



2026
ULSACMUN

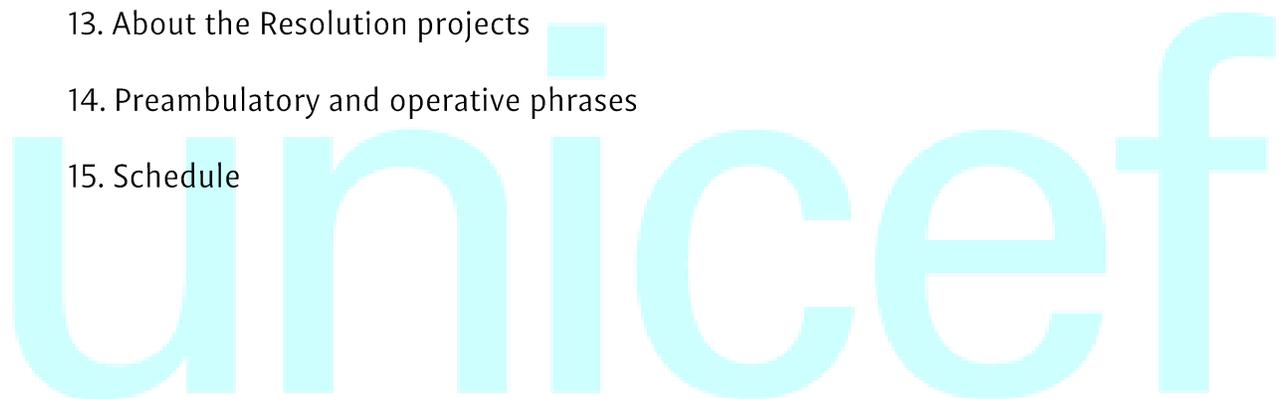
HANDBOOK FOR DELEGATES



**UNITED NATIONS CHILDREN'S FUND
(UNICEF)**

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1. Message from the Secretary General

Dear Delegates, Board Members and Staff, Advisors, and Press,

It is with great pleasure that we welcome you to the 2026 edition of ULSACMUN, taking place on May 11, 12, and 13. As members of the General Secretariat, it is an honor to accompany you all throughout these three days in this meaningful experience for the entire community.

This Model United Nations was organized with the vision of empowering young people to actively participate in generating meaningful change in our society. We firmly believe that, through values such as service, justice, solidarity, equality, respect, commitment, and diplomacy, we can build a better environment for all—a more just and equitable one—and above all, one where all ideas are considered to build humane and sustainable foundations, ultimately leading to a better world.

Likewise, ULSACMUN 2026 features new committees designed to spark delegates' interest in historical, current, and fictional topics. Throughout the three days of the model, you will participate in these committees with enthusiasm and a commitment to resolving any challenges that may arise. We thank you for your participation and for choosing this model to enrich your experience as MUN members. We hope you leave proud of having participated and been part of this edition. The responsibility each of you carries is to change the world and understand it from many perspectives. We encourage you to give your all in this edition and, most importantly, enjoy the wonderful ULSACMUN experience.

Once again, thank you for your participation and for being part of ULSACMUN 2026.

Indivisa Manent, we remain united.



Ramón Hurtado Calzada
Secretary General of ULSACMUN 2026



Luis Mario Pinkus Ramírez
Secretary General of ULSACMUN 2026

2. Message from the Chair

Distinguished Delegates,

It is our great honor to welcome you to the UNICEF Committee at ULSACMUN 2026. We are pleased to receive each delegation as we begin a process that goes beyond academic simulation and becomes a meaningful exercise in global responsibility toward the protection of children and adolescents.

UNICEF stands as one of the most essential agencies within the United Nations system, entrusted with safeguarding children's rights and promoting their holistic development. The responsibility you assume in this committee requires not only diplomatic skill, but also sensitivity, analytical depth, and a firm commitment to international cooperation.

Throughout our sessions, delegates will engage in discussion on two highly complex and urgent global challenges. The first concerns regulatory measures to ensure safe, rights-based, and ethically grounded processes in matters involving gender identity during childhood. This topic requires careful consideration of medical frameworks, legal systems, cultural contexts, and the fundamental principles of human dignity and child protection.

The second topic addresses measures for the protection of minors against trafficking for purposes of sexual exploitation. This issue remains one of the most severe violations of children's rights worldwide. It demands coordinated international action, strengthened preventive mechanisms, and victim-centered approaches that prioritize recovery, reintegration, and justice.

We expect well-researched interventions, constructive diplomacy, and solutions that reflect both realism and ambition. This committee is not merely a space for debate, but a platform to propose actionable strategies aligned with international law and the best interests of the child.

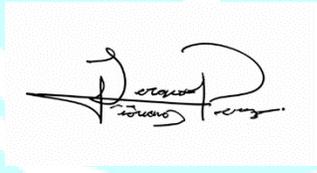
We encourage you to approach these discussions with professionalism, empathy, and determination. The quality of this committee will depend on your preparation and your willingness to collaborate beyond political differences in pursuit of common humanitarian goals.

We look forward to witnessing thoughtful dialogue, strong leadership, and innovative proposals throughout this conference.

Welcome to UNICEF and to ULSACMUN 2026!



Sofía Gómez Bastidas
Moderator



Sergio Uziel Soriano Pérez
President



Elisa Fernanda Rodríguez Valdovinos
Conference Officer


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3. Purposes and Principles of the United Nations

Taken from Chapter 1 of the United Nations Charter:

Article 1: The Purposes of the United Nations are:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace.

2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;

3. To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and

4. To be a centre for harmonizing the actions of nations in the attainment of these common ends.

Article 2: The Organization and its Members, in pursuit of the Purposes stated in Article 1 shall act in accordance with the following Principles.

1. The Organization is based on the principle of the sovereign equality of all its Members.

2. All Members, to ensure to all of them the rights and benefits resulting from membership, shall fulfil in good faith the obligations assumed by them in accordance with the present Charter.

3. All Members shall settle their international disputes by peaceful means in such a manner that international peace and security, and justice, are not endangered.

4. All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.

5. All Members shall give the United Nations every assistance in any action it takes in accordance with the present Charter and shall refrain from giving assistance to any state against which the United Nations is taking preventive or enforcement action.

6. The Organization shall ensure that states which are not Members of the United Nations act in accordance with these Principles so far as may be necessary for the maintenance of international peace and security.

7. Nothing contained in the present Charter shall authorize the United Nations to intervene in matters that are essentially within the domestic jurisdiction of any state or shall require the Members to submit such matters to settlement under the present Charter; but this principle shall not prejudice the application of enforcement measures under Chapter VII.



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4. About the United Nations International Children's Emergency Fund

4.1 Background of the Committee: UNICEF was established in 1946 by the United Nations General Assembly in the aftermath of the Second World War. Initially created to provide emergency relief to children affected by armed conflict, the organization's mandate gradually expanded beyond humanitarian assistance.

By 1953, UNICEF became a permanent part of the United Nations system, shifting its focus toward long-term development programs aimed at improving children's health, education, nutrition, and protection worldwide. Over the decades, it has played a central role in vaccination campaigns, access to clean water initiatives, educational expansion, and the promotion of international child protection standards.

Today, UNICEF operates in more than 190 countries and territories, working in collaboration with governments, civil society organizations, and local communities to ensure that every child has the opportunity to survive, develop, and thrive.

4.2 Functions of the committee: The primary purpose of UNICEF is to promote and protect the rights of all children without discrimination. Its work is guided by the Convention on the Rights of the Child and aligned with the Sustainable Development Goals, particularly those related to health, education, equality, and reduced inequalities.

The committee focuses on:

- Ensuring children's access to healthcare and adequate nutrition.
- Promoting inclusive and equitable education.
- Protecting minors from violence, exploitation, and abuse.
- Strengthening national and international legal frameworks for child protection.
- Supporting emergency response in humanitarian crises.

Within this Model United Nations context, delegates are expected to develop solutions that balance sovereignty, human rights principles, and international cooperation mechanisms.

4.3 Structure of the committee: UNICEF operates under a structured governance model that ensures accountability and efficiency.

- The Executive Board, composed of Member States elected by ECOSOC, oversees policies, programs, and budget approvals.
- The Executive Director manages the organization’s global operations.
- Regional and Country Offices implement programs at the local level, adapting strategies to national contexts.
- Specialized divisions focus on health, education, child protection, gender equality, humanitarian action, and research.

Through partnerships with governments, NGOs, and private sector actors, UNICEF coordinates multi-level responses to child-related challenges.

5. Topic A: Preventing and countering child displacement caused by armed groups.

5.1 Related SDG's:



5.2 Abstract: Child displacement caused by armed groups has become one of the most alarming humanitarian phenomena at the international level. Millions of children are forced to flee their homes due to conflict, forced recruitment, sexual violence, extortion, community attacks, human trafficking, and the destruction of essential infrastructure. This situation not only violates fundamental rights, but also disrupts education, weakens family structures, and exposes children to extreme risks such as exploitation, trafficking, and death.

One of the main challenges lies in the lack of early-warning protection systems and limited state capacity in regions where non-state armed groups operate. The absence of secure humanitarian corridors, strong mechanisms to identify displaced children, and legal frameworks that criminalize child recruitment makes prevention and effective assistance extremely difficult.

In addition, cross-border protection presents further complexities: many children cross borders without documentation, become separated from their families, or fall into the hands of criminal networks. This reality generates tension between the urgent need to safeguard children's rights and the restrictions imposed by increasingly strict immigration laws.

For these reasons it is essential that regularizations for the protection of children and the prevention of child displacement caused by armed groups prioritize; the creation of legal frameworks that criminalize child recruitment, improve alert systems to identify areas of greatest risk, improve education in communities to talk about the danger of recruitment, create humanitarian corridors and child protection centers, give access to family reunification and psychosocial support, implement cross-border protocols for the protection of displaced children.

These actions aim to ensure that children can live in safe environments, free from violence, with full access to their fundamental rights.

5.3 Historical background: Throughout history and across many cultures, children have been involved in military campaigns. In different periods, they have been trained and used for direct combat, assigned to support roles such as porters or messengers, or exploited for tactical purposes, including being used as human shields or for propaganda. Armed groups often target children because they are more susceptible to influence and coercion than adults. While some children are forcibly recruited, others join armed groups in an attempt to escape poverty, insecurity, or lack of opportunities. Regardless of the circumstances, involvement in armed conflict severely disrupts their education and can result in long-term psychological trauma.

The large-scale displacement of children became particularly visible during the twentieth century, especially during the World Wars, when millions of civilians — including children — were forced to flee their homes. After 1945, the international community began creating legal and

institutional frameworks to protect displaced populations, including children. The establishment of the United Nations, the United Nations High Commissioner for Refugees, and the United Nations Children's Fund marked the beginning of a more structured global response to refugee crises and child protection.

During the late twentieth century, particularly between the 1970s and 1990s, the rise of nonstate armed groups significantly increased the recruitment and exploitation of children. Civil wars in countries such as Sierra Leone, Sudan, Afghanistan, and Colombia demonstrated how armed groups systematically recruited minors to strengthen their forces. These conflicts contributed not only to child soldiering but also to mass internal displacement, as families fled violence and forced recruitment. The end of the Cold War did not reduce these patterns; instead, internal conflicts became more common, and armed groups gained prominence in fragile states.

In response to growing concerns, the UN Security Council established the Monitoring and Reporting Mechanism (MRM) to systematically monitor, document, and report violations committed against children in conflict zones. The six grave violations identified under this framework are: killing and maiming of children; recruitment or use of children as soldiers; sexual violence against children; abduction of children; attacks against schools or hospitals; and denial of humanitarian access. These violations are often direct causes of displacement, as families are forced to leave their homes to protect children from recruitment, violence, or exploitation.

In the twenty-first century, modern conflicts have further intensified child displacement. Wars in Syria, Yemen, Somalia, and Ukraine, as well as violence carried out by armed groups in parts of Latin America and Africa, have resulted in millions of displaced children worldwide. Contemporary conflicts are often characterized by the presence of decentralized armed groups, urban warfare, and prolonged instability, increasing the vulnerability of children and making displacement both more frequent and more prolonged.

5.4 Current situation: In recent years, child displacement caused by armed conflict and violence has reached unprecedented levels. According to the United Nations Children's Fund, in 2023 approximately 460 million children were living in conflict zones. This means that nearly one in five children worldwide is exposed to violence, instability, or armed confrontation. These conflicts are not limited to one region but occur across Africa, the Middle East, Asia, Latin

America, and parts of Europe. No matter where violence erupts, children are disproportionately affected because they are physically, emotionally, and economically more vulnerable than adults.

By the end of 2024, the total number of children displaced by conflict and violence rose to approximately 48.8 million. This figure includes children who crossed international borders as refugees and asylum-seekers, as well as those displaced within their own countries. Around 19.1 million children were classified as refugees or asylum-seekers, including 15 million under the mandate of the United Nations High Commissioner for Refugees and children registered under the United Nations Relief and Works Agency for Palestine Refugees in the Near East. In addition, nearly 29.4 million children were internally displaced due to armed conflict and violence. These numbers demonstrate that displacement is no longer a temporary or isolated phenomenon, but a structural global crisis.

Most displaced children come from a small number of countries severely affected by armed groups and prolonged instability. By the end of 2024, two out of every three refugee children originated from just five countries: Afghanistan, the Syrian Arab Republic, Venezuela, Ukraine, and South Sudan. Afghanistan, Syria, and Venezuela alone accounted for nearly half of all refugee children worldwide. In addition, countries such as Sudan, Myanmar, the Gaza Strip, the Democratic Republic of Congo, and Afghanistan experienced massive new waves of displacement due to intensified armed confrontations. These patterns show that armed groups, civil wars, and political violence remain primary drivers of forced migration.

Geographically, Africa and Asia host around 90 percent of all internally displaced children. Furthermore, approximately 75 percent of internally displaced children live in only ten countries, indicating that displacement is highly concentrated in regions facing chronic instability. By the end of 2024, about 73.5 million people in total were living in situations of internal displacement due to conflict and violence. These statistics highlight how deeply conflict disrupts social structures, weakens state institutions, and forces families to abandon their homes in search of safety.

The impact of displacement on children is severe and multidimensional. First, education is often interrupted for months or even years. Schools may be destroyed, occupied by armed groups, or simply inaccessible due to insecurity. As a result, displaced children are significantly more likely to drop out of school, limiting their future economic opportunities and reinforcing cycles of poverty. Second, access to healthcare becomes extremely limited. Many displaced children suffer from malnutrition, untreated illnesses, or lack of vaccination. In refugee camps or informal settlements, overcrowding and poor sanitation further increase health risks.

Psychologically, the consequences are equally profound. Children exposed to violence, forced recruitment, bombings, or family separation frequently experience trauma, anxiety, depression, and post-traumatic stress disorder. The constant fear of armed groups and instability can affect cognitive development and emotional regulation. Some children are forcibly recruited by armed groups, while others join voluntarily due to economic desperation or lack of alternatives. In both cases, their physical safety and long-term well-being are severely compromised.

Displacement also increases children's exposure to exploitation and abuse. Unaccompanied or separated minors are particularly vulnerable to human trafficking, sexual violence, forced labor, and early marriage. In many conflict zones, girls face heightened risks of gender-based violence, while boys are more likely to be targeted for recruitment by armed groups. These risks demonstrate that displacement is not only about losing a home but also about losing protection, stability, and access to fundamental rights.

Another important factor contributing to child displacement is the growing presence of nonstate armed groups in fragile states. Modern conflicts are often characterized by decentralized militias, insurgent organizations, and criminal armed groups rather than traditional state-to-state wars. These groups frequently operate in civilian areas, increasing the likelihood of attacks on schools, hospitals, and residential neighborhoods. As a result, families are forced to flee not only active combat but also systematic intimidation, extortion, and forced recruitment practices.

Additionally, disasters linked to climate change are increasingly interacting with conflict situations, worsening displacement patterns. By the end of 2024, an additional 4.4 million children were living in internal displacement due to disasters. In many regions, environmental stress and armed violence overlap, creating complex humanitarian emergencies that are more difficult to resolve.

Overall, current data clearly demonstrate that child displacement caused by armed groups is one of the most pressing humanitarian challenges of the twenty-first century. The scale of the crisis continues to grow, while durable solutions remain limited. Without stronger international cooperation, conflict resolution mechanisms, and long-term development strategies, millions of children will continue to face disrupted childhoods, lost educational opportunities, and long-term psychological and social consequences.

5.5 Basic guide to postures

5.5.1 Regional and bloc positions

European Union: The EU focuses on strengthening international legal frameworks and providing the financial backbone for global child protection. Within its borders, the focus is on high-standard asylum procedures.

Latin America and the Caribbean: In this region, "armed groups" often include gangs (maras) and cartels. Displacement is frequently internal (IDPs) and occurs within urban environments.

Asia-Pacific: This region deals with diverse challenges, from long-standing insurgencies to statelessness. The focus here is on regional stability and non-interference while maintaining humanitarian corridors.

Africa: Africa hosts the highest number of internally displaced persons (IDPs). The regional position is rooted in the Kampala Convention, the world's first continent-wide treaty on internal displacement.

Developing countries: This group (often aligned with the G77) focuses on the systemic inequalities that make children in developing nations more vulnerable.

5.5.2 Key countries positions

Afghanistan: Afghanistan continues to face one of the world's most severe child displacement crises due to prolonged armed conflict, the presence of non-state armed groups, economic collapse, and political instability. Millions remain internally displaced or refugees, with children representing nearly half of the displaced population. Armed groups have contributed to forced recruitment, insecurity, and repeated displacement, while mass returns from neighboring countries further strain humanitarian systems, leaving many children without consistent access to education, protection, or basic services.

France: Between 2020–2022, around 300 French children were held in overcrowded Kurdish-controlled camps in northeast Syria, with some dying from malnutrition and disease. France has carried out a gradual repatriation process, though the UN Committee on the Rights of the Child ruled that France violated children's rights by failing to repatriate them sooner; France also supports UN efforts to end child soldier recruitment and promote reintegration.

India: Children face displacement and threats in areas affected by Non-State Armed Groups, including Naxalite (Maoist) regions, the Northeast, and Jammu and Kashmir. Although India was removed from the UN annual report in 2023 due to improved protection measures, risks of recruitment and violence persist; India also plays a key role in peacekeeping and humanitarian efforts.

United States of America: Child displacement in the U.S. is linked to unaccompanied minors fleeing gang violence and forced recruitment in Central and South America, as well as trauma caused by domestic immigration enforcement and family separation.

Venezuela: By 2026, 3.9 million children and adolescents are estimated to need humanitarian assistance amid widespread violence and economic collapse. Since 2018, nearly 8 million people have been displaced, with children fleeing insecurity, armed group activity, and lack of basic services.

5.6 Points of consensus and discussion

Lack of Protection and Early Warning Systems. One of the central issues in this debate is the absence or weakness of prevention and early warning mechanisms. In many fragile or conflict-affected states, institutions lack the capacity to detect risks in advance or to respond quickly when armed groups begin targeting communities. Without effective monitoring systems, local authorities and humanitarian organizations are unable to assess threats such as forced recruitment, attacks on schools, or mass violence until displacement has already occurred.

The United Nations Security Council established the Monitoring and Reporting Mechanism (MRM) to track grave violations against children in conflict situations. However, implementation depends on state cooperation and local access, which is often limited in areas controlled by non-state armed actors. Strengthening early warning systems, improving coordination between governments and humanitarian agencies, and ensuring rapid protection responses remain key challenges to prevent forced displacement before it escalates.

Cross-Border Protection. Another major debate point concerns cross-border protection. When children are forced to flee across international borders, they encounter complex legal and administrative barriers. While international frameworks such as the 1951 Refugee Convention exist, many displaced children face delays in asylum procedures, lack of documentation, or restricted access to education and healthcare.

The United Nations High Commissioner for Refugees reports that children represent a significant percentage of the global refugee population. Unaccompanied and separated minors are especially vulnerable to trafficking, exploitation, and abuse. Furthermore, crossing borders often means family separation, cultural dislocation, and prolonged uncertainty. The psychological consequences of exile — including trauma, anxiety, and identity disruption — can persist long after physical safety is achieved. Ensuring safe asylum procedures, family reunification mechanisms, and child-centered protection systems is therefore essential.

Recruitment of Children by Armed Groups. The recruitment and use of children by armed groups is one of the most severe violations of children's rights and a direct driver of displacement. Armed organizations frequently target children because they are easier to manipulate, intimidate, or coerce. In some contexts, families flee specifically to prevent their children from being forcibly recruited.

According to the United Nations Children's Fund, child recruitment exposes minors to extreme violence, exploitation, and psychological harm. Children may be used as combatants, informants, porters, or in support roles, and many are subjected to physical abuse or sexual violence. Even when recruitment is not forced, it is often the result of poverty, lack of alternatives, or social pressure in conflict-affected areas. Preventing recruitment requires not only legal prohibition but also access to education, economic opportunities, and community-based protection systems.

Serious Repercussions on Child Development. Finally, displacement and armed violence have long-term consequences for children's development. Education is frequently interrupted due to school closures, insecurity, or lack of documentation. Health services may become inaccessible, increasing risks of malnutrition and untreated illnesses. Beyond physical risks, the psychological impact is profound. Exposure to armed conflict can lead to post-traumatic stress, depression, anxiety, and difficulties in emotional regulation.

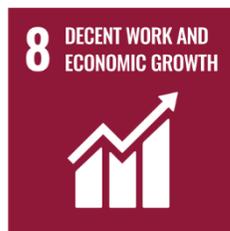
Displacement also destabilizes family structures. Parents may lose livelihoods, experience stress, or become separated from their children. Without stable support networks, children may struggle to rebuild a sense of normality. These combined factors hinder cognitive, emotional, and social development, creating intergenerational consequences that extend far beyond the immediate crisis.

6. Topic A Questionnaire

1. How does your delegation address the humanitarian crisis of child displacement caused by armed groups?
2. How does your delegation mitigate the consequences of child migration?
3. What measures does your delegation take to ensure that its migration authorities comply with children's rights and uphold international treaties?
4. How does your delegation approach the issue of child migration, does it primarily receive displaced children, serve as a transit country, or experience outward displacement?
5. What measures does your delegation implement to prevent the recruitment of children by armed groups?

7. Topic B: Development of strategies to combat global funding cuts in education programs

7.1 Related SGD's:



7.2 Abstract: UNICEF has warned that sharp reductions in international education funding could push an additional six million children out of school by 2026, raising the global number of out-of-school children from 272 million to 278 million. Official Development Assistance (ODA) for education is projected to fall by \$3.2 billion—a 24% drop compared to 2023—with nearly 80% of the cuts concentrated among just three donor governments.

Such funding shortfalls threaten to reverse decades of progress toward SDG 4: Quality Education, undermining efforts to ensure inclusive and equitable learning opportunities for all.

The consequences extend beyond classrooms: children in humanitarian settings, refugees, and marginalized groups are disproportionately affected, exacerbating global inequalities and jeopardizing commitments.¹

The United Nations has emphasized that education is not only a fundamental right but also a cornerstone for sustainable development, peace, and economic growth. Cuts in funding risk weakening workforce readiness, slowing poverty reduction, and destabilizing fragile communities.²

This committee will therefore deliberate on strategies to mobilize resources, strengthen international partnerships, and explore innovative financing mechanisms to safeguard education systems worldwide. The discussion will underscore the need for global solidarity, equitable burden-sharing among donor nations, and prioritization of education in humanitarian and development agendas.

7.3 Historical Background: For decades, the international community has viewed education as the "great equalizer" and a cornerstone of the Sustainable Development Goals (SDG 4). Following the 2000 Millennium Development Goals, global aid for education saw a steady rise, peaking as countries committed to universal primary enrolment.³

However, the 2008 financial crisis began a trend of fluctuating aid, and by the late 2010s, education's share of total humanitarian funding had stagnated at a mere **3%**. While domestic financing (which accounts for 97% of total education spending globally) grew in some regions, low-income nations remained heavily dependent on Official Development Assistance (ODA). The COVID-19 pandemic acted as a "triple threat": it shuttered schools for 1.6 billion learners,

¹ UNICEF. (2024, September 24). Global education funding cuts could push 6 million children out of school by 2026. UNICEF. <https://www.unicef.org/press-releases/global-education-funding-cuts-could-push-6-million-children-out-school-2026>

² United Nations Educational, Scientific and Cultural Organization (UNESCO). (2023). Global Education Monitoring Report 2023: Technology in education. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000385601>

³ United Nations. (2025, September 2). Funding cuts could push 6 million more children out of school, warns UNICEF. UN News. <https://news.un.org/en/story/2025/09/1165764>

strained national budgets due to health emergencies, and led to the first contraction in global education aid in a decade.⁴

Historically, the first two decades of the 21st century saw a global push for universal education under the Millennium Development Goals (MDGs) and early Sustainable Development Goals (SDGs). Between 2000 and 2015, primary school enrolment in low-income countries surged, largely fuelled by robust Official Development Assistance (ODA) and national "education for all" policies.

However, the 2020s ushered in a period of "poly-crisis"—a convergence of the COVID-19 pandemic, escalating armed conflicts, and climate-induced economic instability. By 2024, the momentum had not only stalled but began to reverse. UNICEF's 2025 analysis revealed that for the first time in a generation, the "promise of childhood" is being dismantled by budgetary reallocations. Aid that once targeted foundational learning is being diverted to military spending or debt servicing, creating a historical "funding bubble" that has now burst.

7.4 Current situation:

Current UNICEF analysis identifies 2026 as a landmark year for the "Learning Crisis," characterized by a severe lack of liquidity in the global education market:

The global education landscape in 2026 is defined by a catastrophic "funding bubble" burst. International aid to education is projected to plummet by \$3.2 billion—a staggering 24% drop from 2023 levels. This contraction is not a universal trend but is driven by a concentrated retreat; approximately 80% of these cuts originate from just three major donors: the United States, Germany, and France. This withdrawal of "country-programmable" aid—the type that directly funds classrooms and teachers—leaves a massive liquidity gap that national governments in low-income regions are currently unable to bridge.

⁴ Bond. (2025, October). Six million children could be forced out of school by the end of 2026 due to global education aid cuts. <https://www.bond.org.uk/news/2025/10/six-million-children-could-be-forced-out-of-school-by-the-end-of-2026-due-to-global-education-aid-cuts/>

The immediate human cost of this shortfall is the projected exclusion of 6 million additional children from the school system by the end of this year. This surge brings the global out-of-school population to a modern high of 278 million. The crisis is particularly acute in humanitarian “hotspots” like Sudan, Haiti, and the State of Palestine, where one-third of these newly excluded children reside. For these youth, the closure of a school is not just a loss of learning; it is the removal of their only effective safeguard against child labor, early marriage, and recruitment by armed groups.⁵

Education aid has historically served as a delivery vehicle for survival services, but these lifelines are now being severed. Funding for school feeding programs has been slashed by 57% (\$190 million), robbing millions of children of what was often their only nutritious meal of the day. Simultaneously, support for girls’ education initiatives—such as tuition subsidies and safe sanitation—has shrunk by 28%. This reversal threatens to undo two decades of hard-won progress in gender parity, specifically in regions like West and Central Africa, where 1.9 million children are currently at risk of losing access.

Even for the students who remain in school, the “quality floor” is collapsing. A \$500 million cut to system-level investment including data collection, curriculum research, and teacher development—has triggered a precipitous decline in learning outcomes. At least 290 million students are currently experiencing an “overnight” erosion in the quality of their education. The resulting “brain drain” of skilled educators, who are leaving the profession as subsidies dry up, creates a systemic deficit that cannot be easily reversed, even if funding were to be restored in future cycles.⁶

As we enter the mid-point of 2026, a “Debt-vs-Duty” crisis has emerged. Currently, 22 countries are spending more on external debt interest payments than on their entire national education budget. This fiscal “debt trap” creates an indebted generation whose fundamental rights are being traded for financial solvency. In the Middle East and North Africa, this has contributed to a potential increase of 1.4 million out-of-school youth, as governments are forced

⁵ Forbes / UNICEF USA. (2025, September 4). Education aid cuts: A broken promise to world's children. <https://www.forbes.com/sites/unicefusa/2025/09/04/education-aid-cuts-a-broken-promise-to-worlds-children/>

⁶ UNICEF. (2025, September 3). Global funding cuts could force 6 million more children out of school in the coming year. <https://www.unicef.org/press-releases/global-funding-cuts-could-force-6-million-more-children-out-school-coming-year>

to choose between satisfying international creditors and fulfilling their human rights commitments under the Convention on the Rights of the Child.

7.5 Basic guide to postures

7.5.1 Regional and bloc positions

European Union: They will likely emphasize "efficiency" and "digital transformation" as a way to do more with less. For the EU, education aid must be targeted toward "resilience" and "systemic reform" rather than just numbers.

Latin America and the Caribbean: Most of them struggle with high levels of inequality and the "hidden" cost of debt, since many LAC nations are classified as middle-income; education is the only way to stop the cycle of regional migration and urban violence.

Asia-Pacific: They will advocate for the UNICEF Digital Education Strategy (2025–2030), viewing AI and offline digital tools as the only ways to reach children in remote or war-torn areas.

Africa: West and Central Africa identified as the primary "hotspots," there the children most at risk of the \$190 million cut to school feeding programs. ODA be strictly reserved for Least Developed Countries (LDCs), particularly those in active conflict like Sudan.

Developing nations: They seek a "Social Spending Floor" that makes it illegal for a country to prioritize debt interest over primary school budgets.

7.5.2 Key country positions

Afghanistan: Focus on the "Gender-Based Protection" gap. Argue that cuts in girls' education aid (\$123M) are a death sentence for female agency. Demand "Education in Emergencies" status.

France: As a "Big Three" cutter, you must defend your budget. Argue for "Quality over Quantity" and shift the focus toward private-sector investment and digital modernization.

India: Advocate for "South-South Cooperation." Show how India's low-cost digital education models can be exported to Africa to bypass the need for expensive Western aid.

Republic of Korea: Offer to lead the UNICEF Digital Strategy. Korea's posture is: "We rose from war through education; we will help others do the same through technology."

United States of America: As the largest cutter (\$3.2B cliff), argue for "Accountability." Demand that recipient nations show 100% transparency before more ODA is released. Focus on NGO partnerships.

7.6 Points of consensus and discussion

Quality vs. Access: Balancing limited resources between expanding access and maintaining quality standards in education.

International Cooperation: Role of donor nations, multilateral organizations, and regional blocs in filling funding gaps.

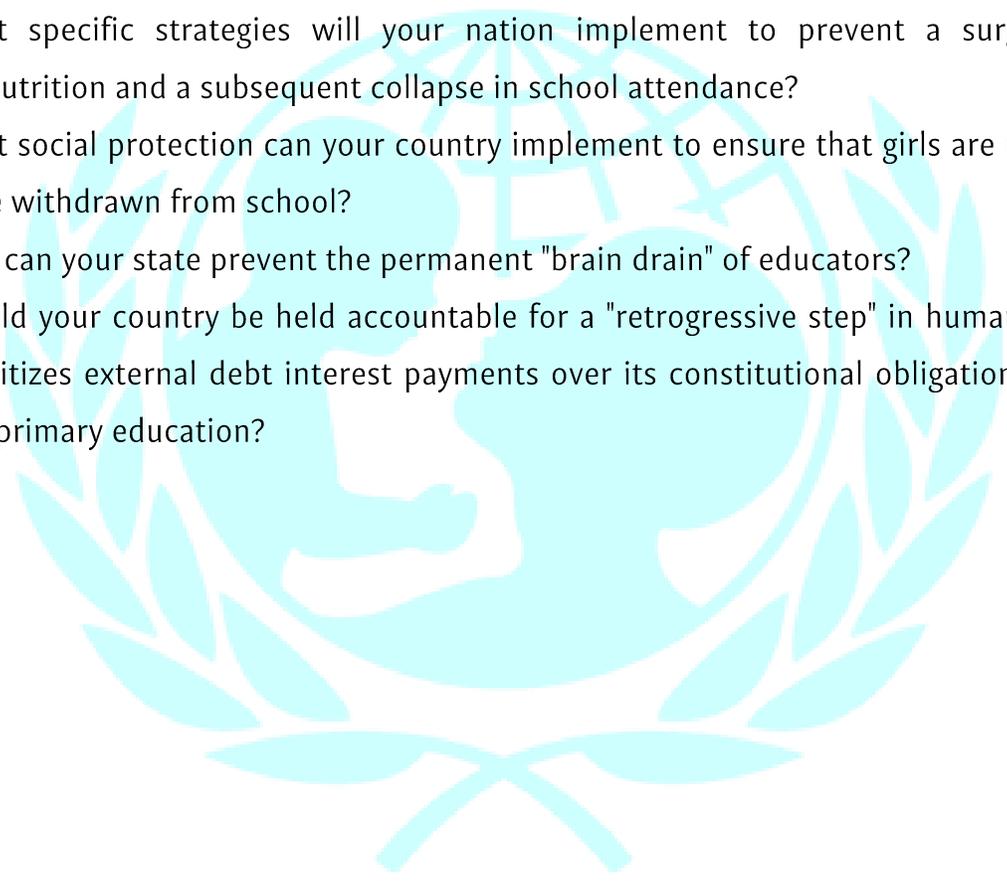
Sustainable Development Goals Alignment: Linking education funding strategies to SDG 4 (Quality Education) and related goals.

Global Advocacy Campaigns: Raising awareness about the consequences of education funding cuts.

- To what extent are donor nations and international creditors legally responsible for the human rights violations that occur in a debtor nation due to mandated austerity conditions?
- Should international law prioritize the payment of social "debts" (education and health) over external financial debt?
- How can developing nations effectively implement progressive tax reforms—such as digital service taxes or wealth taxes—to fund education without triggering capital flight or retaliatory trade measures from wealthier blocs?
- What role can regional development banks (e.g., the African Development Bank or the Asian Development Bank) play in providing "austerity-free" liquidity during crises?
- How should "Global South" nations challenge the "Global North" donors to reconcile their domestic austerity policies with their international human rights commitments under the Convention on the Rights of the Child (CRC)?

8. Topic B Questionnaire

1. How does your country define the "minimum essential services" for children in schools during times of crisis, and can these services survive a 24% cut in international aid?
2. What specific strategies will your nation implement to prevent a surge in child malnutrition and a subsequent collapse in school attendance?
3. What social protection can your country implement to ensure that girls are not the first to be withdrawn from school?
4. How can your state prevent the permanent "brain drain" of educators?
5. Should your country be held accountable for a "retrogressive step" in human rights if it prioritizes external debt interest payments over its constitutional obligation to provide free primary education?



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9. Summoned delegations

1. Afghanistan
2. Andorra
3. Barbados
4. Bolivia
5. Cabo Verde
6. Colombia
7. Ecuador
8. Fiji
9. France
10. Germany
11. Haiti
12. India
13. Italy
14. Japan
15. Madagascar
16. Mali
17. Mexico
18. Republic of Korea
19. Somalia
20. Spain
21. Ukraine
22. United Arab Emirates
23. United States of America
24. Venezuela
25. Yemen



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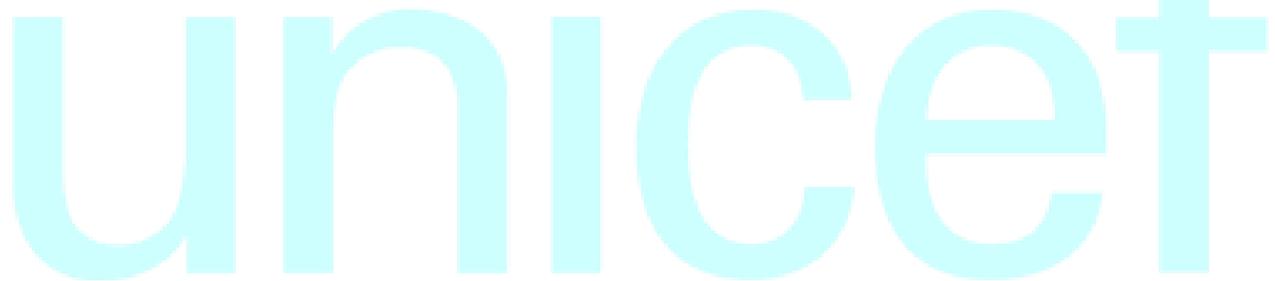
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11. Rules of procedure

1. **LEGALITY.** These rules of procedure are the unique protocol criterion of this simulation. The ULSACMUN's Organizing Committee will have the final statement if there were any kind of misunderstanding or controversy about their meaning or application.

2. **OFFICIAL LANGUAGE.** English will be the official language, at any time during the sessions, in the committees mentioned in the heading of this document.

3. **ORGANIZING COMMITTEE.** The Organizing Committee is composed by the Executive Committee (Secretary General, Sub-Secretaries and Academic Advisor), and by each committee's Chair (President, Conference Officer and Moderator).

4. **STATEMENTS BY THE SECRETARIAT.** The Secretary General, or a member of the Organizing Committee designated by them may, at any time, make either written or oral statements to the Committees. Those statements, for the purposes of this simulation, will be definitive.

5. **DELEGATIONS.** During each session, in any given committee, each delegation may be composed of one and only one delegate, representing just one state/company/organization/representation, and having the right to cast just one vote.⁷

6. **OBSERVERS.** They shall be considered as observers those who represent a state/company/organization that does not count on the Member status in the committee. Observers do not have the right to cast a vote during amendments and resolutions. However, they can participate during the debate with the same rights of any member, and they must be recognized by the Chair of the committee.

7. **EXTERNAL VISITORS (teachers, faculties, relatives and friends).** External visitors must have the authorization of the Organizing Committee to be allowed to watch the debate. Under no circumstances can an external visitor interfere, in any way, during the simulation.

8. **POSITION PAPER/ QUESTIONNAIRES:** As part of his/her participation, each delegate must elaborate and deliver, to the Chair of the committee, a Position Paper document with the pertinent data and the official position of the state/company/organization represented. The

⁷ In some cases, a delegate can have a "double delegation". That will imply to represent a different state/company/organization/advisory in each of the topics of the Agenda. In those cases, the delegates will adjust their position papers and questionnaires to fulfill with the requirements of this simulation.

delegates/representatives must also answer and deliver the questionnaires included in the Handbooks. Delegates must deliver their position paper in the designated due date established by the Organizing Committee and a printed copy during the first session of the simulation. Delegates/representatives that fail to comply with these requirements may be granted with a warning.

9. **USE OF ELECTRONIC DEVICES:** The use of electronic devices (laptops, tablets, cellphones, etc.) is permitted if the Chair allows it.

10. **POWERS OF THE ORGANIZING COMMITTEE.** The authority during any given session of any given committee will fall on the Chair members, with the following precisions:

a) The highest level of authority is with the *President*, being her/his decisions unappealable. The President will declare the session opening or closing and can also suggest procedures that in her/his opinion will contribute to the fluency of debate.

b) The *Moderator* has the function of directing the debate, granting the word to delegates, and helping debate to be fluid and effective. In the absence of the President, the Moderator will assume the duties of the presidency.

c) The *Conference Officer* will help with President and Moderator tasks, during formal sessions. He/she will also register votes, resolve any inconvenience that may occur to delegates, and will help with communication between them through written messages, and personally.

Any member of the Chair will be able to assist delegates with the possible course of the debate and/or any other matters related to this simulation.

11. **MAJORITY CRITERIA.** There are 2 types of criteria to consider in a voting procedure. In both cases the totality of the present delegations/representations, present and approved are considered to participate in the session, excepting those occasions in which only members can vote. The use of each specific majority depends on the situation:

a) *Simple majority:* Implies 50% +1 (fifty percent plus one) of present delegations/representations. It is used in almost every procedure to vote, except for the closure of debate.

b) *Qualified majority:* 2/3 (two thirds) of present delegations/representations. To be used in case of voting on closing debate to pass into voting a resolution or amendment.

12. **QUORUM.** To declare a debate session officially opened, the President has to declare the existence of *quorum*. To do so, at least a simple majority of the total delegates/representatives summoned must be present. This requirement is also needed when voting for an amendment or a resolution.

13. **COURTESY.** All delegates/representatives must show, in every moment, respect and courtesy toward the Chair and all present delegates/representatives.

14. **DIPLOMATIC NOTES.** Unless the Committee is on the Open Floor or in any type of Caucus, delegates/representatives must maintain all communication exclusively in written form, through Diplomatic Notes. These notes must be sent through the members of the Chair of the Committee, who may be assisted by other members of the Organizing Committee of ULSACMUN. The improper use of Diplomatic Notes may cause the delegates/representatives to be subject to a warning.

15. **WARNINGS.** In case of breaking any rule, the Chair or any member of the Organizing Committee can give a warning to any delegate. When a delegate/ representative is given two warnings in the same session, he/she must leave the session, and he/she won't be able to come back until the next one. If the delegate/representative receives three warnings during the model, her/his participation will be suspended permanently.

16. **OPEN FLOOR.** It is considered an open floor only when the Moderator or the President has expressed it to the committee. The floor must be open to establish any motion of procedure or point of parliamentary inquiry.

17. **AGENDA.** The first action of the committee will be to establish the order of the Agenda. To do so, delegates/representatives must follow the next steps:

- a) A motion should be made to put a topic first on the agenda. This motion requires a second.
- b) An extraordinary Speakers List of two delegates/representatives for and two delegates against the motion will be established and each one of those four delegates will state his/her arguments in a speech of no longer than 30 seconds.
- c) Automatically, after the speeches mentioned in the previous point, a voting will be made to open the debate with the proposed topic. If the voting has a positive simple

majority, the debate will begin with the proposed topic. Otherwise, automatically the debate will begin with the other topic of the Agenda.

d) A motion to proceed to the second topic area will only be in order after the Committee has adopted or rejected a resolution on the first topic. If a resolution on the first topic is accepted, the process to begin with the second topic will be automatic. In case the resolution is rejected, the motion to proceed to a second topic is open to debate, to the extent of one speaker in favor and one against. This motion requires a vote of two-thirds of the members present and voting to pass. If the motion fails, the Committee will continue in the first topic, in the process of revising or amending the proposed resolution.

18. **SPEAKERS LIST.** Once the Committee has chosen the topic to begin the debate, the only acceptable motion will be the one to open the Speakers' List. This motion needs to be seconded; however, it doesn't need to be voted.

The speakers list will be opened with the delegations who have requested it. After that, any country can ask for its inclusion on the list by raising the placard and asking for a motion to be added or by a diplomatic note addressed to the Chair.

By decision of ULSACMUN's Organizing Committee, the Speakers List will be exclusively used for the time needed for the members of the Committee to present, in a unique participation per delegate/representative, their official position towards the discussed topic. After that has been accomplished, the Chair will have the power to manage the rest of the time assigned to the topic, through Simple and Moderated Caucuses.

19. **SPEECHES.** Delegates/representatives cannot address the committee without authorization of the Chair. Any Chair member can call a speaker to come to order if he/she is deviating from the topic of the discussion. Speeches must be made in such a way that it's clear that the delegates represent the position of a nation/enterprise/organization. That is why delegates must abstain in using the *first person* when establishing their speeches. Failing to fulfill this requirement may cause the delegate to earn a warning.

20. **SPEECHES TIME LIMIT.** The Chair will establish the time that every delegate must speak, inside a margin of 10 seconds as minimum and 3 minutes as maximum time. The Moderator will call the delegate to order if he/she exceeds the time limit to speak. A time limit change can also be proposed by any delegate; it must be seconded and approved by simple

majority. The President can call out of order this motion and his/her decision will be unappealable.

21. **YIELDS.** A delegate/representative who has been accepted to speak about a topic on the Speakers' List must yield his/her time in one of the ways shown below. The delegate/representative must tell his/her decision to the Chair when he/she finishes his/her speech.

a) *To another delegate/representative:* The other delegate/representative can use the remaining time but can't yield it again. If the one that is receiving the time doesn't accept it, the yielder can be granted with a warning.

b) *To other delegates'/representatives' questions:* The delegates/representatives that will be asking the questions will be chosen by the Moderator and can only ask one question (with the right to a follow-up question). Time will be discounted from the answers of the speaker.

c) *To the Chair:* This option implies that the remaining time can no longer be used in any way. This option must be used even if the time has expired completely.

IMPORTANT NOTE: If the delegate/representative does not yield his/her remaining time in any of the above options, the Chair can give a maximum of two delegates the right to comment about the speaker's speech, and these comments can't be replied to by the speaker.

22. **EXTRAORDINARY SESSION OF QUESTIONS.** As a decision of ULSACMUN's Organizing Committee, to keep the fluency of the debate, this resource won't be available during this simulation. The opportunity to question another delegate/representative will be present during Simple and Moderated Caucus.

23. **POINT OF PERSONAL PRIVILEGE.** Whenever a delegate/representative experiences personal discomfort which impairs his/her ability to participate in the proceedings; he/she may rise to a Point of Personal Privilege to request discomfort to be corrected. While a Point of Personal Privilege may interrupt a speaker, delegates/representatives should use this power with the utmost discretion, to avoid being granted with a warning for the abuse of it.

24. **POINT OF ORDER.** During the discussion of any matter, a delegate/representative may rise to a Point of Order to indicate an instance of improper parliamentary procedure. The Point of Order will be immediately decided by the President in accordance with these rules of

procedure. The President may rule “out of order” those points that are dilatory or improper; such a decision is unappealable. A delegate/representative rising to a Point of Order may not speak on the substance of the matter under discussion. A Point of Order may only interrupt a speaker if the speech itself is not following proper parliamentary procedure.

25. **POINT OF PARLIAMENTARY INQUIRY.** When the floor is open, a delegate/representative may rise to a Point of Parliamentary Inquiry to ask the members of the Chair a question regarding the rules of procedure. A Point of Parliamentary Inquiry may never interrupt a speaker. Delegates/representatives with substantive questions about the topic should not rise to this Point but should rather approach the committee during caucus or in written form through a Diplomatic Note.

26. **RIGHT OF REPLY.** A delegate/representative whose personal or national integrity has been harmed by another delegate may request a Right of Reply through a Diplomatic Note addressed to the Chair. The Chair’s decision whether to grant the Right of Reply is unappealable. A delegate/representative who has been granted a Right of Reply will not address the committee, and she/he will be granted a warning. A Right of Reply to a Right of Reply is out of order.

27. **SIMPLE CAUCUS (OPEN DEBATE).** A motion to open a simple caucus will be in order at any time when the floor is open. To open a simple caucus, the delegate/representative making the motion must briefly explain its purpose and specify a time limit for the caucus that, under no circumstances, will exceed thirty minutes. The motion will immediately be put to a vote. A simple majority of the present members is required for passage. The President may rule the motion as out of order and his/her decision is unappealable.

28. **MODERATED CAUCUS.** In a moderated caucus, the Chair will call on delegates/representatives to speak at his/her discretion, always under the authority of the Moderator.

A motion for a moderated caucus is in order at any time when the floor is open. However, the President may rule the motion as out of order and her/his decision is unappealable. The delegate making the motion must specify a time limit for the caucus, not to exceed twenty minutes. Once raised, the motion will be voted, with a simple majority of present members required for passage.

All speeches during the moderated caucus must be brief to promote the participation of all delegates, with a limit time of 2 minutes. The Chair can interrupt speeches that exceed the established limit, and that decision will be considered as definitive.

Also, with the purpose of facilitating substantive debate at critical junctures in the discussion, the Organizing Committee of ULSACMUN has decided to *allow direct contact and questioning between delegates/representatives*. In the same sense, delegates/representatives must abstain to establish any Point of Order related to the use of the first person in the speeches. That resource will be exclusive to the Chair, which could grant a warning to delegates/representatives that persist in that kind of behavior.

29. **ROUND ROBIN:** Delegates/representatives may propose the motion of a round robin during the time of the debate. During this time, *all* delegates/representatives present in the forum must speak for a maximum of 1 minute on the current topic, the order of participation will follow the list of delegates/representatives managed by the Chair. Delegates have the right to pass during their turn in the Round Robin.

30. **APPROVAL COMMISSION.** A working paper or a draft resolution must be first revised by the Approval Commission, which will be composed by the President and the Conference Officer of each Committee. This Approval Commission will answer directly to the Secretary General and might suggest modifications of form, but not of content. Eventually any member of the Executive Committee may be part of the Approval Commission.

31. **WORKING PAPER/MINUTE.** A working paper/minute is a document in which the main ideas of solution are exposed. It is the background of a resolution paper/treaty. Working papers/minutes follow a very simple format (Watch the attachment: Sample Working Paper) and, even though they are not official documents, they do require the signature of at least 1/3 of present delegates/representatives and of the Approval Commission to be presented and discussed. A working paper/minute that doesn't present these requirements cannot be officially presented for its discussion.

32. **RESOLUTION PAPER/TREATY.** Every Resolution Paper/Treaty should include solutions to the topic the committee is discussing. A member of the Approval Commission must sign the Resolution Paper/Treaty, and this should be signed by at least 1/3 of the present members and follow the appropriate format (Watch the attachment: Sample Resolution). Once the Resolution

Paper/Treaty is approved by the Approval Commission it will be presented to the committee so they can debate about it. No Resolution Paper/Treaty written before the simulation can be presented nor debated. A Resolution/Treaty can only be presented when most of the speakers tell their opinion about the topic. The Chair will invite two delegates that, in 3 minutes maximum, should read the document.

32. **AMENDMENTS.** Delegates may amend any Resolution/Treaty which has been introduced. An amendment must have the approval of the Approval Commission and the signatures of at least 1/3 of the present members to be read and discussed. Amendments to amendments are out order; however, an amendment part of a resolution may be further amended. Preambulatory phrases may not be amended.

The final vote on an amendment is procedural: all present members must vote. An approved amendment may be introduced when the floor is open. The President will recognize two speakers against the motion to close debate, and a vote of two-thirds is required for closure. Amendments need a simple majority to pass.

33. **CLOSURE OF DEBATE.** Being the floor open, a delegate may propose a motion to close debate on the substantive or procedural matter under discussion. The President may, subject to appeal, rule such a motion dilatory. When closure of debate is proposed, the President may recognize up to two speakers against the motion. No speaker in favor of the motion will be recognized. Closure of debate requires the support of two-thirds of the members present. If the Committee is in favor of closure, the Moderator will declare the closure of the debate, and all resolutions and amendments on the floor will be brought to an immediate Roll-Call voting.

34. **ROLL-CALL VOTING.** After debate is closed on any topic, any delegate may propose a motion to begin a roll-call voting. In a roll call vote, the President will call countries in alphabetical order, to express their vote in three separated rounds:

a) *First round:* Delegates may vote “Yes,” “No,” “Abstain,” or “Pass.” A delegate who does not pass may request the right to explain his/her vote.

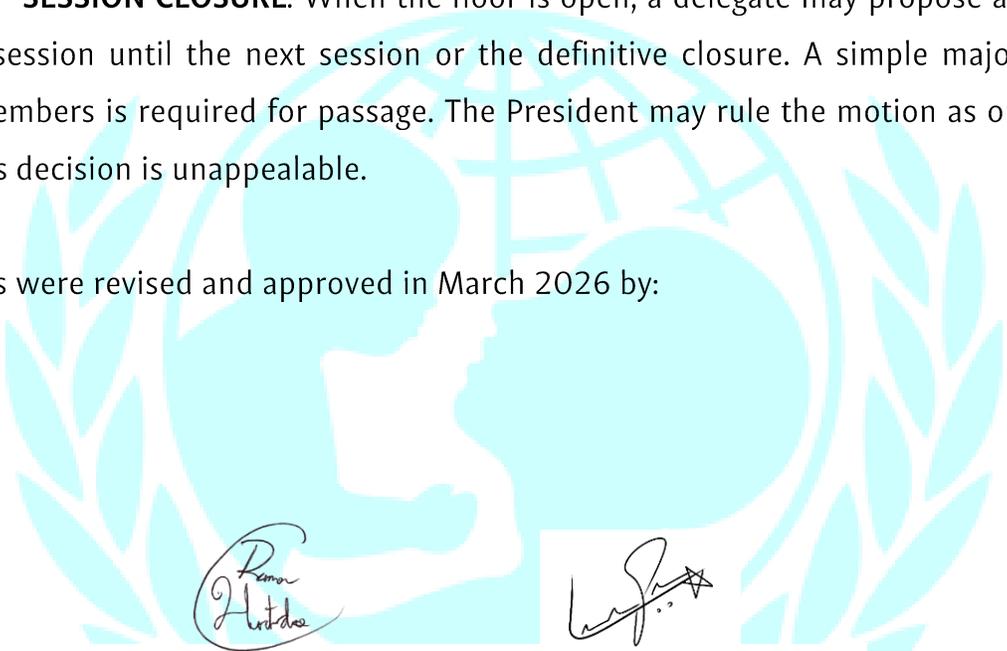
b) *Second round:* Delegates/representatives who asked for a right of explanation during the first round must explain their vote in a brief speech of no more than 30 seconds. Also, delegates/representatives who passed during the first round of the roll call must vote during the second round. The same delegate may not request the right to explain his/her vote.

c) *Third round*: The President will call for any reconsiderations of vote.

Note: Delegates/ representatives under the *status* of “observers” won’t be considered for the roll call voting. However, they will be allowed to stay in the room.

35. **SESSION CLOSURE.** When the floor is open, a delegate may propose a motion to close the session until the next session or the definitive closure. A simple majority of the present members is required for passage. The President may rule the motion as out of order and her/his decision is unappealable.

These rules were revised and approved in March 2026 by:

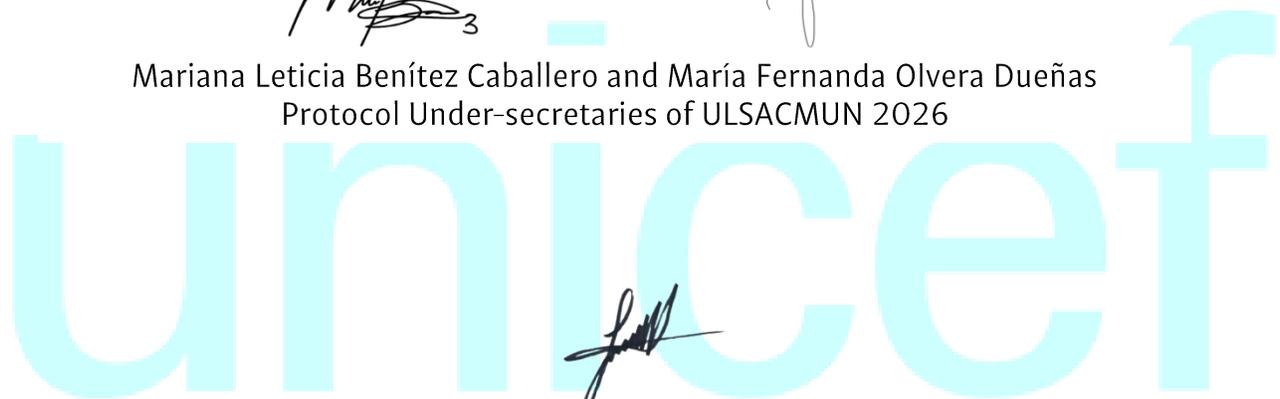


Ramón Hurtado Calzada and Luis Mario Pinkus Ramírez
Secretary Generals of ULSACMUN 2026

Mariana Leticia Benítez Caballero and María Fernanda Olvera Dueñas
Protocol Under-secretaries of ULSACMUN 2026





LRI. Luis Humberto Nava Navarrete
Academic Advisor of ULSACMUN 2026

12. About the Working Papers

Structure of a Working Paper/Minute:

a) HEADING: The title should be centered, in capital letters, above the main body of the Working Paper. The title can be as simple as “WORKING PAPER”. On the left margin and two lines below the title should be the Committee, the Topic name, and the Sponsors of the working paper.

b) BODY: The Working Paper is written in the format of a list of concrete, detailed, with the following rules:

- The list of points is preceded by a short introduction phrase such as: “We are convinced that the solution to this topic must be based in the following points”:
- The points of list should be clearly numbered. Those numbers should be mentioned when presenting the approved Working Paper to the Committee, this to facilitate both the hearing and discussion of its content.
- All points should be thought up to help the committee find a solution to the topic. In this sense there should be propositional, positive points. Also, these points should be as concrete and detailed as possible.
- All points included should be well drafted, paying special attention to their grammar and spelling.

NOTE: As stated in Article 31 of the Rules of Procedure, a Working Paper/Minute requires the signature of 1/3 of present delegates and of the Approval Commission to be presented and discussed by the Committee.

SAMPLE WORKING PAPER

Committee: Security Council

Topic: Crisis in Burundi

Sponsors: Norway, Mexico and Russian Federation

The sponsors of this working paper are convinced that the solution to this topic must be based in the following points:

1. The coup d'état is to be identified as the main cause of the sudden and violent interruption of the democratic process in Burundi.
2. It is necessary to realize the pertinent legal reforms.
3. An immediate cease fire is urgent, as well as the return of all armed forces to their headquarters.
4. It is also mandatory an immediate restoration of democracy and of a constitutional regime.
5. Support to the peace efforts realized by the UN Secretary General, the African Union and the countries in the region, as well as promoting an ordered return to constitutional regime and the respect to democratic institutions in Burundi.
6. Acknowledgement of the special envoy of the UN Secretary General to the zone.
7. Emergency humanitarian aid to Burundi (from either member of the UN or NGO's).
8. To keep the debate, open at the Security Council until a real and effective solution to this topic is reached.



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13. About the Resolution projects

STRUCTURE OF DRAFT RESOLUTION:

a) HEADING: The title should be centered, in capital letters, above the main body of the resolution. The title can be as simple as “DRAFT RESOLUTION”. On the left margin and two lines below the title should be the committee and topic name.

NOTE: There are no sponsors of a resolution. The signatures are only there to show that the committee wants to discuss the resolution. The names of “sponsors” should not be included.

b) BODY: The resolution is written in the format of a long sentence, with the following rules:

- The resolution begins with The General Assembly for all GA committees and with The Economic and Security Council for all ECOSOC committees. The Specialized Agencies use their own names as the introductory line. The rest of the resolution consists of clauses with the first word of each clause underlined.

- The next section, consisting of Pre-ambulatory Clauses, describes the problem being addressed, recalls past actions taken, explains the purpose of the resolution, and offers support for the operative clauses that follow each clause in the preamble beings with an underlined word and ends with a comma.

- Operative Clauses are numbered and state the action to be taken by the body. These clauses all begin with present tense active verbs, which are generally stronger words than those used in the Preamble. Each operative clause is followed by a semi-colon except the last, which ends with a period.

SAMPLE RESOLUTION

Committee: Science and Technology Commission (ECOSOC)

Topic: Free flow of information.

- 1) The Economic and Security Council:
- 2)
- 3) *Recalling* its Resolution A/36/89 of 16 December 1981, “The Declaration on
- 4) Fundamental Principles Concerning the Contribution of the Mass Media to
- 5) Peace and International Understanding,”
- 6) *Recalling also* Article 19 of the Universal Declaration of Human Rights,
- 7) “Everyone has the right to receive and impart information and ideas through any
- 8) media and regardless of frontiers,”
- 9) *Recognizing* that the problem of news flows imbalance is that two-way
- 10) information among countries of a region is either non-existent or insufficient
- 11) information exchanged between regions of the world is inadequate,
- 12) *Realizing* the need for all Sovereign Nations to maintain their integrity and still
- 13) play an active role in the international system.
- 14)
- 15) Proposes the following points:
- 16)
- 17) **1) Recommends** that a three-level information interchange system be
- 18) established on the National, Regional, and international levels to ameliorate
- 19) the current problems of news flow imbalance, with the three-level system
- 20) operating as follows:
- 21) a) Each region’s member nations will report their national information and
- 22) receive information of other nations in their region from the regional level 23) of this
- interchange system.
- 24) b) Nations will decide the character of the news flow media best suited to the 25) need of
- their sovereign territory, be this printed, audio, or audio-visual.
- 26) c) Regional News Gathering Agencies will serve to gather information from the

- 27) nations in their region, and these boards will have no editorial discretion and
- 28) will serve to forward all information to the International Board.
- 29) d) Each regional agency will be composed of representatives from every
- 30) member nation of the region.
- 31) e) The primary function of the International Board will be to translate
- 32) information accumulated from the regional news gathering agencies.
- 33) f) The secondary purpose will be to transmit all information gathered back to
- 34) the member nations via the regional news gathering agencies;
- 35) **2) Urges** the establishment of the University of International Communications,
- 36) with main branch in Geneva, Switzerland, and additional branches located in 37) each of
- the regions, to pursue the following aims:
- 38) a) The University and branches will be established with the express purpose of
- 39) bringing together world views and facilitating the transfer of technology;
- 40) b) All member nations of the United Nations will be equally represented at the
- 41) University.
- 42) c) Incentives will be offered to students of journalism and communications at
- 43) the University to return to their countries to teach upon completion of
- 44) instruction;
- 45) d) The instructors of the regional education centers will be comprised of
- 46) multipartisan coalition of educators from throughout the world.
- 47) **3) Calls** for the continued use of funds from the International Program for the
- 48) Development of Communications, Special Account, UNICEF, the UN
- 49) Development Program, and other sources of funding include national
- 50) governments and private donors.
- 51) **4) Recommends** that the distribution of funds be decided by the IPDC.

14. Preambulatory and operative clauses

PREAMBULATORY AND OPENING CLAUSES

Affirming	Expecting	Keeping in mind
Alarmed by	Expressing its appreciation	Noting further
Approving	Expressing its satisfaction	Noting with regret
Aware of	Fulfilling	Noting with satisfaction
Believing	Fully aware	Noting with deep concern
Bearing in mind	Fully alarmed	Noting further
Cognizant of	Fully believing	Noting with approval
Confident	Further developing	Observing
Contemplating	Further recalling	Realizing
Convinced	Guided by	Reaffirming
Declaring	Having adopted	Recalling
Deeply concerned	Having considered	Recognizing
Deeply conscious	Having considered further	Referring
Deeply convinced	Having devoted attention	Seeking
Deeply disturbed	Having examined	Taking into account
Deeply regretting	Having Heard	Taking note
Desiring	Having received	Viewing with appreciation
Emphasizing	Having studied	Welcoming

OPERATIVE CLAUSES

Accepts	Encourages	Recommends
Affirms	Endorses	Reminds
Approves	Expresses its appreciation	Regrets
Authorizes	Expresses its hope	Requests
Calls for	Further invites	Resolves
Calls upon	Further proclaims	Solemnly affirms
Condemns	Further reminds	Strongly condemns
Congratulates	Further recommends	Supports
Confirms	Further requests	Takes note of
Considers	Further resolves	Trusts
Declares accordingly	Has resolved	Urges
Deplores	Notes	
Draws attention	Proclaims	
Designates	Reaffirms	
Emphasizes		

15. Schedule of ULSACMUN 2026

Lunes 11		Martes 12		Miércoles 13	
7:00-7:50	Registro	7:00-7:50	Séptima sesión	7:00-8:20	Decimoquinta Sesión
7:50-8:30	Inauguración	7:55-8:45	Octava sesión		
8:30-9:40	Conferencia	8:50-9:40	Novena sesión	8:30-9:40	Panel de testimonios
9:40-10:10	Receso	9:40-10:10	Receso	9:40-10:10	Receso
10:10-11:00	Primera sesión	10:10-11:00	Décima sesión	10:10-11:00	Decimosexta sesión
11:05-11:55	Segunda sesión	11:05-11:55	Undécima sesión	11:05-11:55	Premiación en comités
11:55-12:15	Receso	11:55-12:15	Receso	11:55-12:15	Receso
12:15-13:05	Tercera sesión	12:15-13:05	Duodécima sesión	12:15-14:00	Premiación y clausura
13:05-14:00	Cuarta sesión	13:05-14:00	Decimotercera sesión		
14:00-16:00	Comida	14:00-16:00	Comida		
16:00-16:55	Quinta Sesión	16:00-16:55	Decimocuarta sesión		
16:55-17:10	Refrigerio	16:55-17:10	Refrigerio		
17:10-18:00	Sexta sesión	17:10-18:00	Presentación artística		

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