

Hilton 2019

United Nations International Children's Emergency Fund

Committee Overview

This committee will be run Harvard Style, meaning that any clauses or resolutions written prior to the commencement of committee are absolutely prohibited. To be considered for an award, delegates must write at least one position paper on a topic, which is to be handed in at the start of committee or emailed to the chairs before the opening day of the conference. All delegates are expected to arrive to the conference well versed in the foreign policies of their respective nations in regards to the conflicts at hand.

The United Nations International Children's Emergency Fund's main focus is on advocating for the rights of children around the world in order to help fulfill their basic necessities. Delegates participating in this committee should concentrate on collaborating with other nations in order to address the matter at hand and form solutions that prevent it from occurring again in the future. Delegates should come to committee with a detailed understanding of all topics, their country's policies, and the desire to work with other nations without infringing upon their national sovereignty. Good luck researching and we look forward to seeing you debate in committee!

Committee Description

Rehabilitation of Indoctrinated Children

Severe Acute Malnutrition in Sub-Saharan Africa

Neglect of the Care of Children with Disabilities Following the Idai Cyclone

Restoring Education Following the Cholera Outbreak and Armed Conflict in Yemen

Chairs

Kate Mosca | kmosca112@gmail.com

My name is Kate Mosca and this is my first time chairing. I am a senior at Penfield High School and I have been doing MUN since I was a freshman. I will be going into my second year of being secretary for my MUN club. I am on the Field hockey team, play violin in the orchestra, and sing in the chorus. I love to play the guitar and spend time with my friends. I am so excited to meet all of you and be a part of this committee! Please feel free to email me with any questions or concerns!

Victoria Malomo | victoriamalomo@hotmail.com

My name is Victoria Malomo and this is my third time chairing but I've been involved with Model UN ever since I started paging in sixth grade. I am currently a senior at Brighton High School. I am on the Track and Field team and play violin. I am also on leadership at my school's MUN club and the president of Friends of Rachel. Please do not hesitate to shoot me an email if you ever have any questions or concerns. Happy researching and I can't wait to meet you all in committee!

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Rehabilitation of Indoctrinated Children



Around the world, every day, children are kidnapped and recruited to join militia forces as active combatants. Recently, the new trend of indoctrination has been noted in regions riddled by violence. Indoctrination is the teaching of a set of ideologies from a specific and usually rigid point of view. Many children, ages 4 to 18, are taught to glorify violence, brutality, and to hate a specific enemy (opposing religious group, region, political opponent, etc). In one region alone, over 1500 Sunni Muslim children have been indoctrinated by ISIS as of 2019.

In less than a year, ISIS recruited and trained over 800 children for their frontline missions. Children that refuse to conform to this teaching are often threatened with

torture or rape. Children from Europe are also brought to the Middle East to receive this training and carry out attacks abroad. A large majority of these children are raised, trained, and sent out to become suicide bombers, spies, soldiers, and radical preachers.

In regions like Iraq and Syria, children that return back to their families are left brainwashed and helpless. Upon their arrival back home, these children act violently, believing that those around them are going against the indoctrinated principles they have been taught in these camps. Others attempt to return back to their captors as they feel out of place outside of the campgrounds.

The indoctrination of children extends far beyond the Middle-East's borders. Boko Haram has been using similar indoctrination tactics to ISIS in Western Africa in order to brainwash children into fighting for their radicalized causes. Before dissolving in 2017, the Revolutionary Armed Forces of Colombia (FARC) used brainwashing tactics to conscript their youth into joining their ranks. The Basque ETA movement indoctrinated children in its fight for independence in Spain, until recently disbanding in 2018.

Although some of these groups may no longer be standing today, many of these released children continue to suffer from PTSD, anxiety, and depression. UNICEF has already joined with Syrian officials to set up schools for refugees and children released from these camps. As these children are released from these camps and migrate to different countries as refugees, an effective global response is needed to help treat, rehabilitate, and most importantly reintegrate these children back into society. Such indoctrination and use of children in violence violates The Declaration of the Rights of Children established in 1959 and UNICEF is calling upon the international community to deal with this rapidly escalating matter.

What can the UN and other countries do to immediately remove any remaining children from indoctrination camps? What can UNICEF do to prevent radical groups from getting access to soft targets like children in the future? How can radicalized children be disillusioned from the indoctrination they have received? How can UNICEF prevent released children from returning to indoctrination camps in the future?

Sources:

<https://www.newsweek.com/2017/07/14/isis-kids-indoctrination-saved-violent-jihad-632080.html>

<https://time.com/longform/isis-child-soldiers-yezidi/>

<https://www.hrw.org/news/2008/04/16/coercion-and-intimidation-child-soldiers-participate-violence>

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Severe Acute Malnutrition in Sub-Saharan Africa



Sub-Saharan Africa leads the world in hunger and malnutrition. Children are particularly affected by this high malnutrition rate. Sub-Saharan Africa should be self-sufficient on paper due to its abundance of fertile soil, but they are not for a variety of reasons. First of all, their population is growing rapidly and there is not enough food to keep up with the increasing number of people. Also, as a result of unfair trade, many African farmers are not able to compete with the low import prices. In recent years, the AIDS epidemic and spread of malaria have also been prevalent in Africa, taking many providers away from families. Finally,

armed conflict is not uncommon in Africa, especially south of the Sahara.

The FAO states that chronic hunger is present if an individual's "daily energy intake for an extended period of time is below what they would need for a healthy and active life." According to this definition, 226.7 people are starving in Africa, most of them located south of the Sahara. Each year, about 3.2 million children die of malnutrition in Sub-Saharan Africa. This number is roughly half of the deaths in this age group across the world. Sub-Saharan Africa also has the highest rate of stunting among children at 43%.

The African Nutrition Report, published by the WHO, identifies the growing malnutrition in Africa then sets goals to achieve by 2025. Some highlights of their recently released their goals include a 40 percent reduction to the number of children stunted under the age of 5 and a 30 percent reduction in low birth weight. While there has been a slight decrease in the stunting trend between 2000 and 2016, the overall trend still shows an increase in the absolute number of children stunted. In 2000, 50.4 million children were reported as stunted and in 2016, 58.5 million children were reported as stunted. The African Nutrition Report's goal is to decrease these numbers to preserve the overall health of children living in sub-Saharan Africa. The UN is calling upon all nations to aid sub-Saharan Africa and all other struggling countries to save the children around the world in an efficient manner.

What can the UN do to decrease the death rates of children under the age of 5? How can UNICEF aid the children who are already malnourished in the sub-Saharan region? What can be done to ensure that the African Nutrition Report's target is reached? What can other countries do to help their malnourished children? What can a family do for their children if their main provider is no longer present?

Sources:

<https://www.sos-usa.org/about-us/where-we-work/africa/hunger-in-africa>

<https://www.afro.who.int/news/whos-africa-nutrition-report-highlights-increase-malnutrition-africa>

<https://www.savethechildren.org/us/what-we-do/emergency-response/helping-starving-african-children>

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Neglect of the Care of Children with Disabilities Following the Idai Cyclone



In mid-March 2019, Cyclone Idai made landfall across the regions of Mozambique, Malawi, and Zimbabwe. Over 1.5 million children have been affected by the cyclone and another 700 people have died since the natural disaster struck. Thousands of others remain without access to clean water and healthcare. Additionally, over 400,000 people have lost their homes in the disaster. Farmlands have been heavily flooded, raising concerns over mass famines and malnutrition. Schools have also been destroyed, causing children to fall quickly behind in their education--an essential tool for helping children return to their lives before the disaster.

Even more concerning, however, is the recent finding that the needs of disabled children have been neglected in responding to the cyclone. The welfare of children with disabilities has been placed under the general canopy of the rest of the population, causing there to be a lack of emphasis and attention towards caring for this specific group of children. In other words, the specialized care and needs that so many of these children require--including sign language interpreters, wheelchairs, and hearing aids--have not been met. The existing national disaster plan policies in these regions do not adequately address the welfare of children with special needs.

The current standing disaster policies lack the proper training and recruitment of first responders who are educated on how to properly handle children with disabilities. Many times, disabled children are cast aside as "less of a priority" or "less valuable" on the stigmatized basis that they are less productive members of society due to their disability. When families have to evacuate their houses due to the flooding from the cyclone, children with disabilities are often left behind. Because of this, many children with special needs do not receive sufficient food, water, clothing, medical attention, and other basic necessities. Instead, the majority of these resources are concentrated on the other children without disabilities.

In alignment with the Convention on the Rights of Persons with Disabilities, passed in 2006, UNICEF believes that every child affected by the Idai Cyclone has the right to receive the same care regardless of the fact if the child has a disability or not. In order to make this more of a reality, UNICEF has already pledged 122 million dollars (to be used over only nine months) in aid to all three affected regions. However, UNICEF calls upon the nations of the world to coordinate an international response to address this matter in both a timely and effective manner.

What more can the UN do to address both the short and long-term effects of the Idai Cyclone on disabled children? How can UNICEF encourage the affected nations to revise their national disaster policies in order to properly address the needs of disabled children, without infringing upon the national sovereignties? How can UNICEF eradicate the stigma surrounding disability in these African regions? What can other countries do to prevent the needs of disabled children from being neglected again in a future natural disaster?

Sources:

<https://www.unicef.org/zimbabwe/stories/deafening-silence-disability-cyclone-idai>

<https://www.unicef.org/appeals/cyclone-idai-response.html>

<https://www.light-for-the-world.org/cyclone-idai>

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Restoring Education Following the Cholera Outbreak and Armed Conflict in Yemen



Since 2016, over a million people have been affected by the cholera outbreak in Yemen. Scientists have concluded that this strain of the cholera started in Africa and was carried over to Yemen by migrants. In addition to the outbreak, Yemen was also involved in a three-year civil war between government supporters and the rebel Houthi movement. Between these two obstacles, access to clean drinking water, sanitation, and basic healthcare has become scarce.

Without basic necessities, school has become a second priority for many children. Since 2015, nearly 2 million children are out of school and more than 2,500 schools are out of use. Many families have had to flee, abandoning their children's school. In other cases, the fighting has destroyed schools and some schools have become shelters for those fleeing from the conflict. In addition, almost three quarters of public school teachers have not been paid their salaries in over a year. This doesn't only cause short term problems, but long term ones too. With such a high number of children out of school, the next generation in Yemen will be widely uneducated. This lack of education puts Yemen's future at great risk.

In the 2019 Yemen Humanitarian Response Plan, it was established that there was an acute need of 3.7 million in regard to education. If successful, the plan would help to ensure that schools remain open and functioning and the plan would also retrain all teachers and restore their allowances. Although, everything in this plan costs money and that is always a lingering struggle for the UN.

Now, the international community must search for salary incentives for teachers in order to save the short term education crisis. Although, thought must also be given to long term solutions as this next generation of children will determine the future of Yemen. The UN calls upon all nations and citizens of Yemen to try and preserve education and find new ways to overcome the struggles at hand.

What can the UN do to temporarily restore education in Yemen? Is there a way to preserve education during a time of armed conflict? Can UNICEF do anything for those who are beyond the age of schooling but have not received an education? What can be done to preserve the schools that are still functioning in Yemen?

Sources:

<https://www.bbc.com/news/world-middle-east-46746394>

<https://www.unicef.org/mena/press-releases/yemen-childrens-education-devastated-after-three-years-escalating-conflict>

https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/2019_yemen_hrp_v21.pdf