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Dear Delegates,

Welcome to the 2019 National Model United Nations New York Conference (NMUN•NY)! We are pleased to welcome you to the United Nations Children's Fund (UNICEF). This year's staff are: Directors Alliyah Edwards (Conference A) and Jasym Mireles Vengas (Conference B). Alliyah is a senior at the University of South Florida studying Political Science and Criminology. Jasym is a fourth-year student majoring in Finance at the University of Texas, McCombs School of Business.

The topics under discussion for the United Nations Children's Fund are:

1. Eliminating Violence against Children and Youth
2. Protection and Inclusion of Children with Disabilities
3. The Rights of the Child in the Implementation of the 2030 Agenda for Sustainable Development

UNICEF is the primary entity within the United Nations (UN) system working to promote and protect the rights of children, who are often disproportionately affected by conflict, instability, and poverty. Further, UNICEF plays a critical role in the implementation of the Convention on the Rights of the Child (CRC). UNICEF seeks to address a wide range of topics regarding children, such as mainstreaming their significance in efforts to further the *2030 Agenda for Sustainable Development* and advocating for their human rights. In order to accurately simulate this committee, delegates will need to understand its role and mandate, while also keeping a global viewpoint to ensure solutions meet the needs of all children.

This Background Guide serves as an introduction to the topics for this committee. However, it is not intended to replace individual research. We encourage you to explore your Member State's policies in depth and use the Annotated Bibliography and Bibliography to further your knowledge on these topics. In preparation for the Conference, each delegation will submit a [Position Paper](#) by 11:59 p.m. (Eastern) on 1 March 2019 in accordance with the guidelines in the [NMUN Position Paper Guide](#).

Two resources, available to download from the [NMUN website](#), that serve as essential instruments in preparing for the Conference and as a reference during committee sessions are the:

1. [NMUN Delegate Preparation Guide](#) - explains each step in the delegate process, from pre-Conference research to the committee debate and resolution drafting processes. Please take note of the information on plagiarism, and the prohibition on pre-written working papers and resolutions. Delegates should not start discussion on the topics with other members of their committee until the first committee session.
2. [NMUN Rules of Procedure](#) - include the long and short form of the rules, as well as an explanatory narrative and example script of the flow of procedure.

In addition, please review the mandatory [NMUN Conduct Expectations](#) on the NMUN website. They include the Conference dress code and other expectations of all attendees. We want to emphasize that any instances of sexual harassment or discrimination based on race, gender, sexual orientation, national origin, religion, age, or disability will not be tolerated. If you have any questions concerning your preparation for the committee or the Conference itself, please contact the Under-Secretaries-General for the Human Rights and Humanitarian Affairs Department, Collin King (Conference A) and Martina Vetrovcova (Conference B), at usg.hr_ha@nmun.org.

We wish you all the best in your preparations and look forward to seeing you at the Conference!

Conference A

Alliyah Edwards, Director

Conference B

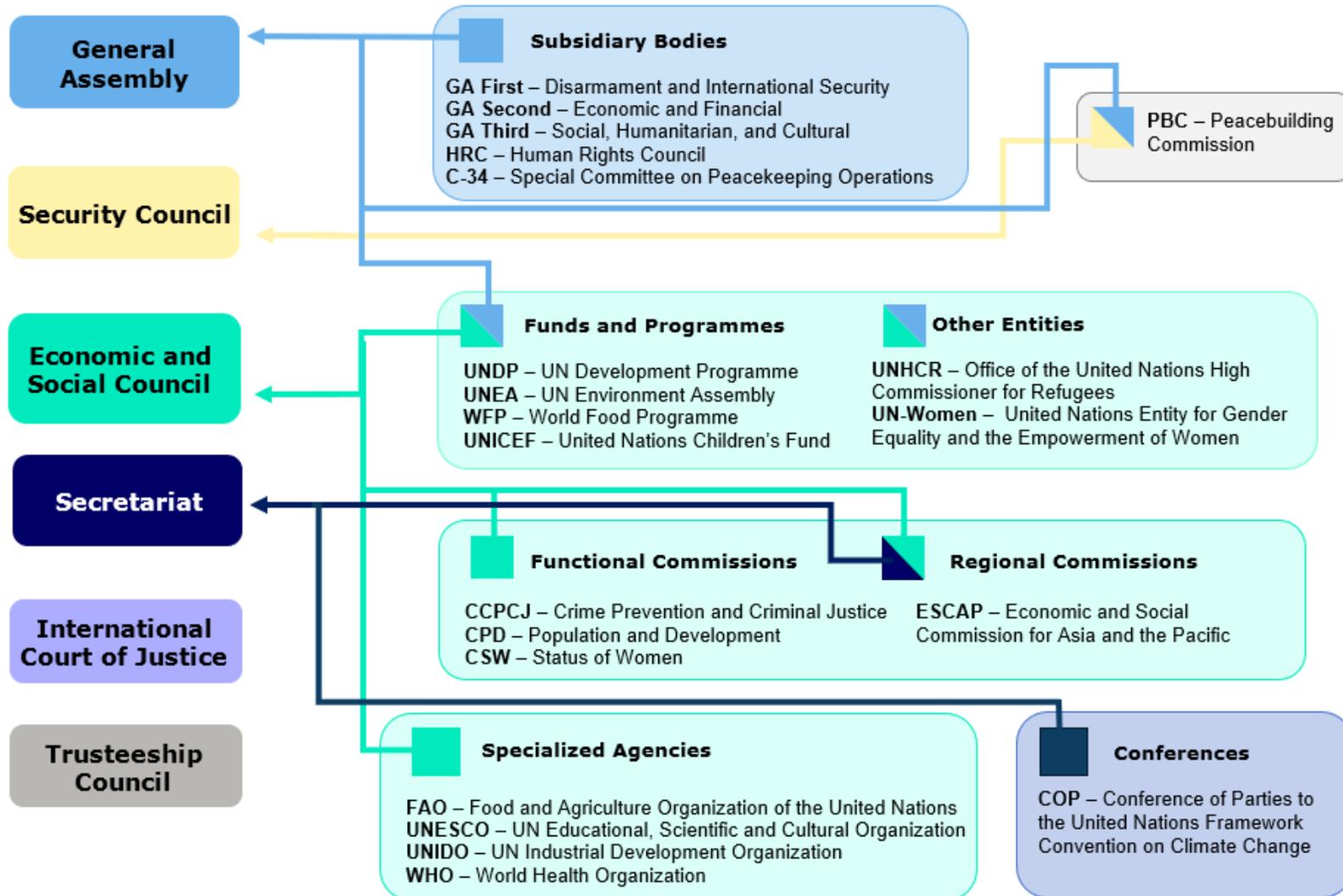
Jasym Mireles Venegas, Director

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United Nations System at NMUN•NY

This diagram illustrates the UN system simulated at NMUN•NY and demonstrates the reportage and relationships between entities. Examine the diagram alongside the Committee Overview to gain a clear picture of the committee's position, purpose, and powers within the UN system.





Committee Overview

Introduction

In 1946, United Nations (UN) General Assembly resolution 57 (I) established the United Nations International Children's Emergency Fund (UNICEF) as a relief organization for European child refugees from the Second World War.¹ Subsequently, General Assembly resolution 417 (V) (1950) expanded UNICEF's mandate beyond Europe to include all children.² In 1953, under resolution 802 (VIII), the General Assembly elected to extend UNICEF's mandate indefinitely and accordingly changed the organization's full name to the United Nations Children's Fund.³

At NMUN•NY 2019, we are simulating the Executive Board of UNICEF in terms of composition and size; however, delegates are not limited to the strict mandate of the Executive Board, as a budgetary and administrative body, during the conference. For the purposes of NMUN•NY 2019, and corresponding with the educational mission of the conference, the committee has the ability to make programmatic and policy decisions on issues within the mandate of UNICEF in line with the overall function of the organization.

The *Declaration of the Rights of the Child*, adopted in 1959, guarantees inalienable human rights for all children.⁴ The Declaration aims to ensure their protection against child marriage and conflict, defend their right to education at all stages of life, healthcare from pre-natal through post-partum, shelter, and nutrition.⁵ UNICEF has continued to focus on meeting substantive goals in the area of children's education, healthcare, and poverty, and still remains active as the issues persist.⁶

The results of a study conducted by UNICEF, *Adjustment with a Human Face*, led to the 1989 adoption of the influential *Convention on the Rights of the Child* (CRC).⁷ The CRC took UNICEF over 10 years to create with the assistance of intergovernmental organizations (IGOs), non-governmental organizations (NGOs), human rights advocates, lawyers, health specialists, social workers, educators, child development experts, and religious leaders.⁸ Following the adoption of the CRC, UNICEF organized the World Summit for Children in 1990, which hosted the largest gathering of world leaders in history and helped broaden the debate on children in conflict situations in the Security Council during the 1990s.⁹

Governance, Structure, and Membership

The Executive Board constitutes the highest level of UNICEF administrative management, determines all policy and budgetary decisions based on reports from the National Committees, and meets three times annually.¹⁰ Comprised of 36 Member States elected to three-year terms by the UN Economic and Social Council (ECOSOC), 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.¹¹ The Executive Board also observes all UN missions related to children and youth, and oversees all documents adopted or produced by the organization, including several annual reports.¹²

¹ UN General Assembly, *Establishment of an International Children's Emergency Fund (A/RES/57 (I))*, 1946, p. 1.

² UNESCO, *Organizations: UNICEF*; UN General Assembly, *Continuing needs of children: United Nations International Children's Emergency Fund (A/RES/417(V))*, 1950.

³ UN General Assembly, *United Nations Children's Fund (UNICEF) (A/RES/802 (VIII))*, 1953.

⁴ UN General Assembly, *Declaration of the Rights of the Child (A/RES/1386 (XIV))*, 1959.

⁵ *Ibid.*

⁶ UNICEF, *Strategic Plan 2018-2021*, 2018.

⁷ UN General Assembly, *Convention on the Rights of the Child (A/RES/44/25)*, 1989.

⁸ UNICEF, *UNICEF: 70 years for every child*, 2018.

⁹ *Ibid.*

¹⁰ UNICEF, *The Structure of UNICEF*, 2017.

¹¹ UNICEF, *UNICEF Executive Board*, 2018.

¹² *Ibid.*

In 2018, the Executive Board adopted the *Every Child Alive* report, which highlights the challenges that many mothers and their babies face when enduring childbirth and care for their newborns.¹³ Harsh realities such as premature death, disability, and severe illness all stem from the lack of proper tools and essential items to deliver babies in safe and sterile environments.¹⁴ The report emphasizes the importance of looking past medical complications being the only source of childhood mortality, and also examine the marginalization of families, who face harsh living conditions due to injustices.¹⁵ The report promotes “the way forward,” assessing how people, places, products, and power all play a role in achieving universal health coverage for newborn babies, while also holding health care providers accountable for the services they are to perform on these same newborns.¹⁶ Strong emphasis is placed on a facility’s cleanliness, functionality, people and their proper training, life-saving equipment, and an emphasis on empowering women and girls to protect themselves and make informed decisions about their healthcare.¹⁷ The Executive Board reports on committee progress and makes recommendations regarding the status of children worldwide to both ECOSOC and the General Assembly.¹⁸

Today, UNICEF has a strong presence in 192 countries.¹⁹ UNICEF runs 36 National Committees focused on fundraising, establishing best practices and sharing methods for public-private partnerships, and improving children’s rights.²⁰ UNICEF is funded entirely by voluntary contributions from IGOs, NGOs, corporations, foundations, and private individuals.²¹ UNICEF maintains a country office in most Member States, promoting cooperation through a five year program of evaluation.²² UNICEF evaluates the needs of children within each Member State, and if these needs can be met by grassroots programs utilizing local workers and volunteers within those same states.²³

Outside of the administrative structure, UNICEF also coordinates a Supply Division headquartered in Copenhagen, Denmark.²⁴ This facility stores supplies for medical emergencies, natural disasters, or post-conflict.²⁵ The Innocenti Research Centre (IRC) in Florence, Italy, branch of UNICEF liaises with intergovernmental policy creators and leaders.²⁶ The Innocenti Research Center also examines the efficacy of UNICEF policies and programs, and promotes the CRC by monitoring changing situations, highlighting chronic problems, finding ways to support areas lacking capacity, and influencing intergovernmental policies that affect children. The IRC presents and reports to the Executive Board.²⁷

Mandate, Functions, and Powers

Originally defined by General Assembly resolution 57 (I) (1946), UNICEF’s mandate was later broadened by General Assembly resolutions 417 (V) (1953) and 802 (VIII) (1950) to include advocacy “for the protection of children’s rights;” assistance with meeting children’s basic needs, such as health and education; and expansion of “opportunities [for children] to reach their full potential.”²⁸ UNICEF’s mandate

¹³ UNICEF, *Every Child ALIVE*, 2018, p. 2.

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Ibid., p. 20.

¹⁷ Ibid., p. 22.

¹⁸ UNICEF, *UNICEF Executive Board*, 2018.

¹⁹ UNICEF, *FAQ*, 2017; UNICEF, *Information by country and programme*, 2018.

²⁰ UNICEF, *The Structure of UNICEF*, 2017; UNICEF, *National Committees*.

²¹ US Fund for UNICEF, *Frequently Asked Questions*, 2018.

²² UNICEF, *Evaluation Function at UNICEF*.

²³ UNICEF, *The Structure of UNICEF*, 2017.

²⁴ UNICEF, *The Structure of UNICEF*, 2017; UNICEF, *About Supply*, 2018.

²⁵ Ibid.

²⁶ UNICEF, *The Structure of UNICEF*, 2017.

²⁷ UNICEF, *The Structure of UNICEF*, 2017; UNICEF, *UNICEF Executive Board*, 2016.

²⁸ UN General Assembly, *Establishment of an International Children’s Emergency Fund (A/RES/57 (I))*, 1946, p. 3; UNESCO, *Guide to the Archives of Intergovernmental Organizations: UNICEF*, 1999; UNICEF, *Mission Statement*, 2003; UNICEF, *About UNICEF*.

is informed by the CRC and based on the concept that “nurturing and caring for children are the cornerstones of human progress.”²⁹ UNICEF reports to the General Assembly and ECOSOC, both of which undertake annual reviews of UNICEF’s work.³⁰

To fulfill its mandate, UNICEF coordinates with UN partners, including the Task Force on Children and Armed Conflict, the Inter-Agency Network on Youth Development, United Nations Development Program (UNDP), and ECOSOC.³¹ UNICEF also partners with NGOs through the National Committees and works collaboratively with IGOs and CSOs to protect children’s rights.³² The Sustainable Development Goals (SDGs) continue to be a focal point for UNICEF, especially SDG 1 on ending poverty, SDG 2 on zero hunger, SDG 3 on health and well-being, SDG 5 on gender equality, SDG 10 on reducing inequalities among and between countries, and SDG 11 on sustainable cities and communities.³³

Recent Sessions and Current Priorities

In line with the SDGs and with the organization’s social, economic, and environmental priorities, UNICEF seeks to promote programs that successfully create “safe, healthy and well educated children.”³⁴ UNICEF’s Strategic Plans are created and approved by the Executive Board every four years.³⁵ UNICEF’s current Strategic Plan is informed by the 2030 Agenda, particularly SDGs 1, 3, 6, and 13, which address the themes of children living in extreme poverty, lack of education for youth, and lack of proper healthcare.³⁶ UNICEF held its 2018 annual session from 11-14 June to discuss the importance of the SDGs and the progress that was achieved throughout the duration of UNICEF’s *Strategic Plan 2014-2017*.³⁷ Despite progress that has been made, the Executive Board acknowledges that there is more work to be done, particularly regarding the rights of the child.³⁸ The Current Executive Director, Henrietta H. Fore, emphasized that issues such as poverty, lack of proper healthcare, and the impacts of natural disasters continue to negatively impact children and youth.³⁹ In order to more fully address these remaining concerns, the *Strategic Plan 2018-2021* builds upon previous efforts and enhances the ability UNICEF to deliver effective results to children and youth in four key ways.⁴⁰ These four methods include: ensuring that resources and common goals are more defined to improve measurable achievement, more effectively implementing the decisions of the Executive Board, promoting UNICEF and its various work efforts to generate and maintain support and awareness, and strengthening the accountability mechanisms of UNICEF and its partner organizations.⁴¹

On 1 June 2018, UNICEF participated in the annual Joint Meeting of the Executive Boards, during which it convened with the UNDP, the UN Population Fund (UNFPA), UN Entity for Gender Equality and the Empowerment of Women (UN-Women), the UN Office for Project Services (UNOPS), and the World Food

²⁹ UNESCO, *Guide to the Archives of Intergovernmental Organizations*, 1999; UNICEF, *UNICEF: Convention on the Rights of the Child*.

³⁰ UNESCO, *Guide to the Archives of Intergovernmental Organizations*, 1999.

³¹ UN DESA, *United Nations Inter-Agency Network on Youth Development*, 2010; UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict, *Strategic Framework 2011-2013*, 2011, p. 5.

³² UNICEF, *Civil Society Partnerships*.

³³ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

³⁴ UNICEF, *The 2030 Agenda for Sustainable Development*.

³⁵ UN ECOSOC, *The UNICEF Strategic Plan, 2014-2017 (E/ICEF/2013/21)*, 2014.

³⁶ UNICEF, *Strategic Plan 2018-2021*, 2018.

³⁷ UNICEF, *Opening Statement by Henrietta H. Fore, UNICEF Executive Director at the Annual Session on 11 June 2018, in New York*, 2018.

³⁸ UN ECOSOC, *Annual report for 2017 of the Executive Director of UNICEF (E/ICEF/2018/9)*, 2018. p. 29.

³⁹ UNICEF, *Strategic Plan 2018-2021*, 2018.

⁴⁰ *Ibid.*

⁴¹ *Ibid.*



Programme (WFP) to address three primary topics.⁴² The first topic discussed creating more efficient and concrete metrics, and measures to assess the implementation of the goals outlined in the 2030 Agenda.⁴³ The second topic discussed the importance of streamlining work methods of their respective Executive Boards.⁴⁴ The third topic addressed overcoming adversity based on gender and origin.⁴⁵

UNICEF continues to partner with other organizations to achieve necessary progress; guided by SDG 17 on partnerships for the SDGs, the new strategic plan aims to increase collaboration with NGOs on policy creation by combining high quality programming with advocacy, communication, and campaigning.⁴⁶ UNICEF's current goals are designed collaboratively with IGOs, NGOs, and CSOs to further the CRC's impact on underserved and vulnerable populations.⁴⁷ These partnerships allow UNICEF to work efficiently to achieve the SDGs and ensure sustainable development for children, while providing major benefits including: stronger advocacy for children's rights, innovations for children, and an improved knowledge base and resources for children.⁴⁸

The 2030 Agenda further laid out the need for measures and indicators to determine the progress toward achieving the SDGs.⁴⁹ The global indicator framework, adopted by the General Assembly as resolution 71/313 of 2017, established statistical guidelines and methods to monitor progress toward the Goals.⁵⁰ Key areas of focus for UNICEF currently include ensuring every child has the opportunity to survive and thrive, improving equal access to education, protecting children from violence and exploitation, providing a clean and safe environment for youth, and ensuring all youth having the equal chance at life itself.⁵¹ UNICEF further works to build capacity for sustainable access to safe drinking water, in accordance with SDG 6.⁵²

UNICEF maintains a specific focus on more vulnerable groups of children, such as children with disabilities, who require additional protection and may face barriers to social inclusion.⁵³ UNICEF's efforts positively impacted a reported population of at least 93 million children with disabilities worldwide that are still vulnerable to exclusion, and discrimination.⁵⁴ In one notable example, UNICEF, along with several partners including the H&M Foundation, the Inter-Agency Standing Committee (IASC), and the LEGO Foundation, works to improve the implementation and awareness of the rights of the child and improve early childhood education through play.⁵⁵

Conclusion

UNICEF fulfills a unique role within the international sphere and continues to successfully provide an invaluable forum and programs of action for international collaboration in the protection and promotion of children's rights.⁵⁶ Guided by the SDGs, UNICEF's *Strategic Plan 2018-2021* addresses ongoing challenges facing children and youth, aiming to ensure that all children can have a fair chance at a healthy, safe, and sustainable future.⁵⁷ UNICEF has continued to make strides as reported in the *Annual*

⁴² UNICEF, *2018 Joint Meeting of the Executive Boards of UNDP/UNFPA/UNOPS, UNICEF, UN-Women and WFP*, 2018.

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ UNICEF, *Strategic Plan 2018-2021*, 2018.

⁴⁷ UNICEF, *Civil Society Partnerships*.

⁴⁸ UNICEF, *About UNICEF*.

⁴⁹ UN DESA, *Home: Welcome to the Sustainable Development Goal indicator website*, 2018.

⁵⁰ Ibid.

⁵¹ UNICEF, *Strategic Plan 2018-2021*, 2018, p.7

⁵² UN ECOSOC, *The UNICEF Strategic Plan, 2014-2017 (E/ICEF/2013/21)*, 2013; UNICEF, *The 2030 Agenda for Sustainable Development*.

⁵³ UNICEF, *Strategic Plan 2018-2021*, 2018, p. 19.

⁵⁴ UN ECOSOC, *Annual report for 2017 of the Executive Director of UNICEF*, 2018, p. 4.

⁵⁵ Ibid., p. 25.

⁵⁶ UNICEF, *About UNICEF*.

⁵⁷ UNICEF, *About UNICEF*.



Report 2017, which explores the work of UNICEF and its various partners.⁵⁸ Through its many partnerships, UNICEF helped immunize 78.6 million children against measles, provided learning materials to more than 12.5 million children, and ensured access to clean water for 32.7 million.⁵⁹ UNICEF continues to combat critical issues as outlined by the SDGs and continues to ensure that children remain a priority on the global agenda.⁶⁰ Furthermore, as UNICEF continues to advance its policies internationally, it is important to continue implementing grassroots projects in partnership with NGOs and CSOs, as well as collaborating with other UN organizations on projects that can impact the lives of children.⁶¹

Annotated Bibliography

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This website examines the SDGs and how these goals impact and are impacted by the work of UNICEF and partner organizations. It also highlights goals that are very specific to UNICEF and lays out long-term areas of focus for the organization to work toward completing. This is a great resource that introduces delegates to the SDGs and their relation to UNICEF.

United Nations Children's Fund. (2018). *UNICEF Executive Board* [Website]. Retrieved 13 August 2018 from: <http://www.unicef.org/about/execboard/>

This page provides up-to-date information from the UNICEF Executive Board. It offers direct links to current sessions and information about the bureau, members, board documents, and other relevant information. Delegates will find this page a useful resource for understanding how the Executive Board works with other UN bodies, budget requirements, and the implementation of the UNICEF mandate for assessing the current situation as well as information regarding the ratification process for the CRC.

United Nations Children's Fund. (2017). *Annual Report 2017*. Retrieved 19 September 2018 from: https://www.unicef.org/publications/files/UNICEF_Annual_Report_2017.pdf

This report highlights the actions and outcomes achieved thus far by UNICEF and its continued partners globally. This annual report shows significant progress specifically noting decreases in childhood mortality and poverty. The report also addresses the need for continued progress in the areas of healthcare, education, and inclusion. Delegates will gain an understanding of the work of UNICEF in this report and will be able to continue their research based on areas the report emphasizes for further investigation.

United Nations Children's Fund. (2018). *Every Child ALIVE: The urgent need to end new born deaths* [Report]. Retrieved 19 September 2018

from: https://www.unicef.org/publications/files/Every_Child_Alive_The_urgent_need_to_end_newborn_deaths.pdf

This report examines stillbirth and newborn mortality rates, emphasizing the rate of death in children less than one month old. It examines the current challenges and obstacles to providing quality healthcare to mothers and expectant mothers and explores the impact of health care access, nutrition and clean water on stillborn and infant mortality rates. Delegates can use this source to become familiar with infant mortality and can use this research to begin their own investigation on UNICEF's work on infant mortality.

United Nations Children's Fund. (2017). *Strategic Plan 2018-2021* [Report]. Retrieved 9 July 2018 from: https://www.unicef.org/publications/files/UNICEF_Strategic_Plan_2018-2021.pdf

⁵⁸ UNICEF, *Annual Report 2017*, 2017, p. 1.

⁵⁹ *Ibid.*, p. 7.

⁶⁰ UNICEF, *About UNICEF*.

⁶¹ *Ibid.*



This Strategic Plan addresses UNICEF's alignment with Agenda 2030 particularly noting the cross-sectional nature of the goals and the need to strengthen partnerships to achieve Agenda 2030 and serve children effectively. In particular, this plan addresses critical topics including: the marginalization and exclusion of women, children, minorities, and those with disabilities; climate change; globalization; and urbanization. This source is critical for delegates as it lays out the broad strategy and plan of action for UNICEF during the next three years.

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I. Eliminating Violence against Children and Youth

“Violence against children can be prevented if the global community acts now, acts wisely and acts together.”⁶²

Introduction

Foundational documents on children’s rights throughout time, from the 1989 *Convention on the Rights of the Child* (CRC) to the recent *2030 Agenda for Sustainable Development* (2030 Agenda) of 2015, place specific emphasis on the need to support, guide, and protect children and youth alike.⁶³ In addition, the United Nations Children’s Fund’s (UNICEF) mission statement explicitly highlights the body’s commitment to ensuring the “special protection” of children from all forms of violence and exploitation, thereby setting the foundation for the work UNICEF does.⁶⁴ Nevertheless, violence against the world’s children and youth continues to be prevalent in societies around the world, regardless of race, socio-economic status, culture, ethnicity, and/or religion.⁶⁵ In its *INSPIRE: Seven strategies for Ending Violence Against Children* report, the World Health Organization (WHO) reported that 75% of the world’s two billion children suffered some type of abuse, cruelty, or violence in the 2015 to 2016 period.⁶⁶ Moreover, SOS Children’s Villages International, a non-governmental organization (NGO) that deals with issues pertaining to violence against children and youth, demonstrated that half of all individuals aged 2 to 17 have undergone emotional, physical, and/or sexual violence, while over 120 million girls under the age of 20 have been forced to commit sexual acts.⁶⁷ Evidently, violence against children and youth remains a serious issue today, and the imperative nature of this topic was outlined in several of the targets of the Sustainable Development Goals (SDGs) set forth by the *2030 Agenda for Sustainable Development* (2030 Agenda), adopted in 2015.⁶⁸

By virtue of different economic, financial, socio-cultural, and demographic conditions across the world, the definitions of the terms “children” and “youth” vary between organizations, regions, and Member States.⁶⁹ Nonetheless, in 1989, the international community agreed in Article 1 of the CRC that children would be those individuals up to the age of 18; since then, UNICEF has used this age-range to define children.⁷⁰ In addition, both the United Nations (UN) Secretariat and UNICEF define “youth” as anyone younger than 24.⁷¹ Thus, for the purposes of UNICEF, “children and youth” are those under the age of 24, with specific emphasis placed on the need to protect individuals under 18 years of age.⁷² Definitions of violence also differ; UNICEF uses the interpretation by the international NGO Save the Children, which defines violence as “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, [and] maltreatment and exploitations, including sexual abuse.”⁷³ From this definition, UNICEF outlines four main categories of direct violence against children: physical violence, sexual violence, mental violence, and neglect/negligent treatment.⁷⁴ However, children and youth can also be subject to indirect violence, where violence experienced by a secondary party has a psychological effect on these children’s well-being.⁷⁵ Indirect violence can cause similar distress as direct violence, with both of these leading to disturbances in mental development, learning difficulties, poor school performance, depression, and self-

⁶² WHO, *INSPIRE: Seven strategies for Ending Violence Against Children*, 2016, p. 7.

⁶³ Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. iii.

⁶⁴ UNICEF, *About UNICEF: UNICEF’S mission statement*, 2003.

⁶⁵ UNICEF, *Hidden in Plain Sight: A statistical analysis of violence against children*, 2014, p. 6.

⁶⁶ Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. iii.

⁶⁷ SOS Children’s Villages International, *The Right to Protection. Ending Violence Against Children*, 2017, p. 6.

⁶⁸ Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. 3; UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

⁶⁹ UN DESA, *Definitions of Youth*, 2012.

⁷⁰ UNICEF, *Adolescents and Youth*, 2016.

⁷¹ Ibid.

⁷² Ibid.

⁷³ Save the Children, *Violence Against Children*.

⁷⁴ UNICEF, *Hidden in Plain Sight: A statistical analysis of violence against children*, 2014, p. 4.

⁷⁵ UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017, p. 7.

harm.⁷⁶ Both indirect and direct violence often go unnoticed and/or unreported, especially since violence frequently comes from the individuals who are most closely affiliated with children and youth, their family members and guardians.⁷⁷ Traditional practices, societal norms, and familial beliefs also play a role in heightening children’s vulnerability to violence, and this is aggravated by the lack of child protection laws in certain regions of the world.⁷⁸ These same norms and beliefs often lead to the perpetration of violence in multiple ways, including domestic violence, sexual violence, and violence in schools.⁷⁹

International and Regional Framework

The framework for the elimination of violence against children and youth was initially set forth in 1924 by the League of Nations via the *Geneva Declaration of the Rights of the Child*, which recognized the need to ensure that children receive the means for proper development, including the protection against all forms of exploitation.⁸⁰ Then, in 1948, the UN adopted the *Universal Declaration of Human Rights* (UDHR), and in Articles 25 and 26 outlined the rights of children and young individuals to education, assistance, and special care.⁸¹ However, the UDHR did not make a specific reference to violence against children and youth.⁸² It was only several years later when the General Assembly adopted the 1959 *Declaration of the Rights of the Child*, which symbolized the first time the international community agreed on the foundational principles pertaining to children’s rights, including freedom from violence.⁸³

In 1966, the global community adopted the *International Covenant on Economic, Social and Cultural Rights* (ICESCR), through which the rights of children and youth were further reinforced.⁸⁴ In Article 10, ICESCR delineates that purposeful steps must be taken “on behalf of all children and young persons” to secure their well-being and protect them from economic and/or social exploitation.⁸⁵ While the 1959 declaration was important, its commitments were not legally binding.⁸⁶ This changed in 1989, when the CRC was adopted by the General Assembly, including 42 legally binding articles covering children’s political, social, and economic rights.⁸⁷ In 2000, the CRC was supplemented by two Optional Protocols, one of which focuses on the sale of children, child prostitution, and child pornography, while the other deals with the involvement of children in armed conflict.⁸⁸ These Protocols, along with the CRC, demonstrated a paradigm shift in youth legislature because, by comprehensively addressing children’s rights, they set the framework for every document pertaining to youth ever since, including major global agendas such as the *Millennium Declaration* (2000) and the 2030 Agenda.⁸⁹

In 2003, the General Assembly adopted resolution 57/190 on the Rights of the Child, calling on Member States to prioritize, adhere to, and implement the CRC while paying close attention to children’s right to be free from violence.⁹⁰ Three years after this resolution, the first *Report of the Independent Expert for the United Nations Study on Violence Against Children* was released, which aids in providing a global

⁷⁶ UNICEF, *Hidden in Plain Sight: A statistical analysis of violence against children*, 2014, p. 6.

⁷⁷ SOS Children’s Villages International, *The Right to Protection. Ending Violence Against Children*, 2017, p. 4.

⁷⁸ *Ibid.*, p. 10.

⁷⁹ *Ibid.*, p. 2.

⁸⁰ League of Nations, *Geneva Declaration of the Rights of the Child*, 1924.

⁸¹ UN General Assembly, *Universal Declaration of Human Rights (A/RES/217 A (III))*, 1948.

⁸² *Ibid.*

⁸³ *Ibid.*

⁸⁴ UNICEF, *World Report on Violence Against Children and International Human Rights Law and Standards*, 2006, p. 31.

⁸⁵ Programme on Women’s Economic, Social and Cultural Rights, *International Covenant on Economic, Social and Cultural Rights: A Handbook*, 2015, p. 18.

⁸⁶ UNICEF, *World Report on Violence Against Children and International Human Rights Law and Standards*, 2006, p. 33.

⁸⁷ *Ibid.*

⁸⁸ *Ibid.*, p. 35.

⁸⁹ *Ibid.*

⁹⁰ UN General Assembly, *Rights of the Child (A/RES/57/190)*, 2003, p. 7.

perspective on the topic of violence against children.⁹¹ This document also gives insight into the international situation of violence against children, and proposes recommendations to prevent this problem, including strengthening local commitments for action to eradicate violence, legally prohibiting violence, and enhancing the capacity of institutions that work with and for children.⁹²

The post-2015 development agenda, set up by the adoption of the 2030 Agenda and the SDGs, demonstrated a renewed international commitment to the elimination of violence against children and youth.⁹³ SDG 5, with the goal of achieving gender equality, includes targets 5.2 and 5.3, which emphasize the importance of protecting girls from violence, sexual exploitation, forced marriage, and female genital mutilation (FGM).⁹⁴ Likewise, SDG 8 makes a specific reference to the elimination of violence against children in target 8.7, which calls for “immediate and effective measures” to put an end to child labor, child soldiers, and child sex workers.⁹⁵ Most crucial to UNICEF for the topic at hand is SDG 16 on promoting “peaceful and inclusive societies for sustainable development,” especially targets 16.2 and 16.3 that aim to end the “abuse, trafficking and all forms of violence against children.”⁹⁶

Several regional actors have also demonstrated their commitment to the elimination of violence against children and youth, including the European Commission, which emphasizes that both the European Union (EU) institutions and Member States must prevent violence against children and strengthen child protection systems.⁹⁷ The EU has also stressed the importance of ensuring that any policies affecting children are made with their best interest in mind.⁹⁸ Similarly, the African Union’s (AU) African Committee of Experts on the Rights and Welfare of the Child (ACERWC) states that violence against children and youth in any setting is unacceptable.⁹⁹ The committee’s main approach includes gathering data pertaining to violence, monitoring the implementation of the *African Charter on the Rights and Welfare of the Child* (1979), and providing guidance to individual African governments so as to eliminate violence against children and youth.¹⁰⁰

Role of the International System

A wide variety of actors collaborate at the local, regional, and international levels to eradicate all forms of violence against young individuals.¹⁰¹ In 2006, the UN Secretary-General’s “Study on Violence Against Children” was conducted, which addressed violence in five key settings: family, schools, detention facilities, child’s work places, and communities.¹⁰² Recognizing the widespread nature of violence, the study encouraged the appointment of a Special Representative of the Secretary-General on Violence Against Children (SRSG).¹⁰³ Three years later, then Secretary-General Ban Ki-Moon appointed Marta Santos Pais as the first SRSG.¹⁰⁴ The SRSG functions as an international independent advocate who mobilizes action, raises awareness, and garners political support to end all forms of violence against children and youth.¹⁰⁵ In addition, the SRSG oversees its own UN Inter-Agency Working Group on

⁹¹ UN General Assembly, *Report of the Independent Expert for the United Nations Study on Violence Against Children*, 2006.

⁹² Ibid.

⁹³ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

⁹⁴ UN DESA, *Sustainable Development Goal 5*.

⁹⁵ UN DESA, *Sustainable Development Goal 8*.

⁹⁶ UN DESA, *Sustainable Development Goal 16*.

⁹⁷ European Commission, *Rights of the Child*.

⁹⁸ Ibid.

⁹⁹ AU, *Social Affairs*.

¹⁰⁰ Ibid.

¹⁰¹ Center for Disease Control and Prevention, *Preventing Violence Against Children and Young People*, 2018.

¹⁰² UN General Assembly, *Promotion and protection of the rights of children*, 2006.

¹⁰³ Ibid.

¹⁰⁴ UN Special Representative of the Secretary-General on Violence Against Children, *Mandate*.

¹⁰⁵ Ibid.

Violence against Children and collaborates alongside multiple stakeholders, including UN bodies, NGOs, regional institutions, and Member States, to reduce violence against children.¹⁰⁶

As part of the SRSG's Inter-Agency Group, UNICEF is uniquely positioned to mobilize and assist in global efforts relating to the elimination of violence against children and youth.¹⁰⁷ Therefore, UNICEF launched the #ENDviolence campaign in 2013, building on the growing consensus that violence against the world's young cannot be accepted, and that it can only be stopped via the cooperative efforts of citizens, policymakers, and civil society.¹⁰⁸ The #ENDviolence global campaign has helped generate global awareness about the widespread nature of violence against children because it allows people to share their thoughts on social media platforms by using the hashtag #ENDviolence.¹⁰⁹ To date, this campaign has received media coverage in over 190 Member States, with 70 of them formally joining #ENDviolence efforts by committing to raise awareness, establish child helplines, and provide other outreach services for children.¹¹⁰ In addition to its media presence, #ENDviolence encompasses a wide array of other initiatives that actively engage in eliminating violence against children.¹¹¹ For example, the Soul City initiative in South Africa challenges norms that facilitate the discrimination of children, while the Parents Make The Difference initiative in Liberia encourages positive, non-violent parenting techniques.¹¹²

In 2016, WHO published a milestone report, *INSPIRE: Seven strategies for Ending Violence Against Children*, that details seven evidence-based strategies on how violence against children and youth can be most easily prevented.¹¹³ These strategies consist of establishing safe spaces for children, creating and enforcing child protection laws, re-evaluating traditional norms; supporting parents and guardians, stabilizing families' economic situation, facilitating access to support services, and promoting education and other skills.¹¹⁴ Keeping this in mind and recalling the 2030 Agenda, the Global Partnership to End Violence Against Children (End Violence) was launched in 2016, bringing together six UN entities, seven academic bodies, 146 civil society groups, five philanthropic foundations, and five private sector actors.¹¹⁵ End Violence is supported by a small secretariat, including Ms. Henrietta Fore, the Executive Director of UNICEF, who works to ensure children and youth can lead prosperous, violence-free lives.¹¹⁶ In 2018, End Violence, together with the international movement WePROTECT Global Alliance, a worldwide movement to put an end to online sexual abuse, hosted the first ever End Violence Solutions Summit.¹¹⁷ Notably, the Summit convened 454 participants from around the globe, including 222 government representatives, 89 civil society organizations, 61 UN bodies, 26 foundations, 13 child delegates, and more, to promote the seven INSPIRE strategies and to encourage all attendees to combat child violence.¹¹⁸

Several regional actors have also undertaken efforts to end violence, such as the Council of Europe's Raise Your Hand Against Smacking campaign, which focuses on educating the public about corporal punishment, promoting harm-free parenting methods, and making children aware of their right to live without violence.¹¹⁹ Other regions, such as Latin America, South Asia, and Africa have developed specialized police stations staffed by trained female police officers, who provide counseling and special care for women, children, and youth experiencing different forms of violence.¹²⁰ The complex nature of

¹⁰⁶ Ibid.

¹⁰⁷ UNICEF, *About UNICEF: UNICEF'S mission statement*, 2003.

¹⁰⁸ UNICEF, *Ending Violence Against Children: Six Strategies for Action*, 2014, p. 2.

¹⁰⁹ Ibid.

¹¹⁰ Ibid.

¹¹¹ UNICEF, *Ending Violence Against Children: Six Strategies for Action*, 2014.

¹¹² Ibid., p. 24.

¹¹³ Center for Disease Control and Prevention, *Preventing Violence Against Children and Young People*, 2018.

¹¹⁴ WHO, *INSPIRE: Seven strategies for Ending Violence Against Children*, 2016, p. 1.

¹¹⁵ End-Violence, *Our History*.

¹¹⁶ End-Violence, *Board*.

¹¹⁷ End-Violence, *End Violence Solutions Summit*.

¹¹⁸ Ibid.

¹¹⁹ Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. 78.

¹²⁰ Ibid., p. 76.

violence against children implies that such regional collaborations by Member States, UN bodies, NGOs, and civil society are crucial to secure the protection of children and youth.¹²¹

Combating Domestic Violence

Before becoming independent, self-sufficient adults, children need to have the opportunity to live in a safe home with caregivers who love and support them, as recognized by UNICEF.¹²² However, children are often exposed to domestic violence, which entails patterns of “assaultive and coercive behaviors including physical, sexual and psychological attacks... used by adults or adolescents.”¹²³ UNICEF also reports that in nearly half of all domestic violence cases, the victims are children, some of whom experience corporal punishment at home.¹²⁴ All forms of domestic violence are highly detrimental to the emotional, social, and cognitive development of children and youth.¹²⁵ Children and youth who have experienced and/or been exposed to violence at home often suffer the effects of post-traumatic stress disorder (PTSD) and are at a greater risk of developing asthma, depression, and anxiety.¹²⁶ In addition, young people who are exposed to domestic violence, either by enduring physical (corporal) punishment or by witnessing the abuse of others, are more prone to carry their violence into adolescence and adulthood as either victims or perpetrators.¹²⁷ Overall, UNICEF reports that 550 million children worldwide are fully exposed to domestic violence, and often experience injury, neglect, and verbal abuse.¹²⁸

In some instances, domestic violence is influenced by traditional norms that legitimize the use of violence, including routine domestic violence against children (corporal punishment), as over 1.1 billion caregivers in 2017 reported that physical punishment is necessary to raise adolescents and children.¹²⁹ The issue of domestic violence is worsened by the culture of silence that surrounds it; often, children will not report domestic violence out of fear of retaliation, stigma, and/or retribution.¹³⁰ Domestic violence is also often hard to prosecute due to the lack legal frameworks and/or due to the lack of enforcement of laws pertaining to corporal punishment in the home.¹³¹ Indeed, only 60 Member States have legislation explicitly prohibiting physical violence as a means of discipline, thus indicating that over 600 million children worldwide are left without full legal protection against domestic violence.¹³²

To combat the prevalence of domestic violence, UNICEF has emphasized the need for the international community to provide technical support to sectors that deal with the stability of domestic settings, including those in the legal and judicial realm, so that these sectors may be better prepared to identify, report, and respond to violence.¹³³ For example, UNICEF provides technical support to Member States by working with them to create and strengthen child protection services and child welfare systems that directly deal with the issue of domestic violence.¹³⁴ Raising awareness about this issue is crucial in order to shift social norms that encourage and normalize domestic violence.¹³⁵ In an attempt to bring attention to the negative effects that domestic violence can have on children, UNICEF collaborated with the government of Egypt to launch the #CalmNotHarm campaign, which focuses on promoting tolerance and positive parenting techniques.¹³⁶ In addition, UNICEF worked with the government of Serbia to implement

¹²¹ WHO, *INSPIRE: Seven strategies for Ending Violence Against Children*, 2016.

¹²² UNICEF, *Behind Closed Doors. The Impact of Domestic Violence on Children*, 2006, p. 3.

¹²³ *Ibid.*

¹²⁴ UNICEF, *Violence Against Children*.

¹²⁵ UNICEF, *Hidden in Plain Sight: A statistical analysis of violence against children*, 2014, p. 132.

¹²⁶ Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. 2.

¹²⁷ *Ibid.*, p. 20.

¹²⁸ UNICEF, *Violent Discipline*, 2017.

¹²⁹ UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017, p. 19.

¹³⁰ Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. 17.

¹³¹ *Ibid.*, p. 24.

¹³² UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017, p. 19.

¹³³ *Ibid.*, p. 12.

¹³⁴ *Ibid.*

¹³⁵ SOS Children’s Villages International, *The Right to Protection. Ending Violence Against Children*, 2017, p. 5.

¹³⁶ UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017, p. 34.

the Partnering with Families initiative, which allows social service agencies to locate and assist marginalized families by providing them with access to education, health care, and disability benefits.¹³⁷

Preventing Sexual Violence in Childhood and Adolescence

Under the CRC, children and young people are recognized to have full autonomy over their bodies, and have the right to be protected from sexual abuse and violence.¹³⁸ Member States are also required, under Article 34 of the CRC, to provide special protection measures to ensure youth do not suffer from sexual exploitation or sexual abuse.¹³⁹ Nonetheless, children and youth remain more vulnerable to sexual violence than any other group, particularly in the context of close relationships, because they are usually dependent on adults for guidance and protection.¹⁴⁰ Indeed, the most common perpetrators of sexual violence are adults that are close to their victims, with 9 out of 10 adolescent girls reporting partners and husbands as the perpetrators behind their first time enduring forced sex.¹⁴¹

Young girls in many societies are particularly vulnerable to aggression, corporal punishment, and sexual abuse, as gender disparities begin to widen nearing adolescence.¹⁴² As children approach adolescence, young men are often given more autonomy, while girls are expected to comply to harmful gender roles under the conventional notions of femininity and masculinity.¹⁴³ Traditional gender norms, however, can also lead to similar problems for adolescent boys, as often these norms prevent them from seeking justice in cases of abuse for fear of being stigmatized by their societies.¹⁴⁴ The lack of availability of data on boys' sexual exploitation is noted in a recent study by UNICEF, acknowledging that 40 states had statistics related to sexual violence against girls, while only seven of these had data on sexual violence against boys.¹⁴⁵ Further, sexual violence against young people is sometimes exacerbated by socio-economic conditions, including poverty, since poor families may be incentivized to force a daughter to marry young if this leads to financial compensation for the family.¹⁴⁶ The political instability of a state, a society's exposure to conflict, forced migration, and natural disasters are other factors that destabilize a child's environment and thereby escalate the frequency and intensity of sexual violence against children and youth.¹⁴⁷

To eradicate this form of violence, UNICEF actively seeks to strengthen partnerships and establish reliable social support networks for parents and caregivers, primarily because providing families with a sense of security has the potential to reduce all forms of violence against children.¹⁴⁸ In 2016, UNICEF worked with its partners, including local governments, civil society, and the private sector, to end sexual violence by supporting national initiatives in 88 Member States that were aimed at increasing children's access to legal, psychological, and medical aid, and at criminalizing all forms of sexual abuse and exploitation.¹⁴⁹ For example, UNICEF has worked with government representatives and regional NGOs to implement the "No Means No" program in schools throughout Malawi, an initiative that teaches young boys and girls self-defense skills and other strategies to repel sexual violence, which has led to a 40% reduction in rape among girls who participated in the program.¹⁵⁰ Strategies such as these form key elements in the fight against sexual violence as they help empower children while bringing awareness to

¹³⁷ Ibid., p. 35.

¹³⁸ UN OHCHR, *Fact Sheet No. 10 (Rev. 1), The Rights of the Child*, p. 4.

¹³⁹ Ibid., p. 11.

¹⁴⁰ UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017, p. 7.

¹⁴¹ Ibid.

¹⁴² Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. 5.

¹⁴³ Ibid.

¹⁴⁴ Ibid.

¹⁴⁵ UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017, p. 8.

¹⁴⁶ UNFPA, *The Power of 1.8 Billion: Adolescents, Youth and the Transformation of the Future: UNFPA State of World Population 2014*, 2014, p. 43.

¹⁴⁷ WHO, *INSPIRE: Seven strategies for Ending Violence Against Children*, 2016, p. 16.

¹⁴⁸ SOS Children's Villages International, *The Right to Protection: Ending Violence Against Children*, 2017, p. 13.

¹⁴⁹ UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017, p. 86.

¹⁵⁰ Ibid.

the plight of children and youth.¹⁵¹ In addition, civil society actors, such as SOS Children's Villages International, have multi-faceted approaches to eliminating sexual exploitation.¹⁵² These include the empowerment of children via teaching them life skills, the transformation of institutions by embedding sexual violence-prevention strategies in their programs, and the improvement of current data to guarantee stakeholders can act with accurate information when dealing with cases of sexual violence.¹⁵³

Eliminating Violence in School

As stated by UNICEF, schools are among the most powerful socialization mechanisms where children should be able to fully embrace their experiences and feel protected, empowered, motivated, and safe.¹⁵⁴ Moreover, establishing quality spaces where young people can become educated without fearing violence improves the livelihood prospects, social inclusion, and mental development of children.¹⁵⁵ However, school environments are not always safe for children and youth, with corporal punishment in schools still remaining a common form of discipline.¹⁵⁶ Corporal punishment is often used by authority figures close to children, including teachers, headmasters, and others in positions of power.¹⁵⁷

Another serious problem is the victimization of children and youth by teachers and classmates, which often makes the affected children afraid of attending school, or results in decreased concentration in classes.¹⁵⁸ In 2015, 6% of students in the United States (US) stated that they had missed school at least once due to safety concerns.¹⁵⁹ Differences in appearance or thought, as well as sexual orientation or gender identity, often lead to bullying, where specific children are targeted, ridiculed, and in some cases, beaten due to societal misconceptions surrounding these matters.¹⁶⁰ Importantly, bullying in these cases is not solely targeted toward Lesbian, Gay, Bisexual, and Transgender (LGBT+) youth, but also toward those who are perceived to be LGBT+ due to harmful gender and cultural stereotypes.¹⁶¹ This form of discriminatory homophobic and transphobic violence is experienced by up to 85% of LGBT+ or those perceived to be LGBT+.¹⁶² Moreover, according to the Human Rights Campaign, a US-based NGO, only 26% of LGBT+ children and youth reported feeling safe in their classroom in 2017.¹⁶³ Bullying as a form of violence has detrimental effects for both the bully and the bullied alike, with both individuals often showing much lower school performance than those that do not partake in bullying.¹⁶⁴

According to organizations such as Save the Children, the first step in the elimination of all forms of violence is to measure violence indicators within Member States and institutions since this can allow for the tracking of progress over time.¹⁶⁵ In addition, UNICEF has advocated for Member States to adopt laws prohibiting violence in schools, and has worked with teachers and school staff to ensure they can identify at-risk children, eliminate bullying, and accurately respond to the multiple forms of violence in

¹⁵¹ Ibid.

¹⁵² Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. 12.

¹⁵³ Ibid., p. 12.

¹⁵⁴ UN Special Representative of the Secretary-General on Violence Against Children, *Ending the torment: tackling bullying from the schoolyard to cyberspace*, 2016, p. 1.

¹⁵⁵ UN Special Representative of the Secretary-General on Violence Against Children, *Tackling violence in schools: a global perspective*, 2016, p. vii.

¹⁵⁶ UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017, p. 39.

¹⁵⁷ Ibid.

¹⁵⁸ UN Special Representative of the Secretary-General on Violence Against Children, *Ending the torment: tackling bullying from the schoolyard to cyberspace*, 2016, p. v.

¹⁵⁹ UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017, p. 39

¹⁶⁰ UN Special Representative of the Secretary-General on Violence Against Children, *Tackling violence in schools: a global perspective*, 2016, p. 12.

¹⁶¹ Ibid.

¹⁶² Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. 50.

¹⁶³ UN OHCHR, *2018 LGBTQ Youth Report*, 2017, p. 8.

¹⁶⁴ Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. 2.

¹⁶⁵ Ibid., p. 3.

schools.¹⁶⁶ UNICEF's foundational program for the prevention of violence in schools is the Positive Discipline Programme, which provides teachers with ways to discipline students without resorting to nor perpetrating violence.¹⁶⁷ For example, this program implemented a study on how to stop bullying in Jamaica, with the result that renewed attention was placed on the prevalence of bullying in schools, and helped create student-led peace clubs in Cote D'Ivoire, where youth themselves could lead violence prevention efforts.¹⁶⁸ Initiatives such as these have contributed to the elimination of violence in schools, yet UNICEF recognizes that there is still more to be done by the international community, and recommends focusing on priority areas such as reducing peer violence and eradicating corporal punishment in schools¹⁶⁹

Conclusion

All acts of violence are violations of human dignity and human rights, yet 75% of children and youth in the world have experienced violence.¹⁷⁰ While violence may be pervasive, it is not inevitable, and the first step in eradicating it is to bring awareness to the issue.¹⁷¹ Over the last two decades, the global community has noticeably increased efforts to eradicate domestic, sexual, and school-related violence against children and youth by gathering data, writing reports, and undertaking collaborative local and global initiatives centered on protecting children.¹⁷² These documents and initiatives explore the reasons why violence happens, and find reliable strategies to work toward the goal of ensuring all children live a life free of violence.¹⁷³ UNICEF remains committed to working alongside national, regional, and international actors to eradicate all forms of violence against children.¹⁷⁴ Domestic violence against children and youth is often overlooked by the public, yet it causes long-term detrimental effects that prevent children from enjoying their full rights.¹⁷⁵ Likewise, sexual violence, which is often targeted toward girls, exploits young people and limits their capacity to grow in safe, caring environments.¹⁷⁶ Violence in school also has negative effects on young individuals, since unsafe school environments limit children's ability to attain their right to education (SDG 4).¹⁷⁷ While the global community has made progress in the last decade to increase recognition of violence against children and youth, putting the elimination of violence against children and youth at the center of international efforts would significantly contribute to achieving truly sustainable human development.¹⁷⁸

Further Research

As delegates explore the topic at hand, they should keep in mind the following questions: How are domestic institutions creating and enforcing laws to restrict corporal punishment and eliminate domestic violence? What actions can Member States take to stop the normalization of sexual violence? How can schools, teachers, and students themselves actively work toward the elimination of violence in schools? Aside from the areas of violence discussed in this guide, how else do children experience violence? What role does UNICEF play in providing children and youth with the tools they need to identify, report, and/or respond to violence? What can the UN system, civil society, and the private sector do to allow youth to enjoy their rights free of violence and fear?

¹⁶⁶ UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017, p. 46.

¹⁶⁷ *Ibid.*, p. 46

¹⁶⁸ *Ibid.*, p. 47.

¹⁶⁹ *Ibid.*, p. 47.

¹⁷⁰ Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. iii.

¹⁷¹ UNICEF, *Hidden in Plain Sight: A statistical analysis of violence against children*, 2014.

¹⁷² WHO, *INSPIRE: Seven strategies for Ending Violence Against Children*, 2016.

¹⁷³ *Ibid.*

¹⁷⁴ UNICEF, *#ENDviolence*.

¹⁷⁵ UNICEF, *Behind Closed Doors. The Impact of Domestic Violence on Children*, 2006.

¹⁷⁶ UNICEF, *A Familiar Face: Violence in the lives of children and adolescents*, 2017.

¹⁷⁷ UN Special Representative of the Secretary-General on Violence Against Children, *Ending the torment: tackling bullying from the schoolyard to cyberspace*, 2016, p. 50.

¹⁷⁸ Know Violence in Childhood, *Ending Violence in Childhood: Global Report 2017*, 2017, p. 3.



Annotated Bibliography

Global Partnership to End Violence Against Children. (2018). *End Violence Solutions Summit* [Website]. Retrieved 11 August 2018 from: <http://www.end-violence.org/summit>

The link above leads to the official End Violence Summit page, and the report that delegates should reference may be found by scrolling down to “The Outcomes” section of the website and clicking on the Summit report. The report was published following the first ever End Violence Solutions Summit, which occurred in February of 2018. The summit convened over 400 participants from all sectors and remains the largest gathering of stakeholders to come together in one place with the goal of eradicating violence against children. Delegates can use the report to understand what current world leaders, as well as regional and international organizations, are planning to do to end violence against young people, specifically as related to the SDGs.

Know Violence in Childhood. (2017). *Ending Violence in Childhood: Global Report 2017*. Retrieved 10 August 2018

from: https://resourcecentre.savethechildren.net/node/12380/pdf/global_report_2017_ending_violence_in_childhood.pdf

As the most recent violence against children report published by this civil society organization, this document provides an in-depth descriptive outline detailing the current condition of children around the world. In addition, this report includes information from multi-regional stakeholders, particularly on how different regions across the world have been incorporating strategies to end violence against children. Further, the report describes which of these strategies have been most successful in participating Member States. Overall, delegates can look to this document to understand what initiatives and strategies could be suitable for their Member States to utilize when seeking to eliminate violence against children and youth.

SOS Children’s Villages International. (2017). *The Right to Protection: Ending Violence Against Children*. Retrieved 10 August 2018 from: https://www.sos-childrensvillages.org/getmedia/83145000-19d4-451c-9e98-15565fd6842d/TheRightToProtection_EN.pdf

This report by SOS Children’s Villages, a non-governmental organization, covers several key areas with regards to violence, most notably the short-term and long-term effects that violence has on children. The report moves on to cover the need to support families and communities, assist professional caregivers, and improve national and international protection systems. Delegates should consider reviewing this paper to gain a comprehensive perspective on ways to fix violence against children from a local point of view.

United Nations Children’s Fund. (2006). *Behind Closed Doors: The Impact of Domestic Violence on Children* [Report]. Retrieved 6 July 2018 from: <https://www.unicef.org/media/files/BehindClosedDoors.pdf>

While this document is from 2006, the ideas and facts presented remain largely relevant today since this document was the first to show how widespread the issue is. Behind Closed Doors demonstrates that domestic violence knows no boundaries, social class, ethnicity, or nationality, thus spanning from one Member State to another. Due to the sheer nature and scope of domestic violence, the report assesses that there is no single solution to the problem, yet it provides information that can allow delegates to understand the extent of the problem, thereby encouraging them to tie these findings to their own research.

United Nations Children’s Fund. (2006). *Violence Against Children and International Human Rights Law and Standards: World Report on Violence Against Children, Chapter 2*. Retrieved 6 July 2018 from: <https://www.unicef.org/violencestudy/2.%20World%20Report%20on%20Violence%20against%20Children.pdf>

This document, specifically dealing with the humanitarian and legal aspects of violence against children, is the second chapter in the 2006 World Report on Violence Against



Children. *It is important to note that, even though the document was published 12 years ago, this report provides a structured timeline of the legal documents surrounding the rights of children, specifically detailing the importance of the CRC and its optional protocols. This document would be most useful to delegates seeking to understand the international framework of this topic in greater detail. Delegates may also benefit by learning how responsibilities, specifically those of a legal nature, are balanced between international and regional bodies.*

United Nations Children's Fund. (2014). *Hidden in Plain Sight: A statistical analysis of violence against children* [Report]. Retrieved 6 July 2018

from: http://files.unicef.org/publications/files/Hidden_in_plain_sight_statistical_analysis_EN_3_Sept_2014.pdf

This report provides a comprehensive approach to the topic of violence against children. In addition to highlighting statistical figures that explain the scope of the topic at hand, the report goes into a detailed analysis of what "violence" truly means by specifying the four main forms of violence against children as understood by UNICEF. The report also emphasizes historical documents that have shaped the issue, and gives commentary on the relevance of certain documents, agencies, and groups. Overall, this document provides incredibly useful, unbiased information on UNICEF's findings, gives key statistics, and can help others wholly understand the topic. Delegates should strongly consider referencing this report when beginning their research as it is helpful in providing guidance and direction to other international and regional sources.

United Nations Children's Fund. (2017). *A Familiar Face: Violence in the lives of children and adolescents* [Report]. Retrieved 6 July 2018

from: https://www.unicef.org/publications/files/Violence_in_the_lives_of_children_and_adolescents.pdf

This report uses the most current data available to emphasize the reality of violence against children and youth in four specific areas: violent discipline and exposure to domestic abuse during early childhood; violence at school; violent deaths among adolescents; and sexual violence in childhood and adolescence. In addition, the report provides key statistics and case studies that further emphasize the widespread nature of violence against children and youth. A Familiar Face encourages Member States to include the well-being of children in the implementation of the SDGs in their respective nations. Delegates should pay attention to the sections detailing domestic violence, violence in school, and sexual violence.

United Nations, Office of the Special Representative of the Secretary-General on Violence Against Children. (2016). *Ending the torment: tackling bullying from the schoolyard to cyberspace* [Report]. Retrieved 6 July 2018

from: https://violenceagainstchildren.un.org/sites/violenceagainstchildren.un.org/files/documents/publications/tackling_bullying_from_schoolyard_to_cyberspace_low_res_fa.pdf

This report was published to raise awareness about bullying in the era of the SDGs, and was led by Special Representative of the Secretary-General on Violence Against Children, Marta Santos Pais. The report highlights bullying and demonstrates that school-related violence has detrimental effects on children and youth alike. More importantly, this report provides ways to empower children while raising awareness of bullying in all its forms, whether it be based on gender, sexual orientation, or ethnic differences. The report then moves on to discussing legislation and public policies surrounding this form of violence, and later provides global strategies against bullying. This document helps to contextualize the nature of bullying and covers current approaches to eliminate this form of violence, thereby proving useful to delegates wishing to learn about effective methods in the fight against bullying.

United Nations Population Fund. (2014). *The Power of 1.8 Billion: Adolescents, Youth and the Transformation of the Future: UNFPA State of World Population 2014* [Report]. Retrieved 09 August 2018

from: https://www.unfpa.org/sites/default/files/pub-pdf/EN-SWOP14-Report_FINAL-web.pdf



The author of this report, the UN Populations Fund (UNFPA), is a body mandated to protect youth to fulfill their potential. In line with this mandate, UNFPA published this document, which addresses youth specifically and serves as a foundational report covering what youth's role in the world is. Being that it was published in 2014, it is accurate in portraying the state of youth, sheds light on how youth are exposed to violence, and covers information related to how young people are disenfranchised and exploited. As such, delegates should consider using this report to further understand the "youth" portion of the topic at hand.

World Health Organization. (2016). *INSPIRE: Seven Strategies for Ending Violence Against Children* [Report]. Retrieved 6 July 2018

from: <http://apps.who.int/iris/bitstream/handle/10665/207717/9789241565356-eng.pdf?sequence=1>

Published in 2016, the INSPIRE report uses data to propose seven evidence-based strategies that Member States, UN bodies, civil society, and other relevant stakeholders can use to reduce violence against children and youth. These strategies include the implementation and enforcement of laws' norms and values, safe environments, parent and caregiver support, income and economic strengthening, response and support services, and education and life skills. Regardless of their focus, delegates should consider reviewing this document as it proposes a vision for a world free of violence.

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II. Protection and Inclusion of Children with Disabilities

*“Children with disabilities, along with adults with disabilities, are to have full life with dignity.”*¹⁷⁹

Introduction

Currently there are 93 million children with disabilities worldwide who continue to be excluded and marginalized, and unable to fully enjoy their human rights.¹⁸⁰ Stigmas around children with disabilities prevent parents from reporting disabilities which leads to difficulties gathering data; therefore, the number of children with disabilities worldwide could be even higher.¹⁸¹ Challenges for children with disabilities include: difficulties speaking up for themselves, difficulties with learning, or being unable to care for themselves.¹⁸² The definitions of being disabled and the classification criteria vary from one Member State to another.¹⁸³ The United Nations Children’s Fund (UNICEF) views the protection and inclusion of children with disabilities as central to “build[ing] a world where every child can grow up healthy, protected from harm and educated, so they can realize their full potential.”¹⁸⁴ The *Universal Declaration of Human Rights* (UDHR) (1948), was the start of the protection and inclusion of children with disabilities.¹⁸⁵ Notably, the *Convention on the Rights of People with Disabilities* (CRPD) (2006), adopted by the UN General Assembly, defines persons with disabilities as having long-term impairments (either physical, mental or sensory) that cause barriers to full integrate into society.¹⁸⁶ There are 6.7 million people with disabilities displaced globally.¹⁸⁷

Additionally, children with disabilities often live in poverty and their concerns can be overlooked by policymakers, the education system, and infrastructure.¹⁸⁸ Children with disabilities, along with their parents and other caretakers, are often unable to fully realize their basic human rights, including rights to education and healthcare.¹⁸⁹ Education, medical services and emergency relief services are more difficult to access for children with disabilities.¹⁹⁰ Inclusion is important for realizing the rights of children with disabilities and this is achieved through recognition of all children, by the removal of barriers, and the creation of supportive and protective environments.¹⁹¹ UNICEF has worked to become an organization embracing the protection and inclusion of individuals with disabilities through the setting of three goals.¹⁹² First, UNICEF strives to realize diversity and inclusion within the organization.¹⁹³ Second, UNICEF plans to lead the way on the progress of children with disabilities and help other organizations and states promote the rights and inclusion of children with disabilities.¹⁹⁴ Third, UNICEF works to mainstream policies and programs regarding the protection and inclusion of children with disabilities.¹⁹⁵

International and Regional Framework

The relevant articles of the UDHR for this topic are: Article 7 which guarantees the right to be free from discrimination; Article 22, ensuring social security and the right to develop as a person; and Article 25,

¹⁷⁹ UN DESA, *Everyone has a ‘moral imperative’ to uphold rights of people with disabilities*, 2018.

¹⁸⁰ UNICEF, *Disabilities: Introduction*, 2017.

¹⁸¹ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 4.

¹⁸² ADD International, *Disability Stigma, A Deadly Enemy*.

¹⁸³ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 4.

¹⁸⁴ UNICEF, *Disabilities: Introduction*, 2017.

¹⁸⁵ UN General Assembly, *Universal Declaration of Human Rights (A/RES/217 A (III))*, 1948.

¹⁸⁶ WHO, *Early Childhood Development and Disability*, 2012, p. 7.

¹⁸⁷ Human Rights Watch, *People with Disabilities at Risk in Conflict, Disaster: endorse global guidelines for inclusive humanitarian response*, 2016.

¹⁸⁸ UNICEF, *Disabilities: Introduction*, 2017.

¹⁸⁹ *Ibid.*

¹⁹⁰ WHO, *Early Childhood Development and Disability*, 2012, p. 17.

¹⁹¹ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 1.

¹⁹² UNICEF, *Three Disability Goals*, 2017.

¹⁹³ *Ibid.*

¹⁹⁴ ECOSOC, *UNICEF Strategic Framework for partnerships and collaborative relationships*, 2009, p. 4.

¹⁹⁵ UN DESA, *Everyone has a ‘moral imperative’ to uphold rights of people with disabilities*, 2018.

describing the rights to a standard of living and health care, it also states children often need special consideration.¹⁹⁶ The *Convention on the Rights of the Child* (CRC) (1989) recognizes the rights of children with disabilities and is one of the most universally recognized human rights treaties.¹⁹⁷ Article 2 focuses on discrimination against children including the basis of disability.¹⁹⁸ Additionally, Article 23 recognizes that children with disabilities need special care and services.¹⁹⁹ Article 23 specifically highlights the importance of cooperation and information exchange between states to improve rehabilitation services while allowing for children to develop and integrate into society.²⁰⁰

Protection and inclusion of children with disabilities was further addressed by the *Convention on the Rights of People with Disabilities* (CRPD) that recognized that individuals with disabilities face difficulties such as discrimination and poverty.²⁰¹ The Convention recognizes that accessibility is critical and multidimensional; impacting physical infrastructure, healthcare, education, information, communication, society, culture, and economy.²⁰² The CRPD also emphasizes the importance of consulting people with disabilities, including children, in regard to methods of protection and inclusion.²⁰³ Article 7 of the CRPD acknowledges that crafting and implementing policy must always take into account the best interest of the child.²⁰⁴ Article 24 of the CRPD calls for equality for children with disabilities by challenging and eliminating discrimination.²⁰⁵

During its 2002 Special Session, the General Assembly adopted resolution 27/2, “A World Fit for Children,” to reaffirm the rights of children.²⁰⁶ This document calls for every child to be educated inclusively.²⁰⁷ “A World Fit for Children” reaffirms that all children need to be protected during times of natural disaster.²⁰⁸ The resolution asserts that during times of natural disasters, social institutions should provide support to the caretakers of children to ensure that the children are in safe and stable environments.²⁰⁹ Central to the *2030 Agenda for Sustainable Development* is the concept of development for all, continuing and expanding the achievements realized under the Millennium Development Goals.²¹⁰ Sustainable Development Goal (SDG) 1 can only be met if all individuals are free from poverty, while children in vulnerable situations in some cases lack appropriate social protections and access to services.²¹¹ Goal 3, Target 3.9 of the 2030 Agenda refers to reducing illness from chemicals in the environment impacting children with disabilities and reducing the cause of some disabilities in children.²¹² SDG 4 includes creating quality educational institutions that are inclusive and responsive to children with disabilities.²¹³ SDG 8 on decent work and economic growth can only be met by addressing productive

¹⁹⁶ UN General Assembly, *Universal Declaration of Human Rights (A/RES/217 A (III))*, 1948.

¹⁹⁷ UNICEF, *Disabilities: Introduction*, 2017; UN General Assembly, *A world fit for children (A/RES/S-27/2)*, 2002.

¹⁹⁸ UN General Assembly, *Convention on the Rights of the Child (A/RES/44/25)*, 1989.

¹⁹⁹ *Ibid.*

²⁰⁰ *Ibid.*

²⁰¹ UNICEF, *Disabilities: Introduction*, 2017; UN General Assembly, *Convention on the Rights of Persons with Disabilities (A/RES/61/106)*, 2006.

²⁰² UN General Assembly, *Convention on the Rights of Persons with Disabilities (A/RES/61/106)*, 2006.

²⁰³ *Ibid.*

²⁰⁴ *Ibid.*

²⁰⁵ UN General Assembly, *Convention on the Rights of Persons with Disabilities (A/RES/61/106)*, 2006; UNICEF, *Using the human rights framework to promote the rights of children with disabilities: An analysis of the synergies between CRC, CRPD and CEDAW*, 2009, p. 15.

²⁰⁶ UN General Assembly, *A world fit for children (A/RES/S-27/2)*, 2002.

²⁰⁷ *Ibid.*

²⁰⁸ *Ibid.*

²⁰⁹ *Ibid.*

²¹⁰ UNICEF, *A review of the Open Working Group Report on Sustainable Development Goals from a Child Rights Perspective*, p.5.

²¹¹ *Ibid.*, p.7.

²¹² UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/10)*, 2015.

²¹³ *Ibid.*

work for people with disabilities.²¹⁴ SDG 10 aims to reduce inequalities within and among Member States, meeting this goal will require the inclusion of all people regardless of disability.²¹⁵

Role of the International System

UNICEF advocates for increased action to address the inequality and discrimination that children with disabilities face, through the implementation of policy and mobilization of programs.²¹⁶ In 2013, UNICEF commissioned a position paper, titled *The Right of Children with Disabilities to Education: A rights-based approach to inclusive education*, to build upon the frameworks already in place such as CRC and the CRPD.²¹⁷ It raises the point that maintaining separate schools for disabled and non-disabled children often creates more financial burdens and contributes to exclusion and stigmas against children with disabilities.²¹⁸ UNICEF's report, *Core Commitments for Children in Humanitarian Action*, relates to children with disabilities in times of humanitarian crisis with the goal to minimize vulnerabilities under the humanitarian crisis.²¹⁹ UNICEF's *The State of the World Children 2013: Children with Disabilities* report focuses on moving from exclusion to inclusion and highlighting that inclusive education provides meaningful opportunities to all children within the regular school system.²²⁰ The report, *Promoting the Right of Children with Disabilities* recommends that professionals, such as police, judiciary, educators, healthcare professionals, and social workers, need to understand the specific issues faced by children with disabilities.²²¹ This report also emphasizes that the voices of children with disabilities need to be heard, while highlighting some needed actions: providing remedies in cases of human rights violations, developing national action plans, implementing independent monitoring mechanisms, and improving awareness campaigns for the public.²²²

The General Assembly resolution, "Standard Rules on the Equalization of Opportunities for Persons with Disabilities" 48/96 (1994), established important preconditions, targets, implementation areas, and monitoring mechanisms to better serve persons with disabilities.²²³ The continued development of policy and legislation provides solutions to some of the challenges faced by persons with disabilities and is useful for promoting and protecting the rights of children with disabilities.²²⁴ Independent monitoring systems mediated through human rights institutions and managed by a designated ombudsperson can increase the effectiveness of programs and gather critical data.²²⁵ Member States that have ratified the *Convention on the Rights of the Child* are monitored by the Committee on the Rights of the Child which assesses the implementation of the CRC.²²⁶ Every five years, Member States must produce a report to the Committee on the Rights of the Child detailing standard setting policy, and the implementation of the principles of the CRC.²²⁷

The Special Rapporteur on the Rights of Persons with Disabilities reports to the Human Rights Council and General Assembly; this position was created in HRC resolution 35/6 "Special rapporteur on the rights of persons with disabilities" with the purpose of addressing the barriers that still exist for persons with

²¹⁴ Ibid.

²¹⁵ Ibid.

²¹⁶ UNICEF, *Post MDGs – Disability beyond 2015*, 2017, UNICEF, *A Post-2015 World Fit for Children*, 2014.

²¹⁷ Lansdown, *The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education*, 2012, p.3.

²¹⁸ Ibid., p.39.

²¹⁹ UNICEF, *Core Commitments for Children in Humanitarian Action*, 2010, p. 11.

²²⁰ UNICEF, *The State of the World Children 2013: Children with Disabilities*, 2013, p. 28.

²²¹ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 34.

²²² Ibid., pp. 5, 37.

²²³ UN General Assembly, *Standard Rules on the Equalization of Opportunities for Persons with Disabilities (A/RES/48/96)*, 1993.

²²⁴ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 33.

²²⁵ Ibid., p. 35.

²²⁶ UNICEF, *Monitoring the fulfillment of States obligation*, 2005.

²²⁷ Ibid.

disabilities.²²⁸ The Special Rapporteur is mandated to work on promoting the inclusion and protection of people with disabilities by receiving information through dialogue with states and stakeholders; working co-operatively with other UN bodies to intervene when human rights are violated; providing concrete recommendations on the promotion of rights of people with disabilities; by advocating for increased inclusion and greater accessibility.²²⁹ The Special Rapporteur consults directly with people with disabilities when making recommendations and issuing reports.²³⁰ The United Nations Development Programme (UNDP) works to help assist people with disabilities globally, and particularly in Syria, Japan and Sierra Leone.²³¹ The UNDP works to promote and facilitate cooperation between states to promote the rights of people with disabilities particularly during development.²³²

The Inter-Agency Support Group (IASG) includes UNICEF, the World Health Organization (WHO), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the International Labor Organization (ILO).²³³ The IASG coordinates the actions of these entities and helps provide a uniform method for addressing the inclusion and protection issues of childhood disability by producing training materials, developing workshops, and generating guidelines for states.²³⁴ One of the main goals of the IASG is the implementation of the *Convention on the Rights of Persons with Disabilities*.²³⁵ The rights of persons with disabilities falls under the programs and mandates of these several agencies.²³⁶ In Bangladesh, the World Bank, an observer member of the IASG, helps fund the Disability and Children at Risk Project for Bangladesh (DCAR) that has the mission of scaling up and creating improved government services to children with disabilities such as social services, foster care, assisted living, physical and social rehabilitation, and career development.²³⁷

Children with Disabilities and Sustainable Development

Children in poverty are at greater risk of being disabled due to higher injury and health risks.²³⁸ This is due to mothers suffering from poor nutrition and from encountering toxins and environmental pollutants in their community.²³⁹ Children in poverty often live in communities that have greater physical risks such as violence, abuse, exposure to infection, illness, and toxins, along with mental health risks such as lack of stimulation.²⁴⁰ Parents and families of children with disabilities face economic and social disadvantages.²⁴¹ To fully realize the rights of children with disabilities, there needs to be greater understanding of the physical, informational and communication barriers that contribute to a cycle of social and economic exclusion.²⁴² Children living in poverty have an increased chance of becoming disabled, and children with disabilities are more likely to live in poverty due to a variety of reasons.²⁴³ Therefore, families of children with disabilities often fall deeper into poverty.²⁴⁴ There are higher costs of living for families of children with disabilities including costs associated with medical treatment, travel,

²²⁸ UN OHCHR, *Special Rapporteur on the rights of persons with disabilities*, 2018.

²²⁹ Ibid.

²³⁰ Ibid.

²³¹ UNDP, *UN calls for more support for people with disabilities*, 2018.

²³² UN OHCHR, *Special Rapporteur on the rights of persons with disabilities*, 2018.

²³³ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 36.

²³⁴ Ibid.

²³⁵ World Bank, *Disability Inclusion*, 2018.

²³⁶ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 37.

²³⁷ World Bank, *Disability Inclusion*, 2018; World Bank, *Bangladesh Disability and Children at Risk*, 2018; World Bank, *Independent Evaluation Group*.

²³⁸ UNICEF, *Post MDGs – Disability beyond 2015*, 2017; WHO, *Early Childhood Development and Disability*, 2012, p. 13; Governance and Social Development Resource Center, *Poverty and Disability*, 2018.

²³⁹ Ibid.

²⁴⁰ WHO, *Early Childhood Development and Disability*, 2012, p. 13.

²⁴¹ Ibid.

²⁴² UN General Assembly, *Report of the Special Rapporteur on the rights of persons with disabilities (A/71/314)*, 2016, p. 5; UN General Assembly, *A world fit for children (A/RES/S-27/2)*, 2002.

²⁴³ UN General Assembly, *Report of the Special Rapporteur on the rights of persons with disabilities (A/71/314)*, 2016, p. 6.

²⁴⁴ WHO, *Early Childhood Development and Disability*, 2012, p. 13.

rehabilitation, assistive care, and lost wages of parents as a result of caring for their child.²⁴⁵ UNICEF advocates for the development of transport systems and buildings that are accessible, affordable, and sustainable.²⁴⁶

Building on the MDGs, the SDGs expanded their focus to ensure inclusiveness, access, and development for all.²⁴⁷ The elimination of poverty is addressed the first SDG with subsection 1.3 discussing the need for social protection for vulnerable people, such as children with disabilities.²⁴⁸ SDG 11 relates to making cities more inclusive and safe with subsection 11.2 directly discussing the need for special attention to the needs of people with disabilities regarding transportation.²⁴⁹ Subsection 11.7 discusses the need for inclusive and accessible public spaces.²⁵⁰ An important initiative for cities to support children with disabilities navigating society is the *Child-Friendly Cities Initiative*.²⁵¹ Child-Friendly Cities is a UNICEF initiative that was created in 1996 with intention of aiding municipalities in accomplishing the CRC.²⁵² A Child-Friendly City is “a city or any local system of governance, committed to fulfilling children’s rights.”²⁵³ For inclusive systems to be implemented there need to be changes in both the private and public sectors occurring with appropriate budgeting and resource allocation.²⁵⁴ New facilities and systems do not necessarily need to be built, as existing facilities can be expanded and improved upon to accommodate the needs of children with disabilities.²⁵⁵

Inclusive Systems for Children with Disabilities

Inclusive systems need to take into account the gender, age, and disability-specific needs and capabilities of children.²⁵⁶ It is important to note that issues around discrimination vary to a large extent because children with disabilities are not a homogenous group.²⁵⁷ Therefore, it is important that identification and assessment occur at a young age to allow for children to access the most appropriate and helpful services and programs, such as interventions to help prepare the child and their families for the challenges of living with their disability.²⁵⁸ Appropriate early intervention includes monitoring children to discover what types of assistance works and what does not work for that child’s disability.²⁵⁹ Children with disabilities are less likely to attend school and less likely to remain in school because they have poor learning experiences in many classrooms and are often not in classrooms with children their own age.²⁶⁰ One-third of children at primary school age who are not in school, are disabled.²⁶¹ It is important to realize that educational opportunities for children with disabilities can be improved.²⁶² The use of supportive and assistive technology allows for children to realize their rights and improve their quality of life.²⁶³ Examples of this technology are communication devices, crutches, walking frames, braces, braille systems, and

²⁴⁵ UNICEF, *The State of the World Children 2013: Children with Disabilities*, 2013, p. 14.

²⁴⁶ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 25.

²⁴⁷ UNICEF, *Post MDGs – Disability beyond 2015*, 2017.

²⁴⁸ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

²⁴⁹ *Ibid.*

²⁵⁰ *Ibid.*

²⁵¹ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 32.

²⁵² Child Friendly Cities, *What is a child-friendly city?*, 2018.

²⁵³ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 32.

²⁵⁴ UN General Assembly, *Report of the Special Rapporteur on the rights of persons with disabilities (A/71/314)*, 2016, p. 10.

²⁵⁵ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 25.

²⁵⁶ UNICEF, *Three Disability Goals*, 2017.

²⁵⁷ *Ibid.*

²⁵⁸ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 22.

²⁵⁹ *Ibid.*

²⁶⁰ WHO, *Early Childhood Development and Disability*, 2012, p. 17.

²⁶¹ *Ibid.*

²⁶² *Ibid.*, p. 18.

²⁶³ WHO, *Assistive Technology for Children with Disabilities: Creating Opportunities for Education, Inclusion and Participation*, 2015, pp. 7-14.

hearing aids.²⁶⁴ Educating and informing people on disabilities is one of the strongest methods to improve services.²⁶⁵ Children with disabilities are often at a higher risk for physical abuse because they are marginalized and excluded by society, and often face the consequences of discriminatory policies and attitudes daily.²⁶⁶ People with disabilities have the right to work and the opportunity to earn a living; some barriers to this right include: physically inaccessible workplaces, limited or no assistive technology in the workplace, discriminatory attitudes of co-workers, lack of services and policies, and systems that address their specific.²⁶⁷

Inclusive systems involve positive interactions with people providing services.²⁶⁸ Currently most service providers such as teachers, lawyers, public transportation workers and health care workers, lack the skills and knowledge to effectively assist children with disabilities.²⁶⁹ Training for these service providers is something States parties need to provide to be compliant with Article 9 of the CRPD.²⁷⁰ Teachers with experience can be essential in assisting and training new teachers through helping to implement practices and applying skills to the curriculum.²⁷¹ Training for less experienced teachers can also be done through written materials on implementing the curriculum and seminars by using various techniques that handle the needs of disabled students.²⁷²

The legal system is one of the main systems that challenges the inclusion of children with disabilities in society; some legal systems routinely discriminate against children with disabilities.²⁷³ UNICEF provides recommendations in their report *Children's Equitable Access to Justice: Central and Eastern Europe and Central Asia* presenting research done in partnership with the International Development Law Organization.²⁷⁴ The recommendations of the *Children's Equitable Access to Justice: Central and Eastern Europe and Central Asia* include: the use of administrative bodies, judicial forms, ombudspersons, national human rights institutions, traditional justice systems, mediation, reconciliation and alternative dispute resolution forums which serve children with disabilities more completely.²⁷⁵ The report calls for more access to justice for children with disabilities which leads to legal empowerment and the strengthening of accountability mechanisms to decrease the risk of discrimination against persons with disabilities.²⁷⁶ The Special Rapporteur recommends providing education to children with disabilities on the laws and courts to make them easier for children to understand and utilize if their rights are not being realized.²⁷⁷ Professionals within the judicial system, such as law enforcement, lawyers, judges, and courthouse officials need to be trained in attending to the needs of children with disabilities.²⁷⁸

²⁶⁴ Ibid.

²⁶⁵ UN General Assembly, *Report of the Special Rapporteur on the rights of persons with disabilities (A/71/314)*, 2016, p. 10.

²⁶⁶ UNICEF, *Disabilities: Introduction*, 2017.

²⁶⁷ UN General Assembly, *Convention on the Rights of Persons with Disabilities (A/RES/61/106)*, 2006; Centers for Disease Control and Prevention, *Common Barriers to Participation Experienced by People with Disabilities*, 2018.

²⁶⁸ UN General Assembly, *Report of the Special Rapporteur on the rights of persons with disabilities (A/71/314)*, 2016, p. 12.

²⁶⁹ WHO, *Early Childhood Development and Disability*, 2012, p. 18.

²⁷⁰ UN General Assembly, *Convention on the Rights of Persons with Disabilities (A/RES/61/106)*, 2006.

²⁷¹ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 30.

²⁷² UNESCO, *The Salamanca Statement and Framework for Action*, 1994, p. 27.

²⁷³ UN General Assembly, *Report of the Special Rapporteur on the rights of persons with disabilities (A/71/314)*, 2016, p. 14.

²⁷⁴ UNICEF, *Children's Equitable Access to Justice: Central and Eastern Europe and Central Asia*, 2015, pp. 13-14; Mental Disability Advocacy Centre, *Russia: Children with Disabilities Face Double Discrimination in Criminal Justice System*, 2014.

²⁷⁵ UNICEF, *Children's Equitable Access to Justice: Central and Eastern Europe and Central Asia*, 2015, pp. 54-61.

²⁷⁶ Ibid., p. 13.

²⁷⁷ UN General Assembly, *Report of the Special Rapporteur on the rights of persons with disabilities (A/71/314)*, 2016, p. 14.

²⁷⁸ UNICEF, *The State of the World Children 2013: Children with Disabilities*, 2013, p. 43.

Communities and states have the potential of using each others' experiences to discover the best method of developing inclusive systems.²⁷⁹

It is important to note that humanitarian crises can increase the number of children with disabilities.²⁸⁰ Emergency preparedness and planning needs to include children with disabilities to meet their various, diverse needs.²⁸¹ Children with disabilities face additional pressures such as the loss of their medications and assistive devices, difficulty walking distances, and waiting in lines for supplies; therefore, psychological services are important to offer to handle these pressures.²⁸² Within the development of emergency response plans, the needs of children with disabilities should be included.²⁸³ The design of new programs and services can be formulated with the inclusion of children with disabilities from the start.²⁸⁴

Conclusion

The rights and freedoms of children with disabilities will be best realized through inclusion at every level.²⁸⁵ Whether the solutions are internationally based or locally based, information-sharing allows for strong solutions.²⁸⁶ It is important that children with disabilities develop voices through their protection and inclusion so that they can prevent violence, exploitation, and oppression against them.²⁸⁷ The realization of children with disabilities' rights can be advanced by identifying and addressing the root causes of the inequality faced by children with disabilities.²⁸⁸ Progress has been made as the SDGs pay attention to the elimination of poverty and the development of accessible and sustainable housing for children with disabilities.²⁸⁹ Different bodies in the UN system and the international community work on issues relating to the protection and inclusion of children with disabilities.²⁹⁰ There is a connection between disability and poverty; children in poverty have a greater chance of being disabled and children with disabilities often fall more into poverty.²⁹¹ Inclusive systems need to include positive, effective interaction between children and service providers and should not create greater difficulties for children with disabilities.²⁹²

Further Research

What is the impact of culture on the protection and inclusion of children with disabilities? What are the national plans of countries that have made progress on the protection and inclusion of children with disabilities? Are there regional groups that have done work focusing on the protection and inclusion of children with disabilities? Would having a unified definition of being disabled help with the protection and inclusion of children with disabilities? Are there opportunities for more inter-agency work regarding children with disabilities?

²⁷⁹ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 24.

²⁸⁰ WHO, *Early Childhood Development and Disability*, 2012, p. 17.

²⁸¹ World Humanitarian Summit, *Charter on Inclusion of Person with Disabilities in Humanitarian Action*, 2016

²⁸² UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 20.

²⁸³ UNICEF, *The State of the World Children 2013: Children with Disabilities*, 2013, p. 51.

²⁸⁴ UNICEF, *Including Children with Disabilities in Humanitarian Action*, 2017.

²⁸⁵ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 38.

²⁸⁶ *Ibid.*, p. 26.

²⁸⁷ *Ibid.*, p. 31.

²⁸⁸ UNICEF, *Disabilities: Introduction*, 2017.

²⁸⁹ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

²⁹⁰ UNICEF, *Promoting the Rights of Children with Disabilities*, 2007, p. 36.

²⁹¹ UN General Assembly, *Report of the Special Rapporteur on the rights of persons with disabilities (A/71/314)*, 2016, p. 6.

²⁹² WHO, *Early Childhood Development and Disability*, 2012, p. 17.

Annotated Bibliography

Lansdown, G. (2012). *The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education* [Position Paper]. United Nations Children's Fund. Retrieved 7 July 2018 from: https://www.unicef.org/disabilities/files/UNICEF_Right_to_Education_Children_Disabilities_En_Web.pdf

This report focuses on inclusive education for children with disabilities. Inclusive education relates to poverty and the ability to pull oneself out of poverty. Delegates can utilize this paper to find methods of making education systems more inclusive. This paper focused on rights-based approach education which is important in allowing children with disabilities to understand and be informed of their rights.

United Nations Children's Fund. (2013). *The State of the World Children 2013: Children with Disabilities* [Report]. Retrieved 6 July 2018

from: https://www.unicef.org/sowc2013/files/SWCR2013_ENG_Lo_res_24_Apr_2013.pdf

This report focuses on inclusion particularly the implementation of conventions such as the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities. This report examines which states have ratified and implemented these conventions. This information will assist delegates in understanding their states' position and if they have ratified or implemented the actions called upon in the statute. The report provides national level examples as well as successful methods to achieve inclusion.

United Nations Children's Fund. (2014). *A Post-2015 World Fit for Children* [Issue Brief]. Retrieved 6 July 2018 Retrieved from: https://www.unicef.org/disabilities/files/Disabilities_2pager_indicators_SDGs.pdf

This is an issue brief written by UNICEF during the formulation of the SDGs of 2015; it addresses some of the gaps in the MDGs focusing on issues for children with disabilities. The intention is to address areas in need of further improvement after the MDGs and during the creation of the SDGs by providing goals and suggested indicators. The report provides suggested indicators for progress on these goals which will be useful for delegates in determining relevant indicators of progress.

United Nations General Assembly, Forty-Fifth session. (1989). *Convention on the Rights of the Child (A/RES/44/25)*. Retrieved 5 July 2018 from: <http://undocs.org/A/RES/44/25>

This Convention is foundational regarding the rights of children. This document was instrumental in recognizing and acknowledging the rights of children with disabilities. Article 23 directly refers to children with disabilities by guaranteeing a good quality of life, to fulfill their good quality of life special care is often needed. This source is important to delegates to look at as it is a major framework for setting out the rights of children with disabilities; a lot of the work done by organizations and Member States are in response to commitments from this document.

United Nations General Assembly, Forty-Eighth session. (1993). *Standard rules on the equalization of opportunities for persons with disabilities (A/RES/48/96)*. Retrieved 12 August 2018

from: <https://www.un.org/development/desa/disabilities/standard-rules-on-the-equalization-of-opportunities-for-persons-with-disabilities.html>

This source sets out the preconditions, targets, implementation measures and monitoring mechanisms for developing opportunities for children with disabilities. These measures and mechanisms can help delegates formulate ways to create or expand programs and initiatives. Delegates can understand where their member state stand on the issue of protection and inclusion of children with disabilities. This document is evidence of cooperation between states over technical and economic issues. This resolution is the result of the Decade of People with Disabilities.

United Nations General Assembly, Twenty-Seventh session. (2002). *A world fit for children (A/RES/S-27/2)* Retrieved 7 July 2018 from: <http://undocs.org/A/RES/S-27/2>



The document states that discrimination damages the opportunity for children to develop and prosper in society. It also calls upon national legislation and policy to protect children's rights and well-being. This document acknowledges that children with disabilities often need special learning accommodations that need to be met in order to overcome a barrier to their education. The final section of this resolution provides methods of assessment and follow-up actions for states to undertake. This document provides delegates with the conditions that are necessary for children with disabilities to realize their rights and be included into society.

United Nations General Assembly, Sixty-First session (2006). *Convention on the Rights of Persons with Disabilities (A/RES/61/106)*. Retrieved 5 July 2018 from: <http://undocs.org/A/RES/61/106>

Article 7 of this Convention specifically focuses in children with disabilities as a particularly vulnerable group. Article 11 focuses on situations of risk and emergency situations and the disproportionate impact these events have on children with disabilities. This Convention provides information on the rights of people with disabilities. Delegates should use this source as a starting point for understanding the UN approach to protecting and serving individuals with disabilities.

United Nations, General Assembly, Seventieth session. (2015). *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*. Retrieved from 15 September 2018 from: <http://undocs.org/A/RES/70/1>

The SDGs show the progress of the international community as UNICEF and international entities built upon the MDGs by expanding attention to people and children with disabilities. The 2030 Agenda for Sustainable Development is at the core of many UN actions and strategies and it is important that delegates are familiar with how it relates to the topic of protection and inclusion of children with disabilities.

United Nations, World Health Organization. (2012). *Early Childhood Development and Disability [Discussion Paper]*. Retrieved 7 July 2018 from [https://www.unicef.org/disabilities/files/ECD-and-Disability-WHO-2012\(1\).pdf](https://www.unicef.org/disabilities/files/ECD-and-Disability-WHO-2012(1).pdf)

This report discusses development and disability. Development is a key focus with children especially children with disabilities. The source provides background factors to why issues of inclusion should be dealt with at a young age. It is a good starting point to research for the topic as it provides information on the barriers that children with disabilities face at a young age as well as methods to overcome those barriers.

World Humanitarian Summit. (2016). *Charter on Inclusion of Person with Disabilities in Humanitarian Action [Charter]*. Retrieved 12 August 2018: <https://humanitariananddisabilitycharter.org/wp-content/themes/humanitarian-disability-charter.org/pdf/charter-on-inclusion-of-persons-with-disabilities-in-humanitarian-action.pdf>

This charter discusses implementing inclusive policy which is the start of having more inclusive systems. This document highlights other initiatives and programs that delegates can utilize, specifically focusing on inclusive policies, non-discrimination, and increased coordination and cooperation. Delegates will be able to understand where states are currently on the inclusion and goals for people with disabilities.

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III. The Rights of the Child in the Implementation of the 2030 Agenda for Sustainable Development

"[We have a duty] to all the world's people, especially the most vulnerable, and in particular the children of the world, to whom the future belongs."²⁹³

Introduction

In 2015, the General Assembly adopted resolution 70/1, *Transforming our world: the 2030 Agenda for Sustainable Development* (2030 Agenda), identifying 17 Sustainable Development Goals (SDGs) and 169 targets that aim to promote sustainable development.²⁹⁴ The SDGs build on the successes of the Millennium Development Goals (MDGs), which guided the United Nations (UN) actions from 2000 to 2015.²⁹⁵ The 2030 Agenda commits to "leaving no one behind" and to providing children with a positive environment for the full realization of their rights and capabilities.²⁹⁶ The 2030 Agenda defines children as "agents of change," recognizing that they are active partners in realizing the SDGs.²⁹⁷ The SDGs incorporate objectives that are specific to the health and well-being of children and adolescents.²⁹⁸ SDG 3, SDG 4, SDG 5, and SDG 16 include targets for early childhood development; universal access to education; access to legal justice; and protection of girls and boys from violence, abuse, and exploitation.²⁹⁹

In its *Annual Report 2015*, UNICEF found that accelerating progress for the most marginalized children is needed in order to achieve sustainable development.³⁰⁰ Further, the United Nations Office of the High Commissioner for Human Rights (OHCHR) underlines that the realization of children's rights is the foundation for securing a sustainable future and realizing all human rights.³⁰¹ The protection and the fulfillment of children's rights also have positive consequences in terms of global security and human progress.³⁰² Therefore, UNICEF is committed to supporting the successful implementation of the rights of children as part of the 2030 Agenda in order to achieve all the SDGs by the year 2030.³⁰³

International and Regional Framework

Since the adoption of the *Geneva Declaration of the Rights of the Child* (1924), the international community has put special attention on the protection of children's rights.³⁰⁴ The declaration underlines that "the child must be given the means requisite for its normal development, both materially and spiritually."³⁰⁵ In 1948, the *Universal Declaration of Human Rights* (UDHR) specified the right for everyone to have an adequate standard of living, and called for the same social protection of all children.³⁰⁶ The UDHR, as well as the 1966 *International Covenant on Economic, Social and Cultural Rights* (ICESCR), recognized the right of everyone to education, and underlined education as one of the fundamental tools for the development of the human personality.³⁰⁷ The cornerstone document on children's rights is the

²⁹³ UNICEF, *Progress for children – Beyond Averages: Learning from the MDGs*, 2015, p. 3.

²⁹⁴ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development* (A/RES/70/1), 2015.

²⁹⁵ CRIN, *Children's rights and the SDGs*, 2018.

²⁹⁶ UNICEF, *Progress for children – Beyond Averages: Learning from the MDGs*, 2015, p. 3.

²⁹⁷ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development* (A/RES/70/1), 2015.

²⁹⁸ CRIN, *Children's rights and the SDGs*, 2018.

²⁹⁹ UNICEF, *2015 Annual Report*, 2016, p. 4.

³⁰⁰ *Ibid.*, p. 5.

³⁰¹ UN OHCHR, *The protection of the rights of the child in the implementation of the 2030 Agenda for Sustainable Development* (A/HCR/34/27), 2018.

³⁰² *Ibid.*

³⁰³ UNICEF, *The 2030 Agenda for Sustainable Development*, 2018.

³⁰⁴ League of Nations, *Geneva Declaration of the Rights of the Child*, 1924.

³⁰⁵ *Ibid.*

³⁰⁶ UN General Assembly, *Universal Declaration of Human Rights* (A/RES/217 A (III)), 1948.

³⁰⁷ UN General Assembly, *Universal Declaration of Human Rights* (A/RES/217 A (III)), 1948.

Convention on the Rights of the Child (CRC) (1989), which defines four “General Principles” that play a fundamental role in the realization of children’s rights.³⁰⁸ These key principles include non-discrimination (Article 2), children’s best interests (Article 3), the right to life survival and development (Article 6), and the right to be heard (Article 12).³⁰⁹ By bringing together key ideas pertaining children’s rights articulated in past international instruments, the CRC has served as the compact framework guiding almost all action on behalf of children’s rights since 1989.³¹⁰

During the Millennium Summit in September 2000, the international community made a commitment to ensure children’s rights to survival, health, education, protection, and participation, affirming them in the *Millennium Declaration* and the consequent MDGs.³¹¹ The MDGs covered several missions, such as reducing child death (MDG 4) and improving the level of quality of children’s lives everywhere in the world.³¹² In particular, the eradication of extreme poverty and hunger (MDG 1), the achievement of universal primary education (MDG 2), and the improvement of maternal health (MDG 5) were directly related to children’s rights.³¹³ The MDGs, which were not completely fulfilled, expired in 2015 and were replaced by the post-2015 development agenda and the SDGs.³¹⁴ Children’s rights and interests are reflected in all of the SDGs, more specifically by those addressing poverty (Goal 1), hunger (Goal 2), health (Goal 3), gender equality (Goal 5), and access to justice (Goal 16).³¹⁵

In its 2016 resolution 31/7, the Human Rights Council (HRC) requested OHCHR to prepare a report on the *Protection of the Rights of the Child in the Implementation of the 2030 Agenda for Sustainable Development*.³¹⁶ The report gives a clear overview of the 2030 Agenda with regards to children’s rights and underlines its universality in the realization of the rights of all children in all countries across the world.³¹⁷ In particular, the document recognizes the importance of respecting, fulfilling, and protecting children’s rights in order to achieve global security, sustainability, and human progress.³¹⁸ The report also underlines the necessity of developing “a comprehensive, safe, inclusive, and empowering approach to children’s protection that is in line with the CRC”, as well as ensuring a clear and predictable legal and regulatory environment to respect the rights of the child.³¹⁹

Other foundational documents with regards to promoting specific children’s rights, which can be linked to ensuring the achievement of the SDGs, are the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW) (1979) and the *Convention on the Rights of Persons with Disabilities* (CRPD) (2006).³²⁰ According to UNICEF and the United Nations Population Fund (UNFPA), the achievement of gender equality and the promotion of women’s rights are inherently connected to the

³⁰⁸ UN General Assembly, *Convention on the Rights of the Child* (A/RES/44/25), 1989.

³⁰⁹ CRIN, *General Principles*, 2018.

³¹⁰ UNICEF, *Mapping the Global Goals for Sustainable Development and the Convention on the Rights of the Child*, 2016; UNICEF, *Understanding the CRC*, 2018.

³¹¹ UNICEF, *Child Protection, the MDGs and the Millennium Declaration*, 2006, p. 1.

³¹² *Ibid.*

³¹³ UNICEF, *The Millennium Development Goals – They are about children*, 2003, p. 7.

³¹⁴ ICLEI – Local Governments for Sustainability, *From MDGs to SDGs: What are the Sustainable Development Goals?*, p. 1; Sachs, *From Millennium Development Goals to Sustainable Development Goals*, 2012, p. 2206; UN General Assembly, *Transforming our World: the 2030 Agenda for Sustainable Development* (A/RES/70/1), 2015.

³¹⁵ CRIN, *Children’s Rights and the SDGs*, 2016.

³¹⁶ UN HRC, *Rights of the child: information and communications technologies and child sexual exploitation* (A/HRC/RES/31/7), 2016.

³¹⁷ *Ibid.*

³¹⁸ UN OHCHR, *The protection of the rights of the child in the implementation of the 2030 Agenda for Sustainable Development* (A/HCR/34/27), 2018.

³¹⁹ UN HRC, *Rights of the child: information and communications technologies and child sexual exploitation* (A/HRC/RES/31/7), 2016.

³²⁰ UN OHCHR, *Women’s Rights are Human Rights*, 2014, p. 33.

realization of children's rights.³²¹ The CRPD ensures that all children receive the same access to their rights regardless of their health status.³²² Moreover, General Assembly resolution 69/313, adopted in 2015, endorsed the *Addis Ababa Action Agenda of the Third International Conference on Financing for Development* (Addis Ababa Action Agenda), and stressed the necessity of devoting more funds to improving children's education, especially for those who live in vulnerable conditions.³²³ It also underlined the active role that local governments and communities must play to ensure this goal.³²⁴

On a regional level, articles 7 and 17 of the 1961 *European Social Charter* (ESC) affirm the right to special protection for children and young people against physical and moral hazards, as well as to social and economic protection.³²⁵ Likewise, the *African Charter on the Rights and Welfare of the Child*, which was adopted by the Assembly of Heads of State and Government of the Organization of African Unity in 1979, aims to promote the physical, mental, moral, and social development of African children.³²⁶

Role of the International System

All UN actors and agents of the international community are called to cooperate and work toward the common goal of implementing the SDGs in a manner to ensure the rights of the child are also realized.³²⁷ The 169 concrete targets of the SDGs are measured by 230 specific indicators, 50 of which are directly related to children.³²⁸ UNICEF, as the global leader of data on children, is the custodian for 10 SDG indicators and co-custodian for seven further indicators.³²⁹ The 2018 UNICEF report, *Progress for Every Child in the SDG Era*, is the first thematic report analyzing the progress in achieving the SDGs as they relate to children and young people.³³⁰ The report considers five dimensions of children's rights: health, learning, protection from violence and exploitation, a safe environment, and equal opportunity.³³¹ In the report, UNICEF quantifies the number of children facing different sorts of challenges between now and 2030, and among others, predicts that 10 million children will die of preventable causes before their fifth birthday and 22 million children will not receive pre-primary education.³³²

In an effort to ensure that children's rights remain a central part of the 2030 Agenda, UNICEF established the Group of Friends of Children and the SDGs during the SDG negotiations process in 2015.³³³ At the 2017 Meeting of the High-level Political Forum (HLPF), this group underlined the necessity of implementing national efforts to raise awareness of the SDGs among children in schools.³³⁴ In addition, the group focused on increasing child and youth participation in the social community through consultations and youth councils, as well as through investing in children to secure a more prosperous

³²¹ UNICEF & UNFPA, *CRC and CEDAW Making the connection between women's and children's rights*, 2009, pp. 169-170.

³²² UN General Assembly, *Convention on the Elimination of All Forms of Discrimination against Women* (A/RES/34/180), 1979.

³²³ UN General Assembly, *Addis Ababa Action Agenda of the Third International Conference on Financing for Development* (Addis Ababa Action Agenda) (A/RES/69/313), 2015.

³²⁴ *Ibid.*

³²⁵ Council of Europe, *European Social Charter*, 2015.

³²⁶ OAU, *African Charter on the Rights and Welfare of the Child*, 1990.

³²⁷ UNICEF, *Joint Statement on behalf of 53 Member States of the Group of Friends of Children and SDGs at the 2017 Meeting of the High-level Political Forum (HLPF)*, 2017.

³²⁸ UNICEF, *UNICEF is the custodian or co-custodian for 17 SDG indicators*.

³²⁹ *Ibid.*

³³⁰ UNICEF, *Progress for Every Child in the SDG Era*, 2018, p. 5.

³³¹ UNICEF, *Strategic Plan 2018-21: Realizing the rights of every child, especially the most disadvantaged*, 2018, p. 4.

³³² UNICEF, *Progress for Every Child in the SDG Era*, 2018, p. 6.

³³³ UNICEF, *Joint Statement on behalf of 53 Member States of the Group of Friends of Children and SDGs at the 2017 Meeting of the High-level Political Forum (HLPF)*, 2017.

³³⁴ *Ibid.*

and sustainable future for all.³³⁵ The work that has been done by this body has helped ensure that children's rights are an integral part of the implementation of the 2030 Agenda.³³⁶

UNICEF has demonstrated that data can provide a foundation for monitoring the state of the world's children and may allow the international community to make decisions that improve their lives.³³⁷ UNICEF uses several tools, such as the Multiple Indicator Cluster Surveys (MICS), to assess how children and their families are doing and to capture Member States' progress against targets like those included in the SDGs.³³⁸ Since 2017, the MICS program has been a leading source of data for monitoring the SDGs, generating information on poverty, malnutrition, birth attendance, early childhood development, birth registration, and other key indicators on children's well-being.³³⁹ In addition, the MICS program has covered new areas such as social protection, learning, and the use of technology.³⁴⁰ The data collected by the MICS facilitates the implementation of children's rights into the SDGs because, as shown by UNICEF, these surveys provide a benchmark for the international community to track children's progress.³⁴¹ UNICEF also works in partnership with governments, civil society, business, academia, and UN actors to promote the rights of the child and achieve the SDGs.³⁴² For example, in 2017, the World Bank Group signed its first Strategic Partnership Framework with UNICEF, with the task of investing in early childhood development, researching on child poverty and social protection, and promoting equity in access to basic services.³⁴³

The Nexus between Education, Sports, and Children's Rights in the 2030 Agenda

In the 2030 Agenda, education plays a key role in ensuring the creation of a world "free of poverty, hunger, disease and want, where all life can thrive."³⁴⁴ Education in itself is an empowering right and one of the most powerful tools by which marginalized children can fully participate in society and have a promising future.³⁴⁵ It is articulated as a stand-alone goal in SDG 4, which further highlights the importance of promoting children's right to education in the implementation of the 2030 Agenda.³⁴⁶ In its *Annual Report 2017*, UNICEF reveals that there has been a drastic improvement in the amount of children attending school, with around 160 million more children having access to education today than 10 years ago.³⁴⁷ However, UNICEF underlines the necessity of investing more in this field in order to ensure a quality education for all, and give children the opportunity to implement their acquired knowledge and skills to succeed in the global economy.³⁴⁸

In 2015, UNICEF, together with several other UN bodies, organized the World Education Forum in Incheon, Republic of Korea, where the *Incheon Declaration for Education 2030* was adopted.³⁴⁹ This declaration underlines the nature of education as a public good, as well as a fundamental right and a

³³⁵ UNICEF, *Joint Statement on behalf of 53 Member States of the Group of Friends of Children and SDGs at the 2017 Meeting of the High-level Political Forum (HLPF)*, 2017.

³³⁶ *Ibid.*

³³⁷ UNICEF, *About MICS*, 2018.

³³⁸ *Ibid.*

³³⁹ UNICEF, *MICS Newsletter*, 2016, p. 3.

³⁴⁰ *Ibid.*, p. 3.

³⁴¹ UNICEF, *SDG global indicators related to children*, 2018, p. 6.

³⁴² UNICEF, *2017 Annual Report*, 2018, p. 77.

³⁴³ *Ibid.*, p. 78.

³⁴⁴ Un General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

³⁴⁵ UNESCO, *Protecting the right to education for refugees*, 2017, p. 6.

³⁴⁶ UNESCO, *Unpacking Sustainable Development Goal 4 – Education 2030*, 2017, p. 7.

³⁴⁷ UNICEF, *Annual Report 2017*, 2018, p. 44.

³⁴⁸ *Ibid.*, p. 44.

³⁴⁹ UNESCO, *Education 2030 – Incheon Declaration and Framework for Action – Towards inclusive and equitable quality education and lifelong learning for all*, 2015.

starting point for the realization of other rights.³⁵⁰ The United Nations Educational, Scientific and Cultural Organization (UNESCO) has specified that the articles of the Incheon Declaration tie into the 2030 Agenda by reaffirming some of the Agenda's main goals related to children's rights.³⁵¹ Among others, articles 6 and 7 aim to expand access to education, with a special focus on guaranteeing inclusion and equity in schools.³⁵² These articles place particular emphasis on not leaving girls behind, as they make up more than 54% of the non-schooled population in the world.³⁵³

UNICEF works constantly with all governments who have signaled their commitment to universal access to education, and places increased attention on working alongside Member States that face humanitarian crises, such as conflicts and/or natural disasters.³⁵⁴ For this reason, UNICEF has developed numerous partnerships with governments, non-governmental organizations (NGOs), regional organizations, and civil society actors.³⁵⁵ Specifically, UNICEF has been cooperating with the Directorate-General for the European Civil Protection and Humanitarian aid (ECHO) and providing emergency education to more than 2.5 million refugees and displaced children between Greece and Turkey.³⁵⁶ Moreover, UNICEF has implemented "Educate a Child," a program of the Education Above All foundation, which aims to guarantee access to quality learning for out-of-school children of primary school age.³⁵⁷ With the goal of leaving no one behind in the future implementation of the 2030 Agenda, UNICEF has also been supporting specific programs for facilitating the inclusion of children affected by disabilities, such as through the New Autism Action Strategy in Oman developed for children with autism in schools.³⁵⁸

The 2030 Agenda considers sport as an educational tool for children and a potential contributor toward the achievement of the SDGs.³⁵⁹ Through sport, children can learn important skills, such as discipline, confidence, and leadership, as well as acquire core values, such as tolerance, cooperation, and respect.³⁶⁰ UNICEF has also noticed in its *Annual Report 2017*, sport programs both in and out of schools are important in demonstrating the inclusion all people regardless of gender, ethnicity, ability, or age, and sportive programs play a fundamental role in making social interaction between boys and girls easier.³⁶¹ In other words, UNICEF states that sport is another way to ensure that all children receive equitable access to quality education, while reducing forms of discrimination based on gender and other factors.³⁶² Strongly believing in the positive role of sport in everyone's life, the UN Inter-Agency Task Force on Sport for Development and Peace was formed, bringing together agencies with relevant experience in using sport in their activities, such as UNICEF, the International Labour Organization (ILO), UNESCO, the World Health Organization (WHO), the United Nations Development Programme (UNDP), and the United Nations Environment Programme (UN Environment).³⁶³ The Task Force considers sport as a "school for life" and provides various programs to support its goals of diversity, inclusion, and global citizenship.³⁶⁴ In

³⁵⁰ UNESCO, *Education 2030 – Incheon Declaration and Framework for Action – Towards inclusive and equitable quality education and lifelong learning for all*, 2015.

³⁵¹ *Ibid.*

³⁵² *Ibid.*

³⁵³ *Ibid.*

³⁵⁴ UNICEF, *Annual Report 2017*, 2018, p. 43.

³⁵⁵ *Ibid.*, p. 43.

³⁵⁶ *Ibid.*, p. 45.

³⁵⁷ *Ibid.*, p. 45.

³⁵⁸ *Ibid.*, p. 45.

³⁵⁹ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

³⁶⁰ UN Inter-Agency Task Force on Sport for Development and Peace, *Sport as a Tool for Development and Peace: Towards Achieving the United Nations Millennium Development Goals*, 2003.

³⁶¹ UNICEF, *Annual Report 2017*, 2018, p. 45; UNOSDP, *Sport and The Sustainable Development Goals – An overview outlining the contribution of sport to the SDGs*, 2015, p. 2.

³⁶² UNICEF, *Why sport?*, 2018.

³⁶³ UN Inter-Agency Task Force on Sport for Development and Peace, *Sport as a Tool for Development and Peace: Towards Achieving the United Nations Millennium Development Goals*, 2003.

³⁶⁴ *Ibid.*, pp. 5-8.

addition, private sector bodies have also contributed to UNICEF's focus on linking education and sport.³⁶⁵ For example, Barça Foundation, the football club's charitable arm, has provided more than 1.5 million children with access to quality education and sport by contributing €2 million each year to UNICEF initiatives fostering education through sport.³⁶⁶

Children and Access to Justice in the 2030 Agenda for Sustainable Development

Access to justice, as defined in a UNDP report, is "the right of individuals and groups to obtain a quick, effective and fair response to protect their rights, prevent or solve disputes and control the abuse of power, through a transparent and efficient process, in which mechanism are available, affordable and accountable."³⁶⁷ Goal 16 of the SDGs aims to guarantee a better level of assistance for all, and calls for the protection of justice systems with a specific focus on the protection of children's rights.³⁶⁸ The Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs), created in 2015 with the task of developing and implementing the global indicator framework for the goals and targets of the 2030 Agenda, has identified seven key areas that must be addressed and reformed to ensure children's equitable access to justice and full realization of their needs.³⁶⁹ These areas include: violent discipline of children; children being victims of human trafficking or sexual violence; low crime reporting rate of children; unsentenced child detainees; unregistered children at birth; and children experiencing discriminatory behavior.³⁷⁰

To achieve access to justice, SDG 16.9 emphasizes that children must be able to use and trust legal system to protect their fundamental rights, and, in order to do so, all forms of inequality and discrimination must be eliminated.³⁷¹ Ensuring equal access to justice is essential for protecting children from discrimination, violence, abuse, and exploitation.³⁷² Both SDG 5 on achieve gender equality and SDG 10 on reducing inequalities, are directly related to ensuring equitable access to justice.³⁷³

The 2030 Agenda also underlines the obligations of states to provide documented legal identity for all, since legal identities guarantee children's inalienable rights and ensure their legal protection.³⁷⁴ Legal registration further gives a guarantee that a child can enjoy social assistance, the right to vote, and the exercise of economic rights when he or she grows up.³⁷⁵ On the contrary, lack of registration may result in early marriage, early conscription to the armed forces, or early entry into the labor market, all being violations to fundamental children's rights.³⁷⁶ According to UNICEF, there are about 230 million children under the age of five without legal documentation in around 160 countries, which poses a significant challenge to the international community and to realizing children's rights.³⁷⁷

Investing in Children for Sustainable Development

The Addis Ababa Action Agenda, specifically article 7, establishes a clear link between investing in children and the achievement of growth and development.³⁷⁸ UNICEF has affirmed that certain categories

³⁶⁵ UNICEF, *2017 Annual Report*, 2018, p. 77.

³⁶⁶ *Ibid.*, p. 77.

³⁶⁷ UNDP, *Access to Justice: Practice Note*, 2004.

³⁶⁸ Bingham Centre for the Rule of Law, *Children and Access to Justice in the Agenda for Sustainable Development*, 2016, p. 3.

³⁶⁹ United Nations Statistics Division, *IAEG-SDGs: Inter-agency and Expert Group on SDG Indicators*, 2018.

³⁷⁰ Bingham Centre for the Rule of Law, *Children and Access to Justice in the Agenda for Sustainable Development*, 2016, p. 5.

³⁷¹ *Ibid.*, p. 3.

³⁷² *Ibid.*, p. 3.

³⁷³ SDG Fund, *Bringing access to justice at the core of the 2030 Agenda*, 2018.

³⁷⁴ Bingham Centre for the Rule of Law, *Children and Access to Justice in the Agenda for Sustainable Development*, 2016, p. 12.

³⁷⁵ *Ibid.*, p. 11.

³⁷⁶ *Ibid.*, p. 12.

³⁷⁷ UNICEF, *Birth registration*, 2017.

³⁷⁸ UN General Assembly, *Addis Ababa Action Agenda of the Third International Conference on Financing for Development (Addis Ababa Action Agenda) (A/RES/69/313)*, 2015.

of investments yield more economic and social returns than others, with the most successful being comprehensive early childhood interventions, quality education, and activities for the inclusion of adolescents and young people.³⁷⁹ With the advent of the SDGs, UNICEF has been working to promote new innovative partnerships with the private sector in order to strengthen both public finance for children and domestic resource mobilization.³⁸⁰ Moreover, UNICEF proposed to elaborate multi-year investment plans for children and young people to strengthen synergies across private and public sectors.³⁸¹ In addition, UNICEF's *South Africa Annual Report 2016* demonstrated that investing in early childhood development via education, health and nutrition, and social development can allow children to enjoy their rights and develop their full potential.³⁸² In particular, good health and quality education during childhood development are fundamental both for school success and for fulfilling children's capacity to contribute meaningfully to society.³⁸³ UNICEF has found that Early Childhood Development (ECD) programs and policies provide cost-effective and long-term outcomes for educational attainment and lifelong success.³⁸⁴

Further highlighting the importance of investing in ECD programs and policies, the 2017 UNICEF report *Early Moments Matter for Every Child* describes three basic policies that support healthy brain development in young children.³⁸⁵ These include two years of free pre-primary education, adequate paid parental leave, and paid breastfeeding breaks for new mothers for the first six months.³⁸⁶ Nevertheless, at least 32 Member States across the world have not yet implemented such policies, which has resulted in 85 million children under five being raised in places that have not fully invested in ECD.³⁸⁷ This same UNICEF report finds that investments in ECD contribute to better health and education outcomes, as well as to significant future economic gains.³⁸⁸ Strengthening ECD is key to achieving at least seven of the children-related SDGs, on poverty, hunger, health, education, gender, water and sanitation, and inequality.³⁸⁹ According to UNICEF, these goals represent a priority to build a solid foundation for every child, which will result in a better chance to create equity, prosperity, and sustainability for all.³⁹⁰

Conclusion

As affirmed by UNICEF, the 2030 Agenda plays an important role in terms of setting goals and targets that can help realize children's rights.³⁹¹ The SDGs presented in the 2030 Agenda are universal in scope, and their call to leave no one behind puts the world's most vulnerable people, including children, at the forefront of the Agenda.³⁹² With the aim of achieving the goal of transforming "our world for the better by 2030," the protection of children is a key responsibility for the international community.³⁹³ All sectors of society, including governments, educators, social workers, parents, communities, the private sector, and the civil society have a shared responsibility in the realization of the SDGs so that children's rights are

³⁷⁹ UNICEF, *Inputs from Agenda 2030 (PPD) – Team for the OHCHR Report on protection of rights of the child in the implementation of the 2030 Agenda for Sustainable Development*, pp. 2-3.

³⁸⁰ *Ibid.*, pp. 2-3.

³⁸¹ *Ibid.*, pp. 2-3.

³⁸² UNICEF, *South Africa Annual Report 2016*, 2017.

³⁸³ Thematic Group on Early Childhood Development, Education, and Transition to Work, *Children as a Basis for Sustainable Development*, 2015, p. 1.

³⁸⁴ *Ibid.*

³⁸⁵ UNICEF, *Early Moments Matter for every child*, 2017.

³⁸⁶ *Ibid.*, p. 3.

³⁸⁷ *Ibid.*, p. 3.

³⁸⁸ *Ibid.*, p. 3.

³⁸⁹ Young Lives, *Early Childhood Development in the SDGs*, 2016, pp. 2-3.

³⁹⁰ UNICEF, *Early Moments Matter for every child*, 2017, p. 4.

³⁹¹ Bingham Centre for the Rule of Law, *Children and Access to Justice in the Agenda for Sustainable Development*, 2016, p. 55.

³⁹² UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*, 2015.

³⁹³ *Ibid.*

fully protected.³⁹⁴ The success of the SDGs will directly affect the future of millions of children, and therefore the future of the global community.³⁹⁵

Further Research

As delegates begin researching this topic, they are encouraged to develop a clear understanding of the main goals set by the 2030 Agenda, with a special focus on those targets directly related to children's rights. Some questions that delegates should consider while researching are: How are the rights of the child addressed in the 2030 Agenda? How can children contribute to the achievement of the 2030 Agenda? Which initiatives can help the international community promote children's rights? In addressing specific topics, delegates should develop a broad overview of the numerous initiatives, programs, and actions undertaken by the international community to promote children's rights, and consider those most effective for the achievement of the child-focused SDGs.

Annotated Bibliography

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from: https://www.biicl.org/documents/1022_children_and_access_to_justice_report_may_2016_full.pdf?showdocument=1

This document deeply analyzes the topic of access to justice for children, by giving numerous examples of how children's rights are threatened without legal assistance. Particularly, law experts explain what the legal community could do to implement the legal protection of children. Effective access to justice services is a crucial determinant of inclusive growth and citizen well-being. Delegates may find this document helpful for strengthening their knowledge in the field of law, learning how justice relates to Agenda 2030, and identifying effective ways to address the topics under discussion.

Jamieson L. & L. Richter (2017). *Striving for the Sustainable Development Goals: What do children need to thrive?*. South African Child Gauge 2017. Retrieved 7 July 2018
from: <https://bettercarenetwork.org/sites/default/files/Striving%20for%20SDGs.pdf>

This essay is written with the aim of giving evidence to the need to focus on children for the achievement of the SDGs. Delegates will find information about the kinds of interventions which help children thrive. The authors critically offer some ideas of interventions needed to ensure all children thrive, as well as show actual case studies. Delegates might find important guidelines for developing a deep understanding of the topics under discussion, as well as practical examples of ways of actions.

United Nations Children's Fund. (2015). *Progress for children. Beyond averages: learning from the MDGs* [Report]. Retrieved 8 July 2018
from: https://www.unicef.org/publications/files/Progress_for_Children_No._11_22June15.pdf

This report shows updated data about the progress in the realization of the MDGs, but also underlines how development efforts have failed to reach many people, including the most disadvantaged ones. In particular, this document emphasizes that the protection of children is a fundamental factor for the long-term strength and stability of a country. The report presents a new plan of action that will help the international community achieve sustainable growth and reach the most vulnerable children after 2015. Specifically, it aims to invest in equity-focused programs and policies, as well as in better systems for health, education, and protection. Delegates may find this document particularly useful in understanding what has already been done in the field of the protection of children's rights, as well as considering the new initiatives set after 2015.

³⁹⁴ UNICEF, *Children and Sustainable Development Goals*, 2018.

³⁹⁵ Global Impact Investing Network, *Achieving the Sustainable Development Goals: The Role of Impact Investing*, 2016, p. 1.

United Nations Children's Fund. (2016). *Mapping the Global Goals for Sustainable Development and the Convention on the Rights of the Child* [Report]. Retrieved 7 July 2018
 from: https://www.unicef.org/agenda2030/files/SDG-CRC_mapping_FINAL.pdf

This interactive document was thought as a tool to encourage a broad-based exploration of the connections between the SDGs and the Convention on the Rights of the Child, specifically in the areas of health, education, and violence. The document is divided into two parts. Part A aims to map the different SDGs, underlining the actions that are needed to be undertaken in order to eradicate extreme poverty, end hunger, ensure healthy lives and promote well-being for all, ensure inclusive and equitable quality education, and promote lifelong opportunities for all, by 2030. Part B explains the articles of the Convention related to the SDGs. It is an extremely helpful document for reinforcing the potential for mutual advocacy and implementation of the two frameworks. Delegates will not only have a clear understanding of the historical evolution in the protection of children's rights, but they will also be able to recognize the links between the current SDGs related to children's rights and the articles of the Convention.

United Nations Children's Fund. (2016). *The State of the world's children 2016: a fair chance for every child* [Report]. Retrieved 8 July 2018
 from: https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

This report is particularly interesting in illustrating how the world has made tremendous progress in reducing child deaths, giving children access to education, and reducing poverty, but also in showing what still needs to be implemented to achieve the goals set by the 2030 Agenda. The reports shows how, around the world, millions of children are still trapped in an intergenerational cycle of disadvantage that endangers their futures and the future of their society. Therefore, it calls for investing in the most excluded children. Delegates may find this document very helpful to find exact data on specific topics they might be researching about. For example, the section about education gives a clear idea of how children affected by crises are helped by education, and also demonstrates the important role of aid in developing a good quality education.

United Nations Children's Fund. (2017). *UN Coherence in Action: Delivering Results for Children* [Report]. Retrieved 9 August 2018
 from: [https://www.unicef.org/agenda2030/files/UN_Coherence_in_Action_WEB\(1\).pdf](https://www.unicef.org/agenda2030/files/UN_Coherence_in_Action_WEB(1).pdf)

This document provides results of some actions undertaken by UNICEF and its partners, and it presents a variety of achievements, both on a national and international level. Delegates may find this report helpful for better understanding the concept of UN coherence, which is about using different engagements in advancing sustainable development and about finding diverse approaches to ensuring equity and inclusiveness. They might use the case studies presented in this publication as guidelines for leading their discussions.

United Nations Children's Fund. (2018). *Annual Report 2017*. Retrieved 6 July 2018
 from: https://www.unicef.org/publications/files/UNICEF_Annual_Report_2017.pdf

The annual reports are extremely important to get a full picture of all the main initiatives, actions, and plans undertaken by UNICEF, and the results already achieved in many regions of the world. Specifically, the 2017 report, which was published in June 2018, is very interesting because it marks the end of the 2014-2017 Strategic Plan and sets the new challenges on the road to achieving the 2030 Agenda for Sustainable Development. Delegates may find the section dedicated to education very helpful for their research because the report lists numerous partnerships and initiatives that were undertaken to strengthen education.

United Nations Children's Fund. (2018). *Progress for every child in the SDG Era* [Report]. Retrieved 7 July 2018 from: https://data.unicef.org/wp-content/uploads/2018/03/Progress_for_Every_Child_V4.pdf

This publication contains valuable information regarding the current issues affecting children's lives around the world, and it underlines the most vulnerable regions and

groups at risk of not receiving aid. The report considers five main dimensions of children's rights, as defined by UNICEF, which are the rights to survive and thrive, to learn, to be protected from violence, to live in a safe and clean environment, and to have an equal opportunity to succeed. Delegates will find this report helpful for showing the progress toward the SDGs for each of these dimensions. In addition, they will find the explanation of the factors behind such progress, such as global leadership, regional cooperation, technological innovation, and advocacy, and the suggestions of new ways for implementing them.

United Nations Educational, Scientific and Cultural Organization. (2015). *Education 2030: Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all* [Report]. Retrieved 6 August 2018

from: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED/pdf/FFA_Complet_Web-ENG.pdf

This report represents a current cornerstone in the field of children's education. The document is the result of a joint work conducted by UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women), and the Office of the United Nations High Commissioner for Refugees (UNHCR) during the World Education Forum 2015 in Incheon, Republic of Korea. Delegates will have a clear understanding of what is the international community's vision for education for the next 15 years. Additionally, they will find some strategic approaches to achieve SDG 4 on education, both on a regional and global scale. Moreover, the document presents important means of implementation for ensuring a good quality of education for all, and creating safe, non-violent, inclusive, and effective learning environments for all.

United Nations, General Assembly, Seventieth session. (2015). *Transforming our world: the 2030 Agenda for Sustainable Development (A/RES/70/1)*. Retrieved 6 July 2018 from: <http://undocs.org/A/RES/70/1>

The 2030 Agenda should be one of the first steps for researching about the topic under discussion, since it describes the current challenges to sustainable development. The SDGs have an enormous impact on children's lives around the world since they directly aim to end poverty, ensure food security, improve access to clean water and sanitation, promote good health and well-being, provide quality education, reduce inequalities, and affirm gender equality. The 2030 Agenda sets the new goals to achieve by 2030, including those directly related to children's rights, which are the areas where delegates should begin their research.

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