



UNITED NATIONS INTERNATIONAL CHILDREN'S EMERGENCY FUND STUDY GUIDE

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INTRODUCTION



A. Committee

UNICEF, additionally called the United Nations Children's Fund, is a United Nations company liable for imparting humanitarian and developmental useful resources to kids worldwide. The company is the various maximum tremendous and recognizable social welfare corporation withinside the world, with a presence in 192 international locations and territories. UNICEF's sports encompass imparting immunizations and ailment prevention, administering remedies for kids and moms with HIV, improving early life and maternal nutrition, enhancing sanitation, selling education, and imparting emergency comfort in reaction to disasters.

UNICEF's packages emphasize growing community-degree offerings to sell the fitness and health of kids. Most of its paintings are withinside the field, with a community that consists of one hundred fifty us of offices, headquarters, and different facilities, and 34 "countrywide committees" that perform its undertaking via packages evolved with host governments.

UNICEF is predicated completely on voluntary contributions from governments and personal donors. Its overall profits as of 2020 were \$ 7.2 billion; of which public-zone companions contributed \$5.forty five billion. It is ruled through a 36-member government board that establishes policies, approves packages, and oversees administrative and economic plans. The board is made up of presidency representatives elected through the United Nations Economic and Social Council, normally for three-yr terms.

B. Topic

The United Nations Children's Fund mainly focuses on Children's well-being. Hence the need to make literacy issues and lacking facilities a priority.

There is an in-depth connection between illiteracy and poverty at the slightest degree levels--global, national, and subnational; the countries with all-time low levels of acquisition also are the poorest economically. poorness breeds illiteracy by forcing kids to drop out of faculty to work, and these illiterate folks are forced to stay on the lowest levels of the manpower and so remain in poverty. So illiteracy successively reinforces poverty, and poverty is alternate in families.

Women are particularly liable to the cycle. to interrupt the cycle of illiteracy, a multipronged program against poverty should be carried out. In India associated with another developing country, each 5-year program includes a broad antipoverty element that features a minimum desires program, an intensified and effective employment program, specific development programs, the distribution of an asset program, a rise within the flow of real income, work toward a valued policy, and legislation promoting occupancy reform and surplus land distribution, minimum wages, and equal standing for women. acquisition education has a specific role--to train illiterate adults in reading, writing, and arithmetic, to equip them with some income-generating skills, and to lift awareness of social group needs.

HISTORY



In recent years, the world has made remarkable strides in advancement. Yet more than 700 million people still live in extreme poverty. Children are disproportionately affected. Despite making up a third of the world's population, they make up half of the people struggling to survive on less than \$1.90 a day.

Children growing up in poverty often lack the food, sanitation, shelter, health care, and education they need to survive and thrive. Around one billion children worldwide are multidimensionally poor, which means they lack basic needs such as food or clean water.

The consequences are serious.

Globally, the poorest children are twice as likely to die in childhood as their richest peers. Those growing up amid humanitarian crises are at increased risk of deprivation and exclusion. Even in the richest countries in the world, every seventh child still lives in poverty. Today, every fourth child in the European Union is at risk of poverty.

No matter where they are, children growing up in poverty suffer from low living standards, develop fewer skills than workers and earn lower wages as adults.

CURRENT SITUATION

Child poverty is neither inevitable nor immune to efforts to combat it. As many countries have shown, with constant attention and action, it can be reduced and even eradicated.

With the Sustainable Development Goals (SDGs), for the first time in history, countries agreed to end extreme child poverty. The SDGs call for multidimensional child poverty, a measure of poverty beyond income, to be halved by 2030 to create a world where every child has what it takes to survive, thrive and reach potential.

As families lose their sources of income and the home environment is disrupted due to the socio-economic impact of COVID19, children are more vulnerable to poverty and likely to be deprived of their basic needs. The situation is dire for the poorest families, including those without access to social protection.



Children experience poverty differently than adults and are more likely to suffer lifelong consequences. Malnutrition can last a lifetime, having long-term consequences on children's physical, social and emotional development.

Losses in learning at a young age can result in children falling behind in school, finding it difficult to ever catch up. Without access to health care, children could miss out on vaccines that could be lifesaving in later years and the treatment necessary to grow up healthy and thrive. In addition, children are placed at greater risk of child marriage, violence, exploitation, and abuse

Available data on the impact of parental unemployment and loss of income due to the COVID19 pandemic is not disaggregated by age and therefore does not reflect the reality facing children around the world. In response to this gap, Save the Children and UNICEF 2020 worked together to estimate how many children live in economically poor households and how many more are likely to be pushed into this situation due to the impact of the pandemic.

Analyses have been performed and projections of the impact of COVID19 on child poverty (as directly measured by the multiple material deprivation of individual children) in 2021 have been updated. The results estimate the likely change in the number of children in economically poor families due to COVID19, under different scenarios, based on likely reductions in per capita income and changes in income distribution. In both cases, projections show that after the 2020 peak, the situation would continue to be worse than before COVID-19.

As part of this commitment, UNICEF mobilizes actors at the national, regional, and global levels to help countries measure and address all dimensions of child poverty. With the World Bank, we produce global statistics on poverty extreme children who help the responsible guidelines for the formulation of guidelines.

Around 13,500 children and 31,500 caregivers from 46 countries shared their experiences, fears, hopes, and messages with leaders in this study. The extensive study includes the voices of the most marginalized children and the general public, with our in-depth analysis focusing on a representative random sample of 25,000 Save the Children program participants in 37 countries worldwide.

Global study reveals hidden impacts of pandemic response measures affecting children's health, nutrition, education, learning, protection, well-being, family finances, and poverty. For the most marginalized and disadvantaged children, these impacts can be life-changing and potentially devastating.

Globally, more than 8 in 10 children felt they were learning little or nothing, and two-thirds of parents and caregivers said their children had not had any contact with teachers since schools closed. Three-quarters of households have lost income as a result of COVID19 and the vast majority of households reported having trouble paying for an essential item or service. Four in five had trouble paying for groceries and two in five households struggled to provide their families with a nutritious diet. Most parents and supervisors reported that access to medical care, medicine, or medical supplies was affected.

Our results also show a significant impact on the psychosocial well-being of children and their caregivers. More than 8 out of 10 children reported an increase in negative feelings. A third of the households had a child or a caregiver who reported domestic violence. Children reported that violence was higher when schools were closed than when they visited in person.

The poorest households, households with disabilities, households with women and girls are most affected. Recommendations, guided by the views and voices of children, provide guidance on the next steps needed to better rebuild for a post-COVID-19 future that respects, protects, and upholds the rights of all children in all contexts.



PAST ACTIONS



According to the Overseas Development Institute, greater visibility for children's rights issues is needed in donor policies and attempts should be made to emulate the success achieved using gender markers to develop gender-sensitive development policy. They believe major influential players in the children's rights community – the UNICEF, UNFPA, and NGOs, such as Save the Children, Plan International, and World Vision – should do more to highlight the impact of mainstream macro policies issues on children. The Overseas Development Institute further suggests that an international commission be established to address the impact of the 3F crisis (food, financial, and fuel) on children as a platform for dialogue and new initiatives.



However, determining the appropriate policies for dealing with long-term childhood poverty and intergenerational economic inequality is hotly debated, as are most proposed policy solutions, and depends on the effects that most impact the region. In order to combat the lack of resources available in developed nations, policies must be developed that deliver resources to poor families and raise skill levels of poor children by building on successful welfare to work initiatives and maintaining financial work supports, such as Earned Income Tax Credit, refundable child care tax credits and housing vouchers. Combating poverty in developed countries also means improving the schools that exist there. To help children in poverty, schools need to spend more money on school meals, libraries, and health care. Policies for the provision of employment and social services that address the impact of isolation must be implemented. Finally, to reduce the cycle of poverty for children and families, policies must aim to expand economic opportunities, especially for disadvantaged girls.



SDG 1 - No Poverty



The aim of sustainable development 1, one of the 17-United Nations goals of sustainable development in 2015, asks the end of poverty in all forms. The five “outcome goals” are: eradicating extreme poverty; reducing all poverty by half; implementation of social protection systems; Ensuring equal rights to property, basic services, technology, and economic resources; and building resilience to environmental, economic, and social disasters. The two goals related to SDG 1 “Means to achieve” are to mobilize resources to end poverty; and the establishment of normative frameworks for poverty eradication at all levels.

Despite continued progress, 10 percent of the world's population live in poverty and struggle to meet basic needs such as health, education, and access to water and sanitation. In 2015, more than half of the 736 million people living in extreme poverty worldwide lived in sub-Saharan Africa. Without a significant change in social policies, extreme poverty will increase dramatically by 2030. Almost half are children.

One of the key indicators for measuring poverty is the proportion of the population living below the international and national poverty lines. Measuring the proportion of the population covered by social protection schemes and living in households with access to basic services is also an indication of the extent of poverty. Eradicating poverty has become more difficult in 2020 due to the COVID19 pandemic. Local and national lockdowns led to a collapse in economic activity that reduced or eliminated sources of income and accelerated poverty. A study published in September 2020 found that poverty has increased by 7 percent in just a few months, despite steadily declining over the past 20 years.

SDG 4-Quality of Education

Sustainable Development Goal 4 is about quality education. The full title of SDG 4 is “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

SDG 4 has ten sub-goals that are measured using 11 indicators. The seven "results-oriented goals" are free primary and secondary education; equal access to quality pre-school education; affordable technical, vocational, and higher education; increased number of people with relevant skills for financial success; elimination of all discrimination in education; universal literacy and numeracy; and education for sustainable development and global citizenship. The three “Means of Achieving the Goals” are: building and improving inclusive and safe schools; expanding university scholarships for developing countries, and increasing the supply of qualified teachers in developing countries.

SDG 4 aims to provide children and young people with quality and easily accessible education and other learning opportunities. One of their goals is to achieve universal literacy and numeracy skills. An important part of gaining valuable knowledge and skills in the learning environment. Therefore, there is an urgent need to build more educational facilities and also improve the existing ones to provide safe, inclusive, and effective learning environments for all.



Prevalence of extreme poverty, insurgency, communal strife, and other factors have significantly slowed progress in many developing countries. Children from poor households are more likely to drop out of school than their richest peers. The differences between rural and urban areas remain large. In West Asia and North Africa, the ongoing armed conflict has led to an increase in the number of children out of school. Sub-Saharan Africa made the greatest progress in basic education in all developing regions, from 52 percent in 1990, up to 78 percent in 2012, but there are great differences still.

Conclusion

It is very clear that the pandemic has increased the direness of child poverty-related issues related to literacy and facility improvement. It should be also noted that unless immediate actions are taken to suppress this issue all past actions taken would be of no worth and many children and their futures the UNICEF has so far been working for would go in vain.

Therefore, it is time for our delegates to take a step forward, learn from the successes and failures of their predecessors, create solutions.

ADDITIONAL READING

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