



NMUN • NY

UNITED NATIONS CHILDREN'S FUND BACKGROUND GUIDE 2011

WRITTEN BY: Fiona Macdonald, Nayab Khan, Jennifer Villagomez and Clarissa Manning



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NATIONAL MODEL UNITED NATIONS
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CONTACT THE NMUN

Please consult the FAQ section of nmun.org for answers to your questions. If you do not find a satisfactory answer you may also contact the individuals below for personal assistance. They may answer your question(s) or refer you to the best source for an answer.

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NMUN Director-General (Marriott)
Brianna Johnston-Hanks | dirgen@nmun.org

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NMUN Secretary-General
Ronny Heintze | secgen@nmun.org

NMUN•NY 2011 Important Dates

IMPORTANT NOTICE: To make hotel reservations, you must use the forms at nmun.org and include a \$1,000 deposit. Discount rates are available until the room block is full or one month before the conference – whichever comes first. **PLEASE BOOK EARLY!**

SHERATON	MARRIOTT	DESCRIPTION
31 January 2011	31 January 2011	<ul style="list-style-type: none"> • Confirm Attendance & Delegate Count. (Count may be changed up to 1 March) • Make Transportation Arrangements - DON'T FORGET! (We recommend confirming hotel accommodations prior to booking flights.)
15 February 2011	15 February 2011	<ul style="list-style-type: none"> • Committee Updates Posted to www.nmun.org
1 March 2011	1 March 2011	<ul style="list-style-type: none"> • Hotel Registration with FULL PRE-PAYMENT Due to Hotel - Register Early! Group Rates on hotel rooms are available on a first come, first served basis until sold out. Group rates, if still available, may not be honored after that date. See hotel reservation form for date final payment is due. • Any Changes to Delegate Numbers Must be Confirmed to: outreach@nmun.org • Preferred deadline for submission of Chair / Rapp applications to Committee Chairs • All Conference Fees Due to NMUN for confirmed delegates. (\$125 per delegate if paid by 1 March; \$150 per delegate if received after 1 March. Fee is not refundable after this deadline.
15 March 2011	15 March 2011	<ul style="list-style-type: none"> • Two Copies of Each Position Paper Due via E-mail (See Delegate Preparation Guide for instructions).
NATIONAL MODEL UNITED NATIONS		The 2011 National Model UN Conference <ul style="list-style-type: none"> • 17 - 21 April – Sheraton New York • 19 - 23 April – New York Marriott Marquis The 2012 National Model UN Conference <ul style="list-style-type: none"> • 1 - 5 April – Sheraton New York • 3 - 7 April – New York Marriott Marquis

POSITION PAPER INSTRUCTIONS

Two copies of each position paper should be sent via e-mail by 15 MARCH 2011

1. TO COMMITTEE STAFF

A file of the position paper (.doc or .pdf) for each assigned committee should be sent to the committee e-mail address listed below. Mail papers by 15 March to the e-mail address listed for your particular venue. These e-mail addresses will be active when background guides are available. Delegates should carbon copy (cc:) themselves as confirmation of receipt. Please put committee and assignment in the subject line (Example: GAPLEN_Greece).

2. TO DIRECTOR-GENERAL

- Each delegation should send one set of all position papers for each assignment to the e-mail designated for their venue: positionpapers.sheraton@nmun.org or positionpapers.marriott@nmun.org.

This set (held by each Director-General) will serve as a back-up copy in case individual committee directors cannot open attachments.

Note: This e-mail should only be used as a repository for position papers.

- The head delegate or faculty member sending this message should cc: him/herself as confirmation of receipt. (Free programs like Adobe Acrobat or WinZip may need to be used to compress files if they are not plain text.)

- Because of the potential volume of e-mail, only one e-mail from the Head Delegate or Faculty Advisor containing all attached position papers will be accepted.

Please put committee, assignment and delegation name in the subject line (Example: Cuba_U_of_ABC). If you have any questions, please contact the Director-General at dirgen@nmun.org.

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COMMITTEE

EMAIL - SHERATON

General Assembly First Committee	ga1st.sheraton@nmun.org
General Assembly Second Committee	ga2nd.sheraton@nmun.org
General Assembly Third Committee.....	ga3rd.sheraton@nmun.org
Human Rights Council.....	hrc.sheraton@nmun.org
ECOSOC Plenary	ecosoc.sheraton@nmun.org
Commission on Crime Prevention and Criminal Justice	ccpcj.sheraton@nmun.org
Commission on the Status of Women	csw.sheraton@nmun.org
Economic and Social Commission for Asia and the Pacific	escap.sheraton@nmun.org
Economic and Social Commission for Western Asia	escwa.sheraton@nmun.org
United Nations Environment Programme	unep.sheraton@nmun.org
United Nations Population Fund	unfpa.sheraton@nmun.org
United Nations Children's Fund.....	unicef.sheraton@nmun.org
World Intellectual Property Organization	wipo.sheraton@nmun.org
African Development Bank	afdb.sheraton@nmun.org
Group of 20.....	g20.sheraton@nmun.org
Organization of American States	oas.sheraton@nmun.org
Organization for Security and Co-operation in Europe.....	osce.sheraton@nmun.org
Security Council.....	sc.sheraton@nmun.org
Security Council 2.....	sc2.sheraton@nmun.org
International Court of Justice.....	icj.sheraton@nmun.org
Non-Proliferation Treaty Review Conference	npt.sheraton@nmun.org

COMMITTEE

EMAIL - MARRIOTT

General Assembly First Committee	ga1st.marriott@nmun.org
General Assembly Second Committee	ga2nd.marriott@nmun.org
General Assembly Third Committee.....	ga3rd.marriott@nmun.org
Human Rights Council.....	hrc.marriott@nmun.org
ECOSOC Plenary	ecosoc.marriott@nmun.org
Commission on Crime Prevention and Criminal Justice	ccpcj.marriott@nmun.org
Commission on the Status of Women	csw.marriott@nmun.org
Economic and Social Commission for Asia and the Pacific	escap.marriott@nmun.org
Economic and Social Commission for Western Asia	escwa.marriott@nmun.org
United Nations Environment Programme	unep.marriott@nmun.org
United Nations Population Fund	unfpa.marriott@nmun.org
United Nations Children's Fund.....	unicef.marriott@nmun.org
World Intellectual Property Organization	wipo.marriott@nmun.org
African Development Bank	afdb.marriott@nmun.org
Group of 20.....	g20.marriott@nmun.org
Organization of American States	oas.marriott@nmun.org
Organization for Security and Co-operation in Europe.....	osce.marriott@nmun.org
Security Council.....	sc.marriott@nmun.org
Security Council 2.....	sc2.marriott@nmun.org
International Court of Justice.....	icj.marriott@nmun.org
Non-Proliferation Treaty Review Conference	npt.marriott@nmun.org

OTHER USEFUL CONTACTS

Entire Set of Delegation Position Papers	positionpapers.sheraton@nmun.org
(send only to e-mail for your assigned venue).....	positionpapers.marriott@nmun.org
Secretary-General	secgen@nmun.org
Director(s)-General	dirgen@nmun.org
NMUN Office	info@nmun.org



THE 2011 NATIONAL MODEL UNITED NATIONS

SPONSORED BY THE NATIONAL COLLEGIATE CONFERENCE ASSOCIATION

New York City, 17-21 April (Sheraton) & 19-23 April (Marriott) • www.nmun.org

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Dear Delegates,

We are pleased to welcome you to the 2011 National Model United Nations (NMUN). This year's United Nations Children Fund (UNICEF) staff is: Directors Fiona Macdonald and Nayab Khan, and Assistant Directors Jennifer Villagomez and Clarissa Manning. Fiona is a bar candidate at University of Trier, in Germany and she will be serving as your Director at the Sheraton Venue. She has been involved with Model U.N. for five years and this will be her second year on staff. She's looking forward to working in International Law. Jennifer is a student at the University of California, Santa Barbara who is currently working on the completion of her B.A. degree in Political Science with an emphasis in International Relations. This is her first year on the NMUN staff but she has participated in NMUN as both a delegate and the chair. Jennifer believes strongly in the MUN program and looks forward to working with the UNICEF delegates.

Nayab obtained her B.A. from Syracuse University, Maxwell School of Citizenship and Public Affairs in 2009. She majored in International Relations with a geographic concentration in Europe and topical specialization in International Law and Organizations and her second major is in Middle Eastern Studies. This is her fourth NMUN conference, second year on staff, and has been involved in Model UN for eight years. Clarissa Manning will be serving as your Assistant Director for UNICEF. Clarissa is currently attending the University of California, Los Angeles and majoring in Political Science. This is her first year on staff.

The topics under discussion for UNICEF at the 2011 NMUN are:

- 1) Protection of street children and their re-integration into society
- 2) Providing Protection to the disabled child
- 3) Protecting children's rights in legal conflicts

UNICEF has expanded from grown from an emergency fund to a United Nations program and development agency to protect children across the world. As a specialized UN agency UNICEF focuses on providing humanitarian assistance and protection of children rights on all fronts. It is committed to accomplishing, satisfying and enduring solutions in the fight for children's rights.

Each delegation must submit a position paper. NMUN will accept position papers via e-mail by March 15, 2011. Please refer to the message from your Directors-General explaining the NMUN position paper requirements and restrictions. Delegates' adherence to these guidelines is crucial. NMUN can be one of the most rewarding academic experiences of your college career. We hope that this year's conference will not only intrigue you to participate again, but also that you will find it as beneficial as we have. If you have any questions regarding preparation, please feel free to feel free to contact any of the UNICEF substantive staff or the Under-Secretaries General for the Specialized Agencies, Programs and Funds.

Good luck in your preparation for the conference and we look forward to seeing you in April!

Sheraton Venue

Fiona Macdonald

Director

Jennifer Villagomez

Assistant-Director

unicef.sheraton@nmun.org

Mariott Venue

Nayab Khan

Director

Clarissa Manning

Assistant-Director

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Message from the Directors-General Regarding Position Papers for the 2011 NMUN Conference

At the 2011 NMUN New York Conference, each delegation submits one position paper for each committee it is assigned to. Delegates should be aware that their role in each committee impacts the way a position paper should be written. While most delegates will serve as representatives of Member States, some may also serve as observers, NGOs or judicial experts. To understand these fine differences, please refer to the Delegate Preparation Guide.

Position papers should provide a concise review of each delegation's policy regarding the topic areas under discussion and establish precise policies and recommendations in regard to the topics before the committee. International and regional conventions, treaties, declarations, resolutions, and programs of action of relevance to the policy of your State should be identified and addressed. Making recommendations for action by your committee should also be considered. Position papers also serve as a blueprint for individual delegates to remember their country's position throughout the course of the Conference. NGO position papers should be constructed in the same fashion as position papers of countries. Each topic should be addressed briefly in a succinct policy statement representing the relevant views of your assigned NGO. You should also include recommendations for action to be taken by your committee. It will be judged using the same criteria as all country position papers, and is held to the same standard of timeliness.

Please be forewarned, delegates must turn in material that is entirely original. ***The NMUN Conference will not tolerate the occurrence of plagiarism.*** In this regard, the NMUN Secretariat would like to take this opportunity to remind delegates that although United Nations documentation is considered within the public domain, the Conference does not allow the verbatim re-creation of these documents. This plagiarism policy also extends to the written work of the Secretariat contained within the Committee Background Guides. Violation of this policy will be immediately reported to faculty advisors and may result in dismissal from Conference participation. Delegates should report any incident of plagiarism to the Secretariat as soon as possible.

Delegation's position papers can be awarded as recognition of outstanding pre-Conference preparation. In order to be considered for a Position Paper Award, however, delegations must have met the formal requirements listed below. Please refer to the sample paper on the following page for a visual example of what your work should look like at its completion. The following format specifications are **required** for all papers:

- All papers must be typed and formatted according to the example in the Background Guides
- Length must **not** exceed two single spaced pages (one double sided paper, if printed)
- Font **must** be Times New Roman sized between 10 pt. and 12 pt.
- Margins must be set at 1 inch for whole paper
- Country/NGO name, School name and committee name clearly labeled on the first page; the use of national symbols is highly discouraged
- Agenda topics clearly labeled in separate sections

To be considered timely for awards, please read and follow these directions:

1. **A file of the position paper** (.doc or .pdf) **for each assigned committee** should be sent to the committee email address listed in the Background Guide. These e-mail addresses will be active after November 15, 2010. Delegates should carbon copy (cc:) themselves as confirmation of receipt.
2. Each delegation should also send **one set of all position papers** to the e-mail designated for their venue: positionpapers.sheraton@nmun.org or positionpapers.marriott@nmun.org. This set will serve as a back-up copy in case individual committee directors cannot open attachments. These copies will also be made available in Home Government during the week of the NMUN Conference.

Each of the above listed tasks needs to be completed no later than **March 15, 2010 (GMT-5) for delegations attending the NMUN conference at either the Sheraton or the Marriott venue.**

PLEASE TITLE EACH E-MAIL/DOCUMENT WITH THE NAME OF THE COMMITTEE, ASSIGNMENT AND DELEGATION NAME (Example: AU_Namibia_University of Caprivi)

A matrix of received papers will be posted online for delegations to check prior to the Conference. If you need to make other arrangements for submission, please contact Holger Baer, Director-General, Sheraton venue, or Brianna Johnston-Hanks, Director-General, Marriott venue at dirgen@nmun.org. There is an option for delegations to submit physical copies via regular mail if needed.

Once the formal requirements outlined above are met, Conference staff use the following criteria to evaluate Position Papers:

- Overall quality of writing, proper style, grammar, etc.
- Citation of relevant resolutions/documents
- General consistency with bloc/geopolitical constraints
- Consistency with the constraints of the United Nations
- Analysis of issues, rather than reiteration of the Committee Background Guide
- Outline of (official) policy aims within the committee's mandate

Each delegation can submit a copy of their position paper to the permanent mission of the country being represented, along with an explanation of the Conference. Those delegations representing NGOs do not have to send their position paper to their NGO headquarters, although it is encouraged. This will assist them in preparation for the mission briefing in New York.

Finally, please consider that over 2,000 papers will be handled and read by the Secretariat for the Conference. Your patience and cooperation in strictly adhering to the above guidelines will make this process more efficient and is greatly appreciated. Should you have any questions please feel free to contact the Conference staff, though as we do not operate out of a central office or location your consideration for time zone differences is appreciated.

Sincerely yours,

Sheraton Venue
Holger Baer
Director-General
holger@nmun.org

Marriott Venue
Brianna Johnston-Hanks
Director-General
briannaj@nmun.org

Sample Position Paper

The following position paper is designed to be a sample of the standard format that an NMUN position paper should follow. While delegates are encouraged to use the front and back of a single page in order to fully address all topics before the committee, please remember that only a *maximum* of one double-sided page (or two pages total in an electronic file) will be accepted. Only the first double-sided page of any submissions (or two pages of an electronic file) will be considered for awards.

Delegation from
Canada

Represented by
(Name of College)

Position Paper for General Assembly Plenary

The topics before the General Assembly Plenary are: Breaking the link between Diamonds and Armed Conflict; the Promotion of Alternative Sources of Energy; and the Implementation of the 2001-2010 International Decade to Roll Back Malaria in Developing Countries, Particularly in Africa. Canada is dedicated to collaborative multilateral approaches to ensuring protection and promotion of human security and advancement of sustainable development.

I. Breaking the link between Diamonds and Armed Conflict

Canada endorses the Kimberly Process in promoting accountability, transparency, and effective governmental regulation of trade in rough diamonds. We believe the Kimberly Process Certification Scheme (KPCS) is an essential international regulatory mechanism and encourage all Member States to contribute to market accountability by seeking membership, participation, and compliance with its mandate. Canada urges Member States to follow the recommendations of the 2007 Kimberley Process Communiqué to strengthen government oversight of rough diamond trading and manufacturing by developing domestic legal frameworks similar to the Extractive Industries Transparency Initiative. We call upon participating States to act in accordance with the KPCS's comprehensive and credible systems of peer review to monitor the continued implementation of the Kimberley Process and ensure full transparency and self-examination of domestic diamond industries. We draw attention to our domestic programs for diamond regulation including Implementing the Export and Import of Rough Diamonds Act and urge Member States to consider these programs in developing the type of domestic regulatory frameworks called for in A/RES/55/56. Canada recognizes the crucial role of non-governmental organizations (NGOs) in the review of rough diamond control measures developed through the Kimberly Process and encourages States to include NGOs, such as Global Witness and Partnership Africa Canada, in the review processes called for in A/RES/58/290. We urge Member States to act in accordance with A/RES/60/182 to optimize the beneficial development impact of artisanal and alluvial diamond miners by establishing a coordinating mechanism for financial and technical assistance through the Working Group of the Kimberly Process of Artisanal Alluvial Producers. Canada calls upon States and NGOs to provide basic educational material regarding diamond valuation and market prices for artisanal diggers, as recommended by the Diamond Development Initiative. Canada will continue to adhere to the 2007 Brussels Declaration on Internal Controls of Participants and is dedicated to ensuring accountability, transparency, and effective regulation of the rough diamond trade through the utilization of voluntary peer review systems and the promotion of increased measures of internal control within all diamond producing States.

II. The Promotion of Alternative Sources of Energy

Canada is dedicated to integrating alternative energy sources into climate change frameworks by diversifying the energy market while improving competitiveness in a sustainable economy, as exemplified through our Turning Corners Report and Project Green climate strategies. We view the international commitment to the promotion of alternative sources of energy called for in the Kyoto Protocol and the United Nations Framework Convention on Climate Control (UNFCCC) as a catalyst to sustainable development and emission reduction. Canada fulfills its obligations to Article 4 of the UNFCCC by continuing to provide development assistance through the Climate Change Development Fund and calls upon Member States to commit substantial financial and technical investment toward the transfer of sustainable energy technologies and clean energy mechanisms to developing States. We emphasize the need for Member States to follow the recommendations of the 2005 Beijing International Renewable Energy Conference to strengthen domestic policy frameworks to promote clean energy technologies. Canada views

dissemination of technology information called for in the 2007 Group of Eight Growth and Responsibility in the World Economy Declaration as a vital step in energy diversification from conventional energy generation. We call upon Member States to integrate clean electricity from renewable sources into their domestic energy sector by employing investment campaigns similar to our \$1.48 billion initiative ecoENERGY for Renewable Power. Canada encourages States to develop domestic policies of energy efficiency, utilizing regulatory and financing frameworks to accelerate the deployment of clean low-emitting technologies. We call upon Member States to provide knowledge-based advisory services for expanding access to energy in order to fulfill their commitments to Goal 1 of the Millennium Development Goals (MDGs). Canada urges States to address the concerns of the 2007 Human Development Report by promoting tax incentives, similar to the Capital Cost Allowances and Canadian Renewable and Conservation Expenses, to encourage private sector development of energy conservation and renewable energy projects. As a member of the Renewable Energy and Energy Efficiency Partnership, Canada is committed to accelerating the development of renewable energy projects, information sharing mechanisms, and energy efficient systems through the voluntary carbon offset system. We are dedicated to leading international efforts toward the development and sharing of best practices on clean energy technologies and highlight our release of the Renewable Energy Technologies Screen software for public and private stakeholders developing projects in energy efficiency, cogeneration, and renewable energy. Canada believes the integration of clean energy into State specific strategies called for in A/62/419/Add.9 will strengthen energy diversification, promote the use of cogeneration, and achieve a synergy between promoting alternative energy while allowing for competitiveness in a sustainable economy.

III. Implementation of the 2001-2010 International Decade to Roll Back Malaria in Developing Countries, Particularly in Africa

Canada views the full implementation of the treatment and prevention targets of the 2001-2010 International Decade to Roll Back Malaria in Developing Countries, Especially in Africa, as essential to eradicating malaria and assisting African States to achieve Target 8 of Goal 6 of the MDGs by 2015. We recommend Member States cooperate with the World Health Organization to ensure transparency in the collection of statistical information for Indicators 21 and 22 of the MDGs. Canada reaffirms the targets of the Abuja Declaration Plan of Action stressing regional cooperation in the implementation, monitoring, and management of malaria prevention and treatment initiatives in Africa. To fully implement A/RES/61/228, Canada believes developed States must balance trade and intellectual property obligations with the humanitarian objective of the Doha Declaration on the TRIPS Agreement and Public Health. We continue to implement Paragraph 6 of the Doha Declaration on the TRIPS Agreement and Public Health into our compulsory licensing framework through the Jean Chrétien Pledge to Africa Act. We urge Member States to support compulsory licensing for essential generic medicines by including anti-malarial vaccines and initiating domestic provisions to permit export-only compulsory licenses to domestic pharmaceutical manufacturers, similar to Canada's Access to Medicines Regime. Canada calls upon Member States to establish advanced market commitments on the distribution of pneumococcal vaccines to developing States in cooperation with PATH and the Malaria Vaccine Initiative. We emphasize the need for greater membership in the Roll Back Malaria initiative to strengthen malaria control planning, funding, implementation, and evaluation by promoting increased investment in healthcare systems and greater incorporation of malaria control into all relevant multi-sector activities. Canada continues to implement the Canadian International Development Agency's (CIDA) New Agenda for Action on Health to reduce malaria infection rates among marginalized populations in Africa, increase routine immunizations rates, and reduce infection rates of other neglected infections. Canada will achieve the goal of doubling aid to Africa by 2008-2009 by providing assistance to the Global Fund to Fight Aids, Tuberculosis, and Malaria. We urge Member States to increase donations to intergovernmental organizations and NGOs that support malaria programming in Africa, exemplified by CIDA's contribution of \$26 million to the Canadian Red Cross. We continue our efforts to provide accessible and affordable vector control methods to African States through the Red Cross' Malaria Bed Net Campaign and the African Medical Research Foundation Canada by supplying insecticide-treated mosquito nets and Participatory Malaria Prevention and Treatment tool kits.

History of the United Nations Children's Fund

“Every child is born with rights. Each has the right to an education, the right to health and proper health care, the right to a name and a nationality. Each has the right to participate in matters that affect them, and the right to be treated equally. Every child has the right to be protected from harm.”¹

The Creation of the United Nations Children's Fund (UNICEF)

In the wake of World War II, the world was in a state of widespread devastation.² Among those most affected were children due to displacement from their homes and a clear lack of shelter and food.³ In response to this and in accordance with Article 55 of the Charter of the United Nations (1946), the international community on December 11, 1946 established an emergency fund in General Assembly Resolution A/RES/57 (I), to aid children who had been affected by war known as the United Nations International Children's Emergency Fund (UNICEF).⁴ Although initially established as an emergency fund, delegates from the developing third world belayed their reservations asserting that they were still in dire need of assistance.⁵ Therefore, on October 6, 1953 in Assembly Resolution 802 (VIII), the United Nations (UN) adopted UNICEF as a mainstay to the organization and changed the name from the United Nations International Children's Emergency Fund, to the United Nations Children's Fund, while keeping the original acronym – UNICEF.⁶

It is the duty of UNICEF, as directed by the UN, “to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.”⁷ UNICEF asserts that only through the safety and the maturation of children can the development of humankind be preserved, and thus, children are our most valuable resource.⁸ The efforts that UNICEF undertakes involve responding to emergencies when children's rights need to be protected – triaging those with the utmost need as the most important; ensuring that women and girls are treated with equality and are included in “political, social, and economic development;” and working politically to create a “first call for children” in an effort to ensure policies are implemented that serve children and their families.⁹ Another central aspect of UNICEF is working with children and mothers living with HIV/AIDS by focusing on “preventing mother-to-child transmission of HIV, providing pediatric treatment, preventing infection amongst adolescents and young people, and protecting and supporting children affected by HIV and AIDS.”¹⁰

Structure and Operations

UNICEF is currently active in over 190 countries around the world and is considered the paramount advocate in child rights.¹¹ The organization is funded primarily through voluntary funds where governments contribute two thirds of the revenue, and private groups and individuals provide the rest.¹² Each state has a Country Office that works in conjunction with the local government to map out a five-year program in an effort to serve the women and children of that area.¹³ These offices also create a situation report at the beginning of each cycle, which is to be reviewed by the Regional Offices.¹⁴ The six Regional Offices are the next step in the chain of command and are

¹ United Nations Children's Fund, *UNICEF at a Glance*, 2004, p. 9.

² United Nations Children's Fund, *1946-2006 Sixty Years for Children*, 2006, p. 5.

³ United Nations Children's Fund, *1946-2006 Sixty Years for Children*, 2006, p. 4.

⁴ United Nations Children's Fund, *1946-2006 Sixty Years for Children*, 2006, p. 4.
United Nations General Assembly, *General Assembly Resolution 57(I)*, 1946, p. 90.
United Nations, *Charter of the United Nations*, 1946, article 55.

⁵ United Nations Children's Fund, *1946-2006 Sixty Years for Children*, 2006, p. 5.

⁶ United Nations Children's Fund, *1946-2006 Sixty Years for Children*, 2006, p. 5-6.
United Nations General Assembly, *General Assembly Resolution 802(VIII)*, p. 53-54.

⁷ United Nations Children's Fund, *UNICEF's Mission Statement*, 2004, p. 1.

⁸ United Nations Children's Fund, *UNICEF's Mission Statement*, 2004, p. 1.

⁹ United Nations Children's Fund, *UNICEF's Mission Statement*, 2004, p. 1.

¹⁰ United Nations Children's Fund, *Children and HIV and AIDS*, 2010, p. 1.

¹¹ United Nations Children's Fund, *the Structure of UNICEF*, 2010, p. 1.

¹² United Nations Children's Fund, *the Structure of UNICEF*, 2010, p. 1.

¹³ United Nations Children's Fund, *the Structure of UNICEF*, 2010, p. 1.

¹⁴ United Nations Children's Fund, *the Structure of UNICEF*, 2010, p. 1.

located in Panama, Switzerland, Thailand, Kenya, Jordan, Nepal, and Senegal.¹⁵ They analyze the situation reports submitted by the Country Offices and direct their work in addition to supplying assistance when called upon.¹⁶

The highest level in the UNICEF chain of command, which provides support and supervision to the organization, is the Executive Board. The Executive Board evaluates the work performed by UNICEF, authorizes policy and programs, and approves the budget.¹⁷ The Executive Board consists of 36 elected members with seats allocated as such: African states (8 seats), Asian states (7), Eastern European states (4), Latin American and Caribbean states (5) and Western European and Other states (12).¹⁸

There are also specialized offices that consist of the Supply Division, Innocenti Research Centre, and the National Committees.¹⁹ The Supply Division is in charge of managing “UNICEF’s global procurement and logistics operations” by collecting and distributing such things as medications, food, and shelters.²⁰ The Innocenti Research Centre focuses on understanding the future obstacles children face by monitoring pertinent situations, gaining data regarding disparities in information, working towards fixing these disparities, and influencing policy with children as the benefactors.²¹ Lastly, 36 National Committees raise over one third of UNICEF’s revenue through selling merchandise, corporate partnerships, and voluntary contributions.²²

Aside from its specialized offices, UNICEF also works in conjunction with committees such as the Committee on the Rights of the Child, NGOs, and corporate-partnerships that work to “strengthen their commitment towards a positive contribution to the world’s communities and environment and provide support to achieve their CSR and business objectives.”²³

Important Conventions, Summits, & Legal Instruments

The Convention on the Rights of the Child (CRC) of 1989 is a legally binding instrument that all its signatories must agree to adhere to for the protection of the basic human rights of children under the four principles of non-discrimination, an emphasis on the child’s best interests, and the right to life, survival, and development.²⁴ The CRC provides UNICEF with the guidelines to properly assess the situation of children around the world, maintaining a focus on child development and survival, and to support interventions that best serve the interests of the child.²⁵ In 1989, 91 states signed the CRC and by 2008, 193 states ratified the CRC with the exception of the United States and Somalia.²⁶ In conjunction with the CRC, the World Summit for Children (1990) was arranged through General Assembly resolution 45/217 in which Member States discussed the strategies and recommendations mentioned in the World Declaration on the Survival, Protection and Development of Children and the Plan of Action for Implementing the World Declaration on the Survival, Protection and Development of Children.²⁷ UNICEF has also played an important role in monitoring the MDGs and creating interagency groups that will work harmoniously with the UN and also provided the Secretary-General with the mid-decade report on the progress of the MDGs.²⁸ The Special Session on Children (2002) discussed child labor in the larger scope of international cooperation and the end result was an agreement “that child labor needed to be mainstreamed into national poverty eradication and development efforts.”²⁹

¹⁵ United Nations Children’s Fund, *The Structure of UNICEF*, 2010, p. 1.

United Nations Children’s Fund, *UNICEF Regional Offices*, 2006, p. 1.

¹⁶ United Nations Children’s Fund, *The Structure of UNICEF*, 2010, p. 1

¹⁷ United Nations Children’s Fund, *UNICEF Executive Board*, 2010, p. 1.

¹⁸ United Nations Children’s Fund, *Members*, 2010, p. 1.

¹⁹ United Nations Children’s Fund, *The Structure of UNICEF*, 2010, p. 1.

²⁰ United Nations Children’s Fund, *About Supply Division*, 2010, p. 1.

²¹ United Nations Children’s Fund, *About the UNICEF Innocenti Research Centre*, 2007, p. 1.

²² United Nations Children’s Fund, *UNICEF National Committees*, 2010, p. 1.

²³ United Nations Children’s Fund, *UNICEF’s Corporate Partnerships*, 2010, p. 1

²⁴ United Nations Children’s Fund, *Convention on the Rights of the Child*, 2008, p. 1.

²⁵ United Nations Children’s Fund, *Convention on the Rights of the Child: FAQ*, p. 5.

²⁶ Karns and Mingst, *International Organizations, Protecting Human Rights*, 2010, p. 447.

²⁷ United Nations Documents, *General Assembly Resolution 45/217*, p. 1.

²⁸ Childinfo, *UNICEF’s role in MDG monitoring*, p. 1.

²⁹ Hindman, *The World of Child Labor, The United Nations and UNICEF*, 2009, p. 132.

UNICEF's report on the State of the World's Children outlines the current problems faced in maternal and newborn health and investigates the policies, programs, and partnerships put into action to improve both maternal and neonatal health.³⁰ The research shows that 80 percent of maternal deaths could be avoided by providing mothers with basic health-care services.³¹ The report continues to show that in order to provide supportive care for newborn and maternal health, "educating women and girls and reducing the poverty they experience; protecting them from abuse, exploitation, discrimination and violence; fostering their participation and their involvement in household decision-making and economic and political life; and empowering them to demand their rights and essential services for themselves and their children" are essential actions that need to be taken.³²

Achievements and Effective UNICEF campaigns

UNICEF has successfully created a wide variety of campaigns around the world to provide funds to help disadvantaged children. In 1965, UNICEF received the Nobel Peace Prize for its efforts in working with member states to integrate more effective strategies in their governments to protect the basic human rights of children everywhere and through its ability to put substance behind the words stated in the Declaration of the Rights of the Child.³³ "Say Yes for Children," launched in 2001, gathered support from 94 million people in 194 countries for creating 10 principles that would both guide and support the Global Movement of Children (GMC) by placing education at the forefront.³⁴ Through the Check Out for Children program, guests upon check out at hotels are asked to donate a dollar, or if they choose they may donate more, to UNICEF which has helped provide vaccinations for six fatal diseases to over 1 million children.³⁵ UNICEF is able to use its corporate partnerships to raise funds for various children's projects. Another example of a successful partnership is UNICEF's Change for Good, which is facilitated by its participants in the international airline industry by encouraging passengers to donate some of their unused currency to help children through UNICEF programs throughout 150 countries.³⁶ Since Change for Good first began in 1987, it has raised over US\$70 million.³⁷

Conclusion

UNICEF currently focuses its research in two main areas: socio-economic analysis and ensuring the proper implementation of human rights standards.³⁸ The Executive Board also continues to play a significant role in monitoring the MDGs and working to ensure they are realized by the upcoming deadline in 2015. During Executive Board meetings, Regional Directors will give progress reports of their regions highlighting the progress that has been made and the problems that are still in need of cost-effective solutions to narrow the gaps, such as economic inequalities, ethnic and gender discrimination, and the marginalization of young people that are living with HIV.³⁹ By working closely with Rotary International in the fight to eradicate polio, the executive board recently decided to extend its Vaccine Independence Initiative which helps states with insufficient finances obtain essential vaccines.⁴⁰ Monitoring and attempting to reduce child poverty, providing all children with a good education, and identifying new sources of funding for fundamental programs and activities that ensure the basic rights of children also reside at the top of UNICEF's agenda.⁴¹

³⁰ United Nations Children's Fund, *The State of the World's Children 2009*, 2009, p. 1.

³¹ United Nations Children's Fund, *The State of the World's Children 2009*, 2009, p. 7.

³² United Nations Children's Fund, *The State of the World's Children 2009*, 2009, p. 9.

³³ Nobel Prize, *Nobel Lecture*, 1965, p. 6.

³⁴ Global Movement for Children, "Say YES for Children" campaign, 2001, p. 1.

³⁵ United Nations Children's Fund, *Check Out for Children*, 2010, p. 2.

³⁶ United Nations Children's Fund, *Change for Good*, 2010, p. 1.

³⁷ United Nations Children's Fund, *Change for Good*, 2010, p. 2.

³⁸ United Nations Children's Fund, *FAQs*, 2010, p. 2.

³⁹ United Nations Children's Fund, *Executive Board*, 2010, p. 3.

⁴⁰ United Nations Children's Fund, *UNICEF Executive Board*, 2010, p. 1.

⁴¹ United Nations Children's Fund, *FAQs*, 2010, p. 2.

I. Protection of Street Children and their Re-integration into Society

“In the street, everything is raw: reality, food, eyes, solidarity. Nothing has to be elaborated. Everything is thrown in their faces: aggressive nicknames, ruthless laughter, plunder, sneering, ridicule, the scar that never heals, the man-handling, the crudeness. Only the street is theirs. It gives them rhythm, tempo and immediate retribution. Time is different for these children. They do not care what day it is. The days of the week trap them. The hours are the hours of their disaster.”⁴²

Introduction

The United Nations Children’s Fund (UNICEF) and the Global Fund for Children identify street children as one of the most vulnerable populations in the world.⁴³ These children are not only subject to poor living conditions, but are also frequently victims of crimes and violence, and often lack even basic access to public services that most would take for granted.⁴⁴ The term “street children” came into use after the Year of the Child in 1979 and its meaning is twofold.⁴⁵ UNICEF defines two specific groups of street children. The first are those who live and work on the streets for a large portion of the day, but have either a family or home to return to at night.⁴⁶ The second group of children who classify as street children are those who do not fall in a conventional category; these are children who are completely abandoned by society and are left on the streets to provide for themselves. This second group includes orphans, abandoned and migratory children often found in many urban centers.⁴⁷

Associated problems, causes, and concerns of street children

UNICEF and the Convention on the Rights of Child 1989 (CRC), call for basic rights and liberties for children including the protection of street children around the world.⁴⁸ In 1946 UNICEF was created by the General Assembly in part to protect children who had been affected by disasters and other emergencies.⁴⁹ The CRC affords children of all countries basic rights such as right to life, national identity, health, housing, and clothing among others.⁵⁰ Street children live on the outskirts of cities in unsafe environments, and are deprived of basic human rights and liberties guaranteed according to the CRC.⁵¹ Children living on the streets are more susceptible to violence, exploitation and abuse by gangs, subjection to insults and aggression by criminals, and are often reduced to begging on the streets.⁵² These children are deprived of a regular childhood and instead grow up living and working in some of the worst conditions imaginable.⁵³

It is estimated that, “Numbers of street children range from 10 to 100 million, the majority being located in major urban areas of developing countries.”⁵⁴ According to the World Health Organization (WHO) report (WHO/PSA/93.7), *Dealing with street children*, the WHO projects that homelessness and abandonment of children are also major contributors, along with poverty, to creating street children.⁵⁵ Poor living conditions and lack of a safe environment cause these children to grow up too fast and die too young.⁵⁶ “Half of them die within (the) first four years of their street life. In other words, a child who ends up in the street at age 8 has a 50% chance of dying

⁴² UNICEF, *State of the World’s Children Excluded and Invisible*, 2006, p.42

⁴³ The Global Fund for children, *Child Trafficking and Prostitution*, 2002

⁴⁴ Scanlon et al., *Street Children in Latin America*, 1993

⁴⁵ Scanlon et al., *Street Children in Latin America*, 1993

⁴⁶ Scanlon et al., *Street Children in Latin America*, 1993

⁴⁷ Williams C. PubMed *Who are “street children?” A hierarchy of street use and appropriate responses*

⁴⁸ Office of the United Nations High Commissioner for Human Rights, *Convention on the Rights of Child*, 1989

⁴⁹ UNICEF, *UNICEF in emergencies Reaching the Vulnerable*, 2010

⁵⁰ United Nations General Assembly, *Convention on the Rights of Child* 1989

⁵¹ United Nations General Assembly, *Convention on the Rights of Child* 1989

⁵² UNICEF, *Violence against Children in Places of Work*, 2006

⁵³ UNICEF, *Violence against Children in Places of Work*, 2006

⁵⁴ World Health Organization, *A one-Way Street?*, 1993, part 3 of 9

⁵⁵ World Health Organization, *A one-Way Street?*, 1993, part 3 of 9

⁵⁶ World Health Organization, *A one-Way Street?*, 1993, part 3 of 9

before the age of 12.”⁵⁷ Poverty is a major contributor to the phenomena of street children. Many street children come from impoverished homes or no homes at all and the streets are all they know.⁵⁸ This problem however, expands beyond poverty and relates also to the issue of abandoned children, especially children who have lost a parent due to death or disease, such as HIV/AIDS epidemic.⁵⁹ In Sub-Saharan Africa 3.5 million children below the age of 15 have lost both parents to AIDS and about 13 million have lost at least one parent to the disease.⁶⁰ As a result, street children are left taking care of ill parent or are orphaned and end up on the streets.

Both girls and boys alike are found living on streets in unacceptably high numbers. Girls living on the street are most in need of protection as they are regularly forced into prostitution and, in many cases, raped.⁶¹ Girls are often made even more vulnerable as the very caretakers who are supposed to protect them are among the perpetrators of violence against them.⁶² For example, street girls who have been smuggled to South Africa “have reported that they were forced to have sex with border guards to secure entry.”⁶³ Oftentimes, girls living on the street may have run away from home to avoid abuse, marriage at an early age, death of a parent, or were raised on the streets since birth.⁶⁴ Many street girls never make it to school, and those who are still living with their families drop out either to work or help raise other siblings.⁶⁵

Street children, especially girls living and working on the street, need to be protected. UN resolution *A/RES/63/426* calls for the promotion and protection of the rights of children, which includes street children. With regard to girls, the resolution calls for implementing programs and social protection systems for girls, “who are vulnerable to child labor.”⁶⁶ Since most girls living on the street end up working as child laborers, they are in dire need of protection to prevent violations of their rights.⁶⁷ Furthermore, a study conducted by Development Alternatives Inc. (DAI), a global development firm, points out that girls are more likely to face “more extreme difficulties at home, such as abuse, before deciding to leave for the streets.”⁶⁸ Girls are also more vulnerable to various types of exploitation on streets, and tend to have less opportunities of earning money compared to their male counterparts.⁶⁹ Therefore, DAI recommends “livelihood,” programs should be geared towards including street girls and allowing them equal employment opportunities by overcoming gender stereotypes.⁷⁰

UN resolutions UN *A/RES/49/212* and UN *A/RES/63/426*, as well as the Commission on Human Rights *RES/1993/81 (1993)*, all call for protection of street children on national and international levels.⁷¹ Furthermore, *A/RES/63/426* “Calls upon all States to prevent violations of the rights of children working and/or living on the street.” Lewis Aptekar, who has studied street children with San Jose State University, writes that a significant number of children on streets are there largely due to a lack of enforceable laws in place to stop or discourage child labor.⁷² The National Report on Bangladesh, in which UNICEF conducted a study on child poverty, concluded that the issue of street children must necessarily be addressed by the strengthening national policies.⁷³ It recommends that to better improve the conditions for street children Bangladeshi policies should be geared towards addressing homelessness and providing real alternatives for children who happen to find themselves living on the streets.⁷⁴

⁵⁷ Youth Advocate Program International Rescue Paper, *Street Children Victimization and Abuse of Street Children Worldwide*, p.1

⁵⁸ World Health Organization, *Working with Street Children*, 2000, p. iii

⁵⁹ Development Alternative Inc., *Economic Livelihoods for Street Children A Review*, 2004, p.1

⁶⁰ Development Alternative Inc., *Economic Livelihoods for Street Children A Review*, 2004, p.vi

⁶¹ Youth Advocate Program International Rescue Paper. *Street Children Victimization and Abuse of Street Children Worldwide*, p.1

⁶² Youth Advocate Program International Rescue Paper. *Street Children Victimization and Abuse of Street Children Worldwide*, p.2

⁶³ Save the Children Fund, *Away from Home, Protecting and supporting children on the move*, 2008

⁶⁴ Save the Children Fund, *Away from Home, Protecting and supporting children on the move*, 2008

⁶⁵ Youth Advocate Program International Rescue Paper. *Street Children Victimization and Abuse of Street Children Worldwide*

⁶⁶ United Nations General Assembly, *Promotion and protection on the rights of child, 2008 (A/RES/63/426)*, 2008, clause 74 (h)

⁶⁷ United Nations General Assembly, *Promotion and protection on the rights of child, 2008 (A/RES/63/426)*, 2008, clause 74 (h)

⁶⁸ Development Alternative Inc., *Economic Livelihoods for Street Children A Review*, 2004, p.viii

⁶⁹ Development Alternative Inc., *Economic Livelihoods for Street Children A Review*, 2004, p.viii

⁷⁰ Development Alternative Inc., *Economic Livelihoods for Street Children A Review*, 2004, p.14

⁷¹ The Commission on Human Rights, *The plight of Street Children*, 1993

⁷² Lewis Aptekar. *Street Children in the Developing World: A Review of Their Condition*, 1994

⁷³ UNICEF, *National Report Bangladesh Global Study on Child Poverty and*, 2009

⁷⁴ UNICEF, *National Report Bangladesh Global Study on Child Poverty and*, 2009

Most importantly, UNICEF recommends that children who are working and living on streets should receive “adequate programmatic interventions,” which should be developed and implemented so as to promote reintegration of street children into mainstream society.⁷⁵

Street children, “live a transitory life style and are vulnerable to inadequate nutrition, physical injuries, substance use, and health problems including sexual and reproductive health problems.”⁷⁶ Since street children, often do not have homes and move from place to place they mostly live in urban areas to find employment.⁷⁷ The mobile life of the streets leaves no time for schooling and as a consequence, street children are often deprived of an education. Research from several organizations such as the World Health Organization (WHO), World Bank, UNICEF, and other UN agencies stress the importance of education and that it can play a vital role in supporting street children.⁷⁸ Proper education can also serve as a means by which street children can be helped to assimilate back into mainstream society.⁷⁹

Case study: A look at Indonesia’s street children

A closer look at this issue reveals that, in many countries, it is fairly common for families to send their children out to work on the streets. One such country is Indonesia, where without the added income of working children, many families would not be able to make a living.⁸⁰ In Indonesia, each year an estimated 1 million children drop out school and begin working in order to support their families.⁸¹ Part of the reason why children have been dropping out of school at such high rates in Indonesia is due to the country’s financial crisis in 2008-09. “The number of street children in Indonesia increased more than seven times from 1997 to 2010,” the same years as the economic downturn.⁸² There is an estimated 1.5 million children in Indonesia alone reported by UNICEF who are not in school and are currently working on the streets.⁸³ Despite such high numbers, UNICEF is making strides towards lessening the negative impacts children experience by living on the streets, through programs such as Learning Communities for Children (CLCC), a UNICEF initiative that provides education to poor children of Indonesia⁸⁴

The transitory lifestyle of street children makes it difficult for them to attain continuous schooling.⁸⁵ In Indonesia the escalation in poverty caused a number of children to drop out from schools and many of the children who dropped out school ended up on the streets.⁸⁶ In order to address this problem The National Commission for Child Protection has been offering street children and dropouts mobile classes across the nation.⁸⁷ This has benefited street children by allowing them access to otherwise limited education. Street children received transportation to and from the classroom, books, supplies, and the convenience to attend classes only twice a week if necessary.⁸⁸ Despite the financial crisis in Indonesia, mobile classes provide street children the opportunity to access formal education.

NGOs and non-profits help fill the gap where government initiatives fall short. Penduli Anak Foundation, one of the largest non-profits in Indonesia, serves former street children.⁸⁹ The non-profit, located in Lombok, Indonesia, has helped many street children reintegrate into normal life and tries to provide a safe space for the former street children. Penduli Anak consists of shelter homes, schooling from primary to secondary level education, a place to cook, recreational areas, and a health clinic.⁹⁰ In order for such programs to work and provide street children a

⁷⁵ UNICEF, *National Report Bangladesh Global Study on Child Poverty and Disparities*, 2009

⁷⁶ World Health Organization, *Working with Street Children*, 2000, p. iii

⁷⁷ Save the Children Fund, *Away from Home, Protecting and Supporting children on the move*, 2008

⁷⁸ World Health Organization, *Working with Street Children*, 2000, p. iv

⁷⁹ Development Alternative Inc., *Economic Livelihoods for Street Children A Review*, 2004, p.12

⁸⁰ UNICEF, *Recent Developments in Indonesia to bring quality education to all Children*, 2007

⁸¹ UNICEF, *Recent Developments in Indonesia to bring quality education to all Children*, 2007

⁸² One World South Asia, *Mobile classes offer hope to Indonesia’s street children*, 2010

⁸³ UNICEF, *Recent Developments in Indonesia to bring quality education to all Children*, 2007

⁸⁴ UNICEF, *Recent Developments in Indonesia to bring quality education to all Children*, 2007

⁸⁵ UNICEF, *State of the World’s Children Excluded and Invisible*, 2006, p.69

⁸⁶ One World South Asia, *Mobile classes offer hope to Indonesia’s street children*, 2010

⁸⁷ One World South Asia, *Mobile classes offer hope to Indonesia’s street children*, 2010

⁸⁸ One World South Asia, *Mobile classes offer hope to Indonesia’s street children*, 2010

⁸⁹ Penduli Anak Foundation Website, *Introduction*

⁹⁰ Penduli Anak Foundation Website, *About us*

chance at reintegration, organizations like Penduli provide the foundation for a healthier childhood, which can make it more likely that street children make it to adulthood.⁹¹ An economic livelihoods review of street children conducted by DAI and done in collaboration with Save the Children Inc. and eight local Indonesian NGOs (Abdi Asih, Al Muhajirin, Alang-alang, SPMAA, and Genta in Surabaya and YMS, Bahtera, and Bias Kriya Nusantara in Bandung) conducted comprehensive research of the continuing problem of street children in Indonesia.⁹² The study concluded that empowering street children and providing them means for livelihoods is a way to restore their self respect, keep them off the streets, protect against harm, and help provide an alternative income. Although, this income is not enough, according to the NGOs who partnered with Save the children in the case study, they reported that “vocational training programs have other benefits, such as developing self-confidence and concentration skills, and reducing the amount of time children spend on the street.”⁹³

Reintegration of street children

The reintegration of street children into society is a time consuming and complex process. In order to make adequate progress on this issue the focus must remain on strengthening existing programs that focus on preventive strategies, foster technical and vocational training, and otherwise provide real avenues by which street children can get off the streets in a lasting way.⁹⁴ One of the biggest UNICEF initiatives is the *Protection for Children* and according to the UNICEF Humanitarian Action report, “some 2,000 street children and displaced children will benefit from reinforcing existing structures through further training, organizational management, and provision of relevant supplies for the reintegration of street children.”⁹⁵ Such programs and governments that have elected to take proactive stances on addressing the issue of street children have seen positive results.⁹⁶ For example, a recent Georgian initiative has seen the creation of safe havens for children that serve as an in-between phase until children are reintegrated into society.⁹⁷

Building partnerships between local governments and NGOs can help identify street children and help assess their needs in order to slowly re-integrate them into mainstream society.⁹⁸ Local governments and NGOs can help with community development programs that can help create safe spaces for street children. According to the World Bank study, *Who Cares? Street Children in their Own Words*, several past community development initiatives include: “the Back to School Program in Indonesia, the Social Policy and Community Social Services Development Project in Lithuania, the Child Welfare Projects in Romania and Bulgaria, the Social Development Project in Turkey, and the Ceara Water Management and Urban Development Project in Brazil.”⁹⁹ The reintegration process tends to be multi-pronged because street children face several issues simultaneously i.e. recovering from abuse, breaking criminal habits, rehabilitation for drug problems, etc.¹⁰⁰ Therefore, a needs assessment must be done on an individual basis in order to determine what kind of intervention is required in each individual case.¹⁰¹

UNICEF's role

UNICEF working groups try to work with governments to come up with solutions to mitigate the conditions by which street children are created. One such body that works on protecting the rights of children and creating programs with reintegration of such children into society is the Committee on the Rights of Child (CRC). In the case of street children UNICEF has prepared an institutional strategy with the Consortium for Street Children, (CSC) which is “the only worldwide network that works collectively to promote (specifically) the rights and well-

⁹¹ Penduli Anak Foundation Website, *Vision*

⁹² Development Alternative Inc., *Economic Livelihoods for Street Children A Review*, 2004, p.55

⁹³ Development Alternative Inc., *Economic Livelihoods for Street Children A Review*, 2004, p.55

⁹⁴ The World Bank, *Street Children: Promising Practices and Approaches*, 2002, p.1

⁹⁵ UNICEF, *Humanitarian Action Report*, 2007

⁹⁶ UNICEF, *At a Glance: Indonesia –Innovative Methods bring quality Schooling to Poor Children in Indonesia*, 2008

⁹⁷ UNICEF Website, *New Haven for Street Children in Georgia*, 2005

⁹⁸ The World Bank, *Street Children: Promising Practices and Approaches*, 2002, p.vii

⁹⁹ The World Bank, *Street Children: Promising Practices and Approaches*, 2002, p.2

¹⁰⁰ The World Bank, *Street Children: Promising Practices and Approaches*, 2002, p.3.

¹⁰¹ The World Bank, *Street Children: Promising Practices and Approaches*, 2002, p.1.

being of street children on a global scale.”¹⁰² Together, UNICEF and CSC work collaboratively to put an end to systematic abuse and exploitation of street children.

Due to UNICEF’s outreach and multiple partnerships with local NGOs, collaboration is a viable option for UNICEF Member States to address this issue. UNICEF can monitor the work and ensure transparency in addressing the issue of street children.¹⁰³ Furthermore, with the help of local partners, UNICEF can “cooperate with partners in pioneering pilot innovations designed to assist in the development of national policies, technical advances and experiences in reaching marginalized children.”¹⁰⁴

UNICEF works to ameliorate the day-to-day living conditions street children face by placing them in temporary schools or UNICEF based transit centers that are run in various cities such as in Karamoja, Uganda.¹⁰⁵ In such transit centers it is UNICEF’s aim to help children who were previously living on the streets and to provide them with more stability and greater opportunities to rejoin society in a more empowered role. However, UNICEF’s work in this area is not totally free of criticism. The CSC in particular has, on several occasions, complained that the issue of street children is not a priority for UNICEF and that the organization overall could be doing more to address this problem.¹⁰⁶

Conclusion

The problem of street children is widespread and in no way limited to any particular region of the globe. However, as with any social problem stemming largely from poverty, there are greater numbers of street children suffering in the developing world than elsewhere. Many governments and NGOs have taken action to address this problem and, in most successful cases, they have relied heavily on the support and cooperation of local communities.¹⁰⁷ Other countries such as Bangladesh have created targeted poverty reduction strategies to “protect street children from all abuse and exploitation,” in addition to tightening their child labor laws.¹⁰⁸ Uganda, in cooperation with UNICEF has built educational transit centers to help reintegrate street children into society while Indonesia has offered mobile schooling for its street children and Georgia has created safe havens as an in between stage to help children get off the streets.¹⁰⁹ Many other states are taking steps towards addressing this issue as indicated in the UNICEF Humanitarian Action Report and individual countries’ assessments on the issue of street children in collaboration with UNICEF.¹¹⁰

The primary focus of many UNICEF programs, governments, and affiliated NGOs is finding ways to help street children get off the streets while, at the same time, offering them opportunities to access to education, food, healthcare and proper shelter with the hope of aiding their reintegration into mainstream society.¹¹¹ However, there remains a great deal of work to be done in rectifying the conditions that often put children on the streets in the first place. Poverty, overpopulation, underemployment, and a lack of basic social services all contribute to this problem and must be addressed as the root causes that they are.¹¹²

Questions to consider: Where do individual states stand on the CRC convention and the required national reports on the current state of children’s rights? How can existing programs to help protect street children and promote their

¹⁰² Consortium for Street Children, *Working in partnership with United Nations Children’ Fund (UNICEF), New DFID institutional strategy*, 2010

¹⁰³ Consortium for Street Children, *Working in partnership with United Nations Children’ Fund (UNICEF), New DFID institutional strategy*, 2010

¹⁰⁴ Consortium for Street Children, *Working in partnership with United Nations Children’ Fund (UNICEF), New DFID institutional strategy*, 2010

¹⁰⁵ UNICEF, *A second chance for children living on streets of Uganda*, 2010

¹⁰⁶ Consortium for Street Children, *Working in partnership with United Nations Children’ Fund (UNICEF), New DFID institutional strategy*, 2010

¹⁰⁷ UNICEF, *State of the World’s Children Excluded and Invisible*, 2006, p.72-73

¹⁰⁸ UNICEF, *National Report Bangladesh Global Study on Child Poverty and Disparities*, 2009, p.59

¹⁰⁹ UNICEF, *A second chance for children living on streets of Uganda*, 2010; UNICEF Website, *New Haven for Street Children in Georgia*, 2005; One World South Asia, *Mobile classes offer hope to Indonesia’s street children*, 2010

¹¹⁰ VOA NEWS, *Malawi Launches Campaign to Get Children off Streets*, 2010

¹¹¹ Scanlon et al., *Street Children in Latin America*, 1993

¹¹² The World Bank, *Street Children: Promising Practices and Approaches*, 2002, p,7

reintegration into mainstream society be advanced or otherwise improved? How can the success of failures of these programs be better monitored? What can be done to strengthen the family unit and eradicate poverty to prevent creating street children in the first place? What role can international partners in the private sector and civil society play in addressing the issue of street children? What role, if any, does international law play in helping to alleviate the plight of street children? Can implementation of existing and new policies on the national level make a difference for street children?

III. Protecting Children's Rights in Legal Conflicts

Introduction

It is estimated that throughout the world, 1 million children are deprived of their liberty, due to being in a position of conflict with the law.¹¹³ Often, these children have no access to a fair judicial process or legal representation.¹¹⁴ Those children that come into conflict with the law are held under arrest, in detention or are imprisoned.¹¹⁵ They are often treated in degrading and inhumane conditions, including being denied the right to medical care, education and individual development.¹¹⁶ Children who come into conflict with the law face increased poverty, social ostracism and are in some places, at higher risk of contracting HIV.¹¹⁷

The majority of children who come into contact with the law do so due to petty crimes or status offenses.¹¹⁸ Some children who commit crimes have been coerced by adults into doing so.¹¹⁹ Coming into conflict with the law can too often be the result of prejudice related to race, ethnicity or social and economic status, even when no crime has been committed.¹²⁰ Often, children who are detained in prison have not been convicted of a crime, but have instead been simply apprehended or are being held on pre-trial remand.¹²¹ Many of the worst Human Rights violations occur during pre-trial remand.¹²² Such violations are the result of the practice of rewarding police for the number of confessions that they obtain. This can result, for example, in police offering drugs to detainees undergoing withdrawal, in exchange for their confession¹²³.

Definitions

A child in conflict with the law is anyone under the age of 18 who comes into contact with the justice system after being suspected or accused of committing an offense.¹²⁴ Justice systems designed for adults often are unable to meet the protective needs of children and harm the child's chances of being reintegrated into society.¹²⁵ Therefore, UNICEF is a strong advocate of the principals of diversion, restorative justice and alternatives to custodial sentencing.¹²⁶ Diversion is understood as "directing children away from judicial proceedings and towards community solutions".¹²⁷ Restorative justice promotes reconciliation, restitution and responsibility through the involvement of the child, family members, victims and communities; whilst alternatives to custodial sentencing include counseling, probation and community service.¹²⁸

¹¹³ United Nations General Assembly, *A World Fit for Children*, 2002, para. 44.

¹¹⁴ Musiani, *Prison is not for Kids; Children in conflict with the law: what is done, but rarely told*, 2010.

¹¹⁵ Defence for Children International Web site, *Why?*, 2010.

¹¹⁶ Defence for Children International Web site, *Why?*, 2010.

Defence for Children International, *Kids Behind Bars*, 2003, p. 22.

¹¹⁷ United Nations Office on Drugs and Crime, *Southern Africa: Prison Settings*, 2010.

¹¹⁸ UNICEF, *Child Protection Information Sheet: Children in Conflict with the Law*, 2006, p. 1.

¹¹⁹ UNICEF, *Child Protection Information Sheet: Children in Conflict with the Law*, 2006, p. 1.

¹²⁰ UNICEF, *Child Protection Information Sheet: Children in Conflict with the Law*, 2006, p. 1.

¹²¹ Defence for Children International Web site, *Why?*, 2010.

¹²² Defence for Children International Web site, *Why?*, 2010.

¹²³ Tomasini-Joshi, *Children, Torture, and Pretrial Detention*, 2010.

¹²⁴ UNICEF, *Child Protection Information Sheet: Children in Conflict with the Law*, 2006, p. 2.

¹²⁵ UNICEF, *Child Protection Information Sheet: Children in Conflict with the Law*, 2006, p. 2.

¹²⁶ UNICEF, *Child Protection Information Sheet: Children in Conflict with the Law*, 2006, p. 2.

¹²⁷ UNICEF, *Child Protection Information Sheet: Children in Conflict with the Law*, 2006, p. 1.

¹²⁸ UNICEF, *Child Protection Information Sheet: Children in Conflict with the Law*, 2006, p. 1-2.

International Legal Framework for Juvenile Justice

The legal international standards for children in conflict with the law, including the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (Beijing Rules), hold that the arrest, detention or imprisonment of a child must be in conformity with the law, and must be used only as a measure of last resort and for the shortest appropriate period of time.¹²⁹ According to the 1985 United Nations Standard Minimum Rules for the Administration of Juvenile Justice, the standard is that “children in conflict with the law have the right to treatment that promotes their sense of dignity and worth, takes into account their age and aims at their reintegration into society”.¹³⁰

On November 1989, 30 years after its Declaration of the Rights of the Child, the United Nations General Assembly adopted the Convention on the Rights of the Child (CRC).¹³¹ It was subsequently signed by 140 nations and came into force on September 2 1990.¹³² The Convention requires that states act in the best interests of the child, prohibiting the imposition of the death penalty and sentences of life imprisonment for offenses committed by persons under the age of 18.¹³³ The United States of America and Somalia are the only two signatories that have not ratified the CRC¹³⁴. The United States has however, signed both of the Conventions optional protocols, the Optional Protocol on the Involvement of Children in Armed Conflict, from May 25 2000, and the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography, which entered into force on January 2002.¹³⁵ The UN Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines) were adopted and proclaimed by General Assembly resolution 45/112 in December 1990; they provide that the view and the wishes of children in conflict with the law must be taken into account by the decision maker.¹³⁶ Even though these guidelines are not legally binding they are an expression of a human rights based view in the social and judicial approach to children.¹³⁷

With the Convention on the Rights of the Child as its fundamental document, the aim of UNICEF with regard to children in conflict with the law is to reduce the numbers of children in detention, recognizing that incarcerated children often suffer severe violations of their basic rights. UNICEF endeavors to protect children from violence, abuse and exploitation.¹³⁸ A more appropriate and effective approach to punitive measures that UNICEF promotes is rehabilitation that involves families and communities.¹³⁹

Causes

Children in conflict with the law often find themselves in that position due to minor offenses, such as petty-theft, violation of city ordinances, truancy, etc.¹⁴⁰ Those children who commit petty crimes also tend to be first-time offenders.¹⁴¹ For many children, committing petty crime is a normal part of growing up.¹⁴² In the experience of UNICEF, children who are first time offenders of petty crimes are unlikely to be recidivist when treated appropriately.¹⁴³ Children also often commit status offenses.¹⁴⁴ Status offenses are acts that would not be punishable if an adult were to commit them.¹⁴⁵

¹²⁹ United Nations General Assembly, *Standard Minimum Rules for the Administration of Juvenile Justice*, 1985.

¹³⁰ United Nations General Assembly, *United Nations Standard Minimum Rules for the Administration of Juvenile Justice*, (A/RES/40/33), 1989, Article 37.

¹³¹ United Nations General Assembly, *Declaration of the Rights of the Child* (A/RES/1386/XIV), 1959.

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

¹³² United Nations, *Multilateral Treaties Deposited with the Secretary-General*, 2006, Chapter IV, number 11.

¹³³ United Nations General Assembly, *Convention on the Rights of the Child*, (A/RES/40/33), 1989, Article 40.

¹³⁴ United Nations, *Multilateral Treaties Deposited with the Secretary-General*, 2006, Chapter IV, number 11.

¹³⁵ United Nations, *Multilateral Treaties Deposited with the Secretary-General*, 2006, Chapter IV, number 11.b.

United Nations, *Multilateral Treaties Deposited with the Secretary-General*, 2006, Chapter IV, number 11.c.

¹³⁶ United Nations General Assembly, *Guidelines for the Prevention of Juvenile Delinquency* (A/RES/45/112), 1990.

¹³⁷ Defense for Children International, *UN Guidelines for the Prevention Juvenile Delinquency*, 2000.

¹³⁸ UNICEF Web site, *Child Protection from violence, exploitation and abuse*, 2010.

¹³⁹ UNICEF, *Child Protection Information Sheet: Children in Conflict with the Law*, 2006, p.1

¹⁴⁰ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.78.

¹⁴¹ United Nations, *World Youth Report*, 2007.

¹⁴² UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.68.

¹⁴³ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.38.

¹⁴⁴ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.

¹⁴⁵ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.7.

While violent crime is on the rise in regions such as the Caribbean, those committing crime, especially drug related crime, are consistently getting younger.¹⁴⁶ Violent crime is often committed by children in poor urban communities.¹⁴⁷ Out of school males between the ages of 13 and 19 are more inclined to be involved in drug dealing.¹⁴⁸ Often, youth will join criminal gangs in order to compensate for formal employment opportunities.¹⁴⁹ Girls and young women are also negatively affected by high unemployment and lack of opportunity.¹⁵⁰ With lack of alternatives, young women often turn to prostitution to survive.¹⁵¹

In addition to petty crime and status offenses, children also come into conflict with the law when coerced or used by adults.¹⁵² A further issue that affects children in conflict with the law is the prejudice they can face related to race, ethnicity or social and economic status.¹⁵³ Law enforcement, in particular police officers, as the first point of contact with children, are a vital link in diverting children away from or into the formal justice system, however, negative attitudes toward young offenders persist.¹⁵⁴ Prejudicial attitudes towards young offenders must also be addressed. Young offenders are viewed in a negative light and then continue to be treated accordingly by government officials, members of society and school systems.¹⁵⁵ Children who are perceived as 'criminal' face problems even before an arrest. For example, children who live on the streets often face violence at the hands of the community as well as the police.¹⁵⁶ This is worsened by the fact that street children can be incarcerated in order to maintain public order.¹⁵⁷ In Guatemala, 40 street children were sent to a juvenile detention center, because police thought this would decrease vandalism during a holiday celebration.¹⁵⁸ Therefore, underlying causes of juvenile misbehavior should be understood, promoting responses that involve communities and can strengthen the child's rights, in accordance with the Convention of the Rights of the Child.¹⁵⁹

Juvenile Justice

Most countries have ratified the Convention on the Rights of the Child, however, implementation is often lacking. Judicial systems are not always equipped to deal with children, either because countries with juvenile justice systems may fail to consider the best interests of the child, or because no separate juvenile justice system exists¹⁶⁰.

Whilst juvenile justice systems throughout the world are diverse, the conditions in which children are kept often do not meet international standards.¹⁶¹ The European Union complies with Article 37.c of the International Convention of the Rights of the Child, requiring special detention facilities for children and forbidding the detention of children together with adults.¹⁶² In contrast, in many developing countries, overcrowding in prisons is common and children and adults are often held together in filthy, overcrowded cells.¹⁶³ In Grenada, domestic law allows children to be held with adults in exceptional circumstances; however this is reported as having become regular practice.¹⁶⁴ Being housed with adults leads to opportunities for children's physical abuse, as well as exploitation, such as stealing their clothes and food.¹⁶⁵ If on the other hand, children are kept in the same facility as, but not together with, adults, they

¹⁴⁶ Bell, *Young Crime and Violence*, 2006.

¹⁴⁷ United Nations, *World Youth Report*, 2007, p. 163.

¹⁴⁸ Cunningham, *Caribbean Youth Development: Issues and Policy Directions. World Bank Country Study*, 2003.

¹⁴⁹ Cunningham, *Caribbean Youth Development: Issues and Policy Directions. World Bank Country Study*, 2003.

¹⁵⁰ United Nations, *World Youth Report*, 2007, p. 163.

¹⁵¹ United Nations, *World Youth Report*, 2007, p. 163.

¹⁵² UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.

¹⁵³ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.

¹⁵⁴ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.103.

¹⁵⁵ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.103.

¹⁵⁶ UNICEF, *Violence related to children and adolescents in conflict with the law*, 2006.

¹⁵⁷ Kilbourne, *Children Behind Bars: Youth who are detained, incarcerated and executed*, 1999, p. 3.

¹⁵⁸ Kilbourne, *Children Behind Bars: Youth who are detained, incarcerated and executed*, 1999, p. 3.

¹⁵⁹ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.103.

¹⁶⁰ United Nations Office on Drugs and Crime, *Manual for the measurement of juvenile justice indicators*, 2006, p.1.

¹⁶¹ Defence for Children International, *Kids Behind Bars*, 2003, p.134.

¹⁶² Council of Europe, *European Prison Rules*, 2006, p.959.

¹⁶³ Defence for Children International, *Kids Behind Bars*, 2003, p.134.

Amnesty International Web site, *Nigeria: Prison Conditions 'appalling'*, 2007.

¹⁶⁴ Child Rights Information Network, *Grenada: Universal Periodic Review*, 2010, para. 23.

¹⁶⁵ Kilbourne, *Children Behind Bars: Youth who are detained, incarcerated and executed*, 1999, p. 10.

can be isolated. Some facilities in the United States keep children in their cells or in confined areas for extended periods to ensure separation.¹⁶⁶

In addition to overcrowding and being held with adults, lack of hygiene, insufficient healthcare and poor nutrition result in sickness and disease.¹⁶⁷ Another problem found in jail and prisons is sexual abuse.¹⁶⁸ This is often linked to the practice of housing juveniles with adult prisoners.¹⁶⁹

The majority of states have separate juvenile justice systems for children and adults.¹⁷⁰ Countries that do not have separate systems, even on paper, include Burundi and Liberia.¹⁷¹ In Burundi, the lack of a separate system leads to minor detainees being held alongside adult inmates.¹⁷² Often times however, separate juvenile justice systems exist on paper only.¹⁷³ Tanzania, for example, has laws in place that regulate a separate juvenile justice system, however it has limited capacities for minors in the juvenile system; in most cases, minors are held in the adult system.¹⁷⁴

Another factor that varies widely is the age of criminal responsibility. In some countries, the age of criminal responsibility is just 8 years old (and inconsistent with the Beijing Rules and Riyadh Guidelines).¹⁷⁵ Others set the minimum age of criminal responsibility at 14 years of age.¹⁷⁶ Another aspect that is sometimes implemented is that in some countries, the juvenile justice system can be used for those who have reached the legal age of majority, up until the ages of 21 or 23.¹⁷⁷

Throughout the world, the sanctions that juveniles face when being held to have infringed on the penal law, varies greatly.¹⁷⁸ This variation is found not only between developed and lesser developed countries, but also between industrialized nations. In Germany, for example, the detention of a minor is seen as a last resort, with alternative sanctions being primarily used.¹⁷⁹ Whereas in the United States, the death penalty may be imposed for offenses committed by persons under the age of 18.¹⁸⁰ In Indonesia, it is reported that juvenile offenders brought before the courts tend to be sentenced to prison.¹⁸¹

In conclusion, children are often given extra civil protections in the judicial system on paper. However, the implementation of such protection is often lacking. Furthermore, a focus on rehabilitation and an understanding of the necessity thereof remains lacking in many countries.

Creating a protective environment

In order to create a protective environment for children in conflict with the law, UNICEF focuses on the principals of diversion, restorative justice and alternatives to custodial sentencing.¹⁸² The implementation of these principals involves bringing national laws to an international standard, fighting negative attitudes towards children in conflict with the law, preventative measures and strengthening families.¹⁸³ In order to effectively intervene, multiple root causes of criminal behavior must be addressed.¹⁸⁴ Most young people who come into conflict with the law struggle

¹⁶⁶ Amnesty International, *Betraying the Young: Children in the US Justice System*, 1998.

¹⁶⁷ Defence for Children International, *Kids Behind Bars*, 2003, p.135.

¹⁶⁸ Kilbourne, *Children Behind Bars: Youth who are detained, incarcerated and executed*, 1999, p. 10.

¹⁶⁹ Kilbourne, *Children Behind Bars: Youth who are detained, incarcerated and executed*, 1999, p. 10.

¹⁷⁰ Defence for Children International, *Kids Behind Bars*, 2003, p.132.

¹⁷¹ Defence for Children International, *Kids Behind Bars*, 2003, p.132.

¹⁷² Defence for Children International, *Kids Behind Bars*, 2003, p.132.

¹⁷³ Defence for Children International, *Kids Behind Bars*, 2003, p.132.

¹⁷⁴ Defence for Children International, *Kids Behind Bars*, 2003, p.132.

¹⁷⁵ Defence for Children International, *Kids Behind Bars*, 2003, p.132.

¹⁷⁶ Defence for Children International, *Kids Behind Bars*, 2003, p.132.

¹⁷⁷ Defence for Children International, *Kids Behind Bars*, 2003, p.132.

¹⁷⁸ Defence for Children International, *Kids Behind Bars*, 2003, p.131.

¹⁷⁹ Defence for Children International, *Kids Behind Bars*, 2003, p.131.

¹⁸⁰ Defence for Children International, *Kids Behind Bars*, 2003, p.131.

¹⁸¹ NGO Coalition for CRC Monitoring, *Comments on the First Periodic Report of the Government of Indonesia to the Committee on the Rights of the Child*, 2004.

¹⁸² UNICEF, *Child Protection Information Sheet: Children in Conflict with the Law*, 2006, p. 2

¹⁸³ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.103.

¹⁸⁴ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.103.

with multiple social and economic issues in their homes and/or communities.¹⁸⁵ It is therefore essential that efforts are made to combat these problems at the root. This also includes training police officers in how to deal with minors who they come into contact with.¹⁸⁶

The international standards which are being aimed at protecting children in conflict with the law include establishing national legislation programs that offer alternatives to detention and restorative justice; creating circumstances in administrative processes that are in the best interests of the child; safeguarding children's rights and allowing children the right to participate in the decisions which affect their lives; aligning national legislation with international law and good law practices.¹⁸⁷

Case Study: Philippines

In Cebu City, Philippines, the non-profit organization FREELAVA (Free Rehabilitation, Economic, Education and Legal Assistance Volunteers Association, Inc.), as well as NGOs and UNICEF Philippines founded the Children's Justice Committee (CJC) as a community-based structure in April 2002.¹⁸⁸ The CJC serves to promote community level diversion and mediation measures for children in conflict with the law, allowing the Barangay council to administer "restorative justice".¹⁸⁹ The goal of the program is to reduce the rate of recidivism and the number of children in detention.¹⁹⁰

The key activities of the project include committee members responding to a report or an arrest, by verifying the whereabouts of the victim and the child in conflict with the law; settlement and mediation between the offender and his or her victim; and crime prevention and diversion programs.¹⁹¹ As part of the crime prevention and diversion programs, out-of-school youth is offered skill training, including automotive repair, plumbing and culinary arts education.¹⁹² Livelihood programs aim to supplement family incomes, for example by providing school supplies, school uniforms and school enrollment fees; FREELAVA helps almost 400 children per year.¹⁹³ Further support includes STD & HIV/AIDS education; psycho-social interventions, including counseling, educational, legal and medical assistance; and value formation seminars to address ways to improve parenting skills and to discuss diversion and restorative justice.¹⁹⁴

The Children's Justice Committees are functioning in nine administrative divisions with notable impacts.¹⁹⁵ The number of children sent to detention has been reduced.¹⁹⁶ Those who committed petty crimes were asked to do community service instead of being institutionalized.¹⁹⁷ The crime rate has also fallen since the project started and there are indications that less youth re-offend. Whereas 150 cases were reported before, only 30 to 40 cases were reported less than one year after the project began.¹⁹⁸ Of 53 mediated cases in December 2002, only 4 youths had re-offended by March 2003.¹⁹⁹ In addition to improving statistics, the project has increased the interest in community volunteering, increased the number of children in conflict with the law returning to school and increased self-confidence among peer educators.²⁰⁰ The project, which is in compliance with international standards on juvenile justice, has been recognized as important and relevant within the area in which the CJC is active.²⁰¹ The

¹⁸⁵ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.103.

¹⁸⁶ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.103.

¹⁸⁷ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.7.

¹⁸⁸ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.45.

¹⁸⁹ Malou Mangahas, *Cebu's Balay Pasilungan Community Offers Young Offenders A Second Chance*, n.d.

¹⁹⁰ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.45.

¹⁹¹ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.45.

UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.46.

¹⁹² UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.46.

¹⁹³ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.46.

¹⁹⁴ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.47.

¹⁹⁵ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.47.

¹⁹⁶ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.47.

¹⁹⁷ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.47.

¹⁹⁸ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.47.

¹⁹⁹ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.47.

²⁰⁰ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.47.

UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.47.

²⁰¹ UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.48.

project, the first of its kind in the Philippines has shown innovation in successfully building a model for community diversion and pro-actively monitoring cases of children who are in conflict with the law.²⁰²

Conclusion

The reasons that children come into contact with the law vary, from lack of education or parental guidance, abuse and exploitation, peer pressure or poverty.²⁰³ It is therefore necessary to target the causes of juvenile crime, as well as improving the general conditions of each country's respective judicial process. Additionally, the rehabilitation of those convicted of an offense is an important tool to improve increase the number of detained children.

This three-pronged approach is necessary to successfully implement the Convention on the Rights of the Child. However, questions remain: How can socio-economic structures be improved, so that children can be prevented from committing crimes? How can children be protected from exploitation and abuse, both within the judicial system, and outside? What measures can be taken to ensure that children are not arrested or detained based on prejudice, and what can be done to combat prejudice against those children who are said to have committed an offense? Which steps can be taken to improve the conditions of those children detained? How can children be better accommodated in their country's legal system?

II. Providing Protection to the Disabled Child

“Unless disabled people are brought into the development mainstream, it will be impossible... to give every girl and boy the chance to achieve a primary education by the same date goals agreed by more than 180 world leaders at the United Nations Millennium Summit in September 2000”²⁰⁴

Introduction

Nearly 10% of the world's population is disabled, or will become disabled in their lifetime.²⁰⁵ Of this roughly 650 million people, 200 million are children aged 18 and below.²⁰⁶ In most instances, these children are born into poverty stricken areas and will face struggles beyond that of an average child due to the lack of access to social services and adequate laws aimed at protecting their rights. Basic assistive equipment such as wheelchairs, walkers, and even corrective lenses are largely unavailable in rural and even most urban areas of developing countries.²⁰⁷ Additional services, such as adapted education and technical training are very rare, primarily due to a lack of funding for such programs.²⁰⁸

The World Health Organization (WHO) defines a disability as “Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.”²⁰⁹ It is further noted by the WHO that a handicap is the “function of the relationship between disabled persons and their environment.”²¹⁰ In this regard, the social exclusion and struggles faced by disabled children are a result of social barriers that can be overcome within communities through the implementation of special programs aimed at educating the population on the nature of disabilities.²¹¹ Basic programs aimed at reintegrating these children into society are rare and, where present, do not always take steps in educating societies about the nature of disabilities, thus encouraging social stigmas of disabilities to continue.²¹²

²⁰² UNICEF, *Justice for Children: Detention as a Last Resort Innovative Initiatives*, 2003, p.50.

²⁰³ United Nations Office on Drugs and Crime, *Manual for the measurement of juvenile justice indicators*, 2006, p.1.

²⁰⁴ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²⁰⁵ United Nations Web Services Section, *Some Facts about Persons with Disabilities*, 2006

²⁰⁶ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²⁰⁷ OHCHR, *From Exclusion to Equality. Realizing the rights of persons with disabilities*. 2007

²⁰⁸ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²⁰⁹ United Nations General Assembly, *World Programme of Action Concerning Disabled Persons*, 1982

²¹⁰ United Nations General Assembly, *World Programme of Action Concerning Disabled Persons*, 1982

²¹¹ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²¹² UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

As noted in Article 5 of the Convention on the Rights of Persons with Disabilities, the provision of “reasonable accommodation,” which is defined as “necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms,” is necessary to “promote equality and eliminate discrimination.”²¹³ However, such accommodations for disabled children in the fields of education and health care are rare.

Sources of disability

Over “50% of disabilities are preventable and directly linked to poverty.”²¹⁴ In particular, malnutrition as a result of poverty leads to “maternal under-nourishment and infectious diseases.”²¹⁵ Poor maternal health is a common cause of life-long disabilities in children, particularly in war-torn areas where women suffer from a lack of adequate health-care.²¹⁶ Impoverished areas demonstrate a prevalence of disabilities within the population, primarily due to a lack of healthcare.²¹⁷ Prenatal and early-childhood care, in particular, is lacking in most rural areas and tends to contribute to higher rates of disability.²¹⁸ Preventable diseases such as the measles, micronutrient deficiencies, and exploitation through child labor are a result of extreme poverty and oftentimes lead to childhood disabilities.²¹⁹ As it stands, poverty being a source of disabilities is an ongoing cycle as the undue burden placed upon families needing to care for disabled children “deepens the impact of economic poverty.”²²⁰

In addition to poor nutrition and poverty, war can also contribute to rates of disabilities within a population. Most former child soldiers face some form of disability, whether it is psychological or physical in nature. These disabilities may require assistive equipment such as prosthetics or hearing aids, and when they are not widely available, disabled children “may experience great difficulty becoming regular, functioning members of their societies and ultimately in supporting themselves.”²²¹ The primary source of physical disabilities faced by children affected by armed conflict is exploding landmines.²²² Nearly 6 million children have been disabled as a result of armed conflict in the last decade, most of which occurred due to landmines.²²³ The physiological and psychological affects of armed conflict oftentimes inhibit children from becoming functioning members of society.²²⁴ Severe cases of post-traumatic stress disorder can be found in many current and former child soldiers.²²⁵ Aggression, hyperactivity, separation anxiety, and difficulty in concentrating are common affects of armed conflict that are classified as disabilities when children exhibiting these traits are unable to function within society.²²⁶

Access to healthcare, education, and social services

Social barriers, more so than physical impairments, are the cause of social exclusion of the disabled population. Their situation is further exacerbated by a frequent lack of formal policies at a national level aimed at protecting and promoting their rights. In addition, children with disabilities face a greater level of marginalization and social exclusion than an average child, especially within developing countries. Anti-discrimination laws and disability-specific laws are rare, with only 45 countries currently incorporating such laws into their legal framework.²²⁷ Social stigmas attached to disabilities are the main cause of this as the general population typically does not understand the

²¹³ United Nations General Assembly, *Convention on the Rights of Persons with Disabilities and Optional Protocol*, 2006

²¹⁴ OHCHR, *From Exclusion to Equality. Realizing the rights of persons with disabilities*, 2007

²¹⁵ OHCHR, *From Exclusion to Equality. Realizing the rights of persons with disabilities*, 2007

²¹⁶ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²¹⁷ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²¹⁸ OHCHR, *From Exclusion to Equality. Realizing the rights of persons with disabilities*, 2007

²¹⁹ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²²⁰ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²²¹ OHCHR, *From Exclusion to Equality. Realizing the rights of persons with disabilities*, 2007

²²² Women’s Commission for Refugee Women and Children, *Untapped Potential: Adolescents affected by armed conflict. A review of programs and policies*, 2000

²²³ Women’s Commission for Refugee Women and Children, *Untapped Potential: Adolescents affected by armed conflict. A review of programs and policies*, 2000

²²⁴ Guyot, *Suffer the Children: The psychosocial rehabilitation of child soldiers as a function of peace-building*, 2007

²²⁵ Guyot, *Suffer the Children: The psychosocial rehabilitation of child soldiers as a function of peace-building*, 2007

²²⁶ Guyot, *Suffer the Children: The psychosocial rehabilitation of child soldiers as a function of peace-building*, 2007

²²⁷ United Nations Web Services Section, *Some Facts about Persons with Disabilities*, 2006

true causes of physical and mental disabilities.²²⁸ Many people are ignorant to the cause of disabilities, and believe that disabilities are a result of a curse and/or disgrace put upon a family.²²⁹ As a result, disabled children tend to have limited access to health care, education and basic social services within their communities.²³⁰

In developing countries, nearly 90% of disabled children do not have access to a formal education.²³¹ Although the Convention on the Rights of Disabled Persons calls for states to take “appropriate measures” to eliminate “obstacles and barriers to accessibility,” reasonable accommodations, such as wheelchair ramps and transportation services are generally not provided for.²³² The long distances children must travel in order to attend school prohibit disabled children from safely arriving at a school house in a timely matter.²³³ In 1994, the United Nations Educational, Scientific and Cultural Organization (UNESCO) organized the World Conference on Special Needs Education, held in Salamanca, Spain. At this conference it was recommended that governments give priority to inclusive education in order to provide education to all children through a cost-effective means.²³⁴ Inclusive education is attainable, even within impoverished countries. Inclusion-based schools, rather than integration-based schools, which simply integrate disabled students in with the mainstream population, are more effective at meeting the specific educational needs of children with disabilities.²³⁵ Programs such as community-based rehabilitation (CBR) seek to identify children with disabilities and provide these children and their families with advice and training while attempting to reduce the stigma associated with disabilities within the community.²³⁶

Access to health care is vastly limited in the case of disabled children. Legislation is not in place in most countries to provide funding for free or cost-reduced health-care and discrimination frequently prohibits children from obtaining the insurance necessary to receive medical attention and necessary medicines.²³⁷ Many children are also denied health care by their families because they are hidden away from the community from birth so that the family may avoid the social exclusion that is often associated with having a disabled family member.²³⁸ When health care is provided, it is usually in the form of institutionalization in which many disabled children may be faced with constant violence as well as physical and mental abuse.²³⁹ While institutionalization is the only practical housing in special situations, several international conventions emphasize the importance of persons with disabilities living within their communities.²⁴⁰ While deinstitutionalization is becoming more common, certain regions, such as the Middle East, Latin America, and Central and Eastern Europe, demonstrate significant levels of institutionalization.²⁴¹ Viable alternatives to institutionalization, such as community based assistance programs, are often lacking within these regions.²⁴² As an example, in Turkey, one psychiatric hospital director estimated that “of 500 patients...at his facility, only 10% would need to be confined as in-patients if community-based services were available.”²⁴³

Social services, and legal representation in particular, are generally not granted to disabled persons.²⁴⁴ This continues to be a problem despite the fact that Article 13 of the Convention on the Rights of Disabled Persons is intended specifically to ensure “effective access to justice for persons with disabilities on an equal basis with others.”²⁴⁵ Children within the legal system are most commonly charged with non-violent, petty crimes such as theft.²⁴⁶ However, children that are detained are commonly beaten and humiliated, provided with inadequate legal

²²⁸ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²²⁹ BBC News, *Healing Mental Illness the Traditional Way*, 1999

²³⁰ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²³¹ UNICEF, *Children and the Millennium Development Goals*, 2007

²³² OHCHR, *From Exclusion to Equality. Realizing the rights of persons with disabilities*, 2007

²³³ OHCHR, *From Exclusion to Equality. Realizing the rights of persons with disabilities*, 2007

²³⁴ UNESCO, *The Salamanca Statement and Framework for Action on Special Needs Education*, 1994

²³⁵ Rieser, *Implementing Inclusive Education*, 2008

²³⁶ Rieser, *Implementing Inclusive Education*, 2008

²³⁷ WHO, *WHO Resource Book on Mental Health, Human Rights and Legislation*, 2005

²³⁸ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²³⁹ UNICEF, World Report on Violence Against Children

²⁴⁰ OHCHR, *From Exclusion to Equality. Realizing the rights of persons with disabilities*, 2007

²⁴¹ UNICEF, World Report on Violence Against Children

²⁴² UNICEF, World Report on Violence Against Children

²⁴³ UNICEF, World Report on Violence Against Children

²⁴⁴ UNICEF, Innocenti Research Centre, *Promoting the Rights of Children with Disabilities*, 2008

²⁴⁵ United Nations General Assembly, *Convention on the Rights of Persons with Disabilities and Optional Protocol*, 2006

²⁴⁶ Amnesty International USA, *Children's rights: the future starts here*

representation, and given harsh, unwarranted sentences that do not serve to reintegrate the child back into society.²⁴⁷ In order to ensure juvenile justice is fair and appropriate, increasing numbers of states are calling for more detailed information regarding children who come into conflict with the law.²⁴⁸ Information such as “the numbers of children in detention, the proportion who have yet to stand trial and the amount of time children spend behind bars” can be analyzed to determine the appropriateness of a state’s juvenile legal system.²⁴⁹

International actions taken

Much has been done in the international arena to eradicate discrimination against disabled persons. International agreements put forward by the Office of the United Nations High Commissioner for Human Rights(OHCHR) such as the Declaration on the Rights of Mentally Disabled Persons—adopted 20 December 1971, the Declaration on the Rights of Disabled Persons—adopted 9 December 1975, as well as the Convention on the Rights of Persons with Disabilities and its Optional Protocol—adopted 13 December 2006 by the General Assembly, and entering into force on 3 May 2008, aim to extend this protection to children. The Standard Rules on the Equalization of Opportunities for Persons with Disabilities, adopted by the General Assembly in 1993, incorporates 22 rules that summarize and intend to guide the World Programme of Actions Concerning Disabled Persons.²⁵⁰

The Convention on the Rights of the Child—adopted 20 November 1989 by the General Assembly, entering into force on 2 September 1990, is one of the first legally binding documents of international force to guarantee basic rights and liberties to all children “regardless of race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.”²⁵¹ This convention was crucial as it is the most comprehensive enumeration of rights guaranteed to all children.²⁵²

The Declaration on the Rights of Mentally Disabled Persons, although not specifically aimed at alleviating the struggles of disabled children, is one of several international documents put into affect that addresses the needs of disabled children.²⁵³ In this document, disabled persons were given the “right to proper medical care and physical therapy and to such education, training, rehabilitation and guidance as will enable him to develop his ability and maximum potential.”²⁵⁴ Furthermore, it reaffirmed the expectation of a “decent standard of living” for disabled persons and noted that families should receive assistance when the disabled person lives “with his own family or with foster parents” while participating “in different forms of community life.”²⁵⁵ The Declaration on the Rights of Disabled Persons is similar in its approach to address the rights of persons with disabilities.²⁵⁶ This document guarantees to all disabled persons the right of protection from discrimination, exploitation, and any treatment that is abusive or degrading in nature.²⁵⁷

The Convention on the Rights of Persons with Disabilities addresses children with disabilities in Article 7, noting that in any and all actions considering children, “the best interests of the child shall be a primary consideration.”²⁵⁸ The Optional Protocol of the convention serves to validate the Committee on the Rights of Persons with Disabilities, established in Article 34 of the aforementioned convention, by recognizing the “competence of...the Committee...to receive and consider communications from or on behalf of individuals or groups of individuals subject to its jurisdiction who claim to be victims of a violation by that State Party of the provisions of the Convention.”²⁵⁹

²⁴⁷ Amnesty International USA, *Children's rights: the future starts here*

²⁴⁸ UNICEF, *Children and the Millennium Development Goals*, 2007

²⁴⁹ UNICEF, *Children and the Millennium Development Goals*, 2007

²⁵⁰ United Nations Enable, *The Standard Rules on Equalization of Opportunities for Persons with Disabilities*, 2006

²⁵¹ Amnesty International USA, *Children's rights: the future starts here*

²⁵² Amnesty International USA, *Children's rights: the future starts here*

²⁵³ OHCHR, *Declaration on the Rights of Mentally Retarded Persons*, 1971

²⁵⁴ OHCHR, *Declaration on the Rights of Mentally Retarded Persons*, 1971

²⁵⁵ OHCHR, *Declaration on the Rights of Mentally Retarded Persons*, 1971

²⁵⁶ OHCHR, *Declaration on the Rights of Disabled Persons*, 1975

²⁵⁷ OHCHR, *Declaration on the Rights of Disabled Persons*, 1975

²⁵⁸ United Nations General Assembly, *Convention on the Rights of Persons with Disabilities and Optional Protocol*, 2006

²⁵⁹ United Nations General Assembly, *Convention on the Rights of Persons with Disabilities and Optional Protocol*, 2006

Case study: Uganda

The Ugandan government has taken many steps towards the protection and promotion of the rights of disabled persons. Its constitution prohibits the discrimination against disabilities which is reaffirmed in the Persons with Disabilities Act of 2006 which “makes provisions for the elimination of all forms of discriminations against people with disabilities and towards equal opportunities.”²⁶⁰ Uganda also maintains the Uganda Community-Based Rehabilitation (CBR) Programme under the Ministry of Gender, Labor and Social Development in order to ensure “general community development for rehabilitation, equalization of opportunities and social inclusion of all children and adults with disabilities.”²⁶¹

Uganda, being a member of the Association for the Development of Education in Africa (ADEA), has taken many steps towards providing universal education. In 1996, the Universal Primary Education (UPE) Programme was launched, which provides free primary education for up to four children per family, training and funding for teachers, and basic physical structures to provide instruction.²⁶² Disabled children are eligible to be counted as one of the four children per family that the government provides free primary education to, as per request of Ugandan parents.²⁶³ The UPE has not been without struggles, however. Since its inception, poor planning and a lack of current educational data have hampered the government’s ability to provide universal primary education throughout both urban and rural areas.²⁶⁴ Despite the teacher training program, a high percentage of teachers remained unqualified to provide basic instruction.²⁶⁵ Furthermore, the cost of education has risen sharply in recent years while government resources remained fairly stable, thus diminishing the quality of education received by children.²⁶⁶ Despite these struggles however, there have been many successes and achievements, especially with regard to disabled children. The UPE established the Educational Assessment and Resource Services/Special Needs Education Programme to collaborate with other district services to “provide an integrated, multi-sectoral range of services for children with disabilities and learning difficulties.”²⁶⁷

The inclusion of children with disabilities in government policy greatly reduces the prevalence of social stigmas and general misunderstanding by the population in regards to disabilities.²⁶⁸ Further encouragement on behalf of the government in employing and providing equal opportunity to disabled persons has reduced social barriers and discrimination against disabled persons.²⁶⁹

Conclusion

In order to provide tangible protection to the rights of disabled children, it is imperative for the international community to take steps to reduce and eliminate discriminatory practices and legislation at all levels of government, paying close attention to local communities. The greatest challenge in alleviating the discrimination faced by disabled children will be removing the negative stigma associated with both physical and mental disabilities, particularly in rural and impoverished areas. It is important to consider the following questions while researching the issue of discrimination faced by disabled children: What are the leading causes of disabilities within a state? Have the current conventions and treaties of the international community been effective in alleviating discrimination against disabled children within their communities and at the various levels of government? How can the international community best provide assistance for developing countries to implement reasonable accommodations and adapted education programs? Which states have implemented successful social programs aimed at improving the standard of living of disabled children and why was the program a success? How can the social stigma of disabilities best be addressed and adjusted to mitigate the discrimination attached to it?

²⁶⁰ International Labour Organization (ILO), *Inclusion of Peoples with Disabilities in Uganda*, 2009

²⁶¹ International Labour Organization (ILO), *Inclusion of Peoples with Disabilities in Uganda*, 2009

²⁶² The Republic of Uganda, *The Ugandan Experience of Universal Primary Education (UPE)*, 1999, p.10

²⁶³ The Republic of Uganda, *The Ugandan Experience of Universal Primary Education (UPE)*, 1999, p.11

²⁶⁴ The Republic of Uganda, *The Ugandan Experience of Universal Primary Education (UPE)*, 1999, p.6

²⁶⁵ The Republic of Uganda, *The Ugandan Experience of Universal Primary Education (UPE)*, 1999, p.6

²⁶⁶ The Republic of Uganda, *The Ugandan Experience of Universal Primary Education (UPE)*, 1999, p.6

²⁶⁷ The Republic of Uganda, *The Ugandan Experience of Universal Primary Education (UPE)*, 1999, p.7

²⁶⁸ OHCHR, *From Exclusion to Equality. Realizing the rights of persons with disabilities*, 2007

²⁶⁹ Kangere. *Development in Disability: The Uganda Experience*, 2003

Annotated Bibliography

Committee History of the United Nations Children's Fund

Childinfo. (2010). *UNICEF's role in MDG monitoring*. Retrieved September 13, 2010 from http://www.childinfo.org/mdg_role.html

Childinfo is a comprehensive Web site that provides good statistical information on MDGs by both area and country. This web site also has a great overview into the role that UNICEF plays in monitoring the MDGs and evaluating the groups working with the UN. There are also links to the Millennium Development Goals Report for further analysis.

Global Movement for Children. 'Say YES for Children' campaign. Retrieved September 13, 2010 from <http://www.gmfc.org/en/action-within-the-movement/gmc-actions/actions-by-imperatives/other-campaigns-a-actions/past-actions/226-say-yes-for-children-campaign->

This Web site provides an overview of the 'Say YES for Children' campaign by providing statistics for the number of participants in the participating countries and a brief overview of the 10 principles voted on and agreed upon. Those who signed up for the campaign agree that education is a top priority in guaranteeing a brighter future for children. 'Say YES for Children' uses printed materials, online information, and community organized events. To gain a deeper understanding of the 10 principles, individual links are provided to show past and current actions taken to achieve specific principles.

Hindman, H. (2009). *The World of Child Labor*. "The United Nations and UNICEF." Fyfe, Alec. New York/USA. M.E. Sharpe.

In Dr. Hindman's book The World of Child Labor, over 190 authors contribute articles outlining the historical and regional survey of child labor. The book is broken down into articles pertaining to both regions and countries facing the problem currently and in the past, and attempts made by governments and the international community to diminish child labor. In the article "The United Nations and UNICEF," Mr. Fyfe provides a brief overview of the history of UNICEF and the success it achieved over the years in the fight for children's rights.

Karns, M. and Mingst, K. (2009). *International Organizations: The Politics and Process of Global Governance*. "Protecting Human Rights." Colorado/USA. Lynne Rienner.

International Organizations provides a thorough overview of the actors processes and politics of global governance. The text has great information on the United Nations system and the regional organizations and non-state actors that work closely with it. There is also a chapter devoted to Human Rights and provides a great case study involving the Rights of the Child and shows the triumphs and dilemmas UNICEF faces in monitoring children's rights. The case study mentions the issue of child soldiers as one of the more controversial problems still unresolved by the signing of the CRC.

Nobel Prize. (1965). *United Nations Children's Fund Nobel Lecture*. Retrieved September 13, 2010 from http://nobelprize.org/nobel_prizes/peace/laureates/1965/unicef-lecture.html?print=1

The Noble Prize Web site makes it easy to navigate past recipients like UNICEF by providing links that lead the way to concise overview of the lecture from 1965. The lecture outlines the strife towards protecting the basic rights of children UNICEF had made since its establishment as a UN body. Other links found on the page include the acceptance speech, history of UNICEF, and a link back to the UNICEF homepage.

United Nations. (1946). *Charter of the United Nations*. Retrieved August 18, 2010 from <http://www.un.org/en/documents/charter/index.shtml>

The Charter of the United Nations is the foundation of the organization. It spells out the basic functions of the organization and the need for international regulation to maintain peace and security. It asserts that all members that are party to the charter are bound by the articles within and obligates States to view this as the paramount treaty in international relations.

United Nations Children's Fund. (2010). *About the Supply Division*. Retrieved August 18, 2010 from http://www.unicef.org/supply/index_about.html

This Web site elaborates on the specialized office for UNICEF known as the Supply Division. It notes that the primary function of this office is to ascertain and disperse needed supplies such as vaccines, antiretroviral therapy, and components for basic living. Lastly, the page concludes with statistics displaying the work that the supply office performs.

United Nations Children's Fund. (2007). *About the UNICEF Innocenti Research Centre*. Retrieved August 18, 2010 from <http://www.unicef.org/research/index.html>

This Web site discusses the UNICEF Innocenti Research Centre. It gives a basic overview on the functions of the institution in addition to noting pertinent areas of focus. It discusses the institutions aim as UNICEF's primary research arm and discusses where this research moves UNICEF in the form of policy advocacy.

United Nations Children's Fund. (2010). *Children and HIV and AIDS*. Retrieved September 12, 2010 from http://www.unicef.org/aids/index_action.html

This webpage presents the four areas of focus UNICEF has in the fight against HIV and AIDS in children and mothers. These four elements include prevention, protection, care, and treatment. The links provided under HIV and AIDS activities provide a greater insight into the role of UNICEF in presenting the facts on HIV and AIDS and UNICEF's comprehensive response to the four focus areas.

United Nations Children's Fund. (1989). *Convention on the Rights of the Child*. Retrieved September 12, 2010 from <http://www.unicef.org/crc/>

The Convention on the Rights of the Child serves as the guidelines for UNICEF and provides a set of non-negotiable standards and obligations that governments must follow. This is the first legally binding instrument that integrates a wide range of human rights. On this web site, there is also a link commemorating the 20th Anniversary of the convention that provides resources to both UNICEF and other organizations with an emphasis on children's rights.

United Nations Children's Fund. *Frequently Asked Questions*. Retrieved October 3, 2010 from <http://www.unicef-irc.org/aboutIRC/FAQ.html#O6>

This Web site provides overall information on UNICEF's Innocenti Research Centre, which focuses on the possible shortcomings and obstacles faced by UNICEF in protecting children's rights. The frequently asked questions provide useful answers to a wide array of questions such as the areas of research currently focused on to the different publications released by the IRC. On the left side of the page, there is also a list of quick links that takes the viewer to a list of topics pertaining to children and transitional justice.

United Nations Children's Fund. (2010). *Members*. Retrieved August 19, 2010 from http://www.unicef.org/about/execboard/index_42661.html

This webpage discusses the membership for UNICEF's Executive Board, which is comprised of 36 elected officials from five regional offices. It discusses the election of each official and gives a break down on the votes taken for each on. The webpage also give a timeline of elected officials dating back to the creation of UNICEF in 1946.

United Nations Children's Fund. (2006). *1946-2006 Sixty Years for Children*. Retrieved August 18, 2010 from http://www.unicef.org/publications/files/1946-2006_Sixty_Years_for_Children.pdf

This 2006 publication is a comprehensive overview of the work that UNICEF has performed in the last sixty years. It summarizes the creation of the institution as well as each decade that has passed outlining struggles and successes to include the Declaration of the Rights of the Child, 1959, Convention on the Rights of the Child, 1989, and the Millennium Development Goals for 2015. It concludes with a look to the future and pledge to strengthen them for children as well.

United Nations Children's Fund. *The State of the World's Children 2009*. Retrieved October 3, 2010 from <http://www.unicef.org/sowc09/docs/SOWC09-ExecSummary-EN.pdf>

This Web site focuses on UNICEF's report on The State of the World's Children 2009 and provides an inclusive summary on the overall findings. The first few chapters focus on the issues faced by maternal and newborn health and how to strengthen the healthcare provided to help remedy the problem. Through the report, one can also find specific findings in the report based on whether or the level of development of a country and is also broken down further into regions.

United Nations Children's Fund. (2010). *The Structure of UNICEF*. Retrieved August 18, 2010 from <http://www.unicef.org/about/structure/index.html>

This webpage details the structure of UNICEF. It starts by describing the level closest to the people that it helps known as the Country Offices. It then moves on to describe the Regional Offices that the Country Offices report to and who oversee the Country Offices actions and notes Specialized Offices such as the National Committees, Innocenti Centre, and the Supply Division. Lastly, the webpage outlines the Headquarters and Executive Board.

United Nations Children's Fund. (2004). *UNICEF at a Glance*. Retrieved August 18, 2010 from http://www.unicef.org/publications/files/UNICEF_Glance_ENG.pdf

This is a mix of a visual tour and bulleted summary defining what UNICEF stands for, who they are, what they do, and how they do it. It goes on to talk about the structure of the organization in addition to areas of interest and focus, namely, HIV/AIDS and other diseases; child mortality, poverty, and hunger; education and gender equality; maternal health; child abuse; and water, environment and sanitation. It concludes with a timeline noting the successes that UNICEF has had in the last 60 years.

United Nations Children's Fund. (2010). *UNICEF Corporate Partnerships*. Retrieved September 12, 2010 from http://www.unicef.org/corporate_partners/index_24525.html

This webpage lists an overview of criteria that UNICEF looks for in its corporate partners and also provides a link to the guidelines and manual it uses for working with the business community. It also provides the latest news on corporate partnerships working with UNICEF. It also provides further clarity in the corporate partnerships it uses by providing a link to a list of its corporate partners.

United Nations Children's Fund. (2010). *UNICEF Executive Board*. Retrieved August 18, 2010 from <http://www.unicef.org/about/execboard/index.html>

This webpage outlines UNICEF's Executive Board, which is comprised of 36 elected officials from five regional offices. It summarizes the functions of the Executive Committee to include the oversight of policy and programmes, as well as the approval of the budget. It also gives updates on sessions that will, or have, taken place. It is very current with news on the programs approved by the Executive Board. Some articles also include videos of the meetings.

United Nations Children's Fund. (2004). *UNICEF's Mission Statement*. Retrieved August 18, 2010 from http://www.unicef.org/about/who/index_mission.html

This webpage elaborates on the overarching goal of UNICEF and those they serve. It elaborates on where UNICEF gained its mandate, while touching on its functions. It gives a rudimentary understanding of organizations ideology and concludes by providing a short synopsis on each area it focuses on in addition to how it is performed.

United Nations Children's Fund. (2010). *UNICEF National Committees*. Retrieved August 18, 2010 from http://www.unicef.org/about/structure/index_natcoms.html

This webpage frames the constitution of the National Committees and their functions. It is noted that the National Committees are a Specialized Offices of UNICEF and are responsible for raising over a third of its revenue. Moreover, this webpage notes each National Committee and provides a link to their information and home Web sites.

United Nations Children's Fund. (2006). *UNICEF Regional Offices*. Retrieved August 18, 2010 from http://www.unicef.org/about/structure/index_regional.html

This webpage names the six UNICEF regional offices: Panama, Switzerland, Thailand, Kenya, Jordan, Nepal, and Senegal. It also provides links to each one that provides individuals with the

offices information and location as well as links to their Web sites. This is a useful link for delegates who want to know more about their country's regional office and operations.

United Nations General Assembly. (1946). *Assembly Resolution 57(I)*. Retrieved August 18, 2010 from <http://www.un.org/depts/dhl/resguide/r1.htm>
In Assembly Resolution 57(I), the United Nations General assembly created a fund known as the United Nations International Children's Emergency Fund (UNICEF). UNICEF was created to aid a war torn world where it was projected those at most serious risk were children. It was adopted unanimously by the General Assembly.

United Nations General Assembly. (1953). *Assembly Resolution 802 (VIII)*. Retrieved August 18, 2010 from <http://www.un.org/depts/dhl/resguide/r8.htm>
Eight years after the adoption of the United Nations International Children's Emergency Fund (UNICEF), the General Assembly (GA) in Assembly Resolution 802(VIII) moved to adopt it as a permanent institution. This resolution was adopted unanimously by the GA. And in doing so, the United Nations International Children's Emergency Fund became permanent and thereafter was known as the United Nations Children's Fund.

United Nations General Assembly. (1990). *General Assembly Resolution 45/217*. Retrieved September 13, 2010 from <http://www.un-documents.net/a45r217.htm>
In A/RES/45/217, the General Assembly created the World Summit for Children. At the World Summit, participating parties agreed to work together to incorporate the World Declaration on the Survival, Protection and Development of Children and the Plan of Action for Implementing the World Declaration on the Survival, Protection and Development of Children into both national and international plans. It also addresses the need for both the Secretary General and the UN to find efficient ways to monitor the implementations of both documents in the international community.

I. Protection of street children and their re-integration into society

All Africa.com BuaNews. (2010). *Pretoria Street Children Offered a Safe Haven*. Retrieved on August 13, 2010 from <http://allafrica.com/stories/201008130852.html>.
This article from AllAfrica.com provides one of many perspectives on possible removal of street children. This article presents a view in opposition to the advocates of the practice of simply moving street children in to group homes and shelters. The article argues that simply removing these children is actually exacerbating the problem by separating children from parents.

Amnesty International Web site. (N.D.) *Street Children*. Retrieved on August 15, 2010 from <http://www.amnestyusa.org/document.php?lang=e&id=B0275B42F3B4C25380256900006933EF>
This website discusses human rights violations committed against children. A portion of this website addresses problems concerning street children and how they are killed in the name of social cleansing. This description of torture committed against children, especially street children, shows an additional important aspect of the issue of aiding street children.

Aptekar L. (1988). *Street children of Cali*. United States: Duke University Press.
This work predominantly deals with street children in the developing world. Specifically, it focuses on detailing their invariably poor living conditions. The response towards street children is often one of contempt and neglect, and according to this source they are often subjected to abuse. This source is an excellent resource for learning more about street children and provides an academic perspective.

Aptekar L. (1994). *Street Children in the Developing World: A Review of Their Condition*, 1994. Retrieved on August 16, 2010 from: <http://www.sjsu.edu/faculty/laptekar/download/crossculturalresearch.pdf>
This is a literature review on the book by San Jose State University Prof. Lewis Aptekar, who has studied the phenomena of street children and why they exist. Delegates should utilize this source

as it provides an academic outlook on the plight of street children. This source explores the reasons that contribute to street children and how they cope with living on the street. It further examines why street children are subjected to violence and abuse. In addition, this source is recommended because it provides methodological research in addressing various viewpoints that exist on this topic.

Consortium for Street Children. (2009). *Working in partnership with United Nations Children' Fund (UNICEF). New DFID institutional strategy 2009/10-2011/12.* Retrieved on August 16, 2010 from http://www.streetchildren.org.uk/uploads/downloads/DFID_Consultation_on_Institutional_Strategy_UNICEF_CSC_response_Jan_09.pdf

This submission from the Consortium for Street Children provides a highly critical view of the work UNICEF had done towards solving the problem of street children. While it discusses some positives regarding the UNICEF and Consortium for Street Children partnership, it at the same time criticizes United Nations Children's Fund, for not making street children enough of a priority.

Development Alternative Inc. (March 2004). *Economic Livelihoods for Street Children A Review.* Retrieved on September 24, 2010 from <http://www.crin.org/docs/street%20children%20livelihoods%20%20review.pdf>

This by far is the one of the most important sources used to create this guide, and it is highly recommended that delegates use this source to further their research. This review analyzes multiple case studies on actions taken by governments and non-governmental organizations to deal with the issue of street children. The DAI HIV/AIDS team conducted a review of economic livelihood programs designed to help participating street children and youth globally.

Global Fund for children, (2002). *Child Trafficking and Prostitution.* Retrieved on August 13, 2010 from http://www.globalfundforchildren.org/pdfs/GFC_childtrafficking_prost.pdf

This publication put forth by the Global Fund for children presents the hardships children, including street children, face including child trafficking and prostitution. This document helps explain how poverty and sexual exploitation of children are interlinked. This document should be useful to delegates as it provides an excellent starting point for understanding the causes of why children end up on the streets and how child trafficking and prostitution affect all children, especially street children.

One World South Asia. (2010). *Mobile classes offer hope to Indonesia's street children.* Retrieved on September 20, 2010 from <http://southasia.oneworld.net/globalheadlines/mobile-classes-offer-hope-to-indonesia2019s-street-children>

This article gives delegates supplemental information on the case study of Indonesia. This article reports how the National Commission on Child Protection in Indonesia from 2008 has been offering mobile classes to street children and dropouts. Therefore, this article helps examine one possible solution to providing street children access to education.

Pedulikanak Foundation Website (2005-2010). Retrieved on September 20, 2010 from <http://www.pedulikanak.com/about.php>

This link provides a detailed look at one of the largest Indonesian organizations that helps former street children. Pedulikanak Foundation provides a range of services for street children and underprivileged-orphaned children to whom they provide shelter, medical care, and education. Delegates should explore this website and read the Pedulikanak 2009 Annual Report, which provides in depth analysis on the work of the organization.

Relief Web. (2008). *Malawi: Street Children are Climate Refugees* Retrieved on September 18, 2010, from <http://www.reliefweb.int/rw/rwb.nsf/db900SID/MCOI-7M8MYY?>

This article brought forth by Relief Web gives a description of the day to day routine of many street children. This article specifically gives the example of one particular Malawi street child and how he and many other street children cope during inclement weather. This article should be helpful for delegates wishing to understand that changing weather and lack of housing make for harsh living conditions for street children.

Scanton et al. (1993). *Street Children in Latin America*. Retrieved on August 12, 2010 from <http://www.bmj.com/cgi/content/full/316/7144/1596>

This study published in the British Medical Journal by Dr. Tom Scanton and his wife deals with the issue of street children, specifically in Latin America. The study provides an in-depth look at the situation, and also points out that despite some legal action, much remains to be done. This is a very good source to get an overview of the topic. In addition, this article helps clarify definitions of street children, explains various methodologies of how study was conducted, and provides some excellent data on the topic.

The Commission on Human Rights. (1993). *The Plight of Street Children*. Retrieved on September 12, 2010 from http://www.unhabitat.org/downloads/docs/1381_49828_WR14.htm

This is one of the earliest resolutions put forth by The Commission on Human Rights on the issue of street children. It recalls earlier declarations, summits, and plans on the protection and development of children, which will give delegates more background into this topic. The Commission on Human Rights resolution 1993/81 stresses the importance of addressing the issue of street children, as they are vulnerable group of society that warrants special protection.

The Independent. (1993). *Street Children Killed*. Retrieved on August 18, 2010 from <http://www.independent.co.uk/news/world/street-children-killed-1486751.html>

This article reports murder of street children, which was a result of a so-called "death squad." It was suspected by surviving street children that Brazilian police may be responsible for the deaths of the children, which caused great uproar among Brazilian citizens. This article helps verify claims that human rights activists have made in regards to suspected mass murder of street children that may have been taking place by national governments.

The World Bank (2002). *Street Children: Promising Practices and Approaches*. Retrieved on September 26, 2010 from <http://siteresources.worldbank.org/WBI/Resources/wbi37196.pdf>

This is an excellent source for delegates and it is strongly recommended that delegates make full use of it. This source examines the phenomena of street children, especially in regards to child-specific physical and emotional problems that are best resolved by early intervention. In one document this source defines and explains who street children are, provides examples of programs for street children, and examines some of the lessons learned from existing programs. The document also provides analysis on some of the shortcomings commonly present in programs intended to assist street children.

United Nations Background Note. (1995). *Children's Rights DPI/1765/HR, Abuses Against Street Children*. Retrieved on August 15, 2010 from <http://www.un.org/rights/dpi1765e.htm>

This note published by the United Nations Department of Public information discusses the rights of children. Specifically, this note helps shed light on an additional perspective on the issue of street children and the lack of response from some states. Overall, a portion of this note expresses abuses that have occurred against street children.

United Nations Children's Fund, (1989) *Convention on the Rights of Child*. Retrieved on August 12, 2010 from <http://www.unicef.org/crc/>

United Nations Children's Fund emphasizes the importance of the Convention on the Rights of Child (1989) and how its work has come to play a vital role for children worldwide, this site highlights the importance of the Convention and how it sets the standard for essential freedoms that should be guaranteed to children. This website is a good starting place for delegates as they look to learn more about UNICEF and more importantly the importance it gives to the Convention on the Rights of Child (1989).

UNICEF. (2007). *Humanitarian Action Report*. Retrieved on August 22, 2010 from http://www.unicef.org/har07/files/HAR_FULLREPORT2006.pdf

This report put forth by UNICEF provides an in depth analysis of 33 different emergencies and how this has affected women and children across the globe. Sections of this report pertain to

street children and how natural disasters and emergencies negatively impact them. Plans of action and protection measures are discussed at length in this report.

United Nations Children's Fund (2009). *National Report Bangladesh Global Study on Child Poverty and Disparities*. Retrieved on August 22, 2010 from http://www.unicef.org/sitan/files/Bangladesh_Child_Poverty_Study_2009.pdf

This report examines Bangladesh's child poverty and was conducted by UNICEF and the Human Development Research Center (HRDC). This report is vital for delegates as it examines the underlying causes of poverty and more importantly how it affects children in Bangladesh. Furthermore, this report stresses that lack of adequate sources such as shelter, food, and healthcare that contribute to street children who live in the poorest of all conditions. This report states what measures need to be taken in order to protect street children and discusses existing initiatives to help street children.

United Nations Children's Fund Website. (2005). *New Haven for Street Children in Georgia*. Retrieved on August 12, 2010 from http://www.unicef.org/infobycountry/georgia_27572.html

This news story published on the UNICEF website is part of the UNICEF NEWSLINE portion is helpful for delegates as it mentions the example of Georgia and how they have coped with street children. This article describes how local Georgian NGOs, with the help of UNICEF, is assisting street children. This news story highlights that the building of this safe space for children has benefitted street children.

UNICEF. (2010). *A second chance for children living on streets of Uganda*. Retrieved on August 15, 2010 from http://www.unicef.org/infobycountry/uganda_52304.html

This story put forth by the UNICEF Newsline service provides delegates with an example of one country where UNICEF has provided street children with an avenue to live respectfully and reintegrate into society. Stories on the UNICEF NEWSLINE are constantly updated and delegates should check this regularly.

UNICEF. (2006). *State of the World's Children Excluded and Invisible*. Retrieved on September 29, 2010 from http://www.unicef.org/sowc06/pdfs/sowc06_fullreport.pdf

The State of the World's Children is a detailed and descriptive document including the plight of invisible and excluded children, which includes street children. This document has multiple sections dedicated to causes, challenges, and possible solutions related to the issue of street children.

United Nations Children's Fund. (2006). *Ethiopia: Steady increase in street children orphaned by AIDS*. Retrieved on August 29, 2010 from http://www.unicef.org/infobycountry/ethiopia_30783.html

This news story is published on the UNICEF website and deals with how the AIDS epidemic has affected children, causing them to lose at least one and in some cases both parents to the disease. This news story is helpful as it helps explain why children are taking to the streets in such large numbers.

United Nations Children's Fund Website (2008). *Innovative methods bring quality schooling to poor children in Indonesia*. Retrieved on September 20, 2010 from http://www.unicef.org/education/indonesia_42878.html.

This article sheds light on methods that have worked in Indonesia to provide street children with access to education. It provides alternative strategies tried in Indonesia to make education accessible to poor children, including street children. Delegates will find that innovative methods mentioned in this article could serve as a starting point in their research to see if their state offers similar programs. If not delegates are encouraged to look further to explore the partnership between UNICEF and their state.

United Nations Children's Fund. (2008). *At a Glance: Indonesia –Innovative Methods bring quality Schooling to Poor Children in Indonesia*. Retrieved on September 13, 2010 from http://www.unicef.org/education/indonesia_42878.html

This article published by UNICEF is indicative of the millions of children who come from poor families in Indonesia for whom obtaining education is very difficult. However, with the help of UNICEF and innovative learning methods now education can be accessed by the poorest.

United Nations Children's Fund. (2006). *Violence Against Children in Places of Work*. Retrieved on September 11, 2010 from <http://www.unicef.org/violencestudy/6.%20World%20Report%20on%20Violence%20against%20Children.pdf>

Delegates will find this study to be extremely useful when conducting research relating to children's exposure to violence. Furthermore, this source provides insights into relevant human rights instruments, background and context, and the nature and extent of the problem associated with violence against children in workplace.

United Nation Children's Fund Website (N.D.) *Unicef and its Work in Emergencies*. Retrieved on August 29, 2010 from <http://www.unicef.org/emerg/>

This is part of the UNICEF website describing its original role and how UNICEF has expanded over the years. This portion of the UNICEF website gives a brief overview of the work of UNICEF and how originally it was created to provide humanitarian assistance to children in emergencies. This part of the UNICEF website goes on to expand how today the organization still reaches out to vulnerable children and its mandate has expanded to protecting the rights of children.

Williams C. (1993). *Who are "street children"? A hierarchy of street use and appropriate responses. Child Abuse and Neglect*. Retrieved on August 12, 2010 from <http://www.ncbi.nlm.nih.gov/pubmed/8287294?dopt=Abstract>

Williams a researcher of Norah Fry Research Center, at University of Bristol, UK discusses classifications of street children. Specifically, in the abstract published in PubMed publication recognizes that identifying street children is difficult and that do not neatly fall into assigned categories.

World Health Organization Programme on Substance Abuse. (1993 July). *A one-way street? Report on Phase I of the Street Children part 3 of 9*. Retrieved on August 19, 2010 from http://www.pangaea.org/street_children/world/who3.htm

This report, issued by the World Health Organization is part 3 of 9 that deals with street children. It helps point out key causes related to street children and identifies who they are and what kind of problems they face. It goes on to breakdown the health of street children and factors associated with their homelessness, drug use, limited access to services, and gender issues. Part 3 of this report also sheds light on the reliability of "information," regarding street children, since street children tend to be the primary source in describing their own plight.

World Health Organization. (2000). *Working with Street Children*. Retrieved on August 30, 2010 from http://www.unodc.org/pdf/youthnet/who_street_children_introduction.pdf.

This publication put forth by the World Health Organization gives insight to how to work with street children. This is a good source for delegates as it provides additional information on street children in general and specifically highlights health issues surrounding street children. This document is helpful as it assesses reasons behind why street children come to live in the conditions they do and how to work to improve their situation.

VOA News. (2010). *Malawi Launches Campaign to Get Children off Streets*. Retrieved on September 13, 2010 from <http://www.voanews.com/english/news/africa/southern/Malawi-Launches-Campaign-to-Get-Children-off-Streets--101559418.html>

This article addresses the issue of street children in Malawi and mentions that 3,000 street children exist in Chibwana, a commercial capital of Blantyre. This is a good source for delegates to read as it provides quick insight into the life of a street child. According to this source poverty and lack of food are attributed as two leading reasons for why children take up on the streets living on less than 10 cents a day.

Youth Advocate Program International Rescue Paper (N.D.). *Street Children Victimization and Abuse of Street Children Worldwide*. Retrieved on September 30, 2010 from <http://www.yapi.org/rpstrectchildren.pdf>

The Youth Advocate Program International Rescue Paper put forth by this Washington D.C. based non-profit looks at the topic of street children. The paper helps classify, according to UNICEF and the UN, who constitutes a street child. Furthermore, it provides relevant statistics on street children and helps describe the hardships street children endure throughout their lives.

II. Providing protection to the disabled child

Amnesty International, USA. *Children's rights: the future starts here*. Retrieved on September 07, 2010 from <http://www.amnestyusa.org/document.php?lang=e&id=B0275B42F3B4C25380256900006933EF>

This document provides information on the Convention on the Rights of the Child, a near-universally ratified convention, as well as recommendations to provide protection to children in armed conflict with respect to the convention. It primarily addresses children in armed conflict, but also delves into the issue of juvenile justice and protecting the rights of institutionalized children. This is a rare document from Amnesty International as it focuses solely on the protection of the rights of children.

BBC News. (1999). *Healing mental illness the traditional way*. Retrieved on September 9, 2010 from <http://news.bbc.co.uk/2/hi/health/332641.stm>

This news report discusses the traditional healing methods used in Uganda. Traditional methods of healing arise due to a lack of adequate primary health-care, particularly in impoverished states such as Uganda. This report further discusses the herbal treatments that are of common use within Uganda, and many other African states.

Guyot. (2007). *Suffer the Children: The psychosocial rehabilitation of child soldiers as a function of peace-building*. Retrieved on September 8, 2010 from http://www.child-soldiers.org/psycho-social/Linked_Guyot_2007.pdf

This document addresses the situation of current and former child soldiers. It stresses the importance of taking a community-based approach in the demobilization, rehabilitation and reintegration of child soldiers. These children, considered innocent bystanders to war, need various treatments to be effectively reintegrated into society by learning morals and coping with psychological disorders brought on by conflict.

International Labour Organization. (2009). *Inclusion of People With Disabilities in Uganda*. Retrieved on July 30, 2010 from http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_115099.pdf

This report, put forward by the International Labour Organization, discusses the current situation of persons with disabilities in Uganda. It discusses government actions taken to ensure inclusion of persons with disabilities. It goes further in describing key ministries of the Ugandan government that are charged with ensuring the protection of the rights of persons with disabilities. Finally, it discusses the technical cooperation project between the ILO and Uganda.

Kangere. (2003). *Development in Disability: The Uganda Experience*. Retrieved on July 30, 2010 from [http://www.dccd.nl/data/1067944239230_Development%20in%20Disability%20paper%20\(Maria%20Kangere\).pdf](http://www.dccd.nl/data/1067944239230_Development%20in%20Disability%20paper%20(Maria%20Kangere).pdf)

This report, put forward by the Community Based Rehabilitation Alliance, looks at the history of disabilities within Uganda. It stresses the importance of community based rehabilitation programs in reintegrating persons with disabilities into society. It further stresses the need for inclusion of persons with disabilities in development policies of the government.

The Republic of Uganda, Ministry of Education and Sports. (1999). *The Ugandan Experience of Universal Primary Education (UPE)*. Retrieved on July 30, 2010 from http://www.adeanet.org/adeaPortal/adea/programs/pstr99/pstr99_uganda.pdf

This report, put forward by the Ugandan Ministry of Education and Sports, discusses the successes and shortcomings of the implementation of the state's universal primary education policy. It provided a model that other countries may follow to implement such an education. Its importance comes in the ministry's willingness to discuss its shortcomings and current challenges to provide valuable information to policy makers of other states.

United Nations Children's Fund. (2007). *Children and the Millennium Development Goals. Progress Towards a World Fit for Children*. Retrieved on July 30, 2010 from http://www.unicef.org/bangladesh/Children_and_the_MDGs.pdf

This extensive report, based off of reports submitted by Member States, gives insight to the progress made in attaining the goals set forth at the 27th Special Session of the General Assembly in May, 2002. These goals, which complement the Millennium Development Goals, serve to improve the standard of living for children around the world with their aim at reducing child and maternal mortality and malnutrition, attaining universal primary education, protecting children against abuse, exploitation and violence, and combating HIV/AIDS.

United Nations Children's Fund, Innocenti Research Centre. (2008). *Promoting the Rights of Children with Disabilities*. Retrieved on July 30, 2010 from <http://www.unicef-irc.org/publications/pdf/digest13-disability.pdf>

This publication, provided by UNICEF's Innocenti Research Centre in Florence, Italy, presents the current situation facing disabled children and provides suggestions to alleviate discrimination in the areas of health-care, education, legal services, etc. It also pays special attention to the violence and exploitation of disabled children, providing suggestions on how best to address this issue.

United Nations Children's Fund. (2006). *Violence Against Children in Care and Justice Institutions*. Retrieved on October 11, 2010 from [http://www.dcd.nl/data/1067944239230_Development%20in%20Disability%20paper%20\(Maria%20Kangere\).pdf](http://www.dcd.nl/data/1067944239230_Development%20in%20Disability%20paper%20(Maria%20Kangere).pdf)

This report begins by providing background as to how the common use of institutions for children came about. It then addresses the violence faced by children in custody, mental institutions, justice institutions, and within state custody. Within its conclusion, recommendations are provided to alleviate the discrimination and violence commonly committed against children within these areas.

United Nations Enable. (2007). *Frequently Asked Questions*. Retrieved on August 15, 2010 from <http://www.un.org/esa/socdev/enable/faqs.htm>

This document provides answers to frequently asked questions regarding persons with disabilities. These answers include what a disability is, what is mandated of the secretariat by the Convention on the Rights of Persons with Disabilities, what the United Nations has done for persons with disabilities, etc.

United Nations Enable. (1993). *Standard Rules on the Equalization of Opportunities for Persons with Disabilities*. Retrieved on July 30, 2010 from <http://www.un.org/esa/socdev/enable/dissre04.htm>

Put forward by United Nations Enable, this document provides steps that states may take to ensure the equalization of opportunities and inclusion of persons with disabilities in the areas of education, employment, culture and sports, income maintenance, religion and family life. While this is not a legally binding instrument, its recommendations have proved valuable for policy makers at various levels of government. These 22 rules, an outcome of the Decade of Disabled Persons, essentially summarizes the message of the World Programme of Action Concerning Disabled Persons.

United Nations General Assembly. (2006). *Convention on the Rights of Persons with Disabilities and Optional Protocol*. Retrieved on July 30, 2010 from <http://un.org/disabilities/documents/convention/convoptprot-e.pdf>

This convention, which has been near-universally ratified, having been ratified by all Member States except for Somalia and the United States, explicitly outlines the rights of persons with disabilities and provides a mechanism with which Member States can provide reports on the implementation of the convention. Its Optional Protocol provides the framework for which individuals or groups may anonymously report violations of the convention.

United Nations General Assembly. (1982). *World Programme of Action Concerning Disabled Persons*. Retrieved on July 30, 2010 from <http://www.un.org/disabilities/default.asp?id=23>

This document is a result of the International Year of Disabled Persons. The strategies it outlines serve to assist states in preventing disabilities while providing for the rehabilitation and equalization of opportunities for disabled persons. Its central theme is the equalization of opportunities through appropriate state and local government policies.

United Nations Office of the High Commissioner for Human Rights. (1971). *Declaration on the Rights of Mentally Retarded Persons*. Retrieved on August 15, 2010 from <http://www2.ohchr.org/english/law/res2856.htm>

This declaration strives for the international observance of the rights of mentally disabled persons. Recognizing that mentally disabled persons face a different degree of marginalization than that of physically disabled persons, it was an important step on behalf of the international community towards the universal observance of rights for all disabled persons.

United Nations Office of the High Commissioner for Human Rights. (2007). *From Exclusion to Equality. Realizing the rights of persons with disabilities*. Retrieved on July 30, 2010 from <http://www.un.org/disabilities/documents/toolaction/ipuhb.pdf>

This report addresses the rights of persons with disabilities in the context of the Convention on the Rights of Persons with Disabilities and its Optional Protocol. It provides detailed descriptions of the rights enumerated in the convention and how each of these rights can be monitored, specifically through the introduction of national institutions to implement and monitor the convention once states become party to it.

United Nations Web Services Section, Department of Public Information. (2006). *Some Facts about Persons with Disabilities*. Retrieved on July 30, 2010 from <http://www.un.org/disabilities/convention/facts.shtml>

Composed by the United Nations, this document provides a general overview of basic facts about persons with disabilities as well as facts in the areas of education, employment and violence. It was provided to accompany the Convention on the Rights of Persons with Disabilities. These basic facts are important when considering which policies will best serve the population of disabled persons within a state.

Women's Commission for Refugee Women and Children. (2000). *Untapped Potential: Adolescents affected by armed conflict. A review of programs and policies*. Retrieved on July 30, 2010 from http://www.unicef.org/emerg/files/adolescents_armed_conflict.pdf

This report, researched and written by senior coordinator of the children and adolescents program of the Women's Commission for Refugee Women and Children, Jane Lowick, serves to draw attention to the issues faced by adolescents, a subgroup of children who often maintain households and provide for other children, in order to encourage policy makers to further address the needs of such children in all aspects of planning.

World Conference on Special Needs Education. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Spain.

Adopted in 1994 by the World Conference on Special Needs Education: Access and Equality under United Nations Economic, Social, Cultural, Organization, this document stresses the importance of education for all, especially in regards to disabled children. Senior education officials, administrators, policy makers and specialist were brought together to form this document, stressing the importance of adapted education to meet the needs of mentally and physically disabled children. Overall, this document stresses the idea of inclusion in all aspects of education.

III. Protecting children's rights in legal conflicts

Amnesty International. (2007). *Nigeria: Prison Conditions 'appalling' - New Findings*. Retrieved September 5, 2010, from http://www.amnesty.org.uk/news_details.asp?NewsID=17432

This report on the Conditions in Nigerian Prison describes how Amnesty International researchers who visited Nigeria in 2007 were appalled by the conditions they found there. They describe the circumstances prisoners, including children, are kept in, detailing overcrowded, filthy cells. Furthermore, it and explains how the prisons are by law tasked with rehabilitation and describes how they fulfill this legal necessity.

Amnesty International. (1998). *USA: Betraying the Young: Children in the US Justice System*. Retrieved October 5, 2010, from <http://www.amnesty.org/en/library/info/AMR51/060/1998>

A document that examines the treatment of children in the USA under the juvenile and the criminal justice systems. It covers the excessive use of incarceration, solitary confinement and the inadequate services provided for children with mental health problems in the juvenile justice system. For the children prosecuted in the general criminal justice system, the document looks at the lack of separation from adults, inflexible sentences, failure to specify a minimum age of criminal responsibility and the length of time before a trial. It also looks at the resistance to international Human Rights commitments, the death penalty and discrimination based on gender and/or race.

Bell, K. (2006). *Youth crime and violence*. Nassau. Retrieved October 1, 2010, from http://www.thecommonwealth.org/Shared_ASP_Files/UploadedFiles/4663C956-D4A7-47AC-A424-415EE2619AE1_6CYMM_ThematicPapers.pdf

A paper presented by Keith Bell, a Superintendent within the Royal Bahamas Police Force Unite, at the Sixth Commonwealth Youth Ministers Meeting, Nassau, 22-26 May 2006. Mr. Bell offers an overview of juvenile crime in the Bahamas, but also in relation to other countries. The paper looks at the statistics, causes and concerns of youth crime and presents possible solutions to rising violent crime levels among youths.

Child Rights Information Network. (2010). *Grenada: Universal Periodic Review*. Retrieved September 5, 2010, from <http://www.crin.org/resources/infoDetail.asp?ID=22305>

The First Universal Periodic Review was compiled by the United Nations Human Rights Council. It includes information from reports of treaty bodies and special procedures, as well as other relevant UN documents. The review focuses on Grenada and details the Human Rights structures in the country. This includes information on the justice system, as well as specific information on juvenile justice in the country.

Council of Europe. (2006). *European Prison Rules*. Strasbourg: Council of Europe Publishing.

A look at the European Prison Rules set by the Council of Europe, including the standards that must be upheld for prisoners. It includes standards and accommodations for juvenile offenders. Even though these rules are not binding they provide evidence of an awareness of the rights of prisoners.

Cunningham, W. and Correia, M. (2003). *Caribbean Youth Development: Issues and Policy Directions*. World Bank Country Study: Washington, D.C.

A look at the issues facing Caribbean Youth and suggestions to improve issues. This book includes a detailed view of negative behaviors and outcomes, including chapters on crime and violence, unemployment and social exclusion. It also highlights different factors of the issues, including the individual, micro and macro-environments and the interconnectedness of these factors. It also has information on youth development policies and programs in the Caribbean.

Defence for Children International. (2003) *No Kids Behind Bars*. Retrieved September 5, 2010 from <http://www.kidsbehindbars.org/>

This is the web site of an independent non-governmental organization, Defence for Children International Netherlands. The NGO seeks to promote and protect the rights of the child. It

consults with the United Nations Economic and Social Council, with the Council of Europe and with UNICEF. Its Web site contains a great deal of material on the topic of juvenile justice.

Defense for Children International. (2010). *Why a campaign?*. Retrieved September 5, 2010, from <http://www.kidsbehindbars.org/english/why.htm>

This is a web page by the NGO Defence for Children International, explaining the NGOs motivation and providing facts on the state of juvenile justice throughout the world. It gives a short overview of the international legal framework for juvenile justice. Furthermore, it highlights the issues that children in contact with the law often face.

Defense for Children International (2000). United Nations Guidelines for the Prevention of Juvenile Delinquency. The Riyadh Guidelines. Retrieved October 24, 2010, from http://child-abuse.com/childhouse/childrens_rights/dci_riy.html

The Web site of Defense for Children International provides information on the origin and content of the Riyadh Guidelines. It analyzes the UN Guidelines for the Prevention of Juvenile Delinquency. From this Web site delegates can access a thorough analysis of the moral and legal impact of the Riyadh Guidelines.

Kilbourne, S. (1999). *Children Behind Bars: Youth Who Are Detained, Incarcerated And Executed.*

This booklet was written by Susan Kilbourne, for the Youth Advocate Program International. It explores the conditions that incarcerated youth around the world face. The booklet discusses the causes and effects of youth incarceration in detail, as well as giving specific information on the conditions in different countries.

Musiani, F. (2010). *Prison is not for Kids; Children in conflict with the law: what is done, but rarely told.* Retrieved September 7, 2010, from http://findarticles.com/p/articles/mi_m1309/is_4_43/ai_n27100109/?tag=content:coll

An article that outlines the issues faced by children in conflict with the law. It details how UNICEF is working with several countries to reduce the number of child incarcerations. Moreover, the article reports on various countries and their legal systems, giving examples of how children are treated therein.

Mangahas, M. (n.d). *Cebu's Balay Pasilungan Community Offers Young Offenders A Second Chance.* Retrieved September 7, 2010 from http://www.unicef.org/philippines/archives/november_04/real/

An article about the Child Justice Committee (CJC) in Cabu, the Philippines. Explaining the implementation and success of the project of rehabilitation and restitution by young offenders, it goes into great detail of how the region created its own committee to deal specifically with youth crime. The project is aimed at administering "restorative justice" for child offenders. The community plays a large role in this and the program look to diversion, working with both parents and children, to tackle youth crime and give young offenders a second chance.

NGO Coalition for CRC Monitoring. (2004). *Comments on the First Periodic Report of the Government of Indonesia to the Committee on the Rights of the Child.* Retrieved September 5, 2010, from http://www.crin.org/docs/resources/treaties/crc.35/Indonesia_ngo_report.pdf

A supplementary report to Indonesia's periodic country report on the implementation of the UN Convention on the Rights of the Child. The comment is from the "Indonesian NGO Coalition for CRC Monitoring" and reports on how Indonesia has implemented the UN Convention on the Rights of the Child. Among other things, it criticizes that the age of criminal responsibility in Indonesia is set at eight years.

Tomasini-Joshi, D. (2010). *Children, Torture, and Pretrial Detention.* Retrieved October 2, from <http://blog.soros.org/2010/04/children-torture-and-pretrial-detention/>

A blog post on children in pretrial detention and how they face torture at the hands of police officers. The author quotes United Nations Special Rapporteur on Torture, Manfred Nowak, who reported to the UN Congress on Crime Prevention and Criminal Justice. Nowak details and criticizes the situation that children in pretrial detention face.

United Nations Children's Fund. (2010). *Child Protection from violence, exploitation and abuse*. Retrieved September 5, 2010 from http://www.unicef.org/protection/index_juveniljustice.html

This short UNICEF document offers information on juvenile justice. It mentions the conditions that prisoners are subjected to. Moreover, it includes statistics about children in conflict with the law and has a short analysis of the issues connected with depriving children who are in conflict with the law of their liberty.

United Nations Children's Fund. (2006). *Child Protection Information Sheet: Children in Conflict with the Law*. Retrieved September 5, 2010, from

http://www.unicef.org/protection/files/Child_Protection_Information_Sheets_%28Booklet%29.pdf

This document, issued by the Child Protection section of UNICEF, is a brief information sheet on the situation of children in conflict with the law. The document focuses on the importance of diversion, alternatives to detention, restorative justice, working with communities and amendments needed to legislation. The information sheet on children in conflict with the law is part of a collection of information sheets related to child protection and also offers information on violence against children, children without parental care, commercial sexual exploitation and other relevant issues.

United Nations Children's Fund. (2003). *Justice for Children: Detention as a Last Resort Innovative Initiatives*.

Retrieved September 2010, from http://www.unicef.org/protection/files/Justice_for_Children_Detention.pdf

A report providing information on "good practices" in 22 countries in East Asia and the Pacific. It includes examples in the areas of legal reform, legal assistance for children in conflict with the law, diversion and restorative justice, rehabilitation and re-integration. Each chapter has case studies from countries throughout East Asia and the Pacific, detailing how the initiatives to avoid child detention were implemented.

United Nations Children's Fund. (2006). *Violence related to children and adolescents in conflict with the law*.

Retrieved September 7, 2010, from

http://www.unicef.org/about/execboard/files/Violenc_against_children_in_conflict_with_the_law_background_note.pdf

An oral report by UNICEF on violence that young people in conflict with the law often face. The report addresses the issues at hand, including explaining the circumstances that lead children to violent crime, how children who come from families and communities that are marginalized are more likely to come into conflict with the law, and how the arrest and detention of children increases the risk of them experiencing violence. The report explains the actions that UNICEF is taking against these issues and details the impact that various projects have had.

United Nations Department of Economic and Social Affairs. (2007). *World Youth Report*. Retrieved September 5, 2010, from http://www.un.org/esa/socdev/unyin/documents/wyr07_complete.pdf

The United Nations World Youth Report focuses on the state of the world's youth and offers a detailed look at individual aspects affecting minors. It examines the opportunities and challenges that youths between the ages of 15 and 24 face throughout the world. The report examines many issues that are of concern to youth development, such as employment, health, education, poverty and violence.

United Nations Office on Drugs and Crime. (2006). *Manual for the measurement of juvenile justice indicators*.

Retrieved September 7, 2010 from http://www.unodc.org/pdf/criminal_justice/06-55616_ebook.pdf

A manual from the United Nations Office on Drugs and Crime, with details on the causes of juvenile crime. The information in this manual is the result of a process of identifying and promoting the use of global juvenile justice indicators. This is a good source of information and includes an explanation of the indicators that were used, sampling techniques and policy analysis tools. It also includes information sources and child populations.

United Nations Office on Drugs and Crime. (2010). *Southern Africa: Prison Settings*. Retrieved September 5, 2010, from <http://www.unodc.org/southernafrica/en/hiv/prison-settings.html>

An article on the high prevalence rates of HIV/AIDS in prisons in Southern Africa, published by the United Nations Office on Drugs and Crime. UNODC reports on prison conditions in Southern Africa, including closed institutions for juveniles in conflict with the law. The article elaborates on the high HIV prevalence in prisons and offers the relevant statistics. The regional consequences are also examined, including a comparison on various countries.

United Nations General Assembly. (1989). *Convention on the Rights of the Child (A/RES/44/25)*. New York. Retrieved September 5, 2010, from <http://www.undemocracy.com/A-RES-44-25>

The Convention on the Rights of the Child is a treaty setting economic, social, cultural, civil and political rights for children. It was signed on November 20, 1989 and was the first instrument incorporating the entire range of international Human Rights. This includes civil, cultural, economic, political and social rights, in addition to humanitarian law. The guiding principals of the Convention include adherence to the best interests of the child; the right to life, survival and development; the right of participation; and the principal of non-discrimination.

United Nations General Assembly. (1959). *Declaration of the Rights of the Child (A/RES/1386/XIV)*. Retrieved September 5 2010, from <http://www.un.org/documents/ga/res/14/ares14.htm>

A series of children's rights proclamations, adopted by the United Nations General Assembly on November 20, 1959. The document was written four years after the UN Declaration of Human Rights, in order to more clearly define what children's rights are.

United Nations General Assembly. (2002). *A World Fit for Children: Millennium Development Goals, Session on Children Documents, the Convention on the Rights of the Child*. Retrieved September 5, 2010, from <http://www.unicef.org/specialsession/wffc/index.html>

A document containing the Millennium Development Goals, the commitments that were part of the Children's Statement at the Special Session and the Convention on the Rights of the Child. The documents declaration commits leaders to achieving the goals and objectives as set forth in the UN Millennium Development Goals. It calls upon society to build a world fit for children. It includes a plan of action, which sets out three necessary outcomes: the best possible start in life, access to basic education and the opportunity for children and adolescents to develop their individual capacities.

Rules of Procedure United Nations Children's Fund

Introduction

1. These rules shall be the only rules which apply to the United Nations Children's Fund's Executive Board (hereinafter referred to as "the Board") and shall be considered adopted by the Commission prior to its first meeting.
2. For purposes of these rules, the Plenary Director, the Assistant Director(s), the Under-Secretaries-General, and the Assistant Secretaries-General, are designates and agents of the Secretary-General and Director-General, and are collectively referred to as the "Secretariat."
3. Interpretation of the rules shall be reserved exclusively to the Director-General or her or his designate. Such interpretation shall be in accordance with the philosophy and principles of the National Model United Nations and in furtherance of the educational mission of that organization.
4. For the purposes of these rules, "President" shall refer to the chairperson or acting chairperson of the board.

I. SESSIONS

Rule 1 - *Dates of convening and adjournment*

The board shall meet every year in regular session, commencing and closing on the dates designated by the Secretary-General.

Rule 2 - *Place of sessions*

The Board shall meet at a location designated by the Secretary-General.

II. AGENDA

Rule 3 - *Provisional agenda*

The provisional agenda shall be drawn up by the Secretary-General and communicated to the Members of the Board at least sixty days before the opening of the session.

Rule 4 - *Adoption of the agenda*

The agenda provided by the Secretary-General shall be considered adopted as of the beginning of the session. The order of the agenda items shall be determined by a majority vote of those present and voting. Items on the agenda may be amended or deleted by the Board by a two-thirds majority of the members present and voting.

The vote described in this rule is a procedural vote and, as such, observers are permitted to cast a vote. For purposes of this rule, —those present and voting¹ means those delegates, including observers, in attendance at the meeting during which this motion comes to a vote.

Rule 5 - *Revision of the agenda*

During a session, the Board may revise the agenda by adding, deleting, deferring or amending items. Only important and urgent items shall be added to the agenda during a session. Permission to speak on a motion to revise the agenda shall be accorded only to three representatives in favor of, and three opposed to, the revision. Additional items of an important and urgent character, proposed for inclusion in the agenda less than thirty days before the opening of a session, may be placed on the agenda if the Board so decides by a two-thirds majority of the members present and voting. No additional item may, unless the Board decides otherwise by a two-thirds majority of the members present and voting, be considered until a committee has reported on the question concerned.

For purposes of this rule, the determination of an item of an —important and urgent character¹ is subject to the discretion of the Secretariat, and any such determination is final. If an item is determined to be of such a character, then it requires a two-thirds vote of the Board to be placed on the agenda. It will, however, not be considered by the Board until a committee has reported on the question. The votes described in this rule are substantive vote, and, as such, observers are not permitted to cast a vote. For purposes of this rule, —the members present and voting — means members (not including observers) in attendance at the session during which this motion comes to vote.

Rule 6 - Explanatory memorandum

Any item proposed for inclusion in the agenda shall be accompanied by an explanatory memorandum and, if possible, by basic documents.

III. SECRETARIAT

Rule 7 - Duties of the Secretary-General

1. The Secretary-General or her/his designate shall act in this capacity in all meetings of the Board.
2. The Secretary-General shall provide and direct the staff required by the Board and be responsible for all the arrangements that may be necessary for its meetings.

Rule 8 - Duties of the Secretariat

The Secretariat shall receive, print, and distribute documents, reports, and resolutions of the Board, and shall distribute documents of the Board to the Members, and generally perform all other work which the Board may require.

Rule 9 - Statements by the Secretariat

The Secretary-General, or her/his representative, may make oral as well as written statements to the Board concerning any question under consideration.

Rule 10 - Selection of the President The Secretary-General or her/his designate shall appoint, from applications received by the Secretariat, a President who shall hold office and, *inter alia*, chair the Board for the duration of the session, unless otherwise decided by the Secretary-General.

Rule 11 - Replacement of the President If the President is unable to perform her/his functions, a new President shall be appointed for the unexpired term at the discretion of the Secretary-General.

IV. LANGUAGE

Rule 12 - Official and working language

English shall be the official and working language of the Board.

Rule 13 - Interpretation (oral) or translation (written)

Any representative wishing to address any body or submit a document in a language other than English shall provide interpretation or translation into English.

This rule does not affect the total speaking time allotted to those representatives wishing to address the body in a language other than English. As such, both the speech and the interpretation must be within the set time limit.

V. CONDUCT OF BUSINESS

Rule 14 - Quorum

The President may declare a meeting open and permit debate to proceed when representatives of at least one third of the members of the Board are present. The presence of representatives of a majority of the members of the Board shall be required for any decision to be taken.

For purposes of this rule, —members of the Board means the total number of members (not including observers) in attendance at the first night's meeting.

Rule 15 - General powers of the President

In addition to exercising the powers conferred upon him or her elsewhere by these rules, the President shall declare the opening and closing of each meeting of the Board, direct the discussions, ensure observance of these rules, accord the right to speak, put questions to the vote and announce decisions. The President, subject to these rules, shall have complete control of the proceedings of the Board and over the maintenance of order at its meetings. He or

she shall rule on points of order. He or she may propose to the Board the closure of the list of speakers, a limitation on the time to be allowed to speakers and on the number of times the representative of each member may speak on an item, the adjournment or closure of the debate, and the suspension or adjournment of a meeting.

Included in these enumerated powers is the President's power to assign speaking times for all speeches incidental to motions and amendment. Further, the President is to use her/his discretion, upon the advice and at the consent of the Secretariat, to determine whether to entertain a particular motion based on the philosophy and principles of the NMUN. Such discretion should be used on a limited basis and only under circumstances where it is necessary to advance the educational mission of the Conference. For purposes of this rule, the President's power to —propose to the Board entails her/his power to —entertain\ motions, and not to move the body on his or her own motion.

Rule 16

The President, in the exercise of her or his functions, remains under the authority of the Board.

Rule 17 - Points of order

During the discussion of any matter, a representative may rise to a point of order, which shall be decided immediately by the President. Any appeal of the decision of the President shall be immediately put to a vote, and the ruling of the President shall stand unless overruled by a majority of the members present and voting.

Such points of order should not under any circumstances interrupt the speech of a fellow representative. Any questions on order arising during a speech made by a representative should be raised at the conclusion of the speech, or can be addressed by the President, sua sponte, during the speech. For purposes of this rule, —the members present and voting\ mean those members (not including observers) in attendance at the meeting during which this motion comes to vote.

Rule 18

A representative may not, in rising to a point of order, speak on the substance of the matter under discussion.

Rule 19 - Speeches

1. No one may address the Board without having previously obtained the permission of the President. The President shall call upon speakers in the order in which they signify their desire to speak.
2. Debate shall be confined to the question before the Board, and the President may call a speaker to order if her/his remarks are not relevant to the subject under discussion.
3. The Board may limit the time allowed to speakers and all representatives may speak on any question. Permission to speak on a motion to set such limits shall be accorded only to two representatives favoring and two opposing such limits, after which the motion shall be put to the vote immediately. When debate is limited and a speaker exceeds the allotted time, the President shall call her or him to order without delay.

In line with the philosophy and principles of the NMUN, in furtherance of its educational mission, and for the purpose of facilitating debate, if the President determines that the Board in large part does not want to deviate from the limits to the speaker's time as it is then set, and that any additional motions will not be well received by the body, the President, in her/his discretion, and on the advice and consent of the Secretariat, may rule as dilatory any additional motions to change the limits of the speaker's time.

Rule 20 - Closing of list of speakers

Members may only be on the list of speakers once but may be added again after having spoken. During the course of a debate the President may announce the list of speakers and, with the consent of the Board, declare the list closed. When there are no more speakers, the President shall declare the debate closed. Such closure shall have the same effect as closure by decision of the Board.

The decision to announce the list of speakers is within the discretion of the President and should not be the subject of a motion by the Board. A motion to close the speakers list is within the purview of the Board and the President should not act on her/his own motion.

Rule 21 - Right of reply

If a remark impugns the integrity of a representative's State, the President may permit that representative to exercise her/his right of reply following the conclusion of the controversial speech, and shall determine an appropriate time limit for the reply. No ruling on this question shall be subject to appeal.

For purposes of this rule, a remark that —impugns the integrity of a representative's State is one directed at the governing authority of that State and/or one that puts into question that State's sovereignty or a portion thereof. All interventions in the exercise of the right of reply shall be addressed in writing to the Secretariat and shall not be raised as a point of order or motion. The reply shall be read to the Board by the representative only upon approval of the Secretariat, and in no case after voting has concluded on all matters relating to the agenda topic, during the discussion of which, the right arose.

Rule 22 - Suspension of the meeting

During the discussion of any matter, a representative may move the suspension of the meeting, specifying a time for reconvening. Such motions shall not be debated but shall be put to a vote immediately, requiring the support of a majority of the members present and voting to pass.

Rule 23 - Adjournment of the meeting

During the discussion of any matter, a representative may move the adjournment of the meeting. Such motions shall not be debated but shall be put to the vote immediately, requiring the support of a majority of the members present and voting to pass. After adjournment, the Board shall reconvene at its next regularly scheduled meeting time.

As this motion, if successful, would end the meeting until the Board's next regularly scheduled session the following year, and in accordance with the philosophy and principles of the NMUN and in furtherance of its educational mission, the President will not entertain such a motion until the end of the last meeting of the Board.

Rule 24 - Adjournment of debate

A representative may at any time move the adjournment of debate on the topic under discussion. Permission to speak on the motion shall be accorded to two representatives favoring and two opposing adjournment, after which the motion shall be put to a vote immediately, requiring the support of a majority of the members present and voting to pass. If a motion for adjournment passes, the topic is considered dismissed and no action will be taken on it.

Rule 25 - Closure of debate

A representative may at any time move the closure of debate on the item under discussion, whether or not any other representative has signified her/his wish to speak. Permission to speak on the motion shall be accorded only to two representatives opposing the closure, after which the motion shall be put to the vote immediately. Closure of debate shall require a two-thirds majority of the members present and voting. If the Board favors the closure of debate, the Board shall immediately move to vote on all proposals introduced under that agenda item.

Rule 26 - Order of motions Subject to rule 23, the motions indicated below shall have precedence in the following order over all proposals or other motions before the meeting:

- a) To suspend the meeting;
- b) To adjourn the meeting;
- c) To adjourn the debate on the item under discussion;
- d) To close the debate on the item under discussion.

Rule 27 - Proposals and amendments

Proposals and substantive amendments shall normally be submitted in writing to the Secretariat, with the names of twenty percent of the members of the Board who would like the Board to consider the proposal or amendment. The Secretariat may, at its discretion, approve the proposal or amendment for circulation among the delegations. As a general rule, no proposal shall be put to the vote at any meeting of the Board unless copies of it have been circulated to all delegations. The President may, however, permit the discussion and consideration of amendments or of motions as to procedure, even though such amendments and motions have not been circulated. If the sponsors agree to the adoption of a proposed amendment, the proposal shall be modified accordingly and no vote shall be taken on the proposed amendment. A document modified in this manner shall be considered as the proposal pending before the Board for all purposes, including subsequent amendments.

For purposes of this rule, all —proposals shall be in the form of working papers prior to their approval by the Secretariat. Working papers will not be copied, or in any other way distributed, to the Board by the Secretariat. The distribution of such working papers is solely the responsibility of the sponsors of the working papers. Along these lines, and in furtherance of the philosophy and principles of the NMUN and for the purpose of advancing its educational mission, representatives should not directly refer to the substance of a working paper that has not yet been accepted as a draft resolution. After approval of a working paper, the proposal becomes a draft resolution and will be copied by the Secretariat for distribution to the Board. These draft resolutions are the collective property of the Board and, as such, the names of the original sponsors will be removed. The copying and distribution of amendments is at the discretion of the Secretariat, but the substance of all such amendments will be made available to all representatives in some form.

Rule 28 - Withdrawal of motions

A proposal or a motion may be withdrawn by its sponsor at any time before voting has commenced, provided that it has not been amended. A motion thus withdrawn may be reintroduced by any representative.

Rule 29 - Reconsideration of a topic

When a topic has been adjourned, it may not be reconsidered at the same session unless the Board, by a two-thirds majority of those present and voting, so decides. Reconsideration can only be moved by a representative who voted on the prevailing side of the original motion to adjourn. Permission to speak on a motion to reconsider shall be accorded only to two speakers opposing the motion, after which it shall be put to the vote immediately.

For purposes of this rule, —those present and voting¹ means those representatives, including observers, in attendance at the meeting during which this motion is voted upon by the body.

VI. VOTING

Rule 30 - Voting rights

Each member of the Board shall have one vote.

This rule applies to substantive voting on amendments, draft resolutions, and portions of draft resolutions divided out by motion. As such, all references to —member(s) do not include observers, who are not permitted to cast votes on substantive matters.

Rule 31 - Request for a vote

A proposal or motion before the Board for decision shall be voted upon if any member so requests. Where no member requests a vote, the Board may adopt proposals or motions without a vote.

For purposes of this rule, —proposal means any draft resolution, an amendment thereto, or a portion of a draft resolution divided out by motion. Just prior to a vote on a particular proposal or motion, the President may ask if there are any objections to passing the proposal or motion by acclamation, or a member may move to accept the proposal or motion by acclamation. If there are no objections to the proposal or motion, then it is adopted without a vote.

Rule 32 - Majority required

1. Unless specified otherwise in these rules, decisions of the Assembly shall be made by a majority of the members present and voting.
2. For the purpose of tabulation, the phrase “members present and voting” means members casting an affirmative or negative vote. Members which abstain from voting are considered as not voting.

All members declaring their representative States as “present and voting” during the attendance role call for the meeting during which the substantive voting occurs, must cast an affirmative or negative vote, and cannot abstain.

Rule 33 - Method of voting

1. The Board shall normally vote by a show of placards, except that a representative may request a roll call, which shall be taken in the English alphabetical order of the names of the members, beginning with the

member whose name is randomly selected by the President. The name of each present member shall be called in any roll call, and one of its representatives shall reply “yes,” “no,” “abstention,” or “pass.”

Only those members who designate themselves as —present‖ or —present and voting‖ during the attendance roll call, or in some other manner communicate their attendance to the President and/or Secretariat, are permitted to vote and, as such, no others will be called during a roll-call vote. Any representatives replying —pass,‖ must, on the second time through, respond with either —yes‖ or —no.‖ A —pass‖ cannot be followed by a second —pass‖ for the same proposal or amendment, nor can it be followed by an abstention on that same proposal or amendment.

2. When the Board votes by mechanical means, a non-recorded vote shall replace a vote by show of placards and a recorded vote shall replace a roll-call vote. A representative may request a recorded vote. In the case of a recorded vote, the Board shall dispense with the procedure of calling out the names of the members.
3. The vote of each member participating in a roll call or a recorded vote shall be inserted in the record.

Rule 34 - Explanations of vote

Representatives may make brief statements consisting solely of explanation of their votes after the voting has been completed. The representatives of a member sponsoring a proposal or motion shall not speak in explanation of vote thereon, except if it has been amended, and the member has voted against the proposal or motion.

All explanations of vote must be submitted to the President in writing before debate on the topic is closed, except where the representative is of a member sponsoring the proposal, as described in the second clause, in which case the explanation of vote must be submitted to the President in writing immediately after voting on the topic ends.

Rule 35 - Conduct during voting

After the President has announced the commencement of voting, no representatives shall interrupt the voting except on a point of order in connection with the actual process of voting.

Rule 36 - Division of proposals and amendments

Immediately before a proposal or amendment comes to a vote, a representative may move that parts of a proposal or of an amendment should be voted on separately. If there are calls for multiple divisions, those shall be voted upon in an order to be set by the President where the most radical division will be voted upon first. If objection is made to the motion for division, the request for division shall be voted upon, requiring the support of a majority of those present and voting to pass. Permission to speak on the motion for division shall be given only to two speakers in favor and two speakers against. If the motion for division is carried, those parts of the proposal or of the amendment which are involved shall then be put to a vote. If all operative parts of the proposal or of the amendment have been rejected, the proposal or the amendment shall be considered to have been rejected as a whole.

For purposes of this rule, —most radical division‖ means the division that will remove the greatest substance from the draft resolution, but not necessarily the one that will remove the most words or clauses. The determination of which division is —most radical‖ is subject to the discretion of the Secretariat, and any such determination is final.

Rule 37 - Amendments

An amendment is a proposal that does no more than add to, delete from, or revise part of another proposal.

An amendment can add, amend, or delete operative clauses, but cannot in any manner add, amend, delete, or otherwise affect perambulatory clauses.

Rule 38 - Order of voting on amendments

When an amendment is moved to a proposal, the amendment shall be voted on first. When two or more amendments are moved to a proposal, the amendment furthest removed in substance from the original proposal shall be voted on first and then the amendment next furthest removed there from, and so on until all the amendments have been put to the vote. Where, however, the adoption of one amendment necessarily implies the rejection of another amendment,

the latter shall not be put to the vote. If one or more amendments are adopted, the amended proposal shall then be voted on.

For purposes of this rule, —furthest removed in substance means the amendment that will have the most significant impact on the draft resolution. The determination of which amendment is —furthest removed in substance is subject to the discretion of the Secretariat, and any such determination is final.

Rule 39 - Order of voting on proposals

If two or more proposals, other than amendments, relate to the same question, they shall, unless the Board decides otherwise, be voted on in the order in which they were submitted.

Rule 40 - The President shall not vote

The President shall not vote but may designate another member of her/his delegation to vote in her/his place.

VII. CREDENTIALS

Rule 41 - Credentials

The credentials of representatives and the names of members of a delegation shall be submitted to the Secretary-General prior to the opening of a session.

Rule 42

The Board shall be bound by the actions of the General Assembly in all credentials matters and shall take no action regarding the credentials of any member.

VII. PARTICIPATION OF NON-MEMBERS OF THE BOARD

Rule 43 - Participation of non-Member States

1. The Board shall invite any Member of the United Nations that is not a member of the Board and any other State, to participate in its deliberations on any matter of particular concern to that State.
2. A committee or sessional body of the Board shall invite any State that is not one of its own members to participate in its deliberations on any matter of particular concern to that State.
3. A State thus invited shall not have the right to vote, but may submit proposals which may be put to the vote on request of any member of the body concerned.

If the Board considers that the presence of a Member invited according to this rule is no longer necessary, it may withdraw the invitation again. Delegates invited to the Board according to this rule should also keep in mind their role and obligations in the committee that they were originally assigned to. For educational purposes of the NMUN Conference, the Secretariat may thus ask a delegate to return to his or her committee when his or her presence in the Board is no longer required.

Rule 45 - Participation of national liberation movements

The Board may invite any national liberation movement recognized by the General Assembly to participate, without the right to vote, in its deliberations on any matter of particular concern to that movement.

Rule 46 - Participation of and consultation with specialized agencies

In accordance with the agreements concluded between the United Nations and the specialized agencies, the specialized agencies shall be entitled: a) To be represented at meetings of the Board and its subsidiary organs; b) To participate, without the right to vote, through their representatives, in deliberations with respect to items of concern to them and to submit proposals regarding such items, which may be put to the vote at the request of any member of the Board or of the subsidiary organ concerned.

Rule 47 - Participation of non-governmental organization and intergovernmental organizations

Representatives of non-governmental organizations/intergovernmental organizations accorded consultative observer status by the General Assembly and other non-governmental organizations/intergovernmental organizations designated on an ad hoc or a continuing basis by the Board on the recommendation of the Bureau, may participate, with the procedural right to vote, but not the substantive right to vote, in the deliberations of the Board on questions within the scope of the activities of the organizations.