

MUNiC Conference 2019

Background Guide for Participants

Topics:

- **The Role of Youth in Achieving the Paris Agreement - Conference of the Parties to the United Nations Framework Convention on Climate Change (COP)**
- **Eliminating Violence against Children and Youth - United Nations Children's Fund (UNICEF)**

This guide is designed to help you to prepare for participation in the conference. It will help you to understand how the United Nations work and how to do decent research.

Don't forget, that you are a representative of the country you have been assigned to represent. Try to do some research on the needs and policies of your country.

Questions you should ask yourself during your preparation:

- Is my country interested in discussing the topic?
 - Is my country affected or my people?
 - Has my country already taken any programs or action to address the topic?
 - Is my country able to finance actions?
- Do I want to avoid discussing the topic?
- Do I have any international partnerships with other countries or common interests?
- Are there any surveys of governments, international institutions or non-governmental organizations on my topic?
- Did the United Nations already initiate activities, reports or resolutions?
- What is the best solution for my country and what can a compromise look like?

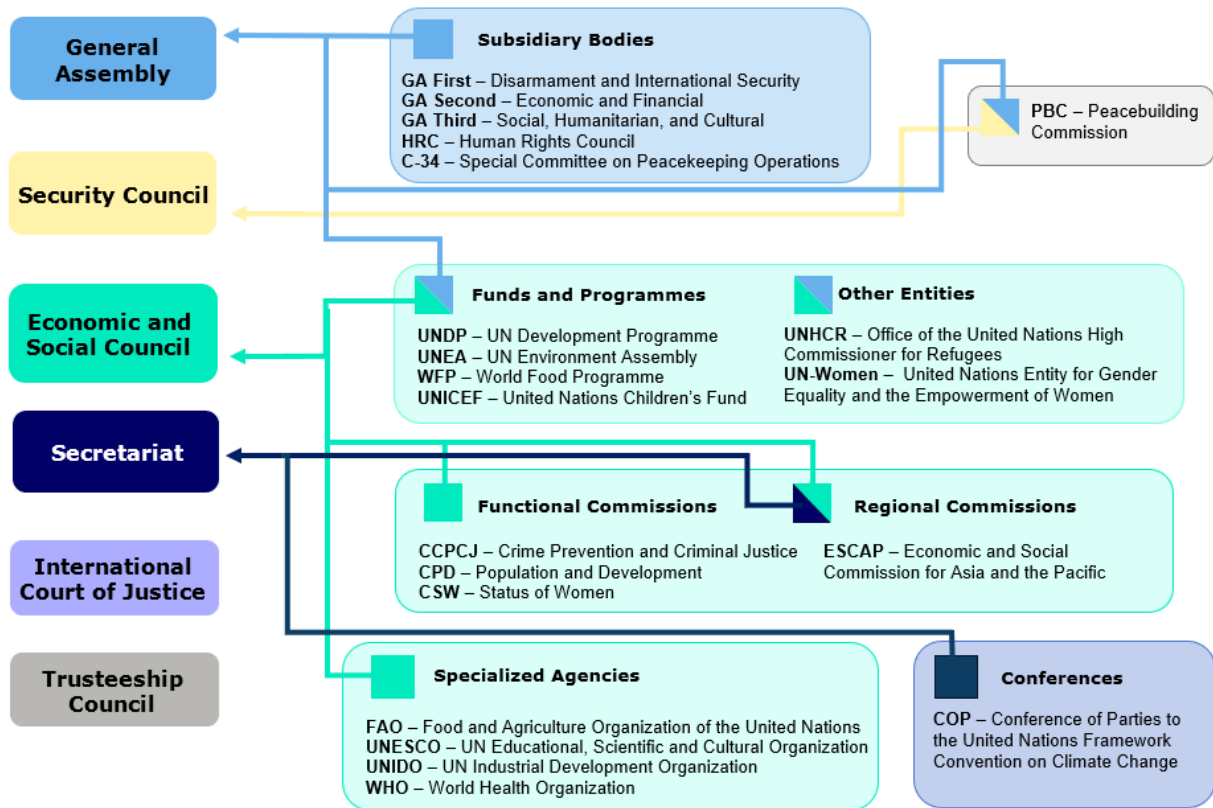


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The UN System at a Glance



This diagram shows the UN system. Read in addition the paper “structure” of the UN.

General Assembly 1st Committee - brief information's about the committee.

The GA is one of the main organs of the United Nations. 193 Member States <https://www.un.org/en/member-states/index.html> are represented in the GA. Among others the committee discusses topics such as development, peace and security, international law, etc. The first committee (GA1) covers in special disarmament, global challenges and threats to peace that affect the international community and seeks out solutions to the challenges in the international security regime. Also Climate Change is a frequently discussed topic in the GA. Within this framework the United Nations Framework Convention on Climate Change (UNFCCC) discusses measures to be taken to address the threat of climate change. UNFCCC entered into force in 1994 and is the leading international treaty on the environment. 197 parties, including all UN Member States, have ratified the Convention to date. The main objective of the Convention is to guarantee that the emission greenhouse gases (GHGs) are reduced, which would allow ecosystems to adjust to climate change and ensure that food production remains unthreatened.

Mandate, Functions, and Powers

The mandate of the General Assembly is set in Chapter IV of the Charter of the United Nations; Article 11 requires the General Assembly to address questions of international peace and security, particularly disarmament. The General Assembly can initiating studies and making recommendations to promote international cooperation in the political field; encouraging the development of international law; promoting the implementation of cultural, social, and human rights; and promoting fundamental liberties such as life free from discrimination. It “receives and considers reports” issued by “the other principal organs established under the Charter as well as reports issued by its own subsidiary bodies. One example: United Nations, General Assembly, Sixty-ninth session. (2015). Sendai Declaration and Framework for Disaster Risk Reduction 2015-2030 (A/RES/69/283). Retrieved 3 November 2018 from: <http://undocs.org/A/RES/69/283> .

Introduction

„April, April – weiß nicht was er will“ In former times this was an old farmers' saying, which takes the unstable weather in April to heart. In the future this may no longer be the case - at least not only in April. According to the scientists' diagnose, weather changes are only the first effects of climate change. Newspapers and the Internet are full of new, sensational headlines every day:

„Erwärmung der Arktis führt zu Wetterextremen in Deutschland“ – FOCUS Online, 29. of May 2019
 „Prognose: Klimawandel bringt Malaria zurück nach Europa“ – Deutsches Ärzteblatt, 29. of May 2019
 „Seetang als Beilage“ – Süddeutsche.de, 29. of May 2019

That climate change is not just imagination but can be experienced by everyone already. This year for example, Germany reached early summer temperatures of over 20 degrees Celsius in February. This is not normal - something has to happen. At the latest with the "Fridays for Future" demonstrations the topic is on everyone's lips. But it is not only socially relevant. For some time now, politicians in Brussels have also been discussing the problem of "climate change" and how to deal with it.

The alarming headlines quickly raise the question: Can the worst still be prevented? It should be mentioned here that the point of no return has not yet been reached, but it is time to act now. The young activists, who regularly go to the streets to demonstrate for our future, demand the same. In order to know exactly what they are asking for, we accompanied one of these demonstrations and got into conversation with some participants:

Thus Climate change has been a central issue at the United Nations (UN) for more than three decades. The Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC) adopted the Paris Agreement (2015) at its 21st session as a “landmark agreement to combat climate change and to accelerate and intensify the actions and investments needed for a sustainable low carbon future.” Under the Paris Agreement, the parties agreed on the limited increasing of the average global temperature to a maximum of 2° Celsius and strengthen global responses to the risks, dangers, and threats of climate change.

Youth play a significant role in achieving the Paris Agreement. As of 2015, young people, defined as those between 15 and 24 years old, constituted 1.2 billion people or 17% of the global population. The UN highlights the critical role of young people as agents for social change, technological innovation, and economic transformation and they will be the first foremost affected by climate change and its future consequences. Young people create public awareness, educate, train, mobilize and engage stakeholders to take positive action on climate change through bodies as the International Youth Climate Movement (a global network of youth organizations) and the Action for Climate Empowerment (ACE)

Interview Takeaways (students of WHS interviewed participants of "Friday's for future activists in Recklinghausen) and some guidelines for your own research.

- Noticed very high attention in the media on the subject of climate.
- Experienced changes in climate (hot summer).
- Did not see any response from politicians so far.
- Heard of: Energy Turnaround Must Come - Renewable Energies
- Wasn't a topic in class so far - only sporadically on initiative of the teachers themselves
- CO2 is one of the most important greenhouse gases and responsible for climate change - the emissions should be strictly controlled and regulated.
- Knew, that climate protection is everyone's business and should be implemented more strongly in our everyday life.
- Think, that politicians are responsible for making climate protection mandatory in law and thus in everyday life, but are currently too cumbersome in their mechanisms for this.

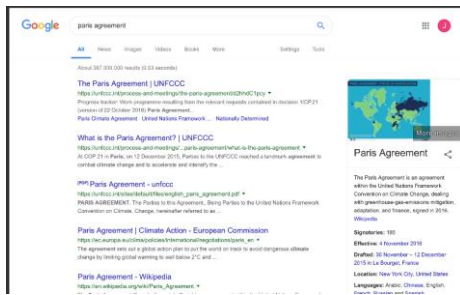
One of the core demands of the demonstrators to the politicians in Brussels concerns the "**Paris Agreement**¹". But what is this agreement? What is this agreement doing anyway? Why is this agreement associated to such a central role in climate protection?

To enable you to form your own opinion and find your very own answers, we will show you how to find the "Paris Agreement" and many more firsthand information. Therefor we will also explain the correct use of databases² and furthermore show you how agreements are established and consequences emerge by signing such.

¹ Paris Agreement on Climate Change

² A component of the databank in which information on a specific topic is maintained. Several databases will make up the databank.

Let's start with entering the search term "Paris Agreement" on www.google.de.



Probably your first hits in the search will differ from those of my laptop. Why is that?

The answer is that Google and social media such as Instagram, Facebook, etc. use algorithms to display search results that match with your preferences for pages you've visited.

Try typing the search term "Paris Agreement" on different devices such as your own laptop, smartphone, laptop and smartphone of your parents or siblings and a public computer in a library for example.

You will notice that the search results are always different because the algorithm is fed differently on each device. You will surely see many wiki pages, articles about the agreement and websites that want to explain the agreement to you. But how can you find the original text to read yourself from the primary source and not only hearsay from third parties?

Since the Paris Agreement was adopted at a United Nations conference, the original text will certainly be published somewhere at the United Nations.

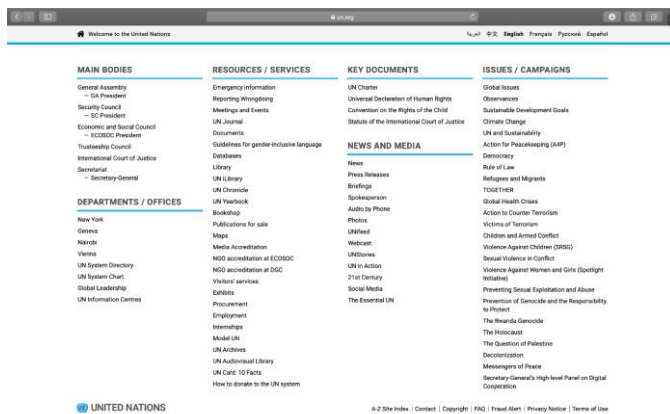
Just go to www.un.org

Of all these languages, you probably only speak English well enough to find your way on the website. So choose "English".

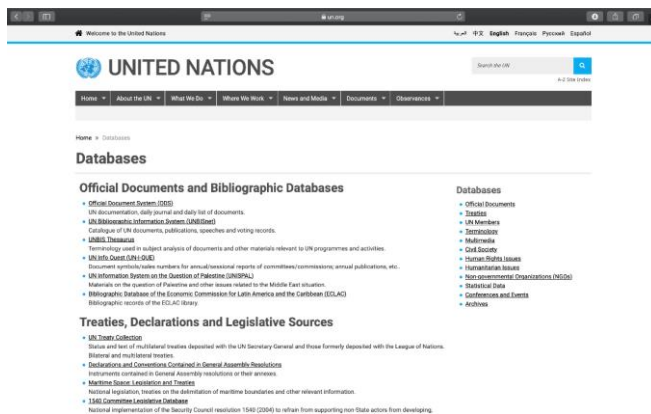


Phew, pretty confusing if you've never really dealt with the United Nations before. Just scroll down all the way to the bottom of the page.

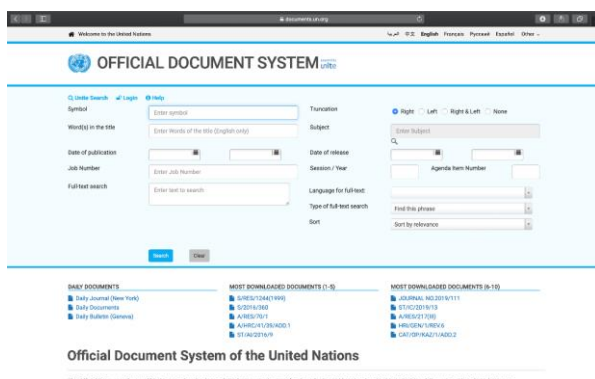
It should look like that now:



Now look for the link "Databases" and open it. You should now be here:

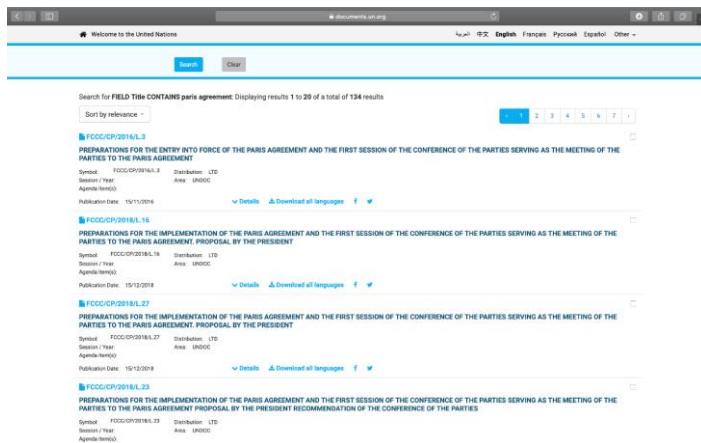


Under the heading "Official Documents and Bibliographic Databases" you will find the "Official Document System (DOS)" as the first link. As you can see from the description you will find daily updated documents of the United Nations in there. When you open the link your screen should look like this:

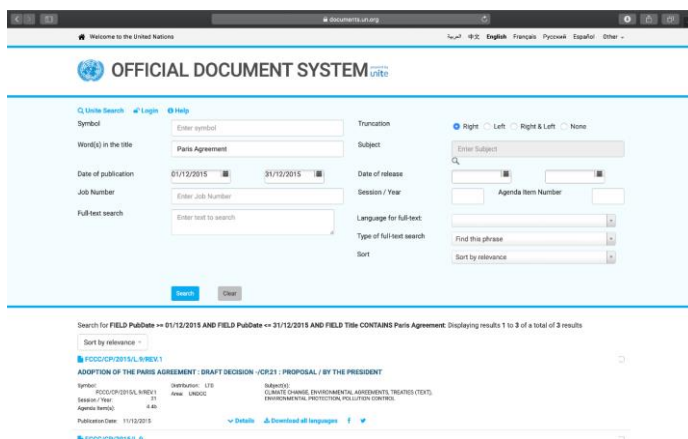


If any page does not load immediately from here on, do not quit yet. This is due to the library website of the United Nations. As you probably already noticed, it suddenly continues here in German. If this is not automatically the case, you can now select German in the top tab of the language selection. But since the document is written in English, this doesn't help us much. Our search terms must still be in English. So continuing in English will be the best way to head on.

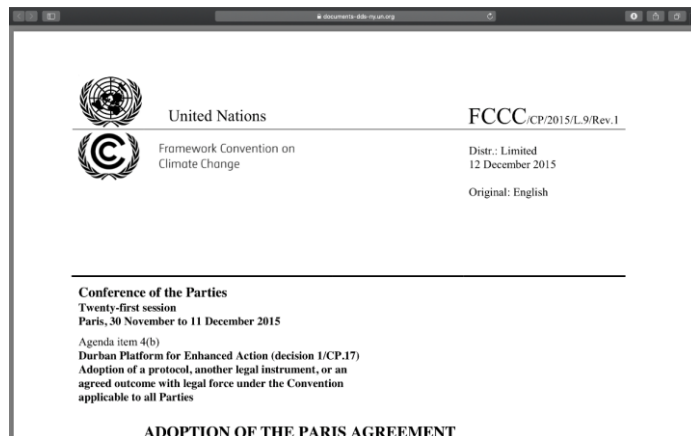
You can now enter the document number, search for the title or search the full text for keywords. Just enter "Paris Agreement" in the title search.



134 hits. Watching them all may take some time. So we have to refine our search. Do you know the date on which the Paris Agreement has been established? When you said somewhere in December 2015 you are very close. Refine your search by adding the 01/12/2015 to 31/12/2015 as "Date of publication"



You should now find the Document called “FCCC/2015/L.9/REV.1”. Open it and there you go. You just researched your first United Nations Agreement.



ABOUT THE PARIS AGREEMENT

At the Paris climate conference (COP21)³ in December 2015, 195 countries adopted the first-ever universal, legally binding global climate deal.

The agreement sets out a global action plan to put the world on track to avoid dangerous climate change by limiting global warming to well below 2°C and pursuing efforts to limit it to 1.5°C.

The agreement is built on three key pillars: legal rigor, participation and effectiveness. The key topics are the following:

Mitigation: reducing emissions (Art. 4)
Governments agreed

- a long-term goal of keeping the increase in global average temperature to well below 2°C above pre-industrial levels;
- to aim to limit the increase to 1.5°C, since this would significantly reduce risks and the impacts of climate change;
- on the need for global emissions to peak as soon as possible, recognizing that this will take longer for developing countries;
- to undertake rapid reductions thereafter in accordance with the best available science.

³ Conference of the Parties

Transparency and global stock take (Art. 13 & Art. 14)

Governments agreed to

- come together every 5 years to operationalize targets as required by science;
- report to each other and the public on how well they are doing to implement their targets;
- track progress towards the long-term goal through a robust transparency and accountability system.

Adaptation (Art. 7)

Governments agreed to

- strengthen societies' ability to deal with the impacts of climate change;
- provide continued and enhanced international support for adaptation to developing countries.

Loss and damage (Art. 8)

The agreement also

- recognizes the importance of averting, minimizing and addressing loss and damage associated with the adverse effects of climate change;
- acknowledges the need to cooperate and enhance the understanding, action and support in different areas such as early warning systems, emergency preparedness and risk insurance.

Role of cities, regions and local authorities

The agreement recognizes the role of non-Party stakeholders in addressing climate change, including cities, other subnational authorities, civil society, the private sector and others.

They are invited to

- scale up their efforts and support actions to reduce emissions;
- build resilience and decrease vulnerability to the adverse effects of climate change;
- uphold and promote regional and international cooperation.

Signature:

As it is with every regular contract, one of the most crucial information is to know who signed one particular **treaty**⁴.

But what does a signature really mean?

Arts.10 and 18, Vienna Convention on the Law of Treaties 1969 say:

⁴ A generic term embracing all instruments binding under international law, regardless of their formal designation, concluded between two or more international legal persons.

„(...) the signature does not establish the consent to be bound. However, it is a means of authentication and expresses the willingness of the signatory state to continue the treaty-making process. The signature qualifies the signatory state to proceed to ratification, acceptance or approval. It also creates an obligation to refrain, in good faith, from acts that would defeat the object and the purpose of the treaty. “

That means that a signature is no direct legal binding but a first step to such.
You will find out more about the process of ratification later on.

So what information is provided for us when we have a look at the signatory states?

In general, the more signatures a treaty has, the more powerful it gets.

For example, if only Haiti and Poland would have signed the Paris agreement, it would not have the importance that it currently, with 195 Signatories has.

To find out who exactly signed, you have to find the “Status of the Treaties”.

Therefore, it is always good to start at the un.org website.

All the way down on the un.org website you will find a tab that says “resources/ services” with a sub that is called databases.

Since we know that the Paris Agreement is an already existing treaty, the easiest way is to look for the “Treaty Collection”.

The “Depositary” of the “Treaty Collection” has most of the information we need, including the “Status of Treaties”.

We can use the title search to look for the Paris Agreement and will find exactly one search result that looks like this:



The screenshot shows the United Nations Treaty Collection website. The header includes the UN logo and the text "United Nations Treaty Collection". A search bar is visible in the top right. Below the header, there is a navigation menu with tabs: Overview, Depositary, Registration & Publication, Resources, Training, and Treaty Events. The "Depositary" tab is selected, leading to the "Multilateral Treaties Deposited with the Secretary-General" page. On the left, there is a sidebar with various links including "Status of Treaties", "Depositary Notifications", "Certified True Copies", "Photos of Treaty Ceremonies", "Model Instruments", "Titles of Treaties", "League of Nations Treaties", "Status of treaties (1959-2009)", and "Automated Subscription Services". The main content area shows a search interface with tabs for Introduction, Status of Treaties, Historical Information, Title Search (selected), Full-text Search, and Participant Search. A search box contains the text "Paris Agreement", and there are "Search" and "Reset" buttons. Below the search box, the "Search Results" section shows a "Record Count : 1" and a table with one result.

| MTDSG Reference | Title |
|-----------------|--|
| XXVII-7-d | Paris Agreement. Paris, 12 December 2015 |

STATUS AS AT : 21-05-2019 07:20:05 EDT

CHAPTER XXVII

ENVIRONMENT

7. d Paris Agreement

Paris, 12 December 2015

| | |
|-------------------------|---|
| Entry into force | : 4 November 2016, in accordance with article 21(1). The Agreement enters into force on the thirtieth day after the date on which at least 55 Parties to the Convention accounting in total for at least an estimated 55 per cent of the total global greenhouse gas emissions have deposited their instruments of ratification, acceptance, approval or accession. |
| Registration | : 4 November 2016, No. 54113 |
| Status | : Signatories : 195. Parties : 185 |
| Text | : Certified true copy C.N.63.2016.TREATIES-XXVII.7.d of 16 February 2016 (Opening for signature) and C.N.92.2016.TREATIES-XXVII.7.d of 17 March 2016 (Issuance of Certified True Copies). |
| Note | : The Paris Agreement was adopted on 12 December 2015 at the twenty-first session of the Conference of the Parties to the United Nations Framework Convention on Climate Change held in Paris from 30 November to 13 December 2015. In accordance with its article 20, the Agreement shall be open for signature at the United Nations Headquarters in New York from 22 April 2016 until 21 April 2017 by States and regional economic integration organizations that are Parties to the United Nations Framework Convention on Climate Change. |

<http://ask.un.org/faq/14594>

Ratification

If you want to find the way a multilateral agreement like the Paris Agreement coming into force in different states that signed, you first have to check the status on the agreement that is on file in the UN Treaty System.

[Home](#)
[Overview](#)
[Depository](#)
[Registration & Publication](#)
[Resources](#)
[Training](#)
[Treaty Events](#)

Registration & Publication

- UN Treaty Series
- Monthly Statements
- Cumulative Index
- League of Nations Treaty Series
- Registration Checklist
- Publication Checklist
- Limited Publication Policy
- Technical Guidelines

United Nations Treaty Series Online

[Introduction](#)
[Advanced Search](#)
[Volume Search](#)
[Title Search](#)
[Participant Search](#)
[Full-text Search](#)

Title/Keyword :

Additional Attributes

☒ Match this phrase
☐ Match all these words
☐ Match any of these words

[Search](#)
[Clear](#)

Search Results

[Export to Excel](#)
[Send Email](#)
[Print](#)

Record Count : 2 Results per Page : 20

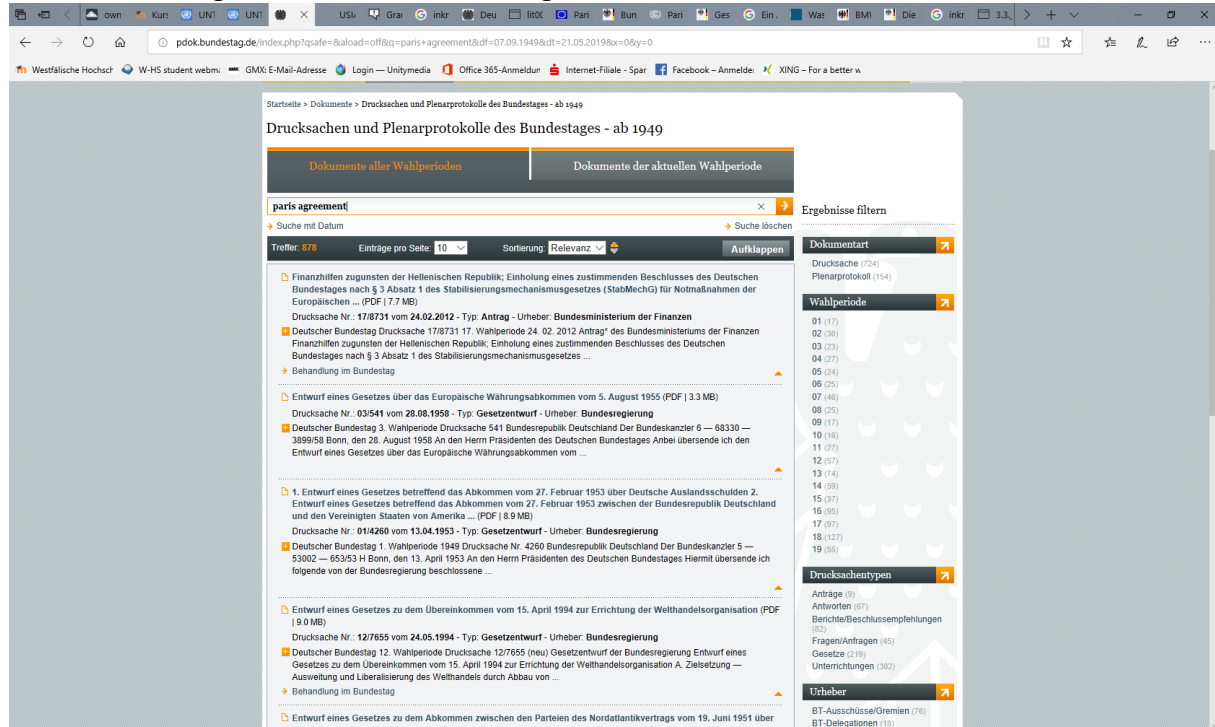
| Registration Number | Title | Participants | Conclusion Date | Entry into Force Date | Treaty Type |
|---------------------|--|-----------------------------|-----------------|-----------------------|-------------------|
| I-54113 | Paris Agreement | See Details | 12/12/2015 | 04/11/2016 | Open Multilateral |
| I-55511 | Agreement between the Secretariat o... | See Details | 31/10/2018 | 31/10/2018 | Bilateral |

| Registration Number | 54113 | | | | |
|-----------------------------|--|-------|------|-------|------------|
| Title | Paris Agreement | | | | |
| Participant(s) | | | | | |
| Submitter | ex officio | | | | |
| Places/dates of conclusion | <table> <tr> <th>Place</th><th>Date</th></tr> <tr> <td>Paris</td><td>12/12/2015</td></tr> </table> | Place | Date | Paris | 12/12/2015 |
| Place | Date | | | | |
| Paris | 12/12/2015 | | | | |
| EIF information | 4 November 2016 , in accordance with article 21(1) | | | | |
| Authentic texts | Spanish Russian French English Chinese Arabic | | | | |
| Attachments | | | | | |
| ICJ information | | | | | |
| Depository | Secretary-General of the United Nations | | | | |
| Registration Date | ex officio 4 November 2016 | | | | |
| Subject terms | Environment | | | | |
| Agreement type | Multilateral | | | | |
| UNTS Volume Number | | | | | |
| Publication format | Full | | | | |
| Certificate Of Registration | | | | | |
| Text document(s) | I-54113-0800000280458f37.pdf | | | | |
| Map(s) | | | | | |
| Corrigendum/Addendum | | | | | |

| Participant | Action | Date of Notification/Deposit | Date of Effect |
|-------------|--------------|------------------------------|----------------|
| Germany | Signature | 22/04/2016 | |
| Germany | Ratification | 05/10/2016 | 04/11/2016 |

Afterwards you check the national availability of the so called ratification. That means the national agreement and the passing of a resolution⁵ on a multilateral contract.
This will be an example on the status of Germany ...

Go to Bundestag.de → search for Paris Agreement



Difference between signing und ratification

<https://www.institut-fuer-menschenrechte.de/themen/entwicklungspolitik/oft-gestellte-fragen/was-ist-der-unterschied-zwischen-unterzeichnung-und-ratifizierung>

Conclusion International Agreements

https://www.uni-trier.de/fileadmin/fb5/prof/OEF005/Landwehr/3.3. Folie_Abschluss_vr_Vertraege.pdf

Domestic legislation Germany

https://www.bundestag.de/parlament/aufgaben/gesetzgebung_neu/gesetzgebung/weg-255468

⁵ In a scientific or technological context, ability to distinguish meaningfully between closely adjacent values

Deposit at the Treaty section of the United Nations

The last step of the ratification is the deposit at the treaty section of the United Nations. The ratification, acceptance, approval or accession of every country will be delivered by mail, fax or hand. At first it can be a copy but the original has to be delivered as soon as possible to the United Nations.

A deposit of the ratification has the advantage that at a single look at the UN website you can see which countries have signed the treaty and should therefore comply with it. However, if a signature has not yet been executed on the way, this can also be seen on the side.

We have already found the way to the ratification of the agreement with the Paris Agreement, as the ratifications will be added to the document. There is a table in which you can find the date of the ratification and the date of the deposit.

As soon as it is signed, but finally deposited with the UN, the agreement is binding on all citizens of the country.

Collaboration of the UNFCCC

The UNFCCC does not just work on its own. It collaborates with:

- The United Nations Joint Framework Initiative on Children, Youth and Climate Change (JFI), the JFI has been synchronizing the activities of 16 intergovernmental and youth organizations, providing policy coherence and effective representation on climate change.
- The United Nations Commission on Sustainable Development (UNCSD); has organized roundtables for constructive dialogues on the green economy between government representatives, young people, and civil society. Do you know private institutions addressing issues of climate change? Perhaps "Greenpeace". Try to figure out their positions and ideas. May be there are some more engaged in climate change discussions.
- The Convention on Biological Diversity (CBD) and the United Nations Convention to Combat Desertification (UNCCD).
- In a related manner, the Climate Change Initiative of the United Nations Educational, Scientific and Cultural Organization (UNESCO) provides education, training, and public awareness outreach programs designed for young people to aid understanding in mitigating and combating climate change.

Education played a vital role in recent discussions: The important role of climate change education has been consistently recognized by the UNFCCC during recent annual COP conferences (UNESCO, UNESCO at COP23: Climate Change Education). At the 2015 Paris Conference of Youth (COY), education was highlighted as a priority among young people in order to combat climate change. Education deepens the knowledge of young people on sustainable practices which help mitigate climate change impacts.



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Now it's your turn:

Try to find out, if your country has resources in place to educate young people in this respect. For example: The United Nations Children's Fund (UNICEF) and the Nigerian Federal Ministry of Education, for instance, have implemented skills-based learning and educational programs designed to foster climate responses among young people in Nigeria.

Furthermore, through the United Nations Alliance of Climate Change, the UNFCCC Secretariat collaborates with other UN agencies like UNESCO, UNICEF, the Food and Agriculture Organization of the United Nations (FAO), and UN Environment, to promote climate change education, public awareness, and training for young people.

The Government of the Maldives partnered with UNESCO to develop customized climate change education, training, and action plans to enhance the suitability of livelihood for people living on the islands. Similarly, UNESCO's CCESD supported the Vietnamese Education and Training Ministry in the development of its climate change action plan for public use. In Ethiopia, for example, 50,000 school children engaged in the Millennium Tree Planting Campaign for Ethiopia's forest reclamation to combat climate change. This led to a drastic reduction in forest loss coverage from 40% to less than 2% currently. **So feel free to develop ideas and creative solutions which meet the needs of your country.**

You may think about topics a teacher should present to students in class

In conclusion: Active engagement of young people on climate change is important as, in their position as both stakeholders and future leaders, they must be empowered to lead a new climate change reign.

UNESCO; Climate change education for sustainable development: the UNESCO climate change initiative 2010

UNESCO, Climate Change and COP 21



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UN Children's Fund (UNICEF)

The Committee: The UN Children's Fund was established by the General Assembly in 1946 to provide help for children after World War II. In 1953 the GA extended UNICEF's mandate indefinitely, with an emphasis on programmes giving long-term benefits to children everywhere, particularly those in developing countries.

UNICEF undertakes programmes in:

- health,
- nutrition,
- education,
- water,
- sanitation,
- environment,
- child protection,
- gender issues,
- development,
- emergency response and
- other fields of importance to children,

benefiting all children everywhere, with special effort on reaching the most vulnerable and excluded children. It works with governments, local communities and other aid organisations in developing countries and territories, focusing on supporting children during critical periods of their lives when intervention can make a lasting difference.

The Declaration of the Right of the Child was adopted in 1959. UNICEF focuses on meeting substantive goals to make sure every child is granted these rights. Find the Declaration of the Rights of the Child here:

<https://web.archive.org/web/20130926070812/http://www.un.org/cyberschoolbus/humanrights/resources/child.asp>

UNICEF's mandate includes among others promoting for the protection of children's rights and meeting their basic needs such as health and education. UNICEF reports to the Economic and Social Council (ECOSOC) which in turn reports to the GA. Both bodies undertake annual reviews of UNICEF's work.

Eliminating Violence against Children and Youth

To be able to work on this topic we must understand it's title.

How to determine who are Children and Youth? Different definitions are use, when it comes to defining those words in different countries. UNICEF defined Children as everyone up to the age of 18.

Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 says:

“Article 1 For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.”
[https://treaties.un.org/Pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-11&chapter=4&lang=en]

Youth, in the terms of UNICEF are those under the age of 24 as stated in (GA/Res/50/81 [<https://undocs.org/en/A/RES/50/81>]).

“YOUTH is best understood as a period of transition from the dependence of childhood to adulthood’s independence. That’s why, as a category, youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because ‘youth’ is often referred to a person between the ages of leaving compulsory education, and finding their first job.”
[<https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>]

So within UNICEF “children and youth” are individuals under the age of 24 with a specific emphasis placed on the need to protect those under the age of 18.

And which kind of behaviours UNICEF recognizes as Violence? UNICEF uses the definition of “Save the Children”, a Non-Governmental Organization (NGO). Therefore, our definition of violence will be:

“all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, [and] maltreatment and exploitations, including sexual abuse.”

Based on this definition, UNICEF outlines four main categories of direct violence against children: physical violence, sexual violence, mental violence, and neglect/negligent treatment. Children and Youth can also be subject to indirect violence, where a situation can have a psychological effect on the child’s wellbeing. Indirect violence can cause similar distress as direct violence. Both forms of violence often go unnoticed as they are often induced by individuals most closely related to children and youth.

What has been done in the past? The very first action on eliminating violence against children was set forth in 1924 by the “League of Nations” when Member States implemented the Geneva “Declaration of the Rights of the Child”.

Geneva Declaration of the Rights of the Child of 1924, adopted Sept. 26, 1924, League of Nations O.J. Spec. Supp. 21, at 43 (1924)

“By the present Declaration of the Rights of the Child, commonly known as ‘Declaration of Geneva,’ men and women of all nations, recognizing that mankind owes to the Child the best that it has to give, declare and accept it as their duty that, beyond and above all considerations of race, nationality or creed:

- (1) The child must be given the means requisite for its normal development, both materially and spiritually;
- (2) The child that is hungry must be fed; the child that is sick must be nursed; the child that is backward must be helped; the delinquent child must be reclaimed; and the orphan and the waif must be sheltered and succoured;
- (3) The child must be the first to receive relief in times of distress;
- (4) The child must be put in a position to earn a livelihood, and must be protected against every form of exploitation;
- (5) The child must be brought up in the consciousness that its talents must be devoted to the service of fellow men.

But it was until 1959 when the UN adopted the Declaration of the Rights of the Child that the international community agreed on the foundational principles concerning children’s rights. (Yes, these were two different Declarations!) This was an important step, but the Declaration was not legally binding. In 1989 the “Convention on the Rights of the Child (CRC)” was adopted by the GA, including 42 legally binding articles on the Rights of Children. The post-2015 development agenda, set up by the adoption of the 2030 Agenda and the (Sustainable Development Goals) SDGs, demonstrated a renewed international commitment to the elimination of violence against children and youth.



SUSTAINABLE DEVELOPMENT GOAL 5; Achieve gender equality and empower all women and girls

SDG 5, with the goal of achieving gender equality, includes the importance of protecting girls from violence, sexual exploitation, forced marriage, and female genital mutilation (FGM).

Likewise, SDG 8 makes a specific reference to the elimination of violence against children, calling for “immediate and effective measures” to put an end to child labour, child soldiers, and child sex workers.



Most crucial to UNICEF for the topic at hand is SDG 16



on promoting “peaceful and inclusive societies for sustainable development,” especially targets 16.2 and 16.3 that aim to end the “abuse, trafficking and all forms of violence against children.” For your research you can find information and reports to all the SDGs on the homepage of the SDGs with the UN. Just google “Sustainable Development Goals” and find the link connected to the UN.

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

According to a study on violence against children in 2006, which recognized a widespread nature of violence, in consequence a Special Representative on Violence Against Children (SRSG) was appointed by the Secretary General. They are an international independent advocate to end all forms of violence against children. For your research: look up who the current SRSG is and what they said in the past concerning this topic.

Domestic violence is the form of violence children and youth are most often affected by. Many caregivers state that physical punishment is necessary to raise children. This shows that there is a big influence of traditional norms on domestic violence. Often children will not report domestic violence out of fear. It is also hard to prosecute on domestic violence as there is no legal framework in many countries. Only 60 Member States have legalisation prohibiting physical violence as a means of discipline. (Is your country one of them?)

The CRC requires all Member States to protect Children from sexual abuse and violence. But still, Children and Youth are more vulnerable to sexual violence than any other group. Children need to rely on guardians for their protection, but the most common perpetrators of sexual violence are adults that are close to the victim. Especially young girls are vulnerable in many societies. Young girls are often expected to follow their specific gender roles under the conventional notion of masculinity and femininity. Those gender norms are not only harmful for girls, but also for boys whom they prevent from seeking help in cases of experiencing sexual violence. UNICEF pointed out that there is a lack of data on sexual violence against boys.

Further, sexual violence against young people is sometimes worsened by socioeconomic conditions, including poverty, since poor families may be incentivized to force a daughter to marry young if this leads to financial compensation for the family. The political instability of a state, a society's exposure to conflict, forced migration, and natural disasters are other factors that destabilize a child's environment and thereby escalate the frequency and intensity of sexual violence against children and youth.

UNICEF actively seeks to strengthen partnerships and establish reliable social support networks for parents and caregivers. Providing families with a sense of security has the potential to reduce all forms of violence against children. There have been several projects from UNICEF to fight the sexual violence against children. Search the UNICEF Website for more information.

Schools are one of the most important environments of children and youth. A safe learning environment improves the later life of a person significantly. However, schools are not always safe for the youth as corporal punishment remains a common form of discipline. This kind of punishment is often used by authority figures such as teachers and headmasters. Another serious problem is the victimisation of students by other children or teachers. The affected students often become afraid of attending school and tend to lose concentration during class. Different appearance or thought, as well as sexual orientation and gender identity often lead to bullying. Due to this the children may be experiencing physical and psychological violence towards them. This form of bullying does not only affect Lesbian, Gay, Bisexual, and Transgender (LGBT+) youth but also those who are perceived to be LGBT+ due to gender and cultural stereotypes. According to "Human Rights Campaign" (A US-based NGO) only 26% of LGBT+ youth reported feeling safe in their classroom. Bullying has a negative effect on both, the bully and the bullied as both individuals often show much lower school performance. UNICEF advocates for the Member States to adopt laws prohibiting violence in schools and they have been working with teachers to ensure they can identify at-risk-children and accurately respond to the multiple forms of violence.

During your research you may keep in mind these questions:

- What actions can Member States take to stop the normalization of sexual violence?
- How can schools, teachers, and students themselves actively work toward the elimination of violence in schools?
- Aside from the areas of violence discussed in this guide, how else do children experience violence?

- What role does UNICEF play in providing children and youth with the tools they need to identify, report, and/or respond to violence?
- What can the UN system, civil society, and the private sector do to safeguard that youth can enjoy their rights free of violence and fear?

Useful Links:

Website of UNICEF: <https://www.unicef.org/>

Work of the African Union: <https://au.int/en/sa/acerwc>

Work of the European Union: https://ec.europa.eu/info/policies/justice-and-fundamental-rights/rights-child_en

Global Partnership to end violence against children: <https://www.end-violence.org/what-we-do>

LGBTQ Youth Report: https://assets2.hrc.org/files/assets/resources/2018-YouthReport-NoVid.pdf?_ga=2.247856583.1516775064.1539974006-957948475.1539974006

A statistical analysis of violence against Children:

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

A report on tackling violence in schools:

https://violenceagainstchildren.un.org/sites/violenceagainstchildren.un.org/files/documents/publications/10_tackling_violence_in_schools_a_global_perspective.pdf

Un Special Representative of the Secretary General on violence against children:

<https://violenceagainstchildren.un.org/content/mandate>

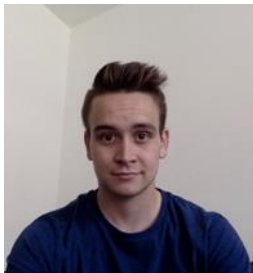
Some of the reports are rather long. Just have a look at the table of contents and find what is important for you.

Your writers:**Name: Luis**

Age: 21

Major: International Business Law and Business Management

After participating in 2019s NMUN NY, I couldn't wait to get involved in any form of MUN as soon as possible. I enjoy working with hard working people from different backgrounds and countries from all over the world, on topics of global relevance. That's why I joined Professor Müglichs project to prepare students with international context for their very own MUNIC conference.

**Name: Jan**

Age: 21

Major: International Business Law and Business Management

I first heard about MUNiC 2 years ago when my sister told me about it. As a participant she told me a lot about the process of the conference, but also about the preparation. Therefore, this

year I wanted to be a part of the group that prepares the students for the next MUNiC conference in November.

**Name: Lukas**

Age: 28

Major: International Business Law and Business Management

In 2019 I participated in the NMUN Project in New York with Prof. Dr. Müglich. It was a really great experience for me to evolve my communication skills, learn more about the UN and how political negotiation on a worldwide scale works, while meeting many interesting people from all over the world. Now it's a pleasure for me to share my knowledge with you and make this MUNiC project a great experience for you as well.

**Name: Lukas**

Age: 23

Major: International Business Law and Business Management

Hey everyone, before I have started my studies at the WHS in Recklinghausen, I finished my business education with focus on project coordination. This year I had the pleasure to attend the world's biggest UN simulation, called NMUN in New York. With this knowledge and commitment in international political and economic questions we worked on your background guide. We want to show you how important and easy it can be to find first hand sources and we would like to give you an impact to understand a bit better how the world works!



Name: León von Borzyszkowski

Age: 20

Major: International Business Law and Business Management

Working on topics with an international impact is extremely interesting for me. I am particularly interested in environmental protection and its implementation at the legal level because the decision is made here whether our societies really fight against climate change or not. I definitely wanted to seize the opportunity to work on this topic with Professor Möglich and am looking forward to joining my dedicated fellow students on creating a background guide on the Paris Agreement to bring

this topic closer to students at a fair level.



Name: Moritz

Age: 21

Major: International Business Law and Business Management

Through the various projects in my course of studies I know what advantages Europe brings us - but above all I have learned how important it is to get politically involved and thus to take your future into your own hands. For this reason, I am happy to support the project and to accompany you with this guide, to understand the political events and the procedures within the parliament, so that you can later shape your future yourself.



Name: Sabrina

Age: 25

Major: International Business Law and Business Management

I am glad that I joined Professor Möglich's project. It was great to work

in this small team to create a background guide for young people and I hope that this background guide helps them at their MUNIC conference.



Name: Ruth

Age: 20

Major: Molecular Biology

In March 2019 I had the honor to participate in a Model UN conference in New York. It has been a great experience and I learned a lot. I am happy to support this year's students to prepare for their MUNIC conference, I hope you will have a great time and get to know the system of the UN and also yourselves.



Name: Prof. Dr. iur. Andreas Möglich

Age: 59

I had the pleasure to coordinate the brilliant work of the students.



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