Change the World MUN
Paris 2026

Powered by
Associazione Diplomatici

BACKGROUND GUIDE

UNICEF

UNITED NATIONS

CHILDREN'S FUND

CHANGE THE WORLD ACADEMY

The Biggest Model United Nations in the World

Distinguished Delegates,

Welcome to the 2026 Change the World Model United Nations (CWMUN).

As your committee Dais, we are looking forward to meeting you and hearing your ideas about how to solve international problems.

The United Nations (UN) depends on the cooperation and goodwill of its 193 member States. Because each State has unique interests and concerns, it is challenging to write, negotiate and pass resolutions. Every stage of the process demands creativity and diplomacy.

By reading this Background Guide, you are taking the first step in a journey that goes far beyond preparing for a conference. Over the coming weeks, you will analyse one of the most pressing global challenges of our time, understand how governments and international organisations respond to it, and learn how diplomats transform ideas into international action.
This guide is not meant to provide all the answers. Its purpose is to help you ask better questions, because diplomacy is not about knowing everything. It is about making responsible decisions with the best information available.

Remember: every solution begins with informed leadership.

You will be discussing this topic:

Children in the Digital Classroom: Should AI-Based Learning Systems Replace Traditional Education Models?

While we may all lead different lives and face different struggles, we have to bear in mind that we all share the same world and the same resources. Whether it is environmental problems or political unrest, what is happening in the world concerns all of us. Only through mutual understanding, unity, and collaboration can we lay the foundations of a worthier world.

As your committee Dais, we will work to keep the committees running smoothly. We will do our best to help you understand the procedures and to ensure that the perspectives of all delegates are heard and respected.

Sincerely,

The CWMUN Staff Board



What is this activity about?

The Change the World Model United Nations is a role-playing game. Your task is to impersonate a diplomat of the assigned Country and present the perspective of this Country's current government.

What should you do now?

Before the Simulation, you should:

☐ Create your handbook, a collection of relevant UN resolutions, reports, academic studies, and news from reliable media.

☐ Write the Position Paper, describing the position of your country on the topic you have been assigned to.

☐ Prepare some topics for Moderated Caucus debates, i.e. short formal debates which cover narrow aspects of each topic. For example, within the topic "Violence against women"; delegates can hold a caucus with the subtopic "Ways of preventing genital mutilation".

☐ Think about some ideas for the Resolution, at least two or three clauses that your State would like to include in the main body of the Resolution.

☐ Learn and practice the Rules of Procedure.

Why does this Background Guide Matters?

The strongest delegates are not those who memorise the greatest number of facts, but those who understand the issue from different perspectives.

As you read this guide, challenge yourself to think critically: ask why different countries defend different positions, identify competing priorities, question assumptions, and begin developing your own strategic understanding of the topic.

Remember: You are not preparing to pass an exam; you are preparing to participate in an international negotiation.

Learning Objectives

By the end of this experience, you should be able to:

- Understand the international context surrounding the topic
- Explain your country's official position
- Develop evidence-based policy proposals
- Negotiate with other delegations
- Build consensus
- Translate ideas into diplomatic action
- Think like an analyst, not just a reader.

Tips (!)

Before attending the simulation, go beyond this Background Guide. Explore official UN documents, government statements, reports by international organisations, academic research, reliable news sources. Ask yourself: has the situation changed since this guide was written? Real diplomacy requires continuous learning. Learn about your Country from the official website of your State's permanent mission to the United Nations, and from other government websites (for example, the website and social media profiles of the Royal Family or President, Prime Minister, Ministry of Foreign Affairs...). Make sure to know as much as possible about the foreign relations of your Country! Consider that at the United Nations, Countries generally lean towards their own geopolitical blocs: Western, Former Soviet, African, Middle Eastern, Asian, Latin American... Consider also organisations such as the European Union (EU), the African Union, the Arab League, the Association of Southeast Asian Nations (ASEAN), the Union of South American Nations (USAN)...

REMEMBER!

Your task is to present the official position of your assigned Country. Misrepresenting this position and/or representing your private views is against the rules, even if you do not agree with your Country's position. In any case, you must not hyperbolize nor satirise the position of your Country. Humour, and especially sarcasm, is generally not typical for formal writing nor formal debates. Although MUN welcomes wit and smart puns, please always be extremely considerate when using humour.

Think Like a Diplomat

As you prepare for the conference, do not ask only: “What does my country think?”, but also ask: “Why does my country think this?”. And even more importantly: “How can different countries move from disagreement to cooperation?”.

Because diplomacy is not about defending positions. It is about building solutions.

UNITED NATIONS CHILDREN'S FUND

Historical background and establishment of the UNICEF:

The United Nations International Children's Emergency Fund (UNICEF) was founded in 1946 after the end of the Second World War.[1].

It can be considered as a development and continuation of the UN Relief Rehabilitation Administration[2] (UNRRA), which was created in November 1943 as a joint initiative of the United States, United Kingdom, USSR and the Republic of China. The main objective was to plan, coordinate and administer measures aimed at relieving the victims of war in any area under the control of the United Nations, by supplying food, water, clothes, shelter and other basic necessities. The United Nations Relief Rehabilitation Administration was dissolved in September 1948.

UNICEF's creation, at first, aimed at providing temporary measures to relieve children and mothers who were suffering after the end of the war. The idea behind the creation of this Fund was to provide aid to young people as well as children, whose lives and future was in danger. This Fund was open to every youth and children coming from all the countries of the world, even though the country of belonging had an active role in the war.

In 1954, UNICEF became a permanent branch of the United Nations[3]. It also expanded its mission to a broader mandate aimed at supplying humanitarian help and developmental aid to children worldwide.

UNICEF works with National Committees in 33 countries, which serves as a public face of UNICEF[4].

---

[1] *"UNICEF," Unicef, n.d., https://www.unicef.org/*

[2] Fox, G. (1950). The Origins of UNRRA. Political Science Quarterly, 65(4), 561–584. https://doi.org/10.2307/2145664

[3] "Document Viewer," n.d., https://docs.un.org/en/a/res/802(viii) .

[4] "UNICEF National Committees," UNICEF, n.d., https://www.unicef.org/unicef-national-committees .

Mandate, structure and core functions

UNICEF works in over 190 countries and its main function is to protect the rights of every child around the world. It aims at granting the same rights to everyone, by providing and advocating for education, health and nutrition services. The protection of children regards also the idea of safeguarding them from violence and abuses as well as of enabling them to have clean water as well as sanitation. There are some specific areas where UNICEF focuses on, namely child protection, children with disabilities, climate change, early childhood development, education, gender equality, health and immunisation, humanitarian emergencies, nutrition, social and behaviour change, social policy and water, sanitation as well as hygiene.

UNICEF, as stated above, works in varied countries, however there are some territories where the agency of the UN had decided to not operate because of the pro-arbotion value that the agency has, which is not compatible with those countries.

In addition to the previous stated objectives, UNICEF has the role of organising fundraising in order to promote the vision of this agency and obtain donations, which are crucial to provide assistance and mission in different countries. For instance, administering vaccines, providing medical care for newborns, infants, community education programs on family planning and children's rights.

Major Actions and Historical Impact:

UNICEF over the years has been engaged in the protection of child's right and, according to 2024's report[5], over 1.5 billion polio vaccines have been given to children, humanitarian assistance has been provided in 104 countries, 26 million children have been able to access education and go to school. Over 18 million people gained access to basic sanitation services and around 6.2 million children have been able to receive health, justice and social work after having experienced violence.

[5] UNICEF Annual Report 2024. (2025). In *https://www.unicef.org/reports/unicef-annual-report/2024#Download-report* . https://www.unicef.org/reports/unicef-annual-report/2024#Download-report

One of main important initiatives is the GOBI-FFF project[6], which was established by UNICEF in 1982 and its main goal was to improve the development and lives of children with assistance that has a lower cost but a high impact, particularly in developing countries. The name GOBI-FFF is an acronym, in fact G represents Growth monitoring, O regards oral rehydration therapy, B is breast feeling and I regards immunisation. While F states for Female education, family spacing and food supplements. This project had been really successful in providing aid to millions of infants and children.

Challenges and important future projects:

Even though the work of UNICEF has been particularly important and crucial over the years in order to save and improve the lives of many children around the world. There are still some challenges which the agency has to deal with, namely, the humanitarian crisis, funding limitations and the impact of global issues such as climate change and the current conflicts taking place in our world. The last two issues stated, namely climate change and conflicts, are unfortunately something that it is impossible to predict how they will develop and therefore, it is also really difficult to be able to tackle and address them in the most concrete possible way.

Future Outlook and Questions for Delegates:

In the coming years, the United Nation Children's Fund (UNICEF) will increasingly need to address the impact of artificial intelligence (AI) on children's education and rights. AI-based learning systems could offer personalised support for students with disabilities, language assistance and new opportunities in areas facing teacher shortages. However, these systems also raise concerns regarding privacy, algorithmic bias, unequal access to technology and the possible reduction of human interaction in education.Therefore, UNICEF's future role should focus on ensuring that AI remains a supportive tool for teachers and schools, rather than a complete replacement for traditional education. Schools are not just places for knowledge acquisition, but also for developing

[6] https://www.unicef.org/blog/legacy-progress-future-promise

social skills, emotional awareness and participation. At the same time, Member States should consider how AI can be used safely and inclusively, especially in low-income, rural or crisis-affected areas where digital infrastructure access remains limited.

The main challenge for delegates will be finding a balance between innovation and protection. Any future approach should consider common standards on data protection, transparency, accessibility, teacher training and accountability for private technology companies. Delegates should therefore reflect on how UNICEF can help Member States use AI in education without increasing existing inequalities or undermining children's rights.

Questions for delegates:

- Should AI-based learning systems replace traditional education, or should they only support teachers and schools?
- How can UNICEF promote digital innovation while protecting children's privacy, safety and development?
- Which minimum international standards should be adopted before AI tools are introduced in classrooms?
- How can Member States prevent AI-based education from increasing inequalities between countries and communities?
- What role should teachers have in classrooms where AI systems are used?

Children in the Digital Classroom: Should AI-Based Learning Systems Replace Traditional Education Models?

Introduction and context of the topic

The advent and development of Artificial Intelligence (AI) has in recent years affected and modified, in some schools, the traditional education models. In the past, textbooks and notebooks were the main tools that allow students to learn new topics, take notes and do exercise. The development of internet and new access to information worldwide, over the years, has allowed students to get more knowledge and have complementary exercises online. In the past, research, for instance, was conducted by reading different books that had to be purchased or borrowed in libraries. The accessibility to internet, in developed countries, changed it and started enabling students to search online. The Covid-19 pandemic, then, has been a key turning point in the digitalisation of education and the further integration of AI tools in the educational path of students. The inclusion of Artificial Intelligence into education can be displayed and understood through different modes. Starting from a faster and narrow accessibility to information, easier way to solve any mathematical exercise to the existence of digital platforms that personalise exercises, correct assignments and support students with additional explanations. In this context, AI-based learning systems adapt educational content to individual learners' needs and progress. This growing adoption has opened an international debate on whether AI should simply support traditional education or potentially replace teachers and schools.[7]

This issue is pertinent to the United Nation Children's Fund (UNICEF) as education encompasses more than just academic performance, but also as a fundamental right of every child. Schools

[7] UNESCO, *Guidance for Generative AI in Education and Research*, UNESCO, 2023, pp. 19-20 and pp. 38-39, available at: https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research?

provide knowledge, but also foster social interaction, protection and emotional development. While AI may help expand access to learning, especially in regions with teacher shortages or limited resources, it may also increase inequalities where children lack internet access, digital devices or basic infrastructure.[8] Moreover, having easy and fast information provided without reading a full text or researching on different sources might limit the ability of students to develop research skills as well as to not fact-check the information found. As a matter of fact, in traditional educational methods, textbooks are used as a source of information, and they are verified and are written by professionals. On the contrary, whenever a student accesses information online, he/she is exposed to a multitude of information, which is not always true.

The key question is not just whether AI can improve learning, but under which conditions it can be used safely, inclusively and in line with children's rights

Root causes and historical development

The debate on AI-based learning systems is deeply rooted in the broader digitalisation of education. Over the past few decades, schools and governments have increasingly incorporated computers, online platforms and digital resources to enhance access to learning and modernise teaching methods. During the COVID-19 pandemic the school closures forced the adoption of remote and digital learning. However, this shift also exposed deep inequalities, as many children lacked internet access, devices or adequate support at home.[9] For instance, in 2020, according to a report published by UNICEF, 1.3 billion children did not have access to internet at home, which translated into not being able to attend online classes during the period of the lockdown.[10]

Longstanding challenges within traditional education models facilitated the development and integration of AI.. Many countries face overcrowded classrooms, teacher shortages, limited learning

[8] UNICEF, *Digital Learning for Every Child: Closing the Gaps for an Inclusive and Prosperous Future*, UNICEF, 2021, pp. 2-5, available at: https://www.unicef.org/media/113896/file/Digital%20Learning%20for%20Every%20Child.pdf

[9] UNICEF, *Digital Learning for Every Child: Closing the Gaps for an Inclusive and Prosperous Future*, UNICEF, 2021, pp. 2-5, available at: https://www.unicef.org/reports/digital-learning-every-child?

[10] UNICEF, "Two Thirds of the World's School-age Children Have No Internet Access at Home, New UNICEF-ITU Report Says," UNICEF Global, December 1, 2020, https://www.unicef.org/press-releases/two-thirds-worlds-school-age-children-have-no-internet-access-home-new-unicef-itu.

materials and significant disparities in students' learning levels. Consequently, AI-based systems have been proposed as potential tools to personalise education, provide instant feedback and assist teachers in managing diverse classrooms. Simultaneously, their expansion has been influenced by the growing role of private technology companies in the education sector.[11]

A pivotal moment arrived with the rapid proliferation of generative AI tools after 2022. These systems revolutionalised the creation of texts, exercises, explanations and assessments in a way that directly influence how students learn and how teachers evaluate their work. Consequently, the international discussion moved from a general discussion about technology's role in schools to a more focused concern: whether AI should remain a support instrument, or whether it could transform the traditional relationship between students, teachers and educational institutions.[12]

Current Situation and Actors

AI-based learning systems are increasingly used in education through tutoring platforms, automated assessments tools, adaptive learning programmes and generative AI applications. These tools support personalised learning and allow teachers to respond to students' different needs. However, their adoption remains uneven across regions, as many children still lack access to reliable internet, digital devices and safe learning environments. For this reason, the current debate is closely tied to the digital divide and the potential for AI to benefit already advantaged students more than vulnerable ones.[13]

Key actors include Member States, UNICEF, the United Nations Educational, Scientific and Cultural Organisation (UNESCO), schools, teachers, families, civil society organisations and private technology companies. Governments regulate AI in education and protect children's rights, while international organisations provide guidance, research and policy recommendations. Technology companies significantly influence the classroom landscape, as many AI tools are

[11] UNESCO, *Global Education Monitoring Report 2023: Technology in Education: A Tool on Whose Terms?*, UNESCO, 2023, available at: https://www.unesco.org/gem-report/en/publication/technology?
[12] UNESCO, *Guidance for Generative AI in Education and Research*, UNESCO, 2023, available at: https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research?
[13] UNICEF, *Digital Learning for Every Child: Closing the Gaps for an Inclusive and Prosperous Future*, UNICEF, 2021, available at: https://www.unicef.org/reports/digital-learning-every-child?

privately developed, raising concerns about data protection, transparency, commercial interests and accountability.[14]

The most controversial aspect is whether AI should replace traditional education models or complement them. Supporters argue that AI enhances access to learning, assists children with disabilities and helps teachers in overcrowded classrooms. Critics, however, believe education cannot be reduced to the transmission of information, as schools also foster social interaction, emotional development and protection. The challenge for UNICEF is therefore to promote innovation while ensuring that AI-based education remains inclusive, safe and centered on the child's best interests.[15]

International Response and Committee Action

The international response to AI in education is still evolving. At the global level, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) has been a leading force in defining ethical guidelines for AI use. In 2021, UNESCO Member States adopted the *Recommendation on the Ethics of Artificial Intelligence*, mandating AI systems to respect human rights, human dignity, equality and non-discrimination. While this framework is not exclusively focused on education, it provides a valuable platform for discussing AI-driven learning systems in classrooms.[16]

More specifically, in 2023, UNESCO published its *Guidance for Generative AI in Education and Research*.[17] This document encourages governments to regulate generative AI use, safeguard data privacy, train teachers and ensure AI aligns with a human-centred vision of education. Its significance lies in acknowledging both the opportunities and risks of AI in schools. However,

[14] UNESCO, *Global Education Monitoring Report 2023: Technology in Education: A Tool on Whose Terms?*, UNESCO, 2023, available at: https://www.unesco.org/en/articles/global-education-monitoring-report-2023-technology-education-tool-whose-terms?

[15] UNICEF, *Guidance on AI and Children*, UNICEF Innocenti, 2025, available at: https://www.unicef.org/innocenti/reports/policy-guidance-ai-children

[16] UNESCO, *Recommendation on the Ethics of Artificial Intelligence*, UNESCO, 2021, available at: https://www.unesco.org/en/articles/recommendation-ethics-artificial-intelligence?

[17] UNESCO, *Guidance for Generative AI in Education and Research*, UNESCO, 2023, available at: https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research?

implementation ultimately depends on national governments, each with varying financial resources, legal systems and technological capacities.

UNICEF has also contributed to the international discourse by highlighting the specific impact of AI on children's rights. Its *Guidance on AI and Children* underlines designing and governing AI systems in a way that protects children from discrimination, exploitation, unsafe data practices and other possible harms. For the topic under discussion, this is particularly pertinent because children are not only users of AI tools, but also a vulnerable group whose personal data, learning behaviour and development could be adversely affected by automated systems.[18]

In addition, UNICEF has promoted digital learning as a way to reduce educational inequalities. Its work on digital learning stresses that technology alone can support access to education, but only if the digital divide is addressed. This means that AI-based education must address broader issues such as internet access, electricity, teacher training, affordability and online safety. Therefore, the international action's effectiveness remains limited when children in low-income, rural or crisis-affected areas lack the basic infrastructure required for digital learning.[19]

While the international response has created valuable principles, a single binding global framework on AI in education remains elusive. UNICEF and Member States face the challenge of moving from general recommendations to concrete policies applicable across different national contexts. Delegates should therefore focus on how UNICEF can support governments in developing safe, inclusive and child-centred AI policies. This approach should ensure traditional education models are not weakened, as schools and teachers remain crucial for children's protection and development.

Future challenges and possible approaches

The main challenge ahead is to ensure that AI-driven learning systems improve education without overshadowing the human role of teachers and schools. While AI may support personalised learning, accessibility and educational continuity, it also raises concerns regarding privacy,

[18] UNICEF, *Guidance on AI and Children*, UNICEF Innocenti, 2025, available at: https://www.unicef.org/innocenti/reports/policy-guidance-ai-children

[19] UNICEF, *Digital Learning for Every Child: Closing the Gaps for an Inclusive and Prosperous Future*, UNICEF, 2021, available at: https://www.unicef.org/reports/digital-learning-every-child

discrimination, misinformation and excessive dependence on automated tools. For this reason, future policies should prioritise the best interests of children and adopt a human-centered approach to education.[20]

Another significant challenge is the risk of increasing inequalities. Children in low-income, rural or crisis-affected areas may not have access to electricity, internet connection, digital devices or trained teachers. If AI becomes central to education without addressing these gaps, it could reinforce existing disadvantages rather than reduce them. A potential approach would be for UNICEF to support Member States in expanding digital infrastructure, promoting teacher training and ensuring that AI tools are accessible for children with diverse needs and backgrounds.[21]

Delegates should also consider the need for international standards. Possible areas of cooperation include data protection, transparency of AI systems, age-appropriate design, public oversight and accountability for private technology companies.

[20] UNICEF, Guidance on AI and Children, UNICEF Innocenti, 2025, available at: https://www.unicef.org/innocenti/reports/policy-guidance-ai-children

[21] UNICEF, *Digital Learning for Every Child: Closing the Gaps for an Inclusive and Prosperous Future*, UNICEF, 2021, available at: https://www.unicef.org/reports/digital-learning-every-child

Annotated Bibliography

- The more inspiring and complete website when talking about the UN is their own: https://www.un.org/. Especially useful is their Official Document System (ODS) https://documents.un.org/prod/ods.nsf/home.xsp.
- The website of your committee is always a good place where to start, in the case of UNEP it is the following: https://www.unep.org
- The UNICEF National Committees page explains how UNICEF works with National Committees in different countries to support fundraising, advocacy and public engagement: https://www.unicef.org/unicef-national-committees
- UNGA Resolution n.802(VIII) of 6 October 1953, *Continuation of the United Nations International Children's Emergency Fund*, is useful to understand the institutional development of UNICEF and its continuation within the UN system: https://docs.un.org/en/a/res/802(viii)
- UNICEF's *Guidance on AI and Children* is useful to understand how artificial intelligence policies should protect children's rights, privacy, safety and development: https://www.unicef.org/innocenti/reports/policy-guidance-ai-children?utm_source=chatgpt.com
- UNICEF's *Digital Learning for Every Child: Closing the Gaps for an Inclusive and Prosperous Future* explains the digital divide and the obstacles faced by children who lack internet access, devices or digital learning opportunities: https://www.unicef.org/reports/digital-learning-every-child?
- UNESCO's *Guidance for Generative AI in Education and Research* provides recommendations on the safe and human-centred use of generative AI in schools and research: https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research?
- UNESCO's *Global Education Monitoring Report 2023: Technology in Education: A Tool on Whose Terms?* is useful for analysing the benefits and limits of technology in education, especially regarding inequality, access and the role of teachers: https://www.unesco.org/en/articles/global-education-monitoring-report-2023-technology-education-tool-whose-terms?

- UNESCO's *Recommendation on the Ethics of Artificial Intelligence* gives delegates a broader ethical framework for AI, including human rights, transparency, equality and accountability: https://www.unesco.org/en/articles/recommendation-ethics-artificial-intelligence?
- UNICEF. "Two Thirds of the World's School-age Children Have No Internet Access at Home, New UNICEF-ITU Report Says." UNICEF Global, December 1, 2020. https://www.unicef.org/press-releases/two-thirds-worlds-school-age-children-have-no-internet-access-home-new-unicef-itu.