



**BAUMUN**  
**JUNIOR**

# **UNICEF**

# **Study Guide**

*Welcome to Your Future*

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# 1. Letter from The Secretary-General

**Honorable Delegates,**

Welcome to BAUMUN Junior'26! As your Secretary-General, I am proud to see you taking on one of the most important roles in the world: advocating for the rights of children.

Education is not just a privilege; it is a fundamental human right. However, for millions of children around the globe, a classroom is a distant dream. In this committee, you are not just students—you are diplomats. Your goal is to find creative, fair, and practical ways to make sure every child, no matter where they are born, has a desk, a book, and a teacher.

I look forward to hearing your ideas and seeing your passion in action.

Best regards,

**Abdulrahman Murat Secretary-General,  
BAUMUN Junior'26**



## 2. Introductions

### 2.1 Introduction to the Committee

The United Nations Children's Fund (UNICEF) is a specialized agency of the United Nations dedicated to protecting the rights and well-being of children worldwide. Established in 1946 following the aftermath of World War II, UNICEF initially focused on providing emergency food and healthcare to children affected by the war. Over time, its mandate expanded to address broader issues affecting children, including education, health, nutrition, child protection, and emergency response.

UNICEF works in over 190 countries and territories, collaborating with governments, non-governmental organizations, and international partners to ensure that every child has access to basic services and opportunities. A core priority of UNICEF is the promotion of equitable and inclusive education, recognizing education as a fundamental human right and a key driver of sustainable development.

The organization plays a crucial role in implementing the goals outlined in the United Nations Sustainable Development Goals (SDGs), particularly Goal 4: Quality Education, which aims to ensure inclusive and equitable quality education for all children by 2030.



## **2.2 Introduction to the Agenda Item: Ensuring Access to Quality Education for Children in Developing Countries**

Education is widely recognized as one of the most effective tools for reducing poverty, promoting economic growth, and fostering social stability. However, millions of children in developing countries continue to face significant barriers that prevent them from accessing quality education.

According to global reports from organizations such as UNESCO and United Nations Children's Fund, over 200 million children worldwide are either out of school or receiving inadequate education. These challenges are particularly severe in developing regions where poverty, armed conflict, lack of infrastructure, gender inequality, and limited government resources hinder educational opportunities.

For example, conflicts such as the Syrian Civil War have displaced millions of children, disrupting their schooling and creating long-term educational gaps. Additionally, many rural areas in developing countries lack trained teachers, proper school facilities, learning materials, and digital access, further widening the educational divide. Ensuring access to quality education involves more than simply enrolling children in schools. It also requires improving teacher training, curriculum development, school infrastructure, gender equality in education, and access to technology. International cooperation, sustainable funding, and innovative educational programs are essential to addressing these challenges.



As the committee deliberates on this agenda item, delegates must explore strategies to expand educational access, improve learning outcomes, and create resilient education systems that can withstand crises and support the long-term development of children in developing countries.

### **3. Determinants of Access to Education**

Access to quality education in developing countries is influenced by a variety of interconnected factors. These determinants operate at multiple levels, including individual circumstances, structural conditions within communities, and broader systemic and political frameworks. Understanding these determinants is essential for developing effective policies and programs aimed at expanding educational access and improving learning outcomes. Organizations such as United Nations Children's Fund, UNESCO, and the World Bank emphasize that addressing barriers at all these levels is necessary to ensure inclusive and equitable education.

#### **3.1 Individual Determinants**

Individual determinants refer to the personal and household-level conditions that directly affect a child's ability to attend and succeed in school. One of the most significant factors is socio-economic status. Children from low-income families often face financial barriers such as school fees, the cost of uniforms and materials, or transportation expenses.



In many cases, families struggling with poverty may prioritize immediate economic survival over long-term educational investment.

Health also plays a crucial role in determining educational access. Children suffering from malnutrition, chronic illness, or limited access to healthcare may experience lower attendance rates and reduced academic performance. Programs supported by organizations such as United Nations Children's Fund often focus on improving child health and nutrition to support better educational outcomes.

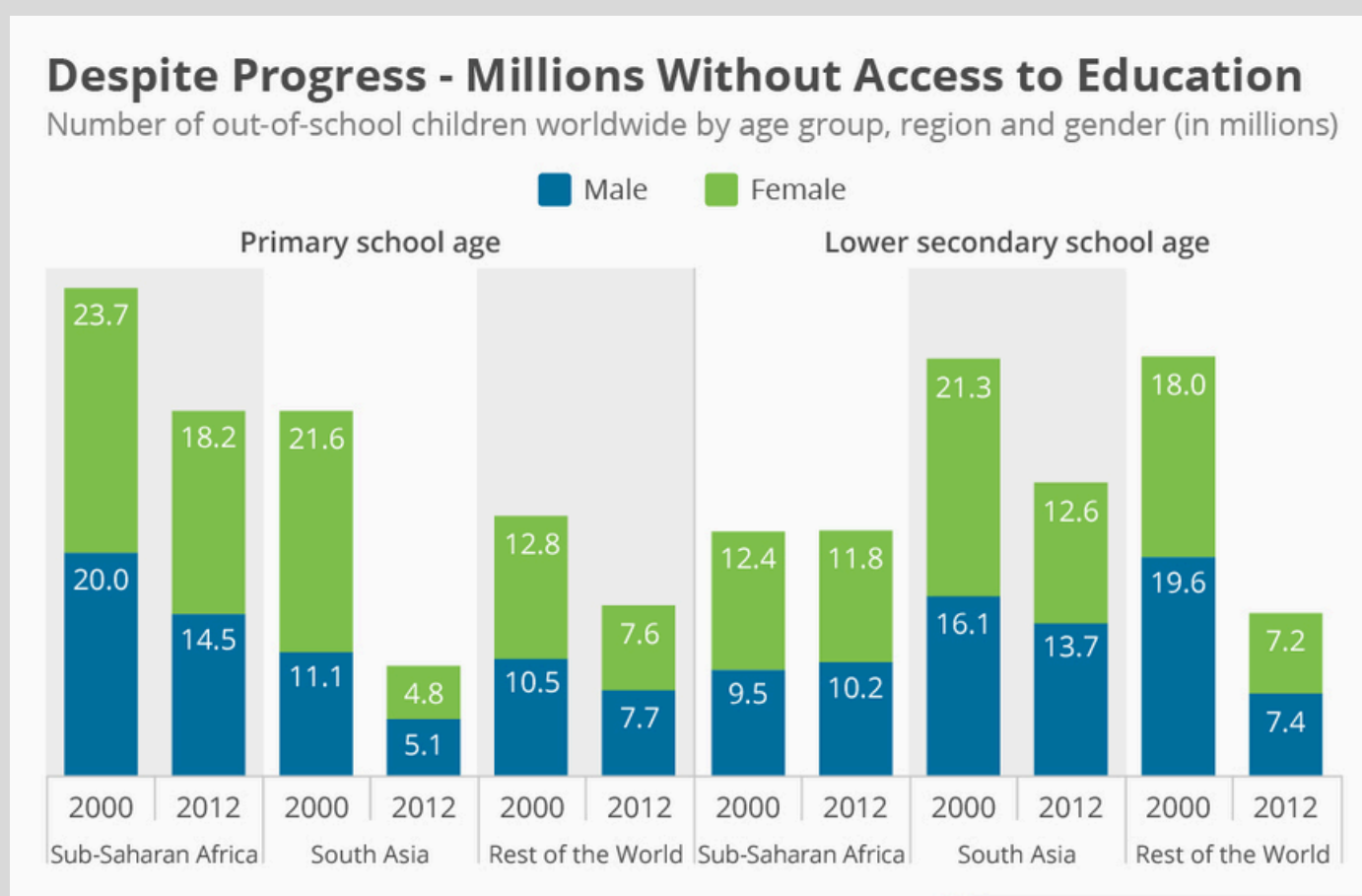
Another important factor is household labor responsibilities. In many developing countries, children are required to contribute to family income or assist with domestic tasks such as farming, caring for siblings, or household work. This can reduce the time available for schooling or force children to drop out entirely. These pressures are particularly significant in rural and economically disadvantaged communities.

### **3.2 Structural Determinants**

Structural determinants refer to the physical and logistical conditions that shape access to education. One major issue is school infrastructure. Many developing regions lack sufficient schools, classrooms, sanitation facilities, and learning materials, making it difficult to provide a safe and effective learning environment.



Geographic isolation also presents a major challenge. Children living in remote or rural areas often need to travel long distances to reach the nearest school. In some cases, difficult terrain or lack of transportation makes regular attendance impractical or unsafe. Additionally, unequal resource distribution within countries can contribute to educational disparities. Urban schools frequently receive more funding, better facilities, and more qualified teachers compared to schools in rural or marginalized communities. International institutions such as the World Bank and UNESCO have highlighted the need for more equitable allocation of educational resources to address these disparities.



### **3.3 Systemic Determinants**

Systemic determinants involve national policies, political environments, and social structures that influence education systems as a whole. Legislative frameworks play a key role in shaping educational access. Governments must implement laws that guarantee free and compulsory primary education, protect children's rights, and promote equal opportunities for all learners.

However, education systems are often disrupted by geopolitical instability and conflict. Armed conflicts such as the Syrian Civil War have displaced millions of children and destroyed educational infrastructure, leaving many without consistent access to schooling.

Cultural norms and societal expectations can also affect educational access. In some communities, gender roles or traditional practices may discourage girls from continuing their education beyond a certain age. Efforts by organizations like the United Nations Children's Fund and UNESCO aim to promote gender equality and inclusive education policies that ensure all children, regardless of gender or background, have the opportunity to learn.

#### **4. Pathways toward Universal Education**

Achieving universal access to quality education requires coordinated action at multiple levels, including government policy, infrastructure development, and innovative delivery methods for marginalized populations.



## 4.1 **Policy Levers: Legislative Reform and the Elimination of Tuition Fees**

Government policy plays a central role in expanding access to education. Many countries have implemented legislative reforms that guarantee free and compulsory primary education, reducing financial barriers for families. Eliminating tuition fees and associated costs—such as school materials and uniforms—has proven effective in increasing school enrollment rates, particularly in low-income communities.

Legal frameworks can also address inequalities in education by promoting gender equality, disability inclusion, and child protection within school systems. By adopting policies that ensure equal access to education regardless of gender, ethnicity, or socioeconomic status, governments can significantly reduce disparities in educational participation.

International cooperation and financial support are often necessary to implement these reforms effectively.

Organizations such as UNESCO and the United Nations Children's Fund frequently assist governments in developing national education strategies, training educators, and monitoring progress toward universal education.



## 4.2 Infrastructure Strengthening: Creating Safe, Inclusive, and Resilient Learning Environments

Improving educational infrastructure is another key pathway toward universal education. Schools must provide safe, accessible, and well-equipped environments that support effective learning. This includes adequate classrooms, sanitation facilities, learning materials, and trained teachers.

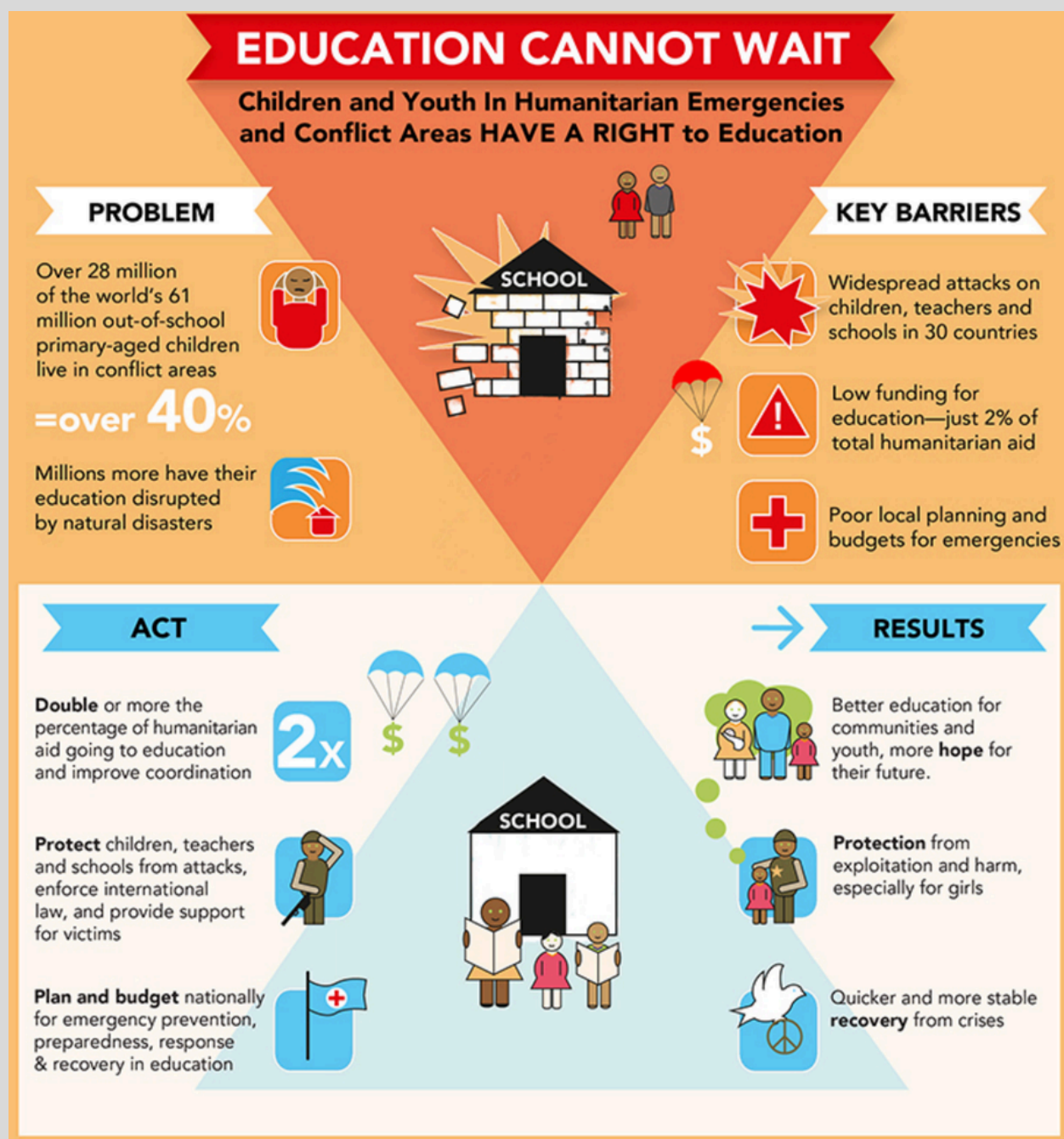
Inclusive infrastructure is particularly important for students with disabilities, who may face barriers such as inaccessible buildings or lack of specialized educational support. Designing schools that accommodate diverse learning needs helps ensure that all children can participate fully in the education system.

In regions affected by natural disasters or conflict, education systems must also be resilient. Schools should be designed to withstand environmental risks and maintain operations during crises. International agencies, including the United Nations Children's Fund, often support programs that rebuild schools and provide temporary learning spaces in emergency situations.



## 4.3 Last-Mile Delivery: Innovative Education for Nomadic and Displaced Populations

One of the greatest challenges in achieving universal education is reaching children in highly marginalized or mobile populations. Nomadic communities, refugees, and internally displaced persons often lack consistent access to traditional schooling due to migration, conflict, or geographic isolation.



Innovative educational models are therefore essential to address these barriers. Mobile schools, community-based education programs, and digital learning platforms can provide flexible learning opportunities for children who cannot attend conventional schools.

In refugee settings, international agencies such as the United Nations High Commissioner for Refugees work closely with the United Nations Children's Fund to establish temporary learning centers and ensure displaced children continue their education. These “last-mile” approaches aim to reach the most vulnerable populations and ensure that no child is excluded from the opportunity to learn, regardless of their circumstances or location.

## **5. Global Governance and Institutional Actors**

Addressing barriers to education in developing countries requires cooperation among multiple international institutions, governments, and development partners. Global governance frameworks help coordinate resources, set international standards, and support national education systems. Organizations within the United Nations system and other multilateral institutions play a key role in promoting universal education and ensuring that children's rights are protected.

### **5.1 UNICEF's Normative Frameworks (The Convention on the Rights of the Child)**

The work of the United Nations Children's Fund (UNICEF) is strongly guided by international legal frameworks that protect children's rights.



The most significant of these is the Convention on the Rights of the Child (CRC), adopted by the United Nations in 1989. The Convention is one of the most widely ratified international treaties and establishes a comprehensive set of rights for children, including the right to education. Under the Convention, states are obligated to ensure that primary education is free and accessible to all children and that secondary education becomes progressively available. The treaty also emphasizes the importance of education that promotes the development of a child's personality, talents, and mental and physical abilities to their fullest potential.

UNICEF works with national governments to help implement the principles of the Convention by supporting educational policies, promoting child-centered learning, and advocating for inclusive education systems that serve marginalized populations.

## 5.2 **Multilateral Contributors**

Beyond UNICEF, several multilateral institutions play important roles in advancing global education initiatives. The UNESCO serves as the primary UN agency responsible for coordinating international cooperation in education. It provides policy guidance, collects global education data, and supports countries in developing long-term education strategies.

Financial and technical support is also provided by institutions such as the World Bank, which funds large-scale education projects aimed at improving school infrastructure, teacher training, and education system management in developing countries.



In addition to these organizations, global partnerships bring together governments, donors, and civil society to mobilize resources for education. Initiatives such as the Global Partnership for Education work to strengthen national education systems and increase investment in education in low-income countries.

Through collaboration among these institutions, the international community aims to promote sustainable education systems that ensure all children—regardless of their geographic or socioeconomic background—have access to quality learning opportunities.

### **5.3 Public-Private Interface**

In addition to governments and international institutions, the private sector and civil society organizations play an increasingly significant role in expanding access to education in developing countries. Partnerships between public institutions, technology companies, and non-governmental organizations can help bridge resource gaps, introduce innovative learning tools, and expand educational opportunities for underserved populations.

Technology firms have become important contributors to educational development by providing digital infrastructure, online learning platforms, and educational software. Companies such as Microsoft, Google, and IBM have supported initiatives that promote digital literacy, remote learning, and teacher training in developing regions.



These technologies can help overcome traditional barriers such as geographic isolation and shortages of qualified educators by enabling distance learning and access to global educational resources.

Non-governmental organizations (NGOs) also play a critical role in delivering education programs, particularly in areas where government capacity is limited.

Organizations such as Save the Children and Room to Read implement community-based education programs, support teacher training, and provide learning materials to schools in underserved communities. NGOs often work directly with local populations, allowing them to address cultural, linguistic, and social barriers that may prevent children from attending school.

Public-private partnerships bring together the resources, expertise, and innovation of multiple sectors to support education systems. When effectively coordinated with institutions such as the United Nations Children's Fund and UNESCO, these collaborations can significantly strengthen efforts to achieve universal access to quality education and support the broader goals of the United Nations Sustainable Development Goals.

## **6. Historical Background / Timeline of the Issue**

The global effort to ensure access to quality education for all children has developed gradually over decades through international agreements, institutional initiatives, and global development frameworks. Education has increasingly been recognized not only as a fundamental human right but also as a critical driver of economic growth, social stability, and sustainable development.



## **Post–World War II Foundations (1940s–1960s)**

The modern international commitment to education began in the aftermath of World War II. In 1945, the United Nations was established with the goal of promoting peace, development, and international cooperation. Soon afterward, specialized agencies were created to address specific global challenges, including education.

In 1946, the United Nations Children's Fund (UNICEF) was founded to provide emergency assistance to children affected by the war. While its initial mission focused on humanitarian aid, its work soon expanded to include child health, nutrition, and education programs in developing regions.

A major milestone came in 1948 with the adoption of the Universal Declaration of Human Rights by the United Nations General Assembly. Article 26 of the declaration formally recognized education as a universal human right and stated that primary education should be free and compulsory. This principle established the foundation for future global education initiatives.

During the following decades, decolonization across Africa and Asia led to the creation of many newly independent states. These countries faced significant challenges in building national education systems due to limited resources, shortages of trained teachers, and inadequate infrastructure. International organizations increasingly began supporting educational development through financial assistance, training programs, and policy guidance.



## **Expanding Global Commitments to Education (1970s–1990s)**

By the late twentieth century, education had become a central focus of international development policy.

Governments and international institutions recognized that improving literacy and expanding access to schooling were essential for reducing poverty and promoting economic development.

One of the most important legal developments occurred in 1989 with the adoption of the Convention on the Rights of the Child. This treaty established a comprehensive framework for protecting children's rights and emphasized the responsibility of governments to provide accessible and equitable education. The Convention affirmed that primary education should be free and compulsory and that secondary education should become increasingly available to all children.

At the same time, organizations such as UNESCO expanded their role in coordinating global education initiatives. International conferences and partnerships began focusing on improving literacy rates, expanding teacher training, and strengthening national education systems in developing countries.

## **The Education for All Movement and Global Development Goals (2000–2015)**

The early 2000s marked a turning point in international education policy.



In 2000, world leaders gathered at the United Nations Millennium Summit and adopted the Millennium Development Goals (MDGs). One of the central objectives of the MDGs was achieving universal primary education by 2015.

These goals mobilized significant global investment in education and led to major improvements in school enrollment rates in many developing countries.

Governments, international organizations, and development banks worked together to build schools, train teachers, and remove barriers to education such as school fees.

During this period, institutions such as the World Bank played an important role in financing education projects in low-income countries. Partnerships between governments, international agencies, and non-governmental organizations expanded rapidly in order to address the educational needs of marginalized populations.

Despite these efforts, many challenges remained. Millions of children—particularly girls, children living in poverty, and those affected by conflict—continued to face significant obstacles to accessing quality education.

### **The Sustainable Development Era (2015–Present)**

In 2015, the international community adopted the United Nations Sustainable Development Goals (SDGs), a comprehensive global development framework designed to address social, economic, and environmental challenges by 2030.



## 4 QUALITY EDUCATION



Education became a central component of this agenda through Sustainable Development Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Unlike earlier development goals that focused primarily on enrollment, SDG 4 emphasizes the importance of education quality, equity, and lifelong learning opportunities. This includes improving learning outcomes, expanding access to early childhood education, promoting gender equality in education, and strengthening teacher training programs.

At the same time, new global challenges have emerged that affect educational access. Armed conflicts, displacement crises, and global health emergencies have disrupted schooling for millions of children. For example, conflicts such as the Syrian Civil War have displaced large populations of children and placed enormous strain on education systems in host countries.

Technological innovation has also begun transforming education systems. Digital learning platforms, remote education tools, and expanded internet connectivity are increasingly used to reach students in remote areas and support learning during emergencies.



## **Contemporary Challenges and Future Directions**

Today, ensuring access to quality education remains one of the most pressing global development challenges. Although progress has been made in expanding school enrollment, disparities continue to exist between regions, genders, and socioeconomic groups.

International organizations such as United Nations Children's Fund, UNESCO, and the World Bank continue to work with national governments and civil society organizations to strengthen education systems, expand access to learning opportunities, and address the complex barriers that prevent children from attending school.

As the global community moves toward the 2030 deadline for achieving the Sustainable Development Goals, education remains a critical priority for policymakers and international institutions seeking to promote sustainable development and improve the lives of children worldwide.

### **7. Illustrative Case Studies**

Case studies provide practical examples of how governments, international organizations, and local communities have attempted to expand educational access in challenging environments. By examining real-world experiences, delegates can better understand the policies, innovations, and partnerships that have helped improve educational outcomes.



These examples also highlight the role played by international institutions such as the United Nations Children's Fund and UNESCO in supporting national education systems and responding to educational crises.

## 7.1 **Digital Transformation: Lessons from Southeast Asia**

In recent years, countries across Southeast Asia have increasingly integrated digital technologies into their education systems to expand access to learning and improve educational quality. Governments in the region have invested heavily in digital infrastructure, online learning platforms, and teacher training programs designed to prepare students for the demands of a modern, technology-driven economy.

For example, Singapore has developed one of the most advanced digital education strategies in the world. Through national programs promoting technology integration in classrooms, schools have adopted digital learning tools that support interactive learning and remote education. These efforts have been complemented by strong teacher training initiatives that help educators effectively incorporate technology into their teaching methods.

Other countries in the region, such as Indonesia and Vietnam, have also implemented policies aimed at expanding access to digital education resources, particularly in rural areas. These initiatives often involve partnerships with technology companies and international organizations to provide internet access, distribute digital learning devices, and develop online educational platforms.



The importance of digital education became particularly evident during the global disruption caused by the COVID-19 pandemic. School closures forced millions of students to rely on remote learning systems.

Governments in Southeast Asia responded by expanding digital learning platforms, broadcasting lessons through television and radio, and providing online resources for teachers and students.

International organizations such as the United Nations Children's Fund and UNESCO have supported these initiatives by assisting governments in developing digital education strategies and ensuring that vulnerable populations are not excluded from new technological opportunities. The experience of Southeast Asia demonstrates that digital transformation can significantly expand educational access when supported by adequate infrastructure, training, and policy coordination.

## **7.2 Education in Emergencies: Managing Learning in Conflict Zones**

Armed conflict and political instability represent some of the most severe barriers to educational access. When conflicts erupt, schools are often damaged or destroyed, teachers may be displaced, and children may be forced to flee their homes. In such situations, maintaining access to education becomes a major humanitarian challenge.



One prominent example is the ongoing humanitarian crisis resulting from the Syrian Civil War. Since the conflict began in 2011, millions of children have been displaced both within Syria and in neighboring countries such as Jordan, Lebanon, and Turkey. The displacement of large populations placed enormous pressure on national education systems and created major challenges for ensuring that refugee children could continue their education.

In response, international organizations including the United Nations Children's Fund and the United Nations High Commissioner for Refugees have implemented emergency education programs designed to support displaced students. These initiatives include establishing temporary learning spaces, providing accelerated learning programs for children who missed years of schooling, and training teachers to work with refugee populations.

Host countries have also introduced innovative solutions to manage the sudden increase in student populations. For instance, some school systems introduced double-shift schooling, allowing local students to attend classes in the morning while refugee students attend in the afternoon. This approach has helped expand educational access without requiring the immediate construction of new schools. Education in emergencies serves not only as a tool for academic learning but also as a form of psychological support and social stability for children living in crisis situations. Maintaining access to education during conflict helps protect children from exploitation, early labor, and long-term social marginalization.



These experiences highlight the importance of resilient education systems that can continue functioning during crises and support the needs of vulnerable populations. They also demonstrate the critical role of international cooperation in ensuring that children affected by conflict are not denied their right to education.

## 8. **Questions to Consider**

The following questions are designed to guide delegates in their research and help structure debate within the committee. These questions encourage delegates to analyze the root causes of educational inequality, evaluate existing international initiatives, and develop innovative policy solutions that support equitable access to quality education for children in developing countries. Delegates should consider the roles of national governments, international organizations, and non-state actors in addressing these challenges.

1. How can governments in developing countries expand access to free and compulsory primary education while maintaining the quality of education provided?
2. What policies can states implement to address socio-economic barriers, such as poverty and child labor, that prevent children from attending school?
3. In what ways can international organizations such as the United Nations Children's Fund and UNESCO support national governments in strengthening education systems?



4. How can states ensure that education policies are inclusive and equitable, particularly for girls, children with disabilities, and marginalized communities?
5. What strategies can governments use to improve education infrastructure in rural and geographically isolated regions?
6. How can digital technologies and partnerships with companies such as Microsoft and Google help expand educational access without widening the digital divide?
7. What mechanisms can be implemented to ensure the continuation of education during crises such as armed conflict, displacement, or natural disasters?
8. How can countries cooperate with international financial institutions such as the World Bank to mobilize resources for long-term education development?
9. What role should non-governmental organizations and civil society play in complementing government-led education initiatives?
10. How can international frameworks such as the United Nations Sustainable Development Goals be effectively implemented to achieve universal access to quality education by 2030?



These questions are intended to help delegates formulate policy proposals and draft resolutions that address both the immediate and long-term challenges associated with expanding access to quality education worldwide. Delegates should use these guiding questions as a foundation for developing practical, collaborative solutions during committee sessions.

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