**Committee:** UNICEF (Junior)

**Country:** Kingdom of Norway

**Agenda Item(s):** Fighting against social exclusion and child poverty, providing education during emergencies

Norway is a country in Northern Europe and its bordering countries are Finland, Sweden and Russia. There are about 6 million people in Norway, and it is ruled by parliamentary constitutional monarchy. The economy of Norway is a [highly developed](https://en.wikipedia.org/wiki/Developed_country) [mixed economy](https://en.wikipedia.org/wiki/Mixed_economy) and it has shown robust growth since the start of the [industrial era](https://en.wikipedia.org/wiki/Industrial_Revolution). The country has a very high [standard of living](https://en.wikipedia.org/wiki/Standard_of_living) compared with other European countries.

Although Norway has a very small poverty rate, the nation still experiences poverty, more specifically, poverty in Norway’s immigrant communities. As of 2016, 36% of children born to immigrants [live in poverty](https://www.thelocal.no/20160811/four-of-ten-immigrant-children-in-norway-live-in-poverty), compared to 5% of children with parents native to Norway.  This economic discrepancy is due to Norwegian immigrants often having large families but only one source of income. The age range with the [highest risk of being in poverty](https://norwaytoday.info/everyday/nav-increasing-poverty-norway/) in Norway is 18-34 years of age. Many people in this age group are more affected by poverty because they are graduating from universities with debt, have large families and/or cannot find suitable employment within the Norwegian job market. New figures from statistics show that the number of children living in households with a low income continues to increase. From 2018 to 2019, the number of children living in poverty increased by 4,000 to a new high of 115,000. Of those children, 67,700 had either immigrated themselves or were children of parents who had immigrated. However, one report shows that though child poverty in Norway is particularly high among certain immigrant groups, nearly half of the children in low-income families are of Norwegian ethnic backgrounds. According to a report this issue is relatively high in metropolitan areas such as Oslo and the effects of living in poor neighbourhoods on children’s future opportunities are alarming. Because a poor neighbourhood does not provide a good network or “social and cultural capital” that can be beneficial to people in the community in getting a job, better [education](https://borgenproject.org/education-in-norway-dropout-rates/) or any other support. In terms of the issue of social exclusion, especially children with different handicaps or emotional and social disturbances and problems have been defined as clients, and for shorter or longer periods placed in special kindergartens, schools or eventually homes to be given some kind of treatment and training. The process of identifying and eventually avoid and solve this problem was especially the concern of special educators working in the field of socially disturbed or at-risk children such as children of immigrants from the poorest and most war-damaged parts of the world, e.g. Pakistan, Iraq, Iran, Viet Nam, many African countries, Balkan, South America, etc. − children of very disadvantaged families eg. families with economic problems, alcoholism, criminality, drug abuse, and often as consequences of the former violent upbringing methods and generally violent behaviour, mentally retarded children. The Norwegian state has during the last ten years established a few regional centres, meant to support the regional schools and kindergartens with competent specialist for those children.

Children often pay the highest price in war, conflict and natural disasters. A large proportion of children who do not attend school are affected by emergencies. Norwegian humanitarian aid for education in emergencies increased from 67 million NOK in 2013 to 474 million NOK in 2016, representing an increase from 2 to 9 per cent of the humanitarian budget. Many of Norway’s largest recipients of aid to education are in countries affected by conflict and crises. Norway took a leading role in the establishment of the Education Cannot Wait (ECW) fund, which provides both first response funding for education at the onset of an emergency and sustained funding support (3-5 years) to bridge the gap between immediate and long-term response. Norway has also contributed to the development of new funding modalities by the Global Partnership for Education (GPE). In addition to this, [The Safe Schools Declaration](http://safeschools.no/hjem.cfm), developed through state consultations led by Norway and Argentina in Geneva, expresses political support for the protection and continuation of education in armed conflict. Norway also supports international actors such as [The Inter-Agency Network for Education in Emergencies (INEE)](http://www.ineesite.org/en/). Norway’s contribution to reaching children and young people in fragile situations is also channeled through organizations such as Save the Children and the Norwegian Refugee Council.

Norway also helps to promote education in countries in fragile situations through various funding schemes, to for example Afghanistan, Ethiopia, Nepal, Niger, Pakistan, Palestine and South Sudan and calls all the UN Members to support those vulnerable children around the world financially and psychologically.