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21-25 September 2020

Documentation of the Work of the United Nations Children's Fund (UNICEF)

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Agenda

- I. Promoting the Social Inclusion of Children
- II. Addressing Gender Stereotypes in the Development of Children

Resolutions Adopted by the Committee

Code	Topic	Vote
UNICEF 1/1	Promoting the Social Inclusion of Children	19 votes in favour, 0 against and no abstentions
UNICEF 1/2	Promoting the Social Inclusion of Children	19 votes in favour, 0 against and no abstentions
UNICEF 1/3	Promoting the Social Inclusion of Children	19 votes in favour, 0 against and no abstentions
UNICEF 1/4	Promoting the Social Inclusion of Children	Adopted by acclamation

Summary Report

The United Nations Children's Fund (UNICEF) held its annual session to consider the following agenda items:

- I. Promoting the Social Inclusion of Children
- II. Addressing Gender Stereotypes in the Development of Children

The session was attended by 25 Member States. On Monday 21 September, 2020, the committee adopted the agenda of I and II, beginning discussion on the topic of "Promoting the Social Inclusion of Children."

By Monday, The Dias had received a number of proposals covering a wide range of subtopics including: education programs, inclusive laws and policies for children living with disabilities and female children, poverty alleviation schemes and advanced birth registration methods. As discussions continued to progress, delegates began to merge their proposals for coherence. By Monday evening, delegates in their blocs began to cooperate in order to merge their working papers into more cohesive ideas and to build a consensus.

By Friday, four draft resolutions had been approved by the Dias and Upper Secretariat with no amendments. The committee adopted four resolutions, one of which received unanimous support by the body. The resolutions covered a wide range of issues including feeding plans for those living in poverty, eradicating the digital divide in children, new and innovative teaching techniques, advanced birth registration techniques and educational beta projects aimed at disadvantaged areas. The overall work of the week was a collaborative effort amongst all delegates who worked selflessly as teammates to reach a consensus as regards tackling issues of preventing the social inclusion of children.

Code: UNICEF 1/1
Committee: The United Nations Children's Fund
Topic: Promoting the Social Inclusion of Children

The United Nations Children's Fund,

Reaffirming that Sustainable Development Goal 1 which states eradicating poverty in all its forms remains one of the greatest challenges facing humanity,

Recognizing the *Convention on the Rights of Child* (CRC) (1990) which recognizes the human rights of all children, including those with disabilities,

Notes the *preamble and Article 1 of the Charter of the United Nations* (1945) which mentions one of the founding principles of the United Nations as the protection of human rights,

Considering that in 1959, the General Assembly adopted the *Declaration of the Rights of the Child* which defines children's rights to protection, education, healthcare, shelter and good nutrition, establishing Sustainable Development Goals 1 and 2,

Notes with approval the *Convention on the Rights of the Child* (CRC) (1990) which covers the rights of children, including *Article 2* which asserts the rights to enjoyment of these rights without discrimination, *Article 23* which makes special provision for disabled children and *Article 28* which provides for the right to education,

Deeply concerned by the social exclusion of children around the world,

Emphasizing that according to the UNICEF Innocenti Centre, the daily reality for many children with disabilities is condemnation to a poor start in life and that around the world, about one in three children (roughly 663 million) live in multidimensionally poor households and substandard environments,

Underscoring Sustainable Development Goal 3 which states that 200 million children worldwide under the age of 5 do not have access to basic healthcare, leading to nearly 10 million deaths annually,

Emphasizing the need to develop children and adolescents to their greatest potential for a greater future and the creation of an active society,

1. *Suggests* feeding plans for impoverished families and children through:
 - a. Cooperative work with Non-Governmental Organizations to support the feeding of children, for example, the PROSPERA Program of Mexico;
 - b. Emergency food aid such as the Food for Peace program which provides food during emergencies such as droughts, conflicts, and other disasters;
 - c. Long-term agriculture development programs such as the United States Agency for International Development (USAID)'s "Feed the Future", which is helping 19 countries improve their agriculture systems and provide nutrition interventions;
 - d. Adoption of programs including anti-poverty programs such as the "Earned Income Tax Credit" program, which gives tax refunds to poor persons;

2. *Recommends* that Member States seek partnerships with Non-governmental Organizations towards the alleviation of social exclusion in children;
 - a. Requests the adoption of flexible policies in Member States, for the protection of children against abuse;
 - b. Encourages the creation of safe houses for children who have been abused or are being abused;
3. Requests that the establishment of more facilities for learning and proper orientation of children and adolescents be adopted for the prevention of social exclusion through:
 - a. Providing subsidized and adaptive education for children at the primary level;
 - b. Adopting special facilities to enhance learning for children with disabilities;
 - c. Adopting laws for the safety and protection of rights of children;
 - d. The establishment of rehabilitation and reintegration of children and adolescents into the society;
 - e. The use of assistive technologies such as Bookshare, which provides access to thousands of specialized learning materials online, creating an inclusive learning system for children with disabilities such as blindness, low vision and dyslexia;
4. Emphasizes that Member States further enlighten citizens, children, parents and teachers on the need for social inclusion in children through:
 - a. The creation of agencies for the orientation of families and children;
 - b. The introduction orientations centre to properly enlighten citizens of Member States on the importance of the social inclusion of children especially those with disabilities;
5. Requests that international organizations and their partners are automatically but explicitly involved in the initial objectives, and monitoring indicators of all development programs including:
 - a. The improvement of healthcare facilities to reduce deaths and malnutrition in children;
 - b. The establishment of response centres for emergencies;
 - c. Courses for first aid being be made available for children;
6. Requests the eradication of the digital divide preventing children from participating in virtual learning and education, especially in developing and under-developed countries by:
 - a. Allocation of learning materials and resources to schools, both at the primary and secondary level, to enhance and aid the integration of children and adolescents into the digital world;

- b. Through orientation programs as well as conferences in partnership with NGOs such as Education Beyond Borders, to help Member States;
- c. Better access to assistive technologies increasing the number of children with disabilities in school;
- d. Further suggests the provision of devices for all school children to bridge the digital divide in children.

Code: UNICEF 1/2
Committee: The United Nations Children's Fund
Topic: Promoting the Social Inclusion of Children

The United Nations Children's Fund,

Recognizing Article 22 of the Universal Declaration of Human Rights (UDHR) (1948), which provides that every member of society is entitled to social security,

Paying attention to Article 10 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966) which provides that the widest possible protection and assistance should be accorded to the family,

Aiming to actualize Goal 10 of the Sustainable Development Goals (SDGs), which states that all Member States should reduce inequality domestically and globally,

Disturbed that, on an average, poor children worldwide die before their 5th birthday at twice the rate of their better-off peers,

Fully alarmed that nearly one in three children, roughly 663 million, live in poverty around the world,

Taking into consideration that 1 in every 8 migrants worldwide is a child,

Deeply concerned about the joint World Bank and UNICEF report (2013) which indicated over 385 million children to be living in extreme poverty and below \$2 per day,

Noting how discrimination still exists across the world and against children, particularly children living with disabilities,

Cognizant of how gender discrimination still exists and gender stereotypes hurt the development of children, particularly female children,

Disappointed that children still face discrimination and exclusion based on ethnicity, religious beliefs, and other related bases, around the world, particularly in South Asia and Africa,

Aware that children's social inclusion is affected by their parent's social standing,

Committed to ensuring that children living in extreme poverty are equipped with basic skills to ease their inclusion into society,

1. *Suggests* that Member States create regional funds aimed at ensuring social inclusion of children by, but not limited to;
 - a. Ensuring the fund(s) is used in helping areas experiencing extreme social exclusion in Member States of respective regions, such as;
 - i. Areas where literacy rate is extremely low;
 - ii. Areas where there are no basic utilities, like clean water, that can help guarantee proper well-being;
2. *Encourages* Member States to develop initiatives aimed at creating an educational system that caters for children also living in poverty, and such initiatives include;

- a. Employment of more teachers, particularly in rural areas, or the organizing of volunteers to temporarily help in teaching illiterate children foundational education;
 - b. Creation of more free schools, also in rural areas;
 - c. Use of incentives, such as but not limited to financial incentives or free meals, to encourage children to go to school and convince parents as well;
3. *Reminds* Member States to implement policies aimed at ensuring the inclusion of migrant children in the society they find themselves, particularly through:
 - a. Creation of anti-discrimination policies and/or laws addressing possible discrimination and violence against these children;
 - b. Establishment of a separate centre, or a centre under a government commission, aimed at helping migrant children integrate by educating them on basic societal norms and laws, as well as information necessary to find their way around;
 - c. Creation of a policy that allows migrant children attend schools with minimal or no payment for a specified period, ideally a year, as they are being integrated through the programs of the separate centre in sub-clause **b**;
4. *Calls upon* Member States to seek partnership with international bodies, such as the Swedish International Development Cooperation Agency (SIDA) and the United States Agency for International Development, domestic bodies, and NGOs, for the provision of basic items such as, but not limited to, food, clothing and good water for children living in extreme poverty;
5. *Recommends* the development of more initiatives, such as the establishment of separate exams and teaching techniques, in favour of people living with disabilities including the creation of institution such as:
 - a. Special schools tailored at addressing the needs of a particular disability while also ensuring that enrolled persons are learning, such as schools for the blind making use of Braille, or schools for the deaf making predominant use of sign languages and other necessary techniques;
 - b. A committee, or sub-committee ideally under the Ministry of Education of Member States, aimed at awarding scholarships to academically bright children living with disabilities and/or ultra-poor children living with disabilities;
6. *Suggests* that Member States implement policies aimed at reducing gender stereotypes in children, and such policies may include:
 - a. Abolishing educational approaches that segment males in a department and segment females in another, an example being approaches that place male children in Science, Technology, Engineering, and Mathematics (STEM) related departments and female children in Arts related departments;
 - b. Creating enlightening programs, outreaches, or guidelines educating children on how they can fit into any department of academia;

7. *Encourages* Member States to develop initiatives to tackle discrimination against every child through;
 - a. Creating anti-discrimination laws and/or strengthening existing anti-discrimination laws;
 - b. Developing policies that support and increase the representation of severely underrepresented groups of children across important aspects of society, particularly academia;
 - c. Ensuring policies aimed at increasing the representation of under-represented children, which upholds the requirement of reasonable merit;
 - d. Ensuring the abolishment of group segregation or any requirement (s) that denies a particular group of children access to basic utilities that other children have access to, save where such segregation or requirement(s) exist for the safety of all other children and individuals;
8. *Suggests* the establishment of a voluntary contributory scheme aimed at improving the well-being of children through parental inclusion in which;
 - a. Parents contribute a particular percentage of their income for the well-being of their children to be withdrawn at stated periods in which applications to supplement the fund can be sent to the overseeing committee of the scheme in instances whereby the funds are for emergency purposes and are inadequate;
 - b. Parents who are ultra-poor are encouraged to volunteer for time-flexible essential jobs, in line with best labour practices, to partly sustain them and partly contribute to the scheme;
9. *Suggests* a sub-committee, to be under one of the ministries of Member States, to help, fully or partly, children living in extreme poverty climb in society through means which may include;
 - a. Helping them get into schools, either through;
 - i. Reduced procedures to get into government schools;
 - ii. Basic funding to get into private schools;
 - iii. Any other initiatives Member States prefer;
 - b. Helping them get into vocational centres;
 - c. Helping them develop other basic skills.

Code: UNICEF 1/3
Committee: The United Nations Children's Fund
Topic: Promoting the Social Inclusion of Children

United Nations Children's Fund,

Acknowledging the Article 7 of the Convention on the Rights of the Child (CRC) (1990) which states that all children and young people have the right to a name and nationality which they should be granted at birth,

Alarmed by the fact that according to UNICEF, about 385m of world's children experience extreme poverty, struggling to survive on less than \$1.90 a day and that a recent study conducted by the World Bank indicates that the COVID-19 pandemic has increased the number of children living in poverty,

Fully aware of the fact that children are lagging in the digital space and socially excluded as regards advancement in technology,

Expressing concern for children with disabilities who are confined in homes and institutions for the rest of their lives, reducing opportunities for self-development,

Mindful of the importance of the pursuance of Article 12 of the Convention on the Rights of the Child (CRC) (1990) which provides that a child capable of forming his or her views shall be assured of their right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child,

Noting with deep concern that the lack of basic education and proper health care is part of the barriers to guaranteeing the well-being of children and ultimately hampering the fulfilment of Sustainable Development Goals 4 and 10 which provide for quality education and reduced inequalities,

Bearing in mind that girls across the globe are systematically excluded from participating in social, economic, and political life,

Recognizing that migrant children are exposed to dangers, detention, deprivation and discrimination, and face difficulties while trying to integrate into new cultures, with consequent physical and psychological events,

Affirming Article 4 of the Convention on the Rights of the Child (CRC) (1990) which states that States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention, It further states that concerning economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international cooperation,

Taking into consideration the General Assembly resolution S-27/2 (2002), A World Fit for Children and the resolution 72/142 on Promoting Social inclusion through Social Integration adopted in 2017,

Guided by the General Assembly resolution S-27/2 (2002) A world fit for children and the resolution, S- 72/142 (2017) on promoting social inclusion and integration which provides that the Member States which bear the main responsibility for social integration and inclusion should prioritize the creation of a society for all,

1. *Recommends* that Member States enforce birth registration, and provide the necessary equipment which would include automated electronic record systems such as computers and biometric sensors with both electronic and hardcopy back-up at affordable rates and accessible locations;
 - a. Registration centres under a high commission for newborns should be created to capture the database of children and made available for mothers to register their newborns, especially in rural communities so as to ensure children have access to the social incentives provided by the government. These centres would also work in tandem with local hospitals and birth centres so as to ensure that the data captured is congruent;
 - b. Data collected should be made publicly accessible for accountability and transparency which would be by conducted by the UNICEF Innocenti Research Center;
2. *Supports* the need to enforce a National Minimum Wage in all Member States with respect to their annual per capita index;
 - a. National Minimum Wage should be enforced with the aim of eradicating poverty, which is one of the major causes of social exclusion of children;
 - b. The World Bank can regulate the national minimum wage in all Member States;
 - c. Member States can solicit for grants and loans from the International Monetary Fund and The World Bank;
3. *Calls upon* Member States to ensure that children are not left behind in the digital space;
 - a. The world is becoming more digital, and hence NGOs in tandem with Member States should provide tools for digital literacy in the form of computer devices, software and applications;
 - b. This is in order for children to maximize their opportunities for learning, participation, and creativity in the society, following the 2018 UNICEF policy guide on children and digital connectivity;
4. *Requests* that Member States provide self-development opportunities/ platforms for children with disabilities by;
 - a. Conducting shows and conferences that are socially included;
 - b. Ensuring they become a part of the emerging technologies in the digital world as part of effective digital disability inclusion by creating and making them a part of mobile child-friendly social networks which offers extrinsic benefits in the form of online social networking, which would improve their well-being;
 - c. Sports which has been known to be a crucial anchor of human communities and hence platforms, such as the UNICEF organized Special Olympics in each Member State offering disabled children continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in the sharing of gifts, skills and friendship;

5. *Adopts* the Youth Manifesto of the World Children's Parliament which was supportive of the Universal Declaration of Human Rights of 1948, and expressed the concern of children for human rights, peace, solidarity, and economic development;

- a. The manifesto having been submitted to the United Nations and Member States in 2000, should become an important piece of working policy document for high commissions involved in the welfare of children;
- b. To incorporate the need for education to be accessible to all, without discriminating on the basis of race, sex, economic situation, religious beliefs, or cultural origins;

6. *Suggests* that the UNESCO works with other NGOs at international and national levels to ensure that the educational ministries of Member States come up with methods that all children and adolescents can have access to quality education and for the provision of equal access to adequate health care for all children in Member States;

- a. Under the supervision of the World Health Organization (WHO);
- b. Wherein all Member States will ensure that the nurturing care framework for early childhood development coined at the 71st World Health Assembly in 2016 which came in partnership with the WHO, and the World Bank is implemented;

7. *Insists* that international and regional organizations ensure policies on the welfare of the girl child are enforced, and as such, barriers to girl's education are removed, with more investments made on the secondary education;

- a. Budgets should be made gender-responsive and promote a gender-equitable society by the government of Member States;
- b. Member States should incorporate the Gender and Social Inclusion (GESI) commissioned by the United Nations Resident and Humanitarian Coordinators Office (UNRCHCO) in their policy-making;

8. *Endorses* the formation of an agency and consolidated fund in Member States for the catering of migrant children under the United Nations High Commissioner for Refugees;

- a. This agency will be called International Agency for Migrant and Refugee Children;
- b. It will work closely with UNICEF and UNHCR and take directives from decisions passed by the Assembly;
- c. It will also receive funding and grants from the International Monetary Fund (IMF), International Bank for Reconstruction and Development (World Bank) and private partnerships;
- d. This agency will be in charge of ensuring migrant and refugee children have access to social services such as healthcare, education, adoption, shelters and other essential services;
- e. This agency will work in tandem with the United Nations High Commissioner for Children (UNHCR), the International Organization for Migration (IOM), United Nations Department of Economic and Social Affairs (UN-DESA) and Organization for Economic Co-operation and Development (OECD) to collate data on migrant and

refugee children, rank them based on their access to social amenities and attend to states in dire need.

Code: UNICEF 1/4
Committee: The United Nations Children's Fund
Topic: Promoting the Social Inclusion of Children

The United Nations Children's Fund,

Recalling Article 26 of the Convention on the Rights of the Child (CRC) (1990), which provides that every child has the right to benefit from social security,

Noting Article 2 of the Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) (1979) which condemns discrimination against women and female children, in all its forms,

Acknowledging Article 23 of the Convention on the Rights of the Child (CRC) (1990) which provides that every child living with disabilities should enjoy a full and decent life, and live in conditions that facilitate their active participation in the community,

Affirming the fifth goal of the United Nations Children's Fund (UNICEF) Strategic Plan 2018 - 2021 that every child has an equitable chance to life,

Cognizant of Goals 1, 2, 3, 4, 5, and 10 of the Sustainable Development Goals (SDGs), and emphasizing that the inattention to these goals exacerbate the problem of social exclusion,

Appreciating sincerely the efforts of UNESCO in improving the social inclusion of children through projects like First Steps,

Delighted by the UNICEF report (2019) that 90% of children of primary school-age children have been enrolled in school,

Noting that government of Member States may be unable to solely ensure the social inclusion of children due to their economic vulnerabilities at certain times,

Deeply concerned about the increasing levels of poverty and that two-thirds of children in the world risk suffering social exclusion due to the lack of enough social protection across Member States,

Committed to the increased representation of the girl child and women in the educational sector, as well as other vulnerable groups, such as ethnic minorities or refugees, in individual Member States,

Taking into account the need to create an environment in which the social inclusion of children can thrive,

Deeply conscious of the need for more social protection schemes,

Disturbed by the report of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2018) which indicated over 258 million children to be out-of-school,

Alarmed by the UNICEF report (2019) that the births of 166 million children under the age of five worldwide are yet to be registered at birth,

Distressed by the inattention and lack of adequate care given to children living with disabilities and the discrimination they face in some Member States,

Aware of how the effects of climate change, like droughts, can cause poverty which in-turn affects the social inclusion of children,

1. *Suggests* the establishment of a three-year beta project across countries with higher risks of social exclusion of children, based on the country's level of poverty or illiteracy, which will be aimed at reaching rural areas and aiding their basic education and well-being, specifically by;
 - a. Facilitating a public-private partnership aimed at creating a fund to aid the establishment of educational structures such as schools and/or vocational centres in areas where such structures are inexistent;
 - b. Offering policy guidance with respect to the operation and workings of the partnership;
 - c. Facilitating calls for more support where required;
 - d. Creating a sub-committee to oversee the operation of the beta project in order to;
 - i. Handle requests from Member States who would like to be beneficiaries of the project and open to it being tested in their jurisdictions;
 - ii. Quantify the political willingness of such Member State(s), of which low political willingness indicates the Member State is unwilling to be a beneficiary;
 - iii. Keep track of the success of the project and make recommendations as to the necessary improvement of the project if it is to continue;
2. *Encourages* Member States to develop initiatives peculiar to their needs but aimed at ensuring female children; children living with disabilities; ultra-poor children; children of refugees; and other vulnerable groups of children record an increase in school attendance and decrease in dropout cases, and such initiatives may include:
 - a. Ensuring for female children, an increased representation of women in the educational sector, as the presence of women, particularly, in the educational sector will make it easier to foster policies aimed at encouraging female attendance and ensuring a more gender-inclusive educational environment, and such increased representation may be achieved by, but not limited to;
 - i. Hiring more female educators;
 - ii. Granting promotion to female educators when due;
 - iii. Promoting the presence of females in educational boards by removing possible barriers, like sexist laws, that prevents them;
 - iv. Implementing other initiatives Member States believe to be effective in ensuring the increased representation of women in the educational sector;
 - b. Establishing, for children living with disabilities, schools tailored towards their needs in a way their education is still on par with their abled counterparts, and

this would particularly include specialized curriculums and learning environments or assisting facilities such as Braille for children that are visually impaired;

- c. Initiating, for children who are ultra-poor, full or part scholarships, financial bail-outs, free education or job schemes to assist their sustenance;
 - d. Creating, for children of refugees, schemes in place to assist their enrollment into schools, schemes such as programs to aid their assimilation and the learning of the official language of the Member State they find themselves;
 - e. Ensuring, for other vulnerable groups, an assessment of the reasons for their vulnerability that may affect their education and developing initiatives tailored to suppress or ideally eradicate such vulnerabilities, all of which will be overseen by a committee designated or chosen by the concerned Member State, and such committee may be domestic or international;
3. *Calls upon* Member States to strive to create environments that facilitate the social inclusion of children, particularly a safe and equitable environment, and such environment is to;
- a. Ensure that efforts to combat poverty, poor access to education and discrimination are not frustrated by other related issues such as poor energy or inadequate transportation;
 - b. Include the improvement of basic and related institutions and facilities, particularly energy facilities, transport facilities, and security;
 - c. Ensure direct improvements, like the allotment of special funds, when such basic institutions or facilities are the responsibility of the government and indirect improvements, such as policy directives, where such basic institutions or facilities are handled by private individuals or enterprises;
4. *Reminds* Member States to give reports at every Committee annual meeting about the initiatives implemented to create a society that promotes social inclusion, as well as the recognized pitfalls;
5. *Emphasizes* the creation of more social protection schemes across Member States, and internationally and such social protection schemes should cover every child in the concerned Member State such as, but not limited to;
- a. Establishing a voluntary donation scheme in which persons, entities, and NGOs can subscribe to for a certain period which may be renewed, and the funds from this scheme will be used to tackle a primary driver of social exclusion such as poverty;
 - b. Giving reports, at least once in every three Committee meetings, regarding any such social protection schemes created, and the recognized pitfalls;
6. *Recommends* Member States to assess areas in their jurisdictions, particularly rural areas, that do not have schools or any educational institution in order to;
- a. Ensure the creation of policies to oversee the establishment of at least one educational institution, whether academic or vocational, in such areas;

- b. Include the creation of schools in those areas in governmental plans and/or assisting the establishment of private schools through means such as subsidizing cost of establishment or, where applicable, granting tax holidays and exploring other workable options;
- 7. *Invites* Member States to consider a census of all recognized local areas (local governments or local provinces) at least once in every two years in order to;
 - a. Ensure there is data for individuals in such areas and unregistered births are discovered and then registered since most unregistered births happen in rural areas;
 - b. Provide, as an alternative or together with this census, enlightenment outreaches regarding the importance of the registration of births and how it will help the social inclusion of the child;
- 8. *Requests* that Member States give special attention to the integration of children living with disabilities into society through;
 - a. Creating, where inexistent, a law, in line with Article 23 of the CRC, recognizing children, and persons, living with disabilities by granting them rights and particularly outlawing any form of discrimination that may be projected to them;
 - b. Providing specialized educational materials for them;
 - c. Ensuring buildings, essential areas, and essential institutions such as schools and hospitals take into consideration the needs of those living with disabilities, for example by the creation of ramps for those using wheelchairs;
- 9. *Further Recommends* Member States to develop climate response systems, particularly in shock-prone areas, aimed at ensuring the safety and protection of children and such a response system should;
 - a. Ensure there is adequate preparedness and reduction of risks of climate shocks to children, an example being the Alliance for Disaster Research by the United Kingdom;
 - b. Create periodical enlightenment outreach to children on the issue of climate change, how it can be mitigated, and how to individually and reasonably contribute to such mitigation, and such enlightenment may be carried out through;
 - i. Media programs and interviews;
 - ii. Social media posts and interactions;
 - iii. School programs;
 - iv. Any other means through which Member States believes this can be done.