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Dear Delegates,

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

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

The topics under discussion for UNICEF this year are:

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

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

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

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

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

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

Sincerely,

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unicef.nya@nmun.org

Conference B
Sara Leister, Director
Kaitlin Sandin, Assistant Director

unicef.nyb@nmun.org

The NCCA/NMUN is a Non-Governmental Organization associated with the United Nations Department of Public Information and a 501(c)(3) nonprofit organization of the United States.
NMUN•NY Position Paper Guidelines
Due 1 March 2014

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

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

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

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

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

How to Submit Your Position Papers

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

1. Send one complete set of all position papers for each of your country/NGO assignments to the Deputy Secretary-General for the conference you are attending:
   - Conference A: positionpapers.nya@nmun.org
   - Conference B: positionpapers.nyb@nmun.org

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

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

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

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

Introduction

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

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

Mandate

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

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1 UN General Assembly, Establishment of an International Children’s Emergency Fund (GA/RES/57 (1)) [Resolution], 1946.
3 Ibid, p. 5.
5 Ibid, p. 6.
6 UN General Assembly, United Nations Children’s Fund (GA/RES/802 (VIII)) [Resolution], 1953.
8 Ibid, p. 6.
11 UN Non-Governmental Liaison Service, General Assembly Special Session on Children, 2002.
12 Ibid
**Governance and Membership**

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

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

**Functions, Powers, and Current Work**

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

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

\textsuperscript{13} UNESCO, Guide to Archives of International Organizations: UNICEF [Website].  
\textsuperscript{14} Ibid  
\textsuperscript{15} United Nations, United Nations Board of Auditors [Website]; UNESCO, Guide to Archives of International Organizations: UNICEF [Website].  
\textsuperscript{16} UNESCO, Guide to Archives of International Organizations: UNICEF [Website].  
\textsuperscript{17} UNICEF, UNICEF Executive Board [Website].  
\textsuperscript{18} UNESCO, Guide to Archives of International Organizations: UNICEF [Website].  
\textsuperscript{19} Ibid  
\textsuperscript{20} Ibid  
\textsuperscript{22} UN General Assembly, Convention on the Rights of the Child; General Comment no.12 (CRC/C/GC/12), 2009.  
\textsuperscript{23} Ibid  
\textsuperscript{24} Ibid  
\textsuperscript{25} Ibid  
\textsuperscript{26} UNICEF, Sixty Years for Children [Report], 2006, p. 8.  
\textsuperscript{27} UNESCO, Guide to Archives of International Organizations: UNICEF [Website].  
\textsuperscript{28} UNICEF, Sixty Years for Children [Report], 2006, p. 8.
Recent Sessions

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

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

Conclusion

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

Annotated Bibliography


\textsuperscript{29} Ibid, p. 22.
\textsuperscript{30} UNICEF, *Sixty Years for Children* [Report], 2006, p. 22.
\textsuperscript{32} Ibid
\textsuperscript{34} UN Non-Governmental Liaison Service, *General Assembly Special Session on Children* [Report], 2002.
\textsuperscript{35} Ibid
\textsuperscript{36} Ibid
\textsuperscript{37} Ibid
This document gives context to the Convention on the Rights of the Child and a broader understanding of why the principles underlying the CRC and UNICEF are so important. It alludes to how they are being progressively realized in the global sphere. It looks specifically at the right of the child to be heard and how this is of fundamental importance in furthering the best interests of the child.


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


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


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


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

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http://www.unicef.org/about/execboard/index_59998.html
I. Preventing Child Mortality Through Immunization

Introduction

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

The Fourth Millennium Development Goal, “Reducing Child Mortality”, aims to decrease child deaths by two-thirds by 2015.\(^{41}\) Since the creation of the MDGs, the success of immunization was demonstrated by a decrease in child mortality.\(^{42}\) Immunization represents the process through which a person is made resistant to a disease by the administration of a vaccine.\(^{43}\) Its role is to stimulate the body’s own immune system to protect the person against subsequent disease.\(^{44}\) Immunization as it represents the most cost-effective tool available for public health initiatives.\(^{45}\) 2 to 3 million lives are saved each year thanks to routine immunization.\(^{46}\) However, in the twenty-first century, 6.9 million children under the age of five died in 2011 from mostly preventable diseases.\(^{47}\) Over the last forty years, the percentage of children under one-year of age being immunized against polio, diphtheria, tuberculosis, pertussis, measles, and tetanus rose from less than 5% to 83%.\(^{48}\) Still, one fifth of the world’s children, 22.4 million children, are not immunized against these deadly diseases.\(^{49}\) Because unmet needs remain, and specifically with the MDGs set to expire in two years, a renewed commitment is required by the international community to reach the most vulnerable children in their early life.

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

International Framework

The international framework on immunization for children has progressed for the last fifty years. In 1974, the World Health Assembly through its resolution WHA27.57 established the Expanded Programme on Immunization (EPI).\(^{51}\) Building upon the success of the eradication of smallpox, it aimed at providing all children with life-saving vaccines to achieve health for all by 2000.\(^{52}\) After 2000, the EPI remains committed to universal access to immunization and work in synergy with other programs that were developed later on.\(^{53}\)


\(^{40}\) Ibid


\(^{42}\) UNICEF, *Expanding immunization coverage* [Website], 2011


\(^{44}\) Ibid


\(^{46}\) UNICEF, *Expanding immunization coverage*, 2011


\(^{48}\) UNICEF, *Expanding immunization coverage* [Website], 2011

\(^{49}\) Ibid

\(^{50}\) Chang, Chavez, Hameed, Lamb, Mixon, *Eradicating Polio in Afghanistan and Pakistan*, 2012, p. 5.


\(^{52}\) Ibid

\(^{53}\) Ibid
In 2005, the World Health Organization (WHO) and the United Nations Children’s Fund (UNICEF) developed the Global Immunization Vision and Strategy (GIVS) 2006-2015 to improve national immunization programs and decrease mortality associated with vaccine preventable diseases. It provides international institutions and national bodies with reliable data on vaccination coverage as to guide their policies. The Global Vaccine Draft Action Plan is the result of the GIVS. It is the work of various actors, from stakeholders involved in immunization to governments, health professionals, civil society, and development partners. The plan promotes equitable access to vaccines by relying on six guiding principles: countries’ ownership and responsibility over effective and quality immunization; shared responsibility and partnership between individual, community, and governments; equitable access as a component of the right to health; integration of immunization systems as part of broader health systems; sustainable investment through an appropriate level of management; and innovation and investment in research and development to reach the full potential of immunization. The Global Vaccine Action Plan 2011-2020 is an excellent basis for the definition of the international framework relating to immunization as a strategy to prevent child mortality.

To complement this action and design a strategy to target the population of children, “A Promise Renewed” is the global call to action made to end preventable child deaths by 2035. This initiative was launched in June 2012, in Washington D.C., by UNICEF and the United States Agency for International Development (USAID) and has now been endorsed by 179 countries. It represents one of the greatest instances of cooperation, designed between governments and the civil society, including the private sector to improve monitoring and collecting data. It is a call for action to initiate political leadership and achieve consensus on a global roadmap to accelerate the reduction of child mortality. It invites for more accountability now that knowledge and technologies are available to reach any child with life-saving interventions.

To better develop the already existing international framework, UN agencies have a particular role in coordinating efforts. UNICEF is part of the Global Alliance for Vaccines and Immunization (GAVI), a public-private partnership dedicated to increasing children’s access to vaccines. It aims at establishing immunization as part of solid primary health care systems. Actions must be undertaken to raise awareness among political leaders of the necessity to reach universal access to immunization. For example, meetings such as the Global Vaccine Summit of April 2013 taking place in Abu Dhabi reiterated the need to reach a target of eradicating poliomyelitis by 2018, a target already expressed by the World Health Assembly in 2012. Such meetings provide political leaders with a sense of reality, being constantly reminded of the importance of the targets and their deadline.

**Role of the United Nations System**

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

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

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

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

**Challenges to Increasing Childhood Immunization**

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

**Building Trust in Immunization**

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

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

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

Immunization for the Hard-to-Reach

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

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

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87 Ibid, p. 5.
88 Ibid, p. 5.
90 Ibid, p. 15.
91 Ibid, p. 6.
96 Ibid, p. 31.
97 Ibid, p. 31.
98 Ibid, p. 33.
100 Ibid, p. 34.
101 Ibid, p. 34.
protection, no matter where they are.\textsuperscript{103} In countries welcoming Syrians refugees such as Lebanon, Turkey, Jordan, and Iraq, more than 900 cases of measles have been identified in refugee camps.\textsuperscript{104} The vaccination campaigns supported by UNICEF in these regions ensure child protection even with the breakdown of regular health services.\textsuperscript{105} Another prime example is in Afghanistan and Pakistan. In these countries ensuring all children are immunized is hindered by ongoing conflicts waging on these territories. For example, the Pakistani Taliban in June 2012 placed a ban on vaccinations until US drone strikes ended. The security environment challenges the opportunity to develop infrastructures in a country torn by conflict.\textsuperscript{106} It also emphasizes the risk taken by volunteers that enter those regions to fulfill humanitarian missions. Lastly, the porous borders between the two countries remain a factor that automatically links their fate as regards to eradication of polio.\textsuperscript{107} Displacement in on-going conflict areas also limits the possibility to quarantine the virus in only one area.\textsuperscript{108} Afghanistan and Pakistan represent high-risk areas and the last polio-endemic countries.\textsuperscript{109}

In developed Member States, such as in Europe, the challenge remains reaching the last 10\% of children living in poor urban areas. Like children in developing countries in rural or conflict-ridden areas, these children are equally hard to reach because of their household wealth, their religion, caste or ethnicity, parental attitude and knowledge, especially mother’s education, and location.\textsuperscript{110} Countries such as Bosnia-Herzegovina, Serbia, and Montenegro that were torn by civil wars in the 1990s are unlikely to exceed the 90\% coverage.\textsuperscript{111} As a consequence, WHO and UNICEF launched the Reaching Every District (RED) Strategy in 2002 in Africa, the Eastern Mediterranean, Europe, South-East Asia and the Western Pacific.\textsuperscript{112} This strategy has five operational components: establishing outreach vaccination services; providing supervision; linking services and communities; monitoring data; managing resources.\textsuperscript{113} The RED Strategy has proved to contribute significantly to an improvement in the delivery process of vaccines.\textsuperscript{114} The number of district with an 80\% coverage of immunization against diphtheria, tetanus and polio increased from 70 to 197 and the number of districts with a coverage of less than 50\% declined from 377 to 222.\textsuperscript{115} The RED strategy highlights that the extra-resources required are modest and it is only a matter of sustainability and repartition at the local level that needs to be tackled in developed countries.\textsuperscript{116}

Improving the Cold Chain and Logistics

Since 2000, measles vaccines have averted over 10 million deaths.\textsuperscript{117} Measles can be prevented with two doses of a safe effective vaccine\textsuperscript{118}. However, in practice, the second dose is rarely administered which lowers immunization levels.\textsuperscript{119} Vaccines success relies on security and logistics within the immunization system.\textsuperscript{120} Indeed, since vaccines must be kept within a narrow temperature range, vaccine safety and effectiveness relies mainly on the Cold Chain and Logistics (CCL) system.\textsuperscript{121} This refers to the storage and transport equipment that keep vaccine at the right temperature between 2 and 8 degrees Centigrade from the manufacturer to the point of use.\textsuperscript{122} To enhance such measures that guarantee the vaccines are not damaged due to temperature damage during the transport of vaccines, UNICEF has convened a CCL Taskforce.\textsuperscript{123} The Taskforce convened in 2007 and 2009 and was part of the

\begin{footnotesize}
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\item[103] UN News Centre, UN steps up vaccination campaigns amid measles outbreaks among uprooted Syrians, 2013
\item[104] United Nations News Centre, UN steps up vaccination campaigns amid measles outbreaks among uprooted Syrians, 2013
\item[105] Ibid
\item[107] Ibid, p. 2.
\item[108] Ibid, p. 6.
\item[109] Ibid, p. 9.
\item[112] WHO, The RED Strategy, 2011.
\item[113] Save The Children, Finding the Final Fifth: Inequalities in Immunization, 2012 p. 15.
\item[114] WHO, The RED Strategy, 2011.
\item[115] Ibid
\item[116] Ibid
\item[118] Ibid
\item[119] Ibid
\item[121] UNICEF, Cold Chain and Logistics [Website], 2013.
\item[122] Ibid
\item[123] Ibid
\end{itemize}
\end{footnotesize}
TechNet21 Consultation. It is part of most of the discussions relating to immunization and logistics. The CCL relies mainly on five sections for the success of the program: managing information and data; managing supplies; storing vaccines to ensure their integrity; distributing efficiently vaccines to every immunization sessions; and training personnel for adequate supervision. It is organized around four points dedicated to guidance, monitoring, advocacy, and integration. Since it was created recently, the CCL Taskforce would benefit from a more important status regarding what it has achieved so far.

Post-eradication, a long-term challenge

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

Conclusion

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

Annotated Bibliography

Chang A., Chavez E., Hameed S., Lamb R.D., Mixon K. (2012). Eradicating Polio in Afghanistan and Pakistan, Washington: Center for Strategic and International Studies. This report will provide delegates with a well-described case study on the way to facilitate immunization campaigns in times of conflict. With the recent case of Afghanistan, delegates will

124 Ibid
125 Ibid
126 Ibid
133 Modlin, The Bumpy Road to Polio Eradication, 2010, p. 2349.
manage to understand the challenge of immunization during ongoing conflict. A case study like this will provide delegates with insights on conflicts make immunization more complex. It invites delegates to think on how immunization can improve health conditions regardless of a country’s political situation.


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


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


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


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


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

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


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


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


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

Bibliography


II. Addressing the Situation of Child Soldiers

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

Introduction

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

The cross-border nature of conflict in a globalized world means that the illegal recruitment of children as soldiers is not a regional or national concern, but an international problem requiring firm action from every Member State.

International Framework

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

Both documents designate children as civilians, therefore entitling them to exclusion from hostilities.

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

137 Singer, Children at War, 2006, p. 57, 81.
139 Singer, Children at War, 2006, p. 29.
143 Singer, Children at War, 2006, p. 37.
149 Ibid, p. 4
protocols to address their concerns. The 2002 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict raises the age of compulsory military service from age 15 to age 18 and discourages states from accepting voluntary recruits under the age of 18. This Optional Protocol also makes a significant distinction between state and non-state groups. While states may accept volunteers younger than 18 years of age, non-state groups are prohibited from using any children under 18 in armed conflict, even if they volunteer. Non-state groups are considered bound by treaties if they operate within a state that is a signatory, though enforcement is particularly difficult. The second Optional Protocol on the sale of children, child prostitution, and child pornography does not explicitly mention child soldiers, though many children forcibly recruited as soldiers are subject to sexual abuse and exploitation forbidden by the Optional Protocol and other international laws. The CRC and the Optional Protocols govern UNICEF’s work.

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

Role of the United Nations System

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

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

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154 Nagle, Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict, 2011, p. 43.
159 Ibid, p. 61, 152.
160 Ibid, p. 67-68.
161 Ibid, p. 45.
162 Ibid, p. 45.
163 Ibid, p. 82.
164 Ibid, p. 45.
Security Council resolution 1379 (2001) created an important monitoring tool by requesting the Secretary-General annually submit a “list of shame” naming groups known to use child soldiers. The Secretary-General’s most recent report on children and armed conflict demonstrates how the plight of child soldiers is not limited to rebel groups in Sub-Saharan Africa; the report named and shamed 11 state militaries and 20 non-state groups across four continents for using child soldiers in 2012. Another important development is Resolution 1612 (2005), in which the Security Council established six “grave violations” against children that warrant investigation through a newly created Monitoring and Reporting Mechanism (MRM). The MRM frames the UN’s approach to child protection, including UNICEF’s plans and actions. The violations include killing or maiming children, recruitment or use of children as soldiers, sexual violence against children, attacks against schools or hospitals, denial of humanitarian access for children, and abduction of children.

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

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

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

The Recruitment of Children as Soldiers

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

168 UN Office of the Special Representative for Children in Armed Conflict, The Six Grave Violations [Website].
169 Ibid
170 Ibid
172 Ibid, p. 84.
173 UNICEF, About Us [Website].
177 Ibid, p. 2.
178 UN Office of the Special Representative for Children and Armed Conflict, Zero under 18 Campaign [Website].
179 Nagle, Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict, 2011, p. 34.
group in any capacity, including but not limited to cooks, porters, messengers, and anyone accompanying such groups, other than family members. The definition includes girls recruited for sexual purposes and forced marriage.\textsuperscript{180} The definition is purposefully broad to cover as many children as possible.\textsuperscript{181} Children are recruited around the world by both state-sponsored militaries and non-state groups.\textsuperscript{182} In 2006, the UN estimated that children made up nearly 10% of all combatants currently engaged in conflict worldwide.\textsuperscript{183}

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

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

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

\begin{thebibliography}{99}
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\bibitem{182} Singer, \textit{Children at War}, 2006, p. 29.
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\bibitem{188} Ibid, p. 109.
\bibitem{189} Singer, \textit{Children at War}, 2006, p. 95.
\bibitem{190} Ibid, p. 53.
\bibitem{191} Ibid, p. 66, 83.
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\bibitem{193} Ibid, p. 3.
\bibitem{194} UN General Assembly, \textit{Report of the Secretary-General on Children in Armed Conflict (A/67/845)}, 2013, p. 3.
\bibitem{195} Singer. \textit{Children at War}, 2006, p. 44.
\bibitem{197} UN Office of the Special Representative for Children and Armed Conflict, \textit{Child Recruitment [Website]}.
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members to avoid being killed themselves. Once taken, children must choose between becoming a soldier or being killed. Children may also volunteer to join armed groups through desperation. Poverty and hunger are strong motivators; some children join simply for a daily meal and clothing. Children may also volunteer because they are promised prestige, honor, or revenge for the death of loved ones. Families in dire situations may encourage their children to join or even sell them to armed groups. Some groups offer to pay a child’s wages directly to the family or reward families of “martyred” children. Other groups employ propaganda that glorifies their cause and promises children incredible rewards once the fighting is over. Any international solution to preventing the use of children in armed conflict must consider the strong motivators of poverty and a lack of opportunity that make children vulnerable to exploitation.

UNICEF addresses child poverty through the lens of the first MDG of eradicating extreme poverty and hunger. Its work includes improving national health capacities, promoting girls’ education, and strengthening local safety nets for children.

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

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

202 UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict, Child Recruitment, 2013.
203 Singer, Children at War, 2006, p. 63.
204 Ibid, p. 63.
205 Ibid, p. 66.
206 UNICEF, Goal: Eradicate extreme poverty and hunger [Website].
207 Ibid
208 Singer, Children at War, 2006, p. 57.
210 Ibid, p. 72.
212 Singer, Children at War, 2006, p. 73.
213 Ibid, p. 73.
214 Nagle, Child Soldiers and the Duty of Nations to Protect Children from Participation in Armed Conflict, 2011, p. 11.
217 Singer, Children at War, 2006, p. 81.
221 Singer, Children at War, 2006, p. 33.
are sometimes forced to carry out sexual violence themselves. As a result, all child soldiers face a significant risk of STIs, including HIV/AIDS. For instance, at repatriation camps in Uganda, 70 to 80% of the female child soldiers and 60% of the male child soldiers tested positive for one or more STI. Both sexual abuse and the transmission of STIs result in significant stigmas that make reintegration of former child soldiers more difficult, especially for girl child soldiers. Sexual abuse has serious physical and psychological consequences, including a high rate of Post Traumatic Stress Disorder (PTSD) in survivors.

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

**Disarmament, Demobilization, and Reintegration**

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

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

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228 Ibid, p. 63.
229 Ibid, p. 63.
230 Ibid, p. 64.
231 Singer, *Children at War*, 2006, p. 188.
endorses culturally sensitive reconciliation efforts as the most effective way to promote trust and forgiveness. The ultimate goal of DDR programs is to prevent re-recruitment of children and to prevent the experience from permanently affecting a child’s future.

Much needs to be done to improve DDR programs. For instance, entry to DDR programs should not require children to surrender a weapon. A weapons requirement excludes children who are legally considered child soldiers but never carried a weapon, such as cooks and porters. In addition, admission to programs should consider the emotional maturity at which a child was first recruited rather than their current age. For example, a 19-year-old that has been a soldier for five years may still have the emotional development of a 14-year-old but would be excluded from much-needed and age-appropriate care as most programs do not accept soldiers over the age of 18. Disarmament programs should take particular care to include girls who are consistently underrepresented in DDR processes due to stigmatization and weapons requirements. Member States should work to address cultural taboos and biases against former child soldiers through educational campaigns to increase the prospect of full rehabilitation. States and NGOs can also work to improve cooperation and understanding between one another in order to fully utilize NGOs’ resources while remaining sensitive to local cultural norms.

Conclusion

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

Annotated Bibliography


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


Stetsen University School of Law Professor Luz E. Nagle does an excellent job of succinctly describing the plight of child soldiers and the difficulties the international community has had in addressing the problem. Professor Nagle analyzes the problems in implementing several international agreements and includes in-
depth recommendations for effective national legislation that she believes is the best way forward. This article is an excellent source for delegates to research the gap between law and implementation that could be addressed in committee. Though published in a law journal, it is easily readable and does not require previous knowledge of international law.


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


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


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


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


A guide to one of the most influential international agreements regarding child soldiers, the Optional Protocol to the CRC on the Involvement of Children in Armed Conflict, this document will prove invaluable to understanding the context behind the Optional Protocol. Further, as a practical guide developed to help NGOs, national officials, and UN representatives alike, it covers monitoring, reporting, and implementation, as well as primers to many problems affecting
children today. This guide will be useful to help delegates understand the everyday challenges to implementation, bringing their focus from the abstract to the specific.


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


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


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

Bibliography


III. Equitable Access to Education for Children with Disabilities

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

Introduction

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

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

International Framework

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

251 United Nations, World Programme of Action Concerning Disabled Persons.
259 Ibid, p. 205.
260 UNICEF, Mainstreaming Disability Across All of our Policies and Programmes [Website].
subsequent instruments create the remaining foundation of the CRC and CRPD. These documents include the International Convention on Civil and Political Rights (ICCPR) (1966), the International Covenant on Economic, Social and Cultural Rights (ICESCR) (1976), and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979).

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

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

Role of the United Nations System

The EFA movement informs the work of all UN agencies providing education to children and is coordinated by UNICEF, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA), and the World Bank. EFA goals include the expansion of comprehensive early childhood education with an emphasis on access for the most disadvantaged and vulnerable children, ensuring universal access to free primary education for girls and children in difficult circumstances, and the achievement of gender equality in regards to education by 2015. UNESCO leads the EFA coordination efforts since it is mandated to uphold every person’s right to education; UNICEF’s EFA contributions focus on childhood education per its mandate to “advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential.”

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

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265 Ibid
266 UNICEF, Understanding the Convention on the Rights of the Child [Website].
267 UNICEF, Convention on the Rights of the Child [Website].
274 UNESCO, Education for All Movement [Website].
275 UNESCO, Education for All Goals [Website].
276 UNESCO, People with Disabilities [Website]; UNICEF, UNICEF’s Mission Statement [Website].
advocating for the rights of children with disabilities in the new agenda, including the mainstreaming or inclusion of
disability rights across all global child-related agendas. Coordinated by UNICEF, its partners include over 240
international, national, and local non-governmental organizations (NGOs); governments; Disabled People’s
Organizations (DPOs); academics; and private sector actors. One of GPcwd’s four task forces is the Task Force
on Inclusive Education led by UNICEF and UNESCO. Its first year action plan includes promoting inclusive and
accessible learning spaces through the use of existing funding, investing in training teachers for disability-inclusive
education, and improving data collection to monitor progress and build evidence.

**Barriers to Equitable Education for Children with Disabilities**

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

**Identifying Children with Disabilities**

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

**Visibility and Data Collection**

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

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277 UNICEF, *Global Partnership on Children with Disabilities* [Website].
278 Ibid
279 UNICEF, *Disabilities: Inclusive Education* [Website].
280 UNICEF, *Background Note for the Global Partnership on Children with Disabilities*.
283 Ibid, p. 3.
284 Ibid, p. 3.
290 Ibid
291 Ibid
292 Ibid
education.293 It also enables UNICEF to assess its work and track progress made towards international goals established in the CRC and CRDP as well as program-specific benchmarks.294 Such monitoring and refinement requires the analysis of data concerning enrolment, attendance, completion, and dropout rates for children with disabilities as well as the significance of constants like gender, ethnicity, geographical location, and income level.295

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

Compounded Gender Challenges: Girls, Disabilities, and Education

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

Creating Inclusive Education Systems

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

295 UNICEF, Disabilities: Education, [Website].
299 UNESCO, Out-of-School Children [Website].
304 Save the Children, Schools for All, 2002, p. 34.
305 Ibid, p. 34.
306 Ibid, p. 34.
while children have different characteristics, abilities, and needs, they should be able to learn together in an environment that does not establish differences between individual children but rather views integration as opportunities for change and enriched learning.\textsuperscript{312} This paradigm has been promoted by the recent convergence between the movements for human rights and rights for people with disabilities.\textsuperscript{313} The following sections describe several changes required to create inclusive education systems.

**Physical Accommodations & Assistive Technology**

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

**Systemic Policy Shifts**

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

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


\textsuperscript{316} Public Broadcasting Station, *Assistive Technology Devices [Website].*


\textsuperscript{320} Ibid, p. 16.


\textsuperscript{323} Ibid, p. 17-19.

\textsuperscript{324} Ibid, p. 17-19.

\textsuperscript{325} Ibid, p. 20-23.


\textsuperscript{327} Ibid, p. 3.
(UNGEI), an EFA flagship initiative committed to supporting equal gender access to education and reducing the gender gap in both primary and secondary education.\textsuperscript{328} UNGEI is a valuable resource for sharing best practices to improve all girls' education, including publications like \textit{Gender Analysis in Education: an analytical mapping of gender tools in development/education}.\textsuperscript{329}

\textbf{Teacher Training and Support for Inclusive Education}

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

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

\textbf{Conclusion}

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

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

\textsuperscript{328} UNGEI, About Us [Website].
\textsuperscript{330} Munoz, \textit{The Right to Education of Children with Disabilities}, 2007, p. 3.
\textsuperscript{332} UNICEF, \textit{The Right of Children with Disabilities to Education}, 2012, p. 79.
\textsuperscript{333} Ibid, p. 79.
\textsuperscript{334} Ibid, p. 80.
\textsuperscript{335} Ibid, p. 80.
\textsuperscript{336} Ibid, p. 81.
\textsuperscript{338} Ibid, p. 15.
\textsuperscript{339} Ibid, p. 15.
questions: How can the Fund encourage and best support schools to shift to inclusive education systems? What AT investments should be made in the near future? How can the new Task Force on Inclusive Education support UNICEF’s current efforts to improve data collection, promote disability-inclusive teacher training, or utilize existing funding to support inclusive learning spaces? How should the Task Force address the agenda item of equitable access to education for girls with disabilities?

Annotated Bibliography


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


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


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


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

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

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

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

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

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

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

Bibliography


Rules of Procedure of the United Nations Children’s Fund

Introduction

1. These rules shall be the only rules which apply to the Executive Board of the United Nations Children’s Fund (hereinafter referred to as “the Board”) and shall be considered adopted by the Board prior to its first meeting.

2. For purposes of these rules, the Director, the Assistant Director(s), the Under-Secretaries-General, and the Assistant Secretaries-General, are designates and agents of the Secretary-General and Deputy Secretary-General, and are collectively referred to as the “Secretariat.”

3. Interpretation of the rules shall be reserved exclusively to the Deputy Secretary-General or her/his designate. Such interpretation shall be in accordance with the philosophy and principles of the National Model United Nations (NMUN) and in furtherance of the educational mission of that organization.

4. For the purposes of these rules, “President” shall refer to the chairperson or acting chairperson of the Board, which can be any member of the Secretariat or their designate.

5. The practice of striving for consensus in decision-making shall be encouraged. NMUN also acknowledges it may sometimes be necessary for a Member State to abstain or vote against a resolution it cannot support for policy reasons.

I. SESSIONS

Rule 1 - Dates of convening and adjournment

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

Rule 2 - Place of sessions

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

II. AGENDA

Rule 3 - Provisional agenda

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

Rule 4 - Adoption of the agenda

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

The vote described in this rule is a procedural vote and, as such, observers are permitted to cast a vote. For purposes of this rule, those present and voting means those Member States and observers, in attendance at the meeting during which this motion comes to a vote. Should the Board not reach a decision by conclusion of the first night’s meeting, the agenda will be automatically set in the order in which it was first communicated.
Rule 5 - Revision of the agenda

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

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

Rule 6 - Explanatory memorandum

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

III. SECRETARIAT

Rule 7 - Duties of the Secretary-General

1. The Secretary-General or her/his designate shall act in this capacity in all meetings of the Board.

2. The Secretary-General, in cooperation with the Deputy Secretary-General, shall provide and direct the staff required by the Board and be responsible for all the arrangements that may be necessary for its meetings.

Rule 8 - Duties of the Secretariat

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

Rule 9 - Statements by the Secretariat

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

Rule 10 - Selection of the President

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

Rule 11 - Replacement of the President

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

Rule 12 - Official and working language
English shall be the official and working language of the Board during scheduled sessions (both formal and informal) of the Board.

Rule 13 - Interpretation (oral) or translation (written)
Any representative wishing to address any body or submit a document in a language other than English shall provide interpretation or translation into English.

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

V. CONDUCT OF BUSINESS

Rule 14 - Quorum
The President may declare a meeting open and permit debate to proceed when representatives of at least one-third of the members of the Board are present. The presence of representatives of a majority of the members of the Board shall be required for any decision to be taken.

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

Rule 15 - General powers of the President
In addition to exercising the powers conferred upon him or her elsewhere by these rules, the President shall declare the opening and closing of each meeting of the Board, direct the discussions, ensure observance of these rules, accord the right to speak, put questions to vote and announce decisions. The President, subject to these rules, shall have complete control of the proceedings of the Board and over the maintenance of order at its meetings. He or she shall rule on points of order. The President may propose to the Board the closure of the list of speakers, a limitation on the speakers time and on the number of times the representative of each member may speak on an item, the adjournment or closure of the debate, and the suspension or adjournment of a meeting.

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

Rule 16 - Authority of the Board
The President, in the exercise of her or his functions, remains under the authority of the Board.

Rule 17 - Voting rights on procedural matters
Unless otherwise stated, all votes pertaining to the conduct of business shall require a favorable vote by the majority of the members “present and voting” in order to pass.

For purposes of this rule, the members present and voting mean those members (including observers) in attendance at the meeting during which this rule is applied. Note that observers may vote on all procedural votes; they may, however, not vote on substantive matters (see Chapter VI). Every delegation must cast a vote in procedural votes. Further, there is no possibility to abstain or pass on procedural votes.
Rule 18 - Points of order

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

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

Rule 19 - Speeches

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

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

Rule 20 - List of Speakers

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

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

Rule 21 - Right of reply

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

For purposes of this rule, a remark that impugns the integrity of a representative’s State is one directed at the governing authority of that State and/or one that puts into question that State’s sovereignty or a portion thereof. All interventions in the exercise of the right of reply shall be addressed in writing to the Secretariat and shall not be raised as a point of order or motion. The reply shall be read to the Board by the representative only upon approval of the Secretariat, and in no case after voting has concluded on all matters relating to the agenda topic, during the discussion of which, the right arose. The right of reply will not be approved should it impugn the integrity of another State.
Rule 22 - Suspension of the meeting

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

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

Rule 23 - Adjournment of the meeting

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

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

Rule 24 - Adjournment of debate

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

Rule 25 - Closure of debate

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

Rule 26 - Order of motions

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

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

Rule 27 - Proposals and amendments

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

The Secretariat may, at its discretion, approve the proposal or amendment for circulation among the delegations. As a general rule, no proposal shall be put to the vote at any meeting of the Board unless copies of it have been
circulated to all delegations. The President may, however, permit the discussion and consideration of amendments or of motions as to procedure, even though such amendments and motions have not been circulated.

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

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

Rule 28 - Withdrawal of motions
A motion may be withdrawn by its proposer at any time before voting has commenced, provided that the motion has not been amended. A motion thus withdrawn may be reintroduced by any member.

Rule 29 - Reconsideration of a topic
When a topic has been adjourned, it may not be reconsidered at the same session unless the Board, by a two-thirds majority of those present and voting, so decides. Reconsideration can only be moved by a representative who voted on the prevailing side of the original motion to adjourn. Permission to speak on a motion to reconsider shall be accorded only to two speakers opposing the motion, after which it shall be put to the vote immediately. The President may limit the time to be allowed to speakers under this rule.

Rule 30 - Invitation to silent prayer or meditation
Immediately after the opening of the first plenary meeting and immediately preceding the closing of the final plenary meeting of each session of the General Assembly, the President shall invite the representatives to observe one minute of silence dedicated to prayer or meditation.

VI. VOTING

Rule 31 - Voting rights
Each member of the Board shall have one vote.

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

Rule 32 - Request for a vote
A proposal or motion before the Board for decision shall be voted upon if any member so requests. Where no member requests a vote, the Board may adopt proposals or motions without a vote.

For purposes of this rule, proposal means any draft resolution, an amendment thereto, or a portion of a draft resolution divided out by motion. Just prior to a vote on a particular proposal or motion, the President may ask if there are any objections to passing the proposal or motion by acclamation, or a
member may move to accept the proposal or motion by acclamation. If there are no objections to the proposal or motion, then it is adopted without a vote. Adoption by “acclamation” or “without a vote” is consistent not only with the educational mission of the conference but also the way in which the United Nations adopts a majority of its proposals.

Rule 33 - Majority required

1. Unless specified otherwise in these rules, decisions of the Board shall be made by a majority of the members present and voting.

2. For the purpose of tabulation, the phrase “members present and voting” means members casting an affirmative or negative vote. Members which abstain from voting are considered as not voting.

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

Rule 34 - Method of voting

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

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

2. When the Board votes by mechanical means, a non-recorded vote shall replace a vote by show of placards and a recorded vote shall replace a roll-call vote. A representative may request a recorded vote. In the case of a recorded vote, the Board shall dispense with the procedure of calling out the names of the members.

3. The vote of each member participating in a roll-call or a recorded vote shall be inserted in the record.

Rule 35 - Explanations of vote

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

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

Rule 36 - Conduct during voting

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

For purposes of this rule, there shall be no communication among delegates, and if any delegate leaves the Board room during voting procedure, they will not be allowed back into the room until the Board has convened voting procedure. Should a delegate who is also serving as Head Delegate leave the room, they may reenter but they may not retake their seat and participate in the vote.
Rule 37 - Division of proposals and amendments

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

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

Rule 38 - Amendments

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

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

Rule 39 - Voting on amendments

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

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

Rule 40 - Order of voting on proposals

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

Rule 41 - The President shall not vote

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

VII. CREDENTIALS

Rule 42 - Credentials

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

Rule 43 - Authority of the General Assembly

The Board shall be bound by the actions of the General Assembly in all credentials matters and shall take no action regarding the credentials of any member.
VII. PARTICIPATION OF NON-MEMBERS OF THE COMMITTEE

**Rule 44 - Participation of non-Member States**

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

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

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

**Rule 45 - Participation of national liberation movements**

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

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

**Rule 46 - Participation of and consultation with specialized agencies**

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

"NMUN does not assign delegations to Specialized Agencies."

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

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

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