



CONFERENCE B

**National Model United Nations • New York**  
**29 March - 2 April 2015 (Conf. B)**



**Documentation of the Work of UNICEF**

# United Nations Children’s Fund (UNICEF)

## Committee Staff

<b>Director</b>	Katelyn Connell
<b>Chair</b>	Nikolas Su
<b>Rapporteur</b>	Caitlyn Banis

## Agenda

- I. Prioritizing Children’s Rights in the National and International Development Agendas
- II. Children in Armed Conflict: Reintegration and Recovery
- III. Advancing Human Development for Adolescents

## Resolutions adopted by the Committee

Code	Topic	Vote
UNICEF/1/1	Prioritizing Children’s Rights in the National and International Development Agendas	Adopted without a vote
UNICEF/1/2	Prioritizing Children’s Rights in the National and International Development Agendas	Adopted without a vote
UNICEF/1/3	Prioritizing Children’s Rights in the National and International Development Agendas	22 votes in favor, 7 votes against, 3 abstentions
UNICEF/1/4	Prioritizing Children’s Rights in the National and International Development Agenda	25 votes in favor, 3 votes against, 4 abstentions
UNICEF/1/5	Prioritizing Children’s Rights in the National and International Development Agenda	21 votes in favor, 4 votes against, 7 abstentions
UNICEF/1/6	Prioritizing Children’s Rights in the National and International Development Agenda	28 votes in favor, 2 votes against, 2 abstentions
UNICEF/1/7	Prioritizing Children’s Rights in the National and International Development Agenda	24 votes in favor, 5 votes against, 3 abstentions

## **Summary Report for the Executive Board of the United Nations Children's Fund (UNICEF)**

The Executive Board of the United Nations Children's Fund (UNICEF) held its annual session to consider the following agenda items:

- I. Prioritizing Children's Rights in National and International Development Agendas
- II. Children and Armed Conflict: Reintegration and Recovery
- III. Advancing Human Development for Adolescents

The session was attended by representatives of 34 Member States. The opening session was focused on the adoption of the agenda. On Sunday, the committee adopted the agenda of I, II, III, beginning discussion on the topic of "Prioritizing Children's Rights in National and International Development Agendas."

On Monday, delegates delivered speeches on sub-topics relevant to children's rights and development. Delegates voiced their state policies on education, gender equality, health, and law enforcement. By the end of the day, the Dais received four working papers. The atmosphere in committee was very cooperative and productive.

By Tuesday morning, the Dais received a total of eight working papers covering multiple sub-topics, including education, health care, gender equality, sanitation, and child abuse prevention. In the interest of the body, two education-based papers merged. The committee was focused and dedicated to building consensus in the interest of children's rights. Working papers presented to the Dais incorporated holistic proposals for the prioritization of children's rights within development agendas.

On Wednesday, seven draft resolutions were approved by the Dais, four of which had amendments. The committee adopted all seven resolutions, two of which received unanimous support by the body. The resolutions represented a wide range of issues, such as education, health care, reform of legal frameworks, clean water, child abuse prevention, and the creation of a database for aid information. The committee was able to reach consensus on many of the resolutions and accomplished the goals of the session.



## National Model United Nations • NY

**Code:** UNICEF/1/1

**Committee:** The United Nations Children's Fund

**Topic:** *Prioritizing Children's Rights in National and International Development Agendas*

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1 *The United Nations Children's Fund,*

2  
3 *Recognizing* the extensive work of Plan International and their involvement in over fifty-one developing countries,  
4 and the importance of reporting incidents of child abuse as shown by example in Plan International's plan on child  
5 protection in emergencies,

6  
7 *Emphasizing* the importance of collaborating with the World Health Organization (WHO) and their Department of  
8 Violence and Injury Prevention and Disability to promote anti-child abuse educational awareness,

9  
10 *Recalling* the need to effectively promote the United Nations Children's Fund's (UNICEF's) core objectives as  
11 exemplified in the Bring Back Our Girls Campaign,

12  
13 *Acknowledging* the General Assembly's resolution S-27/2 and its commitment to protect children from any acts of  
14 violence, abuse, and exploitation,

- 15  
16 1. *Urges* the international community to offer reporting centers for citizens to report incidents of child abuse to  
17 properly identify and eradicate child abuse domestically and internationally by:
- 18 a. Implementing reporting centers, staffed with trained social workers from community based youth care  
19 agencies and advising Member States to staff trained social workers through internationally, nationally,  
20 and locally supported youth care agencies;
  - 21 b. Requesting financial support from NGOs and foundations such as the global Child Protection Working  
22 Group for opening and organizational costs and requests continued financial support from national  
23 governments and NGOs;
  - 24 c. Improving communication between law enforcement agencies and communities through advisory  
25 training with support and assistance through Plan International and similar organizations;
- 26  
27 2. *Encourages* UNICEF's Regional Offices to implement regional conferences to enhance the protection of  
28 children from child abuse through cultural awareness and educational seminars by:
- 29 a. Promoting information sharing between governments regarding child abuse;
  - 30 b. Coordinating with the World Health Organization as a means to provide economic contributions to  
31 develop similar initiatives internationally;
- 32  
33 3. *Recommend* UNICEF's Country Offices to establish anti-child abuse awareness campaigns to raise community  
34 awareness on the negative effects of child abuse, and collaborate with non-governmental organizations to  
35 further promote and fund educational awareness campaigns by utilizing social media as a mechanism to  
36 promote awareness and collect financial contributions, analogous to the Bring Back our Girls Campaign;
- 37  
38 4. *Calls upon* Member States to hold perpetrators of violence against children accountable for their actions.  
39  
40  
41  
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## National Model United Nations • NY

**Code:** UNICEF/1/2

**Committee:** The United Nations Children's Fund

**Topic:** *Prioritizing Children's Rights in National and International Development Agendas*

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1 *The United Nations Children's Fund,*

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3

*Acknowledging* the rights of all persons to sanitation as delineated in General Assembly resolution 67/291,

4

5

*Recognizing* the fundamental human right to clean and potable water as stressed in General Assembly resolution 64/292,

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7

8

1. *Urges* Member States to improve existing waste management systems in cooperation with the international community by:

9

10

11

a. Ending unsanitary practices by implementing policies that require national governments to provide citizens with accessible latrines and toilets to deter the spread of disease;

12

13

14

b. Collaborating with the United Nations Children's Fund (UNICEF) to provide financial assistance as a means to implement a greater quantity of toilets and latrines to children in Least Developed Countries (LDCs) and other vulnerable populations;

15

16

17

18

c. Implementing sanitation initiatives akin to the United Nations End Open Defecation Campaign;

19

20

d. Requesting partnerships with NGOs that deal directly with potable water and access to sanitation akin to water.org, Global Water Brigades, People Water, and Wells for Wellbeing;

21

22

23

2. *Calls upon* States to achieve Goal 1 of the Millennium Development Goals by providing potable water to children in LDCs by:

24

25

26

a. Endorsing the freshwater promotion goals of the World Water Assessment Program;

27

28

b. Encouraging governments to assess and report on the world's freshwater reservoirs and ecosystems to better share and utilize water use and management.

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## National Model United Nations • NY

**Code:** UNICEF/1/3

**Committee:** The United Nations Children's Fund

**Topic:** *Prioritizing Children's Rights in National and International Development Agendas*

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1 *The United Nations Children's Fund,*

2  
3 *Deeply conscious* of the imminent expiry of the Millennium Development Goals (MDGs) and the need to re-  
4 evaluate the new framework surrounding the Sustainable Development Goals (SDGs),

5  
6 *Keeping in mind* the effect of conflict on children's access to education and full enjoyment of their rights,

7  
8 *Affirming* the Convention on the Rights of the Child (CRC) and its Optional Protocols as the fundamental  
9 documents guiding the mission of the United Nations Children's Fund (UNICEF),

10  
11 *Reiterating* Part I, Article 4 of the CRC, which dictates that Member States must undertake legislative and  
12 administrative measures for the implementation of the rights accorded under the CRC and Optional Protocols,

13  
14 *Recalling* the Children, Not Soldiers campaign of 2014, noted in Security Council resolution 2143, which aims to  
15 draw attention to end and prevent the recruitment and use of children by national security forces,

16  
17 *Emphasising* Human Rights Council decision 24/117 on the abandonment of female genital mutilation, however, the  
18 practice persists in all the regions of the world,

19  
20 *Reaffirming* the importance of viable avenues for birth registration, which are essential to allow for proper  
21 integration of children into society,

22  
23 *Recognising* that without registration children are often not considered legal citizens and thus do not possess any  
24 rights within a country,

25  
26 *Approving* the United Nation's Convention on the Rights of the Child, Article 7 which states that "the child shall be  
27 registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and  
28 as far as possible the right to know and be care for by his or her parents,"

29  
30 1. *Authorizes* funding under the Thematic funds, UNICEF Global Level, to allow for the creation of:

- 31  
32 a. *IMPACT*, an independent UNICEF review committee, which is to meet on a biannual basis to discuss  
33 recently implemented multi-lateral treaties for the purpose of publishing a statement assessing the  
34 impact each of the abovementioned treaties have had on the rights of the child;
- 35  
36 b. *Schedules for Training and Human Resources (STAHR)*, which will create courses that aim to educate  
37 relevant professionals on the issues faced by children, the best way to sensitively engage with them  
38 and the minimum rights necessary to be accorded to the child;
- 39  
40 c. *Birth Registration Drives (BRD)*, a UNICEF sponsored groundwork initiative which will give effect to  
41 the right to nationality by facilitating the large-scale and comprehensive birth registration of  
42 disadvantaged children through the already existing programs of the respective Country Offices (CO);
- 43  
44 d. *International Birth Registration Aid (IBRA)*, a program which will encourage birth registration during  
45 BRDs in order to minimise administrative and staffing costs, maximise efficiency and provision of  
46 services, and accurately gauge which form of aid will be most valued, including but not limited to the  
47 provision of:
- 48  
49 i. *Maternal care*, including pre-natal exams and adequate post-natal nutrition to ensure the  
50 health of the mother and the baby;

- 51                   ii.    Basic needs for the child such as food and vaccinations for eradicated, communicable diseases  
52                   such as mumps, measles and rubella, and polio;  
53
- 54 2. *Acknowledges* the support pledged from the funding Member States for these programs;  
55
- 56 3. *Recommends* that the IMPACT Committee be comprised of major sponsors of IMPACT as well as two  
57 Member States of each region, sessions to be held in one of their major cities on a rotational basis, with the first  
58 session to be held in the United Arab Emirates;  
59
- 60 4. *Clarifies* that the statements published by IMPACT will not affect the legal validity of the treaty but will simply  
61 draw attention to the rights of the child and encourage treating parties to consciously consider them;  
62
- 63 5. *Further clarifies* that parties to a treaty may provide IMPACT with their own statement should they so desire  
64 for the purpose of allowing for later independent discussion and evaluation of the treaties to promote positive  
65 reform;  
66
- 67 6. *Encourages* the cooperation of national Ministries of Education with UNICEF in the provision of the STAHR  
68 Program, in which UNICEF will:  
69
- 70       a. Make these schedules available to any Member State who wishes to use them;  
71
- 72       b. Give any support to the Member State necessary for the provision of the STAHR Program, including  
73 but not limited to:  
74
- 75           i. Organizing conferences and seminars to be held within the Member State;  
76           ii. Collaborating with the Member State to allow for the Schedule to suit particular country  
77 conditions;  
78           iii. Making available hard-copy materials to be disseminated to participants through the Country  
79 Office (CO);  
80           iv. Making available electronic materials to allow Member States to run their own training,  
81 available from an online database accessible with permission from the Country Office;  
82
- 83       c. Negotiate funding arrangements with Member States should they so request;  
84
- 85 7. *Further recommends* that the STAHR Program focus on areas including but not limited to:  
86
- 87       a. Judicial programs for judges and judicial staff on sensitivity in dealing with children within the legal  
88 system;  
89
- 90       b. Educational programs for teachers to empower them with skills to take into account the child's identity  
91 and cultural background so that they will be better able to receive a beneficial education;  
92
- 93       c. Medical Programs for doctors, nurses, and midwives to instruct them on how best to create a  
94 meaningful and cooperative relationship with children in crises;  
95
- 96 8. *Calls upon* all Member States to recognise the importance of achieving free, universal birth registration, which  
97 is to be accomplished through the establishment of regular BRDs which are to be conducted by:  
98
- 99       a. Member States individually;  
100
- 101       b. Member States with the support of their UNICEF Country Office;  
102
- 103       c. Member States with the support of their UNICEF Regional Office;  
104
- 105       d. A coalition of relevant Member States, where the BRD relates to the registration of nationals resident  
106 in another country;



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9. *Suggests* that children born in refugee camps be given a high priority for registration with their country of origin through the assistance of embassies in conjunction with the local UNICEF CO in a targeted and responsive BRD;
  10. *Requests* the formulation of special directives through detailed studying of area-specific anthropological reports in regards to BRDs which are to be conducted amongst tribal and indigenous populations, which may take into account:
    - a. The isolated and remote nature of their lifestyles;
    - b. The type of registration being performed;
    - c. Whether the population resides in areas that cross national borders;
    - d. The additional time and resources necessary to achieve effective registration of these populations;
    - e. The need for routine visits to rural villages to enable birth registration;
  11. *Supports* the study and publication of data available from the existing UNICEF Office of Research, located in Firenze, Italy, in an attempt to create effective social and cultural change and end practices destructive of children's rights;
  12. *Invites* Member States and UNICEF to aggregate their findings and consider them in conjunction with relevant peer-reviewed studies and academic publications;
  13. *Further requests* the publication of the above mentioned findings and dissemination of the maladaptive cultural practices to as wide an audience as possible in order to educate children about the practice and its aftermath, and to create community support networks which may act both to deter further perpetuation of the practices and provide support to the victims;
  14. *Trusts* that all Member States will exemplify this framework in relation to Female Genital Mutilation (FGM), as an infringement of the child's right to bodily integrity, which frequently is accompanied by medical complications and risks to the child's safety and security;
  15. *Urges* all Member States to consider any available alternative methods of punishment and rehabilitation in sentencing child offenders before resulting to incarceration due to the impact incarceration has on the long-term rights and developmental capacities of the child.



## National Model United Nations • NY

**Code:** UNICEF/1/4

**Committee:** The United Nations Children's Fund

**Topic:** *Prioritizing Children's Rights in National and International Development Agendas*

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1 *The United Nations Children's Fund,*

2  
3 *Regretting* the fact that despite efforts made according to the Millennium Development Goals, children are still  
4 suffering from problems such as a lack of healthcare, malnutrition, and insufficient education,

5  
6 *Bearing in mind* the independent nature of the United Nations Children's Fund (UNICEF) as the only internationally  
7 recognized children's foundation with the ability to organize a funding foundation and partnership with Member  
8 States and private companies,

9  
10 *Recognizing* that UNICEF is lacking a framework that deals with these expansive problems in a proper manner,  
11 despite the valiant effort of the United Nations (UN) Resident Coordinator System (RCS) to unite UN Programs,  
12 more work could be done to expand the ideals behind the UN RCS program,

13  
14 *Calling attention* to governmental inconsistencies in funding allocation of health, nutrition, and education,

15  
16 *Pointing out* that, currently, many individual and bilateral projects exist to counteract the challenges brought upon  
17 children by a lack of healthcare, malnutrition, and inadequate education,

18  
19 *Acknowledging* that though the variety in currently existing projects is admirable, a real framework is lacking,  
20 thereby directly affecting the efficiency of the projects,

21  
22 *Encouraging* the need for transparency in projects committed to ensuring children's rights due to the possibility of  
23 management inconsistencies and financial inefficiencies,

24  
25 *Strongly believing* that individual organizations prioritizing children's rights can learn from others' mistakes and  
26 successes,

27  
28 *Acknowledging* that a database listing can produce more efficient results, particularly in areas concerning health,  
29 nutrition, and education, as opposed to granting funding to the respective governments of the nation,

30  
31 *Commending* the International Committee of the Red Cross in their continued efforts towards the advancement and  
32 protection of children's healthcare in least developed countries,

33  
34 *Bringing attention to* MASHAV, an international non-governmental organization (NGO) specific to agricultural  
35 sustainability targeting child malnutrition and its success in supplying food through the Agricultural Demonstration  
36 Farm Project, which has reached international successes by including different stakeholders, such as farmers and  
37 experts, in the creation as well as the implementation of sustainable agricultural solutions,

38  
39 *Recognizing* the international efforts of the Bill and Melinda Gates Foundation as it focuses on children's  
40 fundamental rights to education through the Global Libraries Program,

41  
42 *Reiterating* the International Covenant on Economic, Social and Cultural Rights accounted by the General Assembly  
43 in resolution 1966/2200A Article 1, which dictates that all peoples may, for their own ends, freely dispose of their  
44 natural wealth and resources without prejudice to any obligations arising out of international economic cooperation,  
45 based upon the principle of mutual benefit, and international law; in no case may a people be deprived of its own  
46 means of subsistence,

47  
48 1. *Emphasizes* the need of cooperation and interdependence between organizations prioritizing children's rights  
49 across the globe;

50

- 51 2. *Directs* UNICEF to take a coordinative role in the allocation of the resources provided by organizations  
52 primarily through a database;  
53
- 54 3. *Proposes* the creation of the Inter-developmental Efficiency Framework (IEF) with UN coordination in which  
55 projects can be submitted by nations and NGO's to be allocated to a country that is in need of the specific  
56 program and:  
57
- 58 a. Calls upon Member States, international organizations and NGO's with the intention to improve  
59 children's situations with priority to health, nutrition, and education until an operational framework  
60 can be created;  
61
- 62 b. Welcomes project proposals from Member States, international organizations and NGO's with  
63 expertise in children's rights and encourages the utilization of the IEF database to create efficient  
64 solutions with international organizations that may include the European Union, United Nations, and  
65 the African Union;  
66
- 67 c. Those Member States in need of support and aid can submit an application and will be matched to the  
68 most suitable solutions and projects based on need and commitment to the recommended aid program;  
69
- 70 4. *Recommends* the specification within the IEF in accordance with the respective categories; health, nutrition, and  
71 education;  
72
- 73 5. *Requests* the participation in the development of the IEF database from:  
74
- 75 a. The International Committee of the Red Cross to continually develop their mission to advance  
76 healthcare specifically concerning children of the world;  
77
- 78 b. MASHAV's Agricultural Demonstration Farm Project to contribute to the sustainable agricultural  
79 programs in order to address malnutrition amongst children;  
80
- 81 c. The Bill and Melinda Gates Foundation Global Libraries Program and invites their collaboration in the  
82 education category;  
83
- 84 6. *Reiterates* the utilization of the unique independent nature of UNICEF as the only internationally recognized  
85 children's foundation to organize a funding foundation and partnership with Member States and private  
86 companies to develop an IEF database accessible to all;  
87
- 88 7. *Recommends* the public acknowledgement of donors as an incentive to donate to the IEF database fund;  
89
- 90 8. *Taking note of* the difference in those who contribute to the IEF database versus those who utilize the IEF  
91 database information as:  
92
- 93 a. Those who can contribute must be governmental or non-governmental organizations;  
94
- 95 b. Those who can utilize the database should be divided into two sub-groups: providers of assistance and  
96 receivers of assistance;  
97
- 98 9. *Requests* that those who utilize the database provide feedback through a progress report on the implementation  
99 of IEF database information;  
100
- 101 10. *Proposes* that the IEF database will have two levels of access, of which public access would allow a basic  
102 means of information on the IEF database and its missions and goals through a homepage for researchers to see  
103 a list of available organizations and programs by country, and private access would grant program information  
104 and statistics as well as a synopsis of funding allocation to those who are specifically involved in the program  
105 and are active donors;  
106

- 107 11. *Affirms* that well-standing relationships are to be maintained between organizations and children, as progress  
108 and publicity are central to future developmental funding;  
109
- 110 12. *Has resolved to* reconvene biannually in accordance with the regular sessions of UNICEF's Executive Board in  
111 order to critique and further advance the IEF database;  
112
- 113 13. *Directs* the Executive Board of UNICEF to carry out ample networking and funding campaigns during the  
114 interim period prior to reassembly;  
115
- 116 14. *Decides* to reassemble for future decision making, which includes but is not limited to infrastructure, staff, and  
117 database framework at the first regular session of the Executive Board of UNICEF in 2016 in New York.



## National Model United Nations • NY

**Code:** UNICEF/1/5

**Committee:** The United Nations Children's Fund

**Topic:** *Prioritizing Children's Rights in National and International Development Agendas*

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1 *The United Nations Children's Fund,*

2

3 *Acknowledging* the importance of prioritizing children's health as stated in Article 3 of the Conventions on the  
4 Rights of a Child (CRC),

5

6 *Emphasizing* the need for proper health facilities, healthcare personnel, essential techniques and education for  
7 children in least developed countries (LDCs),

8

9 *Taking into account* the efforts made by the United Nations Children's Fund (UNICEF) as well as other  
10 organizations that focus on promoting and enhancing the lives of children by tackling the challenges that face all  
11 children in regards to their personal health and well-being,

12

13 *Bearing in mind* the universal efforts made by UNAIDS to develop safe, effective, affordable, and globally  
14 accessible vaccines for children to end the transmission of the human immunodeficiency virus (HIV) and the  
15 acquired immunodeficiency syndrome (AIDS),

16

17 *Recognizes* the goals of the World Health Organization (WHO) and their efforts to enhance the access to  
18 vaccinations for children in developing Member States,

19

20 *Having accredited* the goals set in the Commission on the Status of Women and their efforts to incorporate girl  
21 children into programs and policies concerning health,

22

23 1. *Suggests* a monitoring body under the UNICEF umbrella that will use strategic planning, monitoring, and  
24 evaluation of the previous work within developing Member States in order to disaggregate data, analysis, and  
25 knowledge affecting the health of children, by using the gathered data to create evidence based programs to  
26 benefit the aid of developing Member States;

27

28 2. *Calls upon* Member States to train and to increase the number of healthcare personnel in developing Member  
29 States by supporting the effort of the International Federation of the Red Crescent and Red Cross Societies and  
30 their rapid response to health crises in developing Member States and encouraging the proper use of agencies  
31 such as, Doctors Without Borders in order to improve child health;

32

33 3. *Recommends* Member States to review the Oral report on UNICEF follow-up to recommendations and  
34 decisions of the Joint United Nations Programme on HIV/AIDS Programme Coordinating Board meetings  
35 session to in order to:

36

37 a. *Improve* the efficacy and effectiveness of HIV Prevention of Mother-to-Child services in low-and-  
38 middle-income Member States by determining innovative implementation strategies and programmatic  
39 solutions related to enhancing the accessibility, quality, and uptake of HIV PMTCT services;

40

41 b. *Advance* the research of HIV/AIDS and to provide coordination support and infrastructure to ensure  
42 the distribution of the vaccine to children in LDCs;

43

44 4. *Expresses its hope* that communities within the Member States will work together to help ensure the rights of  
45 their children are being acknowledged in regards to their personal health and well-being by creating a system  
46 for peer educators to contribute better health and well-being for all children through integrated health services  
47 and education by mobilizing people and resources;

48

- 49 5. *Draws attention to* the lack of efficient healthcare aimed towards female children, encourages the international  
50 community to implement programs similar to UNICEF's Sanitation, and Hygiene In Schools for Girls (WinS for  
51 Girls) that strives to provide girl children with health education and proper reproductive health care;  
52  
53 6. *Asks Member States* to seek partnership within the Gavi, the Vaccine Alliance and to join their efforts in  
54 preventing transmittable diseases and to increase access to vaccines for children in developing Member States.



## National Model United Nations • NY

**Code:** UNICEF/1/6

**Committee:** The United Nations Children's Fund

**Topic:** *Prioritizing Children's Rights in National and International Development Agendas*

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1 *The United Nations Children's Fund,*  
2  
3 *Deeply appreciates* the efforts made to reach the various Millennium Development Goals (MDGs),  
4  
5 *Approves* the success of the international community in achieving near universal primary education in line with  
6 Millennium Development Goal 2,  
7  
8 *Expressing* its concerns that although the success may be celebrated various targets of the 2015 agenda, numerous  
9 targets have not been met yet at this point of time,  
10  
11 *Acknowledges* that further cooperation is needed in order to establish a comprehensive post-2015 development  
12 agenda,  
13  
14 *Declaring* that early childhood education and primary school education are vital in line with General Assembly  
15 resolutions 27/2 and 56/116 to making significant progress in development,  
16  
17 *Reaffirming* that the focus on primary education has proved very successful with enrollment rates rising from 83  
18 percent to 90 percent between 2010 and 2012 according to Evaluating the Progress and Projection of the Millennium  
19 Development Goals (A/55/L.2),  
20  
21 *Acknowledges* that children from 12 months old to the age of 6 should receive more attention on the education  
22 because this is the first step to learning,  
23  
24 *Emphasizes* the importance of pre-school education as the foundation of equal access to all education and  
25 consequently the foundation of lifelong equal opportunities, as gaining a comprehensive framework from the age of  
26 two to six before primary school shall receive a high-quality of preschool education,  
27  
28 *Stresses* its desire to contribute to a higher enrollment regarding secondary school participating, as enrollment rates  
29 are around 70 percent according to United Nations Children's Fund (UNICEF) data, which is a significant drop from  
30 the enrollment rate in primary education,  
31  
32 *Emphasizing* that this drop is often a consequence of a lack of money and the long distance between the village and  
33 a secondary school, including a lack of affordable transport, in many developing countries,  
34  
35 *Noting also* that the focus group of secondary education, the age from 12 to 18, is the young adolescent group,  
36 which is a vulnerable group due to the many physical, emotional and personal changes that take place in this age,  
37  
38 *Believing* that this disadvantaged teenage group, characterized by low-education levels and poor living standards  
39 have proven to be vulnerable for influences from non-state terrorist and illegal groups,  
40  
41 *Confident* that a higher enrollment in secondary education can improve the economy of the developing member  
42 states due to an increasing need for high-skilled workforce,  
43  
44 *Draws attention* to a wide range of geographical, socio-economic, cultural, religious and societal factors that impede  
45 children in their access to education,  
46  
47 *Notes with concern* the disparity of wealth, which contributes to inequality of opportunity and encourages  
48 governments in solving the issues presented,  
49

50 *Deplores* the socio-economic factors, which suggest that individuals of a lower status are not able to attain certain  
51 educational levels,  
52

53 *Emphasizes* the importance of equality for the progress of the female in education to ensure that equal opportunities  
54 are received properly to change the fact that the enrollment rate for girls is still exceptionally low in various regions,  
55

56 *Promotes and encourages* culturally sensitive education that is mindful of the right of parents to determine how their  
57 children are educated,  
58

59 1. *Highlights* the differing needs of Less Developed Countries (LDCs) regarding digital learning products,  
60 particularly that the first technological devices utilised by people in LDCs are often tablets and smartphones  
61 rather than traditional computers;  
62

63 2. *Suggests* the utilisation of e-learning tools to overcome geographical barriers and facilitate distance education  
64 especially in less developed countries;  
65

66 3. *Further highlights* the complex needs of digital learning devices designed for less developed nations where the  
67 first technological devices developed are tablets and smartphones rather than traditional computers;  
68

69 4. *Acknowledges* the creation of a plethora of free online learning resources by schools, universities and  
70 governments across the world including Coursera, Khan Academy and Duolingo as infrastructure that is highly  
71 conducive to basic learning for children;  
72

73 5. *Encourages* further research and development of products bridging the gap between educational and  
74 recreational usage;  
75

76 6. *Reaffirms* the inherent advantage of e-learning in that it proffers a greater range of educational opportunity to  
77 the students to fulfil their interests;  
78

79 7. *Endorses* the allocation of resources from UNICEF's budget to proliferate electronic devices amongst  
80 disadvantaged children: these devices would be purchased by UNICEF and distributed through its existing  
81 physical presences in LDCs; Communities that are geographically isolated will be engaged with by regional  
82 UNICEF offices and field officers will be sent to transfer electronic devices and train children in their use in  
83 partnership with local governments; UNICEF will work with NGOs and the private sector, particularly Google  
84 and Internet.org, to provide internet access to these areas and where this is impractical provide learning  
85 resources through offline means;  
86

87 8. *Further expresses* the influence of pre-school education among poor and minority children, which would  
88 narrow the gap in school achievements, which would eventually end child poverty and:  
89

90 a. All children should receive equal access to pre-school education;  
91

92 b. Member States should devote more resources and strengthen the policies on the pre-school education;  
93

94 c. Hours and schooldays should be limited in accordance to culture, religion and national laws due to the  
95 young age of the pre-school group;  
96

97 9. *Suggests* that pre-school education aims to contribute to a non-profit education by UNICEF with the aid of  
98 financial subsidies stipulate that:  
99

100 a. Aids and donations from Member States should fund school supplies and infrastructure;  
101

102 b. Contributions and loans of non-government organizations including the World Bank and private  
103 sectors;  
104



- 105 10. *Encourages* Member States government working with the International Teacher Training Organization in order  
106 to provide a more quality education in all levels as quality teachers are needed to improve the quality of  
107 education;  
108
- 109 11. *Calls upon* volunteers and local people to participate in the teaching group after training so that the group of  
110 qualified teachers will gradually expand and Member States to work with the International Teacher  
111 Organization in order to provide more quality education in all levels as quality teachers are needed to improve  
112 the quality of education  
113
- 114 12. *Highlights* the benefits that e-learning can bring specifically to the educative experience of primary school  
115 students;  
116
- 117 13. *Suggests* further innovative research by the academic community into effective teaching practices to multiply  
118 the benefits stemming from near universal childhood education;  
119
- 120 14. *Endorses* the secondary enrollment target in the post-2015 development agenda to be 85 percent before the year  
121 2025;  
122
- 123 15. *Confirms* that an increase in secondary education enrolment can increase the strengthen the resilience of the  
124 targeted population due to an increase of knowledge and self-awareness;  
125
- 126 16. *Establishes* that the effect of inaccessibility of secondary schools due to a lack of infrastructure on student's  
127 ability to attend secondary school is detrimental;  
128
- 129 17. *Supports* projects that aim to increase the secondary enrolment rates such as the School Bus Program in the big  
130 picture of the UNICEF Innovation Projects that among others aims to improve the infrastructure in many LDCs:  
131
- 132 18. *Proclaims* that the School Bus Program (SBP) will be free for students in developing regions; cover remote  
133 areas in developing countries; shall carry books and study material in order to make the ride a useful one in  
134 which children can learn during their travel; where practicable, be appropriate for disabled children; be provided  
135 on the basis of need to willing Member States; conducted in conjunction with local and regional NGOs who  
136 may create and develop infrastructure focusing on rural communities and environmentally challenged areas,  
137 such as communities near deserts;  
138
- 139 19. *Determines* that the coordination of the SBP should be organized by UNICEF, reporting to the Economic and  
140 Social Council regarding the operations, activities and outcomes because:  
141
- 142 a. Coordination is needed to make the rides efficient by coordinating and linking the route of the bus  
143 through rural areas;  
144
- 145 b. Coordination by UNICEF is needed to ensure that the busses comply with international vehicle  
146 standards;  
147
- 148 c. Coordination by UNICEF is needed to provide regular controls in order to ensure that busses will drive  
149 the appropriate route;  
150
- 151 d. The United Nations should engage in an coordinating role as Member States can submit funds and  
152 Member States can apply for the Bus system at one central organization;  
153
- 154 e. Monitoring and evaluating the processes of the projects on a seasonal basis by the regional offices of  
155 UNICEF;  
156
- 157 f. Annual reports made by the regional offices should be submitted to UNICEF;  
158

- 159 20. *Further determines* that Member States can provide funds through existing United Nations mechanisms  
160 including UNICEF Innovation Funds while private companies and nongovernmental organizations may sponsor  
161 buses by adding messages on the bus in exchange for a fee;  
162
- 163 21. *Further invites* NGOs in private sectors such as Aurora Foundation, Teach For All, Room to Read, and other  
164 organizations and partners working closely with UNICEF to raise funds for the operations closing up the gap of  
165 uneven distributions of the resources in education.



## National Model United Nations • NY

**Code:** UNICEF/1/7

**Committee:** The United Nations Children’s Fund

**Topic:** *Prioritizing Children’s Rights in National and International Development Agendas*

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1 *The United Nations Children’s Fund,*

2

3 *Affirming* the definition of a child in the Convention of the Rights of the Child (CRC) in Article 1.1, declaring a  
4 child as a human being below the age of eighteen,

5

6 *Recognizing* the need for equal rights for children of all genders in all Member States,

7

8 *Acknowledging* the *Because I am a Girl* campaign, a global initiative seeking to ensure equal access to education for  
9 young women, therefore improving their participation in society,

10

11 *Seeking* equal access to education by developing gender-sensitive learning environments for girls, free of violence,  
12 abuse, and bullying, as well as challenging gender roles and raising awareness at home and in the community on the  
13 importance of children’s education,

14

15 *Noting with deep concern* the substandard level of education in many developing Member States and hence highly  
16 recommends a focus on improving the “quality versus quantity” of education systems by elevating educational  
17 standards to increase the likelihood of children advancing on to secondary and higher education,

18

19 *Reaffirming* Article 28 of the CRC giving children the rights to protection, equal education, health care, shelter, and  
20 good nutrition,

21

22 *Taking note* that primary education ranges from ages five to eleven and secondary education ranges from ages  
23 eleven to eighteen,

24

25 *Referring* to the framework put forth in ongoing international programs, such as Time of Choices, which prioritize  
26 working with students, parents, teachers, and medical staff through: the ongoing involvement of physicians in  
27 developing the curriculum, orchestrating educational sessions, and evaluating the program; teacher training; medical  
28 staff working at intervention schools to conduct presentations and to serve as a resource to students, teachers and  
29 parents; availability of medical staff to students via e-mail or phone regarding questions and medical assistance;  
30 referral of youth to youth-friendly health services,

31

32 *Recalling* that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that children are is  
33 entitled to special care and assistance,

34

35 *Praising* the implementation of United Nations Children’s Fund (UNICEF) led initiative, Education for All (EFA),  
36 which focuses on the development of children’s rights through equal opportunities for children and improving early  
37 childhood care and education,

38

39 *Observing* the lack of adequate vocational preparation and opportunities for post-primary education, as well as the  
40 widespread instances of poverty within developing Member States,

41

42 *Recognizing* that higher skilled jobs in developing Member States are not accessible to the majority of the  
43 population which establishes the need for technical and vocational training programs such as Women’s Economic  
44 Productivity program, as well as UNICEF’s and United Nations Educational, Scientific and Cultural Organization’s  
45 (UNESCO’s) currently active collaborative program, Technical Vocational Education and Training (TVET) that  
46 provides relevant skills and opportunities for young individuals to join the labor force,

47

48 *Concerned* about the lack of opportunity, widespread unemployment, and the presence of substantial poverty as a  
49 result of the lack of educational opportunities, including vocational training,

50

- 51 1. *Expresses its hope* that each child will have access to primary, secondary, and higher education regardless of  
52 gender, socioeconomic status, development level, and personal interests through the implementation of  
53 programs designed and monitored by UNICEF and local specialized youth agencies, financed through the  
54 collaborative efforts of Member States, nongovernmental organizations, such as USAID, and the private sector,  
55 that seek to provide comprehensive sexual and reproductive education in school curriculums, reflecting the  
56 cultural, religious, and social needs of Member States;  
57
- 58 2. *Further proclaims* the need for the creation of community-based programs that aim to protect children from any  
59 form of sexual exploitation, abuse, or violence, with an emphasis in areas of conflict, through programs  
60 financed by Member States and voluntary private sector contributions, and monitored by nongovernmental  
61 organizations, such as the International NGO Council on Violence Against Children, that provide access to  
62 specialized staff in schools and other such educational institutions that counsel children and families in  
63 situations of violence or sexual abuse;  
64
- 65 3. *Recommends* the creation of a specialized unit within national police forces, financed by Member States, staffed  
66 by local police officers and community volunteers, and monitored and trained by the United Nations Police, that  
67 works to remove children from situations that compromise their integrity;  
68
- 69 4. *Stresses* the importance of moving the focus beyond the completion of primary education to include an  
70 emphasis on the transition to secondary and higher education by training government workers and community  
71 members on how to recognize and assist in violations of children’s rights through the creation of help lines and  
72 safe houses; implementing the importance of education for children by working with governments and NGOs to  
73 enhance and build schools in quality and safe educational environments with qualified and engaging teachers,  
74 and providing schools with progressive educational health programs to confirm that every child is aware of  
75 proper sanitation through supplying hygiene kits and other necessary resources;  
76
- 77 5. *Suggests* the further implication of technical training programs such as TVET, in the international agenda  
78 aiming at improving the aspects of lifelong learning and a preparation for responsible citizenship, an instrument  
79 for promoting environmentally sound sustainable development, and a method for facilitating poverty elevation  
80 to help increase access to higher education among children by increasing the working ability of individuals in  
81 skills ranging from carpentry to positions in engineering and various other occupations:  
82
- 83 a. Based on the framework in accordance with UNICEF and United Nations Educational, Scientific, and  
84 Cultural Organization (UNESCO) guidelines, the Department of Skills Development (DST) is  
85 responsible for the monitoring of the mainstream skills training through TVET;  
86
- 87 b. With increased financial support for the funding of such programs in countries that have proven the  
88 desire as well as the capability for development, such funding will be provided by contributions from  
89 the private sector, in the sense of providing job training, in conjunction with monetary contributions  
90 from UNICEF, UNESCO, the World Bank, National Skills Development Council, Ministry of Human  
91 Resource Development, Department of School Education and Literacy, Department of Higher  
92 Education, and the Ministry of Labor and Employment;  
93
- 94 c. With continued cooperation between UNICEF and UNESCO to create programs that will benefit the  
95 children of the world by preparing them for a better future by providing the technical working skills  
96 need to be productive and successful members of society.