JNAMUN'21

UNICEF

Study Guide

#jointheworldsheartbeat

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Cherished participants of NAMUN'21,

I, İdil Yüzbaşıoğlu, the secretary general of this year's Nesibe Aydın Model United Nations (NAMUN) would like to welcome you all to the 10th annual conference of NAMUN. Our academic and organization team both gave it their all to make this conference educational and fun for every attendee. All of our teams are more than grateful to welcome you all to our 10th year anniversary of NAMUN!

We faced many difficulties along the way, overcoming them one by one with the support we gave to each other. With both the academic and the organization team's hard work, we bring you NAMUN with its well planned committees and well planned coffee break activities to help you relax after a long session. This year NAMUN offers five committees: two beginner, three intermediate and finally a J.MUN. UNEP (United Nations Environmental Programme) , UNCSTD (United Nations Commission on Science and Technology for Development) , NATO (North Atlantic Treaty Organisation) , UNHCR (United Nations High Commissioner for Refugees) , CSW(Commission of Status of Women) our JMUN. UNICEF (United Nations Children's Fund). All of these committees are fit to talk about the UN's Sustainable Development Goals as we seek out solutions to real life problems we see everyday on the news.

In conclusion, our teams invite you to experience unforgettable memories, enhance your academic skills of presentation and debate, learn other people and countries' views of the world, and join the world's heartbeat.

Welcome to NAMUN'21! Ten years, going strong.

Secretary general,

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, 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 disadvantaged: 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 honoured 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 and 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. Dealing with Child Poverty and Social Exclusion

2.1 Reasons of Child Poverty

Such conditions as unemployment, inefficient social and health facilities, ongoing wars causing poverty, famine and drought; inadequate income, and the need to live in economically inadequate countries are some conditions that poor families have been dealing with, which are also directly the reasons for child poverty. Since the families can't afford a life, they try to use some different solutions such as

uniting their daughters with a husband to have the bride price and dowry - the terms used for the money given to the bride's family, by the groom or his family.

2.2 Outcomes of Child Poverty

Both undeveloped and developed countries deal with these cases. Researchers claim and support that children with inadequate economical conditions are more likely to have psychiatric and physical problems; depression, anxiety, undeveloped communication skills, low self-esteem, social isolation, severe stress, long-term physical health conditions, etc. which are known as trauma causing things on both families and children.

2.3 Possible Ways out of Child Poverty

To prevent the child poverty throughout the world, governments shall give their people enough opportunities to ensure parents an enough economical state by doing such activities as providing enough social, health, and economic services; law equalization between genders, which also further helps parents to take care of their children's academic life, developing the family income, making the costs of housing, childcare and schools more affordable, starting campaigns and donating, improving pre-school education, developing child care aids, increasing the minimum salary level, etc.

3. Education in Emergencies

3.1. Education in Conflict Zones

Education is a fundamental human right for all children across the world. Unfortunately, there are 32 million children, accounting for generations of them, unable to access education because of armed conflicts being an

obstacle to the target. Education plays a major role in the development of the child's youth, enabling them to have a better future and more job opportunities, helping themselves, their families and their countries to develop and break a perpetual state of crisis present in the communities. Despite the benefits, there have been reports of attacks on education in 87 countries between the years 2014 and 2018 and, unfortunately, are continuing to be reported. Another huge benefit of education is providing a safe space for children, shielding them from becoming child brides and child soldiers. With the help of governments, developmental partners, communities, non-governmental organizations, and schools, it is possible to overcome all the setbacks and achieve a safe and prosperous education environment by providing a special emphasis on building capacities, strengthening services, and building resilience in contexts of fragility.

3.2. Education After Natural Disasters

Natural disasters and environmental threats are the reason why around 37 million children's education gets disrupted every year. Major natural disasters, such as tsunamis, floods, earthquakes, and extreme weather conditions temper the education infrastructure and make going to school inaccessible for a period of time. But the disruption does not end here, when a community is affected by a natural disaster, many of the children's homes are destroyed, their relatives and acquaintances are harmed and their livelihoods are turned upside down. This results in serious mental health conditions such as trauma and depression, which affect academic performance drastically. Thus, it is crucial that the students get adequate medical and mental health attention, temporary living and schooling facilities to get them back to school

as soon as possible to resemble a sense of normality. It is also crucial to provide medicine, vaccinations, access to clean water and food, soap distributions, etc. and set up Emergency Preparedness Plans to aid in the efforts.

3.3. Education During Health-Related Crises

Epidemics such as Ebola, SARS, COVID-19, which we still experience the ripple effects of, deal huge damage to education, especially in developing countries.

The Ebola virus forced approximately 5 million children out of school in the hardest-hit countries such as Sierra Leone, Guinea, and Liberia. Because of shutdowns aiming to conceal the virus, many of the children were absorbed into child labour, many become pregnant or child brides and were unable to return to school when the lockdowns lifted. Only 61% of children in Guinea, 65% of children in Liberia, and 72% of children in Sierra Leon were able to return to finish their primary education, a significant and devastating decrease in the region. There was also additional consequences such as children who were lucky to return to school experiencing economic hardships at home or suffering from mental trauma, which affected their education greatly, and some parents weren't able to send their children to school because of economic concerns, such as not being able to afford the meals or the high tuitions.

3.4. Problems Schools Face During Emergencies

Educating children, giving them the information necessary to survive in adult life and a prosperous future is not an easy task to handle. This fact

becomes apparent in the face of crises, where keeping the attention of a child attached to their studies is nearly impossible, a task which is even hard for adults, too. Adding to that, many parents raise concerns over the feasibility of education during crises and do not choose to send their kids to school, even if there isn't a shutdown taking place. There is also the possibility of schools and other education infrastructure being damaged or destroyed or a lack of teachers closely related to the crises.

i. Supporting Children Who Have Experienced Trauma

During a time of crisis, what often gets ignored is the mental well-being of the students. Depending on the situation at hand, the student may have experienced complete destruction of their livelihood, loss of a family member or a friend, experience serious health problems, deal with economic hardships or suffer from abuse and neglect Considering all of the trauma associated with a natural disaster, it is crucial that children get the psychological help they truly need and not make bad life decisions possible regrettable through their whole life afterwards. Therefore, a students mental health should be closely monitored, necessary changes made on the schooling system to accommodate the additional stress and the teachers encouraged to be more lenient with the students. Additionally, the academic performance of the students should be closely monitored and necessary help and counselling should be provided.

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

During a crisis, everything devolves into chaos by the nature of the ordeal. And, considering that children are already vulnerable without a chaotic environment, it becomes more important to shield children from abuse, exploitation, neglect, harmful practices, and other forms of violence.

For example, the COVID-19 endorsed lockdown caused a noticeable increase in domestic violence because parents and caregivers were under huge amounts of stress and faced with job loss, isolation, excessive confinement, and worry about health and finances, which can have devastating effects on children.

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 the crisis further expose children experiencing extreme poverty to abuse, forced child labour, child marriage, and child trafficking.

It's very important to protect children from these events during these times. All adults, including family members, neighbours, 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.

3.5. Ensuring the Accessibility of Education

With the added economic strain on parents, it becomes more essential that education is provided with ease and fastness to the children, considering the real danger that seeing that there are no ample ways of education, parents may decide to pull their kids out of school and engage the children in child labour or child marriages, to eliminate the uncertainty of their future. This cannot be allowed since education is an undeniable right of children and it cannot wait even in the most chaotic crises.

i. Renovating and Reconstructing School Facilities

During a crisis, it is common to have damaged or destroyed school buildings, or the school building used for another purpose, such as shelter for the refugees, hospitals for the injured, coordination centres for the relief effort as in most cases, a school building is the most permanent structure in the town. For example, over 2 million children out of 7 million are out of school because many school infrastructures are badly damaged or destroyed and there are shortages of school supplies, and 1 in 5 school buildings are out of operation because they are either highly damaged or being used in fighting or as a shelter for families. During situations like Yemen, it is important and urgent that the necessary repairs or increased capacity be implemented quickly and efficiently while providing the necessary school equipment or arranging alternative methods to re-establish education.

Despite the time restraint, it is also crucial that the facilities are implemented safely and don't cause any physical or psychological harm to children. This can be done by following and adapting safety standards throughout the effort and strengthening child protection mechanisms and safety measures in schools after a crisis.

ii. Ensuring Transportation Facilities

Maintaining transportation infrastructure after a crisis is difficult, and many of the primary ways of transportation, such as roads, may be damaged or destroyed completely. While building up the roads quickly is ideal, large-scale infrastructure projects take time and without adequate ways of transportation to and from school, there cannot be education present even if the school building is standing undamaged and not used for other purposes. Therefore, it is crucial that temporary schooling facilities be opened near shelters, as this provides a more temporary efficient schooling considering many of the teacher's and students' houses would also be damaged.

4. Early and Forced Child Marriage

4.1. Causes of Early Child Marriage

Throughout the world, every 7 minutes globally, an underage girl is forced to get married, and every year, 12 million girls are getting married. This is a shocking and disturbing statistic that needs careful attention and thought-out solutions to resolve. The causes of this phenomenon are lack of education, economic opportunity, cultural and religious pressure coming from the relatives and the society as a whole and poverty. Factors such as famine,

civil war, and epidemics contribute to child marriages because they create an unstable environment and economic hardships. Although once laid out before and many others exist as a minor contributor, the biggest reason is the lack of gender inequality, evidenced by the overwhelming majority of the child marriages being girls, not boys. With a lack of gender equality present, the children cannot express themselves or escape from a forced marriage and suffer physically and physiologically, destroying their social and educational life, even decreasing their health status.

4.2. Effects of Early Child Marriage on Girls

Every year, 12 million children are forced into early marriages globally. A marriage this early causes a great deal of harm to the children involved, such as limiting their educational rights, huge mental health problems, acquiring trauma, physical problems stemming from early pregnancies, and the burden of not living their childhood and maturing too early, resulting in more physiological problems. Many of the children involved in child marriages also possess suicidal tendencies. 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 to the world to stop this backwards notion of child marriage, as every girl has the right to basic human rights and should be protected from the inherently dangerous practice. This is a day dedicated to understanding and spreading the message about early child marriages of girls.

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

Child marriages cannot be allowed under any circumstances. While the practice may be widespread in some parts of the world, the UN continuous its step by step approach to eliminate the phenomenon once and for all with the help of many helping institutions.

5. Questions to be covered

➔ What measures can be taken to ensure the safety of children, both physically and mentally, during and after a crisis?

➔ How can education be sustained in the face of a crisis?

➔ How can the education status return to normal after crises quickly?

➔ What are the widespread issues causing child marriages?

➔ What are the consequences of child marriages in girls?

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