9 – 13 April 2017

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

Conference B
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 early Tuesday morning, the Dais had received a total of 1 proposal covering a wide range of subtopics, including reducing the funding gap and marginalized groups. Delegates gave insightful and well-prepared speeches that helped initiate debate during informal sessions. By Tuesday at 11:00 a.m., the Dais had received a total of 5 proposals on varying topics including regional cooperation, financing emergencies, inclusive curriculums, and disaster risk reduction. The committee as a whole was focused and diligent in its work. Delegates actively worked on proposals during informal session to address the emergency situations affecting children and spoke of equal and fair access to education during formal session. On Tuesday evening, delegates worked quickly to incorporate suggestions and edits within their working papers, while continuing to work collaboratively with their peers.

By Wednesday, 4 draft resolutions had been approved by the Dais, after a long day of editing, merging, and inclusion of one friendly amendment. On Wednesday afternoon, the committee adopted 4 resolutions with unanimous support for each proposal. The resolutions represented a wide range of issues, including a survey to analyze the effective allocation of funding, gender-inclusive education, marginalized groups during emergencies, and the inclusion of a regional focus in education in emergencies. With extra time left in formal session, the delegates were able to give speeches on the second topic, “Promoting the Social Inclusion of Children,” before adjourning the meeting until next year.
The United Nations Children’s Fund,

Bearing in mind articles 2 and 26 of the 1948 Universal Declaration of Human Rights, which respectively underscores freedom from discrimination regardless of race, ethnicity, gender, sex or disability, as well as the right to an education,

Underscoring articles 28 and 29 of the 1989 Convention on the Rights of the Child, which establishes that education should be obligatory, accessible to all children, and respect various forms of cultural identity and personality,

Guided by the 2030 Agenda for Sustainable Development, particularly Goal 4 of the Sustainable Development Goals (SDGs), which promotes the accessibility, equality, and transparency in emergency situations, and its seventh target, which ensures that vulnerable populations acquire the knowledge and skills necessary to further sustainable development,

Alarmed by the 2016 United Nations Educational, Scientific and Cultural Organization’s (UNESCO) Global Education Monitoring Report, which estimates that 35 percent of children in primary education who are out of school are in regions of crisis,

Mindful of the 2016 Education Commission Report, the Learning Generation which emphasizes that education in emergencies (EiE) and its financing highlights challenges within Member States,

Viewing with appreciation UNICEF’s Multiple Indicator Cluster Surveys (MICS), which track progress and collects data information in order to reduce data gaps by monitoring multiple factors relating children,

Recognizing that MICS has only conducted surveys of education in armed conflict but in no other forms of emergencies,

Calling attention to UNESCO’s Information and Communication Technologies in Education in Latin America and the Caribbean and the need for further data collection for EiE,

Cognizant of the need for more transparency and understanding in the financing of EiE as stated by the 2015 Overseas Development Institute’s report, The Investment for Education in Emergencies,

Concerned that failure to properly manage surveys will result in a low return on investment, which calculates the value of an outcome to the amount financed, are not utilized in properly examining the financing of EiE,

1. Supports the creation of a MICS subsidiary survey entitled “Designing Education through Furthering Knowledge and Data” (DEFEND) to be used to evaluate Member States,’ non-governmental organizations (NGO), and intergovernmental organizations’ (IGO) financing of EiE;

2. Notes that the financing of the MICS DEFEND survey would be achieved through a multilateral effort, including:

   a. Through the utilization of pre-existing funding allocation towards MICS to include DEFEND;

   b. Collaboration with Member States able to fund DEFEND in evaluating EiE financing;
c. Engaging with relevant NGOs to assist with voluntary funding such as the Bill and Melinda Gates Foundation as well as with public-private partnerships;

3. **Suggests** MICS DEFEND to evaluate the efficiency and transparency of EiE financing by:

a. Assessing the levels of funding appropriated for EiE across Member States in a marginal analysis to compare the level and efficacy of financing in similar geographic regions and within various emergency situations;

b. Quantifying the use of funds in EiE projects and programming which illustrates the efficiency of financing EiE, based on:
   i. The return on investment being a ratio of the outcome value of EiE to the amount financed;
   ii. The outcome being expressed in a monetary value in order to evaluate financing;

c. Providing data that assists in measuring the efficacy of funds allotted to Member States working toward reducing the learning gap, especially during emergencies;

d. Examining other related financial data and information collected from UN Statistical Data regarding the financing of EiE;

e. Using local expert teams to gather information and communication technology (ICTs) and input data information through multi-sectoral cooperation with Member States, NGOs, and IGOs, specifically:
   i. Using MICS data collection and analysis teams throughout the region who have been trained and deployed in these areas;
   ii. Coordinating the fieldwork teams through regional offices in order to aggregate information;
   iii. Providing these regional offices access to DEFEND in order to input relevant information to assess efficiency and transparency;
   iv. Ensuring DEFEND would be available to any Member State, NGO, and IGO to inform them of effective financing of emergency education initiatives;
   v. Being available for individual meetings with Member States to conduct surveys to discuss the use of ICTs, and analyze data to further promote the successful funding of EiE;
   vi. Presenting information provided by DEFEND directly to Member States, NGOs, and IGOs to evaluate their policy and programming on their emergency education initiatives;

4. **Suggests** the use of the MICS DEFEND mechanism to generate progress reports about the data collected to detail the financing of EiE programs in order to:

a. Establish a clear feedback cycle between financing and results;

b. Encourage accountability among Member States to develop clear and consistent monitoring functions to increase consistency of results-based financing;

5. **Encourages** Member States to consider the MICS DEFEND tool as a means of informing their financial decisions related to EiE to promote efficacy, and inclusion within the financing of EiE;

6. Recommends the Economic and Social Council utilize the data and reports results from MICS DEFEND to help provide education in all forms of emergencies, especially where education is not accessible;

7. **Recognizes** the importance of transparency and fair and equal access to data analysis in EiE as it is essential to promote the elimination of funding gaps, as well as fair and equal access to education;

8. **Invites** Member States to consider MICs DEFEND surveys and data in order to uphold accountability through efficiency and transparency to ensure all children have access to EiE;
9. *Draws attention* to the existence of funding gaps and highlights the importance of reminding Member States, NGOs, and IGOs that MICS DEFEND will aid in the future financing of EiE.
The United Nations Children’s Fund,

Recognizing article 26 of the Universal Declaration of Human Rights, which emphasizes education is a fundamental human right and the importance of ensuring all children are given an equal opportunity,

Acknowledging that technology has the ability to provide children with access to information and communication during emergencies, as outlined in the UNICEF Strategic Plan 2018-2021,

Reaffirming General Assembly resolution 64/290 (2010), which states the importance of providing immediate primary and secondary education in emergencies through stable and inclusive approaches,

Viewing with appreciation non-governmental organizations (NGOs), such as Save the Children, which advocate for children’s rights and helps them fulfill their potential, specifically during times of crisis,

Recognizing the importance of providing gender sensitive policies to ensure vulnerable groups are properly educated and prepared for emergencies, as outlined in the Girls’ Education in South Sudan (GESS) program,

Recognizing that response plans in the event of an emergency, with the focus being on natural disasters, should be crafted and implemented based on the type and severity of the natural disaster,

Encouraged by the success of international post-disaster placement organizations such as Mercy Corps, which has been instrumental in the placement of homeless children in the aftermath of natural and human caused disasters,

Keeping in mind the United Nations Educational, Scientific and Cultural Organization’s (UNESCO) Global Campaign for Education, which estimates that half of the 104 million children not attending primary school reside in Member States in or recovering from conflict, and that 66 percent of those children are girls,

Observing the United Nations Entity for Gender Equality and the Empowerment of Women’s goal for disaster risk reduction, which analyzes how gender inequalities are increasing girls’ vulnerabilities and limiting their access to resources for education,

Supporting the use of DevInfo, which is used for monitoring national priorities, and contains key socioeconomic data on the situation of youth and children, in order to facilitate requisite funding and education for vulnerable communities within the child population,

1. Recommends Member States increase access for girls’ education through gender-sensitive policies and programs, similar to the GESS program, to ensure girls have equal learning opportunities by:

   a. Establishing multilateral partnerships with Member States and their respective ministries of education to deliver funding and programs to ensure vulnerable groups have access to education like the partnership between the Lebanese Ministry of Education and Accessing Education: Language Integration for Syrian Refugee Children;

   b. Raising awareness for gender equality through community outreach to ensure local governments recognize the importance of providing both genders adequate education for girls to be better equipped to participate in response plans and can implement early warning systems in their local and regional governments;
c. Educating policy makers on the importance of gender equality and providing Member States gender
sensitive policies to tackle inequalities both during and after crises;

2. **Endorses** the implementation of relevant education policies before natural disasters and humanitarian crises by alleviating the educational gap caused by emergencies through:
   a. Preparing educational systems to ensure students can adapt and effectively respond to emergencies;
   b. Incorporating government sponsored safe evacuation plans, natural disaster preparation, and relief 
education into curricula;
   c. Providing access to Early Childhood Development kits, that include school supplies to support the 
continuation of educational activities of children in the home from birth to six years of age;

3. **Encourages** Member States to implement strategies that will specifically denote how to recover after a natural 
disaster to ensure their children’s education, by:
   a. Preparing and recovering from natural disasters by creating multilateral advocacy programs 
specifically targeting youth that will engage in the process of providing education during emergencies;
   b. Creating a multilateral program in which students learn about innovative disaster preparation and relief 
while having the opportunity to receive an education;
   c. Organizing a voluntary meeting of all Member States within each respective region during an 
emergency to assess the damage and negotiate support in recovery with attention to the continuation of 
education;

4. **Suggests** Member States use preventative measures to ensure communities have access to resilient emergency 
shelters and partner with NGOs to aid in this process, so that schools are not the sole providers of shelter;

5. **Proposes** a multilateral partnership with organizations like Mercy Corps to create intergovernmental-supported 
means of transportation and technology to keep children in contact with their parents;

6. **Encourages** Member States to implement data collection programs using United Nations Children Emergency 
Fund databases, such as, but not limited to DevInfo, UNESCO International Bureau of Education, and the 
global database on the Rights of Education, to survey children within marginalized communities as well as 
provide real-time information about the usage of donations and grants, such databases will help by:
   a. Ensuring that affected children within marginalized communities obtain educational funding during 
times of emergencies;
   b. Aiding in the implementation of strategies that will help with outreach to those children who have not 
been reached during times of crises by:
   c. Assessing emergency primary and secondary education expenditures within communities to:
      i. Minimize the current funding gap, by raising more funds for each region and assign a 
common fiscal plan during crisis situations;
      ii. Prepare Member States for faster response times to children during a crisis and establish region-specific frameworks to ensure safe schools and classes;

7. **Supports** the implementation of gender-inclusive measures, such as the UN Women’s Goal for Disaster Risk 
Reduction to empower girls by establishing programs that include:
   a. Hiring and empowering female educators and school administrators, while normalizing the benefits of 
education in terms of employment and economic development within the community;
b. Increasing opportunities for girls to attend school by providing familial aid, removing gender-biased practices and policies, and economic programs geared toward vulnerable groups with the condition that the girls in the household attend school;

8. Encourages all Member States and NGOs to aid in the implementation of the UNICEF Strategic Plan 2018-2021, to increase multilateral development and awareness of education in emergencies by:

a. Providing children access to necessary technologies, through programs such as Clover Wireless, which supplies phones and tablets for education, through teaching them how to read and write while giving them a voice through social media one of the main goals of the Strategic Plan;

b. Creating international awareness for the need to support childhood education in times of humanitarian crises or natural disasters through social media campaigns, such as #emergencylessons on Twitter;

c. Implementing workshops and initiatives in rural communities that teach children about importance of technology usage and its power to educate, such as the Education over Ebola campaign that is providing children with interactive educational opportunities in emergency situations;

9. Encourages Member States to continue to work multilaterally to promote the necessity of quality education during emergencies.
The United Nations Children’s Fund,

Affirming that all Member States will work towards ensuring inclusive and quality education, as well as promoting lifelong learning in accordance with Sustainable Development Goal 4,

Recalling the work of United Nations Educational, Scientific and Cultural Organization (UNESCO) Education for All initiative and the Education Cannot Wait Fund (ECWF) to ensure that every child, regardless of background, has access to inclusive, equitable, and quality education by 2030,

Reaffirming article 19 of the Convention on the Rights of the Child, which requires parties to use legislative, administrative, social and educational measures to protect the child from all forms of violence,

Emphasizing article 5 of the Convention Against Discrimination in Education, which prohibits any type of discrimination in education to promote equality of opportunity and treatment,

Bearing in mind the need for protection of refugee children’s rights to education, as outlined in article 22 of the Convention Relating to the Status of Refugees,

Recalling article 24 of the Convention on the Rights of Persons with Disabilities, which encourages Member States to recognize and respect the inherent dignity of vulnerable children by providing quality education,

Reaffirming the goal of the International Network for Education in Emergencies (INEE) to promote access to quality, safe, and relevant education for all children affected by crisis,

Acknowledging with deep gratitude the work of the Right to Play organization, which helps children build essential life skills and better futures, while driving social change and leaving lasting impacts in the communities they serve,

Considering the practical ideas for including children in education during and after an emergency contained in the Facilitator’s Guidebook for Practicing Gender & Social Inclusion in Disaster Risk Reduction and the Pocket Guide to Supporting Learners with Disabilities,

Approving the pivotal role that non-governmental organizations (NGO) such as Pies Descalzos, Smile, Christina Noble Foundation, Let Us Learn, Bernard Von Leer Foundation, Cooperative for Assistance and Relief Everywhere Program (CARE), Book Aid International, Engineers Without Borders, Water.org, Center of Digital Inclusion, and War Child International provide to education for children around the world,

Noting with alarm that 61 million children of primary school age are out of school, 10 million children have been displaced from their home countries, 17 million have been displaced internally due to conflicts and violence, and millions of children are deprived of their childhood due to emergency conflicts involving disasters and armed conflicts,

1. Encourages Member States to recognize children in emergencies as those who are not provided with the basic necessities of life and able to fulfill their potential due to the circumstances within their immediate environment;

2. Recommends Member States adopt measures that will ensure children remain in school during emergencies, such as:
a. Ensuring the dissemination of school supplies by program staff and volunteers to children within a short period after the emergency has occurred through the School in a Box program;

b. Establishing temporary learning centers in secure sites during the aftermath of emergencies that:
   i. Provide shade and protection against bad weather conditions, conflict and threats of violence;
   ii. Provide children and teachers with safe drinking water, sanitation facilities and adequate food supplies through programs such as Water, Sanitation and Hygiene (WASH), Engineers Without Borders, Water.org and Bangladesh Rural Advancement Committee (BRAC);
   iii. Make use of prefabricated tents and sustainable materials to build adequate and durable classrooms;

c. Partnering with the ECWF and The School Fund to provide grants and scholarships to affected families and children in order to enable them to attend school;

d. Mitigating the psychological impact of emergencies by promoting community resilience and social reintegration with NGOs such as Children of Peace, the International Federation of Red Cross, Community Association for Psychosocial Services (CAPS) and Clowns without Borders, catering to the physiological and psychosocial needs of children in time of emergencies;

3. **Calls upon** Member States to train volunteers and students to serve as teachers within refugee and internally displaced persons’ camps by:
   a. Collaborating with NGOs and other United Nations programs;
   b. Establishing an internship program in which undergraduate teaching students from Member State universities can participate;
   c. Creating a culturally sensitive curriculum in which asylum seekers and internally displaced persons will be educated according to their country of origin;

4. **Notes with profound concern** the particular vulnerability of disabled and marginalized children during emergencies through specific initiatives, such as:
   a. Providing assistance for disabled children through:
      i. Encouraging Member States to partner with the ECWF to provide financial assistance to injured and disabled children, ensuring they are able to attend school without difficulty;
      ii. Promoting the construction of schools and temporary learning centers in a manner that is accessible for children with disabilities;
      iii. Suggests Member States provide teachers with a copy and on training on the INEE Pocket Guidebook to Inclusive Education in Emergencies;
   b. Aiding children from marginalized communities through:
      i. Inviting programs such as Reach Out to Asia, Global Partnership for Education, and Book Aid International to provide services to children in order to ensure that they are able to go to school and not forced to work or recruited by armed groups;
      ii. Suggesting Member States create temporary learning centers in disadvantaged areas through the Tent Schools Initiative, Engineers Without Borders and All Hands Volunteers;
      iii. Recommending Member States investigate using technology in the aftermath of an emergency to reach marginalized communities with the help of NGOs such as the Center of Digital Inclusion;
5. **Further recommends** Member States adopt the Right to Play initiative which focuses on a centralized curriculum directed towards alleviating children’s mental and physical distress in post-emergency situations, through:

   a. Integrating play sessions and lessons on overcoming the negative psychological and physical effects in post-emergency situations;

   b. Establishing of a life skills and health education curriculum encompassing social and critical thinking skills to help children adjust to life after emergencies;

   c. Organizing recreational activities such as musical groups, dance groups, art festivals, sports competitions and football games, organized by local teachers and community centers;

6. **Affirms** every child’s right to development and therefore **recommends** that Member States should:

   a. Employ preventative measures and engage in Disaster Risk Reduction through:

      i. Creating a national response framework outlining how the Member State will reconnect vital services to schools and the timeframe in which such action will occur;

      ii. Establishing local building codes to ensure schools are disaster-resistant and can serve as safe-zones during evacuations;

      iii. Promoting the collection of prefabricated tent and sheets made of available sustainable materials if necessary to build adequate temporary shelters against the weather in areas with limited resources;

      iv. Ensuring there are a sufficient number of emergency teachers with the help of NGOs such as CARE;

      v. Establishing local committees, such as Youth Beyond Disasters, that can create strategies for the protection of children and adolescents and distribute the INEE’s Handbook for Minimum Standards for Education, Preparedness, Response, and Recovery;

   b. Ensure children can physically access education by providing safe methods of transport to and from schools, such the Walking Bus program, which involves children meeting at a designated “bus stop” and being led by a community volunteer to avoid hostile landscapes;

7. **Encourages** Member States to identify community based programs and NGOs which concentrate on effectively providing access to education in times of emergency at the local level, such as setting up schools, providing resources and locating potential donors;

8. **Recognizes** that education is an important means of fostering social inclusion and is crucial for stable, safe, harmonious, peaceful and just societies, especially following the instability of emergencies;

9. **Commits** to helping Member States develop policies that ensure that no child, regardless of race, gender, social status or any defining factor, is denied an education.
The United Nations Children’s Fund,

Recalling that the Inter-Agency Network for Education in Emergencies (INEE) defines Education in Emergencies (EiE) as a set of linked project activities that enable structured learning to continue in times of acute crises or long term instability, such as natural disasters, conflict, or displacement of populations,

Taking into consideration the necessity of consistent review processes and best practice sharing of educational assistance and response for children provided in emergency situations as stated by the INEE,

Guided by INEE’s Minimum Standards Handbook: Preparation, Response, Recovery and its five domains, Foundational Standards, Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy, which are interdependent,

Recognizing the importance of international cooperation in addressing the right to EiE situations in times of displacement and strengthening the response surrounding education capabilities of affected Member States, as outlined in General Assembly resolution 64/290,

Having devoted attention to General Assembly resolution 46/182 in its principles to enhance predictability, accountability, and partnership of emergency responses through the foundations of the current international humanitarian coordination system, namely the Cluster Approach, which according to the Humanitarian Response platform are groups of humanitarian organizations, both UN and non-UN affiliated organizations, in each of the main sectors of humanitarian action,

Highlighting regional frameworks and regional agencies, as modeled by United States Agency for International Development (USAID), Care Education, and Reach Out to Asia (ROTA), and disaster response systems, such as the United Nations Disaster Assessment and Coordination (UNDAC), to integrate an efficient response regarding education in emergencies,

Having examined Save the Children’s 2014 report Education in Emergencies: A toolkit for starting and managing education in emergencies suggesting that working throughout regional agencies will assist in unifying communication between international organizations (IOs) and non-governmental organizations (NGOs) to overcome decentralized strategies and environments to encompass their responses regarding EiE,

Having considered the already existing regional groups of Member States as defined by the United Nations that could act as a streamline process for better organized and immediate responses based on the region’s physical, cultural, social, geopolitical and economic obstacles, as discussed in the annual Country, Regional and Divisional Reports,

Deeply concerned by barriers such as travel time, organizational efforts, and the effects of climate change, which pose challenges to the swift coordination of assistance efforts to provide EiE to Member States as discussed in the report Delivering Education for Children in Emergencies: A Key Building Block for the Future (2010),

1. Recommends Member States expand upon the existing regional education programs to include Regional Education Provision Teams (REPTs) to further encourage the utilization of their regional partnerships in order for these efforts and responses to be adaptable to each Member State within specified regions by:

   a. Expanding multilateral efforts between international organizations (IOs), non-governmental Organizations (NGOs) and Member States through:
i. Quick congregation of representatives to make swift decisions in the coordination of educational relief efforts;

ii. Delegation of specific and pre-established tasks and strategies to address pertinent educational emergency situations within the affected region;

b. Working directly under the Inter-Agency Network for Education in Emergencies (INEE) to ensure safe, fair and accessible education for all children in emergencies congruent to garnering relevant information regarding the administration of EiE funds that can be used for further improvement of the framework established;

2. Recommends that REPT volunteers from participating IOs, NGOs, and Member States implement disaster preparedness coordination plans, such as those conducted by United Nations Disaster Assessment and Coordination (UNDAC), to organize quick, voluntary response efforts to provide educational assistance to Member States affected by emergencies, by:

   a. Collaborating with NGOs and grassroots initiatives at the regional and local levels in the specific region affected, in addition to providing standing volunteer educators and humanitarian workers who can quickly mobilize to the disaster-affected region according to the specific situation;

   b. Working with various IOs and Member States to coordinate with regional and local NGOs and grassroots programs to distribute educational and humanitarian supplies such as pencils, notebooks, textbooks, hygiene kits, macronutrients, clean water sources, and any other necessary materials that affect learning capabilities;

   c. Following the guidelines of the INEE’s Minimum Standards Handbook: Preparation, Response, Recovery to create preparation plans to various emergencies, specific to the region in which the REPT functions, which allow swift mobilization of educational volunteers within and outside of the affected Member States;

3. Encourages REPTs to cooperate with IGOs according to the existing regional groups defined by the UN General Assembly, as well as regional and local NGOs to promote fair and equal access to education;

4. Further encourages Member States, IOs such as Global Partnership for Education, and NGOs such as Care Education and ROTA to continue to cooperate on the regional level to respond and provide educational support in emergencies.