

BACKGROUND GUIDE



GIISMUN
TOKYO2024
CHAPTER 4

Committee:

UNICEF

United Nations Children's Fund

Agenda:

Examining the ongoing global education crisis by exploring ways to improve access to quality education for all in vulnerable communities and marginalized groups.

UNICEF

United Nations Children's Fund

Committee Overview

History of the committee

The United Nations International Children's Educational Fund (UNICEF) is an agency of the United Nations that provides humanitarian and developmental aid to children worldwide.

The United Nations International Children's Emergency Fund (UNICEF) was established in 1946, in the aftermath of World War II. Our mandate was clear: to help children and young people whose lives and futures were at risk – no matter what role their country had played in the war. What mattered to UNICEF was reaching every child in need, protecting children's rights to survive, thrive, and reach their full potential.

A few of important moments that define in UNICEF's historical timeline include:

1. Emerging from the ashes of the war (1946 to 1979):
 - The urgent need to provide relief to children in war countries caused the birth of UNICEF.
 - It played an important part in eradicating diseases like smallpox and it also encouraged immunization.
2. Moving with times (1980 to 1988):
 - Data and research became the main part of UNICEF's efforts. It worked to address malnutrition, health, improve maternal health, and enhance education.
3. Uniting Nations (1989 to 2005):
 - UNICEF played an important role in uniting different countries by globally advocating for children's rights. It led several campaigns against child labour, child trafficking and discrimination.

4. Becoming the leading voice (2006 to 2020):

- UNICEF surfaced as the world's primary voice for child survival and development.
- It took several initiatives linked to education, clean water, and protection from violence.

Background information

UNICEF is mandated by the United Nations General Assembly 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. At first, UNICEF only focused on addressing the emergency needs of children and women in developing countries. However, in 1950 its mandate included long-term needs as well.

UNICEF works in the world's toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. Across more than 190 countries and territories, they do whatever it takes to help children survive, thrive and fulfill their potential, from early childhood through adolescence.

As the world's largest provider of vaccines, UNICEF supports child health and nutrition, safe water and sanitation, quality education and skill building, HIV prevention and treatment for mothers and babies, and the protection of children and adolescents from violence and exploitation.

Before, during and after humanitarian emergencies, UNICEF is on the ground, bringing life saving help and hope to children and families. Non-political and impartial, UNICEF is never neutral when it comes to defending children's rights and safeguarding their lives and futures.

Key Definitions

- **Marginalized groups:** peoples or populations are groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across economic, political, social and cultural dimensions
- **Humanitarian Emergencies:** Situations such as conflicts, natural disasters, pandemics, or other crises that pose a threat to human well-being and require urgent humanitarian assistance.
- **Equitable Access:** Ensuring fair and impartial access to resources, opportunities, and services, regardless of individuals' backgrounds, characteristics, or circumstances.
- **Sustainable Development Goals (SDGs):** A set of global goals adopted by the United Nations to address various social, economic, and environmental challenges, with the aim of achieving sustainable development by 2030.
- **Immunization:** The process of administering vaccines to individuals to induce immunity against specific diseases, thereby protecting them from infection.
- **Malnutrition:** A condition resulting from inadequate or unbalanced nutrition, which can lead to health problems and developmental issues, particularly in children.
- **Epidemiology:** The branch of medical science that deals with the study of the distribution and determinants of health-related states or events in populations and the application of this study to control health problems.

Agenda overview

The agenda and the committee's aim/targets

Agenda: Examining the ongoing global education crisis by exploring ways to improve access to quality education for all in vulnerable communities and marginalized groups.

Access to quality education is a fundamental human right and a cornerstone of sustainable development. However, millions of children around the world, particularly those living in vulnerable communities and marginalized groups, continue to be denied this basic right. The United Nations Children's Fund (UNICEF) recognizes the urgency of addressing the ongoing global education crisis and is committed to exploring strategies to ensure that every child has access to quality education, regardless of their circumstances.

Children from vulnerable communities and marginalized groups, including those living in poverty, rural areas, refugee camps, and areas affected by conflict or natural disasters, are disproportionately affected by the global education crisis. These children face additional barriers such as limited access to schools, discrimination, language barriers, and cultural norms that prioritize boys' education over girls'.

Discussion points:

1. UNICEF emphasizes the importance of ensuring universal access to education for all children, including those in the most remote and marginalized communities. This may involve building and renovating schools, providing transportation services, and implementing flexible learning approaches to reach children who are unable to attend traditional schools.
2. Gender inequality remains a significant barrier to education, particularly in many developing countries. UNICEF advocates for measures to promote girls' education, including eliminating school fees, providing menstrual hygiene facilities, offering scholarships and incentives, and addressing cultural norms and practices that hinder girls' access to education.
3. In humanitarian emergencies such as conflicts, natural disasters, and pandemics, access to education is often disrupted or compromised. UNICEF underscores the importance of prioritizing education in emergency response efforts, including establishing temporary learning spaces, providing psychosocial support to affected children, and ensuring continuity of education through crisis-resistant systems.

Issues faced by the committee

On 3rd December 2020, UNICEF issued its largest funding appeal of \$6.4 billion to reach 190 million children. This appeal was a 35% increase over funds requested for 2020. Issues like COVID-19, climate change, conflict, disaster, and displacement coincided due to which UNICEF required more funds to help the children in need.

The COVID-19 pandemic worsened the lives of children, especially the most vulnerable. Meanwhile, the new humanitarian crisis that broke out in 2020 left 2.8 million people in the [Tigray region of Ethiopia in urgent need of assistance. More than 425,000 people including 191,000 children have been displaced in Mozambique's Cabo Delgado province. The reports of killings, abductions, recruitment and use of children, and military use of children are on the rise. Furthermore, powerful storms destroyed communities in Central America and East Asia, affecting 2.6 million and 13.4 million children respectively.

While all of these disasters overlapped, they posed a great risk to the well-being of children around the world, water scarcity forced many people to move out of their homes, and increased the risk of conflicts and public health emergencies.

Apart from the 2020 pandemic, UNICEF had to tackle a humanitarian crisis where more than 125 million people needed humanitarian assistance as a result of conflict, displacement, natural disasters and profound vulnerability. The Zika virus threatened the well-being of women and children around 75 countries and the El niño* intensified draughts in several countries already suffering high malnutrition levels and food insecurity. Armed conflict continued in countries like Iraq, South Sudan, and Syrian Arab Republic and the global migration crisis reached proportions not seen since World War-II.

H. E. Mr. Walton Alfonso Webson, President of the UNICEF Executive Board (and Permanent Representative of Antigua and Barbuda to the United Nations), recognized the dire situation faced

by children around the world and underscored the importance of UNICEF's work as he opened the 2017 annual session of the UNICEF executive board.

* the normal patterns of tropical precipitation and atmospheric circulation are disrupted, hence triggering extreme climate events around the globe

UN Response (Actions taken):

Education is a basic human right. In 147 countries around the world, UNICEF works to provide quality learning opportunities that prepare children and adolescents with the knowledge and skills they need to thrive. Some actions taken:

- Nearly 3 million school-age Syrian children inside Syria and the five host countries of Turkey, Lebanon, Jordan, Iraq and Egypt are left without education. UNICEF co-leads with Save the Children the Syria crisis education response through the Whole of Syria coordination mechanism, and provides technical support to the five Syria crisis-affected countries in emergency response and transition planning (within the framework of the 3RP). UNICEF also manages the Education Cannot Wait (ECW) Investment for Syria which entails coordination and partnerships, policy dialogue, technical support, and monitoring.
- At the onset of the crisis in western Libya, UNICEF in partnership with the Ministry of Education supported catch-up classes for thousands of internally displaced children during the first half of 2019. These classes enabled children to take the final exams despite the interruption in their schooling.
- The situation of Yemen's education sector is daunting. Out of 7 million school-aged children, over 2 million children are already out of school. School infrastructure is badly damaged and learning materials are in short supply. One in five schools in Yemen can no longer be used because they are damaged or being used in the fighting or to shelter displaced families. Without a regular salary and due to the conflict and the ongoing economic crisis, teachers have been unable to commute to their schools or had to look for

other livelihood opportunities to sustain their families. UNICEF's incentives for eligible teachers and school-based staff provides the basic means to allow them to continue teaching and help prevent more children from dropping out of school.

Scope of Debate:

Possible Caucus Questions:

1. What barriers are causing the prevention of quality education for individuals in vulnerable communities and marginalized groups?
2. In what ways has the education crisis affected gender disparities in access to education, especially for females?
3. How does the lack of access to technology worsen the global education crisis in marginalized groups and vulnerable communities?
4. In what ways is the quality of education in marginalized communities and vulnerable communities compromised?
5. What strategies can be promoted by UNEP to promote gender equality in marginalized groups?
6. What role does the government play in addressing the education crisis and how can their efforts be improved?
7. How can the specific needs and cultural contexts of marginalized groups be addressed in education curriculums to make them more inclusive?
8. Discussing new ways to fund education in vulnerable communities, like partnerships with businesses and small loans.
9. Talking about how to get more teachers and make sure they're well-trained, especially in places where there aren't enough.
10. Figuring out how to get families and communities more involved in making education better, so everyone has a say.

Sources/Useful websites

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9. “Education.” *UNICEF*, <https://www.unicef.org/education>. Accessed 28 March 2024.
10. “What we do.” *UNICEF*, <https://www.unicef.org/what-we-do>. Accessed 28 March 2024.



University of Tsukuba

UNIVERSITY OF TSUKUBA

- Brief Information about the University

The University of Tsukuba is **one of the top national universities in Japan** with diverse international programs taught in English. The main campus in Tsukuba City, Ibaraki Prefecture, provides quick access to **central Tokyo within 45 minutes** by train, plus an environment where you can concentrate on your studies and research **away from the hustle and bustle of the city**.

- Available undergraduate programs in English and Application Periods



- Admissions Requirements

“Completion/expected completion of 12-year formal education in a country other than Japan”

*Please check the application guidelines or ask the contact address below for more details and other conditions.

including **IB DP** and **CBSE**

- Cost

| | |
|---|------------------|
| Admission Fee | JPY 282,000 |
| Tuition Fee | JPY 535,800/year |
| Living Cost (Including accommodation) | JPY 80,000/month |

Various scholarships are available as well.



- Campus Photo Album

Check the pictures of our beautiful campus from here!! ▶



- Contact details

ac.intl@un.tsukuba.ac.jp

Hot Topic!!

From the entrance examination for 2025 intake, the **students only with Japanese passport can apply** to all 4 programs above. Please check the application guidelines for more details of the requirements and conditions.



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Admission:

Application: End of Feb. – End of March, 2025
Enrollment: Oct.1, 2025

*For more information, please visit the QR below.

Application Requirements:

Academic Proficiency:

Class XII exams, IB, EJU, ACT, A-LEVEL, AP, HKDSE, STPM, UEC, or Gaokao.

Test Scores of English:

TOEFL-iBT, TOEIC, IELTS, Eiken, or other

Submission Documents:

- Application Form
- Diploma or Certificate of Expected Graduation
- Certified Transcript of High School
- Letter of Recommendation
- Academic Transcripts
- Test Score of English
- Statement of Financial Support
- A Photocopy of Passport/ Resident card
- Examination Fee 17,000 JPY

Download the
application forms



Contact Us

sgu-admission@u-aizu.ac.jp



Hi, I am Dwitipriya (ブリア). I am a 3rd year undergraduate student at the University of Aizu's ICTG program.

The University of Aizu's flexible educational approach, broad curriculum, diversity and friendly atmosphere is something that appealed to me greatly. Pursuing education here is an excellent opportunity for learning as well as overall personal growth. You will find just the perfect blend of a fruitful academic period and an adventure and thrilling lifestyle. Hoping to meet everyone soon!



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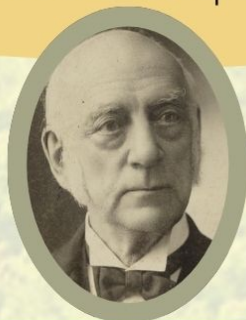
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9:1

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55+

Nationalities

90%

Of full time faculty members educated overseas

80%

International students

60+

Partner Universities

90min

From central Tōkyō

Curriculum

iCLA offers six majors:

- > Global Business and Economics
- > Interdisciplinary Arts
- > Interdisciplinary Data Science
- > Japan Studies
- > Political Science
- > Psychology

Application dates

| Intake | Admission Category | Application Period | |
|-------------|--|--------------------|--------------|
| | | Starting Date | Closing Date |
| Spring 2025 | > Degree-seeking students > Transfer students <i>(applicants who need a student visa)</i> | Apr 1, 2024 | Nov 18, 2024 |
| | > Degree-seeking students > Transfer students <i>(applicants who have a valid status of residence)</i> | | Jan 24, 2025 |
| Fall 2025 | > Degree-seeking students > Transfer students <i>(applicants who need a student visa)</i> | Sep 2, 2024 | Apr 14, 2025 |
| | > Degree-seeking students > Transfer students <i>(applicants who have a valid status of residence)</i> | | May 30, 2025 |

Tuition and Other Fees (Prices in JPY)

| Tuition and Other Fees | First Year | Second Year and Onwards |
|--------------------------------|------------------|-------------------------|
| Enrollment Fee | 200,000 | - |
| Tuition, Faculty and Equipment | 1,596,000 | 1,596,000 |
| Total | 1,796,000 | 1,596,000 |

Accommodation/Meal Plan (Prices in JPY)

iCLA is a residential campus with men's and women's dorms attached to our building. Living in the dorms is mandatory for all first year students.

| Room and Meal Plan | Fee |
|---------------------|---|
| Room and Utilities* | 600,000/year |
| Meal Plan | Approx. 350,000/year (3 meals/day on class days) |

Scholarships

| Type | Amount of Exemption* | Selection Criteria |
|------|----------------------|--|
| I | Full (100% tuition) | > Academic Achievement > Extracurricular Achievements > Financial Need |
| II | 3/4 (75% tuition) | |
| III | Half (50% tuition) | |
| IV | 1/4 (25% tuition) | |
| V | 1/10 (10% tuition) | |

CONNECT WITH US

General Inquiries: icla.contact@c2c.ac.jp
Admission Inquiries: i.admission@c2c.ac.jp

TEL: +81-55-224-1350
www.icla.ygu.ac.jp

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