NMUN•NY 2017

19-23 March

Documentation of the Work of the United Nations Children's Fund (UNICEF)

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2017 NATIONAL MODEL UNITED NATIONS • NEW YORK

Conference A

United Nations Children's Fund (UNICEF)

Committee Staff

Director	Silvia Bedessi
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Chair	Caroline Hoffman

Agenda

I.   Education in Emergencies
II. Promoting the Social Inclusion of Children
III. Strengthening Rehabilitation and Reintegration of Youth Offenders

Resolutions adopted by the Committee

Code	Topic	Vote
UNICEF/1/1	Education in Emergencies	Adopted without a vote
UNICEF/1/2	Education in Emergencies	Adopted without a vote
UNICEF/1/3	Education in Emergencies	Adopted without a vote

Summary Report

The United Nations Children's Fund held its annual session to consider the following agenda items:

I.   Promoting the Social Inclusion of Children
II. Strengthening Rehabilitation and Reintegration of Youth Offenders
III. Education in Emergencies

The session was attended by representatives of 26 Member States.

On Sunday, the committee adopted the agenda of III, I, II beginning discussion on the topic of "Education in Emergencies." By Tuesday, the Dais received a total of three proposals covering a wide range of sub-topics from mobile schools, gender inclusion, and education for girls to technology in education, malnutrition, and the provision of psychological aid. The committee was eager to address the issues, and throughout the day worked collaboratively and inclusively to share ideas and create different working groups.

On Wednesday, the Dais approved three draft resolutions, one of which had amendments. All three resolutions received unanimous support by the body upon voting procedure. The resolutions represented a wide range of issues, including a program aimed at combating malnutrition in schools, the promotion of gender inclusivity with a particular focus on emergencies, and an initiative to provide states affected by emergencies with teachers and technologies to facilitate access to education in times of crisis. Over the course of the week, the committee was determined and dedicated to addressing education in emergency situations. Delegates showed great commitment, enthusiasm, and came together to solve the issues. By then end of the day on Wednesday, the committee had started discussion on the second topic of "Promoting the Social Inclusion of Children."

Code: UNICEF/1/1
Committee: The United Nations Children's Fund
Topic: Education in Emergencies

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1   *The United Nations Children's Fund,*
2
3   *Recalling* Article 28 of the *Convention on the Rights of Children*, which states that all children are to receive free
4   primary education,
5
6   *Recognizing* within the *2030 Agenda for Sustainable Development* the adoption of the Sustainable Development
7   Goal (SDG) 2, which is to end hunger and improve nutrition,
8
9   *Concerned* by the fact that almost 66 million primary school-age children struggle with hunger while in primary
10 education,
11
12 *Aiming* to reach SDG4 on receiving quality education by integrating SDG 2 as an essential component to keep our
13 children healthy enough to attend school on a daily basis,
14
15 *Expressing* appreciation for the work done by the World Food Programme in providing the Food for Education
16 Indicator Guide, to monitor and evaluate Member States' performances in their national Food for Education
17 Programmes,
18
19 *Recognizing* the impact of United Nations Children's Fund (UNICEF)'s Water, Sanitation and Hygiene (WASH)
20 program, that has assisted in providing clean drinking water to 91% of the world's population,
21
22 *Realizing* that parents of children receiving food from educational organizations can devote clear attention to
23 emergency issues prevailing in the crisis situations at hand if they do not have to worry about a source of nutrition
24 for their children,
25
26 *Aware of* the difficulty of accessing wholesome, complete meals with all four food groups in emergency situations,
27
28 *Remembering* that the provision of wholesome meals is crucial to keeping children in school,
29
30 *Taking into account* the potential to increase the enrollment in educational institutions and quality of life for those
31 faced with crisis situations through the use of food as an incentive as modeled by the non-governmental organization
32 La Esperanza Granada,
33
34 *Declaring* the prevention of malnourishment a first priority, as children are unable to attend school due to the long-
35 term effects of severe malnutrition after an emergency situation has occurred,
36
37 *Bearing in mind* that malnutrition is more prevalent in times of emergency, due to the fact that in emergency
38 affected populations the deficiency of iodine, vitamin A, and iron are common, and parents in times of crisis face
39 obstacles to the provision of sufficient nutrition to children,
40
41 *Deeply conscious* that levels of risk of malnutrition in emergency situations depend on factors such as the degree of
42 food availability and accessibility,
43
44 *Fully aware* of the nutritious benefits of breakfast, therefore recognized as the most important meal of the day to
45 sustain youth in all their endeavors, including learning and going to school,
46
47 *Understanding* that children require all necessary 20 vitamins and minerals to actively participate and stay attentive
48 during school lessons provided by UNICEF teaching programs,
49

1. *Expresses* an effort to make the Breakfast Club a collaborative and mutualistic initiative, cooperating with existing local farmers/agri-food businesses, through:

    a. UNICEF-partnered programs, such as the Scaling Up Nutrition (SUN) movement and The School Meals Essential Package, which will aid in accommodating for food sensitivities amongst the children;

    b. Small-Medium Enterprises (SMEs) working with the UN Food and Agriculture Organization, which will help:

        i. The likely damaged local economy, following an emergency, and aid in the delivering of the food to the children in need;
        ii. Local farmers, agri-food businesses and SMEs sustain themselves and work in order to produce independently when the Breakfast Club Initiative has left the affected region, sequentially after the emergency situation has been taken care of;

2. *Encourages* Member States to work through the World Food Programme (WFP) and UNICEF in partnership with UN volunteers to distribute healthy, wholesome breakfasts to every child in temporary school establishments on refugee grounds in emergency crisis situations;

3. *Encourages* the utilization of the OCHA Appeals/Response Plans and Financial Tracking System to provide immediate relief of insufficient food supply and the UNICEF Humanitarian Action for Children as deemed necessary to the initiative in order to provide these meals;

4. *Draws attention* to enlarging this initiative by working alongside UNICEF's existing Water, Sanitation and Hygiene (WASH) project:

    a. Continuously providing safe drinking water throughout the days children are in school in order to keep them hydrated and thus alert and able to learn;

    b. Using their sanitation methods to ensure that the Breakfast Club meals are safe and hygienic;

    c. Providing courses for the children in order to use the methods developed by the Water, Sanitation and Hygiene project;

5. *Emphasizes* the importance of engaging youth on a voluntary basis to educate their peers on health care and proper nutrition through the Breakfast Club initiative that will empower these young volunteers through knowledge transfer by specific education presentations carried out by UNICEF staff on the importance of consuming all 20 vitamin and minerals within the four food groups;

6. *Encourages* the implementation of the Breakfast Club initiative, in cooperation with the UNHCR, in all high-need areas, including post-crisis regions, refugee camps, and heavily impoverished territories;

7. *Entrusts* UNICEF staff, in cooperation with local teachers, to run the Breakfast Club initiative while engaging the secondary education students in the delivery of the food aid in emergency crises;

8. *Intends* to distribute meals to school children without prioritizing, or discriminating on the base of gender, disabilities, race, ethnicity, and religion.

1   *The United Nations Children's Fund,*
2
3   *Recalling* Article 26 of the *Universal Declaration of Human Rights* that expresses the right to education,
4
5   *Guided* by Principle 8 of the *Convention on the Rights of the Child*, affirming children's right to be among the first
6   to receive relief in all circumstances,
7
8   *Recalling* General Assembly resolution 56/572 of 2001 that recognizes the importance of literacy by promoting
9   education for all,
10
11 *Acknowledging* the *2030 Agenda for Sustainable Development* and specifically Sustainable Development Goal
12 (SDG) 4 to ensure inclusive and equitable quality education to promote lifelong learning opportunities for all as well
13 as SDG 5 for the purposes of achieving gender equality and empowering all women and girls,
14
15 *Aware* of General Assembly resolution 64/L.58 of 2010 on "The right to education in emergency situations" to
16 further improve upon and implement the ideas presented,
17
18 *Believing* that educating children on gender equality will contribute to sustainable peace for future generations,
19
20 *Deeply concerned* with the lingering effects that exposure to violence and conflict situations can have on a child's
21 development,
22
23 *Acknowledging* that girls living in conflict affected states are 2.5 times more likely than boys to be out of school and
24 90 percent more likely than males to be out of secondary education, according to a research from the Global
25 Partnership for Education,
26
27 *Deeply concerned* by the ever-increasing number and severity of emergency situations around the globe, and the
28 data showing that approximately 20 percent of young girls in developing countries are not able to attend school due
29 to the lack of access to sanitary products especially during emergency situations,
30
31 *Noting with satisfaction* the emergency efforts carried out in Southeast Asia led by UNESCO to implement non-
32 formal education programs for young girls in centers of learning that allow for psychological and emotional support
33 groups in addition to literacy and leadership courses,
34
35 *Appreciating highly* the effectiveness of the UNICEF School-in-a-Box initiative, a ready-made educational solution
36 for education in emergency, in particular with the use of the Education Kits, an expansion to School-in-a-Box
37 initiative that provides students with special needs additional supportive tools,
38
39 1. *Confirms the need for* an expansion of the School-in-a-Box initiative to address gender inclusion barriers during
40   times of emergency, specifically relating to girls, by adding the Education Kits: Gender Inclusivity, which
41   would be modeled after the Education Kits, and would include:
42
43   a. Training manuals for teachers developed in tandem with the Inter-Agency Network for Education in
44   Emergencies (INEE) and relevant non-governmental organizations (NGOs), including Save the
45   Children, Teachers without Borders, and Let Girls Learn, to develop evidence-based approaches, as
46   determined in the *INEE Strategic Plan 2015-2017*, to address the issues of gender based violence,
47   discrimination, and health, with respect of the cultural values of individual Member States, by focusing
48   on:
49

| | | i. | Providing sexual education for underprivileged and crisis-affected children, affected by discrimination and lack of hygiene for the needs of developing females; |
| | | ii. | Ensuring safety and gender equality by providing a gender-sensitive learning environment with consideration to the needs of girls, which promotes inclusivity at all levels; |

      b. Hygiene and sanitation packs supplied in collaboration with the NGO Days for Girls:

            i. For distribution to girls by education centers during times of emergency;
            ii. That include washcloths, soaps, absorbent liners, panties, waterproof shields;

2. *Encourages* the participation of the United Nations Gender Education Initiative in the implementation of practical and vocational skills for girls through training initiatives adhering to the standards of the International Labor Organization (ILO) concerning traditional valued practices of their individual respective communities through;

      a. The further implementation of the United Nations Girls Education Initiative to include the special needs of states such as capacity to sustain and provide for children's education in emergency situations especially in regards to communities experiencing crisis while sheltering refugees;

      b. Technical collaboration with the International Labor Organization to develop capacity-building and skill training and programs that would be given to girls through education centers, similar to ILO's collaboration with the United Nations High Commissioner for Refugees (UNHCR) towards self-reliance and sustainable livelihoods for refugees in Dadaab and Kakuma camps;

      c. Working with Room to Read, an NGO that builds literacy and gender equality programs, to expand upon creating social media platforms and campaigns to support the empowerment of girls' education along with creating a global movement;

      d. Encouraging mentorship opportunities in parallel to the training manuals by collaborating with the NGO GirlForward in which workshops are provided to engage young girls during times of emergency in exploring their identities, connecting with other girls, and access to resources they need within their communities to empower young girls and women;

3. *Suggests* Member States to ensure the safety of all children, with a special concern for threats that are directed towards young girls, by encouraging the establishment of transportation programs to provide children with safe methods of transportation to school or any alternative program implemented in a crisis situation, which would be modeled after the Safe Route to School Program, which encourages community-based approaches including Walking School Bus, which is a group of children walking to school with one or more adults, and Bicycle Train, which is a group of children traveling on bikes led by an adult to school, which would:

      a. Be led by and coordinated by a parent or guardian, teachers, public health educators, and/or law enforcement officers for those without a parent or guardian, within communities facing emergency situations;

      b. Utilize the existing INEE framework to connect NGOs that recycle and redistribute bikes to promote safer transportation such as World Bicycle Relief and Bikes for the World, which provide upcycled bicycles to those in need, with other organizations working to promote education in emergencies;

4. *Draws attention* to the need for psychological monitoring and care for children, especially girls subjected to any kind of gender-based violence or harassment, especially within refugees camps by:

      a. Providing access to counseling for children through education centers in collaboration with Save the Children to address post-traumatic stress syndrome;

104	b.	Implementing informal voluntary workshops implemented by education centers to serve as support
105		groups for young girls experiencing similar setbacks and allow them to form coalitions and gain
106		friendships for greater emotional support from each other and for each other;
107		

5. *Encourages* increased multilateral cooperation and collaboration between relevant organizations, including NGOs, IOs, and private foundations such as Save the Children, Swedish International Development Cooperation Agency (SIDA), the Inter-Agency Network for Education in Emergencies (INEE) and the EU Children of Peace initiative by promoting:

   a. Further implementation of the goals such as global and national development agendas to reflect emerging concerns on girls' education and gender equality, especially for the most marginalized, set by the UN Girls Education Initiative Gender Responsive Education Sector Plans at local, regional, and national levels during times of emergency;

   b. An increased partnership between experts within the INEE Adolescent and Youth Task Team in order to facilitate coordination for collective action and to ensure an efficient and timely response to provide disaster areas with the resources and support necessary to continue education;

6. *Remains deeply concerned* towards the fact that gender inequalities are still deeply rooted in crises situations that disproportionately affect the education of girls in emergency environments, and refers to the need of access to basic education and healthcare for girls and women in addition to the fact that they are victims of discrimination thereby:

   a. Adopting the creation and promotion of gender-responsive emergency education programs to close the gaps of inequality through advocacy of girls by each Member State;

   b. Aligning global ideals of the Member States with Sustainable Development Goal 4 and SDG 5 for the purposes of achieving gender equality in emergency education leading to the empowerment of all women and girls;

   c. Working to expand upon gender-inclusive extra-curricular activities beneficial to promote resilience and healing during an emergency situation by allowing the children to participate in sports and hobbies.

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1   *The United Nations Children's Fund,*
2
3   *Recognizing* that all children have the right to education as stated by Article 26 of the *Universal Declaration of*
4   *Human Rights* (UDHR) (1948),
5
6   *Recalling* the *Convention on the Rights of the Child* (1989) which states that every child should have the primary
7   right to education,
8
9   *Further recalling* the Sustainable Development Goal (SDG) 4, Ensuring Quality Education for All, specifically
10 focusing on target 1, which states that all students should be able to complete primary and secondary education,
11
12 *Noting with satisfaction* General Assembly resolution 64/290 of 2010 on "The right to education in emergencies",
13 which defends the inalienable right for children and youth alike to receive an education even in unstable
14 humanitarian situations and natural disaster prone regions,
15
16 *Bearing in mind* the *Incheon Declaration,* which promotes inclusive education through expressed goals to promote
17 quality education at all levels and well trained teachers,
18
19 *Recalling* also General Assembly resolution 64/290 of 2010 on "The right to education in emergency situations",
20 which highlights the need to increase funds for education in emergencies and to protect schools from attacks,
21
22 *Referring* to the definition by the non-governmental organization (NGO) Right to Education which states Education
23 in Emergencies (EiE) as "a situation affecting education in all situations in which man-made or natural disasters
24 destroy the usual conditions of life and therefor disrupt, deny, hinder progress or delay the realization of the right to
25 education",
26
27 *Underlining* that during emergencies the right to education is very often compromised,
28
29 *Being aware* of the vulnerabilities of children in emergencies, because displacement often complicates the education
30 accreditation they achieve,
31
32 *Believing* that the right to education is an aspect of social and economic right whereby human rights are interrelated
33 and interdependent, and should be enjoyed holistically,
34
35 *Guided by* the program School-in-a-Box, which is a part of UNICEF's outlined response for education in
36 emergencies, which consists of supplies and materials for a teacher and up to 40 students,
37
38 *Deeply convinced* that the UNICEF Education in Emergencies toolkit is a valuable resource which can however be
39 improved by technology, especially regarding the reintegration and trainings of teachers,
40
41 *Commending* the work done by the organization Teachers Without Borders, a NGO which is a sharing platform to
42 connect teachers from 183 Member States,
43
44 *Recognizing* the humanitarian and social affairs that are promoted through media campaigns through the efforts of
45 the General Assembly Third Committee,
46
47 *Recommending* the use of a United Nations laissez-passer (UNLP) to provide an official travel document for
48 teachers/participants of the Teaching Beyond Boundaries (TBB) program, as outlined within Article VIII of the
49 *Convention of the Privileges and Immunities of the United Nations*,
50

51   *Recognizing* that the use of technology by local populations facing emergencies is an excellent opportunity to gather
52   data,
53
54   *Highlighting* that there is an increase in the use and delivery of technology in emergencies by governments and
55   NGOs, like USAID, the Mastercard and Tata communication initiative,
56
57   *Acknowledging* that the best solution to build resilience for communities is to achieve stability to ensure that the
58   teachers will have incentives to stay in the emergency zone to continue their work and to make the return to a
59   normal situation easier, by avoiding any break in the structure,
60
61   *Recognizing* that there are different ways to enable access to educational content for the teachers or the students
62   through technology, like the World Bank Interactive Radio Instruction and the UNHCR Learn Lab in South Sudan,
63   and that those should be adapted to the infrastructural context of the region, like the access to power supplies,
64
65   *Deeply convinced* that the contents provided through technology must forecast planned evaluations to assess the
66   competences of children, and that local governments should deliver accreditations allowing to recognize the
67   involvement of children for the time they studied at distance,
68
69   *Deeply interested* by the intention of the newly installed "Education Cannot Wait" global fund to use technology for
70   capacity building and to provide education,
71
72   *Expressing* its satisfaction with the #EmergencyLessons UNICEF social media awareness campaign, which
73   highlights the importance of education for children affected by emergencies,
74
75   1.   *Decides* to establish an initiative of UNICEF under the official name of Teaching Beyond Boundaries,
76   commonly referred to as "Blue Pencils", with the intention to provide children in emergency situations with
77   education by:
78
79   a.   Creating a teaching unit consisting of voluntarily participating international teachers and apprentices
80   called "Blue Pencils", who shall be deployed to the affected region on a short-term mandate by a
81   specific request from the hosting country;
82
83   b.   Appointing a single coordinator, who shall decide upon the number of teachers and apprentices for the
84   execution of the educational mission within a specific region/country;
85
86   c.   Focusing on teaching basic numeracy, literacy, and social skills with a determined focus on keeping
87   good hygiene and improvement of the physical health for the participating children;
88
89   d.   Training local teachers in the host country in similar subjects, to ensure long-term potentiation of any
90   educational efforts by TBB with a focus on delivering courses on Risk Reduction Strategies and
91   Precautionary skills such as resilience, safety and security techniques upon entering Emergency
92   Situations, in order to adequately prepare the "blue pencils" for deployment;
93
94   e.   Encouraging a TBB staff collaboration with private and non-governmental organizations, such as
95   Teachers Without Borders, that have educational aspects within their mandate for the express purpose
96   of providing insightful tools and materials for on-the-ground assistance in order to support the TBB
97   program;
98
99   f.   The use of technology and technological educational content provided by "Tech on Wheels" and
100   "Edutech";
101
102 2.   *Promotes* access to technology as an efficient learning tool for children and teachers facing emergency
103   situations or at risk of crisis so that:
104

105	a.		In the case of a community which lacks access to power supplies, education would be offered through
106			a mobile training unit, a vehicle equipped with an electric generator, and a local eLearning server with
107			laptops connected to it to ensure:
108			
109		i.	the access to the Tech on Wheels platform and its appliances is reserved to officials of the
110			Member States, international organizations, and other UN agencies and the United Nations
111			Office on Drugs and Crime (UNODC) partners;
112		ii.	education via Tech on Wheels is provided, impartially, directly to people in need, without
113			discrimination because of their race, ethnic group, religion, gender, age, nationality, or
114			political affiliation;
115		iii.	the equipment and the online and off-line learning modules aims to enhance knowledge and
116			technical skills of local teaching staff and their pupils;
117		iv.	together with international partners, UNICEF Tech on Wheels reaches all crisis-affected
118			children and youth with safe, free and quality education by 2030;
119			
120	b.		In the case of a possible access to electricity or connected network, working alongside local
121			governments and UNESCO, the most efficient way to spread educational content would be through the
122			most suitable technology regarding the funding capacities and the infrastructural context, called
123			"Edutech", which would facilitate:
124			
125		i.	content spreading through radio, similarly to the Interactive Radio Instruction (IRI) put in
126			place in Somalia;
127		ii.	content spreading through Short Message (SMS);
128		iii.	content on the internet;
129		iv.	more advanced technology, like the UNHCR Learn Lab;
130			
131	3.		*Resolves* to implement a system of providing educational content through technology for teachers and learners:
132			
133	a.		Which should:
134			
135		i.	be created in advance in order to facilitate its distribution in the event of a crisis;
136		ii.	be built upon the already existing Open Education Resources (OER), Khan University classes,
137			that are available for free and in many languages;
138		iii.	focus on vocational training in the event of long standing crisis, in order to help the user
139			access a qualified job in the aftermath or even during the crisis with the aim of improving
140			their situation;
141			
142	b.		Through cooperation with the local governments in order for them to recognize the work put by
143			children following classes at distance through "Tech on Wheels" or "Edutec", by accrediting their
144			progress;
145			
146	c.		Through the online platform called Edudemic where teachers could receive an online training with the
147			passage "The Teacher's Guide to Technology and Learning," which offers them the opportunity to
148			learn how to teach through educational technologies alongside with sharing their best teaching
149			practices methods on the platform, their material, their routine, curricula, programs content and
150			resources, as well as exchange feedbacks and advices;
151			
152	d.		Through social-media awareness campaigns, such as #EmergencyLessons, based on the real-life
153			experiences of children living through emergencies, in order to increase the awareness of the citizens
154			of all Member States about the issue of education in emergency;
155			
156	4.		*Encourages* all Member States to establish a local pre-trained team in collaboration with the Teaching Beyond
157			Boundaries (TBB) program, in charge of delivering education in case of emergencies by making sure to:
158			
159	a.		Work in collaboration with UNICEF to ease the training process;
160			

161   b.   Provide not only teachers but also psychologists to allow children to cope with the situation
162   surrounding them, and engineers to teach how to properly and efficiently manage available resources;
163

164 5. *Encourages* the crisis-affected Member State to assist in the circulation of TBB staff and educational resources
165   in their pursuit of assuring education to children affected by an emergency situation by:
166

167   a.   Recognizing the United Nations laissez-passer (UNLP) travel document as an official recognition to
168   allow humanitarian workers of TBB on the national territory;
169

170   b.   Making available online application forms for:
171

172   i.   The UN crisis-affected Member States to apply for the deployment of "Blue Pencils" on
173   national territory;
174   ii.   Volunteer staff, teachers and apprentices, through the UN Career Web page;
175

176 6. *Endorses* already existing platforms like "School in a Box" and "Mobile Schools" in order to ensure efficient
177   emergency education;
178

179 7. *Seeks* to propose to the General Assembly Third Committee (GA3) to inform all Member States during the
180   following annual meeting about the UNICEF TBB program and the availability for a crisis-affected State to
181   request the deployment of the "Blue Pencils" to provide education to children displaced in emergencies;
182

183 8. *Encourages* Members States to contribute in emergency situations, through the overseeing of UNICEF,
184   physical resources such as staff, books, toys, pencils, papers and technological devices, as well as any other
185   material that would facilitate the education process which would:
186

187   a.   Be given in the mother tongue, by partnering with local stakeholders, former local teachers, UNESCO,
188   and local NGOs, in order to be culturally comprehensive and adapted to the mindset and cultural
189   background of the targeted children;
190

191   b.   Only be accepted if they are in accordance with the principles of the UN Charter and do not promote
192   any religious, ideological or ethnic discrimination;
193

194 9. *Draws attention* to the necessity of a comprehensive approach for the educational content, based on which a
195   board of professionals appointed by UNICEF will gather on a case-by-case basis to determine the education
196   programs that are needed, which would include individuals with the following status:
197

198   a.   Local educational leaders to provide the necessary insight for a localized approach;
199

200   b.   UNICEF professionals trained accordingly to accredited international programs in accordance with a
201   standardized education route recognized worldwide;
202

203   c.   Information and Communications Technology trained professionals that could provide the correct
204   training for use of technology;
205

206   d.   Psychological experts that could provide the students mental support in order to cope with the trauma
207   of their current crises;
208

209   e.   Local social workers that would understand the current cultural and social background and situation;
210

211 10. *Requests* local governments to implement or introduce measures, in collaboration with UNHCR, to be able to
212   deliver safe education during emergencies situations in temporary learning spaces, providing shelters protected
213   from the wind, rain, cold and dust, located away from loud and dangerous areas;
214

215 11. *Invites* all Member States to establish a local pre-trained team in collaboration with the Teaching Beyond
216   Boundaries (TBB) program, in charge of delivering education in case of emergencies by making sure to:

a. Work in collaboration with UNICEF to ease the training process;

b. Provide not only teachers but also psychologists to allow children to cope with the situation surrounding them, and engineers to teach how to properly and efficiently manage available resources;

12. *Promotes* the organization of cultural exchanges by UNICEF field offices, in order to:

a. Allow students coming from emergencies situations to access a proper education experience;

b. Allow teachers to experience different teaching methods, and to improve their own;

13. *Suggests* that the kids go through a social reintegration process that will allow them to be in the best conditions to fully learn by:

a. Ensuring social assistance such as psychological aid, to have someone to rely on, in collaboration with the local pre-trained team;

b. Seeking for the help of NGOs such as Save the Children and Red Cross;

14. *Encourages* the implementation of collaboration on funding between the private and public sectors and NGOs, through:

a. Partnerships with already created funds with a/an humanitarian/educational purpose, such as Education Cannot Wait, and Theirworld, as well as INEE;

b. Partnerships with local NGOs, which are already working on the field to provide educational content and material, or which try to improve access and use of technology;

c. Partnerships with local Information Communication Technologies companies in order to work to ensure an inexpensive and efficient access to technology through access to electricity, technological devices, and connected network access;

d. Partnerships with Various UN organizations, primarily through Multi-Donor Trust Funds (MDTF's) from UN Organizations, Humanitarian Funding, Other Resources Regular (ORR), Thematic Funding, and, most importantly, Regular Resources (RR) from UNICEF;

15. *Resolves* to stay updated to gather data about the programs implemented, such as "New Deal" for Engagement in Fragile States, by:

a. Using the knowledge of the locals to gather data on the situation of the crisis in order to map the attacks, dangerous zones and new settlements or informal education centers;

b. Anonymous data collected in order to grant all users and respondent privacy;

c. Using the technological devices as a way for the users, may they be children or professional workers on the field, to allow locals to give reviews and opinions on the programs implemented by the international community such as "New Deal" for Engagement in Fragile States or programs implemented by NGOs;

d. Trying to always be able to review and modify the program on an evidence-based approach in order to always be most cost effective;

16. *Encourages* collaboration between local governments, international community, NGOs, UN agencies such as, UNHCR and UNESCO, as well as private companies in order to enhance the access to educational content through technology;

273
274 17. *Calls upon* all Member States to adopt social-media driven public awareness campaigns, such as
275 #EmergencyLessons, based on the real-life experiences of children living through emergencies, with the aim
276 to:
277
278   a. Expand #EmergencyLessons to all Member States that have not yet adopted the program;
279
280   b. Aiming to reach a larger public in order to raise awareness them about volunteering opportunity;
281
282 18. *Suggests* all Member States use internet-connected forms of communication to alert their citizens to sudden
283 onset emergencies to prevent the loss of life;
284
285 19. *Encourages* to implement a system of providing educational content through technology for teachers and
286 learners through:
287
288   a. Content that shall be created in advance in order to facilitate its distribution in the event of a crisis;
289
290   b. Content that could be built upon the already existing Open Education Resources (OER), Khan
291 University classes, and resources available on Wikipedia, that are available for free and in many
292 languages;
293
294   c. Content that should focus on vocational training in the event of long standing crisis, in order to help
295 the user access a qualified job in the aftermath or even during the crisis with the aim of improving their
296 situation.