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Documentation of the Simulation of the

**United Nations Educational, Scientific and Cultural  
Organization (UNESCO)\***

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**Conference B**

6-10 April 2026

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# United Nations Educational, Scientific and Cultural Organization (UNESCO)

## Committee Staff

<b>Director</b>	Holiday O'Bryan
<b>Assistant Director</b>	Judith Beck
<b>Chair</b>	Hamza Mahamud

## 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	Adopted without a vote
UNESCO/1/2	Safeguarding Education in Conflict and Post-Disaster Contexts	30 in favor, 2 against, 9 abstentions
UNESCO/1/3	Safeguarding Education in Conflict and Post-Disaster Contexts	31 in favor, 2 against, 8 abstentions
UNESCO/1/4	Safeguarding Education in Conflict and Post-Disaster Contexts	27 in favor, 2 against, 12 abstentions
UNESCO/1/5	Safeguarding Education in Conflict and Post-Disaster Contexts	19 in favor, 9 against, 13 abstentions

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

The United Nations Economic, Scientific and Cultural Organization 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 40 Member States.

On Sunday, the committee adopted the agenda of 1, then 2, beginning discussion on the topic of "Safeguarding Education in Conflict and Post-Disaster Contexts." By Tuesday, the Dais received a total of 7 proposals covering a wide range of sub-topics, including mental health, education access, funding mechanisms to facilitate education, and technology access. The general tone of the conference was deliberative and methodical, with delegations exercising patience and caution in their discussions.

On Wednesday, 5 draft resolutions had been approved by the Dais, 2 of which had amendments. The committee adopted 5 resolutions following voting procedure, 1 of which received unanimous support from the body. The resolutions represented a wide range of issues, including access to education, curriculum planning, disaster coordination, and funding accessibility. The body seemed ready to address issues of post-disaster repair, yet only touched lightly on education following armed conflict. Many of the solutions suggested additional frameworks, conferences, and programming centered on rapid responses to education disruption.



**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,*

*Emphasizing* that educational continuity contributes to long-term peacebuilding and social stability in post-conflict and post-disaster environments by ensuring education systems are prepared and resilient when disaster strikes, while strengthening long-term recovery as highlighted in UNESCO's *Strategic Framework for Education in Emergencies*,

*Confident* in the international need for increased psychosocial support for teachers and students within conflict and post-disaster zones to improve their retention within academic institutions in line with Inter-Agency Standing Committee (IASC) *Guidelines on Mental Health and Psychosocial Support in Emergency Settings*,

*Highlighting* that Member States recovering from conflict and disaster must unavoidably prioritize primary services over education, despite it being a fundamental human right, putting strain on Member States' ability to recover, and that the disorder from drastic change brought on by conflict and disaster produces massive inefficiencies in governance and funding disbursement,

*Aware* of the need to develop a sustainable and equitable international funding system and to work with relevant United Nations committees and United Nations Children's Fund (UNICEF), as the disproportionate financial burden on a few Member States is unsustainable and a more equitable disruption of contributions is necessary to ensure the continuity of education in conflict and post-disaster contexts,

*Desiring* the furtherance of key goals of the UN to create quality education particularly promoting equal access to education, especially of the vocational variety, promoting skills for financial success, and furthering child protection and safe education in post-conflict situations based on International law standard through the Security Council resolution 2764 (2024), General Assembly resolution 70/1 (2015), and General Assembly resolution 64/290 (2010),

*Fully believing* that continued education for adults can break cycles of poverty, aid in reconstruction in conflict, and post-disaster zones,

*Acknowledging the need* for a culturally and linguistically inclusive education system, particularly through local language learning tools and community-based communication platforms, as recognized in General Assembly resolution 61/L.67 (2007), which affirms the right of Indigenous peoples to education in their own languages,

*Considering* that effective international cooperation can greatly enhance education for adults, as well as break cycles of inter-generational poverty, which can help aid in reconstruction and conflict in post-disaster zones, as stated by the UNESCO Institute for Statistics (UIS) in 2017,

*Understanding* that there are diverse ways of contribution to populations in need, such as teacher training, exchange programs, or sharing of information and experiences,

*Noting* that regional support systems are uniquely positioned to address shared concerns such as climate-related disasters,

*Observing* the importance of risk prevention mechanisms such as early warning systems to identify students at risk of climate and natural disasters contributing to educational imbalances,

*Affirms* the need for the integration of mental health and wellbeing support for students and staff both during and particularly post-crises scenarios as a method to maintain retention within impacted academic institutes,

*Drawing attention to* the fact that 80 percent of students in conflict zones who receive social support have better outcomes in education, employment, and health than those who do not, according to *Education Cannot Wait (ECW)* and the *International Network for Education in Emergencies Background Paper on Psychosocial Support and Social and Emotional Learning (2016)*,

*Deeply concerned by* the 44% increase in attacks on schools and educational infrastructure during armed conflicts as outlined in the UN Secretary General's *2025 Annual Report on Children in Armed Conflicts*,

*Affirming* that the Sendai Framework for Disaster Risk Reduction (2015-2030) encourages the incorporation of disaster risk reduction into education systems, but noting gaps among levels of implementation of frameworks among programs within all Member States,

*Seeking* partnership with organizations such as Educational Technology (EdTech), World Bank, and UNICEF, to improve investments for digital education to reduce inequality in access to education,

*Further acknowledging* the vulnerable Member States that see their education repeatedly disrupted by crisis often lack the support from the international community in relation to alternative tools of learning and feasible mechanisms to implement,

1. *Recommends* the establishment of the formation of a Recovery Optimization Group (ROG) under UNESCO that addresses inefficiencies in funding and governance for recovery from conflict and disaster to support recovery and protection of education by:
  - a. Collaborating with the United Nations Economic Commission for Europe (UNECE), the Economic Commission for Africa (ECA), the Economic Commission for Latin America and the Caribbean (ECLAC), the Economic and Social Commission for Asia and the Pacific (ESCAP), the Economic and Social Commission of Western Asia (ESCWA), and with their associated regional blocs;
  - b. Gathering information provided by regional blocs and Member States that are requesting aid from ROG through national reports every five years and collecting into the UIS with analysis through the Global Education Evidence Advisory Panel (GEEAP) and the World Bank in order to assess the individual financial needs of countries affected by crisis;
  - c. Suggesting focused disbursement of funds through the UN Fund for International Partnerships (UNFIP) to match funding from Member States requesting aid and

prioritizing oversight to prevent embezzlement or corruption through the UN Evaluation Group (UNEG) Joint Inspection Unit;

- d. Producing a national report upon completion of analysis and with consent from the Member State requesting aid on an ad hoc basis, and a report of updates every 2 years beginning in 2028 through UNECE, ECA, ECLAC, ESCAP, and ESCWA, reporting successful reappropriation of funds and recommendations of policy that have shown an upward trend in focus for education funding;
2. *Calls* for increasing voluntary international funding in cooperation with relevant United Nations committees and UNICEF, promoting contributions to the global education system, and considering increasing their support to work toward a sustainable and equitable funding system by:
    - a. Welcomes Member States to voluntarily contribute to the global funding systems, including the Global Partnership for Education (GPE), the ECW Multi-Year Resilience Programme, and the UNESCO Emergency Fund for Education in line with their financial capacities and their national circumstances, with particular consideration for the needs of middle to lower income states, small island states, and landlocked states;
    - b. Advising relevant United Nations committees and UNICEF to establish an efficient and transparent mechanism to ensure that all contributions are equitably and effectively allocated toward the safeguarding of education in conflict and post-disaster areas;
    - c. Inviting international financial institutions, private sector players, and non-governmental organizations to supplement Member States through voluntary funding mechanisms such as the World Bank's Global Facility for Disaster Reduction and Recovery and UNICEF's ECW fund, in order to progressively bridge existing gaps in education recovery efforts;
  3. *Encouraging* Member States to voluntarily implement national policies in which students who have suffered disaster and conflict trauma are entitled to psychosocial support as a method to improve their ability to stay in education through teacher training and external support, such as crisis workers and psychiatrists, in line with UNICEF's *Guidelines for Supporting Children in Conflict Zones*;
  4. *Recommends* Member States to collaborate with the UNHCR and non-governmental organizations such as the International Women's Resource Center to offer classes, which may be online or in-person, to adults that are tailored for the age group, which focus on:
    - a. Providing content that can help integrate adults into the working force, including vocational training, or basic education on language and literacy;
    - b. Educating adults on relevant psycho-socio topics, such as stress management, trauma response, and gender inclusivity, to help foster a psychologically positive environment in families facing hardships from disaster or conflicts;
  5. *Advocates* for Member States to integrate the Guidance for Teachers and Educators Toolkit developed by UNESCO and the Office of the Special Representative of the Secretary-General for Children and Armed Conflict into educational practices and teacher training, utilizing the established toolkits to promote the creation of gender safe learning zones, integrating reproductive health and related resources, training local community members as educators after

conflict, and expanding accessible hybrid digital platforms that teach basic digital skills including job training and access to emergency services;

6. *Stresses* the importance of expanding vocational education in the form of the UNDP co-founded and EU-funded Vocational Education and Training (VET) program by increasing focus on and suggesting the increased usage of the associated systems by:
  - a. Encouraging the use of the World Bank's Education and Technology Readiness Index as a tool to gauge the readiness of institutions to use Edtech and hybrid models to build technology-related skills;
  - b. Recommending the implementation of Teach-VET, which acts as a class observation instrument intended to be used by VET institutions to collect data on teaching and training practices for the sake of optimization;
7. *Provides* educators with a Physical Schooling Alternative Framework under UNESCO Emergency Preparedness and Response Unit that allows them to identify safe zones and buildings that can be used as temporary classrooms during times of conflict or disaster through:
  - a. Creating a region-and-disaster-specific online platform that allows for access to publicly available geographic data accessed with UN-supported applications and open source tools such as the City Resilience Profiling Tool and QGIS to locate zoning data;
  - b. Suggesting integration of the expert protocols established by the Regional Platforms of the United Nations Office of Disaster Risk Reduction (UNDRR), such as the *Words into Action Report*, to determine city and region zones with an abundance of safe buildings and supplies;
8. *Endorses* the creation of formal and informal regional school programs within Member States that support dropouts, refugees, and displaced learners with necessary educational supplies during and after conflict by:
  - a. Modeling the program after European Union *Lyceum frameworks*, which establishes pipeline systems through collaboration between local education systems and regional companies to funnel students into vocational education to increase job opportunities;
  - b. Collaborating with non-governmental organizations to organize regular activities that support personal development, such as the Youth for Exchange and Understanding and Euroactive;
  - c. Partnering with volunteer contributors, private donors, international organizations such as GPE, and the National Institute of Education, in order to provide further funding;
  - d. Supporting long-lasting materials for the protection of children through UNICEF's program School-in-a-Box, funded by governments and private donors, which provides Early Childhood Development Kit and the Recreation Kit to more than 5 million children in 2024 alone;
9. *Encourages* Member States to improve and expand regional, disaster-related, and gender equality-focused working groups, which allow Member States to share relevant ideas, methods, and technologies, such as:

- a. Enhancing and expanding regional support systems that are bound by similar geographic location, which work on topics including but not limited to shared climate disasters and post-conflict rehabilitation in the area, including the Regional Education in Emergencies Working Group in West Africa;
  - b. Expanding context-related support systems that are bound by similar situations, which work on topics including but not limited to shared types of natural disasters, or certain shared points of difficulties, such as gender equality, such as the Sendai Framework for Disaster Risk Reduction (2015-2030) or United Nations Girls' Education Initiative;
10. *Advocates* for the inclusion of social support services in addressing education gaps to promote positive outcomes for students by:
  - a. Drawing attention to lessons from programs such as the War Child initiative and the *Economic Council of West African States Child Policy 2019-2030*, which integrates children exposed to conflict into educational and social support networks to improve outcomes for affected children;
  - b. Reaffirming its belief in the use of programs such as UNHCR's Biometric Identity Management System, which provides individual official identification to maintain integration into social safety nets in times of crisis;
11. *Further supports* the integration of education into national early warning systems, in alignment with initiatives such as the Early Warnings for All Initiative by:
  - a. Identifying and assessing risks to education infrastructure, including schools and other learning facilities in disaster-prone regions;
  - b. Mobilizing technical resources through suggested donations from partner governments and organizational climate funds to support early warning dissemination and strengthen school-based preparedness;
  - c. Supporting the coordination with local authorities and local communities for rapid and effective response efforts;
12. *Invites* the collaboration of Member States with regional UNESCO-coordinated networks, to share best practices for protecting schools and educators during armed conflicts by:
  - a. Encouraging the development of regional Teacher Resiliency Hubs under the technical guidance of the Inter-agency Network for Education in Emergencies (INEE), utilizing peer-to-peer mentorship models where educators in post-conflict or stable regions provide pedagogical strategies for classroom management under duress to counterparts in active crisis zones;
  - b. Developing national Education Continuity Plans that ensure learning continues through at least two alternative modalities when physical school access is disrupted, including:
    - i. Reaffirming the adoption of digital radio-based and community learning hub formats accessible without reliable internet connectivity;

- ii. Volunteering Member States should report to UNESCO on the observation and initiatives of disaster risk reduction (DRR) integration into their national education sector plans every three years;
    - iii. Advocates for the use of UNESCO provided dedicated technical assistance, such as mesh networks that allow for offline library access to vulnerable countries in conflict, and thus implementing the Comprehensive School Framework 2022-2030;
  - c. Urging Member States to integrate the INEE Minimum Standards for Education into national education contingency plans to minimize learning disruptions during conflict;
- 13. *Encourages* Member States, in cooperation with UNESCO, the UNDRR, and relevant regional organizations, to strengthen education-sector resilience in line with the Sendai Framework for Disaster Risk Reduction (2015-2030), particularly in conflict-affected, disaster-prone, and post-disaster areas by:
  - a. Incorporating within national disaster risk reduction and education strategies, multi-hazard risk assessments, disaster-resilient construction standards for all new and rebuilt educational infrastructure prioritising seismic, flood and climate hazard zones and applying an inspired by the Build Back Better Act in post-disaster school reconstruction, safe school infrastructure standards, and continuity of education plans in order to identify vulnerabilities, reduce disruption to learning, and ensure that schools are prepared before disasters occur;
  - b. Developing and implementing at the national and local levels, early warning systems, regular evacuation drills, and periodic training programmes for teachers, school administrators, and relevant education personnel in order to strengthen preparedness, protect learners and staff during emergencies, and enable the timely, safe, and effective resumption of education after disasters;
  - c. Inviting further collaboration and cooperation with the United Nations Development Program's Global Cluster for Early Recovery (GCER), integrating GCER guidelines in national disaster recovery plans, education, and social services in disaster response situations;
- 14. *Fully supports* the integration of UN Radio into education initiatives in order to expand education access to underserved, rural, and minority communities by:
  - a. Basing programs on Education Radio, a UNICEF program that allows for education to be widely disseminated over radio in local languages to target those without access to traditional schooling, while ensuring accessibility in rural and infrastructure-limited regions;
  - b. Encouraging the use of e-waste refurbishment for fundamental devices to extend their life span and reduce waste and cost states;
  - c. Promoting voluntary funding partnership through the International Telecommunication Union, the International Monetary Fund;

15. *Suggests* the collaboration between UNESCO and other UN bodies and regional NGOs to combine strategies, knowledge, and mechanisms to develop alternative learning tools feasible for underdeveloped countries by:
- a. Collaborating with the International Telecommunication Union to determine the proper steps for the development of devices such as radios for education purposes in underdeveloped countries;
  - b. Cooperating with UNICEF to combine funding strategies;
  - c. Working with regional organizations such as the Southeast Asian Ministers of Education Organization and the Regional Center for Educational Innovation and Technology on the possible implementation of teaching tools and learning kits in the most impacted areas.



**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,*

*Deeply concerned* that, according to the United Nations Children's Fund (UNICEF) in 2024, 242 million students' schooling was disrupted by natural disasters, while in a 2025 report, one in seven students globally experiences educational disruption that has had disproportionate impacts on nations with limited climate-resilient educational infrastructure,

*Reaffirming* the purpose of the Office of the United Nations High Commissioner for Refugees (UNHCR) Guidelines on Localization, which emphasize local actors' leadership and capacity during crises, while recognizing the essential role international organizations play, especially in complex or armed conflict situations, ultimately affecting education,

*Having considered* the UNHCR's 2023 Global Refugee Forum and the World Bank's Global Partnership for Education (GPE) conference, which address the crucial issue of the millions of student refugees needing long-term investment, different from first humanitarian aid, given the fact that displacement has now become a decade-long,

*Guided by* the 2022 Transforming Education Summit that explored expansions in education accessibility to promote safe, healthy, inclusive, and gender-equal opportunities,

*Acknowledging* the Principles of Resilient Infrastructure outlined by the United Nations Disaster Risk Reduction Office (UNDRR) and the *Sendai Framework for Disaster Risk Reduction 2015-2030*, which reaffirms General Assembly resolution 78/152 (2023), by promoting the exchange of prevention and risk reduction information,

*Supporting fully* United Nations Sustainable Development Goal (SDG) 4 (quality education), which promotes lifelong learning opportunities for all, education financing must become a national investment priority; and SDG 9 (sustainable and resilient infrastructure), to ensure educational activities can take place without disruption due to disasters,

*Reaffirming* General Assembly resolution 79/139 (2024), which acknowledges that effective knowledge-sharing systems between Member States are necessary to develop adaptable, scalable, and sustainable education systems in disaster contexts,

*Reflecting* on previous instances of knowledge sharing among regional and international Member States, which have led to positive outcomes such as enhanced Disaster Risk Reduction cooperation mechanisms within the Association of Southeast Asian Nations (ASEAN), African Union (AU), European Union (EU), Community of Latin American and Caribbean States (CELAC),

*Mindful* of the practices of local and Indigenous peoples as the foundation for the culture and history of many Member States, as acknowledged by the United Nations Declaration on the Rights of Indigenous Peoples, Article 34, including climate-resilient infrastructure practices such as sustainable construction methods and disaster management planning based on weather patterns,

*Conscious* of the practices of local and Indigenous peoples in combating the damage caused by natural disasters over the years, as recognized by the *Sendai Framework for Disaster Risk Reduction 2015-2030* as being sustainable and practical, as well as renewable and cost-effective according to the Intergovernmental Panel on Climate Change (IPCC),

1. *Recommends* increased action under the UNDRR with a series of regional workshops focused on developing infrastructure to support disaster preparedness:
  - a. Utilizing existing UNDRR funding and policies to establish meetings;
  - b. Bringing together experts in architecture, engineering, and emergency management, alongside representatives of Member States;
  - c. Reviewing current research and standards, and producing a final report recommending new international standards, focusing on three fields:
    - i. Climate-resilient infrastructure and building standards;
    - ii. International and possible national emergency plan frameworks outlining a series of actions following the wake of specific disasters;
    - iii. International cooperation in Early Warning Systems (EWS) and tracking potential to preemptively prepare and evacuate for natural disasters;
2. *Recommends* that the International Institute for Education Planning (IIEP) implement a Risk Reduction Knowledge Sharing System (RRKSS):
  - a. Establishing community-based systems focused on local education resilience, with facilitators providing annual in-person training;
  - b. The RRKSS will address 3 specific topics for:
    - i. Actively develop disaster preparation with IIEP on in-person training on educational security, early-warning systems, and evacuation plans adapted to each country's geographical context to guarantee the protection of schools;
    - ii. Post-conflict action, referring to the implementation of educational strategies after a crisis, focusing on the exchange of learning methodologies adapted to post-crisis situations, including the rehabilitation of learning environments, such as the creation of safe zones, to ensure education continuity for every student in a secure space;
    - iii. Fostering the interaction of a knowledge system, involving voluntary fusion of national technical guidelines with ancestral local knowledge of each region to develop culturally relevant and applicable strategies in every territory, to design culturally appropriate and traditional strategies to ensure meaningful participation of the entire population;

3. *Further recommends* expanding the content of the 2022 Transforming Education Summit to include targeted discussions on implementation strategies for infrastructure resilience, ensuring equal access to education, and establishing EWS functions;
4. *Supports* the integration of the practices and solutions of local and Indigenous peoples regarding practical and sustainable climate-resilient infrastructure:
  - a. Encouraging the voluntary collaboration between Member States and the Intergovernmental Panel on Climate Change under the assessment of the IPCC's *Sixth Assessment Report*, which outlines potential practices to be integrated into modern solutions for climate change adaptation and mitigation, which would ensure educational continuity can take place during natural disasters, such as recommending:
    - i. The planting of natural barriers to coastal areas, such as mangroves, to minimize flooding;
    - ii. Scheduled controlled burning, to reduce forest fuels and wildfires, as well as water management practices such as rainwater harvesting;
    - iii. Utilizing climate resilient structural materials such as earthquake resilient bamboo or wood;
  - b. Recommending the creation of a Local and Indigenous History of Climate Solutions Program within the UNESCO Local and Indigenous Knowledge Systems (LINKS), consisting of representatives from local and indigenous groups, to present their solutions to rebuilding efforts after natural disasters, which would emphasize UNESCO's continued support of LINKS goals:
    - i. The representations would be voluntary and remote, not requiring additional funding or great commitment, only acknowledging that they grant the permission for the solutions presented to be used by UN Member States;
    - ii. Member States would have access to the solutions presented and would have the opportunity to integrate these UNESCO-supported practices in their communities if they wish;
5. *Recommends* UNESCO Communication and Information Sector the implementation and expansion of radio education programs, providing lessons to rural and devastated areas through structured audio broadcast to ensure education continuity in moments of crisis, utilizing:
  - a. Interactive Radio Instruction (IRI) as a cost-effective method of delivering education in low-infrastructure areas, and UNESCO-supported Pakistan-Italy initiatives;
  - b. Drawing on models such as the U.S. Public Broadcasting System programming and Radio Republik Indonesia;
  - c. Reinforcing UNESCO-supported Pakistan-Italy initiatives;

- d. Addressing the urgent educational needs of vulnerable populations who are affected by crises, supported by Japan-UNESCO initiatives;
  - e. Utilizing diverse delivery methods such as MP3s or SD cards to overcome poor radio reception in the most isolated areas;
6. *Invites* UNHCR's Global Refugee Forum to address the needs of student refugees for long-term investments in the following areas:
- a. Equal access to educational physical and human facilities, such as classrooms and teachers, between national and refugee students;
  - b. Transparent redistribution of donations in favor of investment tools, spanning from a minimum of five years to ten years, based on the average length of displacement crisis;
  - c. Warfare and Refugees, where Member States can share their experiences with domestic and international warfare, and how to protect education for civilians and refugees:
    - i. Expanding mental health initiatives with support systems, included in the programs, to cope with trauma, such as UNESCO's mental health and psychological support in the Gaza Strip;
    - ii. Include training programs and guidelines for teachers on trauma-informed teaching methods;
7. *Encourages* a partnership with the GPE to promote investment in multilateral facilities for refugee education investment, led by UNESCO in collaboration with UNHCR and the World Bank, where donor governments can make long-term funding commitments possible, to reduce overlaps in the current context of parallel funding;
8. *Suggests* that UNESCO and UNICEF work together to include educational materials in humanitarian aid and to share resources in crisis zones to promote cost-effective and accessible digital and remote learning solutions to conflict and disaster-affected communities;
9. *Encourages* Member States, in collaboration with international organizations, to support the deployment of Mobile Education Units (MEUs), defined as mobile transportable classrooms designed to provide a continuous and accessible education for displaced students during relocation and post-disaster recovery phases, including innovative models such as tents and floating schools, like those implemented in Nigeria with UNICEF in 2013, to ensure access to education in areas prone to devastating natural disasters:
- a. Prioritizing deployment in districts experiencing high amounts of displacement, such as Larkana, Qamber, and Sukkur;
  - b. Ensuring MEUs are equipped with essential educational materials, such as whiteboards, pencils, and paper;

- c. Encouraging collaboration with international organizations and NGOs such as Fortified Services For Reform and Transformation, CARE International, and Civic Force to support funding;
  - d. Implementing training for educators to teach with the resources provided;
10. *Invites* active and prospective donor organizations to enhance transparency and coordination in education-related funding initiatives.



**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,*

*Deeply conscious* that UNESCO's mandate is derived from Article 1, paragraph 3, of the *Charter of the United Nations* (1945) and is fully defined in the UNESCO Constitution (1945) and, per its mandate, has coordinated and produced several international standards alongside its work with several United Nations entities such as United Nations High Commissioner for Refugees (UNHCR) and United Nations Industrial Development Organization to promote the achievement of common goals through collaboration in the fields of education, intercultural dialogue, communication and information,

*Respecting* the positive efforts in the creation of existing UNESCO toolkits, such as the Framework Culture in City Reconstruction and Recovery and the Peacebuilding Assessment Tool for Heritage, towards rebuilding infrastructures in Member States, while noting gaps in the implementation of these UNESCO toolkits, such as their limited provision of scientific advice,

*Affirming the 2030 Agenda for Sustainable Development*, particularly the role of Member States to pursue overall goals of the UN, including improving education and awareness of climate change mitigation, adaptation, impact reduction, early warning, as well as accessibility and inclusivity to education, and Security Council resolution 2061 (2012), which elaborates on the need to ensure the unimpeded flow of aid under the threat of legal repercussions, including the right to education, while also encouraging states to reinforce educational systems in post-conflict environments,

*Having devoted attention* to General Assembly resolution 70/219 (2015), which encourages Member States to facilitate women's inclusion in education, and General Assembly resolution 77/282 (2023), which emphasizes the need for the development of quality, cost-effective, and resilient infrastructure in long-term preservation and fast recovery post-conflict, and additionally observing General Assembly resolution 79/323 (2025), regarding Member States' pledge to address recent and sudden shortfalls in funding for UN agencies and organizations,

*Reiterating* the need to continue education in the midst of conflict as established under General Assembly resolution 75/289 (2021), regarding the necessity of ending the economic, commercial and financial embargo imposed by the United States of America against Cuba (2021) and Human Rights Council resolution 20/7 (2012), which is a follow-up to Human Rights Council resolution 8/4 (2012) to ensure that children do not lose their sense of safety and protection as a core pillar of peacebuilding, while additionally, keeping in mind Human Rights Council resolution 59/9 (2025), which emphasizes the need to uphold the basic right to education during conflicts and post-disaster contexts, particularly for the education of women, children, refugees, and other adult minorities, and further elaborating on Human Rights Council resolution 53/7 (2023), which stresses that early childhood education is crucial for development and Human Rights Council resolution 20/7 (2012), which affirms the right of Member States to protect the right of education in emergency and disaster contexts,

*Further recalling* the 2015 Sendai Framework for Disaster Risk Reduction that urges Member States to promote the integration of long-term disaster risk reduction strategies into educational systems,

*Informed* by the recommendations and frameworks established under the *United Nations Development Programme's National Disaster Risk Reduction Strategy (2023–2030)* to address the impacts of disasters regarding education,

*Guided* by the Climate Smart Education Systems Initiative (CSESI), which focuses on providing adaptations to climate change through educational collaboration and evidence-based planning,

*Welcoming* the work of the United Nations International Children's Emergency Fund (UNICEF) in supporting children in climate-affected areas and promoting the development of climate-resilient schools, and UNICEF's finding that showed at least 242 million students, or one in seven students, in 85 countries globally had their education disrupted by extreme climate events in 2024,

*Concerned* by the UNHCR's 2024 estimate that over 123 million individuals worldwide are forcibly displaced due to conflict and disaster, resulting in prolonged breaks in education, which increases the risk of withdrawal from enrollment, social exclusion, and long-term inequality,

*Noting with approval* the successes of Local and Indigenous Knowledge Systems (LINKS) regarding the creation of a sustainable development framework and serving as valued mentors and emotional support during crises within a given community,

*Acknowledging* the importance of regional partnerships and collaborations, both governmental and non-governmental, in analyzing and adapting to the educational effects of climate change, especially in the context of North-South and South-South global cooperation,

*Bearing in mind* the urgency to enable independent long-distance learning models, virtual education systems, and online archives, which allow access to digital education resources in conflict and disaster contexts,

*Recognizing the need* for the use of adaptive and accessible learning systems by providing areas for students to receive education, in the absence of the internet,

*Underscoring* the significant role educators play in providing formal and informal educational materials and opportunities to all students, including marginalized communities,

*Appreciating* the partnership between the Global Mentorship Initiative (GMI) and the UNHCR for its accomplishments towards connecting displaced individuals with mentors for developing competencies relevant to employment opportunities,

*Expressing concern* regarding the preservation of intellectual property rights and academic resources in post-disaster contexts,

1. *Recommends* the creation of a high-level working group, provided on request of Member States wanting to implement a UNESCO-created toolkit through:
  - a. Education emergencies toolkits that conduct comprehensive assessments of the Education in Emergencies data and map existing relevant data sources;
  - b. Teacher guidance toolkits that train teachers how to support children affected by disasters and implement safe classroom practices;
  - c. Education planning toolkits through the International Institute for Educational Planning, using its framework to:

- i. Conduct a joint assessment of needs and capacities in affected areas;
    - ii. Develop a multi-year education plan that provides for access, teacher support, and school-based protection;
    - iii. Strengthen coordination between national authorities, local governments, and humanitarian partners through monitoring mechanisms;
  - d. Bringing together scientific experts involved in the topics related to the toolkit or involved in the creation of the toolkit to answer questions on implementation best practices;
  - e. Bringing together private companies interested in working with Member States on the implementation of the toolkit through a public-private partnership;
2. *Advises* consenting Member States to coordinate partnerships to ensure that schools stay a safe place through:
- a. Encouraging collaboration between local law enforcement and schools, similar to the measures taken under the School Safety Framework in South Africa, which includes the establishment of safety committees and mandating school patrols in high-risk areas;
  - b. Teacher training led by UN experts in education, activists, and other experienced professionals who ensure preparedness in case of violence, all while recognizing the flexibility and specific regional contexts;
  - c. Participating in the International Task Force on Teachers for Education 2030 and sharing best practices and evaluating how teachers can be instructed to be resilient and how to prepare for disasters and conflicts;
3. *Encourages* Member States to promote provisional enrollment mechanisms that provide students from displaced populations adequate access to education by:
- a. Collaborating with initiatives, such as UNHCR's Needs Assessment for Refugee Emergencies Program, the United Nations Development Programme (UNDP), and UN Migration's Displacement Tracking Matrix, to collect quantitative information, such as age and educational needs, to document accurate data regarding refugee populations within Member States;
  - b. Establishing a forum between UNESCO and the GMI & UNHCR Collaboration to share results and exchange successful practices relevant to peer-support and mentorship;
  - c. Enabling the expansion of the deployment of decentralised, offline digital learning solutions—such as SolarSpell solar-powered digital libraries and UNDP-supported local mesh networks—to ensure continuity of learning in "connectivity-dark" zones or areas where traditional educational infrastructure has been damaged or co-opted;
  - d. Establishing community support systems in environmental crisis or war zones that are facilitated by local psychological specialists within Member States to address the mental impacts of conflict and disaster and promote education and emotional resilience through cognitive behavior therapy coping strategies for a period of 1-2 months based on the resilience activation framework;

- e. Protecting cultural knowledge, skill-building opportunities, and education systems for indigenous and local communities to preserve historic information systems and ensure sovereignty of local and indigenous groups over their own cultural wisdoms by incorporating LINKS into consenting Member States' official educational curriculum and frameworks using the survivor and community-led crisis response approach;
  - f. Collaborating with the International Telecommunication Union (ITU), the private sector and pre-existing grassroots organizations to build infrastructure for WiFi and general digital access through establishing broadband internet access and teaching young people and adults digital skills for job acquisition and digital learning when in-person school is unavailable;
4. *Reiterates its support* of Member States to integrate LINKS when applicable to education infrastructure by:
- a. Collaborating with local and Indigenous knowledge holders to utilize traditional, climate-resilient building materials and techniques that are suited for local disaster-prone environments through building energy systems, roads, bridges, and school buildings modelled in projects such as the Alberta Indigenous Solar Program's collaboration with local governments to set up community-owned solar infrastructure;
  - b. Involving the local and Indigenous community in long-term climate resilience models for both advisory and approval processes by:
    - i. Focusing on the implementation of local and Indigenous agricultural and water harvesting practices that vary by region but often prove beneficial in comparison to mainstream customs;
    - ii. Suggesting Member States to pursue educational programs led by local and indigenous groups that teach others about sustainable climate-resilient infrastructure that would allow local and indigenous groups to direct their cultural knowledge, building upon established programs such as the UNDP Climate Promise within consenting Member States;
5. *Fully supports* the expansion of response training and safety programs through consultative conferences with UN bodies and partners, and helps with the enforcement of program standards, in collaboration with:
- a. The United Nations Office for Disaster Risk Reduction making their current in-person training collaborative programs, drills, and disaster responses with national governments, universities, the Red Cross, and education ministries more accessible for educational settings;
  - b. United Nations Institute for Training and Research's (UNITAR) Youth and Peacebuilding E-Learning program, which aims to empower young people with practical tools to lead peace processes through offering modular, trauma-informed digital training that aligns with international safeguarding standards;
  - c. United Nations Mine Action Service Mine Risk Education program, which aims to protect students and teachers against conflict environments by using live data and remote

drones to clear explosive hazards and support safe access routes to school in armed conflict areas;

- d. Holding conferences with the various UN bodies in charge of individual programs, Member States, and non-governmental organizations for collaboration, discussion, monitoring of progress, and recommending changes and improvements made to programs;
6. *Invites* the creation of a framework to help Member States implement adaptive and targeted national plans that emphasize specific regional climate threats in an effort to enhance the infrastructure of educational buildings to mitigate the impacts of climate change by:
- a. Encouraging bilateral and multilateral partnerships with non-governmental organizations and utilizing public-private partnerships and targeted international grants, such as the World Bank REACH Grants, to provide required funding to Member States to improve educational infrastructure;
  - b. Collaborating with organizations and agencies, such as UNICEF, UNESCO's Education for Sustainable Development, and the United Nations Economic and Social Council, to continue the work set out by the CSESI; to promote and integrate sustainable educational infrastructure and facilitate the development of new international frameworks, networks, and policy developments to better safeguard education from the effects of climate disasters;
  - c. Recognizing, per Saint Lucia's Sectoral Adaptation Strategy and Action Plan, that educational restructuring and resilience are important factors in long-term resistance to climate and conflict damages;
7. *Suggests* the adoption of the Inter-Agency Network for Education in Emergencies's minimum standards for Member States' curricula taught in schools to include the regional impacts and solutions to climate change through:
- a. Collaborating with CSESI and Save the Children to create evidence-based planning and collaborations to provide climate change adaptations;
  - b. Working with Member States' ministries of education to expand upon pre-existing curricula unique to individual schools and districts within Member States by examining research and data developed by the Intergovernmental Panel on Climate Change:
    - i. Including climate action resources, information, and forums for discussion to students of all ages regarding national, regional, and international current solutions to climate change, with an emphasis on actions that can be taken currently;
    - ii. Including relevant climate resilience education that provides students with practical knowledge on disaster preparedness, while encouraging participation in school and community-led climate initiatives;
  - c. Guiding the integration of these frameworks within 5 years, with the continual revision of solutions and problems within the curriculum occurring every 5 years;

- d. Emphasizing the continuous education of younger and adult populations on the current responses and threats of climate change, which ensures greater political and social participation, resilience against climate disasters, and global interconnectiveness;
8. *Acknowledges* the need for Member States to continue providing aid through voluntary funding provided by the World Bank, or by NGOs, to be used to help strengthen educational infrastructure in areas of conflict abroad, build schools, laboratories, and educational facilities in conflict-affected regions;
9. *Reaffirms* the need for increased education for women and other marginalized groups, such as disabled persons, and those facing mental health struggles, during active conflict, using past UN frameworks through:
  - a. Collaboration between UNESCO and the UN Girls' Education Initiative to emphasize the education of adult women, with courses that would be taught by volunteering UN experts from the UN System Staff College (UNSSC) and UNITAR, national partners, and other expert professionals, either online using the preestablished digitization program, UNITAR, or in safe in-person settings;
  - b. Furthering collaboration between UNESCO and UNICEF by building upon goals outlined in UNESCO, UNICEF, and ITU's Public Digital Learning Platforms and encouraging the expansion of its range to conflict-prone regions to protect the education of children in the midst of conflict and crisis zones;
  - c. Advising Member States to create programs that focus on developing independent, support and practical skills for women and other marginalized groups, modeled after Germany's "Professorinnenprogramm" that supports women in academia by providing funding and equal vocational opportunities, alongside the UNSSC's Women in the UN Programme, which prepares women to work in the diplomatic field and encouraging the voluntary implementation of the goals listed out in the Conventions of the Rights of Peoples with Disabilities in sites of crisis, including the right to an education and eventual employment for disadvantaged individuals;
  - d. Supporting collaboration with relevant UN agencies, including UN Women, UN Population Fund, UNICEF, and local service providers, to expand mental health and psychosocial support for women, particularly survivors of gender-based violence and refugee women, while recognizing that such services often remain limited, unevenly accessible, and affected by shortages in funding, trained staff, and professional support. Encouraging Member States, in cooperation with Ministries of Women's Affairs, UN Women, and local protection actors, to establish Integrated Care Centers or similar support structures that provide shelter, emergency assistance, psychosocial support, and referral services for women and girls, particularly minors at risk of forced marriage or abuse;
  - e. Encourages Member States to model off of UNDP "Strategic Roadmap for Vocational Education and Training" frameworks, entailing strengthening labor market relevance in gender-responsive Adult Learning and Education through capacity building of Vocational Educational Training (VET) institutions and providers, skill development through digitalization and online training, public-private partnerships with VET providers, etc;
10. *Expresses* its hope for Member States to adopt the Safe Schools, Technological advancement, Accessible education, and Resilience (S.T.A.R) Framework in safeguarding education through:

- a. Establishing Safe Schools and precautionary measures to protect our education systems by encouraging all Member States to adopt the Safe Schools Declaration and include preparatory courses for disaster and conflict situations with the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector in their curricula for students;
  - b. Pushing forth technological advancement such as independent digital libraries and simulation software for digital learning, in collaboration with Member States' National Ministries of Education and UNICEF, and ensuring access in active crises by collaborating with UNHCR's Needs assessment for refugee emergencies program to assess educational needs;
  - c. Focusing on accessible, inclusive education and distribution of educational resources in partnership with UNICEF, while integrating the UN Disability Inclusion Strategy to ensure inclusive learning;
  - d. Promoting resilience in disaster contexts by collaborating with UNICEF and national Ministries of Education to enhance educational curricula with speciality training that addresses both environmental disasters and conflict to further prepare students in case of emergency;
11. *Emphasizes* the need for increased opportunities to safeguard education during times of crisis and further enabling access to education for rural and nomadic communities through encouraging the use and implementation of technology and digitalization:
  - a. Engaging in e-waste refurbishment to further reduce the costs of radios;
  - b. Distributing mobile education unit technology, such as computers, radio, and the internet to more remote and rural areas for learning purposes;
  - c. Training teachers through UN Radio on best practices on auditory learning and radio, creating access within educational training, refugee camps, nomadic and rural communities, and programs that integrate refugees into other countries;
  - d. Establishing cost-effective solutions for Member States experiencing natural disasters, conflict, or additional development needs;
12. *Reiterates* its support of open school programs in an effort to provide opportunities for school dropouts to complete self-paced education initiatives virtually through:
  - a. Ensuring that everyone has access to at least a complete secondary education by creating and distributing online accessible platforms that allow others to complete education at their own pace by making coursework, literature, and other educational materials accessible online on independent local radio networks and virtual programs to ensure access in active crises;
  - b. Encouraging collaboration further with the private sector to ensure job opportunities and vocational training for adults with limited education and young school dropouts;
13. *Further invites* Member States to focus on the importance of intellectual property and the need to preserve and protect it by:

- a. Recognizing the influence that Artificial Intelligence (AI) and other new technological inventions have on intellectual property and how it may affect academic resources and integrity;
  - b. Encouraging Member States to implement intellectual property laws that protect education and research materials during conflict and disaster contexts;
  - c. Promoting the fair and ethical use of AI through various programs and seminars in academic institutions that outline its use and how it applies to intellectual property and academic resources;
14. *Reminds* the committee of the importance of sovereignty and the need to protect the interests of individual Member States through collaboration with local representatives and pre-existing grassroots organizations, with the hope that the committee can continue to maintain the sovereignty of all peoples;
15. *Calls upon* all Member States to cooperate in a spirit of solidarity to ensure that efforts to safeguard education in conflict and post-disaster contexts are meaningful and targeted.



**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,*

*Emphasizing* that the nature of the disasters that are affecting the Member States includes crises spurred by the actions of Member States against their own people or other states, acts of war, and natural disasters, as a priority,

*Recognizing* the importance of existing frameworks that further the completion of the *2030 Agenda for Sustainable Development* (2030 Agenda) (2015), especially the Sustainable Development Goals (SDG) 4 (quality education), 5 (gender equality), and 9 (innovation, industry, and infrastructure), to further achieve international collaboration concerning education,

*Recalling* UNESCO's Education 2030 Initiative that every one dollar (USD) invested in education yields 10 to 15 dollars (USD) of economic growth within an economy, indicating the necessity of human capital for prosperity,

*Having studied* the *Safe Schools Declaration* (2015) and its efforts in protecting schools, teachers, students, and universities from armed conflict,

*Following* General Assembly resolution 74/275 (2020), the protection of students, teachers, and education communities is co-facilitated by UNESCO and the United Nations Children's Fund (UNICEF) in active and post-conflict zones,

*Expressing alarm* that despite the provision of NGO mental health services during conflict, these services are often lost, which serves to destabilize community well-being, undoing recovery efforts, and according to the World Health Organization (WHO) *Mental Health Atlas 2024*, high-income countries employ 30 times the amount of specialized mental health workers as low-income countries,

*Mindful of* the impact of mental well-being on academic achievement, effort, and continued performance as detailed in the WHO's *Mental Health in Schools*,

*Acknowledging* that active conflict and disaster disproportionately affect the education of women and children, following the *Regional Youth Initiatives for Mental Health, Policy, Advocacy, and Climate Resilience* pertaining to Security Council resolution 1325 (2000),

*Commending* efforts by the Gulf Cooperation Council within the Arab League of Nations, which educates and trains psychiatrists within the Arab World,

*Having reviewed* the WHO mhGAP Intervention Guide as it pertains to the employment of mental health services in non-specialist health settings,

*Expressing satisfaction* at the United Nations Office for Disaster Risk Reduction (UNDRR) as an entity that increases preparedness through its *Sendai Framework for Disaster Risk Reduction* (Sendai Framework) (2015), which outlines Words in Action (WiA), and safeguards education, constructing frameworks following UNDRR policies,

*Remembering* the mission of the Global Education Coalition (GEC)'s guidelines to achieve a better understanding of the methods educators take post-disasters to provide high-quality education,

*Deeply disturbed* by the more than seven million refugees unable to access education resources, according to the *United Nations High Commissioner for Refugees (UNCHR) Report (2024)*,

*Noting* that greenhouse gas emissions from military activities and active conflict engagement are not considered in the 2015 Paris Agreement or the 1997 Kyoto Protocol,

*Confident* in the role of the UNICEF to aid with the recovery of the educational community post-disasters,

1. *Reaffirms* the definitions of disaster and conflict determined by the UNDRR under the research of WiA Implementation Guide for Man-Made and Technological Hazards, including landmines, which includes the manmade disasters that result from actions taken by Member States on their own populations, as well as penalty actions taken by Member States against other states;
2. *Cooperates* with the Implementation Guide for Man-Made and Technological Hazards, which improves the flow of technical and scientific information, to provide research data improving local and national maps to inform communities on disaster risk in areas surrounding educational facilities;
3. *Encourages* Member States to strengthen their commitment and adherence to SDG 4 (quality education) via key stakeholder participation of teachers and educational administrators through:
  - a. Developing and delivering Disaster Risk Reduction training for teachers in Member States, utilizing action-oriented simulations and effective risk-management planning;
  - b. Expanding upon UNESCO data collection platforms such as the Education in Emergencies (EiE) Data System Strengthening Knowledge Hub in order to support educators and lead to stabilization for schools' disaster and conflict management;
  - c. Educators during post-disaster situations can consult the EiE Knowledge Hub for the improvement of school curricula and teaching capabilities;
4. *Invites* Member States and NGOs to increase funding towards Education Cannot Wait and Global Partnership for Education (GEP) initiatives;
5. *Urges* that more Member States adopt the *Safe Schools Declaration (2015)*, protecting education in areas of active and post-conflict;
6. *Promotes* assisting psychiatry education efforts by the Gulf Cooperation Council to expand the project to all Member States experiencing crisis by implementing the mhGAP Intervention Guide provided by WHO;
7. *Recommends* the application of the results concluded by the *Sendai Framework for Disaster Risk Reduction 2015-2030*, using the UNDRR as a consultant and researcher to interpret the best way to adapt the outlines in specific contexts through initiatives such as:
  - a. Conducting research on the consequences and specific context suffered by populations to understand future disaster risks;

- b. Reporting the results to UNESCO in a period of every two years until a new framework is formulated after the current framework concludes;
  - c. Prioritizing the exploration of infrastructure reconstructions in relation to stimulating policy-making strategies under the “Build Back Better” initiative, which focuses on recovery during and after disasters and crises;
  - d. The first period of two years of research conducted by the UNDRR will be financed by the budget already accepted for the UNDRR, using Member State education offices for further financing;
8. *Suggests* Member States to collaborate with the GEC and the Heritage Emergency Fund (HEF) through donation channels to support the communities affected by disasters, responding to their political and historical purposes through:
- a. Restructuring the educational system respecting the individual Member States internal policies of gender equality in a period of three years to ensure the smooth recovery and adaptation of the community;
  - b. Providing technological resources and digital material to facilitate the reconstruction of the education system affected by disasters;
  - c. Building solid structures and infrastructures to reinforce a safe and efficient environment for teachers and students;
9. *Stresses* its readiness to expand the UNESCO-Huawei Funds-in-Trust project to consider providing refurbished portable tablets preloaded with relevant educational curricula pertaining to each Member State’s specific curricula operated under the UNESCO International Bureau of Education (IBE) and UNESCO’s GEC:
- a. Member States will incorporate the UNESCO Open Science Toolkit to ensure cross-border policy design as a guideline to further understand disasters that affect the Member States;
  - b. Recycled and refurbished technology will be produced by the UNESCO Institute for Information Technologies in Education (IITE);
  - c. Partnering with the World Health Organization, portable tablets will be loaded with mental health resources capable of providing a foundation to help victims recover from trauma and post-disaster situations;
  - d. Participating Member States will partner with NGOs and organizations at a local level to establish climate-friendly education technology provision;
10. *Instructs* UNESCO discussion with the Intergovernmental Panel on Climate Change to include the environmental impact of the military and of active conflict, and are included in various NGO’s constant efforts in reforming and improving international environmental policy by:
- a. Establishing a compact that Member States sign on to monitor and report the CO2 emissions of their respective militaries;

- b. Undertaking an initiative to recruit volunteers for unexploded ordnance (UXO) removal in the territory of Member States heavily impacted in the past;
  - c. Recommending an abstention from military activity in climate zones deemed crucial to indigenous and ethnic minority cultural protection;
11. *Initiates* a study of how the document UNICEF's Strategy-at-a-Glance for Climate, Environment, Energy and Disaster Risk Reduction (2022-2030) helps vulnerable nations to advise policy-making about environmental education:
- a. Approach to the nations affected by natural disasters to recommend the implementation of educational programs on climate change and its relation to the natural disasters that damaged the community;
  - b. Support UNICEF's programming approach by advocating for communities, through local leaders, to meet specific educational needs;
  - c. Give focus to indigenous and local communities, their culture, and their needs.



**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,*

*Stating* the need for United Nations Member States to voluntarily take action to work toward quality education and reduce inequality within Member States under United Nations General Assembly resolution 70/1 (2015),

*Affirming* the right to education and equal access to public services independently of region as set out in Articles 21 and 26 of the *Universal Declaration of Human Rights* (1948),

*Reflecting on* the need for states to provide positive rights to their peoples, including universal public education services as established by the *International Covenant on Civil and Political Rights* (1966), signed by the United Nations General Assembly,

*Acknowledging* the success of past Community Learning Center Programs established by United Nations Educational, Scientific and Cultural Organization (UNESCO) initially in Asia in 1998, which spread to Africa and the rest of the world in 2010,

*Noting* that devastation precipitated by ongoing armed conflicts has provoked the closure of upwards of 14,800 schools in West Africa alone, while worldwide 25 million children are out of school due to violence, according to the United Nations Children's Fund (UNICEF),

*Remembering* the success of rural education initiatives such as the New Village Movement (Saemaul Undong) in South Korea, which South Korea has exported to other Member States in East Africa due to its immense past success at home and current success abroad in Tanzania and Uganda in reducing illiteracy and improving living standards,

*Acknowledging* that, according to the US education service children eligible for free lunch owing to economic factors missed 23 % of days of school as opposed to 15 % for the average student, and that according to UNESCO, a majority of the world's 700 million illiterate people live in rural areas of developing economies in the Global South particularly in isolated regions like the sahel,

*Emphasizing* the relevance of means-tested mechanisms for assuring the direst needs of crises are met before anyone else's, in line with the UN's policy that aid provision should be based on and in proportion to assessed needs,

*Accepting* that illiteracy in post-conflict Member States has principally economic causes such as lack of transportation infrastructure to attend school in faraway cities and a need for children to work instead of attending school, or inability to attend school because of sickness, for instance, according to UNICEF and the International Labor Organization child laborers are four times as likely to be truant than the global average,

*Recalling* the immense difficulties involved in education in Member States that possess more challenging geographies for facilitating prosperity, such as the Sahel, where 85 % of the population lives in rural areas

and where large stretches of arid lands divide Sahelian peoples, where literacy rates are lower than 40 % according to Oxford University's Our World In Data,

1. *Encourages* Member States with mass education and infrastructure building experience to cooperate with Member States in need in crisis areas, especially in Least Developed Countries;
2. *Advocates* for expanding UNESCO's pre-existing Community Learning Centers initiative to create new opportunities for urban development outside of congested megalopolises by using recommendations on how to best utilize new housing to combat illiteracy in disadvantaged rural communities and accompanying complementary infrastructure, such as hospitals, which will allow families to focus on education instead of daily survival, through:
  - a. Recommending that hospitals be constructed alongside Community Learning Centers by local governments with voluntary Member State funding to prevent truancy from being worsened by illness;
  - b. Promoting the creation of human development centers to promote community-centric, meaningful work through cooperation with local governments and UNESCO's Community Learning Centers, which will assist in avoiding the withdrawal of children from enrollment because of labor exploitation;
  - c. Calling for the centering of new Community Learning Centers in rural communities to promote the natural growth of small towns, to reduce congestion in large cities, and to reduce educational inequality;
  - d. Creating a means-tested resource adjudication hierarchy based on need, which:
    - i. Prioritizes Member States for the allocation of more voluntary donation-based UNESCO funding by this program if they are experiencing or have recently experienced an anthropogenic disaster, such as violent conflict;
    - ii. Prioritizes Member States for receiving contributory preference by this program based on the size of Member States' rural illiterate population and according to their official United Nations Human Development Index score;
3. *Recommends* willing Member States with experience in international educational aid programs to engage in cooperation for the development of communities in remote islands and rural communities unreachable by current urban infrastructure networks, such as highways;
4. *Enlarges* Community Learning Centers' responsibilities established during the (International Conference on Adult Education) VI Conference to cover all essential primary school education in certain rural centers designated as the potential centers of future urban cores under construction through:
  - a. Adapting Community Learning Center curricula to follow official national standards set by corresponding Member States, and will not be beholden to the agendas of NGOs or foreign interest groups, which will foment national sovereignty;
  - b. Aligning Community Learning Centers with digitalization initiatives when digital infrastructure catches up to educational human capital;
  - c. Enumerating Community Learning Centers' goals, including:

- i. Promoting basic literacy to advance SDG 4 (quality education);
  - ii. Coordinating with Member States for the voluntary strengthening of national curricula to ensure consistent education;
5. *Invites* all Member States to a new Global Prosperity Conference to agree on which states will consent to cooperate towards building rural education globally and assisting the rural education initiative, as well as to refine specifics of how UNESCO's recommendations will be put into practice at a future time;
6. *Reinvites* All Member States which participated in the first Global Prosperity Conference to a second plenary reunion, which will aim to recognize the efforts of the contributing states to world development, and during which the progress made since the initiative will be measured from the pre-program baseline;
7. *Plans* to include voluntarily cooperating scheduled tribes, minorities, and women to be based on the work of the previous 2022 Transforming Education Summit, in order to promote inclusivity by prioritization of peoples for example the Sahel with special provisions for the advancement of SDGs 5 (gender equality) and 16 (peace, justice, and strong institutions) which pertain to peace and justice in addition to gender equality respectively, which would also advance Article 7 of the *Universal Declaration of Human Rights* (1948);
8. *Aims* to plan for the potential long-term integration of digitalization of curricula for Member States that develop digital infrastructure, which will include:
  - a. Expanding the 2022 Smart Education Initiative so its materials are available for all students globally by publishing them online and translating them into all the UN's official languages;
  - b. Publishing public domain self-study materials to be made available for UNICEF, UNESCO, and UNHCR teachers in refugee camps to distribute and use.