19-23 March

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

Conference A
United Nations Children’s Fund (UNICEF)

Committee Staff

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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

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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.”
The United Nations Children’s Fund,

Recalling Article 28 of the Convention on the Rights of Children, which states that all children are to receive free primary education,

Recognizing within the 2030 Agenda for Sustainable Development the adoption of the Sustainable Development Goal (SDG) 2, which is to end hunger and improve nutrition,

Concerned by the fact that almost 66 million primary school-age children struggle with hunger while in primary education,

Aiming to reach SDG4 on receiving quality education by integrating SDG 2 as an essential component to keep our children healthy enough to attend school on a daily basis,

Expressing appreciation for the work done by the World Food Programme in providing the Food for Education Indicator Guide, to monitor and evaluate Member States’ performances in their national Food for Education Programmes,

Recognizing the impact of United Nations Children’s Fund (UNICEF)’s Water, Sanitation and Hygiene (WASH) program, that has assisted in providing clean drinking water to 91% of the world’s population,

Realizing that parents of children receiving food from educational organizations can devote clear attention to emergency issues prevailing in the crisis situations at hand if they do not have to worry about a source of nutrition for their children,

Aware of the difficulty of accessing wholesome, complete meals with all four food groups in emergency situations,

Remembering that the provision of wholesome meals is crucial to keeping children in school,

Taking into account the potential to increase the enrollment in educational institutions and quality of life for those faced with crisis situations through the use of food as an incentive as modeled by the non-governmental organization La Esperanza Granada,

Declaring the prevention of malnourishment a first priority, as children are unable to attend school due to the long-term effects of severe malnutrition after an emergency situation has occurred,

Bearing in mind that malnutrition is more prevalent in times of emergency, due to the fact that in emergency affected populations the deficiency of iodine, vitamin A, and iron are common, and parents in times of crisis face obstacles to the provision of sufficient nutrition to children,

Deeply conscious that levels of risk of malnutrition in emergency situations depend on factors such as the degree of food availability and accessibility,

Fully aware of the nutritious benefits of breakfast, therefore recognized as the most important meal of the day to sustain youth in all their endeavors, including learning and going to school,

Understanding that children require all necessary 20 vitamins and minerals to actively participate and stay attentive during school lessons provided by UNICEF teaching programs,
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.
The United Nations Children’s Fund,

Recalling Article 26 of the Universal Declaration of Human Rights that expresses the right to education,

Guided by Principle 8 of the Convention on the Rights of the Child, affirming children’s right to be among the first to receive relief in all circumstances,

Recalling General Assembly resolution 56/572 of 2001 that recognizes the importance of literacy by promoting education for all,

Acknowledging the 2030 Agenda for Sustainable Development and specifically Sustainable Development Goal (SDG) 4 to ensure inclusive and equitable quality education to promote lifelong learning opportunities for all as well as SDG 5 for the purposes of achieving gender equality and empowering all women and girls,

Aware of General Assembly resolution 64/L.58 of 2010 on “The right to education in emergency situations” to further improve upon and implement the ideas presented,

Believing that educating children on gender equality will contribute to sustainable peace for future generations,

Deeply concerned with the lingering effects that exposure to violence and conflict situations can have on a child’s development,

Acknowledging that girls living in conflict affected states are 2.5 times more likely than boys to be out of school and 90 percent more likely than males to be out of secondary education, according to a research from the Global Partnership for Education,

Deeply concerned by the ever-increasing number and severity of emergency situations around the globe, and the data showing that approximately 20 percent of young girls in developing countries are not able to attend school due to the lack of access to sanitary products especially during emergency situations,

Noting with satisfaction the emergency efforts carried out in Southeast Asia led by UNESCO to implement non-formal education programs for young girls in centers of learning that allow for psychological and emotional support groups in addition to literacy and leadership courses,

Appreciating highly the effectiveness of the UNICEF School-in-a-Box initiative, a ready-made educational solution for education in emergency, in particular with the use of the Education Kits, an expansion to School-in-a-Box initiative that provides students with special needs additional supportive tools,

1. Confirms the need for an expansion of the School-in-a-Box initiative to address gender inclusion barriers during times of emergency, specifically relating to girls, by adding the Education Kits: Gender Inclusivity, which would be modeled after the Education Kits, and would include:

   a. Training manuals for teachers developed in tandem with the Inter-Agency Network for Education in Emergencies (INEE) and relevant non-governmental organizations (NGOs), including Save the Children, Teachers without Borders, and Let Girls Learn, to develop evidence-based approaches, as determined in the INEE Strategic Plan 2015-2017, to address the issues of gender based violence, discrimination, and health, with respect of the cultural values of individual Member States, by focusing on:
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;
b. Implementing informal voluntary workshops implemented by education centers to serve as support
groups for young girls experiencing similar setbacks and allow them to form coalitions and gain
friendships for greater emotional support from each other and for each other;

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.
The United Nations Children’s Fund,

Recognizing that all children have the right to education as stated by Article 26 of the Universal Declaration of Human Rights (UDHR) (1948),

Recalling the Convention on the Rights of the Child (1989) which states that every child should have the primary right to education,

Further recalling the Sustainable Development Goal (SDG) 4, Ensuring Quality Education for All, specifically focusing on target 1, which states that all students should be able to complete primary and secondary education,

Noting with satisfaction General Assembly resolution 64/290 of 2010 on “The right to education in emergencies”, which defends the inalienable right for children and youth alike to receive an education even in unstable humanitarian situations and natural disaster prone regions,

Bearing in mind the Incheon Declaration, which promotes inclusive education through expressed goals to promote quality education at all levels and well trained teachers,

Recalling also General Assembly resolution 64/290 of 2010 on “The right to education in emergency situations”, which highlights the need to increase funds for education in emergencies and to protect schools from attacks,

Referring to the definition by the non-governmental organization (NGO) Right to Education which states Education in Emergencies (EiE) as “a situation affecting education in all situations in which man-made or natural disasters destroy the usual conditions of life and therefor disrupt, deny, hinder progress or delay the realization of the right to education”,

Underlining that during emergencies the right to education is very often compromised,

Being aware of the vulnerabilities of children in emergencies, because displacement often complicates the education accreditation they achieve,

Believing that the right to education is an aspect of social and economic right whereby human rights are interrelated and interdependent, and should be enjoyed holistically,

Guided by the program School-in-a-Box, which is a part of UNICEF’s outlined response for education in emergencies, which consists of supplies and materials for a teacher and up to 40 students,

Deeply convinced that the UNICEF Education in Emergencies toolkit is a valuable resource which can however be improved by technology, especially regarding the reintegration and trainings of teachers,

Commending the work done by the organization Teachers Without Borders, a NGO which is a sharing platform to connect teachers from 183 Member States,

Recognizing the humanitarian and social affairs that are promoted through media campaigns through the efforts of the General Assembly Third Committee,

Recommend the use of a United Nations laissez-passer (UNLP) to provide an official travel document for teachers/participants of the Teaching Beyond Boundaries (TBB) program, as outlined within Article VIII of the Convention of the Privileges and Immunities of the United Nations,
Recognizing that the use of technology by local populations facing emergencies is an excellent opportunity to gather data,

Highlighting that there is an increase in the use and delivery of technology in emergencies by governments and NGOs, like USAID, the Mastercard and Tata communication initiative,

Acknowledging that the best solution to build resilience for communities is to achieve stability to ensure that the teachers will have incentives to stay in the emergency zone to continue their work and to make the return to a normal situation easier, by avoiding any break in the structure,

Recognizing that there are different ways to enable access to educational content for the teachers or the students through technology, like the World Bank Interactive Radio Instruction and the UNHCR Learn Lab in South Sudan, and that those should be adapted to the infrastructural context of the region, like the access to power supplies,

Deeply convinced that the contents provided through technology must forecast planned evaluations to assess the competences of children, and that local governments should deliver accreditations allowing to recognize the involvement of children for the time they studied at distance,

Deeply interested by the intention of the newly installed “Education Cannot Wait” global fund to use technology for capacity building and to provide education,

Expressing its satisfaction with the #EmergencyLessons UNICEF social media awareness campaign, which highlights the importance of education for children affected by emergencies,

1. **Decides** to establish an initiative of UNICEF under the official name of Teaching Beyond Boundaries, commonly referred to as “Blue Pencils”, with the intention to provide children in emergency situations with education by:

   a. Creating a teaching unit consisting of voluntarily participating international teachers and apprentices called “Blue Pencils”, who shall be deployed to the affected region on a short-term mandate by a specific request from the hosting country;

   b. Appointing a single coordinator, who shall decide upon the number of teachers and apprentices for the execution of the educational mission within a specific region/country;

   c. Focusing on teaching basic numeracy, literacy, and social skills with a determined focus on keeping good hygiene and improvement of the physical health for the participating children;

   d. Training local teachers in the host country in similar subjects, to ensure long-term potentiation of any educational efforts by TBB with a focus on delivering courses on Risk Reduction Strategies and Precautionary skills such as resilience, safety and security techniques upon entering Emergency Situations, in order to adequately prepare the “blue pencils” for deployment;

   e. Encouraging a TBB staff collaboration with private and non-governmental organizations, such as Teachers Without Borders, that have educational aspects within their mandate for the express purpose of providing insightful tools and materials for on-the-ground assistance in order to support the TBB program;

   f. The use of technology and technological educational content provided by “Tech on Wheels” and “Edutech”;

2. **Promotes** access to technology as an efficient learning tool for children and teachers facing emergency situations or at risk of crisis so that:
In the case of a community which lacks access to power supplies, education would be offered through a mobile training unit, a vehicle equipped with an electric generator, and a local eLearning server with laptops connected to it to ensure:

i. the access to the Tech on Wheels platform and its appliances is reserved to officials of the Member States, international organizations, and other UN agencies and the United Nations Office on Drugs and Crime (UNODC) partners;

ii. education via Tech on Wheels is provided, impartially, directly to people in need, without discrimination because of their race, ethnic group, religion, gender, age, nationality, or political affiliation;

iii. the equipment and the online and off-line learning modules aims to enhance knowledge and technical skills of local teaching staff and their pupils;

iv. together with international partners, UNICEF Tech on Wheels reaches all crisis-affected children and youth with safe, free and quality education by 2030;

b. In the case of a possible access to electricity or connected network, working alongside local governments and UNESCO, the most efficient way to spread educational content would be through the most suitable technology regarding the funding capacities and the infrastructural context, called “Edutech”, which would facilitate:

i. content spreading through radio, similarly to the Interactive Radio Instruction (IRI) put in place in Somalia;

ii. content spreading through Short Message (SMS);

iii. content on the internet;

iv. more advanced technology, like the UNHCR Learn Lab;

3. Resolves to implement a system of providing educational content through technology for teachers and learners:

a. Which should:

i. be created in advance in order to facilitate its distribution in the event of a crisis;

ii. be built upon the already existing Open Education Resources (OER), Khan University classes, that are available for free and in many languages;

iii. focus on vocational training in the event of long standing crisis, in order to help the user access a qualified job in the aftermath or even during the crisis with the aim of improving their situation;

b. Through cooperation with the local governments in order for them to recognize the work put by children following classes at distance through “Tech on Wheels” or “Edutec”, by accrediting their progress;

c. Through the online platform called Edudemic where teachers could receive an online training with the passage “The Teacher’s Guide to Technology and Learning,” which offers them the opportunity to learn how to teach through educational technologies alongside with sharing their best teaching practices methods on the platform, their material, their routine, curricula, programs content and resources, as well as exchange feedbacks and advices;

d. Through social-media awareness campaigns, such as #EmergencyLessons, based on the real-life experiences of children living through emergencies, in order to increase the awareness of the citizens of all Member States about the issue of education in emergency;

4. Encourages all Member States to establish a local pre-trained team in collaboration with the Teaching Beyond 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;

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

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

b. Making available online application forms for:

i. The UN crisis-affected Member States to apply for the deployment of “Blue Pencils” on national territory;

ii. Volunteer staff, teachers and apprentices, through the UN Career Web page;

6. Endorses already existing platforms like “School in a Box” and “Mobile Schools” in order to ensure efficient emergency education;

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

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

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

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

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

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

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

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

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

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

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

11. Invites all Member States to establish a local pre-trained team in collaboration with the Teaching Beyond 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;
17. *Calls upon* all Member States to adopt social-media driven public awareness campaigns, such as #EmergencyLessons, based on the real-life experiences of children living through emergencies, with the aim to:

a. Expand #EmergencyLessons to all Member States that have not yet adopted the program;

b. Aiming to reach a larger public in order to raise awareness them about volunteering opportunity;

18. *Suggests* all Member States use internet-connected forms of communication to alert their citizens to sudden onset emergencies to prevent the loss of life;

19. *Encourages* to implement a system of providing educational content through technology for teachers and learners through:

a. Content that shall be created in advance in order to facilitate its distribution in the event of a crisis;

b. Content that could be built upon the already existing Open Education Resources (OER), Khan University classes, and resources available on Wikipedia, that are available for free and in many languages;

c. Content that should focus on vocational training in the event of long standing crisis, in order to help the user access a qualified job in the aftermath or even during the crisis with the aim of improving their situation.