



31st Annual

BRIGHAM YOUNG UNIVERSITY MODEL UNITED NATIONS CONFERENCE

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SECRETARIAT

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General Assembly Plenary

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Esteemed Delegates,

Welcome to Diplomacy Camp, our 31st annual Brigham Young University Model United Nations Conference (BYUMUN) – our first virtual event! My name is Amanda Gach, and I will be your United Nations Children's Fund (UNICEF) committee director. I look forward to working with you! I am a senior at BYU double majoring in International Relations and German Studies. I spent the past two summers interning with the U.S. State Department in Switzerland and the United Nations Office of Drugs and Crime in Kenya. After graduation, I plan to pursue a master's degree in Political Science in Germany and advocate for refugee populations and other minority groups.

This year, the United Nations Children's Fund will focus on the following topic:
Disease Prevention and Health Education in Adolescents.

UNICEF strives to give all children equal opportunities to be successful and healthy no matter the socioeconomic circumstance in which they are placed. For this reason, it is crucial to ensure healthcare is available and affordable to every child. The world now has more adolescents than ever before in its history. Youth are among the demographic groups most likely to contract HIV and the only age group in which AIDS deaths are increasing. Adolescent girls in poverty and in areas with discriminatory cultural norms face the risk of early pregnancy, placing their own health and their infants' health at risk. The BYUMUN conference will allow for each of you to simulate UNICEF and take part in the discovery of solutions to support policies and programs that affect and improve the health and well-being of adolescents.

You should use this background guide as a basis for your research and a jumpstart for the basic knowledge necessary to understanding the topics. It will provide information as well as questions to ponder as you search for solutions to these international issues. Please consider the role that your assigned Member State plays in the international sphere and their views and policies regarding the topic.

If any questions arise in regards to the BYUMUN Conference or the United Nations Children's Fund Committee, please feel free to e-mail me at the address cited below. Be sure to practice your public speaking, negotiation and leadership skills. I am excited to work with each of you and wish you all the best of luck in your preparation and research.

Sincerely,
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United Nations Children's Fund Committee History

“A future—and a world—in which every child has a fair chance in life. The chance to live and to grow strong. To play and to learn. To reach the fullness of adulthood willing and able to pass the same fair chance on to the next generation. This is the world we imagine for children... The story of our constant drive to become an ever-more innovative and efficient organization, making the best use we can of all the resources entrusted to us... Ultimately, these pages tell the story of the children we serve. Our story is their story. Their future, the future of the world.”

-Anthony Lake

Executive Director of the United Nations Children's Fund

History

The United Nations Children's Fund (UNICEF) was created in December of 1946 by the United Nations General Assembly in Resolution 57(I)¹ to serve as a provider of clothes, food, and health care for children affected by World War II. Many children, especially in Europe, were faced with famine and disease. It was estimated that up to 50% of children in Europe died before they reached their first birthday due to a lack of clothing, shelter, and nourishment.²

UNICEF became an organization that provided supplies to those children that were in desperate need. In just its first five years of existence, some of its relief projects included: providing tuberculosis vaccinations to 14 million children, donating millions of pounds of cotton to European governments to be made into diapers and infant clothing, donating over 2 million pairs of shoes and boots so that children could attend school in the winter, and providing over 400 million pounds of milk to malnourished children.³ Due to the success of the program, UNICEF became a permanent part of the United Nations in 1953.⁴ The first leader of the United Nations was an American investment banker named Maurice Pate, a man who had worked closely with U.S. President Hoover after WWI in providing relief across Europe.⁵ Pate had accepted the job as the executive director of UNICEF with the understanding that he would help *all* children in the world. He placed the relief needs of children above politics and refused to discriminate based on international relations or conflicts. UNICEF has striven to follow that principle.⁶

UNICEF's jurisdiction became indefinite as it started operating in countries all over the world, providing the basic necessities for all children that they could reach. However, the most pivotal moment in UNICEF's history was in 1959, when the General Assembly adopted the *Declaration*

¹ Fifty Years for Children." Fifty Years for Children. United Nations Children's Fund, n.d. Web

² *Id.*

³ United Nations International Children's Emergency Fund (UNICEF) History." Funding Universe. n.p., 2004

⁴ 70 Years for Every Child." *UNICEF*. United Nations, 2020. *Also Available at* https://www.unicef.org/publications/index_93308.html.

⁵ *Id.*

⁶ *Id.*

of the Rights of a Child.⁷ The Declaration was ratified on November 20, 1959⁸ and set the standards for the *Convention on the Rights of the Child*, which was passed by the General Assembly and would serve as the foundation for all of UNICEF's future work.⁹ The Convention binds the ratifying states to international law and holds them accountable to act in the best interest of the child.¹⁰ The Convention also defined children "as human beings with a distinct set of rights instead of as passive objects of care and charity."¹¹ In May of 2002, a Special Session¹² of the General Assembly was held in order to call attention and re-organize the goals created at the World Summit for Children in 1990, which had followed shortly after the *Convention on the Rights of the Child* in 1989.¹³ This Special Session had over 7,000 participants and followed up on the effectiveness of the Convention heretofore mentioned.¹⁴

The executive board is made up of 36 Member States, which are elected to three-year terms each.¹⁵ The Economic and Social Council decides who will be placed on the executive board every year in April/May and rotates the countries dependent upon region and when they were last on the board. Each region receives a certain number of seats. These are distributed as follows: Africa (8 seats), Asia (7 seats), Eastern Europe (4 seats), Latin America and Caribbean (5 seats) and Western Europe and Others (12 seats).¹⁶ The executive board works to provide council and policy guidance to both the United Nations General Assembly and the Economic and Social Council.

UNICEF currently runs programs and other outreach efforts in 190 countries, states, and territories.¹⁷ A few countries such as the Bahamas, Brunei Darussalam, Cyprus, Latvia, Liechtenstein, Malta, Mauritius, Monaco and Singapore are not currently welcoming of the programs UNICEF provides.¹⁶ UNICEF is mandated by the General Assembly, and as stated in the mission statement, exists in order, "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."¹⁷ In 2018, UNICEF published a *Strategic Plan 2018-2021* for the development of UNICEF which focuses on: Young child survival and health, education, protection from violence and exploitation, promotion of clean and safe environments and ensuring equal chances to fulfill each child's potential.¹⁸

Each member of UNICEF is given one vote. A simple majority by those Member States which are present and voting is required for any legislation to pass.¹⁹ In the event of a tie, a re-vote is

⁷ *Id.*

⁸ *Id.*

⁹ *Id.*

¹⁰ Convention on the Rights of the Child." *UNICEF*. 1989.

¹¹ *Id.*

¹² Special Session on Children - UNICEF." *Special Session on Children - UNICEF*.

https://www.un.org/en/events/pastevents/GA_children_2002.shtml

¹³ World Summit for Children 1990." *World Summit for Children 1990*.

<https://www.un.org/en/development/devagenda/children.shtml>

¹⁴ *Id.*

¹⁵ *Id.*

¹⁶ Country Statistics." *UNICEF*. United Nations.

¹⁷ "UNICEF's Mission Statement." *UNICEF*.

¹⁸ "Strategic Plan 2018-2021." *UNICEF*. United Nations, 2018.

¹⁹ *RULES OF PROCEDURE*. N.P.: Economic and Social Council, 1994.

required. If there is another tie, then the legislation automatically fails.²⁰ These are the regulations which are followed during voting procedure in the United Nations Children's Fund.

UNICEF has played a very large role in the Millennium Development Goals (MDGs) established in 2000 by the General Assembly. Out of the 48 indicators of progress for the MDGs, 13 of them are run by UNICEF. These include areas in each goal, but an extra emphasis is placed on Goal 4: to reduce child mortality and Goal 6: to combat HIV/AIDS, malaria, and other diseases.²¹ There are five different areas of focus associated with UNICEF. Each one of these areas of focus is used to strengthen the development of specific MDGs. These five areas are: young child survival and development, basic education and gender equality, HIV/AIDS and children, child protection, and policy analysis, advocacy and partnerships for children's rights.²²

²⁰ *Id.*

²¹ "Millennium Development Goals: UNICEF's Role." Unicef.org. United Nations Children's Fund, n.d. Web

²² *Id.*

Annotated Bibliography

"70 years for every child." UNICEF. United Nations, 2020. Web. 1 October 2020. <https://www.unicef.org/about-us/70-years-for-every-child>>.

This is a simple timeline of major/key events that took place during the history of UNICEF. The dates start from the year 1946 and proceed until the year 2002. Key meetings and decisions are mentioned in the timeline.

"Convention on the Rights of the Child." UNICEF. United Nations Children's Fund, n.d. Web. 1 October 2020. <<http://www.unicef.org/crc/>>.

This site provides a cohesive measure of what the "Convention on the Rights of a Child" is and further describes its purpose. It goes into detail about what the CRC has already accomplished and how it can be better implemented in countries. It was ratified by the General Assembly in the name of the United Nations Children's Fund.

"Country Statistics." UNICEF. United Nations, n.d. Web. 1 October 2020. <https://www.unicef.org/statistics/index_countrystats.html>.

UNICEF provides a complete list of each Member State in the committee. It further describes the programs that are active in each state. The countries that don't have programs currently are also listed and mentioned.

"Fifty Years for Children." Fifty Years for Children. United Nations Children's Fund, n.d. Web. 1 October 2020. <<http://www.unicef.org/sowc96/50years.htm>>.

This article goes into detail about the creation of UNICEF. It covers the first 50 years of history of the committee and the accomplishments that were achieved at the time. This article provides a more defined background of the beginnings of UNICEF.

"Members." UNICEF. United Nations, n.d. Web. 1 October 2020. https://www.unicef.org/about/execboard/index_42661.html.

UNICEF shows the list of Member States that make up the Executive Board within the committee. It also contains the number of seats per region that are allotted in the committee. There also contains a calendar with the countries that were previously a part of the board.

"Millennium Development Goals: UNICEF's Role." Unicef.org. United Nations Children's Fund, n.d. Web. 1 October 2020. <http://www.unicef.org/mdg/index_unicefsrole.htm>.

This article goes into detail about the main role that UNICEF plays in the Millennium Development Goals (MDGs) of 2000. It covers the strategic areas that UNICEF covers in order for the goals to be met.

RULES OF PROCEDURE. n.p.: Economic and Social Council, 1994. E/ ICEF/177/Rev.6 20 May 1994. Web. 1 October 2020. <https://www.unicef.org/about/execboard/files/Rules_of_Procedure-English.pdf>.

This document is the scan of the official document that explains the rules of procedure of UNICEF. This covers everything from voting procedure and rules to language usage and the agenda for each meeting.

"Special Session on Children - UNICEF." *Special Session on Children - UNICEF.* United Nations, n.d. Web. 1 October 2020. <<http://www.unicef.org/specialsession/>>.

This covers the topics during the "United Nations Special Session on Children." It gives a brief summary and provides and explanation of the proceedings of the meeting. The end of the article includes a briefing on what other information is contained on the website and how it can be helpful for readers to understand the Special Session better.

"Strategic Plan 2018-2021." *UNICEF.* United Nations, 2014. Web. 1 October 2020. <https://www.unicef.org/media/48126/file/UNICEF_Strategic_Plan_2018-2021-ENG.pdf>.

The UNICEF Executive Board created a strategic plan of action for the years 2018-2020. The broad objectives of the plan are outlines here. There are also attached documents that expand the plan's ideas further.

"UNICEF's Mission Statement." *UNICEF.* Uni, n.d. Web. 1 October 2020. <http://www.unicef.org/about/who/index_mission.html>.

This page is the mission statement of UNICEF. It uses easily understandable language in the context so that there is no misunderstanding the goals of UNICEF. It is comprised of nine separated thoughts and ideas.

"United Nations International Children's Emergency Fund (UNICEF) History." *Funding Universe.* N.P., 2004. Web. 1 October 2020. <<http://www.fundinguniverse.com/company-histories/united-nations-international-children-s-emergency-fund-unicef-history/>>.

This article is yet another page about the history of UNICEF from the time of its emergence to the 1990s. Topics covered are company history, key dates and company perspectives. Also, the basic contact information for UNICEF is included.

"World Summit for Children 1990." *World Summit for Children 1990.* United Nations, n.d. Web. 1 October 2020. <https://www.unicef.org/about/history/index_worldsummit.html>.

UNICEF includes very basic and simple information surrounding the "World summit for Children 1990." The Summit was the largest gathering of world leaders to date and had a very large and lasting impact on UNICEF.

I. Disease Prevention and Health Education in Adolescents

“Education systems the world over have paid a heavy price for the failure of governments to invest in children’s earliest years. Like health systems worldwide that struggle desperately to cure illness and disease instead of investing in prevention, teachers and educational experts have wrestled with illiteracy, school avoidance and underachievement—forever playing catchup with problems that would have been significantly reduced if sufficient attention had been paid to children’s first years of life.”

-The United Nations Children’s Fund

Introduction

Every year, millions of lives are lost needlessly due to disease and a lack of health education. An estimated 1.2 million adolescents die each year, mostly from preventable causes.²³ The international community has developed many programs and institutions that are in place to educate youth and prevent disease. Sustainable Development Goal (SDG) three is to “ensure healthy lives and promote well-being for all at all ages.”²⁴ As UNICEF strives to achieve this goal by the year 2030, new and innovative ideas are required. This SDG was developed due to the diseases that plague the world today. UNICEF strives to eradicate all disease and provide education for youth in order to enable them to live healthier, more fulfilling lives.

Social Media is one of the most accessible and reliable tools for spreading education, knowledge, and insights in the health sphere. Many adolescents access their social media accounts every day. UNICEF has large presence on Instagram, Facebook, and YouTube along with other mediums. IN a 2017 communications report, UNICEF reported that its social media base had increased by 17% to 42.7 million supporters, and its Instagram engagements had seen an 800% growth year-over-year, with growth on Arabic-speaking platforms outstripping all others.²⁵

The World Health Organization (WHO) defines adolescence as the period of human growth that occurs between the time of childhood and adulthood from the ages of 10 to 19.²⁶ Globally, there were an estimated 2.4 million adolescent girls living with HIV in 2016, accounting for 61 percent of adolescents with HIV.²⁷ HIV is especially prevalent in developing nations; 90% of the world’s adolescents live in low- and middle-income countries. Due to a lack of education within many areas, adolescents are the only age group in which AIDS deaths are rising.

Ebola is a particularly virulent communicable disease that plagues various regions of Africa. The Ebola outbreak in eastern Democratic Republic of the Congo (DRC) beginning in 2018 was the world’s second deadliest, and it occurred in an active conflict zone.²⁸ On 1 June 2020, another Ebola outbreak occurred a northern province of the DRC.²⁹ UNICEF has an important role in

²³ “Adolescent Health and Well-being.” *UNICEF*.

²⁴ *Sustainable Development Goals: Sustainable Development Knowledge Platform*. United Nations.

²⁵ “UNICEF Division of Communication Annual Report.” *UNICEF*.

²⁶ “Adolescent Development.” *WHO*.

²⁷ “Facts and figures: HIV and AIDS.” *UN Women*.

²⁸ “Ebola.” *UNICEF*. United Nations.

²⁹ *Id.*

engaging with communities, supporting health and hygiene, and preventing Ebola outbreaks since children and adolescents comprise 20% of all cases of Ebola.³⁰

Both HIV and Ebola are preventable if the right procedures are put into place. Education is one of the most powerful tools to lower disease numbers. Education leads to increased awareness and increases the likelihood of adolescents who take effective preventative measures. Anthony Lake, the Executive Director of UNICEF, stated, “We have an opportunity to replace these vicious cycles with virtuous cycles in which today’s poor children—if given a fair chance at health, education, and protection from harm—can, as adults, compete on a more level playing field with the children of wealthier backgrounds. Thus, making not only their own lives better, but their societies richer in every sense of the word.”³¹ When we educate adolescents, we are in turn, helping the future generations as a whole.

Disease Prevention: Water and HIV/AIDS

There are an estimated 1.2 billion adolescents in the world today.³² Of those 1.2 billion, over 960 million of them live in developing countries.³³ Therefore, there is a need for those that are in this group to be cared for and treated according to their specific needs. Adolescents are known to receive the poorest quality of health care for the greatest cost.

Many of the diseases and poor health conditions impacting adolescents can be attributed to a lack of clean drinking water. Every day, over 800 children die due to diseases caused by poor water quality and a lack of hygiene and sanitation.³⁴ All of these detrimental consequences are preventable. Today there are 2.4 billion people without access to improved sanitation and 663 million who are unable to access clean water sources.³⁵

One of the most crucial steps towards preventing disease is to ensure that each child and adolescent has access to clean sanitation and water. Some diseases associated with unclean water are: Diarrhoea, Arsenicosis, Cholera, Fluorosis, Guinea worm disease, Intestinal worms, Malaria, Schistosomiasis, Trachoma, and Typhoid. UNICEF has a team in place to improve water resources and sanitation called water, sanitation and hygiene (WASH). They are present in 100 countries and have provided 14 million people with clean water and 11 million with basic toilets. When working on water and sanitation projects, UNICEF takes into account the link between climate change and water availability, and it tries to create interventions that will also protect water for future generations of young people.³⁶

In 2015, the Secretary-General of the United Nations presented his report on the eradication of HIV/AIDS by 2030 to the General Assembly. The report calls for a strengthening of international

³⁰ *Id.*

³¹ Lake, Anthony. "Isn't It Time Every Child Had a Fair Chance?" Unicef.org. United Nations Children's Fund.

³² “Adolescents Overview.” *UNICEF*.

³³ “Adolescents: A Time That Matters.” *International Year Book and Statesmen's Who's Who* (2002): 1-22. *United Nations Children's Fund*.

³⁴ “Water, Sanitation and Hygiene.” *UNICEF*. United Nations.

³⁵ *Id.*

³⁶ *Id.*

cooperation to increase the overall quality of health worldwide.³⁷ However, in order for AIDS infections to halt, preventative action must take place. In the *2011 UNAIDS Report*, every Member State that ratified the document established that they would make HIV/AIDS treatment, care, and support readily available for all.³⁸ Member States also were called to share technologies and successful systems in order to increase international implementation.

As of 2019, there are over 2.8 million children and adolescents living with HIV, and almost 9 in 10 of those children and adolescents are in sub-Saharan Africa.³⁹ 53% of these youth infected are on HIV treatment, making them a group with limited care compared to the 85% of HIV positive pregnant women who receive treatment.⁴⁰ Although those numbers reflect great improvement in access to care, there needs to be a greater urgency placed on the issue at hand that so readily affects the lives of millions of people. HIV infects and affects its victims in different ways—adolescent girls, adolescent boys, infants, or people who inject drugs are all critical subgroups of those who contract HIV and need treatment. UNICEF recognizes the need to address structural factors and improve availability of testing for HIV.⁴¹

WHO claims that disease prevention forces in regards to both water and sanitation and HIV/AIDS will strengthen as the initiatives start:

- Involving adolescents and the global health community in shaping its content
- Highlighting policies and interventions that address multiple outcomes, risk factors and determinants and therefore give better value for money
- Guiding priority setting in various epidemiological contexts and providing options for implementation based on approaches that have been successfully applied in countries
- Proposing tracer indicators for health and other sectors to monitor their performance.

Health Education

Pneumonia, diarrhea, malaria, measles, HIV/AIDS and malnutrition are the main causes of death of children in developing nations.⁴² Many of these illnesses are preventable through the right measures such as sanitation and immunization. Vaccinations saves two to three million children from deadly childhood diseases each year. In 2019, UNICEF enabled the vaccination of almost half of the population of the world's children. Still, as of last year, approximately 14 million infants did not receive vaccines and nearly 20 million children did not receive even the most basic vaccines.⁴³ One of the contributing factors is a lack of education regarding why it is important for people, particularly children, to be immunized. There is simply a misunderstanding or lack of information available.

³⁷ "Report of the Secretary-General: Future of the AIDS response: building on past achievements and accelerating progress to end the AIDS epidemic by 2030." A/69/856. *General Assembly*.

³⁸ "UNAIDS World Aids Day Report 2011." *UNAIDS*.

³⁹ "Children, HIV and AIDS." *UNICEF*.

⁴⁰ *Id.*

⁴¹ "Global Framework." *Sustainability in Manufacturing* (n.d.): 7-30. *Who.int*. United Nations.

⁴² "Immunization." *UNICEF*. United Nations Children's Fund.

⁴³ *Id.*

As stated previously, education is the key in order to prevent disease and decrease the rate of transmission when applicable. A study on adolescents in Zambia found a dramatic decrease in HIV-prevalence rates among youth that had a medium or higher level of education and an increased prevalence rate amongst those with lower levels of education.⁴⁴ The more educated a person is, the more likely that person is to protect themselves during situations when diseases such as HIV could be contracted. There are many misconceptions about HIV/AIDS, how it is transmitted, and how transmission can be prevented.

There are, however, many economic and systemic circumstances that keep adolescents from attending school. There are many areas around the world where the schools are places where adolescents fall victim to inhumane circumstances. For this reason, reforms must be set into place to allow for more attendance and learning. Some of these reforms started by UNICEF are: making school schedules more flexible; holding schools responsible for safeguarding children against sexual harassment; enforcing laws protecting girls from rape and sexual abuse; and empowering children so that they are able to avoid risky behavior.

Because formal education is either not always available and is not always the cost-effective or efficient delivery method, countries have partnered with various UN organizations to find alternative ways to increase education about access to HIV/AIDS prevention and treatment. Recently, a youth education and support program that started in Zimbabwe has started to gain traction and be implemented in other countries. Zvandri is a peer-to-peer program that helps adolescents maintain their antiretroviral medication programs, which promotes viral suppression and therefore reduces transmission. Adolescents are trained in how to provide training and support to their peers, and, in addition to the direct support they give to their peers, they also provide community-wide education and advocacy.⁴⁵

The coronavirus disease pandemic (COVID-19) has affected global health around the world, spreading to over 215 countries and territories. According to numbers reported by the World Health Organization, there have been more than 35 million cases and over 1 million deaths as of October 2020.⁴⁶ As a result of the economic crisis arising from the pandemic, there has been an increase in world poverty. Lockdowns and restrictions have affected children specifically in limiting their access to school and therefore greatly impacting their learning as well as their overall physical, emotional, and mental development. UNICEF is actively working to engage with the leadership of national governments, the WHO, humanitarian organizations, and civil society partners to protect children from effects of COVID-19. UNICEF is especially supporting many countries in ensuring their children return to school safely upon reopening.⁴⁷

Conclusion

In this century, it is expected that increasing populations, other changing demographics, and environmental shifts will strain infrastructure systems for health care, education, and other critical services. UNICEF is advocating for adolescents now and in the future by supporting national

⁴⁴ “*The Multiplier Effect of Educating Girls.*” UNICEF.

⁴⁵ “The power of peers: An adolescent idea for managing HIV rises.” WHO. 2019.

⁴⁶ “70 percent of COVID cases located in just 10 countries, WHO reports.” UN News. 2020.

⁴⁷ “Coronavirus (COVID-19) Global Response Appeal.” UNICEF.

health plans, improving health services, and helping combat diseases. It is up to the international community to further these projects with efficient and sustainable methods. The children and adolescents of today are the world's future generations; it is therefore the responsibility of those who currently have means and authority to improve their standard of living and ensure their success.

Questions to Consider

1. What role does UNICEF play in the eradication of disease? The role in increasing levels of health education for adolescents?
2. How can UNICEF increase its role in Member States? What are the regions where UNICEF should have more involvement?
3. What are the different health issues or diseases specific to various parts of the world? What are possible solutions and innovative ideas specific to each region? To each Member State?
4. What are the current and future possible sources of funding? How can this funding be distributed fairly throughout the international community?
5. What is the balance between state sovereignty and international accountability?

Annotated Bibliography

70 percent of COVID cases located in just 10 countries, WHO reports.” UN News. 2020. <<https://news.un.org/en/story/2020/10/1074692>>.

Report of most recent COVID-19 case numbers and a review of which countries are the most impacted along with a call for solidarity among nations and an independent review of preparedness.

“Adolescent Health and Well-being.” UNICEF. n.d. 2 October 2020. <<https://www.unicef.org/health/adolescent-health-and-well-being>>.

An overview of the worldwide state of health for adolescents, including a list of UNICEF’s effort toward improving adolescents’ health and well-being.

"Adolescent Development." WHO. n.d. Web. 2 October 2020. <http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/>.

This article solely focuses on the development that adolescents experience between the ages of 10 and 19. It explains which moments are key parts of who a child becomes and the importance of the family unit.

"Adolescents: A Time That Matters." International Year Book and Statesmen's Who's Who (2002): 1-22. United Nations Children's Fund. United Nations. Web. 2 October 2020. <http://www.unicef.org/publications/files/pub_adolescence_en.pdf>.

This UNICEF document focuses on adolescence and the different ways that adolescents differ from people in different stages of their lives. The adolescent brain has different chemical balances compared to children and adults, therefore, they need to be considered in their own category when analyzing issues.

“Adolescents Overview”. UNICEF. October 2019. 2 October 2020. <<https://data.unicef.org/topic/adolescents/overview/>>.

This resource links out to multiple UNICEF reports on the state of adolescents around the world, based on both health, regional, and other data.

“Children, HIV and AIDS.” UNICEF. 2019. 2 October 2020. <<https://data.unicef.org/resources/children-hiv-and-aids-global-and-regional-snapshots-2019/>>.

UNICEF factsheet outlining the status of HIV positive children and adolescents, focusing on regional breakdowns and progress made, or not made, since 2010.

“Coronavirus (COVID-19) Global Response Appeal.” Humanitarian Action for Children. UNICEF. Web. 2 October 2020. <<https://www.unicef.org/appeals/covid-19>>

This site gives an overview of the initiatives for COVID-19 responses specifically in regard to children in countries around the world. It includes actions UNICEF is taking to minimize negative effects on children and their families during the pandemic.

"Ebola." UNICEF. United Nations, n.d. Web. 2 October 2020. <<https://www.unicef.org/emergencies/ebola>>.

Children are amongst those who are most effected by disease, especially in developing countries. This page contains initiatives for children who have been influenced by Ebola.

"Facts and Figures: HIV and AIDS." UN Women. 2018. 2 October 2020. <<https://www.unwomen.org/en/what-we-do/hiv-and-aids/facts-and-figures>>

UN Women is a United Nations agency that focuses on issues confronting women across the world. This article focuses on the impact of HIV/AIDS on women and girls by reporting key facts regarding the HIV/AIDS epidemic.

"Immunization." UNICEF. United Nations Children's Fund, n.d. Web. 2 October 2020. <http://www.unicef.org/immunization/index_why.html>.

Specific diseases are listed here that have the greatest effect on the population. It goes into specific information about each disease and the best way to handle it. It also discusses the importance of not immunizing your child.

"Introduction to UNICEF's Work on Statistics and Monitoring." UNICEF. United Nations, n.d. Web. 2 October 2020. <<http://www.unicef.org/statistics/>>.

Here is the main global hub for all things regarding UNICEF. This website provides links, articles and press releases from UNICEF. There is a great deal of information located on this site. All initial research should begin here. It also includes labor statistics.

Lake, Anthony. "Isn't It Time Every Child Had a Fair Chance?" Unicef.org. United Nations Children's Fund, n.d. Web. 2 October 2020. <<https://www.weforum.org/agenda/2016/06/isnt-it-time-every-child-had-a-fair-chance/>>.

Anthony Lake, the Executive Director of UNICEF, wrote this report. In it he talks about how we should provide education for everyone. He writes about how each child deserves to have an equal shot at life.

"School Health Profiles." Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 09 Dec. 2015. Web. 2 October 2020. <<http://www.cdc.gov/healthyyouth/data/profiles/index.htm>>.

The Center for Disease Control and Prevention goes into detail about different school's health profiles. Each rating is based off of a scale. It provides very pertinent information about specific schools. It goes as far to talk about health care as well in the attached articles.

Sustainable Development Goals: Sustainable Development Knowledge Platform. United Nations, n.d. Web. 2 October 2020. <<https://sustainabledevelopment.un.org/?menu=1300>>.

There are currently 17 Sustainable Development Goals (SDGs). They are all listed on the website platform. You can access information about each topic and see what Member States have already accomplished in relation to the goals. It also discusses UNICEF's role in the goals.

“Report of the Secretary-General: Future of the AIDS response: building on past achievements and accelerating progress to end the AIDS epidemic by 2030.” A/69/856. General Assembly. 6 April 2015. 2 October 2020. <https://www.un.org/ga/search/view_doc.asp?symbol=A/69/856&Lang=E>.

This report outlines the United Nations' agenda and goals for eradicating the HIV/AIDS epidemic by 2030.

“The Multiplier Effect of Educating Girls.” UNICEF. Web. 2 October 2020. <<http://www.unicef.org/sowc04/files/Chapter4.pdf>>.

Just as it is more useful to give women micro-loans, it is more useful for Member States to educate girls. Girls are more likely to give back to future generations the things that they learned and the assets that come along with the knowledge.

The power of peers: An adolescent idea for managing HIV rises.” WHO. 5 December 2019, 2 October 2020. <<https://www.afro.who.int/news/power-peers-adolescent-idea-managing-hiv-rises>>.

This article explores an intervention project that started in Zimbabwe and is geared toward youth but focuses on the power of harnessing the youth themselves to help one another and their communities.

UNAIDS World Aids Day Report 2011.” UNAIDS. 2011. 2 October 2020. <https://www.unaids.org/sites/default/files/media_asset/JC2216_WorldAIDSday_report_2011_en_1.pdf>.

A report by UNAIDS on the state of HIV/AIDS in 2011, including goals and efforts planned in order to achieve those goals.

UNICEF Division of Communication Annual Report.” UNICEF. 2017. 2 October 2020. <https://www.unicef.org/about/annualreport/files/DOC_2017_AR.pdf>.

This report outlines UNICEF's overall communications strategy, including social media. Each year, a new version is issued outlining the steps the organization has taken to educate the public regarding the issues UNICEF is targeting.

"Water, Sanitation and Hygiene." Overview. *UNICEF*. United Nations, n.d. Web. 2 October 2020. <<http://www.unicef.org/wash/>>.

UNICEF focuses on water, sanitation and hygiene on this page. It discusses especially sanitation and how it can save the lives of many. There is also a problem with everyone's access to water. Some people put in a great amount of time and strength.

"Water, Sanitation and Hygiene." *UNICEF*. United Nations, n.d. Web. 2 October 2020. <http://www.unicef.org/wash/index_wes_related.html>.

UNICEF focuses on water, sanitation and hygiene on this page. It discusses especially sanitation and how it can save the lives of many. This article also specifically goes into specific diseases and their symptoms.