



NMUN • NY

UNITED NATIONS CHILDREN'S FUND
BACKGROUND GUIDE 2012

Written By: Sasha Sleiman, Livia Araujo Pérez



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CONTACT THE NMUN

Please consult the FAQ section of nmun.org for answers to your questions. If you do not find a satisfactory answer you may also contact the individuals below for personal assistance. They may answer your question(s) or refer you to the best source for an answer.

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NMUN•NY 2012 Important Dates

IMPORTANT NOTICE: To make hotel reservations, you must use the forms at nmun.org and include a \$1,000 deposit. Discount rates are available until the room block is full or one month before the conference – whichever comes first. **PLEASE BOOK EARLY!**

31 January 2012	<ul style="list-style-type: none"> • Confirm Attendance & Delegate Count. (Count may be changed up to 1 March) • Make Transportation Arrangements - DON'T FORGET! (We recommend confirming hotel accommodations prior to booking flights.)
15 February 2012	<ul style="list-style-type: none"> • Committee Updates Posted to www.nmun.org
1 March 2012	<ul style="list-style-type: none"> • Hotel Registration with FULL PRE-PAYMENT Due to Hotel - Register Early! Group Rates on hotel rooms are available on a first come, first served basis until sold out. Group rates, if still available, may not be honored after that date. See hotel reservation form for date final payment is due. • Any Changes to Delegate Numbers Must be Confirmed to: outreach@nmun.org • Preferred deadline for submission of Chair / Rapp applications to Committee Chairs • All Conference Fees Due to NMUN for confirmed delegates. (\$125 per delegate if paid by 1 March; \$150 per delegate if received after 1 March. Fee is not refundable after this deadline. • Two Copies of Each Position Paper Due via E-mail (See Delegate Preparation Guide for instructions).
NATIONAL MODEL UNITED NATIONS 2012	<p>1 - 5 April – Sheraton New York 3 - 7 April - New York Marriott Marquis</p> <p>The 2013 National Model UN Conference 17 - 21 March & 24 - 28 March (both at Sheraton; Sun-Thurs)</p>

POSITION PAPER INSTRUCTIONS

Two copies of each position paper should be sent via e-mail by 1 MARCH 2012

1. TO COMMITTEE STAFF

A file of the position paper (.doc or .pdf) for each assigned committee should be sent to the committee e-mail address listed below. Mail papers by 1 March to the e-mail address listed for your particular venue. These e-mail addresses will be active when background guides are available. Delegates should carbon copy (cc:) themselves as confirmation of receipt. Please put committee and assignment in the subject line (Example: GAPLEN_Greece).

2. TO DIRECTOR-GENERAL

- Each delegation should send one set of all position papers for each assignment to the e-mail designated for their venue: positionpapers.sheraton@nmun.org or positionpapers.marriott@nmun.org.

This set (held by each Director-General) will serve as a back-up copy in case individual committee directors cannot open attachments.

Note: This e-mail should only be used as a repository for position papers.

- The head delegate or faculty member sending this message should cc: him/herself as confirmation of receipt. (Free programs like Adobe Acrobat or WinZip may need to be used to compress files if they are not plain text.)

- Because of the potential volume of e-mail, only one e-mail from the Head Delegate or Faculty Advisor containing all attached position papers will be accepted.

Please put committee, assignment and delegation name in the subject line (Example: Cuba_U_of_ABC). If you have any questions, please contact the Director-General at dirgen@nmun.org.

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for more information

COMMITTEE

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General Assembly First Committee	ga1st.sheraton@nmun.org
General Assembly Second Committee	ga2nd.sheraton@nmun.org
General Assembly Third Committee.....	ga3rd.sheraton@nmun.org
Human Rights Council.....	hrc.sheraton@nmun.org
ECOSOC Plenary	ecosoc.sheraton@nmun.org
Commission on the Status of Women	csw.sheraton@nmun.org
Commission on Narcotic Drugs.....	cnd.sheraton@nmun.org
Economic and Social Commission for Western Asia	escwa.sheraton@nmun.org
United Nations Children's Fund.....	unicef.sheraton@nmun.org
Conference on Sustainable Development (Rio+20)	csustd.sheraton@nmun.org
Food and Agriculture Organization.....	fao.sheraton@nmun.org
UN Educational, Scientific and Cultural Organization	unesco.sheraton@nmun.org
African Union.....	au.sheraton@nmun.org
Organization of American States	oas.sheraton@nmun.org
Organisation of Islamic Cooperation	oic.sheraton@nmun.org
Asia-Pacific Economic Cooperation	apec.sheraton@nmun.org
Security Council A.....	sca.sheraton@nmun.org
Security Council B.....	scb.sheraton@nmun.org
International Criminal Court	icc.sheraton@nmun.org
Peacebuilding Commission.....	psc.sheraton@nmun.org
Conference on the Arms Trade Treaty	att.sheraton@nmun.org

COMMITTEE

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General Assembly First Committee	ga1st.marriott@nmun.org
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ECOSOC Plenary	ecosoc.marriott@nmun.org
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Commission on Narcotic Drugs.....	cnd.marriott@nmun.org
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UN Educational, Scientific and Cultural Organization	unesco.marriott@nmun.org
African Union.....	au.marriott@nmun.org
Organization of American States	oas.marriott@nmun.org
Organisation of Islamic Cooperation	oic.marriott@nmun.org
Asia-Pacific Economic Cooperation	apec.marriott@nmun.org
Security Council A	sca.marriott@nmun.org
Security Council B.....	scb.marriott@nmun.org
International Criminal Court	icc.marriott@nmun.org
Peacebuilding Commission.....	psc.marriott@nmun.org
Conference on the Arms Trade Treaty	att.sheraton@nmun.org

OTHER USEFUL CONTACTS

Entire Set of Delegation Position Papers	positionpapers.sheraton@nmun.org
(send only to e-mail for your assigned venue).....	positionpapers.marriott@nmun.org
Secretary-General	secgen.ny@nmun.org
Director(s)-General	dirgen.ny@nmun.org
NMUN Office	info@nmun.org



THE 2012 NATIONAL MODEL UNITED NATIONS

SPONSORED BY THE NATIONAL COLLEGIATE CONFERENCE ASSOCIATION

1 – 5 April (Sheraton) & 3 – 7 April (Marriott) • www.nmun.org

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Dear Delegates:

We are pleased to welcome you to the 2012 National Model United Nations (NMUN). This year's United Nations Children's Fund (UNICEF) staff is Directors Livia Araujo Perez and Sasha Sleiman. Livia graduated from Rey Juan Carlos University, with an M.A. in Austrian School Economics. She is currently working at an Asset Management / Investment Fund in Madrid. This is her fifth year at NMUN and third year on staff. Sasha graduated from Western Washington University, with a B.A. in Political Science. She is currently working on her Master's Degree in Human Security and Development with a focus on gender at the Monterey Institute of International Studies in Monterey, California. This is her fifth year at NMUN and third year on staff.

The topics under discussion for the United Nations Children's Fund at the 2012 NMUN are as follows:

1. Promoting Gender Equality by Addressing Social Norms and Increasing Girls' Access to Quality Education
2. Juvenile Crime and Violence as an Effect of Social and Economic Conditions
3. Children in Armed Conflict

UNICEF is primarily a service committee that provides direct aid and support on the ground to children and their families around the world. They also receive help from, and work with, many Non-Governmental Organizations (NGOs) to carry out their directives. Keep this in mind when researching for information to incorporate into your resolutions that can translate into programs that could realistically be implemented on the ground. While UNICEF will report to the Economic and Social Council (ECOSOC), in NMUN 2012, is a resolution writing committee.

The background guide provided is an invaluable resource for all delegates to utilize in order to familiarize you with specific information and sources for each topic. While the background guide is immensely useful, it is not exhaustive, it will primarily serve as a brief introduction to the three topics listed. Accordingly, it is not meant to be used as an all-inclusive analysis but as the groundwork for your own analysis and research. To conduct your research, please consult scholarly materials, including journals, international news, and the United Nations website, amongst others. You will also need to familiarize yourself with the work and current operations of UNICEF; particularly the many programs they already have in place so you are prepared to build upon current work, not replicate it.

Each delegation must submit a position paper. NMUN will accept position papers via e-mail by March 1, 2012. Please refer to the message from your Directors-General explaining the NMUN position paper requirements and restrictions. Delegates' adherence to these guidelines is crucial. NMUN can be one of the most rewarding academic experiences of your college career. We hope that this year's conference will not only intrigue you to participate again, but also that you find it as beneficial as we have. If you have any questions regarding preparation, please feel free to contact any of the UNICEF substantive staff or the Under-Secretaries General for the Department of Specialized Agencies, Daniel Leyva Jr. (Marriott) and Cyril Phillips (Sheraton). Good luck in your preparation for the conference. We look forward to meeting you in April!

Sincerely,

Sheraton Venue
Sasha Sleiman
Director

Marriott Venue
Livia Araujo Perez
Director

unicef.sheraton@nmun.org

unicef.marriott@nmun.org

Message from the Directors-General Regarding Position Papers for the 2012 NMUN Conference

At the 2012 NMUN New York Conference, each delegation submits one position paper for each committee to which it is assigned. Delegates should be aware that their role in each committee affects the way a position paper should be written. While most delegates will serve as representatives of Member States, some may also serve as observers, NGOs, or judicial experts. To understand these differences, please refer to the Delegate Preparation Guide.

Position papers should provide a concise review of each delegation's policy regarding the topic areas under discussion and should establish precise policies and recommendations about the topics before the committee. International and regional conventions, treaties, declarations, resolutions, and programs of action of relevance to the policy of your State should be identified and addressed. Making recommendations for action by your committee should also be considered. Position papers also serve as a blueprint for individual delegates to remember their country's position throughout the course of the Conference. NGO position papers should be constructed in the same fashion as position papers of countries. Each topic should be addressed briefly in a succinct policy statement representing the relevant views of your assigned NGO. You should also include recommendations for action to be taken by your committee. It will be judged using the same criteria as all country position papers, and is held to the same standard of timeliness.

Please be forewarned, delegates must turn in entirely original material. *The NMUN Conference will not tolerate the occurrence of plagiarism.* In this regard, the NMUN Secretariat would like to take this opportunity to remind delegates that although United Nations documentation is considered within the public domain, the Conference does not allow the verbatim re-creation of these documents. This plagiarism policy also extends to the written work of the Secretariat contained within the Committee Background Guides. Violation of this policy will be immediately reported to faculty advisors and it may result in dismissal from Conference participation. Delegates should report any incident of plagiarism to the Secretariat as soon as possible.

Delegation's position papers can be awarded as recognition of outstanding pre-Conference preparation. In order to be considered for a Position Paper Award, however, delegations must have met the formal requirements listed below. Please refer to the sample paper on the following page for a visual example of what your work should look like at its completion. The following format specifications are **required** for all papers:

- All papers must be typed and formatted according to the example in the Background Guides
- Length must **not** exceed two single-spaced pages (one double-sided paper, if printed)
- Font must be Times New Roman sized between 10 pt. and 12 pt.
- Margins must be set at one inch for whole paper
- Country/NGO name, School name and committee name clearly labeled on the first page,
- The use of national symbols is highly discouraged
- Agenda topics clearly labeled in separate sections

To be considered timely for awards, please read and follow these directions:

1. **A file of the position paper** (.doc or .pdf format required) **for each assigned committee** should be sent to the committee email address listed in the Background Guide. These e-mail addresses will be active after November 15, 2011. Delegates should carbon copy (cc:) themselves as confirmation of receipt.
2. Each delegation should also send **one set of all position papers** to the e-mail designated for their venue: positionpapers.sheraton@nmun.org or positionpapers.marriott@nmun.org. This set will serve as a back-up copy in case individual committee directors cannot open attachments. These copies will also be made available in Home Government during the week of the NMUN Conference.

Each of the above listed tasks needs to be completed no later than **March 1, 2012 (GMT-5) for delegations attending the NMUN conference at either the Sheraton or the Marriott venue.**

PLEASE TITLE EACH E-MAIL/DOCUMENT WITH THE NAME OF THE COMMITTEE, ASSIGNMENT AND DELEGATION NAME (Example: AU_Namibia_University of Caprivi)

A matrix of received papers will be posted online for delegations to check prior to the Conference. If you need to make other arrangements for submission, please contact Amanda D'Amico, Director-General, Sheraton venue, or Nicholas Warino, Director-General, Marriott venue at dirgen@nmun.org. There is an option for delegations to submit physical copies via regular mail if needed.

Once the formal requirements outlined above are met, Conference staff use the following criteria to evaluate Position Papers:

- Overall quality of writing, proper style, grammar, etc.
- Citation of relevant resolutions/documents
- General consistency with bloc/geopolitical constraints
- Consistency with the constraints of the United Nations
- Analysis of issues, rather than reiteration of the Committee Background Guide
- Outline of (official) policy aims within the committee's mandate

Each delegation can submit a copy of their position paper to the permanent mission of the country being represented, along with an explanation of the Conference. Those delegations representing NGOs do not have to send their position paper to their NGO headquarters, although it is encouraged. This will assist them in preparation for the mission briefing in New York.

Finally, please consider that over 2,000 papers will be handled and read by the Secretariat for the Conference. Your patience and cooperation in strictly adhering to the above guidelines will make this process more efficient and it is greatly appreciated. Should you have any questions please feel free to contact the Conference staff, though as we do not operate out of a central office or location, your consideration for time zone differences is appreciated.

Sincerely yours,

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**Delegation from
The United Mexican States**

**Represented by
(Name of College)**

Position Paper for the General Assembly Plenary

The issues before the General Assembly Plenary are: The Use of Economic Sanctions for Political and Economic Compulsion; Democracy and Human Rights in Post-Conflict Regions; as well as The Promotion of Durable Peace and Sustainable Development in Africa. The Mexican Delegation first would like to convey its gratitude being elected and pride to serve as vice-president of the current General Assembly Plenary session.

I. The Use of Economic Sanctions for Political and Economic Compulsion

The principles of equal sovereignty of states and non-interference, as laid down in the Charter of the United Nations, have always been cornerstones of Mexican foreign policy. The legitimate right to interfere by the use of coercive measures, such as economic sanctions, is laid down in Article 41 of the UN-charter and reserves the right to the Security Council.

Concerning the violation of this principle by the application of unilateral measures outside the framework of the United Nations, H.E. Ambassador to the United Nations Enrique Berruga Filloy underlined in 2005 that the Mexico strongly rejects “the application of unilateral laws and measures of economic blockade against any State, as well as the implementation of coercive measures without the authorization enshrined in the Charter of the United Nations.” That is the reason, why the United Mexican States supported – for the 14th consecutive time – Resolution (A/RES/60/12) of 2006 regarding the *Necessity of ending the economic, commercial and financial embargo imposed by the United States of America against Cuba*.

In the 1990s, comprehensive economic sanctions found several applications with very mixed results, which made a critical reassessment indispensable. The United Mexican States fully supported and actively participated in the “Stockholm Process” that focused on increasing the effectiveness in the implementation of targeted sanctions. As sanctions and especially economic sanctions, pose a tool for action “between words and war” they must be regarded as a mean of last resort before war and fulfill highest requirements for their legitimate use. The United Mexican States and their partners of the “Group of Friends of the U.N. Reform” have already addressed and formulated recommendations for that take former criticism into account. Regarding the design of economic sanctions it is indispensable for the success to have the constant support by all member states and public opinion, which is to a large degree dependent the humanitarian effects of economic sanctions. Sanctions must be tailor-made, designed to effectively target the government, while sparing to the largest degree possible the civil population. Sanction regimes must be constantly monitored and evaluated to enable the world-community to adjust their actions to the needs of the unforeseeably changing situation. Additionally, the United Mexican States propose to increase communication between the existing sanction committees and thus their effectiveness by convening regular meetings of the chairs of the sanction committees on questions of common interest. An example is the case of negative spill-over effects of economic sanctions on neighboring countries, in which affected countries additionally need to be enabled to voice their problems more effectively, as addressed in the resolution *Implementation of the provisions of the Charter of the United Nations related to assistance to third States affected by the application of sanctions* (A/RES/54/107). Non-state actors have in the last years tremendously grown in their political importance, especially with regard to the international fight against terrorism. Their position and the possibilities of the application of economic sanction on non-state actors is another topic that urgently needs to be considered.

II. Democracy and Human Rights in Post-Conflict Regions

As a founding member of the United Nations, Mexico is highly engaged in the Promotion of Democracy and Human Rights all over the world, as laid down in the *Universal Declaration on Human Rights (UDHR)* in 1948. Especially since the democratic transition of Mexico in 2000 it is one of the most urgent topics to stand for Democratization and Human Rights, and Mexico implements this vision on many different fronts.

In the Convoking Group of the intergovernmental Community of Democracies (GC), the United Mexican States uphold an approach that fosters international cooperation to promote democratic values and institution-building at the national and international level. To emphasize the strong interrelation between human rights and the building of democracy and to fortify democratic developments are further challenges Mexico deals with in this committee. A key-factor for the sustainable development of a post-conflict-region is to hold free and fair election and thus creating a democratic system. Being aware of the need of post-conflict countries for support in the preparation of democratic elections, the United Mexican States contribute since 2001 to the work of the International Institute for Democracy

and Electoral Assistance (IDEA), an intergovernmental organization operating at international, regional and national level in partnership with a range of institutions. Mexico's foreign policy regarding human rights is substantially based on cooperation with international organizations. The Inter American Commission of Human Rights is one of the bodies, Mexico is participating, working on the promotion of Human Rights in the Americas. Furthermore, the Inter-American Court of Human Rights is the regional judicial institution for the application and interpretation of the *American Convention of Human Rights*.

The objectives Mexico pursues are to improve human rights in the country through structural changes and to fortify the legal and institutional frame for the protection of human rights on the international level. Underlining the connection between democracy, development and Human Rights, stresses the importance of cooperation with and the role of the High Commissioner on Human Rights and the reform of the Human Rights Commission to a Human rights Council.

Having in mind the diversity of challenges in enforcing democracy and Human Rights, Mexico considers regional and national approaches vital for their endorsement, as Mexico exemplifies with its *National Program for Human Rights* or the *Plan Puebla Panama*. On the global level, Mexico is encouraged in working on a greater coordination and interoperability among the United Nations and regional organizations, as well as the development of common strategies and operational policies and the sharing of best practices in civilian crisis management should be encouraged, including clear frameworks for joint operations, when applicable.

III. The Promotion of Durable Peace and Sustainable Development in Africa

The United Mexican States welcome the leadership role the African Union has taken regarding the security problems of the continent. Our delegation is furthermore convinced that The New Partnership for Africa's Development (NEPAD) can become the foundation for Africa's economic, social and democratic development as the basis for sustainable peace. Therefore it deserves the full support of the international community.

The development of the United Mexican States in the last two decades is characterized by the transition to a full democracy, the national and regional promotion of human rights and sustainable, economic growth. Mexico's development is characterized by free trade and its regional integration in the North American Free Trade Agreement. Having in mind that sustainable development is based not only on economic, but as well on social and environmental development, President Vicente Fox has made sustainable development a guiding principle in the Mexican Development Plan that includes sustainability targets for all major policy areas.

The United Nations Security Council has established not less than seven peace-keeping missions on the African continent, underlining the need for full support by the international community. In post-conflict situations, we regard national reconciliation as a precondition for a peaceful development, which is the reason why Mexico supported such committees, i.e. in the case of Sierra Leone. The United Mexican States are convinced that an other to enhance durable peace in Africa is the institutional reform of the United Nations. We therefore want to reaffirm our full support to both the establishment of the peace-building commission and the Human Rights Council. Both topics are highly interrelated and, having in mind that the breach of peace is most often linked with severest human rights' abuses, thus need to be seen as two sides of one problem and be approached in this understanding.

As most conflicts have their roots in conflicts about economic resources and development chances, human development and the eradication of poverty must be at the heart of a successful, preventive approach. Lifting people out of poverty must be seen as a precondition not only for peace, but for social development and environmental sustainability.

The United Mexican States want to express their esteem for the decision taken by the G-8 countries for a complete debt-relief for many African Highly-Indebted-Poor-Countries. Nevertheless, many commitments made by the international community that are crucial for Africa's sustainable development are unfulfilled. The developed countries agreed in the *Monterrey Consensus of the International Conference on Financing for Development* (A/CONF.198/11) to increase their Official Development Aid (ODA) "towards the target of 0,7 per cent of gross national product (GNP) as ODA to developing countries and 0,15 to 0,20 per cent of GNP of developed countries to least developed countries". Furthermore, the United Mexican States are disappointed by the result of the Hong Kong Ministerial conference of the World Trade Organization, which once more failed to meet the needs of those, to whom the round was devoted: developing countries and especially African countries, who today, more than ever, are cut off from global trade and prosperity by protectionism.

With regard to the African Peer Review Mechanism, the United Mexican States want to underline that good governance is an integral part of sustainable development. Therefore, we support all efforts by African countries to make the mechanism obligatory to increase transparency and accountability in all African countries.

Committee History

“UNICEF is the driving force that helps build a world where the rights of every child are realized. We have the global authority to influence decision-makers, and the variety of partners at grassroots level to turn the most innovative ideas into reality. That makes us unique among world organizations, and unique among those working with the young.”¹

After World War II, European children faced famine and disease. As a result, the United Children's Emergency Fund (UNICEF) was created in December 1946 by the United Nations General Assembly to provide food, clothing and health care to them.² Anticipating widespread devastation at the end of the war, the Allies had established the United Nations Relief and Rehabilitation Administration (UNRRA) in 1943 to provide general assistance to children.³ Nevertheless, with the Iron Curtain, and the difficulties to accomplish necessary compromise between both sides during the Cold War in matters of aiding countries in Western as well as in Eastern Europe, the UNRRA was about to be wound up.⁴ Ludwik Rajchman, delegate from Poland, proposed at the last meeting of the UNRRA that its residual resources should be put to work for children through a UN International Children's Emergency Fund. The body accepted the proposition on 11 December 1946. The Resolution 57(I) of the United Nations General Assembly officially brought the United Nations International Children's Emergency Fund into being, and Rajchman is therefore considered its founder.⁵

Since UNICEF was created to aid the children of Europe after the Second World War, by the beginning of the 1950's it seemed that the organization was walking towards its termination, since missions were being reached.⁶ However, it was argued by mainly developing nations that UNICEF should not be dismantled since developmental challenges continued to plague children around the world.⁷ Although there had been no intention on the part of UN States to prolong UNICEF's life beyond the postwar emergency, the organization decided to stay in existence to help improve the lives of children damaged by poverty, lack of education, and disease.⁸ In 1953, the General Assembly confirmed UNICEF's permanent fixture in the UN system, this time dropping “International” and “Emergency” from its title. The United Nations Children's Fund, however, kept its acronym “UNICEF” as well as its primary goals helping children in crisis.⁹ Those affected by war, conflict, drought, famine, or any other emergency were still helped by UNICEF, although the organization has extended its works to include long-term care and development programmes.¹⁰

Many initiatives were taken during UNICEF's first decade of existence. By establishing the primary commitment to address and serve the needs of “children and their mothers in all developing countries”, UNICEF has included parenting training for women, low-cost food provision, and promotion of community infrastructure to care for children, as some of its new missions.¹¹ From this perspective, helping nations to help children demanded engagement in many areas of human activity.¹² UNICEF assumed that creating services to help children directly – such as maternal and child health, early childhood care, and primary education - demanded other aids, not specific to children.¹³ The response to problems of children thus evolved into a subset of developing conditions, and the quest to eradicate poverty. Within this broader pursuit, UNICEF argues that children had to be singled out since they suffer the most acutely because of poverty.¹⁴

As a result from all of this, UNICEF is a very sensible organization in respect of poverty because of its consequence in the vulnerability of children. On 20 November 1959, the General Assembly adopted the *Declaration on the Rights*

¹ United Nations Children's Fund, *About Unicef: Who We Are*, 2011.

² United Nations Children's Fund, *About Unicef: Who We Are*, 2011.

³ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 1996.

⁴ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 1996.

⁵ Black, M., *Children First – The Story of Unicef, Past and Present*, 1996, p. 8.

⁶ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 2011

⁷ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 2011

⁸ Black, M., *Children First – The Story of Unicef, Past and Present*, 1996, p. 8.

⁹ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 1996.

¹⁰ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 1996.

¹¹ United Nations Children's Fund, *About Unicef: Who We Are*, 2011.

¹² United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 1996.

¹³ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 1996.

¹⁴ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 1996.

of the Child, which defines children's rights to protection, education, health care, shelter and good nutrition.¹⁵ From being involved in mass campaigns against such epidemic diseases as tuberculosis, yaws, trachoma, leprosy and malaria, UNICEF moves to being active in strong development issues such as transferring capital and technology from rich countries to poor ones.¹⁶ UNICEF concentrated efforts to educate world's children, starting with support to teacher training and classroom equipment in newly independent countries. Moreover, UNICEF launches a drive to save the lives of millions of children each year. The “development revolution” is based on four simple, low-cost techniques: growth monitoring, oral rehydration therapy, breastfeeding, and immunization.¹⁷

Within just the first quarter century of its existence, UNICEF made possible the vaccination of 400 million children against tuberculosis, 23 million treated for yaws, and the protection of millions against malaria while working to successfully establish a wide array of child health and education initiatives.¹⁸ The help given also permitted the provision of equipment in projects like teaching training schools, nutrition centers and community gardens, day-care centres, and women's clubs.¹⁹ Emergency aid furnished to hundreds of thousands victimized by floods, earthquakes, and other natural disasters, and it is still functioning nowadays.²⁰

Throughout a ten-year period between 1979 and 1989, the Convention on the Rights of the Child was drafted, and was ratified by 192 countries becoming one of the most widely ratified human rights treaties ever.²¹ The Convention was adopted by the UN General Assembly, entering into force in September 1990.²² It ensured the unique rights of children around the world and concentrated much of its attention on the impact of conflict on children.²³ Also in 1990, the World Summit for Children took place, and it was at the time the largest gathering of Heads of State and Government.²⁴ Representatives of 159 countries agreed upon international goals to reduce rates of mortality and disease, malnutrition and illiteracy, and to reach specific targets by the year 2000.²⁵ In 2002, the Special Assembly on Children brought by the General Assembly was its first assembly entirely dedicated to children, and the first to include them as official delegates.²⁶ The Special Assembly was meant to review progress since the World Summit for Children in 1990 and to re-energize global commitment to children's rights.²⁷

Recently, UNICEF has manifested some great achievements as for example confirming that the number of children under five years-old dying each year declined from more than 12 million in 1990 to 7.6 million in 2010.²⁸ Also, according to the annual report on child mortality, in sub-Saharan Africa, the region with the highest number of under-five deaths in the world, the speed at which the under-five mortality is declining doubled from 1.2 per cent a year during 1990-2000 to 2.4 per cent a year during 2000-2010.²⁹ Despite that, nevertheless, this rate of progress is still insufficient to meet the Millennium Developing Goal number 4 (MDG4), which calls for a two-thirds reduction in the under-five mortality rate by 2015.³⁰

Much is still to be done. Indeed, currently, two million children are at risk of starvation in the Horn of Africa.³¹ Drought-affected countries like Kenya, Somalia, Ethiopia, and Djibouti are fighting against children's malnutrition, where half a million of them require immediate life-saving attention to survive. UNICEF is one of the largest suppliers of Ready-to-Use Therapeutic Foods, which provide life-saving nutrients to sustain and feed severely

¹⁵ United Nations General Assembly, *Resolution 1389 (XIV) - Declaration of the Rights of the Child*, 1959, article 4.

¹⁶ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 1996.

¹⁷ United Nations Children's Fund, *About Unicef: Who We Are*, 2011, Web site

¹⁸ Nobel Prize, *United Nations Children's Fund - History of Organization*, 1965, Web site.

¹⁹ Nobel Prize, *United Nations Children's Fund - History of Organization*, 1965, Web site.

²⁰ Nobel Prize, *United Nations Children's Fund - History of Organization*, 1965, Web site.

²¹ United Nations Children's Fund, *About Unicef: Who We Are*, 2011, Web site.

²² United Nations Children's Fund, *Convention on the Rights of the Child*, 1989.

²³ United Nations Children's Fund, *Convention on the Rights of the Child*, 1989, Preamble.

²⁴ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 1996, Web site.

²⁵ United Nations Children's Fund, *The State of the World's Children - Fifty Years for Children*, 1996, Web site.

²⁶ United Nations Children's Fund, *About Unicef: Who We Are*, 2011, Web site.

²⁷ United Nations Children's Fund, *About Unicef: Who We Are*, 2011, Web site.

²⁸ United Nations Children's Fund – Central and Eastern Europe Commonwealth of Independent States, *12,000 Fewer Children Perish Daily in 2010 than in 1990*, 2011, Web site.

²⁹ United Nations Inter-agency Group for Child Mortality Estimation, *Level & Trends in Child Mortality Report*, 2011.

³⁰ United Nations Inter-agency Group for Child Mortality Estimation, *Level & Trends in Child Mortality Report*, 2011.

³¹ United Nations Children's Fund – United States Fund, *Two Million Children at Risk of Starvation in Horn of Africa*, 2011, Web site.

malnourished children.³² For that, UNICEF is working intensively with other humanitarian agencies in neighboring countries. The refugee situation is growing everywhere, with for example some 10,000 people arriving every week to refugee camps on the border between Kenya and Somalia.³³ The Horn of Africa drought is being called the worst in 60 years, in a region familiar with severe drought. UNICEF estimates that a total of 10 million people are already in need of humanitarian assistance.³⁴

In an overview, UNICEF is currently present working on the ground of 150 countries and territories to help children survive and prosper, from early childhood through adolescence.³⁵ As the world's largest provider of vaccines for developing countries, UNICEF supports child health and nutrition, good water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation and AIDS.³⁶ UNICEF has saved more children's lives than any other humanitarian aid organization in the world, but still, today, 22,000 children die each day from preventable causes.³⁷ Therefore, UNICEF keeps its works and its compromise for a safe and healthy childhood, until all children in the world have these goals achieved.³⁸

Additionally, UNICEF has made a continued effort during the last half century to work with other non-governmental organizations (NGOs) to serve best the needs of children in the developing world.³⁹ Through this coordination, UNICEF has had the opportunity to save lives and improve the living conditions of children around the world. Also, since 1954, UNICEF has become the first organization of its kind to enlist celebrity spokespersons as "Ambassadors".⁴⁰

UNICEF receives its mandate from the General Assembly and, as such, reports to the General Assembly.⁴¹ The committee is composed by 52 countries and NGOs, and it writes resolutions to report to the General Assembly. UNICEF must stay committed to the Convention on the Rights of the Children, and delegates should keep in mind governments' obligations, to find ways to persecute dignity and security of children.

Annotated Bibliography

Committee History

Nobel Prize Website (1965). *United Nations Children's Fund – History of the Organization*. Norway. Retrieved on August 11th, 2011 from http://www.nobelprize.org/nobel_prizes/peace/laureates/1965/unicef-history.html
Because of UNICEF's 1965 Nobel Peace Prize, this website includes a text about its history and work. Also the award acceptance speech of Henry R. Labouisse, UNICEF Executive Director, is available. Lastly, within the history of UNICEF there are many highlights of its successes.

United Nations Children's Fund (1996). *The State of the World's Children - 50 Years for Children*. New York : Author. Retrieved on August 11th, 2011 from <http://www.unicef.org/sowc96pk/pressum2.htm>
Because of its 50th anniversary, UNICEF made a special summary of its work in the year 1996. In a very concise way, the reader can picture the importance of UNICEF throughout half a decade,

³² United Nations Children's Fund – United States Fund, *Two Million Children at Risk of Starvation in Horn of Africa*, 2011, Web site.

³³ United Nations Children's Fund – United States Fund, *Two Million Children at Risk of Starvation in Horn of Africa*, 2011, Web site.

³⁴ United Nations Children's Fund – United States Fund, *Two Million Children at Risk of Starvation in Horn of Africa*, 2011, Web site.

³⁵ United Nations Children's Fund – Central and Eastern Europe Commonwealth of Independent States, *12,000 Fewer Children Perish Daily in 2010 than in 1990*, 2011, Web site.

³⁶ United Nations Children's Fund – Central and Eastern Europe Commonwealth of Independent States, *12,000 Fewer Children Perish Daily in 2010 than in 1990*, 2011, Web site.

³⁷ United Nations Children's Fund – United States Fund, *Two Million Children at Risk of Starvation in Horn of Africa*, 2011, Web site.

³⁸ United Nations Children's Fund – United States Fund, *Two Million Children at Risk of Starvation in Horn of Africa*, 2011, Web site.

³⁹ United Nations Children's Fund, *Special Session*, 2002, Web site.

⁴⁰ United Nations Children's Fund, *About Unicef: Structure and Contact Information*, 2011, Web site.

⁴¹ United Nations Children's Fund, *About Unicef: Structure and Contact Information*, 2011, Web site.

and the projects still pending. UNICEF's history comes from difficulties of the first years of its existence in the Cold War, to the even bigger promising future in the further decades.

United Nations Children's Fund (2011). Web site. *About UNICEF: Who we are*. New York. Retrieved on August 11th, 2011 from http://www.unicef.org/about/who/index_introduction.html

In the official website of the United Nations one can find the whole history of the body. In the timeline section, UNICEF's biggest achievements of the last decades are described one after another. The development of UNICEF's importance is therefore detailed in a very schematic and illustrative way.

United Nations Children's Fund (2011). *The State of the World's Children 2011*. New York. Retrieved on August 11th, 2011 from http://www.unicef.org/publications/index_57468.html

The State of the World's Children is a daily report made by UNICEF to give an updated description on children's reality. The report clarifies UNICEF's last works. It makes clear that a sustainable progress is possible, mainly in the lives of children and adolescents. As a matter of fact, the 2011 Report is called "Adolescence, an age of opportunity", and therefore it also specially important with the connection with committee's topics.

United Nations Educational, Scientific and Cultural Organization (2011). *Guide of Archives of International Organizations*. New York. Retrieved on August 11th, 2011 from <http://www.unesco.org/archives/sio/Eng/>

United Nations Educational, Scientific and Cultural Organization (UNESCO) dedicates part of its website to explain other bodies' mission and history. The work of both UNICEF and UNESCO is to overcome the obstacles of poverty, violence, disease, and discrimination placed in a child's path. Together with UNICEF, UNESCO believes it is possible to advance these humanity causes.

I. Promoting Gender Equality by Addressing Social Norms and Increasing Girls' Access to Quality Education

*"Beyond merely having equal access to education, true gender equality means that schools are gender-sensitive environments that promote equal participation and empowerment."*⁴²

Introduction

The promotion of gender equality is an issue that the United Nations system has been working on diligently, particularly through passage of various conventions and platforms of action, because it is a growing international perception that gender equality is a condition to achieving sustainable human development.⁴³ Arguably one of the most important avenues to achieving gender equality is by way of education; USAID defines gender equality and its relation to education as "males and females have equal opportunities to realize their full human rights and contribute to and benefit from economic, social, cultural, and political development. Parity and equity are the building blocks of equality in education."⁴⁴ Education is essential to achieving gender equality and this relationship is promoted by a multitude of international organizations, but it is not just education that factors into gender equality. Social and gender norms also play a key role in how societies view boys and girls and dictate appropriate behavior for each in society.⁴⁵ Within many societies there can be social norms and practices that may directly or indirectly disadvantage girls; these areas can include traditional, religious, or cultural beliefs.⁴⁶ Such societal influences can often times limit education opportunities for girls due to not realizing the full benefits of educating girls as well as a mechanism for raising girls only for childrearing.⁴⁷ Promoting gender equality then must come from a balance of community awareness and willingness to address social norms as well as increasing girls' access to education in order allow girls to compete at an equal level with boys.

⁴² UNICEF, *Basic Education and Gender Equality: The Big Picture*, 2010.

⁴³ Kardam, *The Emerging Global Gender Equality Regime from Neoliberal and Constructivist Perspectives in International Relations*, 2004, p. 86.

⁴⁴ USAID, *Education from a Gender Equality Perspective*, 2008, p. 5.

⁴⁵ The World Bank, *World Development Report 2012: Gender Equality and Development*, 2011, p. 167-168.

⁴⁶ UNICEF, *Barriers to Girls' Education, Strategies and Interventions*, p. 2.

⁴⁷ UNICEF, *Barriers to Girls' Education, Strategies and Interventions*, p. 2.

International Framework and UNICEF Action

While UNICEF is the primary organ within the UN system working for the benefit of children worldwide, there are other actors, as well international conventions and treaties, that are particularly relevant. The *Convention on the Elimination of Discrimination against Women* (CEDAW), adopted in 1979, is the primary global legal instrument in which gender equality and definitions of what constitutes discrimination against women are embodied.⁴⁸ While CEDAW specifies women in the title, the convention doesn't specify any age and uses the term "girl" specifically in certain articles and therefore also applies to eliminating discrimination against girls as well as women.⁴⁹ In 2006, UNICEF and the United Nations Division on the Advancement of Women (UNDAW) came together to with a panel of experts to discuss the elimination of all forms of discrimination and violence against the girl child and in their report declared that "the girl child is not always given specific attention in the work of entities of the United Nations system. Being a girl child is often considered only in the context of various forms of discrimination faced by girls based on ethnicity, disability, or other factors."⁵⁰ This distinction made by the expert group is key because it identifies the different experience girls have with discrimination than boys or women and that always lumping them into the same category in documents isn't always going to produce the best outcomes when striving to achieve not only gender equality but specifically achieving equality between young boys and girls.

UNICEF leads an international community of partners working towards this goal within the umbrella of the United Nations Girls' Education Initiative (UNGEI).⁵¹ UNICEF is also a key presence in the "Education for All Fast-Track Initiative, launched by the World Bank in 2002," working with many private and public donors to assemble and increase resources necessary to accomplish the Millennium Development Goal (MDG) #2: Achieve Universal Primary Education.⁵² In order to take a prominent and effective role in advocating for the promotion of gender equality and education, UNICEF outlines priorities in education to guide their action on the issue; including "equal access to education and universal primary education; empowerment of women through girls' education and gender equality; education in emergencies and post-conflict education; early childhood development and school readiness; and enhancing quality in primary and secondary education."⁵³

UNICEF's role in promoting gender equality is to work with governments to promote the development of national capacities to attain equality between boys and girls.⁵⁴ UNICEF promotes gender mainstreaming both in programs it sponsors and works with, humanitarian preparation and response, but also internally in its own documents, human resources materials, and other internal budgetary and supply management materials.⁵⁵ In partnering with local, regional, and international organizations and governments UNICEF works to ensure gender equality commitments in order to continue to promote the value of gender equality in programming.⁵⁶ The commitments to raising awareness about gender equality in all of UNICEF's programming are essential to establishing quality education programs through UNICEF and promoting an alternate view of socially and culturally defined gender norms.

Overcoming Obstacles to Equality by Addressing Social Norms

Within each society, cultural norms regarding societal behavior evolve over time as society grows and changes; gender norms, in particular, establish standards by which peoples' thoughts and behaviors are regarding appropriate the appropriate behavior of both genders.⁵⁷ It is argued by many feminist theorists that gender norms are constructed, which then means people learn practices of gender and create norms that are associated with masculinity or

⁴⁸ UNDAW, *Convention on the Elimination of Discrimination against Women*.

⁴⁹ UNICEF, *Working for an Equal Future: UNICEF Policy on Gender Equality and the Empowerment of Girls and Women*, 2010, p. 6.

⁵⁰ Goonesekere, *Elimination of all Forms of Discrimination and Violence against the Girl Child*, 2006, p. 7.

⁵¹ UNICEF, *Goal: Achieve Universal Primary Education*.

⁵² UNICEF, *Goal: Achieve Universal Primary Education*.

⁵³ UNICEF, *Basic Education and Gender Equality: UNICEF in Action*, 2008.

⁵⁴ UNICEF, *Working for an Equal Future: UNICEF Policy on Gender Equality and the Empowerment of Girls and Women*, 2010, p. 4.

⁵⁵ UNICEF, *Working for an Equal Future: UNICEF Policy on Gender Equality and the Empowerment of Girls and Women*, 2010, p. 4 and 7.

⁵⁶ UNICEF, *Working for an Equal Future: UNICEF Policy on Gender Equality and the Empowerment of Girls and Women*, 2010, p. 11.

⁵⁷ Shaw and Lee, *Learning Gender Women's Voices, Feminist Visions: Classic and Contemporary Readings*. 2011, p. 110.

femininity that are used to shape social norms on what is appropriate and not appropriate in ones society.⁵⁸ Gender and social norms, along with poverty, religion, conflict situations, public health, and education, create barriers to equality and foster discrimination against girls in society.⁵⁹ UNICEF and its partners work to address social and gender norms by supporting programming that focuses on gender mainstreaming, particularly in education policy.⁶⁰ Gender mainstreaming was defined by the Economic and Social Council (ECOSOC) in *Resolution E/1997/66* as “a strategy for making women's as well as men's concerns and experiences an integral dimension of the policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated”.⁶¹ In order to educate boys and girls equally we must transcend the social norms that create barriers to girls' equality through a strategic process that involves communication and awareness.⁶² UNICEF utilizes various methods of communication, to encourage families to keep their girls in school and increase their attendance and participation rates in an effort to continue to close the gender gap in education in many countries.⁶³ Another frequently discussed aspect of this issue is how incorporate men and boys into the empowerment of women and what their roles are in addressing social norms within various societies. In 2004, the United Nations Commission on the Status of Women (CSW) tackled this issue and released their *Agreed Conclusions on the Role of Men and Boys in Achieving Gender Equality*, which was endorsed by the Economic and Social Council.⁶⁴ UNICEF works with men and boys in its programming to promote a “mutually empowering” relationship between boys and girls in order to foster a long term understanding of gender equality.⁶⁵ UNICEF works to raise awareness and inform boys and men of the need and benefits of gender equality through education programs which is necessary in order to achieve future goals like shared parenting responsibilities and the re-evaluation of certain social and gender norms.⁶⁶

CEDAW also plays a vital role in addressing social norms that bar girls' equality with boys. By committing to eliminate barriers to discrimination against women and girls when CEDAW is ratified by Member States governing bodies, they must bring their laws in line with the global gender norms created by CEDAW.⁶⁷ By bringing local laws in line with CEDAW, in theory gender discrimination in Member States should be punishable by the law; however there is a problem with the implementation of these laws in many countries due to competing social norms.⁶⁸ Even if national laws are adjusted to be gender sensitive, it may be difficult for those laws to be adequately implemented if local law enforcement and the court system are still guided by conflicting social norms.⁶⁹ Women, and even more so girls, may be unable to demand their newly established rights implementing CEDAW allows for if they feel powerless and inferior to men as a result of a lifetime of social gender norms inflicted upon them.⁷⁰ These sever issues with the implementation of CEDAW pose another policy problem regarding how to confront social norms, which is why access to quality education is so important for girls at a young age so they can grow up and be able to demand the rights given to them by CEDAW.

Girls' Ability to Access Quality Education

The key to addressing social norms is by increasing access to quality education.⁷¹ However, girls all over the world are denied this very basic and crucial human right.⁷² Without access to education girls cannot compete later in life for

⁵⁸ Shaw and Lee, *Learning Gender Women's Voices, Feminist Visions: Classic and Contemporary Readings*. 2011, p. 110.

⁵⁹ UNICEF, *Promoting Gender Equality through UNICEF-Supported Programming in Basic Education*, 2010, p. 1.

⁶⁰ UNICEF, *Promoting Gender Equality through UNICEF-Supported Programming in Basic Education*, 2010, p. 1.

⁶¹ ECOSOC, *Mainstreaming the gender perspective into all policies and programs in the United Nations system E/1997/66*, 1997.

⁶² UNICEF, *Influencing Social Norms for Girls Education*, 2004.

⁶³ UNICEF, *Influencing Social Norms for Girls Education*, 2004.

⁶⁴ CSW, *Agreed Conclusions on the Role of Men and Boys in Achieving Gender Equality*, 2004.

⁶⁵ UNICEF, *Working for an Equal Future: UNICEF Policy on Gender Equality and the Empowerment of Girls and Women*, 2010, p. 11.

⁶⁶ UNICEF, *Working for an Equal Future: UNICEF Policy on Gender Equality and the Empowerment of Girls and Women*, 2010, p. 11.

⁶⁷ Kardam, *The Emerging Global Gender Equality Regime from Neoliberal and Constructivist Perspectives in International Relations*, 2004, p. 89.

⁶⁸ Kardam, *The Emerging Global Gender Equality Regime from Neoliberal and Constructivist Perspectives in International Relations*, 2004, p. 90.

⁶⁹ Kardam, *The Emerging Global Gender Equality Regime from Neoliberal and Constructivist Perspectives in International Relations*, 2004, p. 97.

⁷⁰ Kardam, *The Emerging Global Gender Equality Regime from Neoliberal and Constructivist Perspectives in International Relations*, 2004, p. 97.

⁷¹ The World Bank, *World Development Report 2012: Gender Equality and Development*, 2011, p. 174.

⁷² UNICEF, *United Nations Girls Education Initiative (UNGEI)*, 2010.

opportunities in the workforce to provide for their families.⁷³ Girls are prevented from achieving an education for a myriad of reasons: poverty and the family's inability to send more than one child to school, a social norm that girls should stay home with their families, and the distances girls would have to travel to gain an education.⁷⁴ UNICEF defines quality education as being "child-centered, gender-sensitive and tailored to different age groups" regardless of whether the education is formal or informal.⁷⁵ Accessing secondary education especially gives girls the opportunity to exercise and enjoy their human rights and gives them options in regards to how to respond to social norms that pressure girls observe traditional gender roles.⁷⁶ Education is at the cornerstone of so many human rights, political, economic, and social issues facing the world today, particularly due to the simple fact that women cannot participate in political, economic, and social spheres outside the home without an education.⁷⁷

When it comes to education policy UNICEF advocates for an integrated approach, which means that gaining a quality education allows for the achievement of other basic needs.⁷⁸ One of the fundamental goals UNICEF is to ensure that no girl, or boy, is barred from gaining a quality education and at the very least a primary education, in line with Millennium Development Goal 2.⁷⁹ On the road to achieving universal primary education, the second of eight Millennium Development Goals to be achieved by 2015, the United Nations has learned that abolishing school fees, investing in teachers, and promoting the education of girls in many countries has worked to gain strides towards the achievement of this goal.⁸⁰

Case study: Afghanistan

Afghanistan is categorized as a "least developed country" according to the United Nations Development Program (UNDP).⁸¹ Plagued by years of Taliban rule, which led to the destruction of 50% of the nation's schools, Afghanistan's education sector has slowly begun to recover since the Taliban's fall in 2001.⁸² Regardless of these gains, the state of Afghanistan's education is still bleak, with a Human Development Index (HDI) of .328 in education (HDI is a scale from 0-1, with 0 being the less developed).⁸³ After years of oppression under the Taliban, the international community has worked to get girls back into schools; UNICEF is taking a great lead in this initiative, starting the Back on Track program that is on the ground working with many Member States to improve partnerships between communities and civil society.⁸⁴ UNICEF is on the ground in Afghanistan with the Back on Track program working with the Ministry of Education to create community based schools and promoting girls education.⁸⁵ The creation of community-based schools provides flexibility and attainability for girls in areas that are conflict prone.⁸⁶ Fostering a social norm that allows girls to go back to school again, as previously allowed before Taliban rule, is the first step in achieving greater equality for girls and women in Afghanistan.

Many young women in Afghanistan recognize the importance of academic learning; a young woman in Afghanistan argued, "Going to school has great importance. We will learn reading and writing and they will have a key impact on our future. If we don't study at school, we will end up disappointed and we would not get a good job."⁸⁷

Currently, UNGEI is working in Afghanistan with many partners including Afghanistan Independent Human Rights Commission, Afghanistan Women's Educational Centre (AWEC), UNICEF, UNIFEM, USAID, and others to enhance protection mechanisms around schools, provide incentives for female teachers, and strengthen political commitment to improving the ability for girls to obtain quality education.⁸⁸ Central to Afghanistan's ability to

⁷³ UNICEF, *United Nations Girls Education Initiative (UNGEI)*, 2010.

⁷⁴ UNICEF, *United Nations Girls Education Initiative (UNGEI)*, 2010.

⁷⁵ UNICEF, *Basic Education and Gender Equality: The Big Picture*, 2010.

⁷⁶ Human Rights Watch, *We have Promises to the World: Women's Rights in Afghanistan*, 2009, p. 77.

⁷⁷ Human Rights Watch, *We have Promises to the World: Women's Rights in Afghanistan*, 2009, p. 78.

⁷⁸ UNICEF, *Basic Education and Gender Equality: UNICEF in Action*, 2008.

⁷⁹ UNICEF, *Working for an Equal Future: UNICEF Policy on Gender Equality and the Empowerment of Girls and Women*, 2010, p. 11.

⁸⁰ United Nations, *Goal 2: Achieve Universal Primary Education-Fact Sheet*, 2010, p. 1-2.

⁸¹ UNDP, *Technical Notes-Statistical Index*, 2010, p. 227.

⁸² *Case Study: Education in Afghanistan*, 2002.

⁸³ UNDP, *Afghanistan Country Profile of Human Development Indicators: Health, Education, Income*.

⁸⁴ UNICEF, *Back on Track: Community Schools in Afghanistan*, 2011.

⁸⁵ UNICEF, *Back on Track: Community Schools in Afghanistan*, 2011.

⁸⁶ UNICEF, *Back on Track: Community Schools in Afghanistan*, 2011.

⁸⁷ The World Bank, *World Development Report 2012: Gender Equality and Development*, 2011, p. 315.

⁸⁸ UNGEI, Information by Country: Afghanistan.

achieve gender equality through education is its government's commitment to stop discrimination and violence against girls through awareness campaigns, shift in social norms, and implementation of anti discrimination legislation that will address women's rights and independence.⁸⁹ This directly links education, social norms, and the achievement of gender equality in a real life post-conflict situation.⁹⁰ Afghanistan is making many strides towards reconstruction and while the government rebuilds itself with international aid and cooperation, gender equality through parity in education at the most basic levels must be a central focus of policy.⁹¹

Conclusion

Education, social norms, and gender equality are a circular notion where one cannot be achieved without the other.⁹² In order to shift social norms there must be equality in education, in order to have equal access to education there has to be a shift in social norms, and to achieve gender equality there must be a great shift in both of these indicators.⁹³ This is what UNICEF and other international organizations can aim to accomplish in Afghanistan and other countries around the world by increasing girls access to quality education and addressing social norms as discussed in the above briefing. In what ways can UNICEF further improve on increasing girls access to education around the world? Where can social norms be addressed appropriately in terms of each culture's differing traditions and values? How can UNICEF partner with other organizations to effectively work toward achieving gender equality?

Annotated Bibliography

I. Promoting Gender Equality by Addressing Social Norms and Increasing Girls' Access to Quality Education

Economic and Social Council. (1997). *Mainstreaming the Gender Perspective into all Policies and Programs in the United Nations System E/1997/66*. Retrieved September 23, 2011, from <http://www.un.org/documents/ecosoc/docs/1997/e1997-66.htm>

This report responds to Economic and Social Council decision 1996/310, in which the Council defined gender mainstreaming as "Mainstreaming the gender perspective into all policies and programs in the United Nations system." The report also addresses issues in mainstreaming and proposes various recommendations for the Council. While this document isn't one that delegates would necessarily need to read in its entirety, it is a good report for each delegate to be familiar with in order to understand the origin of the concept that gender should be integrated into all policies within the UN system.

Goonsekere, S. (2006). *Elimination of all Forms of Discrimination and Violence against the Girl Child EGM/DVGC/2006/BP.1*. Retrieved September 23, 2011, from <http://www.un.org/womenwatch/daw/egm/elim-disc-viol-girlchild/Backgroundpaper/Goonsekere.pdf>

This background paper for the Expert Group Meeting of CSW, UNICEF, and DAW members is a must read for delegates to understand the specific application of themes from CEDAW for the girl child. This draws distinct differences between the situation of girls and how they should be addressed separately from women. This research draws attention to the specific attention to various issues that especially affect girls and how the international community can take steps to aid them. The issue of discrimination and violence against the girl child is obviously the main focus of this piece in terms of the thematic issues; stressing the importance of distinguishing between a girl child and woman and their differing experiences with discrimination and violence.

Oxfam. (2011). *High Stakes Girls Education in Afghanistan*. Retrieved September 23, 2011, from <http://www.oxfam.org/sites/www.oxfam.org/files/afghanistan-girls-education-022411.pdf>

This joint briefing paper from Oxfam is a comprehensive background on the insecurity surrounding Afghanistan's education system. This is an important document to understanding the situation in Afghanistan and how this topic is playing out in Afghanistan and transcends to the

⁸⁹ UNGEI, Information by Country: Afghanistan.

⁹⁰ UNGEI, Information by Country: Afghanistan.

⁹¹ UNGEI, Information by Country: Afghanistan.

⁹² The World Bank, *World Development Report 2012: Gender Equality and Development*, 2011, p. 174-175.

⁹³ The World Bank, *World Development Report 2012: Gender Equality and Development*, 2011, p. 174-175.

experience of other Member States. This document outlines a multitude of issue areas that impact girls' education ranging from security to poverty to lack of female teachers.

United Nations Children's Fund. (2010). *Basic Education and Gender Equality: The Big Picture*. Retrieved August 6, 2011, from http://www.unicef.org/education/index_44883.html

This specific area of the UNICEF Web page provides information on the big picture regarding education and gender equality. This is a very important area of the larger Web site that displays links to more information on UNICEF's role in education. There is a lot of very helpful background information on this topic that should be examined by all delegates. UNICEF's Web site in general is a very good starting point for research.

United Nations Children's Fund. (2008). *Basic Education and Gender Equality: UNICEF in Action*. Retrieved August 28, 2011, from http://www.unicef.org/education/index_action.html

This is another specific section of UNICEF's Web site, instead focusing on UNICEF's role and current actions regarding education and gender equality. The Web site outlines UNICEF's goals and priorities for education and gender equality. There is very helpful background information on this topic that should be examined by all delegates.

United Nations Children's Fund. (2010). *Working for an Equal Future: UNICEF Policy on Gender Equality and the Empowerment of Girls and Women*. Retrieved August 25, 2011, from http://www.unicef.org/gender/files/UNICEF_Gender_Policy_2010.pdf

This report is an extremely useful document for understanding UNICEF's policies on gender equality. It outlines the ways in which UNICEF promotes equality within its own documents and hiring practices, as well as how it works to institutionalize gender in all of the programs its sponsors. UNICEF is really striving to integrate gender mainstreaming in all aspects of its work, in accordance with ECOSOC's definition of gender mainstreaming from 1997. This is a great resource for delegates to become familiar with UNICEF's role in promoting gender equality and the steps it is already taking to do so.

United Nations Girls Education Initiative. (n.d.). *Resources*. Retrieved September 23, 2011, from <http://www.ungei.org/resources/index.html>

The United Nations Girls Education Initiative Web site is a useful portal to a lot of information on this topic. This particular area of the Web page, Resources, provides a multitude of reports from many international organizations such as Oxfam and The World Bank. The Web site also offers background information on many countries around the world regarding their achievements in education. This should be a resource all delegates get familiar with when they are familiarizing themselves with this issue and their countries position, and achievements or lack thereof, in the topic.

United States Agency for International Development. (2008). *Education from a Gender Equality Perspective*. Retrieved August 6, 2011, from

http://www.ungei.org/resources/files/Education_from_a_Gender_Equality_Perspective.pdf

This report focuses mainly on the equal education of girls and how to attain such equality. There is also a significant section that talks about the impact of men and boys in gender equality as well as their role in education. This report not only looks at equality of access, but how to education various types of learners, the learning process, and educational outcomes. The report is quite comprehensive and is a good resource for delegates because of its focus on education and its relationship with gender equality.

World Bank. (2008). *Girls' Education in the 21st Century: Gender Equality, Empowerment, and Economic Growth*. Retrieved August 6, 2011, from http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080014368/DID_Girls_edu.pdf

While this report does deal with economic growth more than this background guide discusses, it is a useful resource to help understand the realities of girls' education in the 21st century. It also examines education and equality in terms of their relationship while presenting an economic argument for their necessity. Although this background guide doesn't discuss economics as much as this report, that doesn't mean the economic argument cannot be made within this topic, and

therefore this report would be quite useful in relating this topic to economics and economic outcomes of educational attainment for the advancement of gender equality.

[World Bank. \(2011\). *World Development Report 2012: Gender Equality and Development*. Retrieved September 23, 2011, from http://www.ungei.org/resources/files/WBCompleteReport.pdf](http://www.ungei.org/resources/files/WBCompleteReport.pdf)

While this report by the World Bank does focus on development quite a lot, it is still a good resource in terms of gender equality and how education and development promote equality. There are a lot of quantitative figures on the subject, which gives the reader a comprehensive understanding of the issue. This report is very holistic and current which is also helpful for delegates to fully understand the topic at hand.

II. Juvenile Crime and Violence as an Effect of Social and Economic Conditions

“The successful prevention of juvenile delinquency requires efforts on the part of the entire society to ensure the harmonious development of adolescents, with respect for and promotion their personality from early childhood.”⁹⁴

UNICEF's commitment with Social and Economical effects on children

In accordance with the principles proclaimed in the Charter of the United Nations and the Convention on the Rights of the Child, childhood is entitled to special care and assistance in the fight for people's dignity and for the respect to the human rights.⁹⁵ All children should be protected and efforts should be made to grow a “full and harmonious development of their personality, a family environment, and an atmosphere of happiness, love and understanding”.⁹⁶ Crime and violence are nourished by economic, social, political, and cultural exclusion and segregation.⁹⁷ Although most of the countries are showing great progress in fighting poverty, a big part of the young population is still facing important social differences.⁹⁸

The economic crisis, along with high food and fuel prices, poses an immediate threat to children's well-being, since purchasing power of a family has decreased significantly.⁹⁹ Efforts to protect the rights of children when faced with crisis have been a strong feature of international development and humanitarian assistance for more than a century.¹⁰⁰ Due to a government's debt and, which result in decreased public services, child mortality and morbidity increases, as public health and education budgets decline.¹⁰¹ Evidences from Central and Eastern Europe and the Commonwealth of Independent States show that economic transition led to reductions in education enrolment, and increased school dropouts.¹⁰² Educational attendance during times of crisis typically declines and some children may never return to school.¹⁰³ Also, the world economic crisis has spurred a record increase in youth unemployment.¹⁰⁴ The report “Global Employment Trend for Youth 2010” of the International Labour Organization has shown that of 620 million economically active youth aged between 15 and 24 years, 81 million were unemployed at the end of 2009 – the highest number ever.¹⁰⁵ This is 7.8 million more than the global number in 2007. The youth unemployment rate increased from 11.9 percent in 2007 to 13.0 percent in 2009.¹⁰⁶

⁹⁴ United Nations High Commissioner for Human Rights, *The United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)*, 1990, Rule 2.

⁹⁵ Nations High Commissioner for Human Rights, *Convention on the Rights of the Child*, 1989, Preamble.

⁹⁶ Nations High Commissioner for Human Rights, *Convention on the Rights of the Child*, 1989, Preamble.

⁹⁷ Comisión Económica para América Latina y Caribe (CEPAL), *Violencia juvenil y familiar en América Latina: agenda social y enfoques desde la inclusión*, 2008, p. 173.

⁹⁸ Comisión Económica para América Latina y Caribe (CEPAL), *Violencia juvenil y familiar en América Latina: agenda social y enfoques desde la inclusión*, 2008, p. 173.

⁹⁹ United Nations Children's Fund, *Child Outlook*, 2011, p. 3.

¹⁰⁰ United Nations Children's Fund, *Child Outlook*, 2011, p. 2.

¹⁰¹ Overseas Development Institute, *Background note*, 2009, p. 2.

¹⁰² International Labour Organization, *World Economic Crisis Has Spurred a Record Increase in Youth Employment*, 2010.

¹⁰³ International Labour Organization, *World Economic Crisis Has Spurred a Record Increase in Youth Employment*, 2010.

¹⁰⁴ International Labour Organization, *World Economic Crisis Has Spurred a Record Increase in Youth Employment*, 2010.

¹⁰⁵ International Labour Office, *Global Employment Trends for Youth*, 2010.

¹⁰⁶ International Labour Organization, *World Economic Crisis Has Spurred a Record Increase in Youth Employment*, 2010.

Because of these difficulties suffered by children, we can infer that juvenile crime or violence is only part of the story.¹⁰⁷ The adolescents most at risk of coming into conflict with the law are those disadvantaged ones in difficult circumstances that include poverty, family breakdown, parental abuse and violations of their human rights.¹⁰⁸ Moreover, young people from disadvantaged groups, in relation with drug abuse and gangs, are disproportionately likely to offend.¹⁰⁹ Indeed these are concerning issues, mainly, since the majority of adolescents who come into conflict with the law are still children, whose rights under the Convention must be protected and respected.¹¹⁰

Poverty as an empowerment of violence: street children.

There is no definitive agreement on a definition of street children, but the most common is "any girl or boy who has not reached adulthood, for whom the street (in the broadest sense of the word, including unoccupied dwellings, wasteland, etc.) has become her or his habitual home and/or sources of livelihood, and who is inadequately protected, supervised or directed by responsible adults."¹¹¹ Street children tend to come from poor households in poor urban neighborhood where they lack of proper community based organizations (schools, day care options, or healthcare centers) and infrastructure, which increases the risk of abuse.

Once on the streets, children are at a special risk of falling into violence, not only because they are exposed to abuse by adults and older children, but also because in order to survive they must develop skills and engage in activities, be it voluntarily or through coercion, which might endanger their well-being and impair their future.¹¹² Activities of this kind are often illegal in nature and might include involvement in drug production, distribution and consumption and participation in gangs.¹¹³ Since these children have faced much affliction in their family and personal lives, coping strategies for these adverse conditions include the consumption and abuse of legal or illegal substances. As the obligation to "protect children from the illicit use of drugs..." is set forth in article 33 of the Convention on the Rights of the Child, the problem of the use of drugs by children has been extensively examined by the Committee on the Rights of the Child.¹¹⁴

Even if free from drug use, street children are at a special risk of becoming engaged in violence or involved in criminal activity.¹¹⁵ Sometimes they might choose to do so freely, in order to address their economic needs or as part of gang behavior, but sometimes they are coerced by older adolescents or adults into engaging in criminal activity.¹¹⁶ Street children are very convenient for adult criminals because of their physical characteristics, situation of desperation, and because they are seen as expendable and easily sacrificed.¹¹⁷ Likewise, by being under the age of criminal responsibility, and in some cases exempt from prosecution if caught, they are useful accessories for larger criminals.¹¹⁸

Child Delinquency

A wide range of factors influences the emergence of juvenile delinquency. When faced with dire conditions, such as limited opportunities for employment and financial insecurity, young people may channel their frustration through violence and engage "in illegal activities such as drug trafficking, violent crime or gang warfare."¹¹⁹ Social change may also bring about juvenile delinquency as "youth who feel that the forces of change are overwhelming them may have strong feelings of injustice that lead them to engage in hostile counterculture acts of delinquency."¹²⁰

Subcultures and group behavior play an important role in determining the life choices of adolescents. Youth tend to give high symbolic importance to group values, and since some groups see violence as a legitimate approach to

¹⁰⁷ United Nations Children's Fund, *The State of the World's Children – Adolescence an Age of Opportunity*, 2011, p. 55.

¹⁰⁸ United Nations Children's Fund, *The State of the World's Children – Adolescence an Age of Opportunity*, 2011, p. 55.

¹⁰⁹ United Nations Children's Fund, *The State of the World's Children – Adolescence an Age of Opportunity*, 2011, p. 55.

¹¹⁰ United Nations Children's Fund, *The State of the World's Children – Adolescence an Age of Opportunity*, 2011, p. 55.

¹¹¹ United Nations Children's Fund, *Orphans and Other Vulnerable Children and Adolescents in Zimbabwe*, 2001, p. 89.

¹¹² Wernham, *An Outside Chance: Street Children and Juvenile Justice - an International Perspective*, 2004, p. 23.

¹¹³ Wernham, *An Outside Chance: Street Children and Juvenile Justice - an International Perspective*, 2004 p. 45.

¹¹⁴ United Nations Children's Fund, *Implementation Handbook for the Convention on the Rights of the Child*, 2007, p. 504

¹¹⁵ Wernham, *An Outside Chance: Street Children and Juvenile Justice - an International Perspective*, 2004, p. 47.

¹¹⁶ Wernham, *An Outside Chance: Street Children and Juvenile Justice - an International Perspective*, 2004, p. 57.

¹¹⁷ Wernham, *An Outside Chance: Street Children and Juvenile Justice - an International Perspective*, 2004, p. 57.

¹¹⁸ Wernham, *An Outside Chance: Street Children and Juvenile Justice - an International Perspective*, 2004, p. 58

¹¹⁹ United Nations Department of Economic and Social Affairs, *World Youth Report*. 2003, p. 6.

¹²⁰ Boehnke K., *Juvenile Delinquency Under Conditions of Rapid Social Change*, 2002, p. 60.

problem solving, members of territorial gangs are more likely to engage in criminal activities, most frequently involving violence and extortion.¹²¹ Groups and subcultures exist in all societies and whether they become violent or not is determined by complex interactions of social and economic factors.¹²²

Furthermore, each child's own family experiences have the potential to become either risk or protective factors.¹²³ While positive family relationships can contribute to a child's choice of not becoming involved in criminal activities, negative family relationships might have the opposite effect.¹²⁴ Finally, the media also plays a role in influencing young people, especially boys aged 8 to 12 who are particularly vulnerable.¹²⁵ Television shows are filled with unrealistic portrayals of violence that fail to show the real consequences of violent behavior and "indirectly lead children to view violence as a desirable and even courageous way of reestablishing justice."¹²⁶

Juvenile Justice

The UN has produced several documents concerning juvenile justice. These follow an approach based on prevention, the well-being of juvenile offenders, and the use of methods alternative to imprisonment.¹²⁷

The UN Standard Minimum Rules for the Administration of Juvenile Justice, also known as the Beijing Rules, is the first of several UN documents containing guidelines for states concerning juvenile justice. Rules 1 and 5.1 clearly express the UN approach: "Member States shall seek, in conformity with their respective general interests, to further the well-being of the juvenile and her or his family;" and "the juvenile justice system shall emphasize the well-being of the juvenile and shall ensure that any reaction to juvenile offenders shall always be in proportion to the circumstances of both the offenders and the offence."¹²⁸

States must focus on prevention and support child development; life imprisonment and death sentences are prohibited; detention should be used only as a last resort.¹²⁹ States are required to provide "specialized, units within the police, the judiciary, the court system, the prosecutor's office, as well as specialized defenders or other representatives who provide legal or other appropriate assistance to the child."¹³⁰ Although the Committee on the Rights of the Child has recognized that limited resources can hamper the implementation of such requirements, it consistently advocates for reform of the juvenile justice system. In this sense, it has recommended State Parties to seek technical assistance from, among other institutions, the Office of the High Commissioner for Human Rights (OHCHR) and UNICEF, through the Interagency Coordination Panel in Technical Advice and Assistance in Juvenile Justice.¹³¹

Because of this, the United Nations (UN) Guidelines for the Prevention of Juvenile Delinquency, commonly known as the Riyadh Guidelines, calls on states to institute "comprehensive prevention plans ... at every level of government."¹³² Furthermore, the guidelines seek to focus on the "successful socialization and integration of all children and young persons, in particular through the family, the community, peer groups, schools, vocational training and the world of work, as well as through voluntary organizations."¹³³ Consistent with the Convention, the Beijing Rules urges states to avoid resorting to formal trial by promoting the use of "appropriate community or other services" by law enforcement agents, prosecutors, and other state officials should, with the consent of the juvenile or

¹²¹ United Nations Department of Economic and Social Affairs, *World Youth Report*, 2003, p. 192

¹²² United Nations Department of Economic and Social Affairs, *World Youth Report*, 2003, p. 194

¹²³ Wernham, *An Outside Chance: Street Children and Juvenile Justice - an International Perspective*, 2004 p. 27, 33.

¹²⁴ Wernham, M., *An Outside Chance: Street Children and Juvenile Justice - an International Perspective*, 2004, p. 50

¹²⁵ United Nations Department of Economic and Social Affairs, *World Youth Report*, 2003, p. 196

¹²⁶ United Nations Department of Economic and Social Affairs, *World Youth Report*, 2003, p. 196

¹²⁷ United Nations General Assembly, *United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules)* (A/RES/40/33), 1985, rules 1, 5.1

¹²⁸ United Nations General Assembly, *United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules)* (A/RES/40/33), 1985, rules 1, 5.1

¹²⁹ United Nations Children's Fund, *Implementation Handbook for the Convention on the Rights of the Child*, 2007, p. 605

¹³⁰ Committee on the Rights of the Child, *General Comment No. 10: Children's rights in juvenile justice CRC/C/GC/10*, 2007, para. 92

¹³¹ United Nations Children's Fund, *Implementation Handbook for the Convention on the Rights of the Child*, 2007, p. 607, 606

¹³² United Nations General Assembly, *United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)* (A/RES/45/112), 1990, rule 9.

¹³³ United Nations General Assembly, *United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)* (A/RES/45/112), 1990, rule 10.

their family.¹³⁴ These measures include programs that seek "to reduce the number of children sent to prison or detention centers for petty crimes (diversion) and those that set up community-based alternatives to incarceration of children (restorative justice)."¹³⁵

When the detention of a minor is unavoidable, states must give special attention to the protection of her or his rights. The UN Rules for the Protection of Juveniles Deprived of their Liberty establish the international minimum standards for treatment of detained youth and make clear that depriving a child of her or his liberty should only be done as a last resort and for the shortest time possible.¹³⁶

Steps toward the end of juvenile crime

Most young people are in a better position to take advantage of global development than any previous generation, due in part to improved levels of education and better health.¹³⁷ However, many of them remain excluded from the opportunities afforded by globalization.¹³⁸ Analysts coincide that juvenile violent behavior is consequence of structural problems connected to poverty and unemployment.¹³⁹ For men, unemployment leads to frustration and psychological disorders, more violence and gang affiliation, and even domestic violence.¹⁴⁰ In the case of women, unemployment brings a bigger dependence towards men, which can also favor more violence.¹⁴¹ Nowadays for example, one can say that tensions and discouragement arising from youth unemployment, combined with higher food prices and fiscal contractions, have contributed to increased civil unrest, protests, and political instability, as recently illustrated for example, by recent protests in the Middle East and North Africa.¹⁴²

Families might be less willing to send their children to school when they see dim future prospects for stable, productive and adequately remunerated employment. Indeed, another indicator of juvenile crime and violence increase is that today it is more likely to find young people who are dedicated in neither education, nor employment.¹⁴³ A recent report from ECLAC suggests that in order to promote future development so that kids are not dissuaded from education or employment, Member States and NGOs should pay more attention to disadvantaged sectors and promote multi-sector initiatives to increase services that recognize young people as actors to solve the problem.¹⁴⁴ The experience resulted from violence reduction programmes highlight the necessity of institutional efforts into strengthening young qualification and social capital.¹⁴⁵ Adolescents hold rights, perspectives, experiences, and their own expectations, that should be better esteemed. Many goals must be forsaken by governments, such as the provision of the conditions for education, health, work integration, as well as holding back policies that restrain these activities.¹⁴⁶

¹³⁴ United Nations General Assembly, *United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules)* (A/RES/40/33), 1985, rule 11.3.

¹³⁵ United Nations Children's Fund, *Justice for Children: Detention as a Last Resort, Innovative Initiatives in the East Asia and Pacific Region*, 2011, p. 7.

¹³⁶ United Nations General Assembly, *United Nations Rules for the Protection of Juveniles Deprived of their Liberty* (A/RES/45/113), 1990.

¹³⁷ United Nations Children's Fund, *The State of the World's Children – Adolescence an Age of Opportunity*, 2011, p. 45.

¹³⁸ United Nations Children's Fund, *The State of the World's Children – Adolescence an Age of Opportunity*, 2011, p. 45.

¹³⁹ Comisión Económica para América Latina y Caribe (CEPAL), *Violencia juvenil y familiar en América Latina: agenda social y enfoques desde la inclusión*, 2008, p. 173.

¹⁴⁰ Comisión Económica para América Latina y Caribe (CEPAL), *Violencia juvenil y familiar en América Latina: agenda social y enfoques desde la inclusión*, 2008, p. 173.

¹⁴¹ Comisión Económica para América Latina y Caribe (CEPAL), *Violencia juvenil y familiar en América Latina: agenda social y enfoques desde la inclusión*, 2008, p. 173.

¹⁴² United Nations Children's Fund, *Child Outlook*, 2011, p. 10.

¹⁴³ International Labour Organization, *Global Employment Trends for Youth – Labour Market Trends for Youth*, 2010, p. 11.

¹⁴⁴ Comisión Económica para América Latina y Caribe (CEPAL), *Violencia juvenil y familiar en América Latina: agenda social y enfoques desde la inclusión*, 2008, p. 205.

¹⁴⁵ Comisión Económica para América Latina y Caribe (CEPAL), *Violencia juvenil y familiar en América Latina: agenda social y enfoques desde la inclusión*, 2008, p. 205.

¹⁴⁶ Hazlitt, H, *The Conquest of Poverty*, 2007, p. 108.

Case Study: Egypt Street Children

Although there are no official statistics, it is estimated that the number of street children in Egypt, both males and females, is 93,000; in 1999, it was estimated that the number reached as high as 2 million.¹⁴⁷ Violence belongs to the lives of these children: 86% of the street children interviewed in Cairo and Alexandria stressed that violence represents a major feature of their everyday life, and is a determining factor in developing their abilities to be able to cope with street life.¹⁴⁸

There are various indicators to demonstrate that the problem of street children is not new to Egyptian society: numbers of street children since 1826 show that this has been a present reality in Egypt.¹⁴⁹ Government legislation has been dealing with the issue since then, when children less than twelve years of age were given legal protection, and were not viewed as responsible for their actions.¹⁵⁰ The application of the juvenile laws seems to have coincided with the establishment of the Ministry of Social Affairs, and the emergence of various NGOs, which tried to help decreasing the magnitude of the problem. Today, many NGOs work with the Ministry to take action in two main channels: working with families in general, and developing preventive measures to tackle the problem (I), and Working directly with street children through various services, including those provided by the General Social Defense Department (II).¹⁵¹

Committed to providing services for children exposed to delinquency and their families, the General Social Defense Department established by the Ministry of Social Affairs, adopted a strategy that was carried out through executing some projects and programmes related to the supervision of applying the laws and regulations related to social defense policies.¹⁵² The Ministry provided literacy education, emergency services, and vocational training.¹⁵³ Almost 700 families were helped over a period of 13 months.¹⁵⁴ By 2006, the conditions of street children are getting better little by little. More children are approaching the reception centers since the first things that attract them are food, clothing, and recreation (games and play). Indeed, when children were asked about their opinions concerning the services provided by the NGOs working with street children and the General Social Defense Department, 82% stated that the services were sufficient and useful.¹⁵⁵

Case Study: Child Soldiers' search for a new life

Some states in the world, instead of fighting against juvenile crime, in some cases, potentially give incentive to such violent actions. A small number of states persist not only in recruiting children but also in exposing them to the physical and psychological dangers of combat.¹⁵⁶ Since many children have few alternatives to, or defenses against, joining armed groups, children are pressured to dedicate their lives officially to violence.¹⁵⁷ When hostilities are ongoing, poverty, social dislocation and other environmental factors create conditions of extreme vulnerability to recruitment.¹⁵⁸

¹⁴⁷ United Nations Office on Drugs and Crime, *Rapid Situation Assessment of Street Children in Cairo and Alexandria*, 2006, p. 14.

¹⁴⁸ United Nations Office on Drugs and Crime, *Rapid Situation Assessment of Street Children in Cairo and Alexandria*, 2006, p. 14.

¹⁴⁹ United Nations Office on Drugs and Crime, *Rapid Situation Assessment of Street Children in Cairo and Alexandria*, 2006, p. 30.

¹⁵⁰ United Nations Office on Drugs and Crime, *Rapid Situation Assessment of Street Children in Cairo and Alexandria*, 2006, p. 30.

¹⁵¹ United Nations Office on Drugs and Crime, *Rapid Situation Assessment of Street Children in Cairo and Alexandria*, 2006, p. 42.

¹⁵² United Nations Office on Drugs and Crime, *Rapid Situation Assessment of Street Children in Cairo and Alexandria*, 2006, p. 31.

¹⁵³ United Nations Office on Drugs and Crime, *Rapid Situation Assessment of Street Children in Cairo and Alexandria*, 2006, p. 31.

¹⁵⁴ United Nations Office on Drugs and Crime, *Rapid Situation Assessment of Street Children in Cairo and Alexandria*, 2006, p. 43.

¹⁵⁵ United Nations Office on Drugs and Crime, *Rapid Situation Assessment of Street Children in Cairo and Alexandria*, 2006, p. 43.

¹⁵⁶ Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report*, 2008, p. 17.

¹⁵⁷ Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report*, 2008, p. 17.

¹⁵⁸ Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report*, 2008, p. 26.

According to the Optional Protocol of 2007 from the UN Committee on the Rights of the Child, military values are often inculcated in the educational and recreational settings where children's physical and intellectual formation takes place. Military training is compulsory for school children in countries including China, Fiji, Kyrgyzstan, the Russian Federation, United Arab Emirates and Venezuela.¹⁵⁹ The presence of cadet corps within schools, for example in Antigua and Barbuda, the United Kingdom and the United States of America (USA), may also introduce militarism into places of development and learning.¹⁶⁰ Indeed, not only countries in conflict use children's violence. Even developed countries, under the label of "voluntary recruitment" permit that adolescents enroll themselves in military actions.¹⁶¹ In the USA, following a dramatic fall in the number of under-18s joining the military and general recruitment shortfalls, increased enlistment bonuses were introduced, and minimum educational standards for recruits lowered.¹⁶²

Nevertheless, an environment of counseling, education, recreational activities and vocational training can be solutions to open new opportunities to children so accustomed to violence.¹⁶³ This is the case of former child soldiers in Rwanda that, with help from the UNICEF-supported Commission for Demobilization, are nowadays on their way to living a normal life.¹⁶⁴ Under its child protection programme aimed to help children coming from neighboring countries such as the Democratic Republic of the Congo and Uganda, UNICEF has helped nearly 800 children to find their families and receive education.¹⁶⁵ Together with the Rwanda Demobilization and Reintegration Commission (RDRC), more than 2,000 ex-child soldiers were demobilized from former Rwandan Patriotic Army (in Uganda and Northern of Rwanda), as well as more than 9,000 adult and child members of ex-Armed Groups from the Democratic Republic of the Congo.¹⁶⁶

Protecting the rights of former child soldiers in justice processes and improving their chances of successful reintegration must be in agreement with the important international instruments for the administration of juvenile justice, the Convention on the Rights of the Child and the International Covenant on Civil and Political Rights.¹⁶⁷ Moreover, other international treaties should be considered: the Riyadh Guidelines, the Beijing Rules, the United Nations Rules for the Protection of Juveniles Deprived of their Liberty (Havana Rules), and the Guidelines for Action on Children in the Criminal Justice System (Vienna Guidelines).¹⁶⁸

Conclusion

In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, should seek the best interests of the child as a primary consideration.¹⁶⁹ Special measures of protection and assistance should be taken on behalf of all children and young persons without any discrimination for reasons of parentage or other conditions.¹⁷⁰ The world is changing rapidly and these changes bring development and growth, such as the potential of the communications, internet, new technologies, vaccines and many others. Nevertheless, its implications on children can be both, of opportunities and threats. Understanding children's nowadays growing circumstances, is necessary to advocate policies, programmes, strategies, and investments to guarantee their rights.¹⁷¹ In this context, particularly the poorest are the most vulnerable families.¹⁷² Governments are responsible on giving the environment so that the rights and the well-being of young citizens is respected, as stated in the Convention of the Rights of the Child.¹⁷³

¹⁵⁹ Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report*, 2008, p. 20.

¹⁶⁰ Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report*, 2008, p. 20.

¹⁶¹ Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report*, 2008, p. 20.

¹⁶² Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report*, 2008, p. 19.

¹⁶³ United Nations Children's Fund, *Sylvain's Story: A Former Child Soldier in the Road to a New Life in Rwanda*, 2011.

¹⁶⁴ United Nations Children's Fund, *Sylvain's Story: A Former Child Soldier in the Road to a New Life in Rwanda*, 2011.

¹⁶⁵ United Nations Children's Fund, *Sylvain's Story: A Former Child Soldier in the Road to a New Life in Rwanda*, 2011.

¹⁶⁶ Rwanda Demobilization and Reintegration Commission/Program (RORC/P), *The RORC Background*, 2011, Web site.

¹⁶⁷ United Nations Children's Fund, *Guidance for Legislative Reform on Juvenile Justice*, 2011, p. 1.

¹⁶⁸ United Nations Children's Fund, *Guidance for Legislative Reform on Juvenile Justice*, 2011, p. 1.

¹⁶⁹ United Nations High Commissioner for Human Rights, *Convention on the Rights of the Child*, 1989, Preamble.

¹⁷⁰ United Nations High Commissioner for Human Rights, *International Covenant on Economic, Social and Cultural Rights*, 1966, Article 10 number 3.

¹⁷¹ United Nations Children's Fund, *Child Outlook*, 2011, P. 2.

¹⁷² United Nations Children's Fund, *Child Outlook*, 2011, P. 3.

¹⁷³ United Nations Children's Fund, *Child Outlook*, 2011, P. 3.

The difficulty to accede to jobs, the absence of possibilities to social and political participation, and the rise of informal jobs, empower violence, but, contrary to perceptions, today's unemployment is not the only result of bad education.¹⁷⁴ The current young generation is much better educated than its predecessor, but faces a more challenging macroeconomic environment that makes it difficult to accede to the labour market.¹⁷⁵ On the other hand, when employment prospects are poor, the perceived returns to education could also be low.¹⁷⁶ Beyond the sense of uselessness and idleness, lack of self-respect and even depression, unemployed young people may also find themselves disappointed and isolated from society, and may lead them to excessive drug or alcohol use, and other problems that may lead them to delinquency.¹⁷⁷

It is also important to emphasize that children are more likely to be drawn to armed groups by experiences of human rights violations or other forms of violence, including domestic violence.¹⁷⁸ Young people, motivated by their difficult conditions of life, choose war and violence as alternatives to better lives.¹⁷⁹ Governments and societies that fail to prioritize the promotion and protection of children's rights – economic, social and cultural, as well as civil and political – share responsibility for driving children into the ranks of armed groups.¹⁸⁰ The experience accumulated by violence reduction programs highlight the necessity of institutional efforts into strengthening young qualification and social capital.¹⁸¹

Therefore, as a responsibility of all Member States, delegates should ask themselves which measures should be taken to solve the financial crisis consequences and its effects on juveniles, and whether these measures would be enough to prevent current increasing juvenile delinquency. Furthermore, what can countries do to go beyond their boundaries and fight worldwide against juvenile violence? Which policies can be taken so that children have access to education, prosperity and peace, and become distant from environments of criminality? These, in addition to a plethora of other questions, could be the starting point for further research to address the problem and begin substantive resolutions to this problem.

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II. Juvenile Crime and Violence as an Effect of Social and Economic Conditions

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Despite of the year of publication, the information of this document is very important for the present day, since it refers to the importance of the law in the protection of children. The document advocates about the obligation all individuals and countries have in respect to the development of children, making emphasis on the legislation and the morality. It shows moreover, the issue of Juvenile Justice is a long-time debated topic.

Hamilton, C. (2011). *Guidance for Legislative Reform on Juvenile Justice*. Children's Legal Centre and United Nations Children's Fund (UNICEF), Child Protection Section. New York. Retrieved on August 11th, 2011, from http://www.unicef.org/policyanalysis/files/Juvenile_justice_16052011_final.pdf
The Children's Legal Centre (CLC) is an independent non-governmental organisation based in United Kingdom, and the CLC is dedicated to the promotion and implementation of children's rights. It carries out research and analysis of systems, legislation, policy and practice and implements reform programmes. It also provides and undertakes consultancies and delivers training in child rights for a range of United Nations and other international bodies.

¹⁷⁴ Comision Economica para América Latina y Caribe (CEPAL), *Violencia juvenil y familiar en América Latina: agenda social y enfoques desde la inclusión*, 2008, P. 172.

¹⁷⁵ United Nations Children's Fund, *Child Outlook*, 2011, p. 10.

¹⁷⁶ International Labour Organization, *Global Employment Trends for Youth – Labour Market Trends for Youth*, 2010, p. 11.

¹⁷⁷ United Nations Children's Fund, *Child Outlook*, 2011, p. 10.

¹⁷⁸ Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report*, 2008, p. 26.

¹⁷⁹ Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report*, 2008, p. 19.

¹⁸⁰ Coalition to Stop the Use of Child Soldiers, *Child Soldiers Global Report*, 2008, p. 26.

¹⁸¹ Comision Economica para América Latina y Caribe (CEPAL), *Violencia juvenil y familiar en América Latina: agenda social y enfoques desde la inclusión*, 2008, P. 205.

Hazlitt, H. (2007). *The Conquest of Poverty*. New Rochelles, New York. Arlington House.
Together with Lal Deepak, Huerta de Soto and Manuel Ayau, the authors have a very interesting study of how poverty leads to multiple consequences on societies. It explains where poverty comes from and what is the relation between developed countries and in developing countries. Particularly interesting in this book are the chapters on labour and employment.

Hodgkin, R. and Newell, P. (2007). *Implementation Handbook for the Convention on the Rights of the Child*. UNICEF, New York. Retrieved on August 11th, 2011, from http://www.unicef.org/publications/files/Implementation_Handbook_for_the_Convention_on_the_Rights_of_the_Child.pdf

This Handbook provides detailed references for the implementation of law, policy and practice, to promote and protect the rights of children. The third section is particularly important for the committee's topic since it is related to "Children and Drug Abuse". Moreover, the report is very interesting since it observes the link between the social and economic situation and children's implication in delinquency throughout the first 14 years of the Committee on the Right of the Child and considers data given by State's reports.

Quinn, P. (2000). *Child Abuse by the State*. Liberty Magazine, 39-43. Washington, D.C. Retrieved on September 23rd, 2011, from http://mises.org/journals/liberty/Liberty_Magazine_May_2000.pdf
This is a fundamental text to truly understand in depth the problems countries face to provide social conditions to children, such as education and health. This document gives delegates a very important perspective of children's social problems, and can help them to see different solutions to it. In fact, it gives a whole description of how different children are treated in societies. In this magazine moreover, many economic and social solutions are given in order to show countries their way to peace and prosperity.

United Nations Children's Fund (2011). *Child Outlook*. New York : Author. Retrieved on August 11th, 2011, from http://www.unicef.org/socialpolicy/files/Child_Outlook_29_July_2011_1.pdf
In this document the reader can find updated information about the situation of children regarding the consequences of latest social and economic policies. Child Outlook, as a policy briefing on global trends and their implications issued by UNICEF's Division of Policy and Practice, helps understanding children's reality nowadays. The separation of the file into topics, and further references of this edition, might be a great contributors for a very precise research.

United Nations Children's Fund (1989). *Convention on the Rights of the Child*. New York : Author. Retrieved on August 11th, 2011, from <http://www2.ohchr.org/english/law/crc.htm>
Built on varied legal systems and cultural traditions, the Convention is a document that was a universally agreed upon set of non-negotiable standards and obligations. It is the first legally binding international instrument to incorporate the full range of human rights, such as civil, cultural, economic, political and social rights. As UNICEF's most important document, it is highly recommended that all delegates encounter here their main source of research.

United Nations High Commissioner for Human Rights (1990). *United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)*. Riyadh. Retrieved on August 11th, 2011, from <http://www2.ohchr.org/english/law/juvenile.htm>
In this Resolution adopted and proclaimed by the General Assembly, the United Nations recognizes that preventing juvenile delinquency is an essential part of crime prevention in society. Nevertheless, it also assumes that because of its specific feature, juvenile delinquency should have a different treat in order to protect children's Human Rights. Therefore, the Riyadh Guidelines should be interpreted and implemented within the broad framework for the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the Declaration of the Rights of the Child and the Convention on the Rights of the Child, as well as other instruments and norms relating to children and young persons.

United Nations Office on Drugs and Crime (2006). *Rapid Situation Assessment of Street Children in Cairo & Alexandria*. Cairo. Retrieved on August 11th, 2011, from http://www.unodc.org/pdf/youthnet/egypt_street_children_report.pdf

The United Nations Office for Drug Control and Crime Prevention (ODCCP - full name) was established in Cairo in 1997 as a Regional Office for the Middle East and North Africa, to assist programmes and address the problems in the area of drug control and crime prevention. The Rapid Situation Assessment of street children in Cairo en Alexandria is a project carried out on behalf of ODCCP in partnership with UNICEF and the World Food Programme (WFP). In this report the reader will be able to analyse statistics and data useful to draw a solution to this reality.

Wernham, M. (2004), *An Outside Chance: Street Children and Juvenile Justice - an International Perspective*. London, UK: Consortium for Street Children. Retrieved 28 August 2011 from: [http://www.unicef.org/tdad/PART201\(1\).pdf](http://www.unicef.org/tdad/PART201(1).pdf)

This book, found in UNICEF's website, is written by the Consortium for Street Children, a partnership of NGOs dealing with street children, and gives a detailed overview of the causes and consequences of the involvement of street children in criminal justice systems. It is comprehensive in its approach and provides useful case studies and recommendations.

III. Children in Armed Conflict

“In humanitarian crises, UNICEF works to ensure the safety of children and women, focusing its efforts in three areas: prevention, protection, and recovery and reintegration.”¹⁸²

Introduction

Children are affected by conflict in a multitude of ways, including lack of food and other living supplies, the loss one or both parents, being abducted and trained as a child soldier, or sexually exploited and abused. All Member States are affected by the issue of Children and Armed Conflict whether it is because children are victims of conflict in their country, they are giving aid to help children's causes in conflict, or they are aiding groups that are inflicting harm on children during conflict; therefore no Member State is immune to participation in the discussion of the affects of armed conflict on children and children's participation in conflict, willing, or unwilling.¹⁸³

International Framework

In the movement to protect children in armed conflict, the United Nations Children's Fund (UNICEF) plays an instrumental role in research, the creation of programs, educating citizens and Member States about the issue, and advocating for the rights of children everywhere.¹⁸⁴ However, there are also many other global players who work both within and outside of the United Nations (UN) to help protect children from armed conflict. Within the UN System there are eight United Nations Security Council (SC) resolutions dealing with the issue of Children and Armed Conflict, and the first resolution on the topic was in 1999, which was a momentous statement that children in armed conflict was a topic that did indeed impact the security sector and was not just within the purview of the General Assembly (GA) or other UN Bodies.¹⁸⁵ In 2009, the UNSC passed *Resolution 1882* which added to the discourse on Children and Armed Conflict by requesting that the Secretary General include on the “list of shame,” established in 2005 in *Resolution 1612*, parties who are engaged in killing and maiming children and sexual violence against children.¹⁸⁶

¹⁸² UNICEF, *UNICEF in Emergencies: Sexual Exploitation and Abuse*, 2006.

¹⁸³ United Nations, *Child Soldiers Virtual Statistics on the Frontline*, p. 2.

¹⁸⁴ UNICEF, *What We Do*.

¹⁸⁵ United Nations Security Council, *Resolution 1261* (1999), 1999.

United Nations Security Council, *Resolution 1314* (2000), 2000.

United Nations Security Council, *Resolution 1379* (2001), 2001.

United Nations Security Council, *Resolution 1460* (2003), 2003.

United Nations Security Council, *Resolution 1539* (2004), 2004.

United Nations Security Council, *Resolution 1612* (2005), 2005.

United Nations Security Council, *Resolution 1882* (2009), 2009.

United Nations Security Council, *Resolution 1998* (2011), 2011.

¹⁸⁶ Watchlist on Children and Armed Conflict, *Why are UN Security Council Resolutions Important for the Children and Armed Conflict Agenda*, 2011.

Outside of the UNSC framework, there have been many other reports and resolutions that have defined how the global community thinks about and looks to protect children in armed conflict, including 14 GA Resolutions concerning Rights of the Child, including in 2000 the *Optional Protocols to the Convention on the Rights of the Child* (A/RES/54/263).¹⁸⁷ The two *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* – strengthen the legal protection of children and, in the case of children in armed conflict, raises the minimum age of a soldier from 15 to 18.¹⁸⁸ UNICEF is directly guided by the *Convention on the Rights of the Child*, which was adopted in 1989.¹⁸⁹ As the first legally binding international convention concerning children and armed conflict, it takes a holistic approach to human rights including civil, cultural, economic and social, and political rights.¹⁹⁰ The Convention recognizes that children are in need of special care and protection and identifies human rights that must be ensured for children everywhere: “the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life.”¹⁹¹ All Member States have ratified the Convention except for the United States and Rwanda, despite international pressure.¹⁹²

Exploitation of Children through Participation in Conflict as Soldiers

While there are many forms of exploitation that children endure during times of armed conflict, the use of child soldiers affects children in almost every country in the world.¹⁹³ The most comprehensive definition of child soldiers was crafted in Cape Town, South Africa in 2002, during a UNICEF-sponsored symposium on matters regarding children and armed conflict:

“A child soldier is any person under 18 years of age who is part of any kind of regular or irregular armed force or armed 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 for forced marriage. It does not, therefore, only refer to a child who is carrying or has carried arms.”¹⁹⁴

Many UN agencies and international bodies have spoken out against the cruelty of recruiting children to participate in armed conflict; in 2002 the *Rome Statute of the International Criminal Court* categorized the recruitment and enlistment of children under the age of 15 into the armed forces as a war crime in Article 8 of the Statute.¹⁹⁵ Recruitment is defined as “compulsory, forced or voluntary conscription or enlistment of children into any kind of armed force or armed group(s) under the age stipulated in the international treaties applicable to the armed force or armed group in question” which is important to define to understand the ways in which children are becoming apart of armed conflict.¹⁹⁶ There are five major SC resolutions on the topic of Children and Armed Conflict, and several of those explicitly discuss and condemn the use of child soldiers. Specifically, *SC Resolution 1612* (2005) “strongly condemns the recruitment and use of child soldiers by parties to armed conflict in violation of international obligations applicable to them and all other violations and abuses committed against children in situations of armed conflict.”¹⁹⁷ Children recruited to participate in armed conflict are exposed to extreme violence more likely than not forced to commit it themselves, they are often times victims of abuse and suffer psychological trauma that can last a lifetime.¹⁹⁸ While the vast majority of children are abducted and forced into becoming a soldier there are cases of children who willingly take up arms due to economic and security pressures that come with living amidst armed conflict.¹⁹⁹

¹⁸⁷ United Nations Office of the Special Representative of the Secretary-General for Children and Armed Conflict, *United Nations Resolutions on Children and Armed Conflict-Resolutions by the General Assembly on Children and Armed Conflict*.

¹⁸⁸ UNICEF, *Guide to the Optional Protocol on the Involvement of Children in Armed Conflict*, 2003, p. 4.

¹⁸⁹ UNICEF, *Mission Statement*, 2004.

¹⁹⁰ UNICEF, *Convention on the Rights of the Child: analysis*, 2011.

¹⁹¹ UNICEF, *Convention on the Rights of the Child: analysis*, 2011.

¹⁹² Amnesty International, *Child Soldiers*, 2011.

¹⁹³ Coalition to Stop the Use of Child Soldiers, *Global Report on Child Soldiers*, 2001, p. 10.

¹⁹⁴ UNICEF, *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*, 2007, p. 7.

¹⁹⁵ Rome Statute of the International Criminal Court. 2002, Article 8b (xxvi).

¹⁹⁶ Watchlist on Children and Armed Conflict, *An Uncertain Future? Children and Armed Conflict in the Central African Republic*, 2011, p. 20.

¹⁹⁷ United Nations Security Council, *Resolution 1612*, 2005.

¹⁹⁸ UNICEF, *Child Protection from violence, exploitation and abuse*, 2011.

¹⁹⁹ UNICEF, *Child Protection from violence, exploitation and abuse*, 2011.

While reintegration of child soldiers is considered a major success, with over 100,000 children being released from servitude and reintegrated back into life in their communities since 1998 according to UNICEF, it is a major struggle.²⁰⁰ Children struggle immensely with reintegration to society due to their injuries, psychological condition, lack of education, and the stigmas placed on them by their own communities. Currently international organizations are working with children to reintegrate them into society through rehabilitation centers and other community programs. One example of a working rehabilitation center in Northern Uganda is Freidis Rehabilitation Center, and they focus on helping children reintegrate into society through health, education, and psychosocial programs.²⁰¹ Successful reintegration has been achieved at the Freidis Rehabilitation center through group work with former child soldiers and their families and community.²⁰² Reintegration is vital to the recovery of children, and the resolution of conflict within countries and is something that the UN and other international bodies must work to improve.

Sexual Exploitation and Sexual Abuse

Sexual exploitation and sexual abuse are egregious violations of children's human rights that take place not only in times of armed conflict but also during times of development and post-conflict reconstruction, in schools and institutions, in tourism facilities and communities.²⁰³ During times of conflict, girls are particularly vulnerable to becoming victims of violence but most specifically, and most commonly, sexual violence and exploitation by way of "torture, rape, mass rape, forced pregnancy, sexual slavery, enforced prostitution, and trafficking."²⁰⁴ Of the populations of exploited populations in conflict zones, girls continue to not only be most vulnerable to sexual exploitation but also account for a disproportionately high number of the total victims of sexual violence and exploitation.²⁰⁵ While girls are persistently the central victims of sexual exploitation in armed conflict, there are an increasing number of reports and statistics that show boys becoming an increasingly vulnerable group to sexual exploitation.²⁰⁶ More and more, sexual violence is being systematically carried out in order to achieve military objectives by targeting specific minorities and forcing displacement.²⁰⁷

The displacement of children in times of armed conflict to refugee camps often times exposes them to dual victimhood due to their vulnerability to becoming victims of sexual violence inside the refugee camps.²⁰⁸ Girls are especially vulnerable to gender based violence in refugee camps when performing simple tasks such as gathering food and water, walking to and from school, or being alone after dark.²⁰⁹ Another common form of sexual exploitation found both inside and outside the refugee camps is prostitution, where out of desperation for money girls, and sometimes boys, are sent to provide sex to earn money for their families.²¹⁰ Refugee camps are meant to be safe havens for displaced men, women, and children, but so many children are in fact victims of violence, including sexual violence in these locations.²¹¹ These acts of violence further impact children who are already psychologically, physically, and emotionally harmed by conflict.

In many conflicts, girls are abducted for marriage to rebel leaders; this marriage is known as "bush wives," especially in the context of conflicts in African countries such as Sierra Leone because of the rebel's superior knowledge of the bush and therefore where they made their homes.²¹² The sequence of events described by many bush wives is a rebel attack on their village, abduction, rape, then forced marriage and integration into rebel life.²¹³ Many of these girls are threatened with death or not given any choice out of the marriage of these rebel leaders,

²⁰⁰ UNICEF, *Child Protection from violence, exploitation and abuse*, 2011.

²⁰¹ Freidis Rehabilitation Center, *Strategies*.

²⁰² Freidis Rehabilitation Center, *Strategies*.

²⁰³ UNICEF, *Child Protection from violence, exploitation and abuse*, 2011.

²⁰⁴ Annan, *Report of the Secretary-General on Women, Peace, and Security*, 2002.

²⁰⁵ Office of the United Nations High Commissioner for Human Rights, *Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography A/RES/54/263*, 2000.

²⁰⁶ United Nations General Assembly, *Report of the Special Representative of the Secretary General for Children and Armed Conflict, A/65/219*, 2010.

²⁰⁷ United Nations General Assembly, *Report of the Special Representative of the Secretary-General for Children and Armed Conflict, A/65/219*, 2010.

²⁰⁸ UNFPA, *GBV Assessment Report*, 2007, p. 6.

²⁰⁹ UNFPA, *GBV Assessment Report*, 2007, p. 6.

²¹⁰ UNFPA, *GBV Assessment Report*, 2007, p. 7.

²¹¹ UNFPA, *GBV Assessment Report*, 2007, p. 6.

²¹² Coulter, *Bush Wives and Girl Soldiers*, 2009, p. 95.

²¹³ Coulter, *Bush Wives and Girl Soldiers*, 2009, p. 96.

forced to have sex with them, have their children, and take care of their homes.²¹⁴ The narratives of many girls abducted for this exploitation are very similar according to Chris Coulter's interviews with girls in Sierra Leone.²¹⁵ Girls and women abducted for these marriages are often left with psychological and physical scars for life, whether they were unable to ever escape their servitude or they were able to escape but unable to reintegrate into their community after their abduction.²¹⁶ Reintegration of rape victims in many cultures is almost impossible because of the stigmatism placed on raped girls and women; they are often shunned by their communities and even families, and are viewed as "tainted" or "spoiled" goods.²¹⁷ Often children are affected by this stigma even if they were not the direct victims of rape or forced marriage.²¹⁸ If families of raped women do accept them back, there is a high probability they will not accept children that are the products of their rape; these children are often left alone.²¹⁹

Role of UNICEF: Protection of Children from Exploitation

In order to protect children from exploitation in conflict, UNICEF has negotiated for children to be considered "zone of peace" in many countries.²²⁰ "Children as a Zone of Peace" is a concept that former UNICEF delegate from Sweden Nils Thedin put into action in the 1980s, where countries will negotiate cease-fire times for the purpose of evacuating children, allowing time to disperse humanitarian aid or food supplies, or administering vaccinations to children.²²¹ Often times in conflict zones these temporary cease fires can lead to longer lasting peace or negotiation talks between groups, as it did in El Salvador.²²²

Continuing to progress in the capability of the global community to protect children in armed conflict should be central to the work of UNICEF and the larger UN System. Briefings, reports, and resolutions have been written to make Member States and international organizations aware of what the global community can do next to continue to protect the world's children.²²³ The Watchlist on Children and Armed Conflict issued a briefing note to the UN Security Council in June 2011 outlining five major issue areas to work on in order to take the next steps towards protecting children in armed conflict.²²⁴ Watchlist suggests stronger collaboration with regional bodies to deal with cross-border protection issues and advocates that the Security Council impose sanctions upon persistent violators of child exploitation.²²⁵ While the Security Council would need to be responsible for any sanctions placed on perpetrators, UNICEF can play an active role in coordinating regional cooperation to prevent cross-border exploitation of children.²²⁶

Protection of children from exploitation in conflict is explicitly outlined and defined within the *Convention on the Rights of the Child*; in particular, Article 34 charges states with the responsibility to take all measures to specifically prevent sexual exploitation, including: "the inducement or coercion of a child to engage in any unlawful sexual activity; the exploitative use of children in prostitution or other unlawful sexual practices; and the exploitative use of children in pornographic performances and materials."²²⁷ UNICEF is currently focusing on protecting children from exploitation namely by becoming co-chair of the IASC Task Force on Protection from Sexual Abuse and Exploitation in Humanitarian Crises in light of the major allegations against UN peacekeepers of sexual exploitation.²²⁸ Their involvement in the Task Force is to work to coordinate humanitarians to prevent and address the issue of sexual abuse and exploitation through the Task Force Plan of Action.²²⁹ UNICEF also plays a leading role in the international community in developing international machineries to prevent abuse of children as well as ensure accountability in the international communities' role and responses to abuse cases.²³⁰

²¹⁴ Coulter, *Bush Wives and Girl Soldiers*, 2009, p. 96.

²¹⁵ Coulter, *Bush Wives and Girl Soldiers*, 2009, p. 97.

²¹⁶ Coulter, *Bush Wives and Girl Soldiers*, 2009, p. 97.

²¹⁷ Turpin, *Many Faces: Women Confronting War*, 1998, p. 5.

²¹⁸ Turpin, *Many Faces: Women Confronting War*, 1998, p. 5-7.

²¹⁹ Turpin, *Many Faces: Women Confronting War*, 1998, p. 5-7.

²²⁰ Fisher, *Leadership and Impunity*, 2002, p. 150.

²²¹ Fisher, *Leadership and Impunity*, 2002, p. 151.

²²² Fisher, *Leadership and Impunity*, 2002, p. 151.

²²³ Watchlist on Children in Armed Conflict, *Next Steps to Protect Children in Armed Conflict*, 2011

²²⁴ Watchlist on Children in Armed Conflict, *Next Steps to Protect Children in Armed Conflict*, 2011.

²²⁵ Watchlist on Children in Armed Conflict, *Next Steps to Protect Children in Armed Conflict*, 2011.

²²⁶ UNICEF, *Mission Statement*, 2004.

²²⁷ Office of the High Commissioner for Human Rights, *Convention on the Rights of the Child A/RES/44/25*, 1989.

²²⁸ UNICEF, *UNICEF in Emergencies: Sexual Exploitation and Abuse*, 2006.

²²⁹ UNICEF, *UNICEF in Emergencies: Sexual Exploitation and Abuse*, 2006.

²³⁰ UNICEF, *UNICEF in Emergencies: Sexual Exploitation and Abuse*, 2006.

Case study: Central African Republic

The Central African Republic (CAR) faces an onslaught of issues ranging from unstable neighbors, including Sudan, Chad, and Democratic Republic of the Congo, to major human rights violations, especially against children.²³¹ Children are victims of a constant lack of basic human needs: healthcare, clean water, and education, as well as victims of severe violence, including sexual violence and abduction.²³² Abduction in CAR affects boys and girls alike. When abducted boys are forced to fight as child soldiers or used as labor in fields and other situations, girls were used to carry out domestic duties and often times are given to rebel leaders for sex or for marriage.²³³ If girls were included in combat missions the majority are not given firearms but still expected to help the men and boys destroy villages by setting fires or using machetes to help in the killings.²³⁴ These abductions were largely coordinated by the Lord's Resistance Army (LRA) who took up arms in the 1980s against the Ugandan Government and has been operating in CAR since 2008, abducting over 350 people and responsible for the displacement of more than 25,000 people in the southeast.²³⁵ The Watchlist on Children and Armed Conflict recommends that the UN increase its presence, specifically naming UNICEF staff, to monitor and report on the abduction and recruitment of children for the use of child soldiers and to improve the protection of these children.²³⁶ UNICEF is also called upon to commit financial and human support to the task force in CAR to work on these issues, as well as establish UNICEF presence in both Obo and Ndele to increase the protection of children affected by the conflicts.²³⁷

Conclusion

Children and Armed Conflict is an umbrella issue with a multitude of sub issues that can arise when exploring the larger issue. Children are affected by conflict in so many unique ways, depending on their situation and conflict they are exposed to but as we see from so many sources the narrative of children in conflict zones is generally the same on a basic level, their need for protection and rights, the negative psychological and physical effects to a child, and their lack of basic resources. UNICEF plays a leading role in the international community on the protection of children. What policies and programming can UNICEF utilize or create to protect children in armed conflict? How can UNICEF strengthen programs that already exist? As the international community must make stronger efforts to protect children from armed conflict, how can UNICEF address this issue?

Annotated Bibliography

III. Children in Armed Conflict

United Nations Children's Fund. (2004). *Mission Statement*. Retrieved August 27, 2011, from http://www.unicef.org/about/who/index_mission.html

The mission statement is a key document for anyone looking to understand UNICEF's role in any issues surrounding children. The mission statement explains the role of UNICEF in protecting and advocating for children. It is important to understand UNICEF's mandate before the simulation of UNICEF of this topic in order for delegates to have accurate and holistic debates on the topic. The mission statement identifies key documents that UNICEF is guided by, such as the Convention on the Rights of the Child, which gives the reader an idea of the legal framework that UNICEF operates within.

²³¹ Watchlist on Children and Armed Conflict, *An Uncertain Future? Children and Armed Conflict in the Central African Republic*, 2011, p. 3.

²³² Watchlist on Children and Armed Conflict, *An Uncertain Future? Children and Armed Conflict in the Central African Republic*, 2011, p. 13.

²³³ Watchlist on Children and Armed Conflict, *An Uncertain Future? Children and Armed Conflict in the Central African Republic*, 2011, p. 17.

²³⁴ Watchlist on Children and Armed Conflict, *An Uncertain Future? Children and Armed Conflict in the Central African Republic*, 2011, p. 17.

²³⁵ Watchlist on Children and Armed Conflict, *An Uncertain Future? Children and Armed Conflict in the Central African Republic*, 2011, p. 16.

²³⁶ Watchlist on Children and Armed Conflict, *An Uncertain Future? Children and Armed Conflict in the Central African Republic*, 2011, p. 21.

²³⁷ Watchlist on Children and Armed Conflict, *An Uncertain Future? Children and Armed Conflict in the Central African Republic*, 2011, p. 8.

United Nations General Assembly. (1989, November 20). *Convention on the Rights of the Child A/RES/44/25* (1989). Retrieved August 11, 2011, from <http://www2.ohchr.org/english/law/crc.htm>

The Convention on the Rights of the Child is a truly important, guiding document for not only this specific topic but for anything that UNICEF does program or research wise. The Convention outlines inalienable rights for children and calls upon UN Member States to see that these rights are protected. The Convention recalls important international documents that will be helpful to delegates' research and comprehensive understanding of human rights in general and the rights of children specifically.

United Nations General Assembly. (2000, May 25). *Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography A/RES/54/263*. Retrieved August 26, 2011, from <http://www2.ohchr.org/english/law/crc-sale.htm>

One of two optional protocols to the Convention on the Rights of the Child, this text specifically discusses children's rights in the context of sexual exploitation specifically, as the title discloses the sale of children, child prostitution and child pornography. Reading and understanding this particular protocol will be important for delegates to understand the updated measures the UNGA is taking to deal with the sexual exploitation of children which is directly related to this topic. Knowing and understanding what signing and ratifying this text means to Member States and whether or not their country has does this will greatly effect their state's view on this issue. This should be one of the first documents delegates familiarize themselves with prior to the conference in order to understand the legal context surrounding Children and Armed Conflict.

United Nations General Assembly. (2000, May 25). *Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict A/RES/54/263*. Retrieved August 26, 2011, from <http://www2.ohchr.org/english/law/crc-conflict.htm>

One of two optional protocols to the Convention on the Rights of the Child, this text specifically discusses children's rights in the context of sexual exploitation specifically, as the title discloses the involvement of children in armed conflict. Reading and understanding this particular protocol will be important for delegates to understand the updated measures the UNGA is taking to deal with the issue of child soldiers and other ways children are directly involved in armed conflict, which is directly related to this topic. Knowing and understanding what signing and ratifying this text means to Member States and whether or not their country has does this will greatly affect their countries view on this issue. This should be one of the first documents delegates familiarize themselves with prior to the conference in order to understand the legal context surrounding Children and Armed Conflict.

United Nations Security Council. (1999, August 30). *Resolution 1261 (1999)*. Retrieved from the United Nations Document Service.

United Nations Security Council Resolution 1261 on Children and Armed Conflict was the first Security Council Resolution to address this issue. The Council at the time was particularly concerned with the targeting of children as soldiers. This resolution was ground breaking because it opened the Security Council up to concerning itself with this issue and transforming the issue from a strictly rights based issue to a security concern for nations as well. With the Security Council taking on the issue states have more of an accountability to take the matter seriously.

United Nations Security Council. (2004, April 24). *Resolution 1539 (2004)*. Retrieved from the United Nations Document Service.

United Nations Security Council Resolution 1539 continued the discussion of children and armed conflict at the Security Council-level. With the passage of 1539, the SC clearly defined the scope of actions that will be considered grave violations against children including: use and recruitment of child soldiers, abducting, killing, maiming, raping or using other forms of sexual violence towards children, as well as carrying out armed attacks on schools. This resolution works to further hold states and armed groups accountable for grievances against children's rights. The defining of what constitutes violations against children is key for subsequent Resolutions as well as instituting mechanisms to hold states/armed groups accountable.

United Nations Security Council. (2005, July 26). *Resolution 1612 (2005)*. Retrieved from the United Nations Document Service.

Resolution 1612 establishes a framework for monitoring and reporting on violations against children during times of conflict and forms the Working Group on Children and Armed Conflict. The resolution also requests that the Secretary-General include a list of states, armed groups, or organizations that recruit children and use child soldiers in armed conflict in the Secretary-General's Annual Reports on Children and Armed Conflict. This list is known as the "list of shame" and is important for subsequent resolutions.

United Nations Security Council. (2009, August 4). *Resolution 1882 (2009)*. Retrieved from the United Nations Document Service.

Resolution 1882 requests that the Secretary-General's "list of shame" also include parties that engage in killing or maiming children and rape or use sexual violence against children in times of armed conflict in addition to the parties who recruit and use child soldiers. This is important because it widens the scope of the "list of shame" and acknowledges the severity and wide-spread use of sexual violence and rape against civilians as a tool of warfare. This resolution is key in attempts to bringing these parties to justice in post-conflict reconstruction.

United Nations Security Council. (2011, July 12). *Resolution 1998 (2011)*. Retrieved from the United Nations Document Service.

The most recent UNSC resolution to be passed on the topic, Resolution 1998, reaffirms the Security Council's commitment to the issue of Children and Armed Conflict. This resolution increases protections of schools and hospitals from attacks. These types of attacks disproportionately affect children and are key in protecting children from further harm in conflict. Resolution 1998 keeps the international community aware and engaged on the wide scope of the issue of children and armed conflict reminding us of the need to protect institutions children gather as well as children themselves.

Watchlist on Children and Armed Conflict. (2011). *An Uncertain Future? Children and Armed Conflict in the Central African Republic*. Retrieved September 23, 2011, from <http://watchlist.org/wordpress/wp-content/uploads/Watchlist-CAR-report-EN.pdf>

This study by Watchlist on Children and Armed Conflict is a comprehensive look at the situation in the Central African Republic particularly focusing on the situation of children. The study closely analyzes how children are being impacted by the violence in CAR and presents several recommendations to several international bodies. Not only the in depth background on CAR but also the specific recommendations they present for UNICEF are particularly useful for delegates. These recommendations will be useful tools for delegates during the conference when coming up with their own ideas on how UNICEF will look at and deal with this massive issue.

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Rules of Procedure

United Nations Children's Fund

Introduction

1. These rules shall be the only rules which apply to the United Nations Children's Fund's Executive Board (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 Plenary Director, the Assistant Director(s), the Under-Secretaries-General, and the Assistant Secretaries-General, are designates and agents of the Secretary-General and Director-General, and are collectively referred to as the "Secretariat."
3. Interpretation of the rules shall be reserved exclusively to the Director-General or her or his designate. Such interpretation shall be in accordance with the philosophy and principles of the National Model United Nations 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.

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 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 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. Items on the agenda may be amended or deleted by the Board by a two-thirds majority of the members 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 delegates, including observers, in attendance at the meeting during which this motion comes to a vote.

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. Permission to speak on a motion to revise the agenda shall be accorded only to three representatives in favor of, and three opposed to, the revision. 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 committee 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 Secretariat, 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. It will, however, not be considered by the Board until a committee has reported on the question. The votes described in this rule are substantive vote, 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 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, print, and distribute documents, reports, and resolutions of the Board, and shall distribute documents of the Board 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 representative, 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.

IV. LANGUAGE

Rule 12 - Official and working language

English shall be the official and working language 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.

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.

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 the 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. He or she may propose to the Board the closure of the list of speakers, a limitation on the time to be allowed to speakers 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 President's 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. For purposes of this rule, the President's power to propose to the Board entails her/his power to entertain motions, and not to move the body on his or her own motion.

Rule 16

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

Rule 17 - Points of order

During the discussion of any matter, a representative may rise to a point of order, which shall be decided immediately by the President. Any appeal of the decision of the President shall be immediately put to a vote, and the ruling of the President shall stand unless overruled by a majority of the members present and voting.

Such points of order should not under any circumstances interrupt the speech of a fellow representative. 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, during the speech. For purposes of this rule, the members present and voting mean those members (not including observers) in attendance at the meeting during which this motion comes to vote.

Rule 18

A representative may not, in rising to a point of order, speak on the substance of the matter under discussion.

Rule 19 - Speeches

1. No one 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.
2. Debate shall be confined to the question before the Board, and the President may call a speaker to order if her/his remarks are not relevant to the subject under discussion.
3. The Board may limit the time allowed to speakers and all representatives may speak on any question. Permission to speak on a motion to set such limits shall be accorded only to two representatives favoring and two opposing such limits, after which the motion shall be put to the vote immediately. When debate is limited and a speaker exceeds the allotted time, the President shall call her or him to order without delay.

In line with the philosophy and principles of the NMUN, in furtherance of its educational mission, and for the purpose of facilitating debate, if the President determines that the Board in large part does not want to deviate from the limits to the speaker's time as it is then set, and that any additional motions will not be well received by the body, the President, in her/his discretion, and on the advice and consent of the Secretariat, may rule as dilatory any additional motions to change the limits of the speaker's time.

Rule 20 - Closing of 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. 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 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.

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.

Rule 23 - Adjournment of the meeting

During the discussion of any matter, a representative may move 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

A representative may at any time move the adjournment of debate on the topic under discussion. Permission to speak on the motion shall be accorded to two representatives favoring and two opposing adjournment, after which the motion shall be put to a vote immediately, requiring the support of a majority of the members present and voting to pass. If a motion for adjournment passes, the topic is considered dismissed and no action will be taken on it.

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 23, the motions indicated below shall have precedence in the following order over all proposals or other motions before the meeting:

- a) To suspend the meeting;
- b) To adjourn the meeting;
- c) To adjourn the debate on the item under discussion;
- d) To close the debate on the item under discussion.

Rule 27 - Proposals and amendments

Proposals and substantive amendments shall normally be submitted in writing to the Secretariat, with the names of twenty percent of the members of the Board would like the Board to consider the proposal or amendment. 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. 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.

Rule 28 - Withdrawal of motions

A proposal or a motion may be withdrawn by its sponsor at any time before voting has commenced, provided that it has not been amended. A motion thus withdrawn may be reintroduced by any representative.

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.

For purposes of this rule, those present and voting means those representatives, including observers, in attendance at the meeting during which this motion is voted upon by the body.

VI. VOTING

Rule 30 - 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 31 - 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.

Rule 32 - Majority required

1. Unless specified otherwise in these rules, decisions of the Assembly 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 role call for the meeting during which the substantive voting occurs, must cast an affirmative or negative vote, and cannot abstain.

Rule 33 - 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 present 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, on the second time through, respond with either yes or no. 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 34 - 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.

Rule 35 - 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.

Rule 36 - 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 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 involved shall then be put to a vote. If all operative parts of the proposal or of the amendment have been rejected, the proposal or the 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 37 - Amendments

An amendment is a proposal that does no more than add to, delete from, or revise part of another proposal.

An amendment can add, amend, or delete operative clauses, but cannot in any manner add, amend, delete, or otherwise affect perambulatory clauses.

Rule 38 - Order of 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 39 - 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 40 - 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 41 - 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 42

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 BOARD

Rule 43 - Participation of non-Member States

1. 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.
2. A committee 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.
3. 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 again. Delegates invited to the Board according to this rule should also keep in mind their role and obligations in the committee 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 committee when his or her presence in the Board is no longer required.

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.

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.

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

Representatives of non-governmental organizations/intergovernmental organizations accorded consultative observer status by the General Assembly 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.