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Documentation of the Simulation of the

## United Nations Education, Science and Cultural Organization (UNESCO)\*

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**Conference A**

29 March - 2 April 2026

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# United Nations Education, Science and Cultural Organization (UNESCO)

## Committee Staff

<b>Director</b>	Johanna Kaufhold
<b>Assistant Director</b>	Anabel Kummer
<b>Chair</b>	Maja Kozłowska

## Agenda

1. Safeguarding Education in Conflict and Post-Disaster Contexts
2. Promoting Local and Indigenous Knowledge Systems

## Resolutions adopted by the Committee

<b>Code</b>	<b>Topic</b>	<b>Vote (In favor - Against - Abstention)</b>
UNESCO/1/1	Safeguarding Education in Conflict and Post-Disaster Contexts	36 in favor, 7 against, 9 abstentions
UNESCO/1/2	Safeguarding Education in Conflict and Post-Disaster Contexts	38 in favor, 4 against, 10 abstentions
UNESCO/1/3	Safeguarding Education in Conflict and Post-Disaster Contexts	37 in favor, 7 against, 8 abstentions
UNESCO/1/4	Safeguarding Education in Conflict and Post-Disaster Contexts	38 in favor, 4 against, 10 abstentions
UNESCO/1/5	Safeguarding Education in Conflict and Post-Disaster Contexts	38 in favor, 4 against, 10 abstentions

## **Summary Report for the United Nations Educational, Scientific and Cultural Organization**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) held its annual session to consider the following agenda items:

1. Safeguarding Education in Conflict and Post-Disaster Contexts
2. Promoting Local and Indigenous Knowledge Systems

The session was attended by representatives of 52 Member States. On Sunday, the committee adopted the agenda of 1, 2, beginning discussion on the topic of “Safeguarding Education in Conflict and Post-Disaster Contexts.”

By Tuesday, the Dais received a total of 6 proposals covering a wide range of sub-topics, including humanitarian corridors, adult learning, Indigenous Peoples, press campaigns, improved infrastructure, international comparability of diplomas, teacher training, resource and best practice sharing, fundraising, digital learning, tracking and databases, peacekeeping, deployment protocols and regional hubs. The overall atmosphere of the committee was very supportive and amiable. The groups were collaborating effectively and incorporating feedback intently.

On Wednesday, 5 draft resolutions had been approved by the Dais, 2 of which had amendments. The committee adopted 5 resolutions during the voting procedure, all of which were adopted following recorded votes. The resolutions represented a wide range of issues, including digital learning initiatives, improved infrastructure of school buildings, emergency training for teachers, standard setting for the recognition of diplomas, resource-sharing mechanisms for crisis prevention and response, and forums for sharing best practices. The protection of vulnerable communities and support for crisis-affected regions guided the committee’s eager deliberations and shone through in their diplomatic discussions.



**Code:** UNESCO/1/1

**Committee:** United Nations Educational, Scientific, and Cultural Organization

**Topic:** Safeguarding Education in Conflict and Post-Disaster Contexts

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*The United Nations Educational, Scientific, and Cultural Organization,*

*Considering* the UNESCO Technical Guide to support Member States in building resilient infrastructure adapted to earthquakes, floods, and extreme weather events, which can eliminate sources of livelihood and income and limit their access to education,

*Recognizing* the right to education as enshrined in Article 26 of the *Universal Declaration of Human Rights* (UDHR) (1948) and further codified in the *International Covenant on Economic, Social and Cultural Rights* (ICESCR) (1966), which obliges Member States to ensure access to free and compulsory primary education for all persons,

*Reaffirming* the commitment to Sustainable Development Goal (SDG) 4 (quality education) of the 2030 Agenda for Sustainable Development, which aims to ensure inclusive and equitable education for all, while upholding United Nations (UN) Security Council resolution 2601 (2021), which condemns attacks on educational facilities and emphasizes the continuity of education during conflict and instability,

*Acknowledging* the need for a collaboration with the United Nations Children's Fund (UNICEF) to create a voluntary fund to protect education spaces and have a portion of the fund go to preventative infrastructure and education after crises,

*Guided by* General Assembly resolution 64/290 (2010), which seeks to promote strategies and policies that identify education as a fundamental right in need of humanitarian assistance to safeguard optimal systems of education, and urges all Member States to adhere to international law regarding the civilian status of schools,

*Appreciating with deep gratitude* the work of the World Bank in fighting poverty across the globe through sustainable methods tailored to the needs of the Member State,

*Stressing* the role of the Central Emergency Response Fund in promoting early action and response to disasters and providing funds to strengthen core elements of humanitarian response in underfunded regions through government and private contributions,

*Considering* the work done by the Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector in establishing the *Comprehensive School Safety Framework* to provide an all-hazards all-risks approach to effectively address all potential crisis situations in planning for safer learning facilities, educational continuity management, and risk reduction,

*Emphasizing* the growing importance and the General Conference approval of technological infrastructure, digital technologies, hybrid learning and media platforms, including the expansion of the Saudi Arabian "Madrasati" all-inclusive digital learning system, in ensuring equitable quality education during post-disaster and conflict contexts, alongside the need to equip teachers with the training and tools required to deliver education in emergency conditions,

*Noting* the importance of accurate data collection and the potential adverse effects of outdated data on informed decision-making and the perpetuation of existing inequalities,

*Seeking* to expand and add onto the Climate Risk and Early Warning Systems (CREWS) initiative which seeks to increase funding for Least Developed Countries and Small Island Developing States that suffer from the cascading effects of crises that arise without proper warning,

*Taking into account* the contributions of Global Partnership for Education (GPE), such as Education Cannot Wait (ECW) and Green School Initiative, in providing coordinated funding and policy guidance to crisis-affected educational structures,

*Fully believing* that the long-term sustainability of education through technology requires a dual approach combining technological advancement with the development of the necessary supporting infrastructure, while encouraging UNESCO Regional Offices to facilitate regional coordination, capacity-building, and context-specific implementation strategies,

1. *Urges* Member States to ensure that educational facilities should maintain their function as learning environments during conflict and post-disaster contexts, and to refrain from their use as military bases or emergency shelters, thereby:
  - a. Encouraging the prevention of overcrowding in operational educational facilities through the establishment of temporary learning spaces and flexible scheduling systems;
  - b. Promoting the implementation of domestic policies and adoption of the Safe Schools Declaration, in order to discourage the use of schools for military purposes;
2. *Calls for* Member States to strengthen the implementation of General Assembly resolution 64/290 (2010), promoting the right to education in emergencies through reconstruction and the provision of safe learning environments, by:
  - a. Encouraging the development of crisis-resistant and Green School Initiative-compliant educational infrastructure, designed to mitigate long-term costs associated with reconstruction by guaranteeing structural resilience for the continuation of education in crises;
  - b. Supporting the expansion of safe and accessible transportation systems to and from educational facilities during and after crises, with particular attention to marginalized and disadvantaged communities;
  - c. Promoting locally driven initiatives to improve safety along routes to educational institutions, including the installation of lighting and community-based protection measures in high-risk and rural areas;
3. *Recommends* collaboration with UNICEF to establish the Disaster Education Relief Fund, dedicated to supporting immediate educational continuity in disaster and conflict contexts, by:
  - a. Supporting the development of dedicated relief sites for natural disasters and conflict situations that operate independently from educational facilities;
  - b. Encouraging the Chief of the Central Emergency Response Fund to allocate resources toward the restoration of education and related infrastructure after crises;
4. *Proposes* the establishment of the Global Initiative for Resilient Educational Infrastructure, a voluntary mechanism to support long-term reconstruction in post-crisis areas, to be coordinated by UNESCO in

partnership with the World Bank and regional development banks, launched within 24 months of the adoption of this resolution, and guided by a steering committee composed of Member State representatives and relevant UN agencies, to:

- a. Facilitate the transition from short-term emergency aid to long-term, sustainable educational infrastructure by promoting multi-year investment frameworks, coordinating international financial institutions and national authorities, and supporting the upgrading of temporary learning facilities into durable, crisis-resilient structures;
  - b. Provide technical and financial assistance to financing mechanisms, with priority given to Least Developed Countries and Small Island Developing States;
  - c. Promote the adoption of environmentally sustainable and disaster-resilient construction standards, in alignment with Pillar 1 of the *Comprehensive School Safety Framework*;
  - d. Encourage transparent monitoring and reporting practices, including the publication of periodic progress reports accessible to all Member States, to assess the allocation and impact of infrastructure investments in crisis-affected regions;
5. *Encourages* partnership with global initiatives such as ECW and GPE to enhance access to quality education in emergency and long-term development contexts, by:
- a. Supporting engagement with ECW through rapid response funding, and the expansion of scalable crisis-response models across Member States;
  - b. Promoting collaboration with GPE to strengthen national education planning and financing systems, while facilitating cross-country knowledge sharing to support Member States in times of crisis;
6. *Supports* the creation of the UPLIFT program, integrating adaptive educational methods and flexible curricula to ensure continuity of learning in crisis contexts, including:
- a. Developing and distributing accessible, technology-enabled and traditional learning materials, including but not limited to:
    - i. Portable whiteboards, stationery kits, and textbooks;
    - ii. Durable tablets equipped with pre-downloaded, offline-accessible educational content;
  - b. Encouraging government schools to hire teachers and volunteers who provide afterschool additional instructional time to children directly affected by disasters;
  - c. Promoting multilingual education to accommodate refugees and minority populations;
  - d. Supporting the implementation of flexible learning systems, including double-shift schooling and alternative learning locations, while maintaining the separation of educational spaces from emergency shelters where feasible;
  - e. Advocating for inclusive education strategies through a flexible and inclusive credential recognition system, UniMove Global, allowing for the acceptance of alternative documentation for displaced students;

- f. Encouraging the integration of education recovery frameworks that utilize education as a tool to stabilize post-conflict regions with vulnerable demographics such as internally displaced persons, women, and veterans by:
  - i. Supporting sustainable education infrastructures like vocational centers and preschools in crisis zones and post-conflict zones;
  - ii. Encouraging gender-inclusive and culturally conscious education initiatives, which provide vocational training, literacy, child care, and safe educational spaces for refugee women;
  - iii. Ensuring safer access to education through the removal of existing remnants of war for safer school zones and transport routes;
7. *Calls for* the adoption of the UNESCO and United Nations Development Programme (UNDP)-led Education Global Survey to support data-driven planning for education in crisis and post-disaster contexts, conducted in full coordination with and following the explicit consent of the host Member State, including:
  - a. Collecting comprehensive data on national education conditions, including levels of educational attainment, disparities across social groups, exposure to environmental and climate-related risks, and public perceptions of existing educational services;
  - b. Leading the creation of an index specifically addressing the need to secure education, applicable to any geographic scope in order to clearly identify and prioritize regions requiring assistance, in other words a number between 0 and 1, the higher indicating a most positive situation and a lesser need for intervention, resulting from an average of the results of each surveyed individual regarding these parameter;
8. *Encourages* regional collaboration between secondary educational institutions, universities, and relevant intergovernmental bodies to strengthen academic continuity for crisis-affected learners, by:
  - a. Calling upon UNESCO regional offices, in collaboration with regional higher education networks, to facilitate the negotiations among Member States for the mutual recognition of academic credits and secondary-level qualifications earned by displaced students, with a target of having such agreements in place among at least fifty Member States by 2030;
  - b. Supporting the establishment, under UNESCO coordination, of a Crisis Scholarship Clearing House, serving as an annually updated and publicly accessible database of scholarships, fee waivers, and accelerated admissions pathways at secondary institutions open to students displaced by conflict or disaster;
  - c. Promoting the development of joint open online course modules that are co-developed and mutually accredited by universities across Member States;
9. *Emphasizes* the expansion of hybrid and virtual learning environments for displaced learners by increasing access to digital resources to ensure continuity of education, by:
  - a. Encouraging the adaptation and international expansion of digital learning platforms, including models such as the “Madrasati” system, to support the deployment of solar-powered, satellite-enabled virtual classroom units that function as portable learning hubs facilitating assignments, assessments, and teacher-student interaction;

- b. Advancing digital initiatives aligned with SDG 4, including the development of centralized national curriculum databases accessible via low-bandwidth and satellite technologies, supported by UNESCO-led technical assistance, public-private partnerships, and institutional capacity-building programs;
  - c. Supporting the distribution of devices and educational materials, acquired through the UNESCO budget approved by the next General Conference and delivered via UNESCO field offices, to enable access to both offline and online learning platforms for individuals and educational institutions;
10. *Further invites* Member States to join the CREWS initiative to strengthen international cooperation and mutual system access that aids in determining crucial disaster plans of action that mitigate potential risk and create a collaborative preventative disaster network, through:
- a. Proposing that Member States join CREWS in an effort to expand knowledge based sharing system between superpowers and smaller states;
  - b. Emphasizing that collaboration fosters forward thinking solutions that fast track solutions in an ever-changing hydrometeorological domain;
  - c. Suggesting that funds be donated based off of Member State's population respect to GDP to ensure equity;
11. *Requests* the establishment of the Future-Proof Knowledge Convention, to be convened every five years beginning in 2030 under UNESCO coordination, to facilitate the exchange of expertise on disaster-resilient educational infrastructure and promote equitable global participation through the rotation of host locations across regions.



**Code:** UNESCO/1/2

**Committee:** United Nations Educational, Scientific, and Cultural Organization

**Topic:** Safeguarding Education in Conflict and Post-Disaster Contexts

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*The United Nations Educational, Scientific and Cultural Organization,*

*Emphasizing* the right of education mentioned in Article 26 of the *Universal Declaration of Human Rights* (UDHR) (1948), as inalienable and a priority especially in situations of conflict and post-disaster contexts such as those,

*Acknowledging* the approval of the 2030 Agenda, as well as Sustainable Development Goal (SDG) 4 (quality education) for safeguarding equal and quality education for all,

*Reaffirming* the United Nations mandates on education and resilience, as well as General Assembly resolution 76/204 (2021),

*Considering* General Assembly resolution 79/151 (2024) that calls upon Member States to continue to increase investment in inclusive and equitable quality education for all, early childhood care and education,

*Recalling* the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) mandate to ensure continuity of education in emergencies and post-crisis reconstruction, guided by the UNESCO Strategy for Youth and Adult Literacy 2020-2025,

*Having examined* UNESCO's efforts in providing mental health support programs such as mental health and psychosocial support (MHPSS) for individuals and communities, especially in the face of emergencies or conflicts,

*Reconfirming* the principles set in the *Convention against Discrimination in Education* (1960), as well as United Nations Security Council resolution 2601 (2021), emphasizing equitable access to education and the protection and sustainability of supporting educators in post-disaster contexts, and putting forward the importance of community engagement with World Heritage Volunteers Initiatives to let youth help in preserving education,

*Recognizing* UNESCO's Strategic Framework 2024-2029, the SAMOA Pathway, Education Cannot Wait (ECW), and specifically the Multi-Year Resilience Programme (MYRP) in supporting education funding in emergencies, and highlighting the Global Education Coalition (GEC)'s role in enhancing continuity of learning during crises, in particular addressing the distinct vulnerabilities of Small Island Developing States (SIDS),

*Recalling* existing funding from UNESCO's Integrated Budget Framework (IBF), the World Bank through the International Development Association, and the International Finance Facility for Education,

*Acknowledging* the UNESCO-Huawei Funds-in-Trust action as a fund basis and launcher for UNESCO's project on technology deployment in order to ensure the creation of projects on the ground to ensure the continuity of education in conflict and post-disaster contexts by a public-private collaboration,

1. *Encourages* the establishment of a coordinated global framework under UNESCO, in coordination with the GEC, to support teachers in the continuation of education in emergencies, including:
  - a. Facilitating collaboration between Member States, international organizations, and private sector partners;

- b. Promoting the sharing of resources, expertise, and best practices in education curricula during crisis response and recovery;
  - c. Supporting long-term resilience strategies to strengthen education systems against future crises;
  - d. Funding by UNESCO's IBF;
2. *Reminds* Member States that the implementation of minority educational activities remains a matter of national autonomy, thus suggesting Member States to exercise their sovereignty through the creation of robust platforms for teacher training and curriculum development, by:
  - a. Encouraging Member States to effectively realize the right to education and minority cultural rights by establishing specialized teacher training frameworks that are both culturally responsive and pedagogically inclusive;
  - b. Emphasizing the crucial role of Member States supporting digital teacher learning platforms and collaborative programs in regards to language instruction and multilingual classroom management, by providing educators the proper linguistic tools and methodological resources and fostering an environment where minority languages are not only preserved but integrated into the broader educational landscape;
3. *Advocates* for the implementation of the International Pedagogical Emergency Response Framework (IPERF) to follow the mandate of the UNESCO Strategic Framework 2024-2029 that outlines goals for protecting and prioritizing education in time of crises, to:
  - a. Provide capacity-building grants for educators, such as those provided through the SDG 4 Emergency Fund;
  - b. Equip teachers with skills in psychosocial support and emergency response by including trauma-informed pedagogy as a standard component of teacher education curricula, building on the existing strategies and resources from the MHPSS;
  - c. Strengthen long-term recovery mechanisms within education systems, by integrating the ECW and MYRP model, providing predictable and recurring funding that supports rebuilding and the continuation of education;
4. *Emphasizes* the importance of prioritizing mental health and psychosocial support services within education systems, particularly in conflict and post-disaster contexts, by:
  - a. Implementing psychosocial support for teachers through support group networks for educators working in conflict and disaster-affected contexts that would allow teacher-priority places in mental health services;
  - b. Inviting communities to recognize teachers' efforts for future generations;
5. *Calls upon* Member States to develop a digitalized program to make national education programs accessible from everywhere, by:
  - a. Implementing online platforms with a multitude of characteristics that benefit, support, and strengthen primary and secondary education through online courses, educational podcasts, and training to further strengthen educators skills and knowledge;

- b. Ensuring education by teachers in every situations even in crisis situations by providing an easy access to all resources of their own national educational programs;
  - c. Providing a group of volunteers from UNESCO World Heritage Volunteers Initiative in order to scan school books, and school programs all over the world by prioritizing Member States that are directly touched by conflict or disaster to be the first in this process while respecting the property of rights of published books;
  - d. Financing through the UNESCO IBF, on a Member States voluntary basis, by individual donors, and from the private sector;
6. *Advises* the expansion of technological training for educators to ensure digital preparedness in crisis contexts, including training on digital safety to promote responsible and ethical technology use and prevent harm from technology use by children;
7. *Strongly recommends* the deployment of individual electronic tablets, which are solar powered, for teachers in sensitive areas that directly align with the goals of the 2030 Agenda for Sustainable Development, to provide critical energy-independent infrastructure that safeguards educational continuity in conflict and post-disaster zones, where traditional power grids and physical school facilities are frequently compromised, to:
- a. Ensure the continuity of education in crisis contexts, by:
    - i. Taking into consideration that some Member States need to be prioritized due to ongoing conflict and climate displacement in order to safeguard education in sensitive areas;
    - ii. Ensuring a response for the requests from Member States within a timeframe appropriate to the outgoing crisis;
    - iii. Encouraging every Member State in sensitive areas to create a prevention program in their national education policies in order to anticipate the deployment of UNESCO projects;
  - b. Ensure the deployment by a public-private collaboration, through:
    - i. Calling out the UNESCO-Huawei Funds-in-Trust, which aims to build crisis-resilient schools systems in sensitive areas, to integrate this project in the agenda of 2020-2027;
    - ii. Encouraging Member States to endorse private domestic companies with the capacities and experience to supply the deployment of individual electronic tablets, which are solar powered;
    - iii. Advocating for the UNESCO-Huawei Funds-in-Trust in collaboration with the UNESCO ICT competency Frameworks for Teachers in order to help teachers to work with those tablets;
    - iv. Encouraging all Member States that will receive these tablets to assist on the ground with their infrastructure, material resources, and facilities for the deployment;
  - c. Be financed by a hybrid financing model, via:
    - i. Motivating UNESCO-Huawei Funds-in-Trust for being the basis of the funding;

- ii. Encouraging voluntary-basis donations from Member States and private donors;
  - iii. Inviting every Member State to invest an extra-budgetary voluntary funding through a UNESCO financial institution, in order to make the project born in the first two years once the project has been launched;
8. *Further invites* the development and implementation of comprehensive voluntary domestic data collection and monitoring systems to assess educational disruptions and their impact on teachers in order to guide evidence-based policy responses, including:
- a. Using real-time data during crises to allocate resources, deploy teachers, and maintain access to education;
  - b. Applying collected data post-crisis to evaluate response effectiveness and identify gaps in recovery efforts according to national policy;
  - c. Integrating data into long-term planning to strengthen resilience and prevent future disruptions;
9. *Urges* UNESCO to consider regionally specific needs and concerns regarding the continuation of education in conflict and post-disaster contexts, particularly for the highly vulnerable SIDS, by strengthening teacher competencies in biodiversity conservation and heritage safeguarding, equipping educators with the skills needed to support sustainable development, and preserve cultural heritage in conflict and post-disaster contexts;
10. *Supports* the joint financing for applying minority educational activities, implementing IPERF, expanding mental health and psychosocial services, developing digitalized programs for national education, and assisting SIDS in contexts of conflicts and post-disasters, particularly in alignment with UNESCO financial structures, including:
- a. The use of UNESCO's IBF to align regular and voluntary funding with education priorities, including teacher support, through coordinated multi-year financing mechanisms;
  - b. Initiatives established under UNESCO, UNICEF, and UNHCR in promoting lifelong equitable quality education in crisis contexts;
  - c. Global financial institutions, such as the World Bank, to provide interest-free grants and low-interest loans;
  - d. Voluntary contributions from all Member States.



**Code:** UNESCO/1/3

**Committee:** United Nations Educational, Scientific, and Cultural Organization

**Topic:** Safeguarding Education in Conflict and Post-Disaster Contexts

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*The United Nations Educational, Scientific, and Cultural Organization,*

*Recognizing Article 26 of the Universal Declaration of Human Rights (UDHR) (1948), which declared education as a fundamental human right,*

*Highlighting the goal of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) to promote collaboration between the Member States in the field of education,*

*Recalling that all Member States have committed to working towards the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDGs), specifically recalling SDG 4 (quality education) and SDG 5 (gender equality),*

*Fully aware of the UNESCO Institute for Lifelong Learning and its importance for reducing illiteracy and promoting the education of adults,*

*Guided by General Assembly resolution 59/91 (2005), which establishes the need for relevant technical vocational training and lifelong education,*

*Recalling regional cooperation frameworks, namely the African Union's Continental Education Strategy for Africa (2025), the ASEAN Agreement on Disaster Management and Emergency Response (2021), the Comprehensive School Safety Framework by the Coordination Center for the Prevention of Natural Disasters in Central America (2022), the Djibouti Declaration on Refugee Education (2017), and the Pacific Islands Emergency Management Alliance (2013),*

*Encouraged by the success of the Luban Workshop, an initiative that establishes training centers along the Belt and Road, recognized by UNESCO as an internationally renowned model of vocational education, and seeing the ability to develop learning centers for adults in crisis-prone regions,*

*Acknowledging that the International Finance Facility for Education was recommended by the International Commission on Financing Global Education Opportunity in 2016,*

*Recalling the United Republic of Tanzania's successful approach to ensuring adult education through implementation of the Integrated Programme for Out-of-School Adolescents, teaching literacy, numeracy, life skills, vocational, and entrepreneurial skills to those who did not complete secondary education,*

*Bearing in mind the important collaboration between UNESCO and other United Nations bodies, such as the Inter-Agency Network for Education in Emergencies (INEE), in terms of Minimum Standards for Education,*

*Recognizing the positive and protective impacts that the International Council for Adult Education has accomplished on improving adult literacy rates and opportunities for educational development,*

*Guided by the 3 percent funding benchmark for adult education outlined in UNESCO's 2015 Recommendation on Adult Learning and Education, as mentioned by the Right to Education initiative,*

*Recalling further* the profound global awakening caused by the COVID-19 pandemic, which exposed the international community's insufficient preparedness for large-scale crises,

1. *Strongly recommends* that Member States recognize the right and the importance of education and the necessary protection of infrastructure for both adults and children, not limited to stable periods, but also during crises and post-disaster events by:
  - a. Encouraging Member States to align their policies with human rights obligations by complying with the INEE Minimum Standards for Education during crisis;
  - b. Facilitating the inclusion of local adults as active members in preventative protection programs and rescue programs by providing educational courses, specifically first-aid courses and mental health awareness, with the dual objective of educating community members and creating employment opportunities within respective communities:
    - i. Encouraging Member States to implement preventative protection programs which include the monitoring of potentially threatening activities near facilities of education, protecting institutions through regional resources, and increasing the surveillance of attacks on educational facilities;
    - ii. Promoting stronger condemnation of attacks on educational institutions through immediate rescue programs focused on minimizing the severity of attacks through immediate health response measures, mental health support, and increased efforts to prosecute subjects involved in the attacks;
  - c. Suggesting the review of national legislation by Member States to determine whether it adequately allows for recognizing attacks on educational institutions as active violations of the rules of conflict, in line with national customs;
  - d. Promoting access to education and support systems to tertiary education for veterans who do not have access to post-secondary education due to conflict from forced enlistment or a mental health crisis in post conflict circumstances;
2. *Recommends* that Member States, in partnership with the United Nations Entity for Gender Equality and the Empowerment of Women, ensure access to relevant vocational training for women in line with national policies and customs, in order to further economic opportunity and knowledge, by:
  - a. Promoting knowledge sharing and peer collaboration with women who hold particular skills or a high level of mastery in their respective professional domains;
  - b. Emphasizing the need for the educational initiatives to be tailored to women's realities in cases of crisis;
3. *Encourages* Member States to consider existing regional frameworks, namely those that the African Union, ASEAN, Latin America, and others have developed, and to consider implementing task forces modelled after regional cooperation models such as those of the African Union, the East African Union, and China's South-South Cooperation;
4. *Suggests* strengthening Adult Learning and Education through the integration of adult learning programs designed to be undertaken alongside employment to increase economic participation and the inclusion of minorities in the labor market, while taking into account local economic conditions, taking steps to:

- a. Encourage the promotion of certified and degree-granting educational programs easy to access, adapted to local and regional cultural and linguistic contexts;
  - b. Focus such programs on key economic sectors of participating Member States, including but not limited to:
    - i. Developing construction and infrastructure in post-crisis settings;
    - ii. Expanding healthcare and community health services;
    - iii. Strengthening agriculture and food security initiatives;
    - iv. Enhancing capacity in mining, manufacturing, and tourism;
  - c. Develop vocational and technical training opportunities aligned with local economic recovery and workforce needs;
5. *Encourages* the adaptation of the Luban Workshop vocational education initiative for crisis-affected regions, offering adult learners specialized training through a master-apprentice style training relying on artisans and local technical experts to share strategic skill sets tailored to each Member State's needs, recognizing the pedagogical role of local technical experts and enabling them to lead vocational instruction when formal teaching staff are unavailable;
6. *Suggests* utilizing the International Facility for Financing of Education to facilitate Member States donations for both open aim donations and specific project-bound donations for infrastructure projects used in cooperation with the United Nations International Children's Emergency Fund (UNICEF) existing operational programmes, in an effort to:
- a. Implement the use of rapid-response modular infrastructures for short- to medium-term response to crises, specifically flat-pack technology, that are pre-wired, insulated, and disaster-resilient that serve as vocational hubs within weeks of a crisis, encouraging Member States to manufacture and ship parts, using the People's Republic of China's successful actions in this field as an example;
  - b. Consider long term scope post crisis and keeping in mind the ongoing trash problem further burdening many developing nations, suggesting that Member States act according to sustainable guidelines in the long-term rebuilding of disaster-ridden regions, keeping in mind the SDG when building or rebuilding educational facilities in post-conflict or post-disasters situations for long term sustainability, specifically, Member States are encouraged to:
    - i. Strengthen sustainable rebuilding of educational facilities through the adaptation of the usage of recycled plastic bricks, first implemented by UNICEF within the Côte d'Ivoire Project;
    - ii. Call for a collaborative program among Member States to reduce waste of technological devices through the means of donations, recognizing that technological devices are being reused and recycled by Member States and that channels are created for other Member States in need of technology for educational purposes, and UN digital programs are set up to enable the reception and distribution of said devices;
    - iii. Encouraging the meaningful involvement of local communities in the sustainable building and rebuilding of educational facilities, recognizing this participation as an opportunity to advance awareness of sustainable living and development principles into potential

UN-led or partner-state efforts in shipping, importing, and assembling school housing, and enlisting volunteers from local communities for strategic planning and set-up of integrated projects;

7. *Calls upon* the donations and contributions to the UNESCO Institute for Lifelong Learning for adult education in times of conflict and post-disaster contexts, by:
  - a. Recommending that the Institute for Lifelong Learning allocate a portion of the annual budget for education in times of conflict and post-disaster contexts;
  - b. Encouraging annual financial contributions, and especially long-term contributions, through recognition frameworks and international acknowledgment, particularly with public displays of contributions on the UNESCO page, coming from Member States, on a voluntary basis and taking into account their national capacities and priorities to promote equitable burden-sharing, Non-Governmental Organizations, and any organizations or corporations that wish to contribute to the present matter;
  - c. Establishing a need-based allocation system to distribute funds founded by indicators that rely on:
    - i. Research and data collection, using standardized evaluation indicators to ensure an equitable share of funds between Member States;
    - ii. Consulting panels of independent experts and advisors to guide fund allocation decisions and ensure context-specific and effective distribution of resources;
  
8. *Invites* Member States to implement an aspirational benchmark of 1.5-3 percent of their total education budget to adult education, acknowledging differing national capacities for each Member State, by:
  - a. Promoting gradual and flexible implementation of the benchmark of 1.5-3 percent, particularly for Member States currently affected by conflict or economic instability;
  - b. Equipping adults with different skills, like literacy, numeracy, and digital skills, that are essential for social resilience in times of conflict or in a post-disaster context, to enable access to critical information and foster civic engagement;
  - c. Recognizing the full sovereignty of Member States in the determination of budget allocations, based on national properties and economic conditions;
  - d. Allowing Member States to prevent social instability and reduce gaps in adult education, therefore, promotes informed citizenship, economic participation, and long-term societal resilience.



**Code:** UNESCO/1/4

**Committee:** United Nations Educational, Scientific, and Cultural Organization

**Topic:** Safeguarding Education in Conflict and Post-Disaster Contexts

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*The United Nations Educational, Scientific, and Cultural Organization,*

*Recalling* United Nations General Assembly resolution 64/290 (2010) on the right to education in emergency situations, which calls upon all Member States to ensure continuity of education for all persons affected by emergencies,

*Remembering* the United Nations Security Council resolution 2601 (2021), which condemns attacks on education and calls upon all Member States to safeguard educational institutions against crises and armed conflicts,

*Understanding* the importance of Sustainable Development Goal (SDG) 9 (industry innovation and infrastructure), which highlights the need for reliable, sustainable, and resilient infrastructure and fostering innovation, to ensure continuity of education during disasters,

*Bearing* in mind the commitment of all Member States to SDG 4 (quality education), which mandates inclusive and equitable quality education and lifelong learning opportunities for all by 2030, and its target 4.a, calling specifically for safe, non-violent, and inclusive learning environments,

*Recognizing* that an estimated 2.6 billion to 2.9 billion people globally remain offline in 2024-2025, representing one-third of the world's population, and that two-thirds of the world's school-age children have no internet access at home in 2020,

*Recalling* the *Sendai Framework for Disaster Risk Reduction 2015-2030* (2015) and the UNESCO strategic framework for migration, displacement, emergencies, and education for expert recommendations and frameworks on handling disaster risk mitigation and education during disasters,

*Alarmed* that when students are displaced by conflict or disaster, their academic records, credentials, and transcripts are routinely lost or destroyed, forcing learners to restart their education from the beginning, regardless of prior achievement, thereby compounding educational harm of displacement,

*Acknowledging* the importance of the guidelines and all the levels of information brought up on the matter by the Security Council and the Protecting Schools and Universities from Military use during Armed Conflicts guideline,

*Welcoming* the willingness of the private technology sector to contribute resources to humanitarian response, and recognizing the untapped potential of structured public-private partnerships to accelerate the deployment of digital education infrastructure in crisis settings,

*Deeply concerned* with the occurrence of schools being converted into military bases and shelters in times of conflict, significantly decreasing the quality of and access to education due to overcrowding in remaining schools,

*Recognizing* the crucial role of digital tools in ensuring uninterrupted access to education in an emergency context, strengthening the roles of youth and locals, as well as connecting education and peacebuilding to prevent conflict and disasters,

*Utilizing* intergovernmental organizations (IGOs) and non-governmental organizations (NGOs) to assist in providing training and funding for educators to adopt technological resources within educational systems,

*Strongly encouraging* Member States to financially support the funding for both emergency programs and health education programs,

*Recognizing* that digital education infrastructure offers a critical and underutilized mechanism for ensuring educational continuity during and after conflict and disaster, and that the deployment of such infrastructure has been hampered by inadequate investment, technical fragmentation, and insufficient attention to accessibility and inclusion,

*Realizing* that providing resources, aid, and respect to educational communities that are suffering the current effects of the global climate crisis and regional conflicts can positively affect the lives of current and future generations of citizens,

*Welcoming* active technical transfer between Member States to further enhance reciprocal capacity building when using large databases, including the Education Management Information System and Geospatial Information Systems,

*Recognizing* that UNESCO's Global Report on Adult Education and Learning (GRALE) is integral to Education in Emergencies and that it relies on the efforts of programs such as the Training of Trainers program,

*Understanding* the critical importance of providing psychological and emotional support to the educational workforce and students, and other affected communities in the aftermath of disasters and conflicts, to ensure educational continuity during disruptions,

*Acknowledging* the guidance of integrating Mental Health and Psychosocial Support (MHPSS), SDG 3 (good health and well being), and SDG 4 (quality education), in reaffirming the United Nations *Convention on the Rights of the Child* (UNCRC) (1989),

*Recommends* collaboration with international health organizations like the World Health Organization (WHO) in the development of initiatives for psychological support frameworks within education systems,

*Emphasizing* the importance of the Local and Indigenous Knowledge Systems (LINKS) to facilitate exchanges between the holders of Indigenous and local knowledge, with science policy and environmental policy processes, international norms and standards, and the emergence of transdisciplinary knowledge cooperation,

*Contemplating* the international efforts made by the United Nations Disaster Risk Reduction (UNDRR) agency, under the *Sendai Framework for Disaster Risk Reduction 2015-2030* (2015) to reinforce resilience and prevention in order to reduce human losses in Member States affected by disasters, especially the Comprehensive School Safety Framework 2022-2030, with support of the Global Education and Training Institute, the United Nations Institute for Training and Research and the United Nations Alliance of Civilizations Academic Exchanges,

*Emphasizing* the role of funding provided by the World Bank, UNESCO, Global Partnership for Education (GPE), Global Program for Safer Schools, United Nations International Children's Fund (UNICEF), UNESCO's Global Teacher Campus, as well as taking advantage of funding from the GRÓ International Centre, CapED Programme, and Education Policy 2030 (EP2030) and various NGOs in advancing education within conflict and post-disaster zones,

*Acknowledging* the expertise of certain Member States in developing digital education solutions for large, diverse, and low-connectivity populations, including Arabic-language platform deployments, offline curriculum distribution,

and hybrid learning programs implemented under emergency conditions, specifically UNICEF's Inter-Agency Network for Education in Emergencies Programme and the Safe Schools Declaration,

1. *Welcomes* Member States to invest in peace and security through education services for all, with the support of the international community, the United Nations system, donors, multilateral agencies, the private sector, civil society, and non-governmental agencies;
2. *Promotes* the continuation of UNESCO's Partnership Strategy for 2026-2029 to deepen and enhance partnerships with NGOs and IGOs that encourage intraorganizational funding and resource management allocation for resilience-building education programs and the National Emergency Education Preparedness Plans;
3. *Endorses* increased financial contributions and voluntary pledges by Member States, international donors, private partners to Education Cannot Wait, as well as public-private partners like GPE, for overall funding, through:
  - a. Allocating a designated percentage of existing Official Development Assistance and humanitarian aid budgets toward emergency education initiatives;
  - b. Allowing cooperation with Member States to financially support both IGOs and NGOs through transfers, grants, subsidies, loans, and physical cash-outs among all Member States;
  - c. Including voluntary multi-year financial commitments from high-income Member States and regional donor groups;
  - d. Utilizing strategic partnerships with private foundations, philanthropic organizations, and socially responsible corporations to supplement public funding;
4. *Invites* Member States to provide funding for educational communities undergoing the effects of climate change, by:
  - a. Providing free school lunches in communities that are located in food deserts;
  - b. Providing students with clean, drinkable water that can be accessed easily through sufficient plumbing systems;
  - c. Helping provide electronic materials such as computers, laptops, and wifi to allow for education in the face of disaster;
  - d. Providing educational facilities and printed copies of educational material in the event that technology becomes unavailable;
  - e. Utilizing the SDG 4 Emergency Fund (SEF) to provide funding for response programs for communities affected by climate change and disasters;
5. *Calls for* the creation of a scholarship program to facilitate the pursuit of secondary education for students in armed conflicts and natural disasters contexts with limited access to education, by:
  - a. Working with the United Nations High Commissioner for Refugees secondary education scholarship fund to provide scholarship resources for highly motivated students in unsafe conflict and disaster contexts to continue their education digitally;

- b. Encouraging private companies, institutions, and organizations to provide funding and donations to support the program;
6. *Expresses* its will to create a guideline database, accessible directly on the UN website, for schools in the zone of conflicts and disasters, grounded on already existing guidelines, such as the Guidelines for Protecting Schools and Universities from Military use during Armed Conflicts, by:
- a. Implementing a step-by-step program to help schools so that they have an idea of the best way to continue providing education in crisis situations;
  - b. Including regional specificities to best facilitate resilience for children and adult learners in all cultural situations;
  - c. Utilizing already available data provided by partners or Member States, such as reports from the Security Council, on at-risk zones because of climate change and the rise in sea level;
  - d. Formatting the online database to be accessible for Member States that have rural areas with limited access to the internet;
7. *Expands* technological training for educators, by:
- a. Providing digital safety training for educators, emphasizing the importance of online safety for children and teens through UNESCO's Global Teacher Campus platform;
  - b. Taking advantage of Member State and UNESCO programs that have already been set in place for funding, like the GRÓ International Centre, CapED Programme, and Education Policy 2030 (EP2030);
  - c. Equipping teachers to recognize and respond to cyberbullying and online risks;
  - d. Teaching teachers how to protect personal information and to maintain digital privacy, and then teaching students;
  - e. Helping educators stay informed about current digital trends affecting young people;
  - f. Promoting responsible and ethical technology use, inside and outside of the education setting;
8. *Supports* the expansion of programs similar to the Training of Trainers program for the improvement of UNESCO's GRALE, by:
- a. Expanding the integration of climate experts into public and private institutions to provide insight on prevention and recovery before and after climate disasters;
  - b. Teaching educators and government officials on disaster preparedness and climate awareness to ensure their ability to efficiently provide aid to affected groups;
9. *Recommends* the creation of resilient educational infrastructures to prevent crisis or natural disasters, such as strengthening building codes, training local authorities, and ensuring that scientific data is used to prevent any disasters or risks, by:

- a. Maintaining education, even in cases of crisis like war or natural disasters, to:
    - i. Help facilitate and provide online classes if anything happens that can potentially harm the continuation of the education;
    - ii. Suggest that educational infrastructure should maintain its educational objective in times of conflict rather than being converted to other uses;
  - b. Training professionals to build infrastructures through a sustainable and safer way to construct, by:
    - i. Encouraging the integration of solar panels in schools to ensure reliable, sustainable access to energy, especially in vulnerable regions;
    - ii. Promoting the development of climate-resilient school infrastructure, including flood-resistant foundations and heat-resistant materials, particularly in regions vulnerable to extreme weather events;
  - c. Retrofitting the school buildings and renovating unsafe streets to meet modern safety and disaster-resilient standards, and working alongside the Global Facility for Disaster Reduction and Recovery on the Global Program for Safer Schools;
  - d. Prioritizing stronger infrastructure, funded by UNESCO and national governments to:
    - i. Renovate outdated and unsafe streets;
    - ii. Expand public transportation in a way to establish emergency response systems;
10. *Encourages* all Member States to collaborate to promote the mobilization of accessible and flexible learning systems that will ensure the continuation of education during crises, particularly by expanding the use of at-home learning opportunities for everyone in the community to access without hindrance of any kind, by:
- a. Providing students with downloadable content and tools that can be used without internet access, like radio and television broadcasting, integrating offline-compatible curricula, and distributing printed learning materials to remote communities to ensure continuity of education during a crisis;
  - b. Creating free collaborative networks similar to programs like Increasing and Enhancing Effective Digital Opportunities to reach students without internet access, so they can continue to gain information in a fun way, while expanding multilingual interactive content as well;
  - c. Expanding access to technology in communities by distribution of technological devices through increased funding in public-private partnerships, voluntary collaboration between Member States, and recognizing the donations publicly;
  - d. Distributing pre-loaded devices with comprehensive national school libraries and free educational software to ensure students can access manuals even without an internet connection;

- e. Implementing and creating interactive webinars to support student tutoring and broaden educational access for youth who might need extra support;
- f. Establishing support programs that foster a safe learning environment by encouraging trial-and-error learning, building student confidence, and implementing mentorship;

11. *Suggests* programs that promote the circulation of education, by:

- a. Establishing exchange programs to ensure the free flow of resources, through:
  - i. Recommending an exchange program that allows teachers to be freely accessed by nations that require them the most;
  - ii. Encouraging Member States to share educational resources and plans to ensure that Member States are aware of the status of other Member States, as well as ensuring that resources are accessed by those in need;
  - iii. Allowing access to all students regardless of nationality or region;
  - iv. Encouraging Member States to encourage humanitarian corridors for education by increasing dialogues between conflicting parties, inaction by committees like the Red Cross, to recognize specific routes and times as education-safe passages;
  - v. Encouraging Member States that are not affected by disasters to assist with educating students who are displaced by establishing humanitarian corridors for education by increasing dialogues between conflicting parties, including interventions by committees like the Red Cross, the UN Refugee Agency, and the International Organization for Immigration in order to recognize specific routes and times as education-safe passages;
- b. Providing support to those who were affected by conflict and disasters within their regions, through:
  - i. Allowing access to psychological support for persons affected by disasters and regional conflict;
  - ii. Providing financial support for students to engage in education programs who are marginalized and suffer from a lower completion rate;
  - iii. Providing educational resources for all grade levels;
- c. Developing incentives through initiatives like UNESCO's All in School program that will encourage parents in the affected regions to support their children's participation in educational efforts;

12. *Calls upon* Member States to integrate MHPSS programs within national education curricula to effectively navigate traumatic post-disasters, by:

- a. Ensuring psychosocial support for every student at all times of crisis or not;

- b. Establishing school-based counseling and mental health support services for students and educators affected by disasters and conflicts, and creating specific courses focusing on mental health to sensitize children in case of major disruptions such as crises, war, or natural disasters;
  - c. Encouraging collaboration between UNESCO, Member States, and international health organizations like the WHO to develop capacity-building initiatives for psychological support within education systems, which is:
    - i. Achieved by utilizing WHO's Mental Health Gap Action Programme, which provides training for teachers, school counselors, and community health workers to identify and respond to mental health conditions among students during crises;
    - ii. Implemented also through WHO's Psychological First Aid training frameworks into national teacher training programs to equip teachers with the practical skills they need to support students following traumatic incidents such as disasters, displacement, or conflicts;
    - iii. Promoting a partnership with WHO, as previously mentioned, on school-based mental health promotion to strengthen educational institutions as well as public health institutions amidst disruptions;
  - d. Emphasizing the 24/7 telephone service to deal with trauma, during crises and conflicts created by the MHPSS under UNESCO by utilizing digital platforms and tele-counseling services to guide the public, particularly students, to ensure that the future of every Member State is taken care of psychologically;
  - e. Supporting the development of community-based workshops to assist better families affected in coping with the psychological impacts of educational disruptions;
13. *Promotes* cooperation among Member States with established disaster management expertise to enable the exchange of best practices, by:
- a. Collaborating hand-in-hand with Indigenous populations, local communities, and international entities such as LINKS to expand their contribution to the UNDRR at an international level;
  - b. Ensuring locally grounded solutions for crisis-affected areas with poor access to the internet in accordance with the Comprehensive School Safety Framework 2022-2030, to continue development of training programs in remote areas;
  - c. Promoting training programs for educators to become well-rounded in educating youth through the UNDRR's Global Education and Training Institute, the United Nations Institute for Training and Research, and the United Nations Alliance of Civilizations Academic Exchanges;
  - d. Seeking advisorship from developed and least affected Member States in conflicts and disasters for students in unsafe environments aspiring to higher education and academic careers;
14. *Welcomes* Member States to develop and implement a comprehensive National Emergency Education Preparedness Plan in addition to UNICEF's Inter-Agency Network for Education in Emergencies Programme and endorsement of the Safe Schools Declaration, aimed at safeguarding educational institutions and ensuring operational continuity during conflicts and disasters, by:

- a. Developing strong climate-resilient infrastructure, including:
  - i. Flood-resistant drainage systems, earthquake-resistant public buildings such as hospitals, evacuation shelters, etc., and backup energy systems such as solar-powered grids during power outages to ensure prompt communications and evacuation during disasters and conflicts;
  - ii. Enhancement of efficient transportation systems for the public, bearing in mind the severity of disasters and the need to evacuate immediately;
- b. Forming Public Private Partnerships by leveraging private sector investment and technological expertise to support the construction and modernization of disaster-resilient school and public facilities, which includes collaboration between governments, private institutions, and international organizations to accelerate infrastructure development while minimizing financial exposure, thus making it a feasible option for Member States during crises;
- c. Mapping risk assessments and vulnerability, to:
  - i. Identify schools in locations prone to frequent disasters and conflicts;
  - ii. Conduct annual risk assessments and safety audits;
  - iii. Create national education risk databases by using information given by Member States along with their consent, to keep track of previously recorded disasters and forecasted information;
- d. Welcoming the establishment of crisis response mechanisms, to:
  - i. Link educational institutions to the newly created national education risk databases and early warning systems;
  - ii. Institutionalize training programs on evacuation and safety protocols for educational staff and students;
- e. Adding dedicated press campaigns outlining critical information to people by Member States, to:
  - i. Utilize a well-coordinated Integrated Marketing Communications Plan, for Crisis Preparedness and Response as promoted by UNESCO;
  - ii. Ensure that the citizens are aware of ongoing conflicts, upcoming disasters, what action to take during said crises, evacuation routes, and reduce panic;
  - iii. Expand the news section of the UNESCO website.



**Code:** UNESCO/1/5

**Committee:** United Nations Educational, Scientific, and Cultural Organization

**Topic:** Safeguarding Education in Conflict and Post-Disaster Contexts

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*The United Nations Educational, Scientific and Cultural Organization,*

*Reaffirming* Article 26 of the *Universal Declaration of Human Rights* (UDHR) (1948) and the *Convention on the Rights of the Child* (1989), which recognize education as a fundamental human right,

*Reaffirming its commitment* to the 2030 Agenda for Sustainable Development, particularly Sustainable Development Goal (SDG) 4 (quality education), SDG 8 (decent work and economic growth), SDG 10 (reduced inequalities), and SDG 16 (peace, justice and strong institutions),

*Bearing in mind* the UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development (2023) as well as the UNESCO Strategic Framework for Migration, Displacement, Emergencies, and Education (2024),

*Further recalling* the *Comprehensive School Safety Framework* (CSSF) (2022) and the *Sendai Framework for Disaster Risk Reduction 2015-2030* (2015), specifically Target D reducing damage to critical infrastructure and service disruption,

*Recognizing* that the loss or inaccessibility of school resources during crises constitutes a major barrier to the continuity of education,

*Stressing* the necessity of aligning national policies and international partnerships with these objectives to foster resilient and sustainable societies,

*Recognizing* the importance of anticipatory resilience, preparedness, and locally led response frameworks in ensuring continuity of education during crises,

*Concerned* that a significant gap remains between international commitments and effective local implementation, especially in climate-vulnerable and conflict-affected regions,

*Noting with concern* that climate-related disasters increasingly disrupt access to education, especially in Small Island Developing States and other highly vulnerable regions,

*Convinced* that substantial action taken by non-governmental organizations (NGOs) in the planning and execution of the rebuilding process in cooperation with local communities, including people and political institutions, provides sustainable reconstruction of educational infrastructure, especially in rural, less traditionally prioritized areas,

*Stressing* how the reliance on solely domestic disaster relief knowledge creates barriers that restrict Member States' ability to formulate substantive policies, and as all Member States experience disasters in unique contexts, such knowledge is invaluable, especially with the increased physical and psychological fragility of schools in post-disaster contexts, and recognizing that climate-related threats frequently compromise these essential safe havens through structural destruction and the displacement of the educational community with specific attention for physically and communicatively isolated systems,

*Bearing in mind* the continued advancement of the digital age and increased virtualization of all fields that is recognized in frameworks such as the UNESCO-UNICEF Gateways to Public Digital Learning Initiative (2022) in its focus on improving national digital learning platforms within already existing educational structures,

*Regretting* the reliance on educational facilities as primary sites for mass evacuations in times of natural disasters,

*Fully aware* that the dangers on schools paths is an obstacle to children in conflicts zone getting an education,

*Deeply alarmed* that ongoing conflicts and the increase of climate-related disasters occur simultaneously and directly impede the ability of students from Member States and their families to safely reach educational facilities,

*Having considered* that armed conflicts severely disrupt access to safe quality education and damages educational infrastructure,

*Guided by* the necessity for funding when undertaking educational works of this magnitude, which require the greatest care and attention to detail,

1. *Calls upon* Member States and international organizations to strengthen multi-stakeholder partnerships aimed at aligning national education strategies with the 2030 Agenda, ensuring that international aid for conflict-affected areas is prioritized toward rebuilding schools, reducing socio-economic inequalities, and fostering the peaceful institutions necessary for long-term sustainability, by:
  - a. Encouraging the implementation of peer-to-peer mentorship programs where Member States with historical experience in prior crises provide advisory support to those currently facing analog challenges and furthermore pass on responsibilities;
  - b. Facilitating cooperation between international organisations to bridge the gap exhibited in reliance on solely domestic strategies, ensuring that shared knowledge is available before disasters occur to ensure a holistic approach for both reactive and proactive measures;
2. *Calls* to develop and pilot Regional Education Emergency Response Protocols in collaboration with regional organizations and authorities, financed through UNESCO's regular programme budget, voluntary Member State contributions and the Education Cannot Wait (ECW) fund, to be operational within 18 months of the adoption of this resolution, including:
  - a. Pre-positioning of standardized temporary learning kits at regional hubs, financed through ECW emergency allocations and voluntary Member State contributions, including:
    - i. Identification of strategic hub locations in disaster-prone and conflict-affected regions;
    - ii. Standardized kit contents covering basic learning materials, teacher guides, and psychosocial support tools;
    - iii. Regular replenishment mechanisms financed through UNESCO's regular programme budget and voluntary Member State contributions;
    - iv. Priority access for Small Island Developing States and least developed Member States;
  - b. Rapid coordination mechanisms between disaster management and education authorities, operationalized through UNESCO field offices and financed through UNESCO's regular programme budget, including:

- i. Pre-agreed deployment protocols activatable within 72 hours of a declared crisis;
    - ii. Designated national focal points responsible for education-disaster coordination;
  - c. Adaptable implementation frameworks co-designed with affected regions, supported through UNESCO's South-South cooperation partnerships, including:
    - i. Regional pilot programs in the Pacific, Caribbean, and Indian Ocean;
    - ii. Context-sensitive guidelines respecting national education systems and cultural needs;
    - iii. Annual review mechanisms to assess framework effectiveness;
  - d. UNESCO-facilitated South-South knowledge exchange drawing on proven disaster preparedness models from climate-vulnerable Member States, financed through bilateral donor contributions;
  - e. UNESCO operationalizing protocols through its existing field offices and the Inter-Agency Network for Education in Emergencies, drawing on ECW funding and voluntary Member State contributions to finance pre-positioning, deployment, and coordination activities;
3. *Recommends* the creation of a Disaster Risk Reduction (DRR) Knowledge-Exchange Hub (DRR-KEH) under the auspices of United Nations Office for Disaster Risk Reduction (UNDRR) in accordance with the principles established in General Assembly resolution 76/204, to be established within 12 months of the adoption of this resolution including a high-level cross-regional consultation mechanism among Small Island Developing States from the Pacific, Caribbean, and Indian Ocean regions, to exchange best practices and co-develop adaptable projects such as Strengthening capacity of Viet Nam for early warnings, disaster risk reduction and safer learning environments (2026-2027) for protecting education systems in disaster-prone contexts, by:
- a. Enabling Member States to share best practices, technical expertise, and engineering standards;
  - b. Accelerating the exchange of experience-based curricula among international partners through the DRR-KEH platform, administered by UNDRR in partnership with UNESCO field offices and national disaster management agencies, including:
    - i. Standardizing specific materials by compiling evidence-based training modules, simulation exercises, and community-preparedness programs derived from historical responses, to be reviewed and updated annually;
    - ii. Engaging targeted stakeholders by bridging contributing experts such as national disaster management agencies, academic institutions, and NGOs with local officials and educators in highly vulnerable regions, facilitated through biannual regional workshops;
    - iii. Deploying active mechanisms by maintaining an open-access, multilingual digital repository, providing frameworks to localize international curricula for regional contexts, and hosting routine workshops to ensure practical application;
  - c. Facilitating the development of digital learning platforms for real-time knowledge sharing on disaster risks and education continuity, ensuring accessibility for all Member States;

- d. Encouraging Member States to collect, share, and analyze data on disruptions to education systems, while ensuring the protection of personal and sensitive data in accordance with national regulations;
  - e. Inviting cooperation with international organizations and stakeholders to provide technical support and capacity-building for digital knowledge-sharing systems;
  - f. Fostering international collaboration in resilience-building efforts;
4. *Further invites* Member States to increase their collaboration with civil society actors by improving knowledge exchange as well as including them in the process of creating and implementing disaster preparedness protocols, such as:
- a. Maintaining transparency in agency and civil society group actions by requiring agencies to publish the initiatives they have undertaken once yearly, including how funding is being used in each initiative;
  - b. Requiring agencies and civil society groups to monitor the success of their initiatives and publish levels of success;
5. *Advises* Member States to utilize their domestic disaster relief experts to provide advice towards the prevention of disasters and the sustainable rebuilding efforts after destructive events, by:
- a. Working in conjunction with the UNDRR to operate communication channels linking at risk communities with specialist council with respect to the diversity of disasters and the heterogeneity of their causes and effects on each Member State;
  - b. Advocating further for the amplification and evolution of existing early warning systems by applying expert knowledge in the decision-making process for the prioritization of risk reduction for early action and preparedness;
  - c. Utilizing experts to heal the psychological effects after destructive events upon of educational institutions, to promote from a mental health rebuilding aspect;
6. *Encourages* Member States to ensure the ability for education to function in the absence of physical spaces compromised by disasters and crises by further developing existing digital tools such as online learning platforms with the UNESCO-UNICEF Gateways to Public Digital Learning Initiative (2022) to:
- a. Aid in further digital development of education systems, by encouraging Member States to conduct research on the effects of digital hybridization of educational structures;
  - b. Enable the governments of Member States to establish access to high-quality digital education content via domestic platforms;
  - c. Receive support from the UNESCO-led advisory group on such digital tools to create norms and standards that are specifically tailored to national curriculums and educational targets;
  - d. Expand both access to wireless networks and establish systems to preload educational content onto digital devices to ensure consistent education after a disaster damages infrastructure;
7. *Requests* the improvement and establishment of resilient, sustainable, infrastructure aligned with the CSSF for use during and after disasters, through:

- a. Creating dedicated evacuation and sheltering infrastructure to remedy the reliance on educational facilities for disaster relief locations while allowing Member States to deliberate internally about whether these facilities will serve other purposes in non-disaster contexts;
  - b. Being proactive in strengthening physical educational facilities, making them resilient to natural disasters such as earthquakes and tropical storms by referring to Pillar 1 of the CSSF to ensure safe learning facilities;
  - c. Encouraging the utilization of renewable energy through the installation of solar panels, wind turbines and geothermal to both power educational facilities, and offset the environmental toll new construction brings to a space whenever possible;
  - d. The building of resilient infrastructure including functional lighting, stable water supply facilities, and school cafeterias;
  - e. Ensuring all efforts are conducted with consideration towards equitable access to education in times of crisis;
8. *Urges* Member States to explore regional privacy-sensitive safe route monitoring systems for public school vehicles to ensure children can safely access school, within 18 months of the adoption of this resolution, including:
- a. Encouraging individual local governments to develop secure GPS systems for the purpose of tracking public school transportation vehicles used for children making sure they arrive to and from school safely and on time;
  - b. Dividing routes based on study locations and children's homes in order to ensure peer protection;
  - c. Ensuring that all collected tracking data is stored securely, accessible only to local authorized education and emergency management personnel, and deleted after a defined period in accordance with national data protection regulations;
9. *Suggests* the implementation of emergency and crisis transport systems in the wake of natural disasters or floods and special transport for displaced students, including:
- a. Encouraging the Office for the Coordination of Humanitarian Affairs, United Nations Children's Fund (UNICEF), and the United Nations High Commissioner for Refugees (UNHCR) to develop a coordinated framework for transportation systems delivering relief goods and personnel through safe vehicles to displaced persons;
  - b. Suggesting that the Member States ensure safe transport arrangements for children, students, and teachers to and from educational facilities during natural disasters and other emergencies, in accordance with national policies and capacities;
10. *Expresses its support* for digital inclusion, virtual learning and temporary learning centers in order to ensure that all children have access to school in times where transportation to school is inaccessible, including:
- a. Encouraging the establishment of easily accessible temporary learning facilities in local areas where students can study in times of conflict or when access to school is unavailable via transportation;
  - b. Inviting UNICEF, International Funding Entities, Non-Governmental Organizations, and the World Bank to fund digital access outreach programs to ensure that areas where digital access is low

can receive the technology necessary for virtual learning when school is unavailable due to conflict or natural disasters;

11. *Invites* Member States along with international financial institutions to collaborate in order to achieve the goals laid out in this paper through a dual mechanism of both international and national funding, made up of:
  - a. Increasing contributions to ECW and UNICEF's Core Resources for greater flexibility in the usage of contributions, including:
    - i. The distribution of a set portion of current Official Development Assistance and humanitarian aid budgets to support emergency education programs;
    - ii. Voluntary financial commitments from Member States and donor groups on a multi-year basis;
  - b. Supporting Non-Governmental Organizations for faster response to emergency situations than government systems, who will maintain transparency requirements;
  - c. Strategic partnerships with private foundations, philanthropic organizations, and socially responsible corporations to supplement public funding;
  - d. Establishing national disaster pooling funds by Member States individually for use within their own Member State in times of crisis;
  - e. Encouraging international financial institutions including the World Bank and regional development banks to prioritize education resilience in their lending and grant portfolios for crisis-affected Member States.