



# CHILDREN IN WAR



UNITED NATIONS INTERNATIONAL CHILDREN'S EMERGENCY  
FUND STUDY GUIDE

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## Introduction to the committee

The United Nations International Children's Emergency Fund was officially created in 1946 to combat humanitarian crises mostly affecting children. Its creation was planned shortly after the UN's foundation after World War II, and is an official branch of the UN(hence the prefix).Upon its creation(with participation from many nations across the world),UNICEF laid out its founding principles,which could be listed as:

- Treating mothers and children with STDs,
- Provide proper healthcare and education to lacking areas,
- Taking relieving action support rebuilding efforts after disasters,

Initially, UNICEF was intended to be a temporary agency, strictly focused on the immediate aftermath of World War II. However, as the world moved into the 1950s, it became clear that the crisis facing children wasn't limited to war-torn Europe. Millions of children in developing nations faced quiet, ongoing emergencies of poverty, malnutrition, and completely preventable diseases.

## Functions of the committee

UNICEF was established on 11th of December in 1946 by the United Nations after the end of World War II in 1945. The committee will start with the first official meeting of UNICEF since its foundation held on 19 December 1946. Since the committee will take place right after the second world war, delegates are expected to take all the effects of World War II into consideration. They are encouraged to come down to mutual solutions as much as possible. In this committee delegates are supposed to maintain their country's economic stability, accelerate the reconstruction process while ensuring the safety of the children, in addition, they must take immediate and effective precautions to prevent the growth of uneducated future generations. In this study guide, you will read about the efforts and initiatives regarding this issue from the past up to the present day. However, within the committee, any actions or developments that took place after the committee date will be considered nonexistent, as the committee is set in the past. In this committee, delegates are expected to strengthen existing laws and policies while ensuring their effective implementation to combat child labor, trafficking, and exploitation.

## Historical Overview

World War II was a massive war that took place between 1 September 1939 and 2 September 1945. The war caused approximately 80 million people death. It was a global conflict between two major coalitions: the Allied Powers and the Axis Powers. Nearly every country in the world was involved in the war. The Allied Powers involved the United Kingdom, USSR, USA, France and other countries. The Axis Powers involved Germany, Italy and Japan.

The outbreak of World War II was caused by a combination of political, economic, and social factors that developed after World War I. The harsh conditions imposed on Germany by the Treaty of Versailles created deep anger and economic collapse among the German people and this triggered a request of revenge. The global economic crisis brought Nazism to power in Germany under Adolf Hitler and Fascism under Benito Mussolini in Italy. These totalitarian regimes pursued an aggressive foreign policy, aiming to expand their empires. Germany, Italy, and Japan, known as the Axis Powers, sought to expand their borders in accordance with their own ideologies and this raised tensions between countries. Britain and France ignored Hitler's aggressive actions such as the annexation of Austria and pursued a Policy of Appeasement, fearing the outbreak of war. Simultaneously, the United Nations -which was supposed to protect world peace- couldn't be a deterrent force and all of these reasons led to WW2.

6 years later on 2 September 1945, World War II was over with the complete defeat of the Axis Powers. In Europe, the war came to an end with Adolf Hitler's suicide. Germany collapsed politically and the country was brought under Allied control. In the Pacific, the war ended with Japan's surrender following the United States' atomic bombing of Hiroshima and Nagasaki. Japan officially signed the surrender document on September 2, 1945, thus bringing the war to a complete end.

## Introduction To The Agenda: Addressing Child Labor in the Post-World War II

In the aftermath of World War II, millions of civilians were severely affected. Factories had been destroyed, cities had collapsed, and unemployment had reached a critical level. Access to basic necessities became extremely difficult, forcing every member of the family to work in order to survive.

Children were particularly vulnerable, as many had lost both their homes and their families, leaving them without a safe environment. Numerous children were forced to take care of themselves from an early age because their families had lost their source of income or because they had become orphans due to the war. As a result, many children entered the workforce in order to contribute to the family budget and survive. A large population of the workforce was lost during the war and this led to the emergence of a serious labour shortage. However, in order to maintain economic sustainability as well as to accelerate the reconstruction process; resumption of manufacturing became obliged. Since the lack of workers, factories were pushed to hire everyone who could provide benefits including children.

### a. Unsafe And Unregulated Working Conditions:

In the post-war period, many children were employed in factories, mines, and workshops where safety measures were not enough. The number of legal protections for child workers were not enough and the enforcement of existing regulations was inadequate. This caused many children to be employed informally without legal registration and paved the way for exploitation of child labour by employers. Absence of legal registration led many children to remain unprotected and deprived from their legal rights in case of an occupational accident or health problems. Employers that took advantage from the lack and an efficiency of legal protections, exploited child labour easily. Children were forced to work for long hours in unsafe conditions and still were unable to receive the wages they deserved. All of these situations led to negative affection for children's mental, physical and physiological development.

### b. Limited Access To Education:

Due to the devastation caused by war, countries' infrastructures including education were severely damaged. Schools and educational institutions were bombed and destroyed and most of the educators became victims of war. Countries whose economies were severely damaged no longer had sufficient budgets to allocate to education. The

remaining budget was primarily allocated for reconstruction efforts, addressing the basic needs of citizens, revitalizing the economy and for efforts to provide national security. Reasons such as economic insufficiency, emergence of financial difficulties, and absence of an income earner in the family, pushed children away from education and directed them towards work.

With the majority of the child population of the period being forced to drop out of education; serious downfalls in literacy rates occurred and growth of an uneducated generation became inevitable. Uneducated children were left with no choice but to work in low-paying jobs, creating a vicious cycle of poverty that continued as families grew poorer. Although the work of children in low-budget jobs has accelerated the low-skilled labor force and the recovery, economic development has slowed down as it has become difficult to find highly qualified employees. The decisions that will be made about education will affect your countries' whole future so do not focus solely on the economy.

c. Child Labour In Colonies:

The aftermath of World War II fundamentally shook both European nations and colonial economies worldwide. As Europe sought to rebuild its devastated infrastructure, it turned to its colonies in Africa, South Asia, and the Middle East to supply critical raw materials such as cotton, rubber, and minerals at artificially low prices. To meet these aggressive European demands, colonial administrations drastically ramped up production, triggering a severe labor shortage that was ultimately filled by children.

From the perspective of the colonizing Europeans, the well-being of native children was entirely unimportant. Viewed through a lens of racial hierarchy and economic utility, these children were considered part of a subjugated population who should simply be put to work like any other asset in the colony.

This oppressive European mindset forced local families into an impossible position. Because the colonizers paid such low prices for raw materials and kept adult wages below subsistence levels, a single adult income could no longer support a household. Families were economically trapped; they had to send their children into the fields, mines, and workshops just to survive.

Furthermore, this systematic exploitation deliberately targeted the youth because they were easier to control and cheaper to maintain than adult workers. By forcing children into grueling manual labor, the colonial system stripped them of any opportunity for education. This lack of schooling was not an accident; it ensured that the next generation would remain unskilled and dependent, locking the colonies into a cycle of poverty that lasted long after the war ended and European empires began to retreat.

d. Child Trafficking:

Following the end of WW2, the dramatic increase in child trafficking became one of the most pressing problems of the era. The chaos and poverty caused by the war left millions of children vulnerable, as many had lost their families, homes, and access to

education. Criminal networks exploited these circumstances, trafficking children for forced labor, domestic servitude, and other forms of exploitation.

A significant contributing factor was "Refugee and Migration Movements". Some people had to migrate to other areas to escape from the attacks and destruction while some had to, because of the change of borders and they had to move to new countries. For the purpose of escaping, people were moving en masse by trains, trucks and ships, and because of the crowd, children could be separated easily from their families. Most of the identity records were missing and due to this, children could not be found and their identities could not be determined. Moreover, the orphanages and refugee camps were extremely full so finding a roof to stay under became very difficult. This led them to stay in unsafe places which made it easier for traffickers to abduct children.

Once trafficked, many children were forced to work in agriculture, mines, factories, and small workshops under harsh conditions. Others were exploited in domestic service and made to work as servants or household helpers. Children who had lost their families or whose identities could not be verified were particularly vulnerable to illegal adoption networks. In some cases, children were also used by criminal organizations for smuggling, theft, and other illegal activities. As a result, many trafficked children were deprived of education and became trapped in a cycle of poverty and exploitation.

e. Lack of Healthcare and Public Health Infrastructure

The United Nations Relief and Rehabilitation Administration (UNRRA), established in 1943, was one of the first international organizations created to address the humanitarian consequences of World War II. Although it operated during the final years of the war, its most significant impact was seen in the immediate post-war period. UNRRA focused heavily on emergency healthcare services for war-affected populations, especially in Europe and Asia. It provided medical supplies, vaccines, and essential treatment in regions where healthcare systems had collapsed. The organization also worked to control the spread of infectious diseases such as tuberculosis, malaria, and typhus in refugee camps and displaced persons' settlements. In addition, UNRRA supported maternal and child health by offering nutrition programs and basic medical care for children who were orphaned or separated from their families. These efforts helped stabilize public health conditions in the early post-war years and laid important groundwork for later global health initiatives.

Apart from lacking access to education and getting exploited in the workforce, children, newborns, and mothers were facing a hard time against preventable diseases. Especially in rural plantation sectors and mining districts, the complete absence of a social welfare safety net meant that pregnancy and infancy were incredibly dangerous. European colonial governments heavily prioritized building roads, ports, and railways to extract resources, while allocating virtually zero funds toward public health infrastructure for the native population. As a result, treatable illnesses like malaria, tuberculosis, respiratory infections, and water-borne dysentery ravaged colonial families.

Mothers were forced to work up until delivery and return to heavy labor almost immediately after, leading to high rates of maternal mortality and premature births. For newborns, the lack of basic clinics, clean water, and nutritional support meant that infant mortality rates increased gradually. Instead of providing healthcare, the colonizers often viewed high disease rates with callous indifference, or worse, as a justification to keep wages low and families desperate. Ultimately, this severe neglect of health and human welfare formed a devastating triple burden: colonial children were stripped of their education, exploited for their labor, and denied the basic medical care needed just to survive.

## History of the Agenda Item

The concept of children not getting involved in the workforce was a rather inconvenient one up until the early humanitarian movements popping up across Europe in the late 19th and early 20th centuries. Children were present in labor for nearly the dawn of man, primarily working alongside their families on farms.

However, when the first blossoms of the Industrial Revolution arrived, this dynamic fundamentally broke. While society initially didn't see a moral conflict (viewing children as capable, normal human beings who could participate and get paid) the reality inside mechanized factories and coal mines quickly became brutal. Children were no longer working under parental protection; instead, they faced grueling 14-hour shifts, toxic environments, and dangerous machinery.

As the sheer severity of this exploitation came to light, it sparked a massive public backlash. From today's perspective, like many other historical constructs, this exploitation is categorized as inhumane and cruel. It was this exact realization that fueled the early social and labor movements, helping to pass the first mandatory schooling and child protection laws that eventually eliminated this grueling reality from our everyday lives.

## Past Actions

### British Factory Act (1819)

Mainly a domestic reform targeting children working in physically demanding sectors, this reform banned children under the age of 9 from working in cotton mills and also set the maximum amount of a workday to 12 hours for children aged between 9 and 16. It stood out as one of the earliest pieces of progressive labor legislation that successfully paved the way for future workers' rights reforms across the nation.

### UK Factory Act (1833)

Serving as a much more comprehensive and aggressive bill compared to the earlier British Factory Act, a dedicated factory inspectorate was officially created to strictly enforce

the rules set by both previous and current reforms thanks to the UK Factory Act. A strict operational limit was also introduced to protect young workers, forbidding children from participating in grueling night shifts and making a minimum of 2 hours a day of school mandatory to ensure they received a basic education.

#### Prussian Factory Act (1839)

Widely recognized as one of the very first examples of state-level labor reform in continental Europe, the Prussian Factory Act completely banned children under the age of 9 from being employed in factories. Furthermore, it set a progressive legal limit of a maximum of 10 hours of labor a day for any working children who were under the age of 16.

#### The Early International Standards (1900–1948)

##### ILO Convention No. 5 (1919)

As the historic first international agreement on labor standards, which emerged as a direct result of the founding of the League of Nations, ILO Convention No. 5 ensured that children under the age of 14 were strictly forbidden to work in any heavy industrial settings. This agreement effectively established a unified global baseline for young worker protection that crossed national borders.

##### Geneva Declaration on the Rights of the Child (1924)

Though it was fundamentally a statement of principles and was not fully enforced as a binding treaty, this groundbreaking agreement was the first global text to specifically call out the systemic exploitation children were facing worldwide. It accomplished this by explicitly stating that every single child must be protected against every form of economic exploitation and must be given the proper means to safely earn a livelihood only when they reached an appropriate age.

##### UN Declaration of Human Rights (1948)

By introducing the foundational Article 26, this universal bill served as another major advancement in eliminating child labor on a global scale, even though its primary mechanism of action was indirect. This international agreement made it compulsory that every individual had an inherent right to receive a free elementary school education, which naturally resulted in millions of children getting pulled back from manual labor and placed into classrooms instead.

#### Modern Global Frameworks (1970s)

##### ILO Convention No. 138 (1973)

With the implementation of this highly influential convention, the standard minimum working age of an individual was globally set to no less than 15 years old, while also stipulating that a minor could not work until they had completely finished their legally mandated schooling. Additionally, the treaty maintained that working in hazardous environments, dangerous industries, or night shifts still strictly required the person to be older than 18 to ensure their long-term health and safety.

### UN Convention on the Rights of the Child (1989)

Article 32 of this landmark global treaty legally bound ratifying nations to aggressively protect children from economic exploitation and any form of work that actively interferes with their education, physical health, or general development. Because it established a universal moral and legal standard for youth welfare, it has successfully become the most widely ratified human rights treaty in recorded history.

### ILO Convention No. 182 on the Worst Forms of Child Labour (1999)

This historic, high-stakes agreement legally required governments to immediately prohibit, criminalize, and eliminate the absolute "worst forms" of child labor for anyone under the age of 18. The convention specifically targeted the immediate eradication of slavery, child trafficking, debt bondage, forced labor, the deployment of child soldiers in armed conflicts, commercial sexual exploitation, illicit activities like drug trafficking, and any hazardous work that directly harms a child's health, safety, or morals.

### Universal Ratification Milestone (2020)

In a historic milestone for international law, ILO Convention No. 182 officially achieved universal ratification, meaning every single one of the ILO's 187 member states has legally signed onto the treaty. This rare global unity represents the first time in the history of the International Labour Organization that an entire global body has completely agreed on a binding labor standard.

### UN Sustainable Development Goals: SDG Target 8.7 (2015)

Through this comprehensive global framework, the international community committed to an ambitious agreement to take immediate, measurable actions to eradicate forced labor, modern slavery, human trafficking, and to end all remaining forms of child labor entirely by the year 2025. While enforcement gaps stubbornly persist across the globe due to systemic poverty and localized geopolitical instability, the underlying legal frameworks have fundamentally evolved from simply shaving a couple of hours off a ten-year-old's factory shift in 1819 to demanding the absolute, uncompromising global abolition of child exploitation today.

## Key Definitions:

**Child Labour:** Forced employment of underage individuals in often physically demanding works with not appropriate pay to sustain the work. Making children go through a series of life threatening occasions is a humanitarian crime itself, but this definition often

does not apply to light work alongside a proper paycheck modern countrys trying to impose in todays standars.Child labour mostly spECIALLY refers to the inhumane conditions children face.

**Exploitation of children:** Exploitation is the act of treating someone unfairly or taking unfair advantage of them for personal or financial gain. It often relies on an imbalance of power, manipulation, coercion, or force, where the person being exploited does not receive fair compensation, respect, or protection and exploitation of children refers to unfair usage of labor, body or their rights by taking advantage of their age, vulnerability or the challenging situation they are in.

**Workforce:** A workforce is the total group of people employed by a specific organization, industry, or geographic region. It encompasses all working individuals, and in macroeconomic terms, it includes both the actively employed and those who are unemployed but seeking work.

**Forced Labor:** Forced labor is any work or service exacted from any person under the threat of a penalty, where the person has not offered to perform it voluntarily. It encompasses all forms of slavery, human trafficking, and debt bondage, relying on coercion rather than free will.

**Child Trafficking:** According to the Trafficking Victims Protection Act, the labor trafficking of children (minors) is the recruitment, harboring, transportation, provision, or obtaining of a person under the age of 18 for labor or services, through the use of force, fraud or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage or slavery.

**Communism:** Influenced by the works of philosophers like Karl Marx and Friedrich Engels, communism sees itself as the successor (or the follow-up system that will overtake it) of capitalism, by aiming for a society with no classes, no money, no private property, nor a state. There were countries that aimed to achieve communism, but we can't point out a specific country that is "communist" if we take its definition literally.

**Socialism:** Socialism is the transition period between capitalism and communism. It still contains a state, money, and social classes exist in a diminished way compared to capitalism. Private property is mostly transferred to public ownership, as it is much easier to transition than the other main principles of communism. Socialism's end goal is to achieve a communist society. Examples of socialist countries can be listed as the USSR, CPR, or Cuba(post revolution)

**Colony:**Referring primarily to the overseas territories and colonies of major Western European powers, these regions,despite de jure being part of the mother country,were ruled by local, exploitative governments backed by immense support from the mainland. While some colonies possessed greater wealth or held significantly more autonomy (such as the

British Raj and South Africa), this self-governance did not grant them genuine choice in the grander geopolitical scheme. Ultimately, colonial regimes were deeply repressive, systematically preventing indigenous populations from thriving in order to enrich the citizens of the exploiting nation.

**Imperialism:** Nearly present since the dawn of mankind, imperialism aims to benefit a person's own or its community by aiming to expand its capabilities, resources, lands, etc., at the expense of other communities'/persons' interests. Imperialism still exists within many nations, and it is one of the core reasons for the problems we have faced throughout history.

**Capitalism:** Capitalism is the economic system that overtook feudalism from the start of the 12th-13th century. Capitalism's main principle is that making the economic market free makes everyone flourish. With competition wealth will also follow for everyone is the main principle of it, though it opens a door for inequality and exploitation if not managed thoroughly. Some countries with capitalist-like economic models could be listed as UK, France and USA

## Countries Stances:

**Belgium:** Strictly restricted; the government firmly aligned its minimum working age with compulsory primary education up to age 14. This was the case for the mainland Belgian Kingdom. The same could not be said for the colonies Belgium possessed. Oppression and exploitation were persistent in the nation's over-sea colonies, particularly in Congo (the biggest of all). Belgium would create a safe environment for children in its own country, lacking to provide the same support for their minorities

**USSR:** Though USSR had a strict policy of moving children under the age of 16 from labour into welfare and primarily education, child labour was still persistent to keep up with the rebuilding efforts in some places. Overall, consistent with its socialist values, USSR is strictly against forced employment of underage individuals

**Netherlands:** Strictly restricted; post-war policy prioritized rebuilding the school system and enforcing pre-war bans on industrial work under age 14. Like other colonial powers, the promising environment in the mainland was unfortunately not the same in the colonies. Especially in Dutch East Indies, working and living conditions were not better when comparison made with the least developed countries in the world. Policies were followed in the bastion, but wasn't enforced in overseas so it creates an inhumane dilemma.

**UK:** Strongly restricted; the landmark Education Act of 1944 was actively shifting the minimum working and school-leaving age up to 15. As the birthplace of many reforms, this would be expected in the UK. However, these reforms were not enforced strictly even in major colonies including the British Raj.

British Raj: Regulated strictly in major factories and mines (minimum age 14), but informal, domestic, and agricultural child labor was rampant and unchecked. A classic situation common in colonies

France: Legally banned industrial work under age 14, focusing heavily on getting children back into schools post-liberation, though family farming exceptions remained. Like many other European powers though, the good example of their home continent were not reflected upon their lands in Americas, Africa and East Asia and children, naturally alongside many common people, suffered.

USA: Restricted federally by the 1938 Fair Labor Standards Act (minimum age 16 for manufacturing), though rural agricultural child labor remained a significant loophole. Later acts would ensure that the western bastion was free from this exploitation, but it wasn't enough at that time. Same as many others, enforcement was the issue rather than the laws itself.

Brazil: Prohibited under age 14 by the newly minted 1946 Constitution, though enforcement was weak outside of major industrial cities. Not being able to possess a strong policy because of the heavy corruption and criminal rates, Brazil failed to deliver its laws like many other countries. Though the government was supportive of abolishing child labour

Argentina: Heavily restricted under Juan Perón's rising populist regime, which strictly enforced a minimum working age of 14 and promoted youth welfare. Common in many populist governments, Argentina actually managed to nearly solve all aspects of this issue (at least the starting point of it), corruption was rampant in government and bureaucracy, but somewhat progressive reforms and government made it sure that they will comply with international laws if it meant a better future for the children.

Mexico: Legally banned under age 14 via the Constitution, but enforcement was concentrated in urban centers, leaving rural child labor common. Boling with tensions, like many other countries, urban areas were a heaven compared to rural ones. Followed by corruption and nearly unstoppable crime rates, Mexico was having a hard time trying to enforce its laws, but still, government was on the same page with many others, which was ensuring children were in schools and not fields.

Canada: Regulated provincially rather than federally; most provinces utilized strict compulsory school laws to effectively eliminate full-time work under age 14 or 16. Even though its divisions, provinces were fairly united in the point of view that this was a serious issue to solve. Alongside the supportive government, Canada became an example country for this topic.

Spain: Legally restricted under age 14, but Franco's post-civil war economic crisis forced widespread informal child labor for family survival. Left unchecked by the

government, mortality naturally rose. A post civil war Spain would need outside support to finally end its emerging problem

Portugal: Permissive; the Salazar regime banned industrial work under age 12, but kept compulsory schooling brief, resulting in high child labor rates in traditional trades and farming. As a non-participant in the world war, Portugal possessed one of the most regressive laws in the Europe followed with lackluster enforcements and policies. Government were not skeptical of child labour, but they were also not supportive of it.

South Africa: Strictly banned for white children via compulsory education, but systematically tolerated and exploited for Black and non-white children in the agricultural and mining sectors. Another result of British colonialism, the two-tiered system in South Africa created a somewhat similar picture when we compare it to continental Europe. South African government pursued this idea, creating a safe haven for white Europeans, failing to provide the same for its natives.

Iran: Transitioning; the country passed its first comprehensive Labor Law in 1946 banning work under age 12, though enforcement in carpet-weaving and agriculture was weak. Not only that, but foreign companies were rampant in the kingdom too, making inspections much more harder. International cooperation to tackle the corruption and foreign exploitation is needed to end child employment in the country.

Turkey: Legally banned in industrial settings for children under age 12 via the 1936 Labor Law, though it remained highly prevalent in rural agricultural areas. A republic that was older than merely a decade, a turbulent Turkey didn't move on with a more progressive law and also couldn't even enforce the current ones, though, the government was still open to get rid of its conservative laws regarding this topic.

Yugoslavia: Officially prohibited child exploitation under the new socialist government, which mandated elementary education and integrated youth into state-building programs. Even though the country was war-torn, these policies actually helped the country to rebuild faster. Child labour was much less common in Eastern European countries compared to West and Africa, even though they were the most devastated ones by the war. Yugoslavia was a great example of this by implementing welfare reforms.

Socialist Republic of Romania: Moving toward a total ban under growing Soviet influence, prioritizing universal education despite severe post-war poverty and drought. Enforcement was ensured, but these humanitarian laws, alongside with a mismanaged dictatorship, didn't go hand in hand with prosperity. Still, Romania was supportive of other countries fully abolishing these inhumane laws.

Polish People's Republic: Officially prohibited industrial exploitation; the post-war government prioritized getting orphaned and displaced children into schools rather than

factories. Though illegal works continued in remote areas, government had a fairly strong enforcement force to ensure its humane laws continued

Switzerland: Strictly banned in factories and industrial sectors (minimum age 15), though domestic and family farming work remained outside federal jurisdiction. As slavery and oppression of minorities were just about getting looser in the Swiss cantons, Switzerland was open to a rather slow transition to abolish its own humanitarian crisis.

Sweden: Strongly opposed and restricted down to age 14 or 15, fully integrating child labor bans into its rapidly expanding social welfare state. Sweden benefitted from not participating in the Second World War and had an easier time preventing child employment (their progressive government also made it much less of a hassle)

Cuba: Officially prohibited child labor under age 14 through its highly progressive 1940 Constitution. Despite this advanced legal stance, implementation was weak, and children continued to work heavily in the dominant sugarcane and agricultural sectors. Slavery-like conditions hit hard on especially children (though it was also naturally affecting adults), up until the communist revolution decades later, governments stance on this matter didn't affect the situation that much since they had little power compared to foreign and local monopolies. Same as many others, Cuba may need international help to enforce its laws.

Italy: Maintained laws restricting industrial work under age 14 as it transitioned into a new republic. In reality, widespread post-war poverty and a shattered economy made enforcement nearly impossible, leaving informal child labor common. A country rebuilding from war, its enforcements were reliant on the occupying allied forces, but laws were, like many others, supportive of abolishment. Though international support is necessary, the situation is not that dire compared to most underdeveloped countries as Italy was benefitting from them being a former superpower

Japan: Shifted toward a strict legal ban under Allied occupation guidelines and the newly drafted 1946 Constitution. However, severe post-war economic ruin forced many children into informal street trades and black markets for survival. A country experiencing the first nuclear fallout, its rebuilding efforts were particularly different and hard compared to other countries devastated from the war. The stationed allied forces would have to find a way to enforce the laws while collaborating with the current government.

## Questions The Resolution Should Address

1- How can nations effectively address the ongoing humanitarian crisis caused by the forced employment and exploitation of children while simultaneously managing the immense economic pressures of rebuilding infrastructure in war-torn countries?

2- How might safe, comprehensive, and trauma-informed education be systematically provided for children who are emerging directly from devastating conflicts, ensuring they are protected from dropping out and entering the informal labor market?

3- How can developing countries secure the necessary international funding and domestic infrastructure to create sanitary, progressive, and easily accessible medical facilities specifically tailored for sick mothers, newborns, and juveniles?

4- What are the most effective long-term economic and social solutions to permanently end the systemic exploitation, trafficking, and oppression of vulnerable groups and indigenous populations in deeply underdeveloped regions?

5- How can international regulatory bodies and sovereign nations hold multinational corporations strictly accountable for hidden child labor and exploitative practices buried deep within their global raw-material supply chains?

6- What targeted economic alternatives, such as universal basic income experiments or direct conditional cash transfers, can governments introduce to ensure that impoverished families do not rely on a child's income for basic survival?

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