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UNITED NATIONS CHILDREN'S FUND BACKGROUND GUIDE 2017

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and Courtney Indart



NATIONAL MODEL UNITED NATIONS



THE 2017 NATIONAL MODEL UNITED NATIONS

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Dear Delegates,

Welcome to the 2017 National Model United Nations New York Conference (NMUN•NY)! We are pleased to introduce you to our committee, the United Nations Children’s Fund (UNICEF). This year’s staff is: Directors Silvia Bedessi (Conference A) and Andrea Jacoby (Conference B), and Assistant Directors Derrik Whitlow (Conference A) and Courtney Indart (Conference B). Silvia has studied Political Science at the University of Florence, with a focus on International Studies. This is her second year on staff, and she is excited to return to NMUN•NY. Andrea received her B.A. in Political Science with a focus in Biology from Wright State University in Dayton, Ohio. She currently works as a Tasting Room Ambassador at a biodynamic vineyard called Cowhorn in Applegate Valley, Oregon, and she is looking forward to her third year on staff. Derrik graduated from West Virginia University with degrees in History and International Studies. He currently lives in Washington, D.C., and is interning at the Cato Institute where he focuses on foreign policy research. Courtney graduated with a B.A. in International Political Economy from the College of Idaho in 2015. This is her first year on staff with NMUN•NY, and she looks forward to working with delegates this year.

The topics under discussion for UNICEF are:

- I. Promoting the Social Inclusion of Children
- II. Strengthening Rehabilitation and Reintegration of Youth Offenders
- III. Education in Emergencies

UNICEF plays a critical role in the protection and empowerment of children all over the world, as well as in the implementation of the *Convention on the Rights of the Child*. UNICEF seeks to address a wide range of topics regarding children, such as mainstreaming their significance in efforts to further the *2030 Agenda for Sustainable Development* and advocating for their human rights. In order to accurately simulate this committee, delegates will need to understand its role and mandate, while also keeping a global viewpoint to ensure solutions meet the needs of all children.

This Background Guide serves as an introduction to the topics for this committee. However, it is not intended to replace individual research. We encourage you to explore your Member State’s policies in depth and use the Annotated Bibliography and Bibliography to further your knowledge on these topics. In preparation for the Conference, each delegation will submit a Position Paper by 11:59 p.m. (Eastern) on 1 March 2017 in accordance with the guidelines in the [Position Paper Guide](#) and the [NMUN•NY Position Papers](#) website.

Two essential resources for your preparation are the [Delegate Preparation Guide](#) and the [NMUN Rules of Procedure](#) available to download from the NMUN website. The [Delegate Preparation Guide](#) explains each step in the delegate process, from pre-Conference research to the committee debate and resolution drafting processes. The [NMUN Rules of Procedure](#) include the long and short form of the rules, as well as an explanatory narrative and example script of the flow of procedure. In tandem, these documents thus serve as essential instruments in preparing for the Conference and as a reference during committee sessions.

Please take note of information in the [Delegate Preparation Guide](#) on plagiarism and the prohibition of pre-written working papers and resolutions. Additionally, please review the [NMUN Policies and Codes of Conduct](#) on the NMUN website regarding the Conference dress code; awards philosophy and evaluation method; and codes of conduct for delegates, faculty, and guests regarding diplomacy and professionalism. Importantly, any instances of sexual harassment or discrimination based on race, gender, sexual orientation, national origin, religion, age, or disability will not be tolerated. Adherence to these policies is mandatory.

If you have any questions concerning your preparation for the committee or the Conference itself, please contact the Under-Secretaries-General for the Human Rights and Humanitarian Affairs Department, Sarah Walter (Conference A) and Jess Mace (Conference B), at usg.hr_ha@nmun.org.

We wish you all the best in your preparations and look forward to seeing you at the Conference!

Sincerely,

Conference A

Silvia Bedessi, *Director*
Derrik Whitlow, *Assistant Director*

Conference B

Andrea Jacoby, *Director*
Courtney Indart, *Assistant Director*



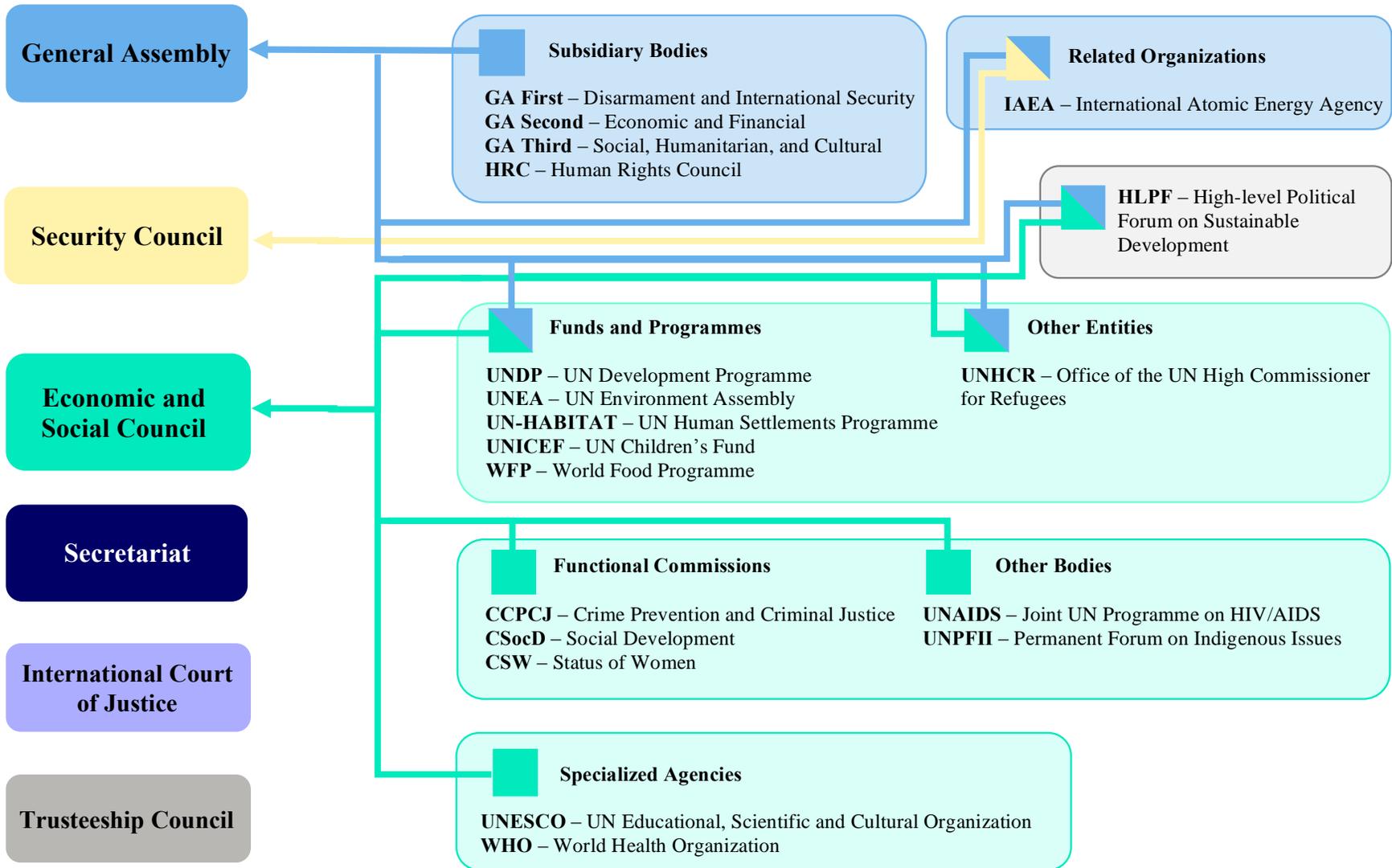
Table of Contents

United Nations System at NMUN•NY.....	3
Abbreviations.....	4
Committee Overview.....	5
Introduction.....	5
Governance, Structure, and Membership.....	6
Mandate, Functions, and Powers.....	6
Recent Sessions and Current Priorities.....	7
Conclusion.....	8
Annotated Bibliography.....	9
Bibliography.....	9
I. Promoting the Social Inclusion of Children.....	13
Introduction.....	13
International and Regional Framework.....	13
Role of the International System.....	15
Children’s Social Exclusion: Causes and Gaps.....	16
Reducing Inequalities at the National and Subnational Level.....	18
Social Inclusion of Children in Case of Humanitarian Emergencies.....	19
Conclusion.....	19
Further Research.....	19
Annotated Bibliography.....	20
Bibliography.....	21
II. Strengthening Rehabilitation and Reintegration of Youth Offenders.....	26
Introduction.....	26
International and Regional Framework.....	27
Role of the International System.....	28
Promoting Social Work Programs.....	30
Role of Education in Rehabilitation and Reintegration.....	31
Conclusion.....	31
Further Research.....	32
Annotated Bibliography.....	32
Bibliography.....	34
III. Education in Emergencies.....	37
Introduction.....	37
International and Regional Framework.....	38
Role of the International System.....	39
Obstacles in Emergency Education.....	40
Preventative Measures and Disaster Risk Reduction (DRR).....	42
Conclusion.....	42
Further Research.....	42
Annotated Bibliography.....	42



United Nations System at NMUN•NY

This diagram illustrates the UN system simulated at NMUN•NY and demonstrates the reportage and relationships between entities. Examine the diagram alongside the Committee Overview to gain a clear picture of the committee's position, purpose, and powers within the UN system.



Abbreviations

AAAA	<i>Addis Ababa Action Agenda</i>
ACRWC	<i>African Charter on the Rights and Welfare of the Child</i>
AU	African Union
CADE	<i>Convention against Discrimination in Education</i>
CEDAW	<i>Convention on the Elimination of All Forms of Discrimination against Women</i>
CMF	Children’s Measurement Framework
CoE	Council of Europe
CRC	<i>Convention on the Rights of the Child</i>
DRR	Disaster Risk Reduction
ECD	Early childhood development
ECHR	<i>European Convention on Human Rights</i>
ECOSOC	Economic and Social Council
ECW	Education Cannot Wait
EFA	Education for All
EiE	Education in Emergencies
EU	European Union
GEM	Global Education Monitoring
HELP	Human Rights Education for Legal Professionals
HFA	<i>Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities in Disasters</i>
HRW	Human Rights Watch
IASC	Inter-Agency Standing Committee
IFSW	International Federation of Social Works
IJJO	International Juvenile Justice Observatory
INEE	Inter-Agency Network for Education in Emergencies
IPJJ	Interagency Panel on Juvenile Justice
LBW	Low birthweight
MoRES	Monitoring Results for Equity System
NGO	Non-governmental organization
NLG	No Lost Generation
OAS	Organization of American States
OHCHR	Office of the United Nations High Commissioner on Human Rights
RTM	Real-time monitoring
SDG	Sustainable Development Goal
UDHR	<i>Universal Declaration of Human Rights</i>
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	Office of the United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
UNODC	United Nations Office on Drugs and Crime
UNOPS	United Nations Office for Project Services
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
WFP	World Food Programme



Committee Overview

Introduction

In 1946, United Nations (UN) General Assembly resolution 57 (I) established the UN International Children’s Emergency Fund (UNICEF) as a relief organization for European child refugees from the Second World War.¹ Subsequently, General Assembly resolution 417 (V) (1950) expanded UNICEF’s mandate beyond Europe to include all children.² In 1953, pursuant to resolution 802 (VIII), the General Assembly elected to extend UNICEF’s mandate indefinitely and accordingly changed the organization’s full name to the United Nations Children’s Fund.³

The **United Nations Children’s Fund (UNICEF)** is a programme and fund of the United Nations, reporting to the Economic and Social Council and the General Assembly.

At NMUN•NY 2017, we are simulating the Executive Board of UNICEF in terms of composition and size; however, delegates are not limited to the strict mandate of the Executive Board, as a budgetary and administrative body, during the conference. For the purposes of NMUN•NY 2017, and corresponding with the educational mission of the conference, the committee has the ability to make programmatic and policy decisions on issues within the mandate of UNICEF in line with the overall function of the organization.

The *Declaration of the Rights of the Child*, adopted by the UN General Assembly in 1959, guarantees inalienable human rights for all children by ensuring their protection against child marriage and conflict, as well as safeguarding their rights to education at all stages of life, prenatal and postpartum healthcare, shelter, and nutrition.⁴ UNICEF has continued to focus on meeting substantive goals in the area of children’s education, while gaining popular support through programs such as the “Ambassador at Large,” which works with influential people to help advocate for children’s rights around the world.⁵ In light of the groundbreaking 1987 UNICEF study *Adjustment with a Human Face*, UNICEF began to employ a human rights-based approach in order to move away from development that prioritized Structural Adjustment Programs, which had a negative, marginalizing impact on the health and education of children in the Global South.⁶

The results of the *Adjustment with a Human Face* study led to the 1989 adoption of the influential *Convention on the Rights of the Child (CRC)*.⁷ The CRC took UNICEF over ten years to create with the assistance of intergovernmental organizations (IGOs), non-governmental organizations (NGOs), human rights advocates, lawyers, health specialists, social workers, educators, child development experts, and religious leaders.⁸ Following the adoption of the CRC, UNICEF organized the World Summit for Children in 1990, which hosted the largest gathering of world leaders in history and helped broaden the debate on children in conflict situations in the Security Council during the 1990s.⁹ In 2001, UNICEF created the “Say Yes for Children” campaign, which advocates globally for the inalienable rights of children.¹⁰ For 15 years, UNICEF was guided by the Millennium Development Goals (MDGs) to improve the lives of children.¹¹ Significant achievements were made during this time, including in the areas of preventable child deaths, education, and the overall reduction of poverty.¹² In September 2015, the Sustainable Development Goals (SDGs) were adopted, shifting the organization’s focus.¹³ Within the creation

¹ UN General Assembly, *Establishment of an International Children’s Emergency Fund (A/RES/57 (I))*, 1946, p. 1.

² UNESCO, *Organizations: UNICEF*; UN General Assembly, *Continuing needs of children: United Nations International Children’s Emergency Fund (A/RES/417(V))*, 1950.

³ UN General Assembly, *United Nations Children’s Fund (UNICEF) (A/RES/802 (VIII))*, 1953.

⁴ UN General Assembly, *Declaration of the Rights of the Child (A/RES/1386 (XIV))*, 1959.

⁵ UNICEF, *Goodwill Ambassadors & Advocates*.

⁶ UNICEF, *Social and Economic Policy*.

⁷ UN General Assembly, *Convention on the Rights of the Child (A/RES/44/25)*, 1989.

⁸ UNICEF, *Our History*, 2015.

⁹ *Ibid.*

¹⁰ UNICEF, *Our History*, 2015.

¹¹ UNICEF, *The 2030 Agenda for Sustainable Development*.

¹² *Ibid.*

¹³ *Ibid.*

process for the SDGs, UNICEF’s role was to ensure that children would be considered in all 17 goals.¹⁴ This was evident in the finalized *2030 Agenda for Sustainable Development* (2015), wherein children’s rights are reflected throughout the SDGs and clear targets were incorporated for every state, regardless of income level.¹⁵ At present, the international community continues to face new challenges including a rise in “complex emergencies,” a growing number of protracted refugee situations, and a higher incidence of climate-related disasters, all of which exacerbate the vulnerability of children and render UNICEF’s work increasingly important going forward.¹⁶

Governance, Structure, and Membership

The Executive Board constitutes the highest level of UNICEF administrative management, determines all policy and budgetary decisions based on reports from the National Committees, and meets three times annually.¹⁷ Comprised of 36 Member States elected to three-year terms by the UN Economic and Social Council (ECOSOC), the Executive Board allocates eight seats to Africa, seven seats to Asia, four seats to Eastern Europe, five seats to Latin America and the Caribbean, and twelve seats to Western Europe and Others.¹⁸ The Executive Board also observes all UN missions related to children and youth, and it oversees all documents adopted or produced by the organization, including several annual reports.¹⁹ The Executive Board reports on committee progress and makes recommendations regarding the status of children worldwide to both ECOSOC and the General Assembly.²⁰

Today, UNICEF has a strong presence in 190 countries.²¹ UNICEF runs 36 National Committees focused on fundraising, establishing best practice sharing methods for public-private partnerships, and ameliorating children’s rights.²² UNICEF is funded entirely by voluntary contributions from IGOs, NGOs, corporations, foundations, and private individuals.²³ UNICEF maintains a country office in most Member States, which promotes cooperation through a five-year program, evaluates each Member State’s needs, and coordinates local workers and volunteers.²⁴ Outside of the administrative structure, UNICEF also maintains a Supply Division headquarters in Copenhagen, Denmark, as well as the Innocenti Research Centre in Florence, Italy, which liaises with intergovernmental policy creators and leaders and provides the Executive Board with research on the efficacy of UNICEF and the promotion of the CRC by monitoring changing situations, highlighting chronic problem areas, and finding ways to address them.²⁵

Mandate, Functions, and Powers

Originally defined by General Assembly resolution 57 (I) (1946), UNICEF’s mandate was later broadened by General Assembly resolutions 417 (V) (1953) and 802 (VIII) (1950) to include advocacy “for the protection of children’s rights,” assistance with meeting children’s basic needs, and expansion of “opportunities [for children] to reach their full potential.”²⁶ UNICEF’s mandate is informed by the CRC and based on the concept that “nurturing and caring for children are the cornerstones of human progress.”²⁷ UNICEF reports to the General Assembly and ECOSOC, both of which undertake annual reviews of UNICEF’s work.²⁸

¹⁴ Ibid.

¹⁵ UNICEF, *Annual Session 2016*, 2016.

¹⁶ Ibid.

¹⁷ UNICEF, *The Structure of UNICEF*, 2016.

¹⁸ UNICEF, *UNICEF Executive Board*, 2016.

¹⁹ Ibid.

²⁰ UNICEF, *UNICEF Executive Board*, 2016.

²¹ UNICEF, *FAQ*, 2015.

²² UNICEF, *The Structure of UNICEF*, 2016; UNICEF, *National Committees*, 2016.

²³ U.S. Fund for UNICEF, *Frequently Asked Questions*, 2015.

²⁴ UNICEF, *The Structure of UNICEF*, 2016.

²⁵ Ibid.; UNICEF, *UNICEF Executive Board*, 2016.

²⁶ UN General Assembly, *Establishment of an International Children’s Emergency Fund (A/RES/57 (I))*, 1946, p. 3; UNESCO, *Guide to Archives of Intergovernmental Organizations: UNICEF*, 1999; UNICEF, *Mission Statement*, 2003.

²⁷ UNESCO, *Guide to Archives of Intergovernmental Organizations*, 1999; UNICEF, *UNICEF: Convention on the Rights of the Child*.

²⁸ UNESCO, *Guide to the Archives of Intergovernmental Organizations*, 1999.

To fulfill its mandate, UNICEF coordinates with UN partners, including the Task Force on Children and Armed Conflict, the Inter-Agency Network on Youth Development, and the Security Council Working Group on Children and Armed Conflict.²⁹ UNICEF also partners with NGOs through the National Committees and works collaboratively with IGOs to protect children’s rights.³⁰ UNICEF’s key actions focus on improving maternal health and child survival and development; advocating for basic education and gender equality; combating HIV/AIDS in children; protecting children from violence, exploitation, and abuse; engaging in policy advocacy and partnerships for children’s rights; prioritizing humanitarian action; and encouraging increased national capacity-building and enhanced reporting on results.³¹

Recent Sessions and Current Priorities

In line with the SDGs and with the organization’s social, economic, and environmental priorities, UNICEF seeks to promote programs that successfully create “safe, healthy and well educated children.”³² UNICEF held its 2016 annual session from 14-16 June to discuss the adoption of the SDGs and conduct a midterm review of the *UNICEF Strategic Plan 2014-2017*.³³ UNICEF’s Strategic Plans are created and approved by the Executive Board every four years.³⁴ UNICEF’s current Strategic Plan is guided by the theme of children’s rights, with a focus on the disadvantaged, and is based upon reviews and statistics, such as birth rates, school attendance, sanitation, and nutrition from UNICEF’s previous Strategic Plans.³⁵ Although the SDGs were not yet in place at its creation, the *UNICEF Strategic Plan 2014-2017* serves as a transitional document from the MDGs to the SDGs.³⁶ This Strategic Plan also emphasizes increased collaboration with NGOs on policy creation, as well as with the peer review group of experts on results-based management, which is working to strengthen Strategic Plans and frameworks at local and international levels.³⁷

UNICEF’s current goals are designed in collaboration with IGOs and NGOs in order to integrate the CRC in the most effective manner.³⁸ These partnerships allow UNICEF to work efficiently to achieve the SDGs and ensure a sustainable plan for children, while providing six main benefits: stronger advocacy for children’s rights, transformative potential, greater aid effectiveness, innovations for children, a strengthened knowledge base, and additional resources for children and UNICEF-supported programs.³⁹ Key areas of focus for UNICEF currently include increasing organizational efficiency, as well as working to meet the SDGs, specifically Goal 4, which is to “Ensure inclusive and quality education for all and promote lifelong learning,” by raising primary school enrollment, focusing on chronic low-enrollment regions such as sub-Saharan Africa, and providing safety for children to go to school in conflict areas.⁴⁰ UNICEF also continues to devote increased attention to water sanitation in educational programming and water supply projects in conflict areas.⁴¹ UNICEF further works to build capacity for sustainable access to safe drinking water, congruent with Goal 6 of the SDGs, which is to “ensure availability and sustainable management of water and sanitation for all.”⁴² UNICEF highlights in its current Strategic Plan that over 1 billion people still defecate outside, which directly affects their health and well-being, as well as their environment, and

²⁹ UN DESA, *United Nations Inter-Agency Network on Youth Development*, 2010; UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict, *Strategic Framework 2011-2013*, 2011, p. 5.

³⁰ UNICEF, *Civil Society Partnerships*.

³¹ UNICEF, *Thematic discussion on results and lessons learned in the medium-term strategic plan focus area 5: Policy advocacy and partnership for children’s rights*, 2012.

³² UNICEF, *The 2030 Agenda for Sustainable Development*.

³³ UNICEF, *Annual Session 2016*, 2016.

³⁴ UNICEF, *Strategic Plan 2014-2017*, 2014.

³⁵ UN ECOSOC, *The UNICEF Strategic Plan, 2014-2017 (E/ICEF/2013/21)*, 2013; UNICEF, *The 2030 Agenda for Sustainable Development*.

³⁶ Ibid.

³⁷ Ibid.

³⁸ UNICEF, *Civil Society Partnerships*.

³⁹ UNICEF, *UNICEF: Who we are*.

⁴⁰ UN ECOSOC, *The UNICEF Strategic Plan, 2014-2017 (E/ICEF/2013/21)*, 2013; UNICEF, *The 2030 Agenda for Sustainable Development*.

⁴¹ Ibid.

⁴² Ibid.

further jeopardizes the lives of young children with weaker immune systems.⁴³ Thematic focuses such as nutrition, child protection, gender equality, and education remain equally prevalent in UNICEF goals.⁴⁴

UNICEF maintains a specific focus on more vulnerable groups of children, such as girls. In particular, a focus is placed on girls' educational needs, including through the "Take Action for Girls and Women with Global Goals" media campaign, which promotes the SDGs and achievement of Goal 5: "Achieve gender equality for all women and girls."⁴⁵ Education is considered a vital component in achieving equality for women and girls, which begins by ensuring all girls receive the same education and are not held back from attending school.⁴⁶ As of 2015, UNICEF projected that approximately 80% of girls in Southwest Asia will never attend primary school, versus only 16% of boys.⁴⁷ Many barriers prevent girls from going to school, including school fees, societal norms, and economic and societal demands for girls.⁴⁸ With the SDGs in place, UNICEF promotes a multifaceted approach to ensuring girls go to school, stay in school, and are encouraged to achieve higher levels of education.⁴⁹

On 3 June 2016, UNICEF participated in the annual Joint Meeting of the Executive Boards, during which it discussed two primary topics with the UN Development Programme (UNDP), the UN Population Fund (UNFPA), the UN Entity for Gender Equality and the Empowerment of Women (UN-Women), the UN Office for Project Services (UNOPS), and the World Food Programme (WFP).⁵⁰ The first topic, "Working in fragile contexts, inclusive of middle-income countries," highlighted the need to work toward achieving the SDGs and building sustainable, resilient communities.⁵¹ The second topic, "Big Data and the Sustainable Development Goals," emphasized the importance of using Big Data to address specific regional issues and achieve the SDGs.⁵² Big Data is the key to successfully monitoring different areas in real time by taking large data sets and analyzing them to see different patterns and trends, especially during a crisis situation.⁵³ With technological advances growing rapidly, it is important for UNICEF and other agencies to utilize these tools to evaluate and address development priorities.⁵⁴

Conclusion

UNICEF fulfills a unique role within the international sphere and continues to provide an invaluable forum for international collaboration in the protection and promotion of children's rights.⁵⁵ However, UNICEF's work is far from over. By implementing the SDGs in coordination with the *2014-2017 Strategic Plan*, UNICEF will give children the opportunity to enjoy a healthy, safe, and sustainable future.⁵⁶ As UNICEF advances its policies internationally, it will continue implementing grassroots projects in partnership with NGOs, as well as collaborating with other UN organizations on projects that can improve children's lives.⁵⁷ Member States should continue to work together to create benchmarks and best practices to advance the protection of children's rights.⁵⁸ As the international community works to achieve the SDGs, it will remain UNICEF's responsibility to spearhead successful initiatives that prioritize children as the foundation of "lasting and equitable development progress."⁵⁹

⁴³ Ibid.

⁴⁴ UN ECOSOC, *The UNICEF Strategic Plan, 2014-2017 (E/ICEF/2013/21)*, 2013; UNICEF, *Report of the Executive Board of the United Nations Children's Fund on the work of its first regular session of 2016*, 2016.

⁴⁵ The Global Goals for Sustainable Development, *Girls Goals = Girls Progress*.

⁴⁶ UNICEF, *Girls' Education and Gender Equality*, 2015.

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ UNICEF, *2016 Joint Meeting of the Executive Boards of UNDP/UNFPA/UNOPS, UNICEF, UN-Women and WFP*, 2016.

⁵¹ Ibid.

⁵² Ibid.

⁵³ Ibid.

⁵⁴ UNICEF, *2016 Joint Meeting of the Executive Boards of UNDP/UNFPA/UNOPS, UNICEF, UN-Women and WFP*, 2016.

⁵⁵ UNICEF, *UNICEF: Who we are*.

⁵⁶ Ibid.

⁵⁷ Ibid.

⁵⁸ Ibid.

⁵⁹ UNICEF, *The 2030 Agenda for Sustainable Development*.



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This website explains the transition from the MDGs to the post-2015 development agenda and the SDGs. It also highlights goals that are very specific to UNICEF and lays out long-term areas of focus for the organization to work toward completing. This is a great resource for delegates to gain an introduction to the SDGs and how they directly relate to UNICEF's work.

United Nations Children's Fund. (2016). *Annual Session 2016* [Website]. Retrieved 19 July 2016 from: http://www.unicef.org/about/execboard/index_24478.html

In conjunction with the Executive Board's Report on UNICEF's progress in 2015, UNICEF's Annual Session acts as a public-friendly document that breaks down the basic aims of UNICEF throughout 2015 as it leads into 2016 and explores the key aims for the organization's future, with a specific focus on children refugees. In addition to acknowledging the increased focus on topics such as climate change, conflicts, and aiding the most vulnerable children, it also highlights emergency responsiveness as a key component. Delegates will find this document an accessible way to retrieve statistics and information on programming results, and they will also have the benefit of viewing brief sidebars on current UNICEF case studies.

United Nations Children's Fund. (2016). *The State of the World's Children 2016* [Report]. Retrieved 16 August 2016 from: <http://www.unicef.org/sowc2016/>

The Executive Summary of the 2016 State of the World's Children report, which coincides with the 70th anniversary of UNICEF, calls for every child to have a fair chance at life no matter their background or current state. It provides an itemization of statistics that demonstrate how each child deserves health, education, and protection to succeed in life. This report is highly useful in framing solutions during the research process and provides a good overview of the most challenging issues facing children today.

United Nations Children's Fund. (2014). *Strategic Plan 2014-2017* [Website]. Retrieved 18 August 2016 2015 from: <http://www.unicef.org/strategicplan/>

This page links to the UNICEF medium-term Strategic Plan, which will continue to shape the focus and aims of UNICEF over the next two years. In addition to an increased focus on humanitarian action, gender equality, and policy advocacy, the new plan also includes details such as a policy timeline and an updated roadmap for implementing the plan, both of which include details about how the work relates to the integrated budget of UNICEF. Delegates will find the Executive Board Informal Presentations, Peer Review Groups results, session-wide workshop presentations, and other related links on this page to be particularly useful for their research regarding UNICEF's Strategic Plan.

United Nations Children's Fund. (2016). *UNICEF Executive Board* [Website]. Retrieved 19 July 2016 from: <http://www.unicef.org/about/execboard/>

This page provides up-to-date information from the UNICEF Executive Board. It offers direct links to current sessions and information about the bureau, members, board documents, and other relevant information. Delegates will find this page a useful resource for understanding how the Executive Board works with other UN bodies, budget requirement, and the implementation of the UNICEF mandate for assessing current as well as information regarding the ratification process for the CRC.

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I. Promoting the Social Inclusion of Children

“If the soul of a society can be judged by the way it treats its most vulnerable members, then by a similar measure, a society’s future [...] can be predicted by the degree to which it provides every child with a fair chance in life.”⁶⁰

Introduction

Social exclusion can be defined as “the involuntary exclusion of individuals and groups from society’s political, economic, and societal processes, which prevents their full participation in the society in which they live.”⁶¹ Social exclusion has an extremely negative impact on children’s current and future standards of living, adversely influencing the key areas of child development, including physical-motor, cognitive, emotional, and social.⁶² The United Nations (UN) Children’s Fund (UNICEF) observed that children living in poorer households or belonging to marginalized groups of society often have fewer opportunities in life to achieve their potential.⁶³ Therefore, poverty, discrimination, economic, and social inequalities are among the main issues to address when discussing social exclusion.⁶⁴ UNICEF aggregates the different types of inequalities that can affect children in four main categories: political inequalities, preventing people from contributing to public processes and decisions; economic inequalities, resulting from an inequitable access to resources and opportunities; cultural inequalities, striking specific groups in a society; and spatial inequalities, affecting children living in places considered marginal in a country.⁶⁵ According to recent estimates by UNICEF, children from urban households have a greater chance of surviving their first five years than those living in rural settings; moreover, in 2015, under-five casualties were 12 times higher in sub-Saharan Africa than those affecting high-income countries.⁶⁶

Inequalities can prevent economic growth and progress to development for all, as they are often transmitted from one generation to the other in what is called the “intergenerational cycle of poverty,” which has negative consequences on children’s health and education.⁶⁷ Parents’ health, education, and income have an impact on children’s well-being: children who are born in poor households often receive insufficient in-utero nutrition and more easily develop illnesses later in life.⁶⁸ Children from low-income families are also more likely to drop out of school and have lower income themselves as adults.⁶⁹ Therefore, it is important to reduce inequalities and promote the social inclusion of children, defined by the World Bank as “the process of improving the terms for individuals and groups to take part in society,” which is crucial to achieving sustainable development for all.⁷⁰ Social inclusion does not only improve children’s lives in the short term, but also reduces their dependency on social protection systems in the long term, increasing their chances of accessing education and income-generating activities.⁷¹

International and Regional Framework

Numerous international instruments have addressed children’s rights over the years, starting from the *Universal Declaration of Human Rights* (UDHR) (1948), which underlines the imperative of guaranteeing the same level of social protection to every child.⁷² The *International Covenant on Economic, Social and Cultural Rights* (ICESCR) (1966) calls for specific provisions by States parties to protect children and to ensure their inclusion in society

⁶⁰ UNICEF, *The State of the World’s Children 2016 – A Fair Chance for Every Child*, 2016, p. 1.

⁶¹ Atkinson & Marlier, *Analyzing and Measuring Social Inclusion in a Global Context*, 2010, p. 1.

⁶² Boyden & Dercon, *Child Development and Economic Development: Lessons and Future Challenges*, 2012, p. 1.

⁶³ UNICEF, *Social Inclusion of Children – The Case for Support*, 2015, p. 3.

⁶⁴ Ibid.

⁶⁵ Ortiz et al., *Child Poverty and Inequality – New Perspectives*, 2012, pp. 58-59.

⁶⁶ UNICEF, *Annual Results Report 2015 – Health*, 2016, p. 6.

⁶⁷ Ortiz et al., *Child Poverty and Inequality – New Perspectives*, 2012, p. 60.

⁶⁸ Garcia et al., *Intergenerational Equity*, 2013.

⁶⁹ Ibid.

⁷⁰ World Bank, *Social Inclusion*, 2013; UNICEF, *Sustainable Development Starts and Ends with Safe, Healthy and Well-Educated Children*, 2013.

⁷¹ Rees et al., *Right in Principle and in Practice: A Review of the Social and Economic Returns to Investing in Children*, 2012, p. 7.

⁷² UN General Assembly, *Universal Declaration of Human Rights (A/RES/217 A (III))*, 1948, arts. 25, 2.

without discrimination.⁷³ Similarly, the *Convention on the Rights of the Child* (CRC) (1989), which constitutes the cornerstone document with regard to children’s rights, states that children should be able to enjoy their rights regardless of their sex, race, religion, economic, social, and health status.⁷⁴ Some of the rights recognized by the CRC are the right to life and development, to protection from exploitation and violence, to education, and to “the enjoyment of the highest attainable standard of health.”⁷⁵ The CRC also underlines the importance of guaranteeing children and adolescents the possibility to develop their potential, promoting compulsory and free primary education, and ensuring easier access to secondary and higher education, as well as to vocational opportunities.⁷⁶ Other fundamental documents are the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW) (1979), which promotes the achievement of gender equality, and the *Convention on the Rights of Persons with Disabilities* (CRPD) (2006), of which article 7.1 declares all children should be able to enjoy the same rights irrespective of their health status.⁷⁷

In 2002, the UN General Assembly adopted resolution S27-2, titled “A World Fit for Children,” which pledged to leave “no child behind.”⁷⁸ With resolution 69/313 of 17 August 2015, the General Assembly endorsed the *Addis Ababa Action Agenda* (AAAA), adopted at the Third International Conference on Financing for Development in July 2015.⁷⁹ The AAAA underlines the importance of devoting more funds to children’s education, with particular focus on the most vulnerable children, who are facing displacement, wars, poverty, and illnesses, and highlights the active role local governments and communities must play.⁸⁰ In 2015, the General Assembly adopted the *2030 Agenda for Sustainable Development*, aiming to create “a world which invests in its children” and in which young people can enjoy “a nurturing environment for the full realization of their rights and capabilities.”⁸¹ The General Assembly identified 17 Sustainable Development Goals (SDGs) to promote the human rights of children in particular.⁸² The most relevant SDGs for the promotion of social inclusion are ending poverty (SDG 1), ensuring food security and gender equality (SDGs 2 and 5), promoting health care and education for all (SDGs 3 and 4), and combating inequality within and among countries (SDG 10).⁸³

At the regional level, organizations included important provisions on the social inclusion of children in their policies, such as the *Europe 2020* strategy of the European Union (EU), which “promotes inclusive growth.”⁸⁴ In 2013, the European Commission adopted a recommendation titled *Investing in Children: Breaking the Cycle of Disadvantage*, recognizing children’s vulnerability, as well as the difficulties encountered by marginalized children in particular in enjoying their rights, accessing education, and developing their skills.⁸⁵ The EU strives to facilitate children’s empowerment in the elimination of the intergenerational cycle of disadvantage while considering children and young people “independent rights-holders.”⁸⁶ Similarly, in 1990, the African Union (AU) promoted the social inclusion of children in the *African Charter on the Rights and Welfare of the Child* (ACRWC), which enshrines principles regarding children’s right to development, education, health care, and protection.⁸⁷ More recently, the AU’s Commission issued the *Agenda 2063*, a framework that assesses children’s living conditions in Africa and identifies key action areas to include children in national and regional programming.⁸⁸ The Organization of American States (OAS) promotes the rights of children and the universality of human rights through the 2005

⁷³ UN General Assembly, *International Covenant on Economic, Social and Cultural Rights* (A/RES/21/2200 (XXI)), 1966, art. 10.3.

⁷⁴ UN General Assembly, *Convention on the Rights of the Child* (A/RES/44/25), 1989.

⁷⁵ *Ibid.*, art. 24.

⁷⁶ *Ibid.*, art. 29.

⁷⁷ UN General Assembly, *Convention on the Elimination of All Forms of Discrimination against Women* (A/RES/34/180), 1979; UN General Assembly, *Convention on the Rights of Persons with Disabilities* (A/RES/61/106), 2006.

⁷⁸ UN General Assembly, *A World Fit for Children* (A/RES/S-27/2), 2002.

⁷⁹ UN General Assembly, *Addis Ababa Action Agenda of the Third International Conference on Financing for Development* (*Addis Ababa Action Agenda*) (A/RES/69/313), 2015.

⁸⁰ *Ibid.*

⁸¹ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development* (A/RES/70/1), 2015, p. 7.

⁸² *Ibid.*

⁸³ *Ibid.*

⁸⁴ European Commission, *Europe 2020*, 2010.

⁸⁵ European Commission, *Investing in Children: Breaking the Cycle of Disadvantage* (2013/112/EU), 2013.

⁸⁶ *Ibid.*

⁸⁷ African Union, *The African Charter on the Rights and Welfare of the Child*, 1990, art. 13.2.

⁸⁸ African Union, *Agenda 2063 Framework Document*, 2015.

Declaration of Scarborough and Commitments to Action that recognizes the role of education and knowledge in achieving the development and social inclusion of children.⁸⁹

Role of the International System

UNICEF plays a key role in advocating for comprehensive approaches to promoting the well-being and development of disadvantaged children, recognizing poverty as a multidimensional concept that stems not only from low income, but also from low standards of living, lack of education, and inequity.⁹⁰ UNICEF's medium-term *Strategic Plan for the years 2014-2017* aims at promoting the human rights of all children, with a special emphasis on the most marginalized ones.⁹¹ It focuses on combating discrimination and promoting equity, through innovation, cooperation with other stakeholders, the effective use of data, the empowerment of national institutions, the involvement of young people, and enhanced preparedness to emergencies.⁹² Progress made is monitored in seven main fields, namely: health; HIV and AIDS; water, sanitation, and hygiene; nutrition; education; child protection; and social inclusion.⁹³ With regard to social inclusion, UNICEF is committed to supporting countries in five specific program areas:

1. "child poverty and social protection;
2. human rights, non-discrimination and participation;
3. public finance for children;
4. governance and decentralization;
5. social inclusion in humanitarian settings."⁹⁴

Particularly, UNICEF works to help Member States reform their laws and investment patterns so they can benefit children, while also promoting gender equality and girls' empowerment, especially in humanitarian crises.⁹⁵ In order to identify gaps or "local-level bottlenecks," such as a lack of investments by local institutions, UNICEF uses the Monitoring Results for Equity System (MoRES).⁹⁶ MoRES allows UNICEF to identify children's needs and barriers to their fulfillment, as well as to monitor the outcomes of development interventions and their effect on equity, so programs can be adjusted based on evidence.⁹⁷

UNICEF is strongly invested in education and collaborates together with other UN agencies and with non-governmental organizations (NGOs) in this area.⁹⁸ Necessary steps to integrate children and support their development are ensuring early learning, providing education in emergencies, and promoting gender equality.⁹⁹ UNICEF supports the Global Partnership for Education, to which the 2002 Education for All-Fast Track Initiative (EFA-FTI) was renamed in 2011, increasing the complexity of its structure and the inclusiveness of its mandate.¹⁰⁰ The Global Partnership for Education aims to share knowledge and expertise among stakeholders, and to assist governments in implementing education programs.¹⁰¹ Moreover, UNICEF and the UN Educational, Scientific and Cultural Organization's (UNESCO) Institute for Statistics promote the Out-of-school Children Initiative, which involves around 50 Member States with the objective to facilitate access to education of marginalized children.¹⁰² UNICEF also cooperates with the UN Population Fund (UNFPA), the UN Human Settlements Programme (UN-Habitat), and the World Bank, which provide valuable contributions in their respective fields, including youth

⁸⁹ Inter-American Commission on Human Rights, *Universalization of the Inter-American System of Human Rights (OAS/Ser.L/V/II.152)*, 2014; Organization of American States, *Declaration of Scarborough and Commitments to Action (CIDI/RME/doc.4/05 rev. 3)*, 2005.

⁹⁰ UNICEF, *About UNICEF*, 2016; Ortiz & Cummins, *Global Inequality: Beyond the Bottom Billion*, 2011, p. 10.

⁹¹ UN ECOSOC, *Updated Roadmap to and Outline of the Medium-term Strategic Plan for 2014-2017 (E/ICEF/2013/5)*, 2013.

⁹² *Ibid.*

⁹³ UN ECOSOC, *The UNICEF Strategic Plan 2014-2017 (E/ICEF/2013/21)*, 2013.

⁹⁴ UNICEF, *Annual Results Report 2015 – Social Inclusion*, 2016.

⁹⁵ UNICEF, *Core Commitments for Children in Humanitarian Action*, 2010; UNICEF, *Annual Results Report 2015 – Gender*, 2016.

⁹⁶ UNICEF, *Intergovernmental Fiscal Transfers*, 2016.

⁹⁷ UNICEF, *Formative Evaluation of UNICEF's Monitoring Results for Equity System (MoRES)*, 2014.

⁹⁸ UNICEF, *Education*, 2016; UNICEF, *The Investment Case for Education and Equity*, 2015.

⁹⁹ UNICEF, *Annual Results Report 2015 – Education*, 2016.

¹⁰⁰ UNICEF, *UNICEF's Engagement in the Global Partnership for Education*, 2012.

¹⁰¹ *Ibid.*

¹⁰² UNICEF, *Out-of-school Children Initiative*, 2015.

participation, funding, monitoring, and addressing the negative consequences of urbanization.¹⁰³ In 2015, the World Education Forum, organized by UNICEF, UNESCO, UNFPA, the World Bank, and other organizations, held in the Republic of Korea, adopted the *Incheon Declaration* to promote inclusive education.¹⁰⁴ The *Incheon Declaration* expresses goals to reduce all kinds of discrimination, to promote gender equality and quality education at all levels, and to recruit well-trained teachers, allowing children to access schools regardless of their economic and social status, sex, ethnicity, religion, and other perceived barriers.¹⁰⁵ Similarly, the International Commission on Financing Global Education Opportunity, composed of high-level UN officers, heads of states, and international leaders, aims to address inequalities in children's access to education, finding innovative financing opportunities, with a special focus on middle- and low-income countries.¹⁰⁶ A successful example of partnership has been the *Empowerment and Livelihood for Adolescents Program* promoted by the development organization BRAC, which helped girls from Afghanistan, Bangladesh, Haiti, Sierra Leone, South Sudan, Tanzania, and Uganda develop their skills and improve their job opportunities, through mentorship, microfinance projects, and training.¹⁰⁷

Together with the UN Development Programme (UNDP) and the Office of the UN High Commissioner for Refugees (UNHCR), UNICEF is also a member of the Inter-Agency Standing Committee (IASC), which coordinates efforts to provide response mechanisms and humanitarian assistance to populations affected by emergencies.¹⁰⁸ As pre-existing disparities can multiply the negative consequences of humanitarian emergencies, UNICEF issued the *Core Commitments for Children in Humanitarian Action*, a human rights-based framework to improve preparedness and response capacity, and to promote the social integration and reintegration of children affected by humanitarian crises.¹⁰⁹ In December 2015, the UN Security Council adopted resolution 2250 on the "Maintenance of international peace and security," calling for the protection of children and youth, but also urging Member States to promote the participation of young people in decision-making and conflict resolution processes.¹¹⁰

Children's Social Exclusion: Causes and Gaps

The Main Causes of Social Exclusion

There are many variables that can affect children and their development: family wealth and background; discrimination stemming from gender, sexual orientation, ethnicity, language, health, economic, or social status; living in a rural setting; belonging to marginalized groups of society; suffering from displacement; and living with disability.¹¹¹ These issues are often interdependent: a child coming from a low-income family may live in a rural area and belong to a minority group; moreover, within-country disparities are as widespread as between-country disparities and often deepened by gender differences.¹¹² For example, there are regions where girls are not admitted to hospitals as easily as boys are, and they encounter more difficulties in accessing social services.¹¹³

Data provided by UNICEF shows that the majority of children in the world live in the quintiles with the lowest income, a situation that is expected to continue, as fertility rates are higher in middle- and low-income countries.¹¹⁴ Moreover, more than half of the world's poor live in middle-income countries, where inequalities are more widespread.¹¹⁵ Among the main reasons for this is governments not investing in social protection and service delivery, although they see their assets increase, and economic growth not always bringing progress regarding social norms or the elimination of discrimination.¹¹⁶ Migration flows, mostly composed of young people, make the

¹⁰³ UNFPA, *Youth Participation & Leadership*, 2016; UN-Habitat, *Youth*, 2016.

¹⁰⁴ World Education Forum, *Incheon Declaration: Education 2030*, 2015.

¹⁰⁵ Ibid.; UNESCO, *Inclusion in Education*, 2016.

¹⁰⁶ Education Commission, *About the Education Commission*, 2016.

¹⁰⁷ Kashfi et al., *BRAC's Empowerment and Livelihood for Adolescents*, 2012.

¹⁰⁸ IASC, *IASC Membership*, 2016; IASC, *IASC*, 2016.

¹⁰⁹ UNICEF, *Core Commitments for Children in Humanitarian Action*, 2010.

¹¹⁰ UN Security Council, *Maintenance of international peace and security (S/RES/2250 (2015))*, 2015.

¹¹¹ UNICEF, *Annual Results Report 2015 – Health*, 2016; UNICEF, *Fairness for Children – A League Table of Inequality in Child Well-being in Rich Countries*, 2016; UNICEF, *For Every Child, a Fair Chance – The Promise of Equity*, 2015.

¹¹² UNICEF, *Annual Results Report 2015 – Education*, 2016; Boyden & Dercon, *Child Development and Economic Development: Lessons and Future Challenges*, 2012.

¹¹³ UNICEF, *Annual Results Report 2015 – Health*, 2016.

¹¹⁴ UNICEF, *Population Dynamics – International Migration and Generation 2025*, 2013.

¹¹⁵ UNICEF, *Policy Matters – Policy and Practice, Second Edition*, 2012.

¹¹⁶ Ibid.

situation even more volatile and increase urbanization, while data indicates 15 years from now, the majority of the global urban population will be under the age of 18.¹¹⁷ Given the lack of job opportunities in urban areas, young people are likely to encounter more and more difficulties affecting their full integration into society.¹¹⁸

Inequalities tend to become more evident as children progress in their lives.¹¹⁹ UNICEF observes that, in some low- and middle-income countries, the difference between poorer children and those coming from wealthier backgrounds attending primary school can even triple with regard to secondary education.¹²⁰ Moreover, inequalities can be transmitted from one generation to the other.¹²¹ The well-being of a child depends on the social environment he or she lives in, which has an impact on brain development, as studies on epigenetic mechanisms show.¹²² The poor health of a mother can negatively affect the health of a child, and women born with low birthweight (LBW) often give birth to children with LBW themselves.¹²³ Parents' education also has consequences on the development of a child: a parent who is well educated will more likely have a higher income than someone who dropped out of school and will also encounter fewer economic difficulties in enrolling children in school or in accessing health care.¹²⁴ Additionally, studies by the London School of Economics and Political Studies suggest that the characteristics of a child's household (low/high income, family size, etc.) will influence the education he or she receives later on.¹²⁵ In order to counter these inequalities, certain Member States consider the provision of free health care and social services as a definitive solution.¹²⁶ Though important, these measures are often not enough: universal health care is not sufficient if, for example, children cannot afford to travel to the nearest hospital.¹²⁷ Thus, it is necessary to implement comprehensive responses and reduce the fragmentation of social protection actions and policies.¹²⁸

Data Collection and Indicators

UNICEF has drawn attention to the lack of data on social inclusion, which has resulted from insufficient monitoring activities of children's situation in Member States.¹²⁹ UNICEF works to help these states collect data more effectively and shape their agendas and national policies accordingly.¹³⁰ Disaggregated data are extremely important to understand better what the current gaps in child inclusion and child protection are.¹³¹ There have been some positive improvements with regard to this, as UNICEF has helped governments collect data disaggregated by age, gender, geographical status, and other causes of exclusion.¹³² Only when such data are available, international, national, and local stakeholders can implement effective inclusion policies, identifying discrimination and bottlenecks.¹³³ In the context of MoRES, UNICEF successfully tested real-time monitoring (RTM), which is "higher frequency data collection," that is useful to adjust and adapt action plans to improve results and uses "community-based monitoring" to empower local communities and individuals.¹³⁴ In order to identify areas of intervention and assess children's social inclusion, UNICEF's child-centered approach, called the "3D child well-being approach," considers what children have, what they can do, and how they perceive their situation.¹³⁵ Similarly, the United Kingdom uses the Children's Measurement Framework (CMF), to measure the level of inclusion children enjoy,

¹¹⁷ UN-Habitat, *Youth*, 2016.

¹¹⁸ *Ibid.*

¹¹⁹ Boyden & Dercon, *Child Development and Economic Development: Lessons and Future Challenges*, 2012.

¹²⁰ *Ibid.*

¹²¹ Meaney, *Early Environmental Regulation of Gene Expression: How Early Experience Exerts a Sustained Influence on Neuronal Function*, 2013.

¹²² *Ibid.*

¹²³ Garcia et al., *Intergenerational Equity*, 2013.

¹²⁴ *Ibid.*

¹²⁵ *Ibid.*

¹²⁶ UNICEF, *Social Inclusion of Children – The Case for Support*, 2015.

¹²⁷ *Ibid.*

¹²⁸ UNICEF, *Common Ground: UNICEF and World Bank Approaches to Building Social Protection Systems*, 2013.

¹²⁹ UNICEF, *Annual Results Report 2015 – Education*, 2016.

¹³⁰ UNICEF, *Policy Matters – Policy and Practice, Second Edition*, 2012.

¹³¹ UNICEF, *Annual Results Report 2015 – Health*, 2016.

¹³² UNICEF, *Annual Results Report 2015 – Social Inclusion*, 2016.

¹³³ *Ibid.*

¹³⁴ Chai & Cummins, *From "What Happened?" to "What's Happening?" - Equity in Action Through Real Time Monitoring*, 2014; UNICEF, *Child-focused Public Expenditure Measurement: a Compendium of Country Initiatives*, 2016.

¹³⁵ Jones & Sumner, *Child Poverty, Policy and Evidence: Mainstreaming Children in International Development*, 2011.

regarding indicators like education and learning, social life, and participation.¹³⁶ Notably, the data collected is disaggregated based on age, gender, ethnic origin, and disability, and it can be used to shape national policies more effectively than data based only on the income of the child's family.¹³⁷

Reducing Inequalities at the National and Subnational Level

One of the main issues regarding social inclusion is that economic growth does not automatically translate into development for everyone.¹³⁸ Whether or not children have the opportunity to access services and life opportunities depends on the capability of economic progress to create economic and social benefits for children.¹³⁹ Though it is necessary for states to mainstream equality in their national agendas and for the international community to promote public investment in children, prioritization of children, especially those coming from disadvantaged backgrounds, in decision-making, is very limited.¹⁴⁰ UNICEF's Innocenti Research Centre provides recommendations to ensure children's social inclusion at the national and subnational levels by promoting equity, safeguarding the income of disadvantaged families to reduce barriers to children's access to health care and education, and collecting data to reduce bottom-end inequality.¹⁴¹ With a particular focus on migration and the most marginalized children, in Ecuador, UNICEF promoted a child-friendly public budget, defined as a budget that "reflects the realization of children's rights" and prioritizes children in its frameworks.¹⁴² This resulted in a higher investment in children and in a renewed promotion of their rights, though the total level of social expenditure remains low and the need remains high for improved cooperation between national and local stakeholders to promote child-sensitive development plans at all levels.¹⁴³ Mali is another positive example where UNICEF identified bottlenecks and introduced cost-effective school feeding programs, while also promoting the creation of a National Forum on Child Poverty that works to ensure child protection.¹⁴⁴

Key to achieving these positive results is understanding the possible entry points to a national budget cycle, for example updates on its timetable and the division of power among national institutions, so that UNICEF can cooperate with the government to inform a child-friendly budget.¹⁴⁵ It is also important to mobilize relevant partnerships with financial institutions and the private sector to have leverage on the national government and to involve local municipalities in the process.¹⁴⁶ In addition to the role played by institutional actors, civil society and young people in particular can greatly contribute to shaping national policies, as adolescents who are given the chance to express their opinions and provide their feedback are more likely to trigger positive change.¹⁴⁷ Thus, increasing opportunities for youth to influence decision-making at the national and local levels can help make national laws and social protection systems more child-centered and child-sensitive.¹⁴⁸ In some Asian and African countries, UNICEF and NGOs, such as the International Youth Foundation, have cooperated to train adolescents, especially women, through internship programs and information sharing mechanisms, so they could represent skilled leaders and contribute to shaping development policies.¹⁴⁹ In 2014, UNICEF issued the *Gender Action Plan*, which emphasizes the negative effects of certain cultural norms, such as child marriage and son preference, which prevent girls and young women from fully enjoying their right to education and development.¹⁵⁰ In the Action Plan, UNICEF pledged to provide scholarships or money transfers to families to increase girls' access to education.¹⁵¹

¹³⁶ Vizard, *Children's Measurement Framework in Great Britain*, 2012.

¹³⁷ *Ibid.*

¹³⁸ Boyden & Dercon, *Child Development and Economic Development: Lessons and Future Challenges*, 2012.

¹³⁹ *Ibid.*

¹⁴⁰ UNICEF, *Social Inclusion of Children – The Case for Support*, 2015.

¹⁴¹ UNICEF, *Fairness for Children – A League Table of Inequality in Child Well-being in Rich Countries*, 2016.

¹⁴² UNICEF, *Emerging Experiences in Social and Economic Policy that Support Equitable Outcomes for Children*, 2012; Pantin, *Child Responsive Budgeting: The Case of Trinidad and Tobago*, 2010.

¹⁴³ UNICEF, *Emerging Experiences in Social and Economic Policy that Support Equitable Outcomes for Children*, 2012.

¹⁴⁴ *Ibid.*

¹⁴⁵ UNICEF, *How to Engage in Budget Cycles and Processes to Leverage Government Budgets for Children*, 2016.

¹⁴⁶ UNICEF, *Evidence and Guidance on Working with Parliaments on Budget Advocacy, Monitoring and Oversight for Children's Rights: Synthesis of Findings*, 2016.

¹⁴⁷ UNICEF, *Sustainable Development Starts and Ends with Safe, Healthy and Well-Educated Children*, 2013.

¹⁴⁸ UNICEF, *Social Inclusion of Children – The Case for Support*, 2015.

¹⁴⁹ UNICEF et al., *Children & Young People: Participating in Decision-Making*, 2003.

¹⁵⁰ UNICEF, *UNICEF Gender Action Plan 2014-2017 (E/ICEF/2014/CRP.12)*, 2014.

¹⁵¹ *Ibid.*

Social Inclusion of Children in Case of Humanitarian Emergencies

UNICEF defines a humanitarian emergency as a crisis that jeopardizes the well-being of a great number of people, who need humanitarian assistance through a multi-sectoral emergency response.¹⁵² The displacement or migration of a large portion of the population often follows emergencies caused by natural disasters, conflict, political, or economic instability.¹⁵³ Such crises hinder the normal functioning of social protection systems, and they can have even greater negative consequences when the pervasiveness of inequalities or insufficient funding have already weakened the pre-existing social protection systems.¹⁵⁴ Therefore, humanitarian crises can have devastating effects on marginalized and socially excluded children, who need to become a priority for those institutions responsible for providing humanitarian response.¹⁵⁵ In case of humanitarian emergencies, UNICEF pledges to provide support concerning nutrition, water and sanitation, health care, and education, while promoting activities to enhance preparedness and early recovery capacity.¹⁵⁶

Displacement does not affect children's rights.¹⁵⁷ However, as inadequate registration processes or bureaucratic bottlenecks often inhibit children's access to protection and social services, Member States must close these remaining gaps that lead to the social exclusion in the context of humanitarian emergencies.¹⁵⁸ Moreover, migrant and refugee children can encounter difficulties in receiving hospital-based treatment, due to discrimination, but also due to language and economic barriers.¹⁵⁹ This is why international and national stakeholders should favor, a rights-based approach promoting the rights recognized by the CRC and international law to promote sustainable recovery and development programs in cases of humanitarian emergencies.¹⁶⁰ This means governments need to draft non-discriminatory laws and policies that promote social inclusion, replacing those that are not child-sensitive and that do not have the best interest of the child as their primary objective.¹⁶¹

Conclusion

Economic, social, and spatial inequalities have negative consequences on children's enjoyment of their right to development, and cases of humanitarian emergencies can worsen the situation.¹⁶² The international community needs to eliminate such inequalities in order to promote social inclusion, so that children, irrespective of their personal, economic, and social status, can access health care and education, and become happy and healthy adults, as well as full members of society.¹⁶³ Adolescents also play an important role in giving feedback on social protection gaps, and they can contribute to shaping inclusive national development policies. To tackle discriminatory social norms that hinder the achievement of equity and social inclusion, UNICEF cooperates with other organizations, governments, and local institutions, providing information, support, and funding.

Further Research

As delegates proceed with their research, they should consider the following questions: What are the most pressing challenges to address the intergenerational cycle of poverty? What can the international community do to promote social inclusion and how can it ensure social protection in humanitarian crises? How can UNICEF inform child-friendly budgets and child-sensitive national policies? How can children and local communities be involved in the process? What are the most effective methods to collect data on social inclusion?

¹⁵² UNICEF, *Core Commitments for Children in Humanitarian Action*, 2010.

¹⁵³ *Ibid.*

¹⁵⁴ UNICEF, *Social Inclusion of Children – The Case for Support*, 2015.

¹⁵⁵ *Ibid.*

¹⁵⁶ UNICEF, *Core Commitments for Children in Humanitarian Action*, 2010.

¹⁵⁷ UNICEF, *Access to Civil, Economic and Social Rights for Children in the Context of Irregular Migration*, 2012.

¹⁵⁸ *Ibid.*

¹⁵⁹ *Ibid.*

¹⁶⁰ *Ibid.*

¹⁶¹ *Ibid.*

¹⁶² Ortiz et al., *Child Poverty and Inequality – New Perspectives*, 2012.

¹⁶³ UNICEF, *Social Inclusion of Children – The Case for Support*, 2015.

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Chai, J., & M. Cummins. (2014). *From “What Happened?” to “What’s Happening?” - Equity in Action Through Real Time Monitoring* [Report]. United Nations Children’s Fund. Retrieved 19 July 2016 from:

http://www.unicef.org/socialpolicy/files/Equity_in_Action_through_RTM.PDF

This document issued by UNICEF explains the approach the Fund uses to collect data and to monitor programs’ performances. It gives an insight of RTM, providing important definitions and information on how RTM works and on its positive effects on the achievement of equity. Delegates will find this source beneficial as they consider strategies to address the lack of data in some countries and the importance of disaggregated data to reduce children’s exclusion and discrimination.

Garcia, A., et al. (2013). *Intergenerational Equity*. The London School of Economics and Political Science.

Retrieved 16 July 2016 from: http://www.unicef.org/socialpolicy/files/LSE_Capstone_Intergenerational_Equity.pdf

This report will be extremely useful to delegates who want to gain a deeper understanding of intergenerational equity and of how poverty is transmitted from one generation to the other. The study devotes attention to the intergenerational transmission of health, education, and income. It provides relevant information on some of the causes and consequences related to equity and inequity.

United Nations Children’s Fund. (2012). *Emerging Experiences in Social and Economic Policy that Support Equitable Outcomes for Children* [Report]. Retrieved 16 July 2016 from:

http://www.unicef.org/socialpolicy/files/LL_Knowledge_in_Action_Ed3_9Apr_e_version.pdf

This report provides valuable information on programs undertaken by UNICEF and other stakeholders in different countries in Africa, South America, and Asia. For each case study, the report explains what actions were successful for the promotion of children protection and inclusion and lessons learned. Delegates will find this source beneficial, as it provides examples of possible solutions that can be replicated in other countries across the globe.

United Nations Children’s Fund. (2015). *For Every Child, a Fair Chance – The Promise of Equity* [Report].

Retrieved 16 July 2016 from: http://www.unicef.org/publications/files/For_every_child_a_fair_chance.pdf

UNICEF issued this document in 2015 to set a specific strategy for the promotion of equity and the rights of children. The text is of great importance for the discussion of the topic, and delegates will find this source very useful since it identifies several fundamental aspects that need to be addressed in order to guarantee children the enjoyment of their rights: nutrition, health, education, and social inclusion. The text also identifies key actions to undertake to achieve UNICEF’s goals.

United Nations Children’s Fund. (2015). *Social Inclusion of Children - The Case for Support* [Report]. Retrieved 16

July 2016 from: <http://www.unicef.org/publicpartnerships/files/SocialInclusionTheCaseForSupport.pdf>

This document contains information on the Fund’s role and policy with regard to the social inclusion of children. It assesses what has been done in the past and identifies the most current issues that need to be addressed, as well as future priorities and possible risks regarding the social inclusion of children. This source will be beneficial for delegates who want to gain a deeper understanding of UNICEF’s work and of its areas of action.

United Nations Children’s Fund. (2016). *Annual Results Report 2015 – Social Inclusion*. Retrieved 14 July 2016

from: http://www.unicef.org/publicpartnerships/files/2015ARR_SocialInclusion.pdf

This document is part of the Annual Results Report 2015, composed of nine parts to assess the progress made in the areas recognized as priorities by the current Strategic Plan. This text in particular focuses on the social inclusion of children and discusses the results achieved in each program area, namely poverty and social protection, human rights, public finance for children, and governance. Moreover, the text contains a summary of UNICEF’s expenses and finances. Delegates will benefit from this source as they are researching UNICEF’s efforts towards the reduction of social exclusion.

United Nations Children's Fund. (2016). *Child-focused Public Expenditure Measurement: a Compendium of Country Initiatives*. PF4C Working Paper, No. 2. Retrieved 17 July 2016 from: http://www.unicef.org/socialpolicy/files/C-PEM_Compndium_FINAL.pdf

This Compendium addresses public investment in children, introducing the issue and explaining its methodology. It then moves to inform on the current situation and on the experiences of different countries in South America, Asia, and Africa. The document will be of particular relevance for delegates as it provides useful information on specific actions undertaken in countries with different backgrounds with regard to public expenditure.

United Nations Children's Fund. (2016). *Evidence and Guidance on Working with Parliaments on Budget Advocacy, Monitoring and Oversight for Children's Rights: Synthesis of Findings*. PF4C Working Paper Series, No. 1. Retrieved 16 July 2016 from:

http://www.unicef.org/socialpolicy/files/Evidence_and_Guidance_on_Working_with_Parliaments_FINAL.pdf

This document provides guidelines on how to interact with parliaments to influence the discussion on children inclusion. One section is devoted to discussing the role of legislatures; the second one provides information on UNICEF's past actions; the third one provides recommendations and strategies. The source will be beneficial for delegates, as it will allow them to gain a deeper understanding of the work of UNICEF and its cooperation with national institutions.

United Nations Children's Fund. (2016). *How to Engage in Budget Cycles and Processes to Leverage Government Budgets for Children*. PF4C Technical Guidance Note Series, No. 1. Retrieved 16 July 2016 from:

http://www.unicef.org/socialpolicy/files/Engaging_in_Budget_Cycles_and_Processes_FINAL.pdf

This document is part of the Public Finance for Children (PF4C) Technical Guidance Note Series. It contains sections devoted to explaining how budget systems and budget cycles function, and provides an overview of the laws that discipline this field. The report is useful to identify possible ways to influence national processes in order to promote public investment in children. This source will help delegates with their research on how to strengthen national governments towards the promotion of the social inclusion of children.

United Nations, Economic and Social Council. (2013). *The UNICEF Strategic Plan 2014-2017 (E/ICEF/2013/21)*. Retrieved 14 July 2016 from: http://www.unicef.org/strategicplan/files/2013-21-UNICEF_Strategic_Plan-ODS-English.pdf

Delegates will greatly benefit from this document, which contains the most recent Strategic Plan issued by UNICEF, effective for the years 2014-2017. The first part of the text is devoted to explaining the strategic vision of UNICEF. Consequently, the second part of the document contains the results expected in the different fields of action and it discusses fundamental issues such as humanitarian emergencies, gender equality, and different types of partnerships among UNICEF and other international actors committed to promoting children's rights.

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II. Strengthening Rehabilitation and Reintegration of Youth Offenders

Introduction

In 2009, the United Nations (UN) Children Fund (UNICEF) reported that over 1.1 million youth were detained worldwide, with 59% awaiting trial.¹⁶⁴ However, UNICEF estimates that the number of youth detained is actually much higher, with a fraction of youth offenders being incarcerated in adult prisons, or prisons without adequate facilities or resources.¹⁶⁵ The UN defines youth as those between the ages of 15 and 24.¹⁶⁶ This age range is fluid and can be broadened to incorporate ages 10 through 30 in order to help UN programs adjust to the needs of individuals in specific Member States, where youth can be defined differently.¹⁶⁷ According to the UN Educational, Scientific and Cultural Organization (UNESCO), the fluid age range demarcates the periods of child development from dependence to independence in adulthood, which is commonly not achieved until 25 to 29 years of age.¹⁶⁸ The term “youth offender” is defined by UNICEF as “youth involved in violence and crimes, both as perpetrators and as victims.”¹⁶⁹ The most well-recognized risk factors for youth offenders have been found to be low self-esteem, poor social skills, chronic socioeconomic disadvantage, lack of affection, genetic history of psychological disorders, failure in school, inadequate behavior management, peer rejection, access to firearms, abuse of alcohol and/or narcotics, divorce, death, and neighborhood violence or crime.¹⁷⁰ These risk factors, if identified early, can help society prevent youth from coming in contact with the criminal justice system.¹⁷¹

If a child does come into contact with the justice system, there are various means through which Member States can address the offense.¹⁷² Justice system sentencing methods vary based on each Member State, but more common methods lie within either punitive or restorative policies.¹⁷³ Punitive policies are based on the assumption that the defendant is committing a crime against the state; therefore, the state provides punishment commonly in the form of incarceration.¹⁷⁴ Historically, punitive justice policies have been most common and come in the form of the death penalty, life sentences, or hard labor.¹⁷⁵ Restorative justice practices are those that hold the community responsible for criminal activities and profess that incarceration disrupts community and behavior development.¹⁷⁶ The UN promotes restorative justice, which is encouraged in the form of rehabilitation and reintegration.¹⁷⁷ Rehabilitation is multifaceted and geared towards preventing delinquents from reoffending, such as state programs to aid those in poverty, extended school resource programs, and counseling.¹⁷⁸ Reintegration policies center around the efforts made by the state prior to the offender reentering society after time spent in the criminal justice system. The main goal of effective reintegration strategies is to help offenders become productive citizens.¹⁷⁹ In the case of youth, this often comes in the form of the continuation of education, access to employment, and access to various other government services.¹⁸⁰ Both methods of restorative justice are integral when addressing the disruptive effects that the justice system can have on child development, specifically social and emotional growth.¹⁸¹

¹⁶⁴ UNICEF, *Administrative detention of children: a global report*, 2011, p. 1.

¹⁶⁵ *Ibid.*

¹⁶⁶ UNESCO, *What do we mean by youth?*, 2016.

¹⁶⁷ *Ibid.*

¹⁶⁸ Early Childhood News, *Factors Affecting Socialization of Children*, 2016.

¹⁶⁹ UNICEF, *Juvenile Justice*, 2016.

¹⁷⁰ Casey, *Understanding Young Offenders: Developmental Criminology*, 2011, p. 15.

¹⁷¹ *Ibid.*

¹⁷² Conflict Solutions Center, *Retributive vs. Restorative Justice*, 2016.

¹⁷³ *Ibid.*

¹⁷⁴ *Ibid.*

¹⁷⁵ *Ibid.*

¹⁷⁶ *Ibid.*

¹⁷⁷ UNICEF, *Juvenile Justice*, 2016.

¹⁷⁸ Conflict Solutions Center, *Retributive vs. Restorative Justice*, 2016.

¹⁷⁹ *Ibid.*

¹⁸⁰ UNICEF, *Juvenile Justice*, 2016.

¹⁸¹ Casey, *Understanding Young Offenders: Developmental Criminology*, 2011.

International and Regional Framework

Since 1948, the UN has recognized the importance of protecting and promoting individual human rights through the adoption of the *Universal Declaration of Human Rights* (UDHR).¹⁸² The UDHR specifies how individuals shall be treated within the justice system through the following articles: article 5, which provides that no person shall be subjected to torture and cruel punishment; article 7, which provides that all are equal under the law and should be treated without discrimination; article 9, which provides that no one can be arbitrarily detained; article 10, which provides that everyone must be given a fair and impartial trial and be made aware of the charges against him or her; and article 11, which provides that all are innocent until proven guilty and cannot be subjected to sentencing that does not match the offense committed.¹⁸³ Such articles are pertinent to the juvenile justice system as how youth are treated during the legal process can either positively or negatively affect a youth offender's ability to rehabilitate and reintegrate into society.¹⁸⁴

In 1989, the UN furthered its support for the rights of children by adopting the *Convention on the Rights of the Child* (CRC).¹⁸⁵ The CRC sets out similar human rights protections as the UDHR, but formally recognizes that children are part of a group with unique traits and require specific protections and human rights.¹⁸⁶ Currently, 196 states have ratified the CRC.¹⁸⁷ Pertinent articles in the CRC are article 6, which provides that every child has the inherent right to life; article 16, which provides that no child shall be subjected to arbitrary or unlawful interference to their privacy and unlawful attacks on their honor; article 37, which provides that children cannot be subjected to capital punishment or life imprisonment, and children deprived of their liberty must be provided treatment that is in accordance with their age; and article 40, which provides that all children are innocent until proven guilty, cannot be compelled to give testimony or confess guilt, and must be provided appropriate defense.¹⁸⁸ The international community has expressed its wishes to promote the rights of children by ratifying the UDHR and CRC, and creating national and multilateral programs to address the concerns of youth today.¹⁸⁹

In 1985, the General Assembly reaffirmed its dedication to the rights of youth in the juvenile justice system by adopting resolution 40/33 known as the *Beijing Rules*, which was the first of its kind in which specific guidelines were established separating juveniles from the traditional justice system.¹⁹⁰ The *Beijing Rules* were expanded upon in 1990 with the *Riyadh Guidelines* (45/112), which provide recommendations in order to prevent juvenile delinquency through identifying common risk factors.¹⁹¹ Further in 1990, the General Assembly adopted the *Havana Rules* (45/113) to extend the *Beijing Rules* in order to protect juvenile delinquents that have been deprived of their liberty through arbitrary detainment and sentencing that requires incarceration.¹⁹² Twelve years after the General Assembly passed the *Beijing Rules*, the Economic and Social Council (ECOSOC) adopted the *Vienna Guidelines* (1997/30) to provide Member States with comprehensive measures to help implement the juvenile justice aspects of the CRC into state legislative and legal reform.¹⁹³ Additionally, in 2009, ECOSOC adopted resolution 2009/26 on "Supporting national and international efforts for child justice reform, in particular through improved coordination in technical assistance."¹⁹⁴ This report reaffirms that the UN needs to continue to encourage targeted technical and financial support of Member States in regards to legal support for youth, juvenile facility improvements, and research to identify changing risk factors.¹⁹⁵

¹⁸² UN General Assembly, *Universal Declaration of Human Rights* (A/RES/217 A (III)), 1948.

¹⁸³ *Ibid.*

¹⁸⁴ *Ibid.*

¹⁸⁵ UN General Assembly, *Convention on the Rights of the Child* (A/RES/44/25), 1989.

¹⁸⁶ UNICEF, *Convention on the Rights of the Child*, 2016.

¹⁸⁷ *Ibid.*

¹⁸⁸ UN General Assembly, *Convention on the Rights of the Child* (A/RES/44/25), 1989.

¹⁸⁹ *Ibid.*

¹⁹⁰ UN General Assembly, *United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules)* (A/RES/40/33), 1985.

¹⁹¹ UN General Assembly, *United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)* (A/RES/45/112), 1990.

¹⁹² UN General Assembly, *United Nations Rules for the Protection of Juveniles Deprived of their Liberty* (A/RES/45/113), 1990.

¹⁹³ UN ECOSOC, *Vienna Guidelines* (E/RES/1997/30), 1997.

¹⁹⁴ UN ECOSOC, *Supporting national and international efforts for child justice reform, in particular through improved coordination in technical assistance* (E/RES/2009/26), 2009.

¹⁹⁵ UN ECOSOC, *Guidelines on Justice in Matters involving Child Victims and Witnesses of Crime* (E/RES/2005/20), 2005.

Regionally, the Council of Europe (CoE) is the European Union's (EU) organization for human rights, democracy, and rule of law.¹⁹⁶ The CoE promotes and implements the *European Convention on Human Rights* (ECHR) (1950) and holds regular meetings on the status of the CRC within the EU.¹⁹⁷ Its concepts mirror those found in the UDHR and CRC, but it goes one step further by establishing the European Court of Human Rights.¹⁹⁸ Additionally, the ECHR prohibits imprisonment for the failure to pay debts, mandates that all citizens be provided a quick and fair trial, and abolishes the death penalty within the EU.¹⁹⁹ Most other regional blocs have meetings to promote better juvenile justice practices with the aid of the International Juvenile Justice Observatory (IJJO), and are continuing to work toward creating significant documents and frameworks for action.²⁰⁰

Role of the International System

It is the role of actors within the international system, such as non-governmental organizations (NGO), regional blocs, and UN organs, to promote adopted international standards involving juvenile justice, create programs to help prevent juvenile crime, and develop alternative methods for managing youth offenders.²⁰¹ In 2015, the UN adopted the 17 Sustainable Development Goals (SDGs), which recognized that youth play an integral role in sustainable development.²⁰² The most pertinent of these goals to youth offenders is Goal 16, which seeks to “promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.”²⁰³ Specifically, Target 3 of Goal 16 promotes the rule of law both internationally and nationally.²⁰⁴ Goal 16 is recognized as one of the most pivotal SDGs due to its recognition that Member State institutions need to develop alongside economic and social development.²⁰⁵

UNICEF's mandate is to protect and promote children's rights, including by ensuring that children have access to governance systems, equal protection under the law, and the basic necessities of life while in contact with the justice system.²⁰⁶ UNICEF promotes its mandate in accordance with *Keeping Our Promises: an agenda for action*, and further endorses the rehabilitation and reintegration of youth offenders as a global priority.²⁰⁷ UNICEF recognizes in its *Strategic Plan 2014-2017* the importance of supporting programs that seek alternatives to the traditional juvenile justice systems through connections with allied social and education programs.²⁰⁸ In 2011, UNICEF partnered with the Children's Legal Centre to produce the *Administrative detention of children: a global report*.²⁰⁹ This comprehensive report provides an insightful overview of the state of juvenile justice, specifically illustrating that many Member States have not changed the focus of national legislation from incarceration as a solution, to the development of programs to help youth offenders.²¹⁰ In addition to the joint report in 2011, UNICEF and the Children's Legal Centre produced the report *Guidance for legislative reform on juvenile justice*, recognizing that any significant change in the justice system will first stem from policy shifts at the national level, such as diversion from traditional justice systems and alternatives to pre-trial detention.²¹¹ Moreover, UNICEF created the *Toolkit on Diversion and Alternatives to Detention*, which is the outcome of a collaborative effort to provide useful and accurate resources to UNICEF child protection specialists, NGOs, and Member States in order to help youth offenders through a child rights-based approach.²¹² The toolkit specifies that by providing alternatives to juvenile

¹⁹⁶ Council of Europe, *Human Rights Education for Legal Professionals*, 2016.

¹⁹⁷ *Ibid.*

¹⁹⁸ Council of Europe, *European Convention on Human Rights*, 2016.

¹⁹⁹ *Ibid.*

²⁰⁰ International Juvenile Justice Observatory, *IJJO in the World*, 2016.

²⁰¹ UNICEF, *Justice for Children*, 2016.

²⁰² UN DPI, *The Sustainable Development Agenda*, 2016.

²⁰³ *Ibid.*

²⁰⁴ *Ibid.*

²⁰⁵ FDSD, *UN Sustainable Development Goal (SDG) 16*, 2016.

²⁰⁶ UNICEF, *Mandate*, 2016.

²⁰⁷ UNICEF, *Justice for Children*, 2016.

²⁰⁸ UNICEF, *Strategic Plan 2014-2017*, 2014.

²⁰⁹ UNICEF, *Administrative detention of children: a global report*, 2011.

²¹⁰ *Ibid.*

²¹¹ UNICEF, *Guidance for Legislative Reform on Juvenile Justice*, 2011.

²¹² UNICEF, *Toolkit on Diversion and Alternative to Detention*, 2016.

detention, Member States will be able to reduce both the overall cost of youth offenders and recidivism rates.²¹³ Along with UNICEF, the UN Development Programme (UNDP) is actively working to ensure that every individual receives transparent access to justice.²¹⁴ UNDP works within Member States to support the process of changing the juvenile justice framework.²¹⁵ One example of this is in Trinidad and Tobago, where UNDP helped launch the Juvenile Court Project in 2014 to support the transition of juvenile justice policy changes towards a more inclusive, community-based approach in addressing youth offenders.²¹⁶

Additionally, the United Nations Office on Drugs and Crime (UNODC) supports Member States in promoting best practice sharing methods of juvenile justice in all aspects of the criminal justice system, including within state law enforcement and their corresponding judicial system.²¹⁷ Not only does UNODC provide tools and funding to train legal professionals, but it sets the various indicators for measuring the current global and national realities of the criminal justice system.²¹⁸ In 2005, the 11th UN Congress on Crime Prevention and Criminal Justice was held to address the topics of justice reforms and the difficulties the UN has been facing in promoting reform.²¹⁹ The most pertinent issues discussed were the difficulties in accomplishing institutional reforms to create strong legal systems and the resistance to restorative justice.²²⁰ Further, ECOSOC created the Interagency Panel on Juvenile Justice (IPJJ) in 1997 in order to help the UN better address juvenile justice issues.²²¹ The IPJJ is composed of representatives from UNICEF, UNDP, UNODC, and the Office of the UN High Commissioner on Human Rights (OHCHR), among various other international organizations.²²² The main purpose of the IPJJ is to provide technical advice and aid in the implementation of all UN and Member State programs involving juvenile justice.²²³

UNICEF works closely with NGOs to realize its mandate and endorses continued partnerships between organizations.²²⁴ NGOs provide grassroots, community-based approaches to helping youth when risk factors present themselves.²²⁵ In particular, the IJJO works to promote juvenile justice standards globally by working with Member States and smaller NGOs.²²⁶ The IJJO serves on the European Forum on the Rights of the Child in the EU.²²⁷ Its most pertinent multilateral role is as a consultancy to Member State administrations and regional organizations.²²⁸ Currently, the IJJO is working with the African Union and Association of Southeast Asian Nations to create juvenile justice frameworks and strategies.²²⁹ Additionally, it has worked with the CoE to orchestrate and host a course called Human Rights Education for Legal Professionals (HELP) which was held on 18 October 2016.²³⁰ HELP was created in order to provide tools to justices, lawyers, and prosecutors to protect children's rights while youth are in contact with the justice system.²³¹ When Member States invite the IJJO to research and provide technical advice on their juvenile justice systems, they are looking to reduce the number of first time youth offenders and youth offender recidivism rates.²³² Additionally, the IJJO helps regional blocs like the Association of Southeast Asian Nations and the EU with setting up regional frameworks to create more support for Member States wanting to improve their juvenile justice system.²³³

²¹³ UNICEF, *Toolkit on Diversion and Alternative to Detention*, 2016.

²¹⁴ UNDP, *The Trinidad and Tobago Juvenile Court Project*, 2014.

²¹⁵ *Ibid.*

²¹⁶ *Ibid.*

²¹⁷ UNODC, *Criminal Justice Reform*, 2016.

²¹⁸ *Ibid.*

²¹⁹ UNODC, *Eleventh UN Reform on Crime Prevention and Criminal Justice*, 2005.

²²⁰ *Ibid.*

²²¹ UN ECOSOC, *Vienna Guidelines (E/RES/1997/30)*, 1997.

²²² IPJJ, *Who We Are*, 2016.

²²³ *Ibid.*

²²⁴ UNICEF, *Toolkit on Diversion and Alternative to Detention*, 2016.

²²⁵ IJJO, *IJJO in the World*, 2016.

²²⁶ *Ibid.*

²²⁷ *Ibid.*

²²⁸ *Ibid.*

²²⁹ *Ibid.*

²³⁰ Council of Europe, *Human Rights Education for Legal Professionals*, 2016.

²³¹ *Ibid.*

²³² IJJO, *IJJO in the World*, 2016.

²³³ *Ibid.*

What is more, the topic of juvenile justice can be found in most issues Amnesty International addresses, but detention and imprisonment is an important discussion for youth offenders as their experience with mistreatment during court proceedings, secret detentions, and few alternatives to detention itself, have severe adverse effects on a youth's socialization into adulthood.²³⁴ Similarly, Human Rights Watch (HRW) works with governments and international organization to protect the rights of all people.²³⁵ In the 2016 global report, *Children Behind Bars: The Global Overuse of Detention of Children*, HRW highlights that many Member States are still overwhelmingly resorting to detention rather than alternatives.²³⁶ Additionally, HRW reports that many states are not transparent with juvenile justice data and are using detention as a means of controlling immigration influxes.²³⁷

Promoting Social Work Programs

According to the International Federation of Social Works (IFSW), social work is the practice of promoting social change and development, social cohesion, and the empowerment of people.²³⁸ Social work programs are a necessity for any administration to be able to address the welfare of its citizens.²³⁹ Social work programs are supported by both NGO technical advice and Member State funding, and generally come in the form of public defenders, counselors and child psychologists, educators, and state workers.²⁴⁰ UNICEF recognizes the importance of social and human services in its 2013 report *The Role of Social Work in Juvenile Justice* and further recognizes the lack of institutional structure within Member States to provide adequate services for most citizens.²⁴¹ Currently, the Central and Eastern European Commonwealth of Independent States (CEE/CIS) supports 1.3 million children who need some form of substitute family care whether as offenders or victims.²⁴² In its extensive program to aide juvenile justice reform in CEE/CIS, UNICEF offices in the region have championed the need for social work programs alongside the justice system.²⁴³ UNICEF cites that social work programs whether publicly or privately pursued, fill the void during reintegration when youth offenders are completing their sentence, removed from detention, or have been found not guilty.²⁴⁴ Programs that have been promoted within the CEE/CIS include programs that are preventative in nature, such as providing psychological development support for children that are too young to be detained by the state.²⁴⁵ Such programs can be as simple as after-school activities to target efforts to improve family life and ensure quality care at home.²⁴⁶ These programs support the notion that while it is unnecessary to detain young children for offending, it is not beneficial to ignore that an offense occurred.²⁴⁷ Further, UNICEF is promoting programs in which social workers are the primary and constant contact for youth awaiting trial, as well as those detained, to ensure they are being held in adequate facilities and are able to work through their psychological issues.²⁴⁸ The cooperation between CEE/CIS has led to great success with Member States altering juvenile justice standards to reflect international standards of rehabilitation and reintegration.²⁴⁹ In Turkey, UNICEF has helped create over 80 juvenile courts and has increased the number of probation orders from 3% of court orders in 2006, to well over 25% in 2010.²⁵⁰ Further, Moldova has opened 17 juvenile justice centers and decreased the number of youth serving pre-trial detention by 80%.²⁵¹ Overall, social work programs have been successful, witnessing fewer detention sentence, in UNICEF's programs where governments have been both open to reform and to helping youth offenders reintegrate into society.²⁵²

²³⁴ Amnesty International, *Detention and Imprisonment*, 2016.

²³⁵ HRW, *Children Behind Bars: The Global Overuse of Detention of Children*, 2016.

²³⁶ *Ibid.*

²³⁷ *Ibid.*

²³⁸ IFSW, *Global Definition of Social Work*, 2016.

²³⁹ *Ibid.*

²⁴⁰ *Ibid.*

²⁴¹ UNICEF, *The Role of Social Work in Juvenile Justice*, 2013, p. 1.

²⁴² UNICEF, *Central and Eastern Europe Commonwealth of Independent States: UNICEF in action*, 2016.

²⁴³ UNICEF, *The Role of Social Work in Juvenile Justice*, 2013, p. 2.

²⁴⁴ *Ibid.*

²⁴⁵ *Ibid.*, p. 3.

²⁴⁶ *Ibid.*

²⁴⁷ *Ibid.*, p. 4.

²⁴⁸ *Ibid.*

²⁴⁹ UNICEF, *Central and Eastern Europe Commonwealth of Independent States: UNICEF in action*, 2016.

²⁵⁰ *Ibid.*

²⁵¹ *Ibid.*

²⁵² UNICEF, *Central and Eastern Europe Commonwealth of Independent States: UNICEF in action*, 2016.

Role of Education in Rehabilitation and Reintegration

The first instance in which a child is considered a youth offender is generally after being suspended or expelled from school.²⁵³ These practices not only disrupt the educational process, but also place an immediate burden on families and youth to find alternative educational resources.²⁵⁴ In a report on the current state of juvenile justice, the UN Secretary-General's Envoy on Youth found that the availability of seminars on the prevention of violent activities in schools was an integral factor in helping potential youth offenders understand the gravity of criminal offenses.²⁵⁵ The Envoy found that in areas where youth make up a larger portion of the population, youth are 60% more likely to engage in some form of conflict.²⁵⁶ Further, the Envoy concluded that extracurricular and after-school activities were imperative for youth that meet more than one of the risk factors for offending in order to discouraging them from participating in criminal activities.²⁵⁷

UNICEF purports that while in detention or during probation, youth offenders must be provided with quality education to continue their socialization.²⁵⁸ In addition, education is an integral part in decreasing the risk factors of youth offenders, especially repeat offenders.²⁵⁹ In article 28 of the CRC, Member States recognized that education should be guaranteed to all children, even those in detention facilities.²⁶⁰ In the Introductory Handbook on the Prevention of Recidivism and the Social Reintegration of Offenders, the UNODC noted that education and skills training programs need to be focused on helping youth offenders quickly reintegrate.²⁶¹ During the reintegration process, offenders (adult and youth) witness barriers to employment due to employers discriminating based on their criminal background, and offenders commonly not receiving education or skills training while detained.²⁶² In the past decade, UNICEF has promoted programs to continue quality education within the juvenile justice system, in order to prevent youth offenders from being left behind in the education and employment process.²⁶³ Additionally, UNICEF's study of the juvenile justice systems in Barbados, Dominica, and St. Lucia found that youth offenders are influenced by criminal activities more when they do not have access to school and encouragement to continue their education.²⁶⁴ Further, research conducted over each Member States' population supported that vocational education needs to be provided to detained youth offenders in order to facilitate their reintegration through employment opportunities.²⁶⁵ Vocational training in particular should be provided in order to help offenders return to society with a positive outlook and not return to the original situation they were in.²⁶⁶ Additionally, providing courses that can offer credits towards secondary and tertiary degrees will allow offenders to continue their education outside of the justice system.²⁶⁷ While education is not the only solution for all issues involving youth offenders, it is an important piece in discouraging criminal acts and providing pathways for youth to employment opportunities.²⁶⁸

Conclusion

Youth offenders face a myriad of issues within the juvenile justice system, including during rehabilitation, and within the process of reentry into society. While the UN, NGOs, and many Member States are committed to changing the way youth offenders enter and leave the justice system, there is still much work that needs to be done. From an economic perspective, youth offenders have difficulties finding jobs due to criminal stigmatization and their lack of education.²⁶⁹ Socially, youth that come in contact with the justice system often require specific

²⁵³ UN OSGEY, *Fact Sheet on Juvenile Justice*, 2016.

²⁵⁴ UNICEF, *Justice for Children*, 2016.

²⁵⁵ UN OSGEY, *Fact Sheet on Juvenile Justice*, 2016.

²⁵⁶ UN OSGEY, *#Youth Stats*, 2016.

²⁵⁷ UN OSGEY, *Fact Sheet on Juvenile Justice*, 2016.

²⁵⁸ UNICEF, *Guidance for Legislative Reform on Juvenile Justice*, 2011.

²⁵⁹ UNICEF, *Justice for Children*, 2016.

²⁶⁰ UNICEF, *Convention on the Rights of the Child*, 2016.

²⁶¹ UNODC, *Introductory Handbook on the Prevention of Recidivism and the Social Reintegration of Offenders*, 2012.

²⁶² UNICEF, *Justice for Children*, 2016.

²⁶³ UNICEF, *Views On Juvenile Offending in Barbados, Dominica and St. Lucia*, 2010, p. 2.

²⁶⁴ *Ibid.*

²⁶⁵ *Ibid.*

²⁶⁶ UNODC, *Introductory Handbook on the Prevention of Recidivism and the Social Reintegration of Offenders*, 2012.

²⁶⁷ *Ibid.*

²⁶⁸ *Ibid.*

²⁶⁹ UNODC, *Introductory Handbook on the Prevention of Recidivism and the Social Reintegration of Offenders*, 2012.

psychological help in their socialization process.²⁷⁰ The emphasis on changing juvenile justice methods and state policies has evolved over the years, but there are still many youth offenders being systemically deprived of their liberties at a very young age.²⁷¹ With the renewed efforts in relation to implementation of the SDGs, UNICEF and its allied partners continue to look for new and innovative ways to address global issues facing youth that have come in contact with the justice system.

Further Research

As delegates begin researching this topic, they are encouraged to expand their understanding of current legal norms around the world in relation to minimum sentencing ages and types of crimes committed. Additionally, delegates should seek to answer the following questions: How can UNICEF promote the protection of children while detained? How can states with successful programs of rehabilitation and reintegration share best practices and methods with Member States that are seeking help with changing their legal framework? In what ways can Member States and the UN work together to assess risk factors and create preventative measures to address children showing signs of risk factors? Moreover, how can the current research on child development and restorative justice policies, be better implemented into the work of UNICEF on this topic?

Annotated Bibliography

Amnesty International. (2016). *Detention and Imprisonment* [Website]. Retrieved 26 August 2016 from: <https://www.amnesty.org/en/what-we-do/detention/>

Amnesty International is an integral NGO in the promotion of human rights and criminal justice. By simply looking over the website delegates can quickly learn international criminal justice terminology, standards, and Amnesty's programs. Concerning youth offenders, this website can provide important statistical information and current data on the status of youth offenders in specific Member States. Delegates are encouraged to use this resource to help generate ideas that would serve to supplement UNICEF's existing work on the topic.

Casey, S. (2011). Understanding Young Offenders: Developmental Criminology. *The Open Criminology Journal*, 4: 13-22. Retrieved 25 September 2016 from: <http://benthamopen.com/contents/pdf/TOCRIJ/TOCRIJ-4-13.pdf>

As outlined in the guide, it is vital to have a basic understanding of youth psychological development when addressing the topic of youth offenders. This article provides a great introduction to the psychological risk factors of young offenders. Additionally, it offers another useful outline of possible policies that can be used when young offenders enter the justice system. However, it is important to note that this article is not written in a global context and much of the data is specific to the Member State.

Human Rights Watch. (2016). *Children Behind Bars: The Global Overuse of Detention of Children* [Website]. Retrieved 19 October 2016 from: <https://www.hrw.org/world-report/2016/children-behind-bars>

Delegates are highly encouraged to read this report from HRW as it is one of the few comprehensive and current reports about juvenile justice. The report emphasizes the importance of using alternative methods to detention and the magnitude in which those alternatives are being implemented. Since HRW is an NGO, this report can help supplement delegates research on the topic of youth offenders, as it provides information about Member States that delegates might not find while researching UN documents.

Interagency Panel on Juvenile Justice. (2016). *Who We Are* [Website]. Retrieved 16 July 2016 from: <http://www.ipjj.org/about-us/ipjj/>

The IPJJ is a useful website to help delegates better understand the complexities of international frameworks concerning the topic of youth offenders. It further outlines the UN's adherence to restorative policies and gives the definition of those policies. Delegates can also find many juvenile justice resources from various UN organs to help them start and streamline their research process.

²⁷⁰ Casey, *Understanding Young Offenders: Developmental Criminology*, 2011, p. 13.

²⁷¹ HRW, *Children Behind Bars: The Global Overuse of Detention of Children*, 2016.

International Juvenile Justice Observatory. (2016). *IJJO in the World* [Website]. Retrieved 17 July 2016 from: <http://www.oijj.org/en/the-ijjo-in-the-world/international-council-for-juvenile-justice>

NGOs are essential to strengthening rehabilitation and reintegration processes for youth offenders. The IJJO has been promoting youth justice since 2002 and is a great tool when starting research on youth in the justice system. It provides information on its regional organizations and various reports produced multilaterally. This site demonstrates how NGOs are supporting UNICEF's work in strengthening Member State frameworks to better reflect international standards.

United Nations Children's Fund. (2016). *Justice for Children* [Website]. Retrieved 16 July 2016 from: http://www.unicef.org/protection/57929_57999.html

UNICEF is one of the foremost promoters of juvenile justice programs and initiatives. This resource outlines UNICEF's role in promoting the rights of children in the justice system and provides an array of reports and links to other UN organizations working to promote equal rights for youth and strengthen rehabilitation processes for youth offenders. Delegates should use this resource as a starting off point on this topic, in order to broaden their understanding of UNICEF's role in juvenile justice and possible areas of development.

United Nations, Economic and Social Council. (1997). *Guidelines for Action on Children in the Criminal Justice System (E/RES/1997/30)*. Retrieved 16 July 2016 from: <http://www.undocs.org/E/RES/1997/30>

The CRC ushered in a new era of understanding in terms of human rights protections as they concern children. In 1997, ECOSOC passed guidelines that addressed children's rights and needs in the criminal justice system. These guidelines approach the subject in a number of different ways including by focusing on rule of law, institutional frameworks, and protections for children whether they are a victim or an offender. This resolution also provided the framework for the IPJJ.

United Nations, General Assembly, Third session. (1948). *Universal Declaration of Human Rights (A/RES/217 A (III))*. Retrieved 25 August 2016 from: <http://www.un.org/en/documents/udhr/>

It is imperative for delegates to have a firm understanding of the international documents that have guided the UN's approach to human rights. The UDHR provides guidelines for the justice system and expectations for how criminals are to be treated. Further, the UDHR should be treated as precedent for all matters involving human rights and programs addressing global human rights issues. The UDHR is incredibly important because it provides the baseline for intentions when new programs are being implemented and should be assessed by delegates as a means of furthering the work already done by the international community.

United Nations, General Assembly, Fortieth session. (1985). *United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) (A/RES/40/33)*. Adopted on the report of the Third Committee (A/40/881). Retrieved 16 July 2016 from: <http://undocs.org/A/RES/40/33>

As the first of its kind, The Beijing Rules provide an early glimpse into the framework for juvenile justice and how the UN has evolved to where it is today. Each update and extension of this resolution over the last 30 years is very useful in understanding how the UN approaches youth offenders since these rules were adopted. Delegates should consult the documents that led to this resolution to better understand how the UN furthered its implementation.

United Nations, General Assembly, Forty-fourth session. (1989). *Convention on the Rights of the Child (A/RES/44/25)*. Adopted on the report of the Third Committee (A/45/753). Retrieved 25 August 2016 from: <http://www.undocs.org/A/RES/44/24>

Much like the UDHR in importance to delegates, the CRC is vital for any work produced by UNICEF. The link above provides the original text, but many UN agencies, including UNICEF, have quick fact pages about the CRC and its relation to their programs. This document should also be used as a precedent when discussing child rights and deprivation of liberty in the juvenile justice system. Delegates should seek to work in parallel with the rights contained in this document to further advance youth rights in the juvenile justice system.

United Nations, Office of the Secretary-General's Envoy on Youth. (2016). *#YouthStats: Juvenile Justice* [Website]. Retrieved 16 July 2016 from: <http://www.un.org/youthenvoy/juvenile-justice/>

While this entire website will be useful for delegates to understand the status of youth concerning all issues, it does have a juvenile justice section specifically applicable to this topic. The #YouthStats section is organized by current youth issue areas and provides detailed statistics on each topic. Further, the juvenile justice page provides some of the most recent resources in reports and programs developed on this topic. Additionally, if delegates explore the rest of the website they will find a list of specific international agencies that work with youth on various issues, including juvenile justice.

United Nations Office on Drugs and Crime. (2012). *Introductory Handbook on the Prevention of Recidivism and the Social Reintegration of Offenders*. Retrieved 16 July 2016 from: [http://www.unodc.org/documents/justice-and-prisonreform/crimeprevention/Introductory Handbook on the Prevention of Recidivism and the Social Reintegration of Offenders.pdf](http://www.unodc.org/documents/justice-and-prisonreform/crimeprevention/Introductory_Handbook_on_the_Prevention_of_Recidivism_and_the_Social_Reintegration_of_Offenders.pdf)

When this introductory handbook was formally published in 2012, it was one of the first international documents to address recidivism and reintegration of youth offenders. It covers all criminals, but does specifically focus on youth within part of the document. In particular, it specifies that children and youth are in a unique place in that they have yet to achieve socialization like the older portions of society. This document is a great introduction to programs that can be implemented or suggested when discussing this topic.

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III. Education in Emergencies

“Our message today is not that children need education even in emergencies, it’s that children need education especially in emergencies.”²⁷²

Introduction

According to the United Nations (UN) Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), “education is a fundamental human right for all children” and “Education in Emergencies and Post-Crisis is a vital pillar in creating a robust and resilient education system that deals with acute challenges as well as [...] issues related to safety, resilience, and social cohesion.”²⁷³ The non-governmental organization (NGO) Save the Children defines Education in Emergencies (EiE) as “a set of linked project activities that enable structured learning to continue in times of acute crisis or long-term instability.”²⁷⁴ A global monitoring report published by the UN Educational, Scientific and Cultural Organization (UNESCO) states that approximately 50% of the world’s 57 million children that are out of school live in conflict-ridden areas, thus underscoring the vital importance of EiE to vulnerable regions.²⁷⁵ Historically, EiE was seen as a long-term development goal in a post-crisis transition.²⁷⁶ This changed, however, when the Inter-Agency Network for Education in Emergencies (INEE) created the *Minimum Standards for Education: Preparedness, Response, Recovery* (2004).²⁷⁷ Consequently, EiE has become a core competency of many UN organizations like the UN Children’s Fund (UNICEF) and UNESCO.²⁷⁸ Following the creation of the *Minimum Standards for Education*, the 2015 *Education for All (EFA) Monitoring Report* concluded that, between 1999 and 2012, the number of children globally enrolled in primary education programs had increased by two thirds, amounting to a net increase of 184 million children.²⁷⁹

According to the UNESCO Institute for Statistics, around two fifths of the 58 million children that are out of school have never been inside of a classroom; this amounts to about 15 million girls and 10 million boys, with a clearly disproportionate effect on girls.²⁸⁰ Among the barriers girls face are patriarchal cultural norms, child marriage, cultural restraints, and gender-based violence, which prohibit them from receiving primary education and force them to remain in more traditional gender roles.²⁸¹ As a result, women make up two thirds of the 774 million illiterate people worldwide.²⁸² Given the negative impact humanitarian crises have on children, particularly girls, coupled with institutionalized discrimination in many Member States, the promotion of gender equality is an important component of EiE.²⁸³ UNICEF’s role in ensuring access to education is pivotal and manifests in a variety of objectives including early childhood development (ECD) and school readiness; safeguarding equal access to education and universal primary school education; enhancing primary and secondary education; girls’ education and gender equality; and furthering EiE and post-crisis transition.²⁸⁴ By providing EiE, UNICEF and other UN organizations fulfill their commitment to the UN Sustainable Development Goals (SDGs), particularly SDG 4, which seeks to ensure inclusive and quality education for all and promote lifelong learning.²⁸⁵

²⁷² James, *At Education Cannot Wait Event, Global Leaders Stress Need to Fund Education - Especially in Emergencies*, 2013.

²⁷³ UNRWA, *Education in Emergencies: Providing Quality Education and Psychological Support to Palestine Refugee Students*, 2015, p. 1.

²⁷⁴ Save the Children, *Education in Emergencies*, 2001.

²⁷⁵ UNESCO, *Youth and Skills: Putting Education to Work*, 2012, p. 39.

²⁷⁶ INEE, *Minimum Standards for Education: Preparedness, Response, Recovery*, 2010, p. 3.

²⁷⁷ *Ibid.*, p. 1.

²⁷⁸ UNICEF, *UNICEF Education Kit Handbook – School in a Box Kit Guidance*, 2016.

²⁷⁹ UNESCO, *Education for All Challenges 2000-2015: Achievements and Challenges*, 2015, p. 4.

²⁸⁰ UNESCO, Institute for Statistics, *Fixing the Broken Promise of Education for All*, 2015, p. 5.

²⁸¹ UNICEF, *Barriers to Girls’ Education, Strategies and Interventions*, 2016, p. 2.

²⁸² UNESCO, *Girls’ education – the facts*, 2013, p. 2.

²⁸³ UNESCO Institute for Statistics, *Fixing the Broken Promise of Education for All*, 2015, p. 13.

²⁸⁴ UNICEF, *UNICEF Priorities*, 2016.

²⁸⁵ UN General Assembly, *Transforming our World: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

International and Regional Framework

The key foundational document for education and EiE is the *Universal Declaration of Human Rights* (UDHR) (1948).²⁸⁶ Article 26 of the UDHR recognizes education as a fundamental right of all humans across the globe, making education compulsory for children.²⁸⁷ Furthermore, the *Convention on the Rights of the Child* (CRC) (1989), the *Convention against Discrimination in Education* (CADE) (1960), and the *Convention on the Elimination of all Forms of Discrimination against Women* (CEDAW) (1979) all recognize children's right to access education, whether in crisis or peacetime.²⁸⁸ Article 28 of the CRC underlines children's inherent right to education and the importance of prioritizing access to said right.²⁸⁹ Article 5 of the CADE specifies the conditions under which children should receive a quality education.²⁹⁰ Lastly, article 10 of CEDAW includes specific measures to be implemented to protect a woman's right to access education, given the gender-specific issues girls face in accessing education, such as gender-based violence, patriarchal cultural norms, and societal gender roles.²⁹¹ Building on these foundational documents, in 2010, the UN General Assembly adopted resolution 64/290 on "The right to education in emergencies," calling upon Member States to ensure that education is a pivotal part of any humanitarian response across the globe.²⁹² Moreover, the General Assembly, in resolution 66/269 (2011) on the "Right to Education," requested the Special Rapporteur on the right to education to produce a report on the right to EiE, highlighting the need to increase funds for emergency education and to protect schools from attacks ranging from shootings and bombings, as well as kidnappings of government officials or individual families through terrorist groups.²⁹³ According to a 2015 UNESCO report called *Protecting Education from Attack*, such attacks have resulted in up to 40 million children out of school and in direct violence against students, teachers, and public education activists, causing high dropout rates in schools due to fear of reprisal.²⁹⁴

Currently, the most important framework of the UN is represented by the *2030 Agenda for Sustainable Development* (2015) and its 17 SDGs, particularly SDG 4, which focuses on ensuring inclusive and equitable quality education and on promoting lifelong learning opportunities for all.²⁹⁵ While SDG 4 applies to EiE in its entirety, subsections 7 and 8 directly address EiE guaranteeing opportunities for children to be educated on issues related to sustainable development, such as human rights, gender equality, and global citizenship, and ensuring that education is inclusive, safe, and child-friendly.²⁹⁶ The two aforementioned action items most directly relate to EiE in seeking to assure that children's educational rights are ensured in peacetime, conflict, natural disasters, and any kind of post-conflict/crisis transition.²⁹⁷ Following the adoption of the SDGs in 2015, the World Education Forum adopted the *Incheon Declaration and Framework for Action* to further promote quality education.²⁹⁸ In subsection 11, the Declaration states that access to emergency education must be drastically improved through improved crisis response mechanisms; better coordinated national, regional, and global responses; and more responsive and resilient education systems.²⁹⁹

On a regional level, civil society organizations (CSOs) have partnered with Member States to develop the "New Deal" for Engagement in Fragile States, which was adopted in 2013 during the High Level Forum on Aid

²⁸⁶ UN General Assembly, *Universal Declaration of Human Rights* (A/RES/217 A (III)), 1948, p. 1.

²⁸⁷ *Ibid.*, p. 6.

²⁸⁸ Human Rights Educators' Network, *Human Rights Here and Now: A Short History of Human Rights*, 199

²⁸⁹ UN General Assembly, *Convention on the Rights of the Child* (A/RES/44/25), 1989, p. 8.

²⁹⁰ UNESCO, *Convention against Discrimination in Education*, 2016, p. 1.

²⁹¹ UN General Assembly, *Convention on the Elimination of all Forms of Discrimination against Women* (A/RES/34/180), 1979.

²⁹² UN DPI, *General Assembly Adopts Landmark Resolution Calling on States to Ensure Right to Education for Affected Populations in All Phases of Emergency Situations*, 2010; UN General Assembly, *The Right to Education in Emergency Situations* (A/RES/64/290), 2010.

²⁹³ UN General Assembly, *Right to Education* (A/66/269), 2011, p. 2; World Education Forum, *The Dakar Framework for Action*, 2000, p. 8.

²⁹⁴ UNESCO, *Protecting Education from Attack*, 2010, p. 8.

²⁹⁵ Sustainable Development Knowledge Platform, *Transforming our World: the 2030 Agenda for Sustainable Development*, 2016.

²⁹⁶ UN DPI, *Sustainable Development Goals: 17 Goals to Transform our World*, 2016.

²⁹⁷ INEE, *Education in Emergencies*, 2016.

²⁹⁸ World Education Forum, *Incheon Declaration and Framework for Action*, 2016, p. 1.

²⁹⁹ *Ibid.*, p. 8.

Effectiveness in Korea.³⁰⁰ This framework is specific to states affected by conflict, including the g7+ group, whose members are Afghanistan, Burundi, Central African Republic, Chad, Comoros, Côte d'Ivoire, Democratic Republic of Congo, Guinea, Guinea-Bissau, Haiti, Liberia, Papua New Guinea, Sierra Leone, Solomon Islands, Somalia, South Sudan, Timor-Leste, and Togo.³⁰¹ The program focuses on peacebuilding and state-building goals, country-led and country-owned transitions out of fragility, aid, managing resources more effectively, and maximizing these resources for results.³⁰²

The *Dakar Framework for Education for All: Meeting our Collective Commitments* (2000) created the EFA 2000 Assessment, which had every participating state assess their own progress and report their findings at six regional EFA conferences.³⁰³ These assessments put emphasis on HIV/AIDS, childhood education, school health, education of girls and women, adult literacy, and EiE.³⁰⁴ The aim of the Dakar Framework was pursuing the goals of EFA in tandem with the Millennium Development Goals (MDGs). The *Addis Ababa Action Agenda* (2015) of the Third International Conference on Financing for Development focuses on the financial aspect of development in specific regions of the world.³⁰⁵ It had programs tailored to specific regions and subregions with specific EFA networks, and it focused also on women and indigenous populations that have fallen behind in education, particularly in Africa.³⁰⁶ To promote the physical resilience of educational facilities against emergencies, the *Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities in Disasters* (HFA) of 2005 serves as a template on how to make disaster risk reduction (DRR) a priority, improving risk information and early warning, building a culture of safety and resilience, reducing the risks, and strengthening preparedness for response.³⁰⁷ Building upon the successes and shortcomings of HFA, various UN bodies came together at the Third UN World Conference on Disaster Risk Reduction in Sendai, Japan, which resulted in the *Sendai Declaration* and the *Sendai Framework for Disaster Risk Reduction 2015-2030*.³⁰⁸

Role of the International System

Organizations such as UNICEF, UNESCO, and UNRWA pursue EiE in both developing and developed countries.³⁰⁹ UNICEF's EiE responsibilities include capacity and peacebuilding, DRR, and strategic partnerships during and after emergencies, such as the UNICEF's Peacebuilding, Education, and Advocacy Programme.³¹⁰ The program ran from 2012 to 2016, and culminated in UNICEF partnering with the government of the Netherlands and 14 other states to create programs that focus on education, capacity-building, and conflict resolution mechanisms.³¹¹ Similarly, UNRWA focuses on providing EiE to displaced Palestinian and Syrian children throughout the Levant.³¹² In doing so, UNRWA's mission regarding EiE is threefold: mitigate the psychological impact of conflict, promote social reintegration, and reestablish normal schooling for all affected children.³¹³ Moreover, UNESCO focuses on the immediate response to both post-conflict and post-disaster situations, and it has increasingly included EiE as one of its primary operational strengths.³¹⁴ UNESCO commissioned a study called "*Education Under Attack*" to assess the deleterious effects conflicts and targeted violence toward children can have.³¹⁵ Consequently, UNESCO created an inter-agency partnership called Global Coalition to Protect Education from Attack with the aim of countering the negative effects that conflict and violence have on access to education.³¹⁶ UNESCO publishes the *Global Education*

³⁰⁰ Library of European Parliament, *The "New Deal" for engagement in fragile states*, 2013, p. 1.

³⁰¹ *Ibid.*, p. 7.

³⁰² International Dialogue on Peacebuilding and State building, *A NEW DEAL for Engagement in Fragile States*, 2011.

³⁰³ World Education Forum, *The Dakar Framework for Action*, 2000, p. 1.

³⁰⁴ *Ibid.*, p. 3.

³⁰⁵ UN Third International Conference on Financing for Development, *Addis Ababa Action Agenda*, 2015, p. 10.

³⁰⁶ *Ibid.*, p. 51.

³⁰⁷ INEE, *Disaster Risk Reduction*, 2016.

³⁰⁸ *Ibid.*

³⁰⁹ UNICEF, *UNICEF Priorities*, 2016.

³¹⁰ UNICEF, *Peacebuilding, Education and Advocacy Programme*, 2014.

³¹¹ *Ibid.*

³¹² UNRWA, *Education in Emergencies: Providing Quality Education and Psychological Support to Palestine Refugee Students*, 2016.

³¹³ *Ibid.*

³¹⁴ UNESCO, *Crisis and Transition Responses*, 2016.

³¹⁵ UNESCO, *Education Under Attack*, 2010, p. 1.

³¹⁶ Global Coalition to Protect Education from Attack, *Who We Are*, 2016.

Monitoring Report (GEM Report), which is an evidence-based annual report that tracks the progress toward the achievement of the SDGs while stressing the importance of funding goals, and how funding gaps impede reaching SDGs.³¹⁷ The GEM Report Team has concluded that 8% of EiE funding from the 16 Humanitarian Response Plans came from humanitarian assistance, while the other 92% was provided by development aid.³¹⁸

INEE is the primary inter-agency within the UN system that actively addresses and promotes EiE with approximately 12,000 members and 130 partner organizations in over 170 countries.³¹⁹ The work of INEE focuses on a number of initiatives that actively promote sustainability, knowledge, advocacy, and the provision of EiE across the globe.³²⁰ INEE's primary contribution is the creation of the *Minimum Standards for Education* to ensure EiE by mitigating the impact that both conflicts and disasters can have on a vulnerable country's children by providing guidance on key actions to be implemented.³²¹ By maintaining and periodically updating the *Minimum Standards for Education*, INEE has created an effective framework to deliver education in the most vulnerable regions in the world.³²² In 2007, UNICEF and Save the Children jointly led the then newly created Education Cluster that brings together UN agencies, NGOs, and partners from academics to promote education.³²³ In order to meet SDG 4, UNICEF, UNESCO, UNHCR, the UN Special Envoy for Education (UNSEE), NGOs, and the Global Business Coalition for Education created an action plan called *Education Cannot Wait (ECW): Proposing a Fund for Education in Emergencies*.³²⁴ ECW was officially unveiled at the 2016 World Humanitarian Summit, with the proposed goal of funding the education of 13.6 million children within the next five years.³²⁵ The aim of this platform is to both increase the amount of money within EiE, and to streamline the delivering of invaluable education services to those affected by acute crises and natural disasters.³²⁶ The funding would come from individual Member States and civil society, with a notable example being the Breakthrough Fund, which supports country-level initiatives that build rapid response mechanisms for children to return to education, in addition to providing EiE in other developing states.³²⁷

Obstacles in Emergency Education

Access to Education

With protracted conflicts in places such as Syria and Lebanon, there must be a renewed focus on ensuring access to education among children.³²⁸ According to UNICEF's report *Syria Crisis: Education Interrupted*, nearly 3 million Syrian children are out of school within and outside the Syrian borders and schools within the Levant have been bombed, destroyed, taken over by warring factions, or turned into arsenals.³²⁹ As a result, UNICEF has undertaken the No Lost Generation (NLG) initiative, which aims to scale and improve the quality of education in areas affected by the Syrian crisis.³³⁰ According to the June 2016 update, over 63,000 children have received some basic forms of education within the cities of Hasakeh, Homs, Latakia, and Rural Damascus.³³¹ As a whole, over 121,000 children have benefited from access to various education materials.³³² One of the most concerning issues within access to education is the destabilization of the educational systems, resulting in displacement of children, structural damage to institutions, and lack of resources required to ensure education.³³³ According to UNHCR, the average length of

³¹⁷ UNESCO, *Global Education Monitoring Report – About Us*, 2016.

³¹⁸ UNESCO, *Education for All Global Monitoring Report: Policy Paper 21*, 2016, p. 4.

³¹⁹ INEE, *Who We are*, 2016.

³²⁰ *Ibid.*

³²¹ INEE, *INEE Minimum Standards*, 2016.

³²² *Ibid.*

³²³ Global Education Cluster, *Education Cluster*, 2016.

³²⁴ UNICEF, *New Fund Launches to Address Global Education Crisis*, 2016.

³²⁵ A World at School, *World Humanitarian Summit: Education Cannot Wait Fund Aims to Help 13 Million Children*, 2015.

³²⁶ ODI, *Education Cannot Wait: Proposing a Fund for Education in Emergencies*, 2016, p. 10.

³²⁷ INEE, *Education Cannot Wait: A Fund for Education in Emergencies*, 2016.

³²⁸ War Child Holland, *Quality Access to Education in Emergency for Out-of-School Palestinian Refugee Children in Syria*, 2016.

³²⁹ Guasp-Teschendorf, *Loss of Access to Education Puts Well-being of Syrian Girls at Risk*, 2015; UNICEF, *Syria Crisis: Education Interrupted*, 2013, p. 5.

³³⁰ UNICEF, *Syrian Refugees and other Affected Populations in Egypt, Iraq, Jordan, Lebanon and Turkey*, 2016.

³³¹ No Lost Generation, *No Lost Generation Update*, 2016, p. 7.

³³² *Ibid.*, p. 8.

³³³ Global Partnership for Education, *A Platform for Education in Crisis and Conflict: A GPE Issues Paper*, 2015.

educational displacement is 17 years, which means that children can spend their entire childhood out of school.³³⁴ Moreover, emergencies are not just limited to conflict; rather, natural disasters can have deleterious effects as well.³³⁵ The report *Education Disrupted* by Save the Children highlights the effects natural disasters have on educational systems in the Asia-Pacific region.³³⁶ In the aftermath of the earthquake in Nepal in 2015, only 66% of the UN appeal was funded, and 47% of the educational request was met, representing one of the most recent examples of how insufficient funding affects EiE.³³⁷

Gender Inclusion

In both conflicts and natural disasters, humanitarian crises have a clearly disproportional effect on girls when it comes to access to education.³³⁸ The Global Partnership for Education has concluded that girls living in conflict-affected states are 2.5 times more likely than boys to be out of school and that women are more than 90% more likely than men to be out of secondary education.³³⁹ These statistics indicate why gender inclusion is such an important topic within education, and more specifically why there must be a particular focus on gender inclusion within EiE.³⁴⁰ According to the UNICEF report *Educated Girls: A Uniquely Positive Force For Development*, girls still face many ongoing barriers to access education and receive funding for education.³⁴¹ Many of these barriers are a result of religious beliefs, gender roles, and cultural practices that prevent girls from accessing a quality education, which in turn reduces opportunities available to women outside of the home.³⁴² Moreover, the long-term benefits of ensuring education to girls are that women are less likely to die at childbirth, children are more likely to be raised with better nutrition, and girls are less likely to have children at younger ages.³⁴³ As a result of completion of at least primary school education, there would be an estimated 70% reduction in maternal deaths in sub-Saharan Africa, which has among the highest maternal mortality rates across the globe.³⁴⁴ It is vitally important to include boys in the conversation and educate them on the importance of gender equality, since educational barriers can also arise from all-male teaching staff and lack of sanitation facilities, which can create high dropout rates among girls, especially in conflict-ridden areas.³⁴⁵ Conversely, gender-sensitive emergency education promotes safety, health, and well-being towards a more sustainable future.³⁴⁶

Addressing Funding Gaps

One of the most critical issues in EiE is the looming funding gap in various emergency education programs.³⁴⁷ According to recent statistics, one in four children, approximately 462 million children worldwide, lives in a country affected by conflict and natural disasters, with a total of 75 million children in need of educational support.³⁴⁸ As a result of the overwhelming demand for EiE, the Overseas Development Institute has concluded that affected governments would need a total of about \$8.5 billion to address education shortfalls, which equals about \$113 per child for primary education in 2016.³⁴⁹ UNICEF's report *Education Under Fire: How Conflict in the Middle East is Depriving Children of their Schooling* underlines the urgency of addressing funding gaps within regions and proposes the following solutions: reduce the number of children out of school by expanding education for millions of children not in school; provide material support to local and national education systems hit by conflicts and natural disasters; increase advocacy efforts to stop attacks on educational facilities and staff; and sustain focus on addressing funding for the most vulnerable and affected areas.³⁵⁰ The Special Envoy for Global Education, Gordon

³³⁴ Ibid.

³³⁵ Save the Children, *Education Disrupted*, 2016, p. 1.

³³⁶ Ibid.

³³⁷ Save the Children, *Education Disrupted*, 2016, p. 13; p. 30.

³³⁸ Global Partnership for Education, *Education Data*, 2016.

³³⁹ Ibid.

³⁴⁰ Ibid.

³⁴¹ UNICEF, *Educated Girls, a Uniquely Positive Force for Development*, 2004, p. 23.

³⁴² Ibid., p. 24.

³⁴³ UNESCO, *Girls' education – the facts*, 2013, p. 2.

³⁴⁴ Ibid.

³⁴⁵ INEE, *Gender Equality in and through Education: INEE Pocket Guide to Gender*, 2010, p. 5; United Nations Girls Education Initiative, *Gender and Education in Emergencies*, 2016, p. 1.

³⁴⁶ United Nations Girls Education Initiative, *Gender and Education in Emergencies*, 2016, p. 1.

³⁴⁷ World Vision International, *New Report Identifies Urgency to Address Funding Gaps*, 2015.

³⁴⁸ INEE, *Education Cannot Wait: A Fund for Education in Emergencies*, 2016.

³⁴⁹ Nicolai, *Five Reasons Why We Need a Global Fund in Education in Emergencies*, 2016.

³⁵⁰ UNICEF, *Education Under Fire*, 2015, p. 8.

Brown, and UNICEF Executive Director Anthony Lake called for a new global fund to specifically address EiE to secure financing for and the success of EiE.³⁵¹

Preventative Measures and Disaster Risk Reduction (DRR)

Generally, society has seen EiE as a secondary priority in a post-crisis/disaster transition, but DRR takes proactive stances to mitigate the risk of infringing upon children’s educational rights.³⁵² The Sendai Framework seeks to build upon the HFA by implementing innovations in DRR, including further development of more effective parameters to mitigate DRR; a focus on preventing risk; mobilization of risk-sensitive investment; “resilience of health care infrastructure, cultural heritage and work places; and strengthening of international cooperation and global partnership.”³⁵³ These improvements would all drastically improve the resilience of education systems in crises.³⁵⁴ They would be applied in three contexts: the national education sector, the district level, and the school level.³⁵⁵ By doing so, DRR would be implemented as both a preventative measure and an important part of any post-crisis response.³⁵⁶

Conclusion

UNICEF, UNESCO, and UNRWA have all taken more progressive measures to ensure EiE becomes a prime responsibility of the UN. The issues connected to EiE are extremely complex: to achieve tangible solutions, access to education, gender inclusion, and funding gaps must be addressed within the existing frameworks, but also incorporated in new frameworks at global, regional, and national levels to improve EiE.³⁵⁷ Within the context of the *2030 Agenda for Sustainable Development*, UNICEF and other UN bodies must find ways to address vital funding gaps and more effectively implement DRRs to mitigate the increased risk of both conflict and disasters and their consequences on education.³⁵⁸

Further Research

As delegates move into further research, several questions must be asked: What different ways to address funding gaps can be found beyond primary funding mechanisms such as ECW? How does gender equality lay into the dynamic of EiE? What is the most critical issue emerging within EiE? How do we address gender barriers to access to education, especially within the context of EiE? How can DRR mechanisms become more effective to ensure EiE? Lastly, what partnerships can UNICEF foster to further improve EiE?

Annotated Bibliography

Global Partnership for Education. (2016). *Education Data*. Retrieved 20 August 2016 from: <http://www.globalpartnership.org/data-and-results/education-data>

As delegates proceed to look for relevant data, this report will serve as an excellent source in researching statistics relevant to EiE. The data ranges from data on gender disparities in education to statistics regarding internally displaced people and barriers to education that they face. There are also statistical data sets of education statistics within countries in protracted conflicts. Delegates can resort to this resource when wanting to study relevant statistics.

Inter-Agency Network for Education in Emergencies. (2010). *Gender Equality in and through Education: INEE Pocket Guide to Gender*. Retrieved 20 August 2016 from: http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1059/INEE_Pocket_Guide_to_Gender_EN.pdf

³⁵¹ UN DPI, *UN Officials Propose Setting Up New Fund for Education in Emergencies*, 2015.; Global Partnership for Education, *New Funding for Education in Emergencies*, 2012

³⁵² INEE, *Disaster Risk Reduction*, 2016.

³⁵³ UN General Assembly, *Sendai Declaration and Framework for Disaster Risk Reduction 2015-2030 (A/RES/69/283)*, 2015.

³⁵⁴ UNICEF, *Disaster Risk Reduction in Education in Emergencies*, 2016, p. 2.

³⁵⁵ *Ibid.*, p. 4.

³⁵⁶ *Ibid.*, p. 4.

³⁵⁷ UNICEF, *Education in Emergencies and Post-Crisis Transition*, 2016.

³⁵⁸ World Education Forum, *Framework for Action Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All*, 2016.

This report gives a valuable insight into gender-related issues. As delegates proceed with their research, this paper will highlight gender inclusion as a potential solution in EiE. This report will serve as a primary resource for delegates wanting to gain a better understanding of gender equality in education. The content of the guide not only addresses a wide range of issues regarding gender inequality, but also addresses how boys should be involved in ensuring the promotion of gender equality.

Inter-Agency Network for Education in Emergencies. (2016). *Education Cannot Wait: A Fund for Education in Emergencies*. Retrieved 20 August 2016 from: <http://www.ineesite.org/en/education-cannot-wait>

This INEE website is a valuable resource when looking for a broad overview of the new ECW Fund. It not only gives a comprehensive overview of relevant statistics and commitments, but it also provides a myriad of resources such as ECW reports and policy papers. Given that the ECW is a vital part of SDG 4, this is a great starting point for researching issues deriving from funding gaps and how to address them.

Inter-Agency Network for Education in Emergencies. (2016). *INEE Minimum Standards*. Retrieved 19 August 2016 from: <http://www.ineesite.org/en/minimum-standards>

This website gives a comprehensive overview of the history of INEE Minimum Standards, and, more importantly, of current issues that EiE is dealing with. The website provides pertinent EiE statistics that various UN agencies, such as UNICEF and UNESCO, are currently undertaking. Delegates will find the INEE Minimum Standards Manual very useful as it provides policy recommendations.

Overseas Development Institute. (2016). *Education Cannot Wait: Proposing a Fund for Education in Emergencies*. Retrieved 20 August 2016 from: <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10497.pdf>

This report gives a great outline of possible solutions in addressing funding issues within EiE. It addresses a lot of the financial shortfalls, and offers approaches that could provide solutions to the systemic issues within EiE. Furthermore, this report was made in 2016; so, the report will have relevant information pertaining to the present. Delegates could possibly take this template and find ways to utilize it within their position papers.

Save the Children. (2016). *Education Disrupted*. Retrieved 19 August 2016 from:

http://reliefweb.int/sites/reliefweb.int/files/resources/education_disrupted_save_the_children_full_report.pdf

This report examines the relationship between disaster and education in relation to five disasters that affected the Asia-Pacific region in 2015. It explains the importance of ensuring EiE and identifies best practices for incorporating DRR in education. Delegates will benefit from reviewing the specific examples, lessons learned, and recommendations provided by Save the Children to improve EiE.

United Nations Children's Fund. (2015). *Education Under Fire* [Report]. Retrieved 20 August 2016 from: <http://www.unicef.org/mena/Education-Under-Fire-English.pdf>

This report gives a very detailed overview of EiE in the Middle East, particularly in Syria. This informative report will give delegates a good idea of both the problems Syrian children face, and of potential solutions in addressing EiE. Delegates will find the policy recommendations to address EiE in Syria particularly useful for their research.

United Nations Educational, Scientific and Cultural Organization. (2015). *Education for All Global Monitoring Report: Policy Paper 21*. Retrieved 20 August 2016 from:

<http://unesdoc.unesco.org/images/0023/002335/233557E.pdf>

This report provides in-depth information pertinent to humanitarian aid for education. It also lays out the statistical estimates in conflict-affected regions. In doing so, this will serve as a very beneficial resource to reference both funding statistics and funding issues in countries that need EiE. Delegates can use this resource when wanting to gain a better understanding of policy implementation and policy recommendations.

United Nations Educational, Scientific and Cultural Organization, Institute for Statistics. (2015). *Fixing the Broken Promise of Education for All* [Report]. Retrieved 19 August 2016 from:

http://data.unicef.org/corecode/uploads/document6/uploaded_pdfs/corecode/UNESCO-OOSC-EXS-Eng-web_217.pdf

The executive summary of this report outlines solutions to address the issue of out-of-school children across the globe. The report lays out the key findings, the challenges, and, most importantly, the importance of fixing the broken promises. This resource is valuable because its primary focus is on EiE-related issues and on facilitating access to education across the globe. Delegates will find this source beneficial to gain a better understanding of the challenges faced by children, and of the possible ways to address said challenges.

World Education Forum. (2015). *Incheon Declaration and Framework for Action*. Retrieved 20 August 2016 from: <http://unesdoc.unesco.org/images/0023/002338/233813m.pdf>

The Incheon Declaration lays out the targets associated with SDG 4 and what the world must collectively do to achieve them. Delegates will be able to gain a broad understanding of the relationship between SDG 4 and EiE. The Framework for Action is essentially a plan for implementing the Incheon Declaration and achieving SDG 4. EiE efforts must correspond with both the SDGs and the Incheon Declaration and Framework for Action.

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