

# MUNBOLDT 2027 — Background Guide

Committee: United Nations Children's Fund (UNICEF)

Topic: Protecting Children's Right to Education in Emergencies and Humanitarian Crises

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## I. Letter from the Dais

Dear Delegates,

It is with great pleasure that we welcome you to United Nations Children's Fund (UNICEF) at MUNBOLDT 2027. Over the course of this conference, you will be asked to step into the shoes of representatives entrusted with shaping real solutions to one of today's most pressing global challenges: Protecting Children's Right to Education in Emergencies and Humanitarian Crises.

This background guide is meant to give you a starting point for your research — it is not a substitute for your own investigation. We encourage you to read widely, consult primary sources whenever possible, and arrive at committee ready to defend your delegation's position with evidence and conviction.

Debate in UNICEF can move quickly, and the issues you will discuss do not have easy answers. We expect creativity, respectful disagreement, and a genuine willingness to listen to perspectives different from your own. Diplomacy is not about winning an argument; it is about finding workable solutions that a diverse group of stakeholders can stand behind.

We look forward to seeing the resolutions, communiqués, and ideas you bring to the table. Should any questions arise before or during the conference, please do not hesitate to reach out to the dais.

Sincerely,

The UNICEF Dais — MUNBOLDT 2027

## II. Introduction to the Committee

The United Nations Children's Fund works in more than 190 countries to protect the rights and wellbeing of children, especially the most vulnerable. As a junior committee, UNICEF gives new delegates a supportive environment in which to grow their research, debate, and negotiation skills.

As you prepare for UNICEF, take time to understand not only what this body can formally decide, but also how it operates in practice: how proposals move from an idea to a vote, what level of consensus is realistically required, and what happens after a decision is adopted. Understanding these mechanics will make your strategy — and your speeches — far more convincing.

## III. Background and History of the Topic

While this guide cannot cover every historical development relevant to Protecting Children's Right to Education in Emergencies and Humanitarian Crises, delegates should keep in mind that this issue did not emerge overnight. It is the product of decades of political, economic, and social developments whose consequences continue to shape the positions that Member States and delegations hold today.

Your research should trace how the issue has evolved over time: which events first brought it to international attention, which agreements or frameworks have already attempted to address it, and why — despite those efforts — it remains unresolved. Understanding this history matters, because many of the proposals you will hear in committee are simply updated versions of ideas that have been tried before, with varying degrees of success.

#### **IV. Current Situation and Key Issues**

Although every delegation will bring its own perspective to the table, most discussions on Protecting Children's Right to Education in Emergencies and Humanitarian Crises tend to revolve around a shared set of underlying tensions. As you prepare, consider how your delegation would respond to each of the following:

- Keeping schools safe from attack and from military use during armed conflict
- Supporting the psychosocial wellbeing of children affected by displacement
- Closing the digital divide in access to remote and emergency learning
- Ensuring continuity of education for refugee and internally displaced children

These issues are not exhaustive. You are encouraged to identify additional angles that are particularly relevant to the country, organisation, or actor your delegation represents.

#### **V. Past International Action**

The international community has not been silent on Protecting Children's Right to Education in Emergencies and Humanitarian Crises. Earlier resolutions, conferences, and frameworks have laid important groundwork, even if implementation has often fallen short of what was promised. Research which instruments are most relevant to UNICEF — including any prior actions taken by this committee or the bodies it answers to — and consider honestly why those efforts succeeded, stalled, or failed outright. A strong proposal builds on this record rather than ignoring it.

#### **VI. Bloc Positions**

Delegations facing this topic generally fall into broader groupings shaped by geography, level of development, historical experience, and strategic interest. Rather than memorising a fixed list of blocs, ask yourself: what does my country gain or risk under each possible outcome? Who are my natural allies, and where might I find unexpected common ground with delegations I would not normally agree with? The strongest speeches

and position papers reflect this kind of authentic, country-specific reasoning — not generic talking points.

## **VII. Questions a Resolution Must Answer (QARMAs)**

1. How can UNICEF balance the urgency of addressing protecting Children's Right to Education in Emergencies and Humanitarian Crises with the sovereignty and real capacities of individual Member States?
2. What mechanisms should be created — or strengthened — to monitor compliance with any agreement reached on this issue?
3. How should the international community distribute the financial and technical resources needed to implement the proposed solutions?
4. What safeguards should be included so that the resolution does not place a disproportionate burden on the states or communities least responsible for the problem?

## **VIII. Suggestions for Further Research**

- Review your country's official statements, voting record, and relevant domestic policy on Protecting Children's Right to Education in Emergencies and Humanitarian Crises.
- Read recent reports from relevant international organisations, research institutes, and reputable news outlets.
- Identify two or three countries whose positions are likely to be closest to — and furthest from — your own, and think through why.
- Draft a one-page position paper outlining your delegation's stance, priorities, and possible areas of compromise before the conference begins.

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## **Closing Remarks from the Dais**

We hope this guide sparks your curiosity rather than satisfies it. The real work begins now — with your own questions, your own reading, and your own ideas about how the world could work better. We cannot wait to see what you bring to UNICEF.

See you in committee,

The Dais