

NAMUN'20
UNICEF
STUDY GUIDE

#JointheWorldsHeartbeat



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Welcoming Letters

Letter from Secretary-General

Highly esteemed participants of Nesibe Aydın Model United Nations 2020 Online Conference, NAMUN'20,

I am more than honoured to welcome you all to the 9th annual session of NAMUN. This year, unlike past years' conferences, NAMUN'20 will be held online due to the ongoing pandemic. Our conference has been endeavoring to encourage delegates both socially and academically through an inclusive simulation of the United Nations with unprecedented committees and agendas to enhance our delegates' eagerness and enthusiasm to speak up.

Both our academic and organisation team have been working diligently to give you the NAMUN quality and abate the concerns about NAMUN being online. We did our best to make that online conference similar to face-to-face conferences as much as possible. Therefore; we could not discard some characteristics of MUN such as placards, fun activities in coffee breaks, Q&A sessions with our keynote speakers, et cetera.

This year in NAMUN'20, we have six committees which are UNICEF (United Nations Children's Fund), UNEP (United Nations Environment Programme), IOC (International Olympics Committee), UNCSTD (United Nations Commission on

Science and Technology for Development), NATO (North Atlantic Treaty Organisation) and last but not least our historical crisis committee RUSREV 17' (Russian Revolution 1917). All of our committees' agenda items had been decided according to the original organisation committees' policies. Additionally; all of our committees', except RUSREV 17', agenda items are focusing on debating upon Sustainable Development Goals (SDGs) of the United Nations.

UNICEF's agenda items are;

- Child, early, forced marriage,
- Combating child poverty and social exclusion,
- Education in emergencies.

The agenda items are the problems that the United Nations wants to solve by 2030. Delegates will be focusing on finding realistic solutions to the agenda items. Also in this committee, delegates have to be more attentive since this committee is in the competition with Refugee Challenge. I would like to thank our academic assistants, Melisa Bozyel and Nehir Çalışkan, and our Under-Secretary-General, Cem Karbuz, who worked simultaneously for this committee.

It is my utmost wish to see all those who attend will reach their aims with remarkable knowledge and memories. Additionally, I would like to thank every participant for supporting MUN conferences with their contribution and determination during the pandemic and staying safe.

We as the NAMUN'20 team are looking forward to meeting all of you!

Secretary-General of NAMUN'20

Nil Hamavioğlu

Letter of the Under-Secretary-General

Most Esteemed Participants,

Firstly, I would like to welcome you all to this year's prestigious Model United Nations Conference held by Nesibe Aydın Schools! My name is Cem, I am a freshman student at Koç University where I am studying psychology and computer engineering. I will be serving as your Under-Secretary-General of United Nations International Children's Emergency Fund throughout this prestigious conference. Being the Under-Secretary-General for such a committee, I am anticipating a large number of first-timer delegates present in this committee which is more than fine. Being their first Under-Secretary-General for them, I am really happy to see them in the world of Model United Nations, and believe me when I say, it is my utmost pleasure to introduce and teach the basic principles of MUN. Please do not be afraid of participating in the committee and the debate as me and my team will be patient and understanding of you

throughout this process. However, I am expecting a competent resolution paper and a fruitful debate from all delegates participating in this committee.

I hope that you find the information provided to you sufficient and relish the topic I exclusively chose for you which is one of the most important in the global agenda and has been the basis of human rights movements for a long time. I recommend every delegate to read the study guide provided to them in-depth and with caution as you will be having the entire debate of your committee on the basis of this guide. Though stating that, please do not limit yourselves with this guide as any further research and reading regarding this topic is crucial and more than welcome. You may use the further reading section and, the sources annotated and cited throughout this study guide for aforesaid purposes.

Finally, I would like to thank our precious academic assistants Nehir alıřkan and Melisa Bozyel for their devotion and diligence. Also, please do not hesitate to contact and ask me anything at ckarbuz19@ku.edu.tr as any further questions and suggestions could be significantly noteworthy.

Best,

Cem Karbuz

1. Introduction to the United Nations Children's Fund (UNICEF)

1.1. What is UNICEF?

The United Nations Children's Fund (UNICEF) is a United Nations agency that works to improve the lives of children, to fight for their rights, and to provide humanitarian and developmental aid to children all over the world. It is amongst the most widespread and well-known social welfare organizations in the world and it is active in 190 countries and territories. It aims to help overcome the obstacles that poverty, violence, disease, and discrimination place in a child's path. Its programmes focus on children with the most disadvantages: those living in vulnerable conditions, those with disabilities, those who are affected by rapid urbanization and environmental degradation.

1.2. History of UNICEF

UNICEF is the successor of the International Children's Emergency Fund (ICEF), created by the United Nations Relief Rehabilitation Administration on December 11, 1946, to provide immediate relief to families and children affected by the Second World War in 13 countries. The General Assembly established the United Nations International Children's Emergency Fund (UNICEF) to further institutionalize this work. In 1950, UNICEF's project was extended to address the long-term needs of women and children, especially in developing nations. In 1953, the institution became a permanent part of the United Nations system and eventually changed its name to its current form. After it worked on areas related

to children's health for over 10 years, an important development happened and education also became an area that UNICEF worked on in 1961. 4 years later, it was awarded the Nobel Peace Prize in 1965. It had many other great achievements as well. By 1976, UNICEF had helped to lower the death rate caused by drinking water in 70 countries. By 1993, life expectancy had increased by 33% since the end of World War II. More recently, in 2012, UNICEF's global distribution of immunization resulted in the complete eradication of polio in India. Africa celebrated its first year without a single polio case in 2015 thanks to UNICEF. It has and continues to achieve so many great things to this day.

1.3. Functions of UNICEF

UNICEF is an organization to protect and fight for children's rights overall in the world. It has been in process since 1946. As a successful global organization, it is honored to be given multiple awards as being said in the previous paragraph. All the awards owe it for providing public health, peace, happiness, and is one of the best leaders for children. As many countries are struggling with civil war, famine, drought, thirst, and multiple health issues, lack of economic independence; UNICEF is completely working on children's behalf to sustain safety and peace in the world. We may also see the creativity in those efforts: there are apps/programs to not only help our people in hunger but also afford items, goods, clothes to children in need. Freerice is one of the samples that may be given. This app is in question-answer form. To answer, there are

many categories to pick and in every right answer, 10 grains of rice are donated to those who are in lack of. You become the person who can learn new things about English Grammar, health information, new vocabulary or languages, geography, and any subjects you can think of. These kinds of apps are done with great sensitivity of helpfulness and with a wide variety. Not to specify every function of particular apps but it can be given more examples: ShareTheMeal, World Food Programme, Welthungerhilfe (made in Germany), GlobalGiving, Charity Navigator, and Save The Children.

1.4. Resources of UNICEF

As stated before, UNICEF is an international set-up that aims to help children and is supported by the voluntary contributions of governments, NGOs (non-governmental organizations), foundations, and donations made by private individuals/agencies. But UNICEF does not receive any fundings from assessed dues. Most of the fundraising is done by UNICEF's 36 national committees, the autonomous NGO's. For instance, UNICEF USA gets the highest ratings of accountability from Charity Navigator. From every dollar spent (1 dollar=100 cents), almost 90 cents are donated for children, the rest of it is used by administration and fundraising costs, etc. Every year, UNICEF USA raises between 570 million to 8 billion dollars and 96% of them go for child donations.

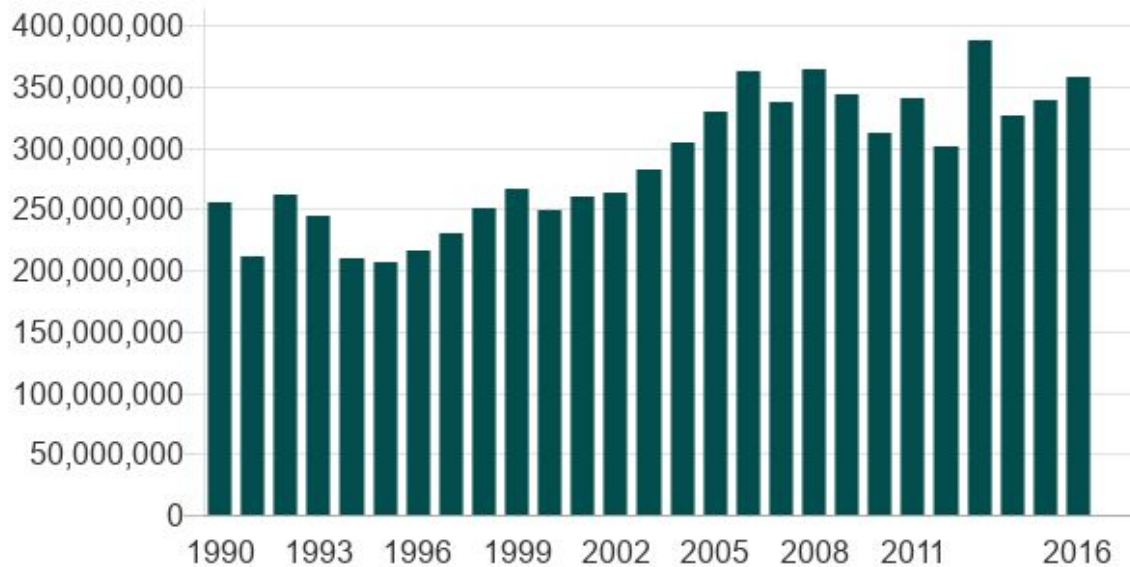
2. Education in Emergencies

2.1. Education in Conflict Zones

Education is a fundamental right for all children. Yet 32 million children across the world have never had access to education because of armed conflicts. This is affecting entire generations of children, making them unable to have a decent future. Without education, these children will have a void in their development, they won't be able to attain the skills they need to in order to contribute to their countries' economies and will have a very hard time making a living. Cases of an attack on education were reported in 87 countries between the years 2014 and 2018, and are continuing to be reported. Although armed conflicts cause a very big obstacle in the way of education, it is still possible and urgent to deal with this situation. Education can be a lifesaver. Children are much easier targets of abuse, exploitation, and recruitment by armed groups when they are out of school. Schools should be providing a safe space for children during conflicts. It is also a crucial step to breaking the cycle of crisis and providing better future prosperity. The continuance of education in conflict zones provokes a decrease in the number of child soldiers and child brides and an increase in the community's health. It is possible to achieve this with a joint effort of governments, developmental partners, communities, non-governmental organizations, and schools. If we focus on building capacities, strengthening

services, and building resilience in contexts of fragility; we can overcome this problem.

Children living in areas of conflict, 1990-2016



Source: Save the Children



2.2. Education After Natural Disasters

Around 37 million children's education gets disrupted every year because of natural disasters and other environmental threats. Tsunamis, floods, earthquakes, and extreme weather conditions are just some of the disasters that lead to the disruption of education by destroying and damaging schools and leaving them inaccessible. Even when children are able to return to their schools, the problems continue. Students may be unable to learn because of fear and trauma after disasters, many students' accommodations may be destroyed, they may have lost their parents or other family members; these are only some of the

problems they face. All of these impact students' academic performance drastically. It is very important to get these children back into school as fast as possible and provide them immediate support, returning their lives to some sort of normality. Temporary learning spaces must be established if necessary, to provide a protective and safe environment, and vital services such as medicine, vaccinations, access to clean water and food, soap distributions, etc. It is also seen that countries that have Emergency Preparedness Plans within their education ministries are more prone to natural disasters.

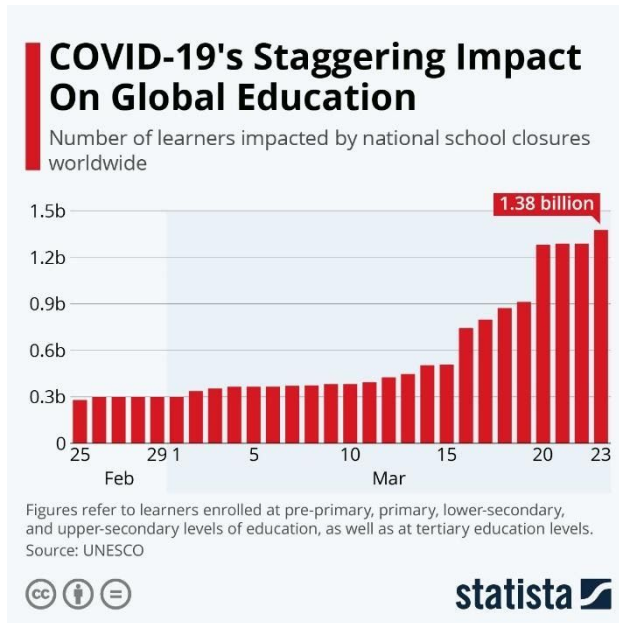
2.3. Education During Health-Related Crises

There were many pandemics and epidemics in history that hugely affected many people's daily lives, such as Ebola, SARS, COVID-19, which the world is currently faced with, and many others. It is no surprise that such cases can be a huge obstacle in the way of education, especially in developing countries.

The Ebola crisis forced five million children to leave their schools for up to nine months in some West African countries, including Sierra Leone, Guinea, and Liberia. The shutdown led to dramatic increases in teenage pregnancies and sexual assaults. Many girls weren't able to return to school when they reopened because they were pregnant. Thousands of children dropped out of school and ended up in child labor. At the time, only 61% of children in Guinea, 65% of children in Liberia, and 72% of children in Sierra Leone were able to finish primary education. And even for the children that were able to continue their

education, there were still many long-lasting consequences. After schools reopened, children returned to education in joy but weren't able to get over the trauma caused by the deaths of so many people. Many parents weren't able to send their children back to school due to the consequences of the outbreak on their economies, some couldn't even pay a day's meal, paying the high tuition fees was inconsiderable.

Currently, the COVID-19 pandemic has affected all educational systems across the world and led to the closure of schools in 134 countries nationwide, and local closures in 38 countries. Many of these countries have found alternative ways to continue education from home using technology. These strategies have been somewhat successful, but challenges remain since many poor children do not have access to either mobile phones, or TV, and some don't even have access to radios. If such challenges aren't addressed immediately, serious long-term problems will arise for the countries' economies and the futures of children.



2.4. Problems Schools Face During Emergencies

Raising and educating children already isn't something to take for granted. It takes a lot of effort; it isn't an easy job at all and it's very crucial. Especially during emergencies, this job becomes even harder and many big challenges emerge. It's already very hard to keep young students' attention on the lesson and when there is a crisis happening this almost becomes impossible. Students have a very difficult time focusing on their studies with the extreme worries a crisis brings, even adults have trouble with this. Many parents prefer not to send their children to schools at such times, even if they aren't shut down. Many schools get damaged or destroyed during natural disasters or armed conflicts. Many teachers can't come to school because of problems related to the crisis and there can be a shortage of teachers in a lot of schools.

2.5. Well-being of Students During Emergencies

Especially younger students are very vulnerable during emergencies; their mental health can easily be affected, and they can easily be exploited or corrupted during such times. These can result in traumas that will affect them for the rest of their lives, can lower their academic performance dramatically, causing them to drop out of school, and much worse incidents. To stop this from happening and to keep students safe in school, schools should take serious measures. They should be ensured psychological and physical support, as well as a safe place where they can feel comfortable.

i. Supporting Children Who Have Experienced Trauma

During times of crisis, many unfortunate events may happen to students. They may have witnessed very traumatic events, they may have lost a loved one or may be experiencing the fear of losing one, they may be experiencing health problems or serious poverty, and they may have experienced violence and abuse. It's very important to give psychological support to these children, or else they may drop out of school or completely lose their interest in it and make very poor decisions which they will regret for the rest of their lives. Therefore, during a crisis, students' mental states should be regularly checked, and they should regularly be given counseling. They must be taught how to manage their feelings and cope with stress and worry, they should be given

opportunities to speak about their feelings and the ongoing events, and teachers should be more understanding during such times. Children who have experienced trauma should be given special counseling and extra psychological support. It's also important to track all students' academic performance and give them extra assistance to make sure they don't fall off track.

ii. Protecting Children from Abuse, Exploitation, and Other Hazards During Emergencies

Children, who are already vulnerable, can easily be victims of abuse, exploitation, neglect, harmful practices, and other forms of violence during a crisis. Such incidents are more likely to occur in these times because there is already chaos happening around.

For example, currently during COVID-19 domestic violence is on the rise during emergencies because people are required to stay home. The additional stress and anxiety parents and caregivers experience, caused by job loss, isolation, excessive confinement, and worry about health and finances, are major causes of violence at home. Children are also more likely to be exploited online during such times because they usually spend more time online and so do predators.

The most vulnerable children – including those living in poverty, homeless children, immigrants, refugees, children with disabilities, children deprived of family care or liberty, children living in areas affected by conflict and in countries with poor legal, education, health, and security systems are all at greater risk of all kinds of violence and abuse. Growing economic problems that emerge during crisis further exposes children experiencing extreme poverty to abuse, forced child labor, child marriage, and child trafficking.

It's very important to protect children from these events during these times. All adults, including family members, neighbors, workers serving families in grocery stores and pharmacies and delivering goods to their homes, and school professionals who are still working with children physically or virtually need to be aware of their responsibilities to protect children, and the government must take all the measures it can to protect children.

2.6. Ensuring the Accessibility of Education

Ensuring the accessibility of education during a crisis is essential and urgent. If it isn't done quickly, many parents may force their children into child labor or child marriage, causing them to drop out of school forever, because of

this uncertainty of the future. Education is an undeniable right of children, whether instability or crisis; and it cannot wait.

i. Renovating and Reconstructing School Facilities

Damaged or destroyed buildings are a very common result of natural disasters and conflict. For example, currently, in Yemen, over 2 million children out of 7 million are out of school because many school infrastructures are badly damaged or destroyed and learning materials are short in supply. 1 in 5 schools in Yemen can no longer be used because they are either highly damaged or being used in fighting or as a shelter for families. Unfortunately, in many cases like this, it's not possible to return to school physically for a long time during a crisis. But as soon as the crisis is over, required repair and reconstructions of school infrastructure or school furniture should be done as quickly as possible, or alternative arrangements for classrooms should be made. Learning and teaching materials also should immediately be supplied. However, it must be made sure that the provisions are safe and do not expose children to the risk of any physical or psychological harm. To ensure this safety measure, it is useful to develop and adapt school construction and safety standards for both temporary and permanent school facilities. It is also crucial to strengthen child protection mechanisms and safety measures in schools after a crisis.

ii. Ensuring Transportation Facilities

Like school infrastructures, roads may also be damaged after disasters. Damaged school access roads, in particular, may prevent children, and also the teachers from coming to their schools. Damaged roads should be repaired, but this process usually takes time. Therefore, it's essential to find alternative methods to transport children and teachers to schools. Temporary residential facilities near schools could also be an alternative solution for this. Such arrangements could be great since many children's homes may already be destroyed by the disaster. This way children could find a place to live, study, and prepare for their exams, and they wouldn't have problems transporting to the schools.

iii. Education from Home

Continuing education from homes during a crisis can also be an alternative solution. It is necessary in cases of long term school closures. The most common way this is done today is by online education and it can be done using web conferencing, telephone or video calling, and social media. PowerPoint and other similar desktop-based applications may be used to hold lesson content and sent to children if they have the internet. If students don't have access to the internet, teachers can distribute the materials and go over the lessons over the phone. A website or blog could

also serve this purpose in the case of an emergency. Teachers could use websites and blogs to share materials and give assignments to children and also to start discussions among them. Online lessons could be held using online conferencing apps like Zoom, there is also a variety of other similar apps on the internet. Another way to continue education from home is by using public broadcast television stations and radio. In times of large-scale school closures, schools may partner with local or public access television or radio stations, or the government could provide this itself. Teachers can also use digital audio recorders to record lessons and distribute them to children via email or by CDs and DVDs beforehand in school if all students don't have access to the internet. But there are also many students living in poorer areas that do not have access to any technology, and they cannot be left out. Therefore, it's very important to offer alternative forms for distance learning to ensure education for these children as well. A possible method for this is preparing hard copy instructional packets that students may use to continue their learning at home by themselves. Many schools and teachers already prepare these types of packages as summer assignments. These hard copy packets could include worksheets, textbooks, and other reading materials, calendars, and schedules for students to make sure they are on track and directions for projects and homework.

3. Combating Child Poverty and Social Exclusion

3.1. Causes of Child Poverty

Child poverty is that of children coming from a 'poor family'. This case is based on parents and caused by unemployment, inadequate social and health services; civil wars causing famine, poverty, drought; economic resource problems, low income, having to live in a poor country. Therefore, families are looking for ways to live affordably, as a result, they want their daughters to get married; and have the bride price, or dowry, which is the money given to the bride's family by the groom or his family.

3.2. Effects of Child Poverty

Not only do poor countries struggle with this case but well-developed countries too. Studies show that children of low-income families are more likely to have psychiatric and physical conditions: depression, anxiety, low self-esteem, communication skills, social isolation, severe stress, long-term physical health conditions, etc.; it can be said that these conditions can be extremely traumatic for both children and adults.

3.3. Solutions for Child Poverty

Child poverty can be prevented universally by the help of governments giving their countries enough facilities by providing enough social, health, and economic services, legalizing laws about gender equality, which encourages

parents to care for their children's education life, increasing household income, lowering the costs of housing, childcare and schools, starting campaigns and donating, developing early years (pre-school) education, expanding child care subsidies, raising minimum wages, etc.

4. Early and Forced Child Marriage

4.1. Causes of Early Child Marriage

Every 7 minutes globally, a girl child is forced to get married, and every year, 12 million girls are getting married. Early child marriage -working in 75 countries- comes from the lack of education, economic opportunity; poverty due to financial religious and social pressure coming from relatives and society, cultural traditions that have been long-standing for years; result of famine, civil war, and epidemics which also leads to poverty and so on, and the most important gender inequality. Gender inequality is one of the most important problems, most girls rather than men are of utmost married before reaching adulthood. They haven't been allowed to use their rights, and to shout out; so as we can understand that gender inequality causes so many problems and destroys girls' social life, education life, and even health status. If they don't get psychological help in this matter, later they may be suffering from childhood trauma and communication skills caused by discrimination, violence, and isolation.

4.2. Effects of Early Child Marriage on Girls

Every year, approximately 12 million girls are married before the age of 18. It has undoubtedly numberless negative effects on girls; they are being kept away from their education rights, suffering from psychological and mental health problems, carrying out physical problems that happen during and after pregnancy, the burden of getting married before reaching adulthood, and enough matureness. These may end up for girls to attempt suicide, look for ways to end their lives, or harm themselves. According to UNICEF, among genders, 85% of girls are forced into child marriage and only 15% are boys. These rates aren't just searched in poor and backward countries (Niger, Bangladesh, Iran, Chad, Mali, Guinea, Mozambique, Nepal,...) but also widespread in developed countries (U.S., Africa, Asia, Latin America, Oceania, Turkey...).

4.3. Global Approaches to Prevent Child Marriage

i. UN General Assembly's Entitlement of International Day of Girl Child on October 11, 2012

International Day of Girl Child is a call for the movement to all girls around the world, that aims to recognize their rights. UN takes a forward step to protect human rights and maintain peace because adolescent girls have the rights to a safe, educated, and healthy life as human beings, this date is very prominent in order to understand the basic rights of girls'.

ii. Adoption of The First UN Human Rights Council Resolution Against Child Marriage

Child marriage shouldn't be allowed for both genders, it ruins children's rights and lives. UN step by step continues to prevent forced child marriage in all countries. Early marriage is already common but it still can be avoided with the help of too many hands. People must be of these and education here takes an important place.

5. Questions to be covered

- What measures should be taken to protect children during and after emergencies (physically and mentally)?
- How can education be continued during emergencies?
- How can education be continued back quickly after emergencies?
- What are the general causes of child marriage?
- What are the effects of child marriage on girls?

- What can be done to prevent child marriage?
- What are the effects of child poverty/where does the origin of poverty come from?
- What global approaches should be taken for child poverty?

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