UN bodies in that it is the only organization dedicated exclusively to children’s needs. The core of UNICEF’s work takes place in its national field offices, which carry out specialized programs developed with the host government.¹⁷³ UNICEF’s efforts focus on practical capacity-building work including education about international law and norms at the national and local level and on the ground rehabilitation programs for former child soldiers.¹⁷⁴ At the international level, UNICEF advocates for the universal ratification of the Optional Protocols.¹⁷⁵ At the national level, UNICEF encourages Member States to implement legislation prevent, and criminalize the use of child soldiers.¹⁷⁶ Locally, UNICEF works to reintegrate former child soldiers, address cultural taboos that lead to stigmatization, and engage in dialogue with non-state groups to secure the release of child soldiers and a commitment to end the recruitment of children in the future.¹⁷⁷

In 2010 the Special Representative of the Secretary-General for Children and Armed Conflict partnered with UNICEF and the OHCHR to launch the Zero under 18 Campaign to achieve universal ratification of the Optional Protocols, encourage all states to raise the age of voluntary recruitment to 18 years, raise awareness of states’ obligation to criminalize recruitment of children under 18, and promote the adoption and effective implementation of relevant national legislation.¹⁷⁸ Domestic law should incorporate four requirements that are found in the existing international legal framework on child soldiers, including the duties to protect children from being engaged in the business of war, prosecute those who force children to become combatants, rehabilitate and reintegrate former child soldiers back into civil society, and educate citizens about child soldiers in the hope that education will help eradicate the use of child soldiers in future conflicts.¹⁷⁹

The Recruitment of Children as Soldiers

The most generally accepted definition of child soldiers comes from the *Cape Town Principles*, which defines child soldiers as “any person under 18 years of age who is part of any kind of regular or irregular armed force or armed

¹⁶⁵ UNICEF, *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*, 2003, p. 9; UN Security Council, *Resolution 1261 (1999) [Children in armed conflict]*, 1999.

¹⁶⁶ UN Security Council, *Resolution 1379 (2001) [Children in armed conflict]*, 2001.

¹⁶⁷ UN General Assembly, *Report of the Secretary-General on Children and Armed Conflict (A/67/845)*, 2013, p. 7-44.

¹⁶⁸ UN Office of the Special Representative for Children in Armed Conflict, *The Six Grave Violations* [Website].

¹⁶⁹ *Ibid*

¹⁷⁰ *Ibid*

¹⁷¹ UNICEF, *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*, 2009, p. 51.

¹⁷² *Ibid*, p. 84.

¹⁷³ UNICEF, *About Us* [Website].

¹⁷⁴ UNICEF, *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*, 2009, p. 84.

¹⁷⁵ UNICEF, *Factsheet: Child Soldiers*, p. 2.

¹⁷⁶ *Ibid*, p. 2.

¹⁷⁷ *Ibid*, p. 2.

¹⁷⁸ UN Office of the Special Representative for Children and Armed Conflict, *Zero under 18 Campaign* [Website].

¹⁷⁹ Nagle, *Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict*, 2011, p. 34.

group in any capacity, including but not limited to cooks, porters, messengers, and anyone accompanying such groups, other than family members. The definition includes girls recruited for sexual purposes and forced marriage.”¹⁸⁰ The definition is purposefully broad to cover as many children as possible.¹⁸¹ Children are recruited around the world by both state-sponsored militaries and non-state groups.¹⁸² In 2006, the UN estimated that children made up nearly 10% of all combatants currently engaged in conflict worldwide.¹⁸³

Motivations for Recruiting Children

It is essential to understand why groups seek to use child soldiers to prevent future recruitment. The use of children in war is a modern phenomenon.¹⁸⁴ The special status of children has been recognized across cultures and history and they were not traditionally sought after as combatants due to physical weakness, but the proliferation of small arms and light weapons since World War II has changed this de facto prohibition.¹⁸⁵ Children are now able to operate deadly weapons that are cheap, readily available, and easy to use.¹⁸⁶ In recognition of the enabling properties of small arms in introducing children to conflict, UNICEF successfully lobbied for the inclusion of humanitarian concerns on the agenda of the 2001 United Nations Conference on the Illicit Trade in Small Arms and Light Weapons in All its Aspects.¹⁸⁷ UNICEF continues its work through regular coordination with NGOs within the International Action Network on Small Arms (IANSA) to prevent the proliferation of weapons that can be used to arm children.¹⁸⁸

Groups may also seek to recruit children as soldiers because they are cheaper to maintain and easier to control than adults. Children lower the “barriers to entry” into conflict and provide a cheap and steady labor supply for groups without popular support or significant resources.¹⁸⁹ To armed groups, children “represent a low-cost way to mobilize and generate force when the combatants do not generally care about public opinion.”¹⁹⁰ Children’s lack of cognitive maturity also makes them easier to manipulate and control.¹⁹¹ Youth makes child combatants bolder than their adult counterparts after indoctrination since they do not understand the consequences of their decisions or the concept of death.¹⁹² Armed groups prize this perceived fearlessness and will send children to do dangerous jobs such as searching for and exploding mines and fighting on the front lines in battle.¹⁹³ The Secretary-General noted in his 2012 report to the General Assembly that the evolving nature of armed conflict and the ability to exploit their fearlessness has also resulted in children being used, both with and without their knowledge, as suicide bombers and human shields.¹⁹⁴

Methods of Recruitment and Indoctrination

Children recruited by armed groups tend to be among the poorest and least educated in society.¹⁹⁵ Groups seeking to recruit children often target orphans, refugees, religious or ethnic minorities, and other groups that do not have viable economic or social opportunities.¹⁹⁶ The most frequent method of recruitment is through abduction.¹⁹⁷ During their abduction children may be beaten, raped, tortured, or forced to carry out acts of violence against family

¹⁸⁰ *Cape Town Principles and Best Practices*, 1997.

¹⁸¹ UNICEF, *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*, 2003, p. 13-14.

¹⁸² Singer, *Children at War*, 2006, p. 29.

¹⁸³ *Ibid*, p. 29.

¹⁸⁴ *Ibid*, p. 46-48.

¹⁸⁵ *Ibid*, p. 46-48.

¹⁸⁶ Nagle, *Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict*, 2011, p. 14.

¹⁸⁷ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 96.

¹⁸⁸ *Ibid*, p. 109.

¹⁸⁹ Singer, *Children at War*, 2006, p. 95.

¹⁹⁰ *Ibid*, p. 53.

¹⁹¹ *Ibid*, p. 66, 83.

¹⁹² Nagle, *Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict*, 2011, p. 9.

¹⁹³ *Ibid*, p. 3.

¹⁹⁴ UN General Assembly, *Report of the Secretary-General on Children in Armed Conflict (A/67/845)*, 2013, p. 3.

¹⁹⁵ Singer, *Children at War*, 2006, p. 44.

¹⁹⁶ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

¹⁹⁷ UN Office of the Special Representative for Children and Armed Conflict, *Child Recruitment* [Website].

members to avoid being killed themselves.¹⁹⁸ Once taken, children must choose between becoming a soldier or being killed.¹⁹⁹

Children may also volunteer to join armed groups through desperation.²⁰⁰ Poverty and hunger are strong motivators; some children join simply for a daily meal and clothing.²⁰¹ Children may also volunteer because they are promised prestige, honor, or revenge for the death of loved ones.²⁰² Families in dire situations may encourage their children to join or even sell them to armed groups.²⁰³ Some groups offer to pay a child's wages directly to the family or reward families of "martyred" children.²⁰⁴ Other groups employ propaganda that glorifies their cause and promises children incredible rewards once the fighting is over.²⁰⁵ Any international solution to preventing the use of children in armed conflict must consider the strong motivators of poverty and a lack of opportunity that make children vulnerable to exploitation. UNICEF addresses child poverty through the lens of the first MDG of eradicating extreme poverty and hunger.²⁰⁶ Its work includes improving national health capacities, promoting girl's education, and strengthening local safety nets for children.²⁰⁷

Once children have joined an armed group, they are indoctrinated through fear and violence to create dependency and discourage escape attempts.²⁰⁸ Because child soldiers are not paid and psychological dependence takes time to develop, initial indoctrination efforts involve a great deal of brutality to bind a child to the group.²⁰⁹ Recruiters seek to separate a child from his or her former worldview and re-educate them to sympathize with the group's cause.²¹⁰ Some groups brand or carve the group's name into the child's skin so that they cannot rejoin society without stigmatization.²¹¹ "The ultimate method of indoctrination" involves forcing children to commit acts of violence as soon as they are recruited.²¹² This usually consists of killing a prisoner of war, another child, or even neighbors or family members.²¹³ The ritual is often performed publicly to prevent the community from re-accepting the child in the event of escape.²¹⁴ Drugs are also frequently employed to control child soldiers; children are forced to consume drugs and soon become addicted, increasing their dependency on the group.²¹⁵ Children are then sent into battle while on drugs to increase their daring.²¹⁶ Those who refuse to take drugs are killed.²¹⁷

Sexual Abuse and Exploitation

Children abducted by armed groups face an extremely high risk of sexual abuse and exploitation.²¹⁸ Girls are particularly susceptible to all forms of sexual abuse, including rape and gang rape, mutilation, sterilization, forced pregnancy, forced marriage, prostitution, and sexual slavery.²¹⁹ In some cases, girls as young as 12 are required to use oral contraceptives or have forced abortions if they become pregnant.²²⁰ Other girls are forced into marriages with commanders, becoming "soldier's wives" or "bush wives."²²¹ Boys may also be subject to sexual violence and

¹⁹⁸ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35; MacDougall, *When Liberian Child Soldiers Grow Up*, 2013.

¹⁹⁹ Nagle, *Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict*, 2011, p. 1.

²⁰⁰ UNICEF, *Factsheet: Child Soldiers*, p. 1.

²⁰¹ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 109.

²⁰² UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict, *Child Recruitment*, 2013.

²⁰³ Singer, *Children at War*, 2006, p. 63.

²⁰⁴ *Ibid.*, p. 63.

²⁰⁵ *Ibid.*, p. 66.

²⁰⁶ UNICEF, *Goal: Eradicate extreme poverty and hunger* [Website].

²⁰⁷ *Ibid.*

²⁰⁸ Singer, *Children at War*, 2006, p. 57.

²⁰⁹ *Ibid.*, p. 71.

²¹⁰ *Ibid.*, p. 72.

²¹¹ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

²¹² Singer, *Children at War*, 2006, p. 73.

²¹³ *Ibid.*, p. 73.

²¹⁴ Nagle, *Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict*, 2011, p. 11.

²¹⁵ *Ibid.*, p. 10.

²¹⁶ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

²¹⁷ Singer, *Children at War*, 2006, p. 81.

²¹⁸ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

²¹⁹ *Ibid.*, p. 63.

²²⁰ UNICEF, *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*, 2003, p. 11.

²²¹ Singer, *Children at War*, 2006, p. 33.

are sometimes forced to carry out sexual violence themselves. As a result, all child soldiers face a significant risk of STIs, including HIV/AIDS.²²² For instance, at repatriation camps in Uganda, 70 to 80% of the female child soldiers and 60% of the male child soldiers tested positive for one or more STI.²²³ Both sexual abuse and the transmission of STIs result in significant stigmas that make reintegration of former child soldiers more difficult, especially for girl child soldiers.²²⁴ Sexual abuse has serious physical and psychological consequences, including a high rate of Post Traumatic Stress Disorder (PTSD) in survivors.²²⁵

UNICEF has a three-prong approach to addressing sexual assault in conflict situations: prevention, protection, and recovery and reintegration.²²⁶ For example, prevention includes education campaigns targeting men and boys, protection efforts educate law enforcement, and recovery and reintegration includes specific rehabilitation programs for girl child soldiers subject to sexual abuse.²²⁷ UNICEF's Women's Equality and Empowerment Framework plays an important part of prevention by outlining steps to empower women among displaced and vulnerable groups and aims to provide safe education and economic opportunities to women and girls to reduce vulnerability.²²⁸ A key component of prevention is helping Member States ensure that their law enforcement and judicial bodies are enforcing laws against sexual violence.²²⁹ On a broader scale, UNICEF works to incorporate gender considerations into humanitarian assistance programs.²³⁰

Disarmament, Demobilization, and Reintegration

The "process of turning a soldier back into a child" is known as DDR, each phase of which requires specific child-centered treatment because of the intense and regular violence suffered.²³¹ The Paris Principles define DDR as a "process through which children transition into civil society and assume meaningful roles and identities as civilians who are accepted by their families and communities, for the most part, in a context of local and national reconciliation... Sustainable reintegration is achieved when the political, legal, economic and social conditions needed for children to maintain life, livelihood, and dignity have been secured."²³² UNICEF recommends a minimum of three years of DDR programs for former child soldiers, but poor funding and a lack of resources mean most DDR programs, especially for children, do not meet this requirement.²³³

The disarmament phase consists of physically separating children from their weapons that often hold symbolic importance.²³⁴ Demobilization then requires the physical separation of child soldiers from their commanders and the conflict zone; it involves medical treatment, intensive therapy, and education to begin the healing process and prepare children for life after war.²³⁵ Reintegration begins preparing children for life in society by helping them catch up with schooling and by teaching vocational skills.²³⁶ Some DDR programs even provide graduates with microloans to help them create sustainable livelihoods after their reintegration, such as UNICEF's rehabilitation program for former child soldiers in Sri Lanka that provided access to microcredit in cooperation with the United Nations Development Programme (UNDP).²³⁷ Aid workers will attempt to locate a child's family throughout the DDR process to prepare for eventual reunion.²³⁸ Acceptance back into a community that may have witnessed a child soldier commit terrible crimes requires significant efforts from both the child and the community.²³⁹ UNICEF

²²² UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

²²³ Singer, *Children at War*, 2006, p. 111.

²²⁴ Nagle, *Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict*, 2011, p. 16-17.

²²⁵ Singer, *Children at War*, 2006, p. 194.

²²⁶ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 63.

²²⁷ *Ibid.*, p. 63.

²²⁸ *Ibid.*, p. 63.

²²⁹ *Ibid.*, p. 63.

²³⁰ *Ibid.*, p. 64.

²³¹ Singer, *Children at War*, 2006, p. 188.

²³² UNICEF, *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*, 2009, p. 151.

²³³ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

²³⁴ *Ibid.*, p. 40.

²³⁵ UNICEF, *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*, 2009, p. 154.

²³⁶ UNICEF, *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*, 2003, p. 42.

²³⁷ UNICEF, *UNICEF opens transit centre for child soldiers freed by LTTE* [Website], 2003.

²³⁸ UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 40.

²³⁹ UNICEF, *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*, 2009, p. 73.

endorses culturally sensitive reconciliation efforts as the most effective way to promote trust and forgiveness.²⁴⁰ The ultimate goal of DDR programs is to prevent re-recruitment of children and to prevent the experience from permanently affecting a child's future.²⁴¹

Much needs to be done to improve DDR programs.²⁴² For instance, entry to DDR programs should not require children to surrender a weapon.²⁴³ A weapons requirement excludes children who are legally considered child soldiers but never carried a weapon, such as cooks and porters.²⁴⁴ In addition, admission to programs should consider the emotional maturity at which a child was first recruited rather than their current age. For example, a 19-year-old that has been a soldier for five years may still have the emotional development of a 14-year-old but would be excluded from much-needed and age-appropriate care as most programs do not accept soldiers over the age of 18.²⁴⁵ Disarmament programs should take particular care to include girls who are consistently underrepresented in DDR processes due to stigmatization and weapons requirements.²⁴⁶ Member States should work to address cultural taboos and biases against former child soldiers through educational campaigns to increase the prospect of full rehabilitation.²⁴⁷ States and NGOs can also work to improve cooperation and understanding between one another in order to fully utilize NGOs' resources while remaining sensitive to local cultural norms.²⁴⁸

Conclusion

Despite the numerous international treaties dedicated to protecting children and preventing their illegal recruitment as child soldiers, hundreds of thousands of children continue to serve worldwide. Armed groups that do not care about public opinion continue to view children as cheap, obedient, and easily replaceable soldiers and see no serious repercussions to their actions. As a result, children are subject to intense violence with serious societal, cultural, and personal ramifications. Considerable effort by the international community will be required to change attitudes among those who tolerate or actively recruit child soldiers and to enact national legislation that addresses the problem at its core. There are many questions to be addressed given the complex nature of the problem. What can the international community do to penalize the use of child soldiers? What role should UNICEF take in this potential work? What actions can Member States take to prevent the use of child soldiers, rather than treat them post-conflict? How should UNICEF's unique resources and mandate be employed to address the issue? How can UNICEF increase the participation of girls in DDR programs? How should UNICEF address the problem in light of the changing nature of conflict and increasing use of technology in war?

Annotated Bibliography

Convention on the Rights of the Child. (1989). Retrieved 30 June 2013 from: <http://www.undocs.org/A/RES/44/25>

The CRC is an essential starting point for those researching the special protections afforded to children under international human rights agreements. As UNICEF is guided by the CRC, being familiar with the almost universally ratified agreement will be instrumental in understanding the practical and legal restraints under which UNICEF operates. Delegates should read the two Optional Protocols to understand the weaknesses of the Convention that the international community felt needed to be addressed.

Nagle, L. (2011). Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict. *Cardozo Journal of International and Comparative Law*, 19 (1): 1-58.

Stetson University School of Law Professor Luz E. Nagle does an excellent job of succinctly describing the plight of child soldiers and the difficulties the international community has had in addressing the problem. Professor Nagle analyzes the problems in implementing several international agreements and includes in-

²⁴⁰ UNICEF, *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*, 2009, p. 73.

²⁴¹ Singer, *Children at War*, 2006, p. 206.

²⁴² UNICEF, *Children Affected by Armed Conflict: UNICEF Actions*, 2002, p. 35.

²⁴³ *Cape Town Principles and Best Practices*, 1997.

²⁴⁴ *Cape Town Principles and Best Practices*, 1997; UNICEF, *Children Affected by Armed Conflict*, 2002, p. 35.

²⁴⁵ Nagle, *Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict*, 2011, p. 16-17.

²⁴⁶ Singer, *Children at War*, 2006, p. 185; MacDougall, *When Liberian Child Soldiers Grow Up*, 2013.

²⁴⁷ Nagle, *Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict*, 2011, p. 54.

²⁴⁸ *Ibid*, p. 20.

depth recommendations for effective national legislation that she believes is the best way forward. This article is an excellent source for delegates to research the gap between law and implementation that could be addressed in committee. Though published in a law journal, it is easily readable and does not require previous knowledge of international law.

Office of the Special Representative of the Secretary-General for Children and Armed Conflict. (2009). *The Six Grave Violations Against Children During Armed Conflict: The Legal Foundation (Working Paper No1)*. Retrieved 5 September 2013 from: http://childrenandarmedconflict.un.org/publications/WorkingPaper-1_SixGraveViolationsLegalFoundation.pdf

This working paper by the Office of the Special Representative of the Secretary-General for Children and Armed Conflict describes in-detail the legal basis for each of the six grave violations against children that are investigated by the Monitoring and Reporting Mechanism and warrant a group's inclusion on the Secretary-General's "list of shame." Because these six violations are the basis of naming and shaming by the Security Council, it is essential that delegates are familiar with the legal justification behind each violation. This document is also an excellent source to consult for the international legal framework banning the use of child soldiers and contains links to related resources.

United Nations Office of the Special Representative of the Secretary-General for Children and Armed Conflict. (n.d.). *Office of the Special Representative of the Secretary-General for Children and Armed Conflict [Website]*. Retrieved 2 September 2013 from: <http://childrenandarmedconflict.un.org/>

In response to Graça Machel's landmark 1996 Impact of Armed Conflict on Children (updated in 2000 and 2009), the General Assembly created the position of Special Representative of the Secretary-General for Children and Armed Conflict in 1996. The Special Representative works to build awareness of, and to facilitate the work between operations on the ground. The Office's Website contains a wealth of information that includes the Special Representative's yearly reports to the General Assembly and links to further information. Pages on child recruitment, the changing nature of conflict, the Zero under 18 Campaign, and the six grave violations will be of particular interest to delegates, among others.

Singer, P. W. (2006). *Children at War*. Berkeley, CA: University of California Press.

This book written by independent expert Peter W. Singer is a detailed study of child soldiers and explores why children are vulnerable to illegal recruitment, how they are recruited, indoctrinated, and treated while in captivity, why groups seek to use children, and the importance of effective DDR programs. Singer offers an intimate look at child soldiers, which is an excellent contrast to usually impersonal United Nations sources. The source is an excellent one for delegates to consider why groups use children to further discussion of preventative measures in committee. Singer also describes numerous regional treaties that will be useful for delegates to consult.

United Nations Children's Fund. (2002). *Children Affected by Armed Conflict: UNICEF Actions*. Retrieved 30 June 2013 from: <http://reliefweb.int/sites/reliefweb.int/files/resources/893C5BFA8D01FF3CC1256E85004A7F86-Child-Armed.UNICEFAct.pdf>

This review of actions undertaken by UNICEF to protect children in conflict evaluates progress made on goals set in the 1990s, including ending the use of child soldiers; DDR, including children in peace-building processes; and the displacement of children during conflict. It is also useful as a guide to the goals of UNICEF's Peace and Security Agenda for Children of the mid-2000s and includes many progress reports on UNICEF's work on behalf of children in specific conflicts. The report's identification of the international framework protecting the rights of children in armed conflict is a useful starting point to understanding past UN action.

United Nations Children's Fund. (2003). *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*. Retrieved 1 July 2013 from: http://www.unicef.org/publications/files/option_protocol_conflict.pdf

A guide to one of the most influential international agreements regarding child soldiers, the Optional Protocol to the CRC on the Involvement of Children in Armed Conflict, this document will prove invaluable to understanding the context behind the Optional Protocol. Further, as a practical guide developed to help NGOs, national officials, and UN representatives alike, it covers monitoring, reporting, and implementation, as well as primers to many problems affecting

children today. This guide will be useful to help delegates understand the everyday challenges to implementation, bringing their focus from the abstract to the specific.

United Nations Children's Fund. (2009). *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*. Retrieved 1 July 2013 from:

http://www.unicef.org/publications/files/Machel_Study_10_Year_Strategic_Review_EN_030909.pdf

A follow up to Graça Machel's 2000 Strategic Review, this report will be a useful source of information regarding the success and failures of the UN's efforts on behalf of children in armed conflict in the past decade. It includes analyses of a range of issues affecting children, including mental health care, sexual exploitation, recruitment, and international legal norms. The report also identifies the roles of various UN bodies and the international legal framework surrounding children in armed conflict. This is an excellent source for delegates to use when identifying challenge to address in committee.

United Nations General Assembly. (2013). *Report of the Secretary-General on Children and Armed Conflict (A/67/845)*. Retrieved 3 September 2013 from: www.undocs.org/a/67/845

The most recent report of the Secretary-General on Children and Armed Conflict highlights threats to children in conflict zones around the world in 2012. The report discusses the changing nature of conflict and specific threats to children that have arisen as a result, including drone strikes, detention of children, and increased targeting of schools. The report also contains the Secretary-General's "list of shame," which is essential reading for delegates to understand where and by whom child soldiers are being recruited today. It also contains recommendations, including urging the Security Council to strengthen child protection provisions in peacekeeping missions and calls for increased access for UN monitors and an end to violence in Syria.

United Nations General Assembly. (2012). *Report of the Special Representative of the Secretary-General for Children and Armed Conflict (A/67/256)*. Retrieved 2 July 2013 from: <http://www.undocs.org/A/67/256>

This report is an excellent starting point to understanding the current United Nations priorities in addressing the situation of child soldiers. It identifies progress and new developments, best practices, efforts toward the universal ratification of the Optional Protocol to the CRC on the involvement of children in armed conflict, and methods to raise awareness. It also identifies the priorities of supporters of the children and armed conflict agenda for 2012 and beyond which includes encouraging states to enact legislation to criminalize the recruitment of child soldiers, increase cooperation with regional organizations, and reduce the impact of explosive weapons on children.

Bibliography

Amnesty International. (2013). *Child Soldiers* [Website]. Retrieved 30 June 2013 from:

<http://www.amnestyusa.org/our-work/issues/children-s-rights/child-soldiers>

Breazeale, B. (2009). Transforming Children of War into Agents of Change. *Human Rights & Human Welfare*, 25-38. Retrieved 8 September 2013 from: <http://www.du.edu/korbel/hrhw/researchdigest/africa/ChildSoldiers.pdf>

Cape Town Principles and Best Practices on the Recruitment of Children into the Armed Forces and on Demobilization and Social Reintegration of Child Soldiers in Africa. (1997). Retrieved 30 June 2013 from:

[http://www.unicef.org/emerg/files/Cape_Town_Principles\(1\).pdf](http://www.unicef.org/emerg/files/Cape_Town_Principles(1).pdf)

Child Rights Information Network. (2001). *Declaration of the Rights of the Child – 1923* [Website]. *Child Rights Information Network*. Retrieved 26 July 2013 from: <http://www.crin.org/resources/infoDetail.asp?ID=1306>

Child Soldiers International. (n.d.). *Child Soldiers International* [Website]. Retrieved 1 July 2013 from:

<http://www.child-soldiers.org/>

Convention on the Rights of the Child. (1989). Retrieved 30 June 2013 from: <http://www.undocs.org/A/RES/44/25>

Geneva Convention relative to the Protection of Civilian Persons in Time of War. (1949, August 12). 75 UNTS 287. Retrieved 1 August 2012 from: <http://www2.ohchr.org/english/law/civilianpersons.htm>

Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of International Armed Conflicts (Protocol I). (1977, June 8). 1125 UNTS 3. Retrieved 1 August 2012 from: <http://www2.ohchr.org/english/law/protocol1.htm>

Human Right Watch. (2013). *World Report: Events of 2012*. Retrieved 1 July 2013 from: <http://www.hrw.org/sites/default/files/reports/wr2013.pdf>

MacDougall, C. (2013). When Liberian Child Soldiers Grow Up. *Newsweek*. Retrieved 2 August 2013 from: <http://www.thedailybeast.com/newsweek/2013/07/31/when-liberian-child-soldiers-grow-up.html>

Nagle, L. (2011). Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict. *Cardozo Journal of International and Comparative Law*, 19 (1): 1-58. Retrieved 6 September 2013 from: http://www.cjicl.com/uploads/2/9/5/9/2959791/cjicl_19.1_nagle_article.pdf

Optional Protocols to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict and on the Sale of Children, Child Prostitution and Child Pornography. (2000). Retrieved 1 July 2013 from: <http://www.undocs.org/A/RES/54/263>

Singer, P.W. (2006). *Children at War*. Berkeley, CA: University of California Press.

United Nations Children's Fund. (2002). *Children Affected by Armed Conflict: UNICEF Actions*. Retrieved 30 June 2013 from: <http://reliefweb.int/sites/reliefweb.int/files/resources/893C5BFA8D01FF3CC1256E85004A7F86-Child-Armed.UNICEFAct.pdf>

United Nations Children's Fund. (2011). *Child protection from violence, exploitation and abuse: Child recruitment by armed forces or armed groups* [Website]. Retrieved 30 June 2013 from: http://www.unicef.org/protection/57929_58007.html

United Nations Children's Fund. (2003). *Children in armed conflict* [Website]. UNICEF in emergencies. Retrieved 1 July 2013 from: http://www.unicef.org/emerg/index_childsoldiers.html

United Nations Children's Fund. (n.d.). *Factsheet: Child Soldiers*. Retrieved 7 September 2013 from: <http://www.unicef.org/emerg/files/childsoldiers.pdf>

United Nations Children's Fund, (n.d.). *Goal: Eradicate poverty and extreme hunger* [Website]. Retrieved 2 October 2013 from: http://www.unicef.org/mdg/index_poverty.htm

United Nations Children's Fund. (2003). *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*. Retrieved 1 July 2013 from: http://www.unicef.org/publications/files/option_protocol_conflict.pdf

United Nations Children's Fund. (2009). *Machel Study 10 Year Strategic Review: Children and Conflict in a Changing World*. Retrieved 1 July 2013 from: http://www.unicef.org/publications/files/Machel_Study_10_Year_Strategic_Review_EN_030909.pdf

United Nations Children's Fund. (2003). *About UNICEF: Who we are* [Website]. Retrieved 30 June 2013 from: http://www.unicef.org/about/who/index_mission.html

United Nations Children's Fund. (2003). *UNICEF opens transit centre for child soldiers freed by LTTE* [Website]. Retrieved 8 September 2013 from: http://www.unicef.org/media/media_14891.html

United Nations Department of Peacekeeping Operations. (2013). *Children in Conflict* [Website]. Retrieved 1 July 2013 from: <http://www.un.org/en/peacekeeping/issues/children/>

United Nations Department of Peacekeeping Operations. (2009). *Mainstreaming the protection, rights and well-being of children affected by armed conflict in UN Peacekeeping Operations*. Retrieved 30 June 2013 from: http://www.un.org/en/peacekeeping/documents/dpkodfs_child_protection_policy.pdf

United Nations Economic and Social Council. (2013). *Annual Report of the Executive Director of the United Nations Children's Fund to the Economic and Social Council (E/ICEF/2013/3)*. Retrieved 1 July 2013 from: <http://www.undocs.org/E/2013/6>

United Nations Economic and Social Council. (2013). *Report of the Executive Board of the United Nations Children's Fund on the work of its first regular session of 2013 (E/ICEF/2013/34 (Part I))*. Retrieved 1 July 2013 from: [http://www.undocs.org/E/2013/34\(PartI\)/Add.1](http://www.undocs.org/E/2013/34(PartI)/Add.1)

United Nations General Assembly, Fourteenth session. (1959, November 20). *Declaration on the Rights of the Child (A/RES/1386(XIV))*. Retrieved 3 July 2013 from: http://www.unicef.org/lac/spbarbados/Legal/global/General/declaration_child1959.pdf

United Nations, General Assembly, Sixty-seventh session. (2012, August 6). *Report of the Special Representative of the Secretary-General for Children and Armed Conflict (A/67/256)*. Retrieved 2 July 2013 from: <http://www.undocs.org/A/67/256>

United Nations, General Assembly Sixty-seventh session. (2013, May 15). *Report of the Secretary-General on Children and Armed Conflict (A/67/845)*. Retrieved 3 September 2013 from: www.undocs.org/a/67/845

United Nations Office for the United Nations High Commissioner for Human Rights. (2013). *The Committee on the Rights of the Child: Monitoring Children's Rights* [Website]. Retrieved 30 June 2013 from: <http://www2.ohchr.org/english/bodies/crc/>

United Nations, Office of the Special Representative of the Secretary-General for Children and Armed Conflict. (n.d.). *Child Recruitment* [Website]. Retrieved 2 September 2013 from: <http://childrenandarmedconflict.un.org/effects-of-conflict/the-most-grave-violations/child-soldiers/>

United Nations, Office of the Special Representative of the Secretary-General for Children and Armed Conflict. (n.d.). *Changing Nature of Conflict* [Website]. Retrieved 2 September 2013 from: <http://childrenandarmedconflict.un.org/effects-of-conflict/the-changing-nature-of-conflict/>

United Nations, Office of the Special Representative of the Secretary-General for Children and Armed Conflict. (n.d.). *Office of the Special Representative of the Secretary-General for Children and Armed Conflict* [Website]. Retrieved 2 September 2013 from: <http://childrenandarmedconflict.un.org/>

United Nations, Office of the Special Representative of the Secretary-General for Children and Armed Conflict. (n.d.). *Zero under 18 Campaign* [Website]. Retrieved 2 September 2013 from: <http://childrenandarmedconflict.un.org/our-work/zero-under-18-campaign/>

United Nations, Office of the Special Representative of the Secretary-General for Children and Armed Conflict. (n.d.). *The Six Grave Violations* [Website]. Retrieved 2 September 2013 from: <http://childrenandarmedconflict.un.org/effects-of-conflict/the-most-grave-violations/>

United Nations, Office of the Special Representative of the Secretary-General for Children and Armed Conflict. (2009). *The Six Grave Violations Against Children During Armed Conflict: The Legal Foundation (Working Paper No1)*. Retrieved 5 September 2013 from: http://childrenandarmedconflict.un.org/publications/WorkingPaper-1_SixGraveViolationsLegalFoundation.pdf

United Nations, Security Council, 4037th Meeting. (1999, August 25). Resolution 1261 (1999) [*Children in armed conflict*] (S/RES/1261). Retrieved 1 July 2013 from: [http://www.undocs.org/s/res/1261\(1999\)](http://www.undocs.org/s/res/1261(1999))

United Nations, Security Council, 4423rd Meeting. (2001, November 20). Resolution 1379 (2001) [*Children in armed conflict*] (S/RES/1379). Retrieved 21 July, 2013 from: [http://www.undocs.org/s/res/1379\(2001\)](http://www.undocs.org/s/res/1379(2001))

United Nations, Security Council, 4695th Meeting. (2003, January 30). Resolution 1460 (2003) [*Children in armed conflict*] (S/RES/1460). Retrieved 21 July, 2013 from: [http://www.undocs.org/s/res/1460\(2003\)](http://www.undocs.org/s/res/1460(2003))

United Nations, Security Council, 5235th Meeting. (2005, July 26). Resolution 1612 (2005) [*Children in armed conflict*] (S/RES/1612). Retrieved 1 July 2013 from: [http://www.undocs.org/s/res/1612\(2005\)](http://www.undocs.org/s/res/1612(2005))

United Nations, Office for Legal Affairs, Treaty Section. (2013). Status of Treaties. *Convention on the Rights of the Child* [Website]. Retrieved 1 September 2013 from: http://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-11&chapter=4&lang=en

Watchlist on Children and Armed Conflict. (2013). Field Monitors. *Watchlist on Children and Armed Conflict* [Website]. Retrieved 30 June 2013 from: <http://watchlist.org/field-monitors/>

III. Equitable Access to Education for Children with Disabilities

*“Is there a child who does not dream of being counted and having her or his gifts and talents recognized? No. All children have hopes and dreams – including children with disabilities. And all children deserve a fair chance to make their dreams real.”*²⁴⁹

Introduction

There are more than one billion “persons with disabilities” in the world, 10% of whom are children mostly living in developing countries.²⁵⁰ Within the United Nations (UN) the term “disability” is defined as “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.”²⁵¹ Negative societal attitudes founded on ignorance often cause children with disabilities to be perceived as different, dependent, and incapable, which leads to exclusion via marginalization, institutionalization, abandonment, or neglect.²⁵² The magnitude of exclusion a child with disabilities faces depends not only on social attitudes, but also on contextual factors such as class, culture, location, disability type, and overall physical, political, and attitudinal barriers of their environment.²⁵³ Exclusion is also compounded by the frequent invisibility of children with disabilities as parents hide their children’s disabilities to avoid ostracism or countries inadequately identify and assess children with disabilities.²⁵⁴ While the level and type of exclusion varies from child to child, the results are the same: children with disabilities are defined and judged by what they are missing rather than what they can offer.²⁵⁵

The UN and the United Nations Children’s Fund (UNICEF) strive for all children to have equitable access to education as a basic human right. Education is critical for children to develop their human capital and enhance their future economic and social opportunities.²⁵⁶ Children with disabilities are less likely than their peers to receive an education: roughly 90% of children with disabilities in developing countries do not attend school while the few who do often attend sub-par programs.²⁵⁷ “Equitable access” to education entails integrating children with disabilities into inclusive education systems rather than segregating and isolating children in separate institutions.²⁵⁸ These separate schools tend to offer inferior education, fail to address negative social perceptions that will impede a child’s life outside of the classroom, and are too specialized to serve the broad spectrum of “disability.”²⁵⁹ Since children with disabilities are a widely varied group encompassing physical, emotional, and mental disabilities, equitable access to education requires a variety of solutions.²⁶⁰

International Framework

The *Convention on the Rights of the Child* (CRC) (1989) combined with the *Convention on the Rights of Persons with Disabilities* (CRPD) (2006) form the heart of the international framework protecting children from education discrimination.²⁶¹ These documents build upon the pre-existing international framework for human rights, starting with the *Charter of the United Nations* (1945), which commits Members States to support and uphold the work of the UN organs, including that of UNICEF.²⁶² The *Universal Declaration of Human Rights* (UDHR) (1948) defines the common standards of basic rights people need to survive and live dignified lives.²⁶³ The UDHR and its six

²⁴⁹ UNICEF, *The State of the World’s Children 2013: Children with Disabilities*, 2013, p. iii.

²⁵⁰ WHO, *World Report on Disability*, 2011.

²⁵¹ United Nations, *World Programme of Action Concerning Disabled Persons*.

²⁵² UNICEF, *The State of the World’s Children 2013: Children with Disabilities*, 2013, p. 1.

²⁵³ *Ibid.*, p. 1-2.

²⁵⁴ *Ibid.*, p. 2.

²⁵⁵ *Ibid.*, p. 2.

²⁵⁶ WHO, *World Report on Disability*, 2011, p. 205.

²⁵⁷ Global Partnership for Education, *Children with Disabilities* [Website], 2013; DFID, *Guidance Note: Education for Children with Disabilities – Improving Access and Quality*, 2010, p. 2; UNICEF, *Disabilities* [Website], 2013.

²⁵⁸ WHO, *World Report on Disability*, 2011, p. 205.

²⁵⁹ *Ibid.*, p. 205.

²⁶⁰ UNICEF, *Mainstreaming Disability Across All of our Policies and Programmes* [Website].

²⁶¹ UNICEF, *The State of the World’s Children 2013: Children with Disabilities*, 2013, p. 3.

²⁶² *Charter of the United Nations*, 1946, Art. 2.

²⁶³ UNICEF, *The Human Rights Framework* [Website].

subsequent instruments create the remaining foundation of the CRC and CRPD.²⁶⁴ These documents include the *International Convention on Civil and Political Rights* (ICCPR) (1966), the *International Covenant on Economic, Social and Cultural Rights* (ICESCR) (1976), and the *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW) (1979).²⁶⁵

The CRC builds on existing human rights conventions to fully articulate the rights of the child and provide guiding principles for protecting these rights.²⁶⁶ The CRC defines the basic civil, cultural, economic, political, and social rights of the child by setting health care, social services, and education standards. These outlined basic rights of all children are based on four core principles: non-discrimination; the right to life, survival, and development; dedication to the child's best interests; and respect for the child's view.²⁶⁷ The CRPD protects the equal treatment of people and children with disabilities and provides guidelines for changes Member States should make to rules, attitudes, and buildings to allow disabled children to have full and equitable access to schools and education.²⁶⁸ For example, schools cannot be segregated, all children must be able to articulate their needs to their teachers, and schools must provide reasonable accommodations and individualized support.²⁶⁹

Several other international agreements form the foundation of protecting equitable access to education for children. The *Convention against Discrimination in Education* (1960), which defines discrimination as "any distinction, exclusion, limitation or preference which...has the purpose or effect of nullifying or impairing equality of treatment in education."²⁷⁰ It identifies what counts as discrimination in school, such as deprivation of access to any and all levels of education or limiting a person to inferior education options, and what does not.²⁷¹ Separate but equal institutions for gender, religious, or linguistic reasons are acceptable per the Convention if they offer "equivalent access to education," hire teachers meeting the same standards of education, provide facilities of the same quality, and offer equivalent study courses as other institutions.²⁷² The "Education for All" (EFA) initiative also contributes to the international framework concerning children with disabilities by seeking to provide all children, youth, and adults with quality basic education and was reaffirmed by the *Dakar Framework for Action* (2000). The EFA initiative was launched at the World Conference on Education for All (1990), after which the World Conference on Special Needs Education produced the *Salamanca Declaration* (1994) as a framework for action for regular schools to provide equitable access to education by accommodating the diverse needs of all children.²⁷³

Role of the United Nations System

The EFA movement informs the work of all UN agencies providing education to children and is coordinated by UNICEF, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA), and the World Bank.²⁷⁴ EFA goals include the expansion of comprehensive early childhood education with an emphasis on access for the most disadvantaged and vulnerable children, ensuring universal access to free primary education for girls and children in difficult circumstances, and the achievement of gender equality in regards to education by 2015.²⁷⁵ UNESCO leads the EFA coordination efforts since it is mandated to uphold every person's right to education; UNICEF's EFA contributions focus on childhood education per its mandate to "advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential."²⁷⁶

While the UN system currently works towards achieving the EFA goals, it is also considering how to frame the post-2015 agenda. The "Global Partnership on Children with Disabilities" (GPc wd) launched in 2012 as a network

²⁶⁴ UNICEF, *The Human Rights Framework* [Website].

²⁶⁵ Ibid

²⁶⁶ UNICEF, *Understanding the Convention on the Rights of the Child* [Website].

²⁶⁷ UNICEF, *Convention on the Rights of the Child* [Website].

²⁶⁸ UNICEF, *It's About Ability*, 2008, p.5.

²⁶⁹ *Convention on the Rights of Persons with Disabilities*, 2006, Art. 24.

²⁷⁰ *Convention against Discrimination in Education*, 1960, Art. 1-3.

²⁷¹ Ibid, Art. 1-3.

²⁷² Ibid, Art. 1-3.

²⁷³ WHO, *World Report on Disability*, 2011, p. 206.

²⁷⁴ UNESCO, *Education for All Movement* [Website].

²⁷⁵ UNESCO, *Education for All Goals* [Website].

²⁷⁶ UNESCO, *People with Disabilities* [Website]; UNICEF, *UNICEF's Mission Statement* [Website].

advocating for the rights of children with disabilities in the new agenda, including the mainstreaming or inclusion of disability rights across all global child-related agendas.²⁷⁷ Coordinated by UNICEF, its partners include over 240 international, national, and local non-governmental organizations (NGOs); governments; Disabled People's Organizations (DPOs); academics; and private sector actors.²⁷⁸ One of GPCwd's four task forces is the Task Force on Inclusive Education led by UNICEF and UNESCO.²⁷⁹ Its first year action plan includes promoting inclusive and accessible learning spaces through the use of existing funding, investing in training teachers for disability-inclusive education, and improving data collection to monitor progress and build evidence.²⁸⁰

Barriers to Equitable Education for Children with Disabilities

Equitable education encompasses two dimensions: fairness, or guaranteeing no personal or social circumstance inhibits education access, and inclusion, or ensuring all students have access to the same standard of education.²⁸¹ A large variety of factors inhibit equitable access to education. Policy and systemic factors include discriminatory policy that segregates students or a lack of any policy that addresses students with disabilities, limited resources to enact policy, or limited training for teachers.²⁸² Social factors include negative social and parental attitudes concerning disabilities, sometimes due to religious or cultural views of disabilities as punishments.²⁸³ School factors include inadequate teacher training in inclusive methodology and a lack of funding leading to inappropriate and inaccessible facilities, high student-teacher ratios, and too little support for students with disabilities.²⁸⁴ Addressing all of these factors hinges on addressing several specific barriers to equitable education for children with disabilities.

Identifying Children with Disabilities

The identification of children with disabilities varies from state to state and can be as limited as recognizing the four "traditional" categories of blindness, deafness, physical disabilities, and mental retardation.²⁸⁵ More complex identifiers such as the *International Classification of Function, Disability and Health* (ICF) can include children with learning disabilities or socioeconomic disadvantages resulting in underperformance in school.²⁸⁶ Sponsored by World Health Organization (WHO), the ICF examines disability as a construct of an individual interacting with his or her environment instead of an innate deficiency.²⁸⁷ The ICF mainstreams the concept of disability from a minority to a universal human experience by considering how all people can experience health deficiencies that cause some degree of disability, thus discouraging negative social attitudes about a minority demographic.²⁸⁸ Children are even more difficult to classify due to childhood development factors and variations in development speeds.²⁸⁹ The subsequent *International Classification of Function, Disability and Health for Children and Youth* (ICH-CY) takes the mainstream perspective of disabilities and applies it to children in an attempt to provide standard measures in line with childhood development factors.²⁹⁰ These added dimensions envelop body structures, body functions, limitations on activity, and restrictions of participation.²⁹¹

Visibility and Data Collection

As UNICEF reports in *The State of the World's Children 2013*, "A society cannot be equitable unless all children are included, and children with disabilities cannot be included unless sound data collection and analysis render them visible."²⁹² Disability data strengthens the capacity of UNICEF to screen and identify children with disabilities, thus increasing visibility and making it more possible for such children to reach health and social services, including

²⁷⁷ UNICEF, *Global Partnership on Children with Disabilities* [Website].

²⁷⁸ Ibid

²⁷⁹ UNICEF, *Disabilities: Inclusive Education* [Website].

²⁸⁰ UNICEF, *Background Note for the Global Partnership on Children with Disabilities*.

²⁸¹ OECD, *No More Failures: Ten Steps to Equity in Education: Executive Summary*, 2007, p. 11.

²⁸² DFID, *Guidance Note: Education for Children with Disabilities – Improving Access and Quality*, 2010, p. 3.

²⁸³ Ibid, p. 3.

²⁸⁴ Ibid, p. 3.

²⁸⁵ Peters, *Inclusive Education: An EFA Strategy for All Children*, 2004, p. 7.

²⁸⁶ Ibid, p. 7.

²⁸⁷ WHO, *Training Manual on Disability Statistics*, 2008, ch. 1.

²⁸⁸ WHO, *International Classification of Function, Disability, and Health (ICF)* [Website], 2013.

²⁸⁹ UNICEF, *The State of the World's Children 2013: Children with Disabilities*, 2013, p. 63.

²⁹⁰ Ibid

²⁹¹ Ibid

²⁹² Ibid

education.²⁹³ It also enables UNICEF to assess its work and track progress made towards international goals established in the CRC and CRDP as well as program-specific benchmarks.²⁹⁴ Such monitoring and refinement requires the analysis of data concerning enrolment, attendance, completion, and dropout rates for children with disabilities as well as the significance of constants like gender, ethnicity, geographical location, and income level.²⁹⁵

UNICEF is working with the Washington Group on Disability Statistics, housed within the United States Centers for Disease Control and Prevention, to improve data collection methodology.²⁹⁶ The partnership is developing a screening tool for determining whether or not children have disabilities based on the ICH-CY by focusing on activity limitations and the social exclusion context of child disabilities.²⁹⁷ The hope is that this tool will make it more likely for states to use a more comprehensive definition of “disability”; the tool should also develop standard overall methodology when conducting in-depth assessments of disability in children and plans for future implementation of a teach toolkit to increase data collection.²⁹⁸ Improved data, according to research conducted by UNICEF and UNESCO’s joint “Global Initiative on Out-of-School Children,” is crucial to identify why funded policies and programs designed to increase access to education for all children have been unsuccessful.²⁹⁹ While the Initiative notes disability as a structural challenge for inclusion, the data does not specifically address the demographic.³⁰⁰

Compounded Gender Challenges: Girls, Disabilities, and Education

Gender compounds the disadvantages of disabled girls, causing them to be “doubly disabled.”³⁰¹ They are more likely than disabled boys or girls without disabilities to receive an education, continue into vocational training, or find employment.³⁰² For example, a 2011 World Health Organization (WHO) report found that 50.6% of males with disabilities completed primary school while only 41.7% of girls with disabilities did.³⁰³ Girls with disabilities also face challenges unique to their gender, such as lacking privacy at school when using the toilet or changing clothes.³⁰⁴ In terms of security and safety, they are more vulnerable to sexual and physical abuse at home, at school, or on the way to school.³⁰⁵ Girls with disabilities are also more likely to be domestically exploited than girls without disabilities, as parents can perceive education to be less useful for the former group.³⁰⁶ The post-2015 development agenda needs to consider the compounding effects of gender and disabilities.³⁰⁷ UNICEF co-leads the GPCwd Task Force on Inclusive Education, which, though in its preliminary agenda-setting phase, has made equitable access to education for girls with disabilities a priority for its first year.³⁰⁸

Creating Inclusive Education Systems

Equitable access to education requires inclusive education to ensure that all students have access to the same standard of education.³⁰⁹ Education systems can be categorized into three levels of access for children with disabilities: segregated education where certain groups of children are educated at home or in special schools, integrated education, and inclusive education.³¹⁰ Integrated education mainstreams children with disabilities into school by creating special accommodating classes, while inclusive education restructures the entire school culture, including policies and practices, to meet the needs of all students.³¹¹ The concept of inclusive education holds that

²⁹³ WHO, *Training Manual on Disability Statistics*, 2008, ch. 1.

²⁹⁴ DFID, *Guidance Note: Education for Children with Disabilities – Improving Access and Quality*, 2010, p. 9.

²⁹⁵ UNICEF, *Disabilities: Education*, [Website].

²⁹⁶ UNICEF, *The State of the World’s Children 2013: Children with Disabilities*, 2013, p. 63.

²⁹⁷ *Ibid.*, p. 63.

²⁹⁸ UNICEF, *The State of the World’s Children 2013: Children with Disabilities*, 2013, p. 63.

²⁹⁹ UNESCO, *Out-of-School Children* [Website].

³⁰⁰ Global Institute on Out-of-School Children, *All Children in School*, 2012, p. 2.

³⁰¹ UNICEF, *The State of the World’s Children 2013: Children with Disabilities*, 2013, p. 1.

³⁰² *Ibid.*, p. 1.

³⁰³ UNGEI, *Achieving Gender Equality in Education for Children with Disabilities*, 2013, p. 1.

³⁰⁴ Save the Children, *Schools for All*, 2002, p. 34.

³⁰⁵ *Ibid.*, p. 34.

³⁰⁶ *Ibid.*, p. 34.

³⁰⁷ UNESCAP, *Disability-Inclusive Millennium Development Goals and Aid Effectiveness*, p. 19-20.

³⁰⁸ Riordan, *Report of the Inaugural Forum on the Global Partnership on Children with Disabilities*, 2012, p. 3.

³⁰⁹ OECD, *No More Failures: Ten Steps to Equity in Education: Executive Summary*, 2007, p. 11.

³¹⁰ DFID, *Guidance Note: Education for Children with Disabilities – Improving Access and Quality*, 2010, p. 5.

³¹¹ Munoz, *The Right to Education of Children with Disabilities*, 2007, p. 2.

while children have different characteristics, abilities, and needs, they should be able to learn together in an environment that does not establish differences between individual children but rather views integration as opportunities for change and enriched learning.³¹² This paradigm has been promoted by the recent convergence between the movements for human rights and rights for people with disabilities.³¹³ The following sections describe several changes required to create inclusive education systems.

Physical Accommodations & Assistive Technology

Children with disabilities require a variety of physical accommodations to be fully integrated into the education system. These accommodations include access to tools like sign language and Braille integrated into fully adaptive curricula and physical accommodations like ramps and wide doorways.³¹⁴ Assistive Technology (AT) broadly categorizes the physical tools that support children with disabilities.³¹⁵ Assistive Technology devices range widely and include access and environmental controls like electronic controls or Braille signs, listening aids like captions and hearing aids, alternative/augmentative communication like picture boards and communication software, computer-based instruction, and visual aids like books on tape and Braille.³¹⁶ The UNICEF-coordinated Assistive Technology Task Force Plan of Action includes the identification of a variety of inclusion-enhancing open source ATs to be tested for implantation and possible scale up.³¹⁷ As of 2013, the plan does not have an implementation date and remains on the agenda for discussion.³¹⁸ Policy experts have suggested AT investments such as a UNICEF-sponsored scale-up consider whole-life costs including purchase price and upkeep.³¹⁹ Investment should then begin with low-cost devices like reading stands, white canes, pencil grips, and sign language before moving to medium-cost options (hearing aids or Braille materials) and high-cost computer-based technology.³²⁰

Systemic Policy Shifts

Inclusive education requires not only the integration of children with disabilities into the classroom but also restructuring the culture, practices, and policies of schools, such as that children with disabilities are not viewed as minorities nor put into separate and unequal special education classes.³²¹ The first of three policy shifts is implementing changes in the overall education system to avoid segregation and sorting students into different groups based on abilities.³²² Secondly, fair and inclusive practices must be designed to identify those struggling within the curriculum and provide systematic help to reduce school-year repetition rates, such as classroom interventions including reading recovery strategies and formative assessment.³²³ Schools should also assist disadvantaged parents with helping their children to learn and thus strengthen the connection between home and school, and provide for successful inclusion of minorities, including children with disabilities, within mainstream education.³²⁴ Finally, allocation and use of resourcing must also be fair and inclusive, including by prioritizing early childhood education for all demographics and directing more resources to students with the greatest needs.³²⁵

The transition from current schools to inclusive education systems is not easy. Integration without systemic changes in organization, teaching techniques, and learning strategies can actually cause greater levels of exclusion as children with diverse needs are forced into an unaccommodating system.³²⁶ Barriers to this transition include negative social attitudes, limited resources, and lack of focus on the particular needs of girls with disabilities.³²⁷ UNICEF supports schools making this transition through efforts like the United Nations Girls' Education Initiative

³¹² Munoz, *The Right to Education of Children with Disabilities*, 2007, p. 2; DFID, *Guidance Note: Education for Children with Disabilities – Improving Access and Quality*, 2010, p. 4.

³¹³ Munoz, *The Right to Education of Children with Disabilities*, 2007, p. 2.

³¹⁴ UNICEF, *The State of the World's Children 2013: Children with Disabilities*, 2013, p. 3.

³¹⁵ DFID, *Guidance Note: Education for Children with Disabilities – Improving Access and Quality*, 2010, p. 15.

³¹⁶ Public Broadcasting Station, *Assistive Technology Devices* [Website].

³¹⁷ Riordan, *Report of the Inaugural Forum on the Global Partnership on Children with Disabilities*, 2012, p. 3.

³¹⁸ Riordan, *Report of the Inaugural Forum on the Global Partnership on Children with Disabilities*, 2012, p. 3.

³¹⁹ DFID, *Guidance Note: Education for Children with Disabilities – Improving Access and Quality*, 2010, p. 16.

³²⁰ *Ibid*, p. 16.

³²¹ Save the Children, *Making Schools Inclusive: How Change Can Happen*, 2008, p. 9.

³²² OECD, *No More Failures: Ten Steps to Equity in Education: Executive Summary*, 2007, p. 14-17.

³²³ *Ibid*, p. 17-19.

³²⁴ *Ibid*, p. 17-19.

³²⁵ *Ibid*, p. 20-23.

³²⁶ Munoz, *The Right to Education of Children with Disabilities*, 2007, p. 2.

³²⁷ *Ibid*, p. 3.

(UNGEI), an EFA flagship initiative committed to supporting equal gender access to education and reducing the gender gap in both primary and secondary education.³²⁸ UNGEI is a valuable resource for sharing best practices to improve all girls' education, including publications like *Gender Analysis in Education: an analytical mapping of gender tools in development/education*.³²⁹

Teacher Training and Support for Inclusive Education

Inadequate teacher training and knowledge is a significant barrier to the transition to fully inclusive classrooms.³³⁰ Such training should include mainstreaming special needs education across training courses and developing targeted training.³³¹ Systematic changes in pre-service and in-service training should address methodologies of collaborative teaching and differentiated instruction, where the same content can be taught with varying teaching methods in response to different learning styles and levels throughout the classroom.³³² These strategies have been found to effectively meet all children's diverse needs.³³³ UNICEF recommends that teacher-training curricula should also include child-centered methodology, teaching techniques in multicultural and inclusive environments, and how to support children with disabilities and specific educational needs with adaptable individual education plans.³³⁴ Furthermore, training should embody an understanding of human rights, in particular, the right of non-discrimination, and teach how to understand, recognize, and positively address both indirect and direct discrimination in schools in order to create a more inclusive school culture.³³⁵

Inclusive education systems must also provide sufficient support for teachers within schools, including a senior dedicated staffer that ensures inclusive practices and acts as a resource for other teachers, realistic and appropriate staffing levels, leadership and support from the school's governors, joint problem solving and co-teaching among the staff, and utilizing students' families and communities as resources.³³⁶ Schools that cannot afford to fully retrain teaching staff could alternatively train one teacher per facility to become the touchstone for learning support for the wider staff.³³⁷ Curriculum and teaching practices can also utilize classroom assistants who can support children with disabilities as they learn and access building facilities.³³⁸ This alternative to new construction offers a viable alternative for inclusive education when schools cannot afford large systemic overhauls, plus it integrates members of the community into the classroom and can offer positive roles to parents of children with disabilities.³³⁹

Conclusion

Children with disabilities face significant barriers to equal access to education. UNICEF works to establish equitable education systems to help equalize the ability of children both with and without disabilities to access the same quality of education. Progress towards this goal is difficult to measure due to the invisibility of disabled children, a lack of data, and a lack of uniform definitions and collection methodologies. Even with the limited data available, it is clear that girl children with disabilities have an even lower rate of access to education than boy children with disabilities due to the added effects of the gender gap in education. While several challenges have been identified, past work has also identified ways to move forward and increase equitable access.

While equitable education strives to be fair by serving all demographics equally, it also requires the establishment of inclusive education systems. This requires a complete system shift in education policy and the retraining of teachers in accordance with the new approach. School facilities must make physical adaptations to support the interaction of students with disabilities, primarily through the use of AT. UNICEF has identified equitable access to education for children with disabilities as an important agenda item moving into the post-2015 agenda. As a relatively new focus, the topic provides many opportunities for new action and policy. UNICEF is in a position to consider several

³²⁸ UNGEI, *About Us* [Website].

³²⁹ UNGEI, *Annual Report 2012, 2013*, p. 15-16.

³³⁰ Munoz, *The Right to Education of Children with Disabilities*, 2007, p. 3.

³³¹ DFID, *Guidance Note: Education for Children with Disabilities – Improving Access and Quality*, 2010, p. 14.

³³² UNICEF, *The Right of Children with Disabilities to Education*, 2012, p. 79.

³³³ *Ibid*, p. 79.

³³⁴ *Ibid*, p. 80.

³³⁵ *Ibid*, p. 80.

³³⁶ *Ibid*, p. 81.

³³⁷ DFID, *Guidance Note: Education for Children with Disabilities – Improving Access and Quality*, 2010, p. 14.

³³⁸ *Ibid*, p. 15.

³³⁹ *Ibid*, p. 15.

questions: How can the Fund encourage and best support schools to shift to inclusive education systems? What AT investments should be made in the near future? How can the new Task Force on Inclusive Education support UNICEF's current efforts to improve data collection, promote disability-inclusive teacher training, or utilize existing funding to support inclusive learning spaces? How should the Task Force address the agenda item of equitable access to education for girls with disabilities?

Annotated Bibliography

Coleridge, A. and S. Hartley. (2010). *CBR Stories from Africa: What Can They Teach Us?*. University of East Angola. Retrieved 3 July 2013 from <http://www.afri-can.org/CBR%20Information/CBR%20Stories%20from%20Africa.pdf>

This book provides a wealth of information on Community Based Rehabilitation (CBR), a UNICEF-advocated method for supporting children with disabilities, including with access to education. It describes what CBR is and reviews several CBR projects currently at work in Africa. There are detailed case studies of Uganda, South Africa, Niger, Angola, and Egypt, including a brief overview of each country's history for context, its needs and challenges, and what has been implemented on the ground. This is a great resource for delegates looking for examples of enacted policy upon which to base their policy positions.

Global Partnership for Education. (2013). *Children with Disabilities* [Website]. Retrieved 3 July 2013 from <http://www.globalpartnership.org/our-work/areas-of-focus/children-with-disabilities/>

This Website summarizes the status of disabled children in educational systems and provides a bulleted overview of what particular challenges exist. These include statistics illustrating the marginalization of disabled children in education, including enrollment and dropout rates. It defines part of the spectrum of disabilities and identifies factors compounding inferior access. The page also identifies three categories of children with disabilities as defined by their level of access to education; these categories are children with disabilities enrolled in school but excluded from learning, children who are not enrolled in school but who could participate, and children with severe disabilities. The site also provides examples of what the Global Partnership for Education is doing to address the matter. This is an excellent resource for delegates doing both basic research and forming the policy recommendations for their position papers.

Organization for Economic Co-Operation and Development. (n.d.). *No More Failures: Ten Steps to Equity in Education: Executive Summary*. Retrieved 22 September 2013 from: <http://www.oecd.org/edu/school/39676364.pdf>

Delegates looking to gain an introductory grasp on the concept of equitable education should start with this document. Though not directly applicable to the matter of children with disabilities, it provides a working definition for equity in education as the combination of fairness and inclusion. The abstract concepts documented here frame the issue of equitable education and provide tools for looking at improving access for children with disabilities. The document identifies three types of policy that must be restructured to make education equitable: education system design, school and home practices, and allocation of resources.

Public Broadcasting Station. (2013). *Assistive Technology Devices*. *PBS Parents* [Website]. Retrieved 5 August 2013 from: <http://www.pbs.org/parents/education/learning-disabilities/strategies-for-learning-disabilities/assistive-technology-devices/>

This Website lists eight different categories of examples of AT devices. It describes what each category covers and includes several contextual examples, e.g. devices in the mobility category include wheelchairs and walkers while assistive listening devices include hearing aids and captions on TV. This is a valuable source because it illustrates the wide of a scope of physical assistance some children require for fully equitable and integrated education. Delegates can learn what tools are available for inclusive education systems and what options UNICEF could scale up in its programs.

Riordan, K. (2012). *Report of the Inaugural Forum on the Global Partnership on Children with Disabilities*. Retrieved 3 July 2013 from http://www.unicef.org/disabilities/index_65775.html

This report summarizes the first forum of the Global Partnership on Children with Disabilities (GPCwd) currently coordinated by UNICEF. The document identifies the 100+ partners and actors involved in the Partnership and provides an overview of the situation of children with disabilities in the development process, such as their historic exclusion from development frameworks and the lack of homogeneity among the demographic. It notes the GPCwd's recommendations for a post-2015 agenda as well as the Education Task Force Plan of Action for the First Year under the Global Partnership on Education. This is an excellent source for delegates researching the possible future actions of UNICEF via its expert bodies.

United Nations Children's Fund. (2013). *Disabilities: Education* [Website]. Retrieved 3 July 2013 from http://www.unicef.org/disabilities/index_65316.html

UNICEF's page on disabilities and education provides an excellent starting point for delegates researching this topic. It briefly overviews the scope of discrimination faced by children with disabilities including social attitudes, lack of physical accommodations, and inequality in school systems. It identifies five primary areas the international community must address to ensure equitable quality of education, including promoting inclusive access, investment in teacher training, and data collection. Perhaps most helpfully, this page provides a list of key references for delegates to move forward with their research, including helpful annotations.

United Nations Children's Fund. (2008). *It's About Ability: An Explanation of the Convention on the Rights of Persons with Disabilities*. Retrieved 3 July 2013 from:

http://www.unicef.org/publications/files/Its_About_Ability_final_.pdf

Published by UNICEF in the year the Convention entered into force, this guide presents a concise and informative look into the Convention on the Rights of Persons with Disabilities. It outlines what the Convention protects, what changes the Convention supports, and how Member States can work to achieve these goals. It is a good source for delegates to gain full understanding of the Convention and to consider what UNICEF can do moving forward.

United Nations Children's Fund. (2013). *The State of the World's Children 2013: Children with Disabilities*. Retrieved 1 July 2013 from http://www.unicef.org/sowc2013/files/SWCR2013_ENG_Lo_res_24_Apr_2013.pdf

One of the first comprehensive UN reports on children with disabilities, this report is a valuable and extensive research tool for delegates. It reviews the situation of children with disabilities around the world, identifies key challenges, and provides recommendations for the international community to improve the situation of these children. Of particular importance to this topic is the focus on equitable access to education for children with disabilities. The report describes the importance of education for a child to reach his or her full potential and identifies several target areas for improvement, making it an excellent resource for delegates.

United Nations Girls' Education Initiative. (2013). *UNGEI Annual Report 2012*. Retrieved 25 October 2013 from http://www.ungei.org/files/annual_report_2012_FINAL.pdf

While UNGEI has existed as an EFA initiative since the Dakar Framework was adopted in 2000, this is the first annual report it has produced in an effort to increase accountability. It summarizes the goals and primary objectives of UNGEI and provides a summary of actions the Initiative accomplished in 2012 concerning policy advocacy, knowledge management, and capacity development. This is an excellent source for delegates seeking examples of action by UNICEF concerning girls and education. It also identifies several tools delegates can apply to their work in the committee, such as existing knowledge management strategies.

World Health Organization. (2011). *World Report on Disability*. Retrieved 3 August 2013 from:

http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf

WHO's World Report provides detailed information on disabilities, including the definition and how it relates to human rights. It provides extensive demographics, details the costs of disabilities, and reviews the situation of general health care, rehabilitation, assistance and support, enabling environments, and work and employment pertaining to disabilities. Specifically applicable to this topic, the report dedicates a section to children and disability, including the extensive barriers to education and how they can be addressed. It provides excellent information for delegates to

understand the situation and provides recommendations for action delegates can consider when preparing their own positions.

Bibliography

- Charter of the United Nations*. (1946). Retrieved 3 August 2013 from: <http://www.un.org/en/documents/charter/>
- Coleridge, A. & S. Hartley. (2010). *CBR Stories from Africa: What Can They Teach Us?* University of East Anglia. Retrieved 3 July 2013 from <http://www.afri-can.org/CBR%20Information/CBR%20Stories%20from%20Africa.pdf>
- Convention against Discrimination in Education*. (1960). Retrieved 3 August 2013 from: <http://unesdoc.unesco.org/images/0011/001145/114583e.pdf#page=118>
- Convention on the Rights of Persons with Disabilities*. (2006). Retrieved 1 July 2013 from <http://www.un.org/disabilities/default.asp?id=259>
- Convention on the Rights of the Child*. (1989). Retrieved 1 July 2013 from <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>
- Global Initiative on Out-of-School Children. (2012). *All Children in School by 2015*. Retrieved 25 September 2013 from: http://www.uis.unesco.org/Education/Documents/oosci_flyer.pdf
- Global Partnership for Education. (2013). *Children with Disabilities* [Website]. Retrieved 3 July 2013 from <http://www.globalpartnership.org/our-work/areas-of-focus/children-with-disabilities/>
- Munoz, V. (2007). The Right to Education of Children with Disabilities. *Global Future 2*: 2-3. Retrieved 4 September 2013 from: <http://www.ungei.org/resources/files/GF072web.pdf>
- Organization for Economic Co-Operation and Development. (n.d.). *No More Failures: Ten Steps to Equity in Education: Executive Summary*. Retrieved 22 September 2013 from: <http://www.oecd.org/edu/school/39676364.pdf>
- Public Broadcasting Station. (2013). Assistive Technology Devices. *PBS Parents* [Website]. Retrieved 5 August 2013 from: <http://www.pbs.org/parents/education/learning-disabilities/strategies-for-learning-disabilities/assistive-technology-devices/>
- Riordan, K. (2012). *Report of the Inaugural Forum on the Global Partnership on Children with Disabilities*. Retrieved 3 July 2013 from http://www.unicef.org/disabilities/index_65775.html
- Save the Children. (2002). *Schools for All: Including Disabled Children in Education*. Retrieved 3 July 2013 from http://www.eenet.org.uk/resources/docs/schools_for_all.pdf
- Save the Children. (2008). *Making Schools Inclusive: How Change Can Happen*. Retrieved 3 July 2013 from http://www.savethechildren.org.uk/sites/default/files/docs/making-schools-inclusive_1.pdf
- Stubbs, S. (2008). *Inclusive Education Where There are Few Resources*. Retrieved 3 July 2013 from <http://www.eenet.org.uk/resources/docs/IE%20few%20resources%202008.pdf>
- United Kingdom Department for International Development. (2010). *Guidance Note: Education for Children with Disabilities – Improving Access and Quality*. Retrieved 3 July 2013 from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67664/edu-chi-disabil-guid-note.pdf
- United Nations Children’s Fund. (n.d.). *Background Note for the Global Partnership on Children with Disabilities: Task Force on the Global Partnership for Education (GPE)*. Retrieved 3 July 2013 from http://www.unicef.org/disabilities/files/Background_Note_for_GPewd_12.08.27.pdf

United Nations Children's Fund. (2005). The Human Rights Framework. *UNICEF* [Website]. Retrieved 3 August 2013, from: http://www.unicef.org/crc/index_framework.html

United Nations Children's Fund. (2008). *It's About Ability: An Explanation of the Convention on the Rights of Persons with Disabilities*. Retrieved 3 July 2013 from: http://www.unicef.org/publications/files/Its_About_Ability_final_.pdf

United Nations Children's Fund. (2011). Mainstreaming Disability Across All of our Policies and Programmes. *UNICEF* [Website]. Retrieved 4 August 2013 from: <http://www.unicef.org/disabilities/67598.html>

United Nations Children's Fund. (2012). *The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education*. Retrieved 3 July 2013 from http://www.unicef.org/disabilities/files/UNICEF_Right_to_Education_Children_Disabilities_En_Web.pdf

United Nations Children's Fund. (2013). Disabilities: Education. *UNICEF* [Website]. Retrieved 3 July 2013 from http://www.unicef.org/disabilities/index_65316.html

United Nations Children's Fund. (2013). Disabilities: Inclusive Education. *UNICEF* [Website]. Retrieved 1 July 2013 from http://www.unicef.org/disabilities/index_69131.html

United Nations Children's Fund. (2013). Disabilities: Introduction. *UNICEF* [Website]. Retrieved 22 September 2013 from: http://www.unicef.org/disabilities/index_65841.html

United Nations Children's Fund. (2013). Global Partnership on Children with Disabilities. *UNICEF* [Website]. Retrieved 5 August 2013 from: http://www.unicef.org/disabilities/index_65319.html

United Nations Children's Fund. (2013). *The State of the World's Children 2013: Children with Disabilities*. Retrieved 1 July 2013 from http://www.unicef.org/sowc2013/files/SWCR2013_ENG_Lo_res_24_Apr_2013.pdf

United Nations Children's Fund. (2013). Understanding the Convention on the Rights of the Child. *UNICEF* [Website]. Retrieved 3 August 2013 from: http://www.unicef.org/crc/index_understanding.html

United Nations Children's Fund. (2003). UNICEF's Mission Statement. *UNICEF* [Website]. Retrieved 3 August 2013 from: http://www.unicef.org/about/who/index_mission.html

United Nations Economic and Social Commission for Asia and the Pacific. *Disability-Inclusive Millennium Development Goals and Aid Effectiveness: Report of a Joint Conference Organized by Leonard Cheshire Disability and the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP)*. Retrieved 5 August 2013 from: <http://www.lcint.org/?lid=5732>

United Nations Educational, Scientific, and Cultural Organization. (n.d.). Education for All Goals. *UNESCO* [Website]. Retrieved 3 August 2013 from: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/>

United Nations Educational, Scientific, and Cultural Organization. (n.d.). Education for All Movement. *UNESCO* [Website]. Retrieved 3 August 2013 from: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>

United Nations Educational, Scientific and Cultural Organization. (2012). *Education: People with Disabilities* [Website]. Retrieved 1 July 2013 from <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/children-with-disabilities/>

United Nations Educational, Scientific, and Cultural Organization. (2012). Out-of-School Children. *UNESCO Institute for Statistics* [Website]. Retrieved 5 August 2013 from: <http://www.uis.unesco.org/Education/Pages/out-of-school-children.aspx>

United Nations Girls' Education Initiative. (2013). *UNGEI Annual Report 2012*. Retrieved 25 October 2013 from http://www.ungei.org/files/annual_report_2012_FINAL.pdf

United Nations Girls' Education Initiative. (May 2013). Achieving Gender Equality in Education for Children with Disabilities. *East Asia and Pacific Regional UNGEI*: Newsletter No. 15. Retrieved 22 September 2013 from: http://www.ungei.org/news/files/EAP_UNGEI_Newsletter_May_2013_Disabilities.pdf

United Nations Girls' Education Initiative. (n.d.) *About Us* [Website]. Retrieved 22 September 2013 from: <http://www.ungei.org/whatisungei/index.html>

World Health Organization. (2013). *International Classification of Function, Disability and Health (ICF)* [Website]. Retrieved 29 September 2013 from: <http://www.who.int/classifications/icf/en/>

World Health Organization. (2008). *Training Manual on Disability Statistics*. Retrieved 20 September 2013 from: <http://www.unescap.org/stat/disability/manual/index.asp>

World Health Organization. (2011). *World Report on Disability*. Retrieved 3 August 2013 from: http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf

Rules of Procedure of the United Nations Children's Fund

Introduction

1. These rules shall be the only rules which apply to the Executive Board of the United Nations Children's Fund (hereinafter referred to as "the Board") and shall be considered adopted by the Board prior to its first meeting.
2. For purposes of these rules, the Director, the Assistant Director(s), the Under-Secretaries-General, and the Assistant Secretaries-General, are designates and agents of the Secretary-General and Deputy Secretary-General, and are collectively referred to as the "Secretariat."
3. Interpretation of the rules shall be reserved exclusively to the Deputy Secretary-General or her/his designate. Such interpretation shall be in accordance with the philosophy and principles of the National Model United Nations (NMUN) and in furtherance of the educational mission of that organization.
4. For the purposes of these rules, "President" shall refer to the chairperson or acting chairperson of the Board, which can be any member of the Secretariat or their designate.
5. The practice of striving for consensus in decision-making shall be encouraged. NMUN also acknowledges it may sometimes be necessary for a Member State to abstain or vote against a resolution it cannot support for policy reasons.

I. SESSIONS

Rule 1 - *Dates of convening and adjournment*

The Board shall meet every year in regular session, commencing and closing on the dates designated by the Secretary-General.

Rule 2 - *Place of sessions*

The Board shall meet at a location designated by the Secretary-General.

II. AGENDA

Rule 3 - *Provisional agenda*

The provisional agenda shall be drawn up by the Deputy Secretary-General and communicated to the members of the Board at least sixty days before the opening of the session.

Rule 4 - *Adoption of the agenda*

The agenda provided by the Deputy Secretary-General shall be considered adopted as of the beginning of the session. The order of the agenda items shall be determined by a majority vote of those present and voting.

The vote described in this rule is a procedural vote and, as such, observers are permitted to cast a vote. For purposes of this rule, those present and voting means those Member States and observers, in attendance at the meeting during which this motion comes to a vote. Should the Board not reach a decision by conclusion of the first night's meeting, the agenda will be automatically set in the order in which it was first communicated.

Rule 5 - Revision of the agenda

During a session, the Board may revise the agenda by adding, deleting, deferring or amending items. Only important and urgent items shall be added to the agenda during a session. Debate on the inclusion of an item in the agenda shall be limited to three speakers in favor of, and three against, the inclusion. Additional items of an important and urgent character, proposed for inclusion in the agenda less than thirty days before the opening of a session, may be placed on the agenda if the Board so decides by a two-thirds majority of the members present and voting. No additional item may, unless the Board decides otherwise by a two-thirds majority of the members present and voting, be considered until a commission has reported on the question concerned.

For purposes of this rule, the determination of an item of an important and urgent character is subject to the discretion of the Deputy Secretary-General, or his or her designate, and any such determination is final. If an item is determined to be of such a character, then it requires a two-thirds vote of the Board to be placed on the agenda. The votes described in this rule are substantive votes, and, as such, observers are not permitted to cast a vote. For purposes of this rule, —the members “present and voting” — means members (not including observers) in attendance at the session during which this motion comes to vote.

Rule 6 - Explanatory memorandum

Any item proposed for inclusion in the agenda shall be accompanied by an explanatory memorandum and, if possible, by basic documents.

III. SECRETARIAT

Rule 7 - Duties of the Secretary-General

1. The Secretary-General or her/his designate shall act in this capacity in all meetings of the Board.
2. The Secretary-General, in cooperation with the Deputy Secretary-General, shall provide and direct the staff required by the Board and be responsible for all the arrangements that may be necessary for its meetings.

Rule 8 - Duties of the Secretariat

The Secretariat shall receive and distribute documents of the Commission to the Members, and generally perform all other work which the Board may require.

Rule 9 - Statements by the Secretariat

The Secretary-General or her/his designate, may make oral as well as written statements to the Board concerning any question under consideration.

Rule 10 - Selection of the President

The Secretary-General or her/his designate shall appoint, from applications received by the Secretariat, a President who shall hold office and, *inter alia*, chair the Board for the duration of the session, unless otherwise decided by the Secretary-General.

Rule 11 - Replacement of the President

If the President is unable to perform her/his functions, a new President shall be appointed for the unexpired term at the discretion of the Secretary-General or her/his designate.

IV. LANGUAGE

Rule 12 - Official and working language

English shall be the official and working language of the Board during scheduled sessions (both formal and informal) of the Board.

Rule 13 - Interpretation (oral) or translation (written)

Any representative wishing to address any body or submit a document in a language other than English shall provide interpretation or translation into English.

This rule does not affect the total speaking time allotted to those representatives wishing to address the body in a language other than English. As such, both the speech and the interpretation must be within the set time limit. The language should be the official language of the country you are representing at NMUN.

V. CONDUCT OF BUSINESS

Rule 14 - Quorum

The President may declare a meeting open and permit debate to proceed when representatives of at least one-third of the members of the Board are present. The presence of representatives of a majority of the members of the Board shall be required for any decision to be taken.

For purposes of this rule, members of the Board means the total number of members (not including observers) in attendance at the first night's meeting (session).

Rule 15 - General powers of the President

In addition to exercising the powers conferred upon him or her elsewhere by these rules, the President shall declare the opening and closing of each meeting of the Board, direct the discussions, ensure observance of these rules, accord the right to speak, put questions to vote and announce decisions. The President, subject to these rules, shall have complete control of the proceedings of the Board and over the maintenance of order at its meetings. He or she shall rule on points of order. The President may propose to the Board the closure of the list of speakers, a limitation on the speakers time and on the number of times the representative of each member may speak on an item, the adjournment or closure of the debate, and the suspension or adjournment of a meeting.

Included in these enumerated powers is the power to assign speaking times for all speeches incidental to motions and amendment. Further, the President is to use her/his discretion, upon the advice and at the consent of the Secretariat, to determine whether to entertain a particular motion based on the philosophy and principles of the NMUN. Such discretion should be used on a limited basis and only under circumstances where it is necessary to advance the educational mission of the Conference and is limited to entertaining motions.

Rule 16 - Authority of the Board

The President, in the exercise of her or his functions, remains under the authority of the Board.

Rule 17 - Voting rights on procedural matters

Unless otherwise stated, all votes pertaining to the conduct of business shall require a favorable vote by the majority of the members "present and voting" in order to pass.

For purposes of this rule, the members present and voting mean those members (including observers) in attendance at the meeting during which this rule is applied. Note that observers may vote on all procedural votes; they may, however, not vote on substantive matters (see Chapter VI). Every delegation must cast a vote in procedural votes. Further, there is no possibility to abstain or pass on procedural votes

Rule 18 - Points of order

During the discussion of any matter, a representative may rise to a point of order, and the point of order shall be immediately decided by the President in accordance with the rules of procedure. A representative may appeal against the ruling of the President. The appeal shall be immediately put to the vote, and the President's ruling shall stand unless overruled by a majority of the members present and voting. A representative rising to a point of order may not speak on the substance of the matter under discussion.

Such points of order should not under any circumstances interrupt the speech of a fellow representative. They should be used exclusively to correct an error in procedure. Any questions on order arising during a speech made by a representative should be raised at the conclusion of the speech, or can be addressed by the President, sua sponte (on her/his own accord), during the speech. For purposes of this rule, the members present and voting mean those members (including observers) in attendance at the meeting during which this motion comes to vote.

Rule 19 - Speeches

No representative may address the Board without having previously obtained the permission of the President. The President shall call upon speakers in the order in which they signify their desire to speak. The President may call a speaker to order if his remarks are not relevant to the subject under discussion.

In line with the philosophy and principles of the NMUN, in furtherance of its educational mission, and for the purpose of facilitating debate, the Secretariat will set a time limit for all speeches which may be amended by the Board through a vote if the President, at his or her discretion, decides to allow the Board to decide. In no case shall the speakers time be changed during the first scheduled session of the Board. Consequently, motions to alter the speaker's time will not be entertained by the President. The content of speeches should be pertinent to the agenda as set by the Board.

Rule 20 - List of Speakers

Members may only be on the list of speakers once but may be added again after having spoken. During the course of a debate, the President may announce the list of speakers and, with the consent of the Board, declare the list closed. Once the list has been closed, it can be reopened upon by a vote of the Board. When there are no more speakers, the President shall declare the debate closed. Such closure shall have the same effect as closure by decision of the Board.

The decision to announce the list of speakers is within the discretion of the President and should not be the subject of a motion by the Board. A motion to close the speakers list or reopen (if the list has already been closed) is within the purview of the Board and the President should not act on her/his own motion.

Rule 21 - Right of reply

If a remark impugns the integrity of a representative's State, the President may permit that representative to exercise her/his right of reply following the conclusion of the controversial speech, and shall determine an appropriate time limit for the reply. No ruling on this question shall be subject to appeal.

For purposes of this rule, a remark that impugns the integrity of a representative's State is one directed at the governing authority of that State and/or one that puts into question that State's sovereignty or a portion thereof. All interventions in the exercise of the right of reply shall be addressed in writing to the Secretariat and shall not be raised as a point of order or motion. The reply shall be read to the Board by the representative only upon approval of the Secretariat, and in no case after voting has concluded on all matters relating to the agenda topic, during the discussion of which, the right arose. The right of reply will not be approved should it impugn the integrity of another State.

Rule 22 - Suspension of the meeting

During the discussion of any matter, a representative may move the suspension of the meeting, specifying a time for reconvening. Such motions shall not be debated but shall be put to a vote immediately, requiring the support of a majority of the members present and voting to pass. Delegates should not state a purpose for the suspension.

This motion should be used to suspend the meeting for lunch or at the end of the scheduled board session time. Delegates should properly phrase this motion as "suspension of the meeting," and provide a length of time when making the motion.

Rule 23 - Adjournment of the meeting

During the discussion of any matter, a representative may move to the adjournment of the meeting. Such motions shall not be debated but shall be put to the vote immediately, requiring the support of a majority of the members present and voting to pass. After adjournment, the Board shall reconvene at its next regularly scheduled meeting time.

As this motion, if successful, would end the meeting until the Board's next regularly scheduled session the following year, and in accordance with the philosophy and principles of the NMUN and in furtherance of its educational mission, the President will not entertain such a motion until the end of the last meeting of the Board.

Rule 24 - Adjournment of debate

During the discussion of any matter, a representative may move the adjournment of the debate on the item under discussion. Two representatives may speak in favor of, and two against, the motion, after which the motion shall be immediately put to the vote. The President may limit the time to be allowed to speakers under this rule.

Rule 25 - Closure of debate

A representative may at any time move the closure of debate on the item under discussion, whether or not any other representative has signified her/his wish to speak. Permission to speak on the motion shall be accorded only to two representatives opposing the closure, after which the motion shall be put to the vote immediately. Closure of debate shall require a two-thirds majority of the members present and voting. If the Board favors the closure of debate, the Board shall immediately move to vote on all proposals introduced under that agenda item.

Rule 26 - Order of motions

Subject to Rule 18, the motions indicated below shall have precedence in the following order over all proposals or other motions before the meeting:

1. To suspend the meeting;
2. To adjourn the meeting;
3. To adjourn the debate on the item under discussion;
4. To close the debate on the item under discussion.

Rule 27 - Proposals and amendments

Proposals and amendments shall normally be submitted in writing to the Secretariat. Any proposal or amendment that relates to the substance of any matter under discussion shall require the signature of twenty percent of the members of the Board [sponsors].

The Secretariat may, at its discretion, approve the proposal or amendment for circulation among the delegations. As a general rule, no proposal shall be put to the vote at any meeting of the Board unless copies of it have been

circulated to all delegations. The President may, however, permit the discussion and consideration of amendments or of motions as to procedure, even though such amendments and motions have not been circulated.

If the sponsors agree to the adoption of a proposed amendment, the proposal shall be modified accordingly and no vote shall be taken on the proposed amendment. A document modified in this manner shall be considered as the proposal pending before the Board for all purposes, including subsequent amendments.

For purposes of this rule, all proposals shall be in the form of working papers prior to their approval by the Secretariat. Working papers will not be copied, or in any other way distributed, to the Board by the Secretariat. The distribution of such working papers is solely the responsibility of the sponsors of the working papers. Along these lines, and in furtherance of the philosophy and principles of the NMUN and for the purpose of advancing its educational mission, representatives should not directly refer to the substance of a working paper that has not yet been accepted as a draft resolution during formal speeches. After approval of a working paper, the proposal becomes a draft resolution and will be copied by the Secretariat for distribution to the Board. These draft resolutions are the collective property of the Board and, as such, the names of the original sponsors will be removed. The copying and distribution of amendments is at the discretion of the Secretariat, but the substance of all such amendments will be made available to all representatives in some form. Should delegates wish to withdraw a working paper or draft resolution from consideration, this requires the consent of all sponsors.

Rule 28 - Withdrawal of motions

A motion may be withdrawn by its proposer at any time before voting has commenced, provided that the motion has not been amended. A motion thus withdrawn may be reintroduced by any member.

Rule 29 - Reconsideration of a topic

When a topic has been adjourned, it may not be reconsidered at the same session unless the Board, by a two-thirds majority of those present and voting, so decides. Reconsideration can only be moved by a representative who voted on the prevailing side of the original motion to adjourn. Permission to speak on a motion to reconsider shall be accorded only to two speakers opposing the motion, after which it shall be put to the vote immediately. The President may limit the time to be allowed to speakers under this rule.

Rule 30 - Invitation to silent prayer or meditation

Immediately after the opening of the first plenary meeting and immediately preceding the closing of the final plenary meeting of each session of the General Assembly, the President shall invite the representatives to observe one minute of silence dedicated to prayer or meditation.

VI. VOTING

Rule 31 - Voting rights

Each member of the Board shall have one vote.

This rule applies to substantive voting on amendments, draft resolutions, and portions of draft resolutions divided out by motion. As such, all references to member(s) do not include observers, who are not permitted to cast votes on substantive matters.

Rule 32 - Request for a vote

A proposal or motion before the Board for decision shall be voted upon if any member so requests. Where no member requests a vote, the Board may adopt proposals or motions without a vote.

For purposes of this rule, proposal means any draft resolution, an amendment thereto, or a portion of a draft resolution divided out by motion. Just prior to a vote on a particular proposal or motion, the President may ask if there are any objections to passing the proposal or motion by acclamation, or a

member may move to accept the proposal or motion by acclamation. If there are no objections to the proposal or motion, then it is adopted without a vote. Adoption by “acclamation” or “without a vote” is consistent not only with the educational mission of the conference but also the way in which the United Nations adopts a majority of its proposals.

Rule 33 - Majority required

1. Unless specified otherwise in these rules, decisions of the Board shall be made by a majority of the members present and voting.
2. For the purpose of tabulation, the phrase “members present and voting” means members casting an affirmative or negative vote. Members which abstain from voting are considered as not voting.

All members declaring their representative States as “present and voting” during the attendance roll-call for the meeting during which the substantive voting occurs, must cast an affirmative or negative vote, and cannot abstain on substantive votes.

Rule 34 - Method of voting

1. The Board shall normally vote by a show of placards, except that a representative may request a roll-call, which shall be taken in the English alphabetical order of the names of the members, beginning with the member whose name is randomly selected by the President. The name of each member shall be called in any roll-call, and one of its representatives shall reply “yes,” “no,” “abstention,” or “pass.”

Only those members who designate themselves as present or present and voting during the attendance roll-call, or in some other manner communicate their attendance to the President and/or Secretariat, are permitted to vote and, as such, no others will be called during a roll-call vote. Any representatives replying pass must, when requested a second time, respond with either a yes or no vote. A pass cannot be followed by a second pass for the same proposal or amendment, nor can it be followed by an abstention on that same proposal or amendment.

2. When the Board votes by mechanical means, a non-recorded vote shall replace a vote by show of placards and a recorded vote shall replace a roll-call vote. A representative may request a recorded vote. In the case of a recorded vote, the Board shall dispense with the procedure of calling out the names of the members.
3. The vote of each member participating in a roll-call or a recorded vote shall be inserted in the record.

Rule 35 - Explanations of vote

Representatives may make brief statements consisting solely of explanation of their votes after the voting has been completed. The representatives of a member sponsoring a proposal or motion shall not speak in explanation of vote thereon, except if it has been amended, and the member has voted against the proposal or motion.

All explanations of vote must be submitted to the President in writing before debate on the topic is closed, except where the representative is of a member sponsoring the proposal, as described in the second clause, in which case the explanation of vote must be submitted to the President in writing immediately after voting on the topic ends. Only delegates who are sponsors of a draft resolution that has been adopted with an unfriendly amendment, whom subsequently voted against the draft resolution may explain their vote.

Rule 36 - Conduct during voting

After the President has announced the commencement of voting, no representatives shall interrupt the voting except on a point of order in connection with the actual process of voting.

For purposes of this rule, there shall be no communication among delegates, and if any delegate leaves the Board room during voting procedure, they will not be allowed back into the room until the Board has convened voting procedure. Should a delegate who is also serving as Head Delegate leave the room, they may reenter but they may not retake their seat and participate in the vote.

Rule 37 - Division of proposals and amendments

Immediately before a proposal or amendment comes to a vote, a representative may move that parts of a proposal or of an amendment should be voted on separately. If there are calls for multiple divisions, those shall be voted upon in an order to be set by the President where the most radical division will be voted upon first. If an objection is made to the motion for division, the request for division shall be voted upon, requiring the support of a majority of those present and voting to pass. Permission to speak on the motion for division shall be given only to two speakers in favor and two speakers against. If the motion for division is carried, those parts of the proposal or of the amendment which are approved shall then be put to a vote. If all operative parts of the proposal or of the amendment have been rejected, the proposal or amendment shall be considered to have been rejected as a whole.

For purposes of this rule, most radical division means the division that will remove the greatest substance from the draft resolution, but not necessarily the one that will remove the most words or clauses. The determination of which division is most radical is subject to the discretion of the Secretariat, and any such determination is final.

Rule 38 - Amendments

An amendment is a proposal that does no more than add to, delete from, or revise part of another proposal. Permission to speak on the amendment shall be given only to two speakers in favor and two speakers against.

An amendment can add, amend, or delete entire operative clauses, but cannot in any manner add, amend, delete, or otherwise affect preambular clauses or sub-clauses of operative clauses. The President may limit the time to be allowed to speakers under this rule. These speeches are substantive in nature.

Rule 39 - Voting on amendments

When an amendment is moved to a proposal, the amendment shall be voted on first. When two or more amendments are moved to a proposal, the amendment furthest removed in substance from the original proposal shall be voted on first and then the amendment next furthest removed there from, and so on until all the amendments have been put to the vote. Where, however, the adoption of one amendment necessarily implies the rejection of another amendment, the latter shall not be put to the vote. If one or more amendments are adopted, the amended proposal shall then be voted on.

For purposes of this rule, furthest removed in substance means the amendment that will have the most significant impact on the draft resolution. The determination of which amendment is furthest removed in substance is subject to the discretion of the Secretariat, and any such determination is final.

Rule 40 - Order of voting on proposals

If two or more proposals, other than amendments, relate to the same question, they shall, unless the Board decides otherwise, be voted on in the order in which they were submitted.

Rule 41 - The President shall not vote

The President shall not vote but may designate another member of her/his delegation to vote in her/his place.

VII. CREDENTIALS

Rule 42 - Credentials

The credentials of representatives and the names of members of a delegation shall be submitted to the Secretary-General prior to the opening of a session.

Rule 43 - Authority of the General Assembly

The Board shall be bound by the actions of the General Assembly in all credentials matters and shall take no action regarding the credentials of any member.

VII. PARTICIPATION OF NON-MEMBERS OF THE COMMITTEE

Rule 44 - Participation of non-Member States

The Board shall invite any Member of the United Nations that is not a member of the Board and any other State, to participate in its deliberations on any matter of particular concern to that State.

A sub-board or sessional body of the Board shall invite any State that is not one of its own members to participate in its deliberations on any matter of particular concern to that State. A State thus invited shall not have the right to vote, but may submit proposals which may be put to the vote on request of any member of the body concerned.

If the Board considers that the presence of a Member invited, according to this rule, is no longer necessary, it may withdraw the invitation. Delegates invited to the Board according to this rule should also keep in mind their role and obligations in the Board that they were originally assigned to. For educational purposes of the NMUN Conference, the Secretariat may thus ask a delegate to return to his or her board when his or her presence in the Board is no longer required. Delegates may request the presence of a non-member of their board simply by informing the President that this is the desire of the body, there is no formal procedural process.

Rule 45 - Participation of national liberation movements

The Board may invite any national liberation movement recognized by the General Assembly to participate, without the right to vote, in its deliberations on any matter of particular concern to that movement.

National liberation movements are only represented at NMUN in two ways: (1) if their delegation has been assigned explicitly the national liberation movement itself; or (b) should the Security Commission wish to hear from a representative of the movement in their deliberations, the Secretariat shall provide the appropriate representative.

Rule 46 - Participation of and consultation with specialized agencies

In accordance with the agreements concluded between the United Nations and the specialized agencies, the specialized agencies shall be entitled: a) To be represented at meetings of the Board and its subsidiary organs; b) To participate, without the right to vote, through their representatives, in deliberations with respect to items of concern to them and to submit proposals regarding such items, which may be put to the vote at the request of any member of the Board or of the subsidiary organ concerned.

NMUN does not assign delegations to Specialized Agencies.

Rule 47 - Participation of non-governmental organization and intergovernmental organizations

Representatives of non-governmental organizations/intergovernmental organizations accorded consultative observer status by the Economic and Social Council and other non-governmental organizations/intergovernmental organizations designated on an ad hoc or a continuing basis by the Board on the recommendation of the Bureau, may participate, with the procedural right to vote, but not the substantive right to vote, in the deliberations of the Board on questions within the scope of the activities of the organizations.

NMUN will assign delegations an NGO instead of a Member State upon request.