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Meeting 1 Background Guide

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Overview of UNICEF

The United Nations Children's Fund (UNICEF) was created by the UN General Assembly in 1946 in order to allocate food and healthcare to children and their families in countries devastated by World War II. UNICEF became a permanent part of the UN system in 1953 when its name was shortened from the United Nations International Children's Emergency Fund to the United Nations Children's Fund. UNICEF plays a critical role in the protection and empowerment of children globally, as well as in the implementation of the Convention on the Rights of the Child (1989) and the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). UNICEF currently works in over 190 countries and territories through programmes as the world's lead agency for children and their rights. UNICEF seeks to address a wide range of topics regarding children, including achieving child and adolescents specific targets under the 2030 Agenda for Sustainable Development (2015) and advocating for children's rights. UNICEF supports child health and nutrition, safe water and sanitation, quality basic education for all, and the protection of children from violence and exploitation.

UNICEF Structure

The Executive Board serves as the highest level of UNICEF's administrative management. The Board determines and approves all activities, policies, country programmes, and budgetary decisions. The Executive Board is composed of 36 Member States who are elected for three-year terms by the Economic and Social Council (ECOSOC), with elections occurring each year. The Executive Board allocates eight seats to Africa, seven seats to Asia, four seats to Eastern Europe, five seats to Latin America and the Caribbean, and 12 seats to Western Europe and Others. Resources to UNICEF's programmes mainly come from the voluntary contributions of governments and intergovernmental organizations. Moreover, UNICEF is one of the sustainable UN agencies which has multiple funding sources as notably, one-quarter comes from individual and private sector donations. UNICEF allocates over 90% of its annual budget to field operations and upholds the mission of realizing the rights of every child, especially the most vulnerable. UNICEF's contributions to country programs consist of Regular Resources (RR) and Other Resources (OR). The RR is funded from each government after deliberations by the UNICEF Executive Board, which is used flexibly for children wherever and whenever the need is greatest.

Meanwhile, RR is allocated to each country office and regional offices after determining priorities based on the following three indicators criteria; under-five mortality rate, income level (Gross National Income per capita), child population. Setting those indicators have aimed to ensure that the highest priority is given to those children most in need. However, there have been some arguments whether such RR allocation criteria should be reviewed to be more in line with the current global challenges and landscape since resources may not be sufficiently distributed to certain countries in need. The OR is often allocated according to the donors' priorities and specific purposes, emergency response needs and projections, which may also impose some challenges from ownership perspectives. [The integrated budget for 2022-2025](#), an integral part of the [UNICEF Strategic Plan 2022-2025](#), contains the resources that will contribute to the achievement of the [UNICEF Integrated Results and Resources Framework](#). The UNICEF Strategic Plan, 2022-2025 sets out measurable results for children and forms the basis of all the country's programmes. It charts a course towards inclusive recovery from the impact of the COVID-19 pandemic, attainment of the SDGs, and the realization of a society in which every child is included and has their rights fulfilled. Of the \$23.3 billion available for programmes during 2022-2025, \$21.6 billion (93%) will be channeled through country programme implementation.

UNICEF Mandate and Functions

UNICEF highlights the importance of an equity, inclusion and lifecycle approach to realizing the rights of every child, including adolescents, to make sure no one is left behind. UNICEF has a mandate to advocate for the protection of children's rights and strives to establish children's rights as enduring ethical principles and international standard of behavior towards children. That mandate is rooted in the 1989 CRC, which is the first set of legally binding rights to apply to every child. The CRC and the CEDAW gain particular importance for UNICEF's work. Both have been widely ratified and they are mutually reinforcing, especially in the promotion and protection of the human rights of girls and women and in the prevention of discrimination on the basis of gender. UNICEF operates balancing development, emergency humanitarian operations and child rights advocacy. UNICEF is active in over 190 countries and National Committees which promotes child rights both in developing and developed countries. Currently there are 33 National Committees in the world, each established as an independent local non-governmental organization and they mobilize one-fourth of UNICEF funds from individuals and private sectors. [The Core Commitments for Children in Humanitarian Action \(CCCs\)](#) are the core UNICEF policy and framework for humanitarian action guided by international humanitarian and human rights law including the CRC, which are at the heart of its work upon upholding the rights of children affected by humanitarian crises, and are mandatory for all UNICEF personnel to follow. It also contributes to the SDGs and includes a clear strategy for linking humanitarian and development activities which is a new approach referred to as the *Humanitarian-Development Nexus* (HDN), strengthening local capacities and systems, and building resilience at all stages of humanitarian operations. UNICEF's humanitarian action includes interventions aimed at saving

lives, alleviating suffering, preserving human dignity, and protecting the rights of victims wherever humanitarian needs exist, regardless of the type of crisis, the country's gross national income level, or the legal status of the affected population.

Key Resolutions / Conventions for the Conference Theme

[Declaration of the Rights of the Child](#), known as the Geneva Declaration of the Rights of the Child, is an international document promoting child rights, adopted by the League of Nations in 1924, and adopted in an extended form by the United Nations in 1959. The Declaration guarantees inalienable human rights for all children. The declaration aims to defend their right to education, and promote the healthy growth and development of every child. It sets forth 10 principles for all children so they can lead good and happy lives.

[Convention of the Rights of the Child \(CRC\)](#) was adopted by the UN General Assembly (GA) in resolution 44/25 on 20 November 1989, which entered into force 2 September 1990, in accordance with article 49. The CRC serves as a guiding document and a major step forward for the international community as it sets the mandate to protect the rights of every child. The States Parties make a promise to every child to protect and fulfill their rights, by adopting this international legal framework. All the children's rights and government responsibilities and principles and provisions of the Convention are explained. The Convention sets out universal and indivisible rights that apply to every child and cannot be taken away from children. Anchored to CRC, the following optional protocols have been approved.

- [Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography](#)
- [Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict](#)
- [Optional Protocol to the Convention on the Rights of the Child on a communications procedure](#)

[Sustainable Development Goals \(SDGs\)](#) were adopted by all UN Member States in 2015 to end poverty, reduce inequality and build more peaceful, prosperous societies by 2030. Also known as the Global Goals, the SDGs are a call to action to create a world where no one is left behind. The SDGs cannot be achieved without the realization of children's rights. As world leaders work to realize the 2030 commitments, children around the world are standing up to secure their rights to health, quality education, a clean planet, and more. The future of tomorrow's leaders, our children, depends on what we do today to secure their rights for all of us. UNICEF is working with governments, partners and other UN agencies to help countries ensure that the Goals deliver results for and with every child, now and for future generations.

Basic Research Sources

- [CIA World Factbook - Country Profiles](#)

- [Countries & Regions, Ministry of Foreign Affairs of Japan](#)
- [UNICEF Country Program Documents](#)
- [The UNESCO Institute for Statistics \(UIS\)](#)
- [World Development Indicators | Data bank](#)
- [UNICEF Data](#)

Conference Theme: Realizing Rights for all Children and Adolescents

As UNICEF is the leading agency for children within the UN systems, its role is to protect the rights for children and adolescents all over the world. Today, children are deprived of education and quality learning for various reasons, including gender, poverty, disability, and many others, which allow children to face considerable barriers to employment and earning potential later in life. Improving the quality education positively affects them developing their ability to shape a better future for themselves and their societies. In terms of healthcare, millions of children are still losing their lives from causes that can be prevented with quality healthcare and adequate health systems. Vulnerable groups including women and children living in poverty, violence, and emergency settings are especially likely to be cut off from services they need to survive and thrive. Furthermore, children and adolescents experience insidious forms of violence, exploitation and abuse, happening in the places such as homes, schools and online in every country. Violence against children negatively attacks physically, emotionally and sexually. Regardless of the circumstance, every child has to be protected as per their human rights.

According to the CRC, children means every human being below the age of 18, counting 2.4 billion in the world. Member States shall respect and ensure their right without discrimination of any kind, irrespective of the race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. Today, there are 1.3 billion adolescents in the world, representing 16% of the total world's population. Adolescents, as defined by the United Nations, are those between the ages of 10 and 19, who experience a transition period between childhood and adulthood, with significant growth and development. As children up to the age of 19, most adolescents are protected under the CRC, however, their vulnerabilities and needs often remain unaddressed.

Meeting 1 Theme: Improving the Quality of Education for all Children and Adolescents

As the CRC ensures, a child's right to education entitles the right to learn. However, for many children and adolescents across the globe, children and adolescents are often deprived of education and quality learning opportunities for various reasons. There also exists inequality in access to education for certain groups of people. Without access to better education, children face considerable barriers to employment and earning potential later in life, threatening their ability to shape a better future for themselves and their societies. Improving the quality of education

further promotes and realizes their potential as a tool for transforming societies and economies. UNICEF supports basic education, including primary and secondary.

Meeting 2 Theme: Ensuring Access to Healthcare for all Children and Adolescents

As every child has the right to survive and thrive, a lot of progress in child and maternal health has been achieved over the past decades. However, millions of children are still dying from causes with inequality in healthcare and weak health systems. Across the world, many children are likely to be cut off from services they need to survive and thrive, and have greater risk of disease and malnutrition during conflict, natural disaster and other crises. Ensuring access to healthcare for all children and adolescents requires a global shift to strengthening health systems and services so that all children have access to affordable and quality health care.

Meeting 3 Theme: Enhancing the Protection of all Children and Adolescents

No matter the circumstance, every child has the right to live free from violence, exploitation and abuse, however, children experience various forms of violence, exploitation and abuse. It happens across the world and in the places children should be most protected such as their homes, schools and online. Children in vulnerable settings including victims of child labour or trafficking, migrants and refugees, and girls and women have greater risks of sexual exploitation and violence soars and need adequate protection. Above all, protecting children means protecting their physical, mental and psychosocial needs to safeguard their futures.

Committee A: Improving Gender Parity in Educational Settings

Definitions

[Gender parity](#) is the concept of relative equality by examining statistics and proportions of men and women in various social areas. There are several rankings which measure gender parity such as [The Global Gender Gap Index](#) and [The Gender Inequality Index](#) (GII). These rankings tell us the social empowerment of women and girls in education, politics, health, and economic opportunity. While SDG4 promotes inclusive and effective learning environments, the [2022 Equal Measures 2030 \(EM2030\) SDG Gender Index](#) developed by [Equal Measures 2030](#)



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(EM2030), also recognizes [LGBTQ rights](#) which ensures a safer and more comfortable learning environment for all students.

Facts about the problems and effects

Education plays an essential role in providing the life skills to ensure economic stability at family and national levels. According to data released by UNESCO Institute for Statistics and [The 2021/2022 Global Entrepreneurship Monitor Report](#) (GEM) more than 119 million girls and 126 million boys do not have access to school in 2021 due to various reasons such as economic status, gender-bias, discrimination, poor school environments and teaching practices, safety concerns, conflict and crisis, family, cultural values, as well as educational quality and incentives. Of note, child marriage, gender-based violence, safety, hygiene and sanitation needs are presented as issues among girls. While bullying, falling behind and early failure, social norms such as hegemonic masculinity are presented as issues among boys. Although it is necessary to tackle challenges related to each gender, it should also be highlighted that all children are highly likely to face problems, which includes non-binary children. This is crucial when making policy. The matter of gender parity and inequality in education should be considered and tackled from various viewpoints, such as students and teachers, school environments and education systems, social norms, socioeconomic factors, and government policies, since these elements are all interconnected.

Action that has been taken

Actions that have been taken include [SDG Goal 4: Quality education](#) Target 10, to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and [SDG Goal 5: Gender equality](#) Target 9 to “Achieve gender equality and empower all women and girls”. While the number of students who have access to education have been increasing in recent years there still remains various challenges and the [Sustainable Development Goals Report 2022](#) recommends ensuring adequate facilities and services in order to boost school enrolment and retention as well as mental health and psychosocial support. In terms of gender equality the report also explains that additional actions are needed to promote gender equality further by changing laws, policies, budgets, and institutions to promote gender parity.

The [United Nations Girls Education Initiative \(UNGEI\)](#) was organized by UNICEF in 2000, in partnership with 24 global and regional organizations such as The United Nations Educational, Scientific and Cultural Organization (UNESCO), World Food Programme (WFP), and The World Bank as well as and 50 associated countries in order to promote girl’s education. UNGEI aims to address poverty, gender-based violence, child marriage, and discrimination through improving policies and practices in schools to achieve both gender and education-related SDGs. UNGEI's actions have been successful in increasing girl’s school enrollment and retention, improving educational quality for girls, and encouraging girls to be leaders in their communities through various strategies and plans. For instance, UNGEI and partners have hosted national and

regional workshops for the purpose of supporting education stakeholders and now more than 200 government ministries, civil society organizations and development partners have been supported to act through education sector plans, policies and budgets.



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https://www.unicef.org/turkiye/sites/unicef.org/turkiye/files/styles/hero_desktop/public/UNI217999.JPG?itok=w_cITaKF

Gender-Transformative Education

was launched under the support of Plan International, Transform Education, United Nations Girls' Education Initiative (UNGEI) and UNICEF Education in December 2021 to combat gender-based stereotypes or norms, attitudes and practices within society, by taking advantage of the current education system and tackling the issue of power relations, gender norms and binaries and

increasing awareness. Schools, where educating people academically and socially is an essential setting to teach gender identity and expression, and become a core place in the society by creating a 'gender transformative' educational system. One of the approaches is to create a safe environment for all genders in school by recognizing various identities, gender expression, and sexual orientation, for instance, improving gender-based regulations, roles, and uniforms. These actions will transform the school environment and achieve the goal of Gender-Transformative Education and [UNICEF's gender equality action plan](#).

Important Resolutions/Conventions/Treaties

Resolution 32/2 adopted by the Human Rights Council (HRC), 30 June 2016. Protection against violence and discrimination based on sexual orientation and gender identity

This resolution emphasizes the significance of protecting the human rights of individuals based on their gender identity or sexual orientation, not assigned sex at birth, and protection from violence and discrimination as well as promoting equality in the areas of education, work, health care, and access to justice.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 18 December 1979

This convention is to promote gender equality and eliminate all forms of discrimination against

women as well as recognizing the barriers to women socially, economically, and politically. In terms of combating the social phenomenon which oppresses women and gender minorities, we recognize existing discrimination in the political, social, cultural, civil or other areas while improving school programmes, textbooks, and teaching methods in order to combat the gender stereotype in educational settings.

Important Research Links for Committee (Country databases, Resolutions)

- [Gender Equality and Education \(UNICEF\)](#)
- [Girl's Education \(UNICEF\)](#)
- [Education \(UNICEF DATA\)](#)
- [Education 2030 Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4](#)
- [Girl's Education Overview \(World Bank\)](#)
- [Education \(World Bank Gender Data Portal\)](#)
- [Gender Gap in Education \(OECD\)](#)
- [Facts and Figures - Education \(UN Women\)](#)
- [Educational attainment \(Statista\)](#)
- [Global Gender Gap Report 2021 \(World Economic Forum\)](#)
- [Education 2030 Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4](#)

Further Research that can develop into policies

Consideration of these questions is needed when writing and researching the topics which will be developed into policies:

- What does “inclusive” mean in the perspective of gender? Who is likely to be marginalized within the educational setting?
- What are the biggest barriers for both female, male, and nonconforming students to be enrolled in school and have an opportunity to study?
- What are the current needs for all individuals who seek to learn in school?
- How would your MS like to fill the gap between the current situation of students, teachers and needs in society?

Committee B: Promoting Life Skills Education and Vocational Training

Definitions

The term “life skills” can be defined in various ways. According to the [World Health Organization \(WHO\)](#) (1993), life skills are circumstances in regards to positive health and behaviors which support individuals in their daily life. Comparably, the [World Bank](#) (2022) referred to the term through the perspective of human rights and gender as skills of behavior and social skills that allow people to deal with everyday life. Vocational Training is the development

of specific skills which can be applied to various types of work and occupations. Vocational training and life skills are related to [SDG 4](#), and the development of skills are the foundation of how individuals contribute positively in their communities. The development of life skills allows children to become qualified in their future careers.

Facts about the problems and effects



Photo Credit:
https://www.unicef.org/cuba/sites/unicef.org/cuba/files/styles/hero_desktop/public/atencion-a-escuela-oficios.jpg?itok=6m4WkqCy

The most important fundamental skills are literacy, numeracy and digital performance; and these skills can be developed further. In 2022, it was estimated that globally, only a third of 10-year-old children are able to write and read a simple story as reported in UNICEF's [Comprehensive Life Skills Framework](#). Furthermore, while 75% of children from developed countries are able to read and write, in developing countries, only half achieve mastery of basic skills.

As stated in UNICEF's Comprehensive Life Skills Framework, there are four dimensions of skills and 10 core skills that are the main key points that should apply to young children, young adults, teachers and those who wish to teach (volunteers):

- Citizenship: Empathy & Participation
- Empowerment: Resilience, Communication, & Self Awareness
- Employability: Negotiation & Decision Making
- Learning: Critical Thinking, Creativity, & Problem Solving

These fundamental skills and the 4 main dimensions need to be developed at all stages from childhood to adulthood. Each of these skills are not substitutes but are to be used in parallel with other skills that ought to be learned and taught together.

According to [UNICEF](#) (2022), COVID-19 is one of the factors that reduced the percentage of achievement in foundational skills, as closures of schools occurred worldwide which caused millions of children to not receive basic education. Due to the pandemic, 463 million children are unable to continue their education and risk dropping out because there is no access to remote learning. Governments and many schools in developing countries were not able to provide technical support and poor households could not afford internet access.

Action that has been taken or is being taken

In 2016, UNESCO launched the [Strategy for Technical and Vocational Education and Training \(TVET\), \(2016-2021\)](#) that aims to support MS to improve TVET systems and develop skills for young people to extend their learning, along with gaining qualifications to be accepted in the workplace.

In order to ensure that children and adolescents are able to learn in any circumstances, UNICEF, utilizing the Comprehensive Life Skills Framework, has partnered with Microsoft and other support partners to work together and provide a platform for education called [the Learning Passport](#) in 2020. It is a bridge that connects children who are out of school and those who need support in a better learning environment. This platform works in online, mobile and offline areas which makes it easier to adapt to for children and educators and enables them to keep on track in any location. In addition, in June 2022 UNICEF signed a [Memorandum of Understanding \(MoU\)](#) with the International Labour Organization (ILO) with the purpose to tighten cooperation and encourage the development of vocational training by taking action in the forms of educating and gaining skills through training.

UNICEF and [UNESCO Vocational Education \(UNEVOC\)](#) conducted the [TVET Leadership Programme](#) from November 2022 to February 2023 with the purpose of encouraging global professionals to engage and find new solutions for sustainable education. Live webinars were held in which participants learned a new mindset for the transition to green living and developing green skills for those entering the future labor market. This could heighten awareness and knowledge within communities, societies and businesses along with increasing and developing TVET experts from around the world to support and teach the present and upcoming generations.



Photo Credit:
https://www.unicef.org/sites/default/files/styles/hero_desktop/public/UNI363429.jpg?itok=hpXP-4ld

Vocational education, as mentioned, is training for specific skills. [UNICEF](#) has supported the [Adolescent training in vocational schools](#) program in Cuba, and states the course's main purpose is mistaken as a “failure” program for those who do not meet the standard criteria for education or workforce. It is important to tighten the framework of the concept of the project and give a precise perspective of the outcome after completing the training.

Important Resolutions/Conventions/Treaties

[United Nations Declaration on Human Rights Education and Training](#)

In December 2011 this resolution was adopted by the General Assembly. It encourages Member States to give support and promote *Right to Learn and Skills for Living* where appropriate. It raises the concern for equality of education globally and promotes these causes while strengthening the implementation of ideas to assist Member States and society.

[Recommendation Concerning Technical and Vocational Education and Training \(TVET\) \(2015\)](#)

The 38th session of the General Conference of the UNESCO adopted this resolution which gave rise to the awareness of the implementation of development in lifelong learning, social contribution, and labor demand. It requests MS to deepen research of TVET through data and development of communities and its practices along with setting partnerships on international levels.

Important Research Links for Committee (Country databases, Resolutions)

- [Core Capacities for living and learning \(UNICEF\)](#)
- [Transforming Education with Equitable Financing \(UNICEF\)](#)
- [Digital skills development in TVET teacher training \(UNEVOC\)](#)
- [Vocational Education & Training \(OECD\)](#)
- [Secondary Education, Vocational Students \(World Bank\)](#)
- [UNICEF Global Annual Results Report 2021: Every Child Learns](#)
- [Green Skills \(UNIDO\)](#)
- [Information of UNIDO](#)
- [UNESCO strategy 2022 - 2029 Transforming Technical and Vocational Education and Training for successful and just transitions](#)

Further Research that can develop into policies

Consideration of these questions is needed when writing and researching the topics which will be developed into policies:

- What kind of new approaches are needed to develop in order to ensure the new graduates will certainly have a place to work in the community?
- What skills and knowledge need to be added in institutions that can raise the awareness of children and adolescents?
- What principles do teachers need to have when teaching students?
- How can green skills be promoted and further developed?
- What kind of organizations, frameworks and influencers should be involved in building skills for life, and how can these draw attention to issues and give inspiration to society?

Committee C: Promoting Inclusive Education for Children with Disabilities

Definitions

According to [UNICEF](#) and [the Convention on the Rights of Persons with Disabilities](#), adopted in 2006, disabilities are defined as impairments of bodies, mind, intellect, or senses. [The World Health Organisation](#) indicates that there are about 1.3 billion people with disabilities in the world and UNICEF reports that nearly 240 million of them are children. For disabled people, impairments, combined with environmental factors such as limited social support, can make it difficult to live at the same level as people without disabilities.



Photo credit:

https://upload.wikimedia.org/wikipedia/commons/7/76/The_image_represents_activities_with_students_with_disabilities_associated_to_the_Adapted_Physical_Education_field.jpg

Inclusive education is described as increasing involvement in learning in order to respond to the diverse needs of all learners and to reduce exclusion from all parts of education, according to [an interview with the director of UNESCO-IBE for the 48th International Conference on Education](#) (2008). UNICEF considers inclusive education as opportunities for learning for communities who have been excluded, such as minorities. UNICEF's [The State of the World's Children](#) (2013) explains inclusive education for disabled children as meaningful opportunities for them to learn together with non-disabled children in the local school system with appropriate support.

Facts about the problems and effects

According to [UNICEF](#) (n.d.), disabled children and adolescents “are one of the most marginalized and excluded groups in society,” similar to racial and sexual minorities, women and girls, and indigenous communities. They constantly experience many kinds of human rights barriers, including going to school. According to [UNICEF](#), the barriers could be divided into three:

- Physical Barriers: inaccessible school buildings and inconvenient transportation systems for going to school, especially for wheelchair users.
- Communication and Information Barriers: unavailable textbooks for children with visual impairments, and inaudible announcements for children with hearing impairments.
- Attitudinal Barriers: being surrounded by pitying looks from teachers and other parents, and being bullied about their inabilities or disabilities by their friends.

These barriers occur mainly as stigmas or discrimination of children with disabilities. Also, they can appear from the failures of policy-makers to provide appropriate infrastructure, education

and other support for the children, as their existence is often overlooked. As a result of the inappropriate response from governments, disabled children tend to be out of school or receive exclusive education.

The report, [*Seen. Counted. Included - Using data to shed light on the well-being of children with disabilities*](#), released by UNICEF in 2021, indicates some problematic facts about their educational situation compared with non-disabled children. For instance, it states:

- 49% of disabled children have never attended their school,
- 90% of disabled children in developing Member States do not go to their school, and
- 42% of disabled children do not have skills for reading and calculating.

[UNICEF](#) (2019) explains that the progress for inclusive education has developed slowly, and still has many issues at all levels. At the national level, governments do not make connections between the particular laws or policies for children with disabilities and the [*Convention on the Rights of Persons with Disabilities*](#). Governments usually do not collect evidence to make sure that the children can receive effective educational services. At the community level, there is stigma and discrimination from people in the community, and they have a lack of awareness about inclusive education, especially about its benefits. In the schools in the community, there are teachers who are not trained in inclusive education and children with disabilities. In addition, there are problems where school buildings are not barrier-free and students with disabilities cannot get materials that suit their needs.

Action that has been taken or is being taken



Photo Credit:
https://www.unicef.org/eap/sites/unicef.org/eap/files/styles/hero_tablet/public/UNI140508.jpg?itok=EEIT7U98

According to the [UNICEF](#) webpage (2019), the organization has monitored and improved inclusive education by supporting efforts of Member States to reduce the educational gap between disabled and non-disabled children. Its work is divided into four fields: advocacy, awareness-raising, capacity-building and implementation support:

- **Advocacy:** UNICEF has hosted events and discussions promoting inclusive education aimed for policymakers and the public.

- **Awareness-raising:** It has highlighted the needs for disabled children by holding workshops, round-table conferences and other events geared towards government partners.

- Capacity-building: It has helped governments, teachers and communities to broaden their capacity for inclusive education systems.
- Implementation support: It has assisted Member States to reduce the gap between policy and actual implementation by helping, particularly with monitoring and evaluating.

Based on the [*Convention against Discrimination in Education*](#), which was adopted in 1960, the [*Education 2030 Framework for Action*](#), and [Goal 4 of the SDGs](#), the United Nations Educational, Scientific and Cultural Organization (UNESCO) has also prioritized inclusive education. As for education for children with disabilities, UNESCO has made [a tool](#) for coordinating coherent and inclusive education to improve learning environments and support.

With the cooperation of UNESCO, the [European Agency for Special Needs and Inclusive Education](#) has launched an initiative: “[Inclusive Education in Action](#),” geared toward governments supporting their policy-making since 2009. As one of its projects, it has developed [an online worldwide database of the case studies](#) for every stakeholder to help their implementation of the policies. In addition, it is updating [many resources](#) on inclusive education on its website.

Important Resolutions/Conventions/Treaties

[Declaration on the Rights of Disabled Persons](#)

It was released in 1975 by the General Assembly to promote cooperation with organizations to ensure that disabled persons have the same rights as the non-disabled. In the declaration, education is mentioned as a service to develop disabled people’s abilities and skills.

[Convention on the Rights of the Child](#) (1989)

Article 23 in particular discusses disabled children. The Article states that education should be provided to them effectively with no money to achieve “social integration and individual development.” Also, the exchange of information about education is promoted internationally.

[Salamanca Statement and Framework for Action on Special Needs Education](#)

Approved in 1994 at the international conference on special needs education conducted by UNICEF, the statement and framework recommend promoting schools with inclusive arrangements with the cooperation of many stakeholders, including parents of disabled children, and advocacy organizations.

[Convention on the Rights of Persons with Disabilities](#)

It was adopted in 2006 under [the Resolution Adopted by the General Assembly](#) to ensure “all human rights and fundamental freedoms” for disabled people. The importance of ensuring rights is applied also for disabled children. (Article 7; “Children with disabilities”) In Article 24

(“Education”), it is said that disabled children can access inclusive education with educational support under reasonable accommodation.

Sustainable Development Goals (2015)

[Goal 4](#) and [Goal 10](#) are especially important because promoting inclusive education on the basis of equality is essential. Particularly, Target 4.5 and Target 10.2 are key targets.

Important Research Links for Committee (Country databases, Resolutions)

- [Children with disabilities \(introduction\)/UNICEF](#) (2022)
- [Children and Adolescents with Disabilities \(introduction\)/UNICEF in Latin America and the Caribbean](#) (n.d.)
- [Microsite on children with disabilities by UNICEF](#) (n.d.)
- [Children with Disabilities \(published by UNICEF\)](#) (2013)
- [UNICEF Disability Inclusion Policy and Strategy \(DIPAS\) 2022-2030](#) (2023)
- [Inclusive education \(introduction\)/UNICEF](#) (2019)
- [Microsite on Inclusion in education by UNESCO](#) (2022)
- [UNESCO Digital Library](#) (You can type “inclusive education” in the box.) (n.d.)
- [Database on education for children with disabilities/UNICEF](#) (2021)
- [“Inclusive Education: The Way of the Future” \(the International Conference on Education 48th session; hosted in 2008\)](#) (2009)

Further Research that can develop into policies

Consideration of these questions is needed when writing and researching the topics which will be developed into policies:

- What past UN conventions regarding disabled children has your Member State signed and ratified?
- Does your Member State have any laws or statements on disabled people or inclusive education (education for disabled youth) ?
- What does your Member State’s inclusive education system (education system for disabled students) look like?
- What are the issues of disabled children and adolescents, and what education is provided for them in your Member States?

Committee D: Promoting Access to Education for Out-of-School Children

Definitions

The term “Out-of-school” carries many definitions. According to UNESCO, it includes children of official primary school age who are not in primary or secondary education. Also, children in pre-primary education or non-formal education are considered out-of-school. Therefore, children who are old enough to attend school but do not go to school and receive pre-primary education

are considered out-of-school. Furthermore, any child who does not attend a school designated as a school by the government of the country is counted as an out-of-school child. Therefore, even if a child was attending school, if the school is destroyed due to a disaster, war, or conflict, the child is counted as an out-of-school child.

Facts about the problems and effects

According to a [UNESCO](#) (2020) report on progress towards [Sustainable Development Goal 4](#) (SDG 4) on education and its ten targets, some 290 million children and adolescents worldwide are not in school. In 2018, that number was 258 million, inflated by the number of children who couldn't go to school because of the coronavirus. There are many reasons why children are out of school, including poverty, gender discrimination, conflict, disasters, language, marriage, and child labor. This includes 59 million children of primary school age, 62 million children of lower secondary school age, and 138 million children of upper secondary school age and more students are unable to go to school due to the coronavirus and conflict.



Photo Credit:

https://upload.wikimedia.org/wikipedia/commons/thumb/1/19/UNICEF_Mats_Hummels_in_Malawi.jpg/512px-UNICEF_Mats_Hummels_in_Malawi.jpg

The main reason for not being able to go to school is poverty. According to [Global Citizen](#) (2020), families living in poverty often have to choose between sending their children to school or providing other basic needs. Even if families do not have to pay tuition fees, school comes with the added costs of uniforms, books, supplies, and/or exam fees. This shows that children in poverty have difficulty attending school. It is also thought that children in war and whose parents do not attend school meetings have also been found to be less likely to have learned basic skills. Support for parents and children is also taken into account.

Action that has been taken or is being taken

Efficient management and governance in the educational sector remains a problem generally ([UNESCO](#)), together with many children in conflict zones, who fall into poverty ([UNICEF](#)) because they have lost their homes or their parents are unable to work. [Poverty is a major reason why children do not attend school](#) and these areas need to be addressed.

Strong parental involvement, home environment, and the mother's level of education have been shown to be important predictors [of children's reading and math skills](#). Turning to children and governance of the education sector a multi-sectoral approach involving government and the private sector is needed to solve such problems, UNICEF is also working with organizations

such as [UNESCO Institute for Statistics \(UIS\)](#), [UNESCO International Institute for Education Planning \(IIEP\)](#), and [Global Partnerships for Education \(GPE\)](#) to analyze where out-of-school areas are concentrated and provide support for analysis, planning, and monitoring. It also produces educational materials and other resources. UNESCO also helps children who have dropped out of school for various reasons to return to school, promotes regular attendance, and reduces the need for remedial education. This issue is also an essential action to promote [SDG 4 Education](#). Another of UNESCO's activities is the Terakoya Movement. Since 1989, UNESCO has been working to provide a fair place to learn for all, regardless of age, religion, or gender. It is also known as the [Community Learning Centre](#). The center offers a place for children who cannot go to school, as well as adults, to [learn](#).

UNICEF and UNESCO Institute for Statistics jointly launched the [Out-of-School Children Initiative in 2010](#) to reach children who are not attending school. The initiative aims to significantly and sustainably reduce the number of out-of-school children worldwide by creating comprehensive profiles of excluded children through innovative statistical methods. It links these profiles to the barriers causing exclusion and promotes sound policies to address them. By analyzing education, health, regional, and population data, the initiative uncovered information about the



Photo Credit:

https://www.unicef.org/sudan/sites/unicef.org.sudan/files/styles/hero_desktop/public/Sudan-education-8943.JPG?itok=JDNx0qfE

"invisible" children who do not attend school and tailored policies and interventions to their specific needs ([Global Out-of-School Children initiative Operational Manual](#)). The initiative collaborates closely with national and local education officials and civil society leaders, overseen by a national team led by the education ministry, to ensure its success.

Important Resolutions/Conventions/Treaties

[Formative evaluation of the Out-of-School Children Initiative: executive summary](#)
[2018 Economic and Social Council](#)

This is a call to action for partner member states to ensure that as many children as possible who are behind in their education are able to attend school through [Out-of-School Children Initiative \(OOSCI\)](#).

[Convention on the Rights of the Child](#) (1989)

This convention is about people's respect for their fundamental human rights and their minimum necessary standard of living. It also recognizes that children should grow up in a family environment where there is an atmosphere of happiness, love, and commitment to their development.

[Child Rights and the 2030 Agenda for Sustainable Development](#)

This document outlines the connection between the Convention on the Rights of the Child and the SDGS.

Important Research Links for Committee (Country databases, Resolutions)

- [About out-of-school children](#)
- [Out-of-school children related to COVID-19](#)
- [Out-of-school Children, UNICEF](#)
- [Coming together for refugee education](#)
- [Out-of-school children and effective school](#)
- [UNICEF, Multi-Sector approach](#)
- [Out-of-School Children and Adolescents](#)

Further Research that can develop into policies

Consideration of these questions is needed when writing and researching the topics which will be developed into policies:

- What community mobilization strategies are there for out-of-school children?
- How can education be accessed for out-of-school children?
- What are the causes of children not going to school in your Member State and region?
- What are policies or good practices in Member States on out of school children?