



Kennesaw State University High School Model United Nations Conference
United Nations General Assembly Third Committee
March 3rd - 4th, 2023 Kennesaw, GA
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Delegates,

Welcome, my name is Sam Brown and I will be your Director for the duration of this conference. I am the treasurer of Kennesaw State University's Model United Nations organization. I am currently majoring in Criminal Justice and I am in the 2nd semester of my fourth year. I have only recently joined Model United Nations and look forward to giving you all a similar wonderful experience that I had at conference myself. I'm a massive D&D nerd and a DM, I'm currently running two campaigns in the same setting which is incredibly exciting for myself. I also aspire to go to law school after KSU, which means I'll have three more years of university after I graduate.

Our committee's Assistant Director is Jahbrea Troxler. This is her second year of KSU Model United Nations team. She is very excited to serve as your assistant director. Jahbrea is a senior who is majoring in Political Science and plans on going to law school after post-graduation. A fun fact about her is that she loves to paint and also is conversational in Spanish.

Our committee Chair is Pratik Patel. Pratik is a freshman at Kennesaw State University who is currently majoring in information systems. This is his first year in college Model UN, but has had 2 years of prior experience in middle school. Three things about Pratik is that he loves music, is a huge falcons fan, and used to be a fencer in high school.

The topics under discussion for United Nations Children's Fund (UNICEF):

- I. Addressing Social Service Inequalities for Migrant and Displaced Children**
- II. Integrating Local Actors into Sustainable Literacy Programs**

Each Member State's delegation within this committee is expected to submit a position paper presenting their ideas for both agenda topics. A position paper is a short essay describing your Member State's history and position on the issues at hand. There are three key parts to any successful position paper: history, current status of the issue, and possible solutions for the future. Information for properly formatting the position papers, as well as valuable advice for writing a quality paper, can be found in the Delegate Preparation section of the HSMUN webpage (<http://conference.kennesaw.edu/hsmun/>). Delegates are reminded that papers should be no longer than two pages in length with titles in size 12 and text in size 10-12 Times New Roman. Citations should be footnoted in Chicago style formatting, such as those used inside this guide. Furthermore, plagiarism in an academic setting is unacceptable and will nullify any score for the paper in question. During the grading process, we will be utilizing the university's plagiarism checker. Wikipedia is a wonderful place to begin researching, but we highly encourage the use of peer-reviewed academic articles or trusted media sources. The objective of a position paper is to present the diplomatic position of your Member State on both agenda topics as accurately as possible. **All position papers MUST be sent to ksuhsmun2022@gmail.com by February 24th, 2023. Late papers will be accepted until February 28th, 2023 with points deducted.** We look forward to meeting you all in committee.



History of the United Nations Children's Fund

The United Nations was founded on October 24th, 1945, in San Francisco, California with an original member count of fifty-one Member-States. The international organization's main purpose is to maintain international peace and uphold human rights for every human being in each Member State. Furthermore, The United Nations works to establish a setting in which obligations from treaties and other forms of international law can be maintained. Since 1945, the United Nations has continually worked to promote social progress and the development of every individual's standard of living. UNICEF has worked in over 190 different countries and territories since it was first founded.

In 1946, The United Nations International Children's Emergency Fund (UNICEF) was created for the purpose of helping children affected by the aftermath of World War II. Since then, UNICEF has been dedicated to advocating for the equality and success of children, no matter where they are located. Offering this type of relief and support to less fortunate mothers and children in these war-torn countries was the main principle of the organization at the time.¹ Once the crisis that occurred in the 1940s finally subsided, UNICEF still continued to center their purpose around being a relief and advocacy organization for children in need. In 1950, The United Nations General Assembly extended UNICEF's mandate due to the "necessity for continued action to relieve the suffering of children." Only three years later, UNICEF became a permanent United Nations agency. The official name of the agency did change from the United Nations International Children's Emergency Fund to the United Nations Children's Fund, but the acronym remained the same. Soon after, UNICEF began projects to gain access to clean water, sanitation, vaccines, and other efforts to reduce preventable diseases and deaths of children and mothers. Aside from maternal and child welfare, UNICEF has also expanded by focusing on nutrition programmes, education programmes, and children's rights in general all by the 1960s. These actions led to the growth of global policy and social programs in many less fortunate countries.² UNICEF later on went on to assist the U.N. Commission on Human Rights in drafting the most widely ratified human rights treaty in history, the Convention on the Rights of the Child.³

UNICEF in the past few decades has worked on promoting voices of the youth and bringing more light to topics that were not touched in the past. This includes bringing attention to topics such as children with disabilities. UNICEF, especially in the past decade has had to deal with more diseases than ever before. Including Zika virus in 2016, and Covid-19 in 2020.⁴ UNICEF took precautions before these events by launching RapidPro⁵ in 2014, which allows for information to be gathered in real time covering aspects like health, education, and child protection. These advancements in technology allowed for more effective and timely forms of distribution. Natural disasters have also become a prominent issue which has resulted in large amounts of displacement and reduction in education due to destruction of schools and depletion of resources. The magnitude 7 earthquake in Haiti and Cyclone Idai which impacted Mozambique, Malawi, and Zimbabwe are some of the most recent natural disaster events. UNICEF provided different types of support through providing clean water, proper medicine, and psychological support with those who were displaced from the natural disasters. With the Covid-19 pandemic becoming

¹ History.com Editors. 2010. "UNICEF Founded." UNICEF founded - HISTORY. <https://www.history.com/this-day-in-history/unicef-founded>.

² UNICEF. n.d. "Emerging from the ashes of war: 1946–1979." UNICEF. Accessed December 26, 2022. <https://www.unicef.org/stories/learning-experience-19461979>.

³ History.com Editors. 2010. "UNICEF Founded." UNICEF founded - HISTORY. <https://www.history.com/this-day-in-history/unicef-founded>.

⁴ "Becoming the Leading Voice: 2006–2020." UNICEF, May 19, 2021. <https://www.unicef.org/stories/learning-experience-20062015>.

⁵ "Real Time Information - Rapidpro." UNICEF Office of Innovation, n.d. <https://www.unicef.org/innovation/rapidpro>.



one of the largest issues in recent time, UNICEF has responded by working with the World Health Organization creating a distribution plan named COVAX⁶ which allows for efficient and quick distribution of vaccines to the nations that need them. UNICEF focuses more on the distribution of resources during the pandemic and allowed many developing countries who did not have access to vaccines to give to their citizens. UNICEF is quick to respond to impactful events that may happen anywhere around the globe. UNICEF has worked to overall provide a greater status of living for the youth and give opportunities to those who are severely disadvantaged to hope for a brighter future.

⁶ "COVAX." World Health Organization. World Health Organization, n.d. <https://www.who.int/initiatives/act-accelerator/covax>.



I. Addressing Social Service Inequalities for Migrant and Displaced Children

Introduction

Social Service Inequalities among migrant and displaced children are an ongoing problem worldwide for Member States that is crucial to discuss due to the many logistical issues in the digital age. Due to how Member States track their citizens, children virtually don't exist without birth registration in whatever Member State they're in.⁷ Thus the integration of migrant and displaced children into the Member State in which they've entered is imperative to integrating them into any of their systems. This integration is a multi-layered problem as the systems used can be different from Member State to Member State which requires a careful process for assistant migrants and refugees into a Member State's systems. The lack of basic but integral documents can have catastrophic effects on these children, as being unable to prove their age often leads to children being forced into child labor, early marriage, or can lead to them being prosecuted as an adult by the Member State they're in.⁸

The Convention on the Rights of the Child also relies on the identification of children within Member States.⁹ The rights of children are the "protection from violence, abuse, neglect and exploitation, and access to justice and quality care," the fulfillment of this mandate also states the imperativeness of Member States establishing strong child protection systems.¹⁰ This overview and guidelines places a large importance on the prevention of requiring social services by preventing the difficulties of violence, abuse, neglect and exploitation, but also places a large importance on having the capabilities to address these issues should they arise.¹¹

History

UNICEF, is one of the United Nations humanitarian councils with a focus on children and families, and are particularly noted for their active humanitarian work to assist children. UNICEF was founded on December 11th 1946 by the United Nations First Assembly along with the creation of the United Nations Relief and Rehabilitation Administration.¹² UNICEF's original goal pertained to assisting children in Member States which were victims of aggression in order to better assist their recovery and any mental difficulties that may have arisen in the aftermath of World War II.¹³ UNICEF has continued this importance on the mental and physical health of children within all war torn Member States, continuing their operations within Member States as much as possible regardless of their current status militarily.

UNICEF was originally created alongside the United Nations Relief and Rehabilitation Administration as a more focused branch on children but eventually outlived it as it became apparent that UNICEF's job was integral to the world at large. UNICEF works in over 190 countries and territories in order to provide the assistance that children and their families need.¹⁴ UNICEF has directly provided aid

⁷ "Birth Registration." UNICEF. <https://www.unicef.org/protection/birth-registration>.

⁸ "Migrant and Displaced Children." UNICEF. <https://www.unicef.org/migrant-refugee-internally-displaced-children>.

⁹ "Guidelines to Strengthen Social Service for Child Protection." UNICEF. <https://www.unicef.org/sites/default/files/2019-05/Guidelines-to-strengthen-social-service-for-child-protection-2019.pdf>.

¹⁰ Ibid

¹¹ Ibid

¹² "Establishment of an International Children's Emergency Fund : Draft Resolution Transmitted by the Secretary-General." United Nations. United Nations. <https://digitallibrary.un.org/record/828954?ln=en>.

¹³ Ibid

¹⁴ "About UNICEF." UNICEF. <https://www.unicef.org/about-unicef>.



for a large part of its history but also seeks to determine many of the root causes of the problems it solves, researching into these difficulties and solutions to them.¹⁵

Current Situation

UNICEF is currently regearing itself with a new strategic plan from 2022-2025 that requires an increase in progress “two-to sevenfold” in order to achieve our sustainable development goals.¹⁶ The loss of progress and slow progress among Member States is due to the coronavirus disease 2019 which struck much of the world, though the development goals were already off track. This has compounded the risk to the health of children by exacerbating poverty issues among adults along with worsening environmental degradation providing significant risks to children’s health.¹⁷ As such UNICEF has created 5 goal areas for the strategic plan to 2025 spanning across all social services.¹⁸ Goal area 1 covers an increase health care and nutrition, which plays into health care, goal area 2 covers equal access to learning opportunities, goal area 3 covers protection from violence and an increase in the importance of mental health, goal area 4 covers access to safe and hygienic water along with combating climate change, and goal area 5 covers the reduction of child poverty and access to social protections.¹⁹ These goal areas are not listed in their measure of importance as UNICEF maintains that every area of care is of the utmost importance as they are codependent on one another and that any lacking area will affect every other, but rather are intended to measure the effectiveness of new strategies and programs.

Goal area 1 calls for an increase in health coverage of children, believing that primary health care is key to attaining universal health coverage.²⁰ This issue has not only increased in importance due to the coronavirus pandemic but also the underlying issues emphasized by the pandemic, namely the high access barrier that the cost of vaccines can provide preventing children from receiving vaccines.²¹ Finally goal area 1 calls for the increased fight against HIV/AIDS as current immunization rates have stagnated leaving it a lengthy period until it’s fully wiped out, along with nutritional difficulties, where UNICEF has and is strengthening accountability of national systems to better provide children with safe and nutritious food to prevent malnutrition and diabetes. During the pandemic 1.6 billion children, which is 94% of all learners, had their education disrupted, this not only prevented the education of these children but also meant they missed out on other school functions, such as nutrition or health, as well as psychosocial support from their peers.²² As such goal area 2 is geared towards the future of children, aiming to provide them with the skills and knowledge necessary for the future.²³ UNICEF is gearing towards making a more comprehensive learning structure as opposed to strengthening the already existing ones to allow for a system better designed for emergency scenarios such as the coronavirus pandemic. UNICEF aims to do so by providing more pathways in education as well as encouraging Member States to start education at an earlier age.²⁴

¹⁵ “Social Protection.” UNICEF. <https://www.unicef.org/social-policy/social-protection>.

¹⁶ “E Economic and Social Council - UNICEF.” UNICEF, n.d. https://www.unicef.org/executiveboard/media/7331/file/2021-25-Strategic_Plan_2022-2025-EN-ODS.pdf.

¹⁷ Ibid

¹⁸ Ibid

¹⁹ Ibid

²⁰ Ibid

²¹ Ibid

²² Ibid

²³ Ibid

²⁴ Ibid



Goal area 3 is integral to addressing social service inequalities among children as it focuses on the protection from violence and exploitation of children through the enhancement of the capabilities of social service workers as the connection between health, education, protection, and other social services.²⁵ This goal area mostly consists of soft policies recommending courses of actions for Member States but allowing them to come to their own decisions. Goal area 4 is in concern with the future, focusing on access to clean water and safe living environments in regards to climate change.²⁶ UNICEF aims to increase deliveries of WASH (Water, sanitation, and hygiene) as well as broadening WASH as a whole, expanding into the private sectors to assist with these goals.²⁷ Finally goal area 5 is targeted towards delivering social protection and poverty prevention.²⁸ Similar to goal area 3, goal area 5 focuses on soft nudges in the right direction, with UNICEF working with Member States on achieving these two goals but giving them the flexibility and options to decide what best works for them.

Conclusion

UNICEF has a long history directly assisting children globally and has seen great success in the past. Unfortunately much of the success achieved in the past 50 years is currently precarious as the coronavirus pandemic has halted the advancement of UNICEF goals or reversed previous progress towards them.²⁹ UNICEF places a large importance on the inclusion of Member States and individuals, and attempts to diversify its solutions as much as possible or make them as flexible as possible to suit the needs of each individual. Unfortunately the current inequalities among social services stem from two very concrete issues, funding and visibility. With the current movement of children globally many can be invisible to Member States and even if these children were visible their level of poverty might leave them unable to take advantage of these social programs.

Committee Directive

The directive of the United Nations International Children's Fund is to provide a comprehensive solution to allow children better access to social programs as well as better strategies for Member States to identify weaknesses in their social programs. In solving these issues delegates should explore multiple routes to which children can gain access to these welfare programs and be prepared to discuss what shortcomings they may have. Delegates should also be aware that UNICEF does work with the private sector to enact solutions if necessary and in order to save funds, as they are of critical importance to all UNICEF operations. Delegates should also be aware that UNICEF's stance is that improving a single area of social services is not enough, for if any area is failing any other area will not perform the job it's supposed to.

²⁵ Ibid

²⁶ Ibid

²⁷ Ibid

²⁸ Ibid

²⁹ Ibid



I. Integrating Local Actors into Sustainable Literacy Programs

Introduction

Reading and writing can be considered two of the most fundamental skills necessary to survive in the modern day. For that reason it's necessary for UNICEF to explore every avenue possible when it comes to increasing the literacy rate worldwide. Current rates of learning based on information gathered in 2019 means that in 2030 of the 1.4 billion children in the world at the time 420 million wouldn't obtain basic skills during their childhood and 825 million wouldn't acquire secondary-level skills, meaning that 1.245 billion children wouldn't receive a full education world-wide.³⁰ This data alone paints an incredibly harsh picture of the current state of education, only made worse by the education crisis caused by the coronavirus pandemic.

History

UNICEF has made it a goal in its history to increase literacy, especially in the youth. UNICEF has worked to allow for quality education to be globalized resulting in greater literacy. Over the past 2 decades, UNICEF has increased literacy by about 8% worldwide which is a great start, but it also means there are still hundreds of millions of people who have yet to learn how to read or write.³¹ In the past couple years with the pandemic hitting the world, technology has become more prominent in terms of providing a way to educate. Remote communication allowed for greater tools to be used for teaching while preventing the risk of covid spreading. UNICEF has made it a point in its history to focus on developing countries which typically have higher populations meaning that there remains a large number of people who are unable to receive proper education. UNICEF in the past has worked with local actors to allow for greater allocation of funds towards greater basic literacy but has a lot of room for improvement.

Current Situation

UNICEF puts itself in a position where it's always trying to reach those most disadvantaged in current systems, children who are the "hardest to reach."³² As such the global situation cannot easily be defined, as UNICEF's strategy changes from situation to situation. These problems can be cultural, financial, or religious in nature, but usually impact marginalized groups within a society. Globally however UNICEF has found great success with private schools being able to provide for 42% of pre-primary enrollments, but the line must be carefully towed as governments are those who must provide education as a basic right and must manage private schools with great care.³³ UNICEF is currently placing a focus on working with partners such as UNESCO, Global Partnership for Education, and the World Bank to strengthen Member States' Education Management Information System, or EMIS.³⁴ Currently UNICEF is working with a trickle-down system, with the approach that strengthening systems at the top will lead to increased education throughout a Member State, while also supporting certain programs that help those without gain access, and finally advocating for the increased monetary support

³⁰ "Every Child Learns: UNICEF Education Strategy 2019-2030." UNICEF. UNICEF. 3 United Nations Plaza, New York, NY 10017. Tel: 212-326-7000; Fax: 212-887-7465; Web site: <http://www.unicef.org/education> <https://eric.ed.gov/?id=ED599626>.

³¹ "Why Literacy Matters." UNICEF USA <https://www.unicefusa.org/stories/why-literacy-matters/36304#:~:text=Learning%20to%20read%20and%20write,the%20world's%20most%20marginalized%20children>.

³² "Every Child Learns: UNICEF Education Strategy 2019-2030." UNICEF. UNICEF. 3 United Nations Plaza, New York, NY 10017. Tel: 212-326-7000; Fax: 212-887-7465; Web site: <http://www.unicef.org/education> <https://eric.ed.gov/?id=ED599626>.

³³ Ibid

³⁴ Ibid



for education, whether that is through support donors to contribute more to education or advocating for governments to allocate 20% of their budget towards such.³⁵

A key factor for UNICEF attempting to increase global literacy rates among children is the need for knowledge about literacy rates. As it currently stands UNICEF has more knowledge about global technology literacy rates than actual literacy rates. This is due to many factors such as the reach of methods used, as it's easy to measure technology literacy rates over the internet or to collect the data from the internet without ever having to interact with those involved in the study in the first place. As opposed to literacy studies in which they must be conducted in person and it may be difficult to track down illiterate individuals as you can't necessarily advertise the study, and even if you could illiterate individuals may feel shame about that fact and be unwilling to participate. UNICEF and the world at large may find it worthwhile to perform more in-depth literacy studies or to have a more centralized means through which this data can be gathered. This is a problem with obvious solutions but without the data pointing to where these solutions need to be implemented it may not be possible to implement them effectively, we know what groups are most likely to be illiterate but have very little data in regards to the literacy rate within countries and thus prioritizing programs based on that fact is impossible, and can only be done based on the groups of people within those countries.

Conclusion

UNICEF's current goals and strategies towards education are very informational in nature, while other education programs can be found to have much more support. This can be due to the fact that becoming directly involved with the education of civilians might be seen as an overreach by UNICEF as it is the government's responsibility to uphold that right. As such UNICEF teaches specific programs, such as computer literacy, but through working with local actors in increasing literacy programs UNICEF can attempt to reach those farthest from receiving an education. The main difficulty with this is in how, as private schools are the most plentiful local actors with which UNICEF can work with, but are ones that have interests and liabilities outside the scope of UNICEF's vision. No matter what however, it requires a significant budget to reach those least cared for by current education systems and so whatever actions this body intends to take it will find budgeting for it along with their other programs cumbersome, as most other UNICEF programs take priority due to their life-saving nature, or necessity.

Committee Directive

UNICEF must provide better access to integral skills such as reading and writing through work with local actors. UNICEF can provide as much informational support as possible but local actors are likely to best understand the immediate needs of a community and be able to compensate for problems in which UNICEF may lack the context to address. Furthermore, local actors have the authority to teach these skills to citizens as they are subject to the oversight of the government in which they're teaching. The directive for UNICEF is to incentivize local actors into providing literacy programs for those most likely to not have them. The scale and scope of the task means that the methods implemented must be cost effective. Delegates would be wise to secure multiple avenues of funding or establish various partnerships to pool the resources necessary to reach the most disadvantaged. The committee should approach the issue in a diplomatic manner and take care to respect sovereign rights.

³⁵ Ibid