NMUN•NY 2017

9 – 13 April 2017

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

GROWING TOGETHER

NMUN

GROWING UNITED

2017 NATIONAL MODEL UNITED NATIONS • NEW YORK

Conference B

United Nations Children's Fund (UNICEF)

Committee Staff

Director	Andrea Jacoby
Assistant Director	Courtney Indart
Chair	Julia Zellers

Agenda

    I.   Education in Emergencies

    II.   Promoting the Social Inclusion of Children

    III.   Strengthening Rehabilitation and Reintegration of Youth Offenders

Resolutions adopted by the Committee

Code	Topic	Vote
UNICEF/1/1	Education in Emergencies	Adopted without a vote
UNICEF/1/2	Education in Emergencies	Adopted without a vote
UNICEF/1/3	Education in Emergencies	Adopted without a vote
UNICEF/1/4	Education in Emergencies	Adopted without a vote

Summary Report

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

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

The session was attended by representatives of 26 Member States. On Sunday, the committee adopted the agenda of III, I, II, beginning discussion on the topic of "Education in Emergencies."

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

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

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

1   *The United Nations Children's Fund,*
2
3   *Bearing in mind* articles 2 and 26 of the 1948 *Universal Declaration of Human Rights*, which respectively
4   underscores freedom from discrimination regardless of race, ethnicity, gender, sex or disability, as well as the right
5   to an education,
6
7   *Underscoring* articles 28 and 29 of the 1989 *Convention on the Rights of the Child*, which establishes that education
8   should be obligatory, accessible to all children, and respect various forms of cultural identity and personality,
9
10 *Guided* by the *2030 Agenda for Sustainable Development*, particularly Goal 4 of the Sustainable Development Goals
11 (SDGs), which promotes the accessibility, equality, and transparency in emergency situations, and its seventh target,
12 which ensures that vulnerable populations acquire the knowledge and skills necessary to further sustainable
13 development,
14
15 *Alarmed* by the 2016 United Nations Educational, Scientific and Cultural Organization's (UNESCO) *Global*
16 *Education Monitoring Report*, which estimates that 35 percent of children in primary education who are out of
17 school are in regions of crisis,
18
19 *Mindful* of the 2016 *Education Commission Report, the Learning Generation* which emphasizes that education in
20 emergencies (EiE) and its financing highlights challenges within Member States,
21
22 *Viewing with appreciation* UNICEF's Multiple Indicator Cluster Surveys (MICS), which track progress and collects
23 data information in order to reduce data gaps by monitoring multiple factors relating children,
24
25 *Recognizing* that MICS has only conducted surveys of education in armed conflict but in no other forms of
26 emergencies,
27
28 *Calling attention* to UNESCO's *Information and Communication Technologies in Education in Latin America and*
29 *the Caribbean* and the need for further data collection for EiE,
30
31 *Cognizant* of the need for more transparency and understanding in the financing of EiE as stated by the 2015
32 Overseas Development Institute's report, *The Investment for Education in Emergencies*,
33
34 *Concerned* that failure to properly manage surveys will result in a low return on investment, which calculates the
35 value of an outcome to the amount financed, are not utilized in properly examining the financing of EiE,
36
37 1. *Supports* the creation of a MICS subsidiary survey entitled "Designing Education through Furthering
38   Knowledge and Data" (DEFEND) to be used to evaluate Member States,' non-governmental organizations
39   (NGO), and intergovernmental organizations' (IGO) financing of EiE;
40
41 2. *Notes* that the financing of the MICS DEFEND survey would be achieved through a multilateral effort,
42   including:
43
44   a. Through the utilization of pre-existing funding allocation towards MICS to include DEFEND;
45
46   b. Collaboration with Member States able to fund DEFEND in evaluating EiE financing;
47

48   c.   Engaging with relevant NGOs to assist with voluntary funding such as the Bill and Melinda Gates
49   Foundation as well as with public-private partnerships;

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

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

57   b.   Quantifying the use of funds in EiE projects and programming which illustrates the efficiency of
58   financing EiE, based on:

60   i.   The return on investment being a ratio of the outcome value of EiE to the amount financed;
61   ii.   The outcome being expressed in a monetary value in order to evaluate financing;

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

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

69   e.   Using local expert teams to gather information and communication technology (ICTs) and input data
70   information through multi-sectoral cooperation with Member States, NGOs, and IGOs, specifically:

72   i.   Using MICS data collection and analysis teams throughout the region who have been trained
73   and deployed in these areas;
74   ii.   Coordinating the fieldwork teams through regional offices in order to aggregate information;
75   iii. Providing these regional offices access to DEFEND in order to input relevant information to
76   assess efficiency and transparency;
77   iv.   Ensuring DEFEND would be available to any Member State, NGO, and IGO to inform them
78   of effective financing of emergency education initiatives;
79   v.   Being available for individual meetings with Member States to conduct surveys to discuss the
80   use of ICTs, and analyze data to further promote the successful funding of EiE;
81   vi.   Presenting information provided by DEFEND directly to Member States, NGOs, and IGOs to
82   evaluate their policy and programming on their emergency education initiatives;

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

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

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

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

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

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

101 8. *Invites* Member States to consider MICs DEFEND surveys and data in order to uphold accountability through
102   efficiency and transparency to ensure all children have access to EiE;

104   9. *Draws attention* to the existence of funding gaps and highlights the importance of reminding Member States,
105   NGOs, and IGOs that MICS DEFEND will aid in the future financing of EiE.

1 *The United Nations Children's Fund,*
2
3 *Recognizing* article 26 of the *Universal Declaration of Human Rights*, which emphasizes education is a fundamental
4 human right and the importance of ensuring all children are given an equal opportunity,
5
6 *Acknowledging* that technology has the ability to provide children with access to information and communication
7 during emergencies, as outlined in the *UNICEF Strategic Plan 2018-2021,*
8
9 *Reaffirming* General Assembly resolution 64/290 (2010), which states the importance of providing immediate
10 primary and secondary education in emergencies through stable and inclusive approaches,
11
12 *Viewing with appreciation* non-governmental organizations (NGOs), such as Save the Children, which advocate for
13 children's rights and helps them fulfill their potential, specifically during times of crisis,
14
15 *Recognizing* the importance of providing gender sensitive policies to ensure vulnerable groups are properly educated
16 and prepared for emergencies, as outlined in the Girls' Education in South Sudan (GESS) program,
17
18 *Recognizing* that response plans in the event of an emergency, with the focus being on natural disasters, should be
19 crafted and implemented based on the type and severity of the natural disaster,
20
21 *Encouraged* by the success of international post-disaster placement organizations such as Mercy Corps, which has
22 been instrumental in the placement of homeless children in the aftermath of natural and human caused disasters,
23
24 *Keeping in mind* the United Nations Educational, Scientific and Cultural Organization's (UNESCO) Global
25 Campaign for Education, which estimates that half of the 104 million children not attending primary school reside in
26 Member States in or recovering from conflict, and that 66 percent of those children are girls,
27
28 *Observing* the United Nations Entity for Gender Equality and the Empowerment of Women's goal for disaster risk
29 reduction, which analyzes how gender inequalities are increasing girls' vulnerabilities and limiting their access to
30 resources for education,
31
32 *Supporting* the use of DevInfo, which is used for monitoring national priorities, and contains key socioeconomic
33 data on the situation of youth and children, in order to facilitate requisite funding and education for vulnerable
34 communities within the child population,
35
36 1. *Recommends* Member States increase access for girls' education through gender-sensitive policies and
37   programs, similar to the GESS program, to ensure girls have equal learning opportunities by:
38
39   a. Establishing multilateral partnerships with Member States and their respective ministries of education
40   to deliver funding and programs to ensure vulnerable groups have access to education like the
41   partnership between the Lebanese Ministry of Education and Accessing Education: Language
42   Integration for Syrian Refugee Children;
43
44   b. Raising awareness for gender equality through community outreach to ensure local governments
45   recognize the importance of providing both genders adequate education for girls to be better equipped
46   to participate in response plans and can implement early warning systems in their local and regional
47   governments;
48

| 49 | | c. | Educating policy makers on the importance of gender equality and providing Member States gender |
| 50 | | | sensitive policies to tackle inequalities both during and after crises; |

51

52　2.　*Endorses* the implementation of relevant education policies before natural disasters and humanitarian crises by
53　　　alleviating the educational gap caused by emergencies through:

54

55　　　a.　Preparing educational systems to ensure students can adapt and effectively respond to emergencies;

56

57　　　b.　Incorporating government sponsored safe evacuation plans, natural disaster preparation, and relief
58　　　　　education into curricula;

59

60　　　c.　Providing access to Early Childhood Development kits, that include school supplies to support the
61　　　　　continuation of educational activities of children in the home from birth to six years of age;

62

63　3.　*Encourages* Member States to implement strategies that will specifically denote how to recover after a natural
64　　　disaster to ensure their children's education, by:

65

66　　　a.　Preparing and recovering from natural disasters by creating multilateral advocacy programs
67　　　　　specifically targeting youth that will engage in the process of providing education during emergencies;

68

69　　　b.　Creating a multilateral program in which students learn about innovative disaster preparation and relief
70　　　　　while having the opportunity to receive an education;

71

72　　　c.　Organizing a voluntary meeting of all Member States within each respective region during an
73　　　　　emergency to assess the damage and negotiate support in recovery with attention to the continuation of
74　　　　　education;

75

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

78

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

81

82　6.　*Encourages* Member States to implement data collection programs using United Nations Children Emergency
83　　　Fund databases, such as, but not limited to DevInfo, UNESCO International Bureau of Education, and the
84　　　global database on the Rights of Education, to survey children within marginalized communities as well as
85　　　provide real-time information about the usage of donations and grants, such databases will help by:

86

87　　　a.　Ensuring that affected children within marginalized communities obtain educational funding during
88　　　　　times of emergencies;

89

90　　　b.　Aiding in the implementation of strategies that will help with outreach to those children who have not
91　　　　　been reached during times of crises by:

92

93　　　c.　Assessing emergency primary and secondary education expenditures within communities to:

94

95　　　　　i.　Minimize the current funding gap, by raising more funds for each region and assign a
96　　　　　　　common fiscal plan during crisis situations;
97　　　　　ii.　Prepare Member States for faster response times to children during a crisis and establish
98　　　　　　　region-specific frameworks to ensure safe schools and classes;

99

100　7.　*Supports* the implementation of gender-inclusive measures, such as the UN Women's Goal for Disaster Risk
101　　　Reduction to empower girls by establishing programs that include:

102

103　　　a.　Hiring and empowering female educators and school administrators, while normalizing the benefits of
104　　　　　education in terms of employment and economic development within the community;

105
106   b. Increasing opportunities for girls to attend school by providing familial aid, removing gender-biased
107   practices and policies, and economic programs geared toward vulnerable groups with the condition that
108   the girls in the household attend school;
109
110 8. *Encourages* all Member States and NGOs to aid in the implementation of the *UNICEF Strategic Plan 2018-*
111   *2021*, to increase multilateral development and awareness of education in emergencies by:
112
113   a. Providing children access to necessary technologies, through programs such as Clover Wireless, which
114   supplies phones and tablets for education, through teaching them how to read and write while giving
115   them a voice through social media one of the main goals of the Strategic Plan;
116
117   b. Creating international awareness for the need to support childhood education in times of humanitarian
118   crises or natural disasters through social media campaigns, such as #emergencylessons on Twitter;
119
120   c. Implementing workshops and initiatives in rural communities that teach children about importance of
121   technology usage and its power to educate, such as the Education over Ebola campaign that is
122   providing children with interactive educational opportunities in emergency situations;
123
124 9. *Encourages* Member States to continue to work multilaterally to promote the necessity of quality education
125   during emergencies.

1　*The United Nations Children's Fund,*
2
3　*Affirming* that all Member States will work towards ensuring inclusive and quality education, as well as promoting
4　lifelong learning in accordance with Sustainable Development Goal 4,
5
6　*Recalling* the work of United Nations Educational, Scientific and Cultural Organization (UNESCO) Education for
7　All initiative and the Education Cannot Wait Fund (ECWF) to ensure that every child, regardless of background, has
8　access to inclusive, equitable, and quality education by 2030,
9
10　*Reaffirming* article 19 of the *Convention on the Rights of the Child*, which requires parties to use legislative,
11　administrative, social and educational measures to protect the child from all forms of violence,
12
13　*Emphasizing* article 5 of the *Convention Against Discrimination in Education*, which prohibits any type of
14　discrimination in education to promote equality of opportunity and treatment,
15
16　*Bearing in mind* the need for protection of refugee children's rights to education, as outlined in article 22 of the
17　*Convention Relating to the Status of Refugees*,
18
19　*Recalling* article 24 of the *Convention on the Rights of Persons with Disabilities*, which encourages Member States
20　to recognize and respect the inherent dignity of vulnerable children by providing quality education,
21
22　*Reaffirming* the goal of the International Network for Education in Emergencies (INEE) to promote access to
23　quality, safe, and relevant education for all children affected by crisis,
24
25　*Acknowledging with deep gratitude* the work of the Right to Play organization, which helps children build essential
26　life skills and better futures, while driving social change and leaving lasting impacts in the communities they serve,
27
28　*Considering* the practical ideas for including children in education during and after an emergency contained in the
29　*Facilitator's Guidebook for Practicing Gender & Social Inclusion in Disaster Risk Reduction* and the *Pocket Guide*
30　*to Supporting Learners with Disabilities*,
31
32　*Approving* the pivotal role that non-governmental organizations (NGO) such as Pies Descalzos, Smile, Christina
33　Noble Foundation, Let Us Learn, Bernard Von Leer Foundation, Cooperative for Assistance and Relief Everywhere
34　Program (CARE), Book Aid International, Engineers Without Borders, Water.org, Center of Digital Inclusion, and
35　War Child International provide to education for children around the world,
36
37　*Noting with alarm* that 61 million children of primary school age are out of school, 10 million children have been
38　displaced from their home countries, 17 million have been displaced internally due to conflicts and violence, and
39　millions of children are deprived of their childhood due to emergency conflicts involving disasters and armed
40　conflicts,
41
42　1.　*Encourages* Member States to recognize children in emergencies as those who are not provided with the basic
43　　　necessities of life and able to fulfill their potential due to the circumstances within their immediate environment;
44
45　2.　*Recommends* Member States adopt measures that will ensure children remain in school during emergencies,
46　　　such as:
47

48   a.   Ensuring the dissemination of school supplies by program staff and volunteers to children within a
49   short period after the emergency has occurred through the School in a Box program;
50
51   b.   Establishing temporary learning centers in secure sites during the aftermath of emergencies that:
52
53   i.   Provide shade and protection against bad weather conditions, conflict and threats of violence;
54   ii.   Provide children and teachers with safe drinking water, sanitation facilities and adequate food
55   supplies through programs such as Water, Sanitation and Hygiene (WASH), Engineers
56   Without Borders, Water.org and Bangladesh Rural Advancement Committee (BRAC);
57   iii. Make use of prefabricated tents and sustainable materials to build adequate and durable
58   classrooms;
59
60   c.   Partnering with the ECWF and The School Fund to provide grants and scholarships to affected
61   families and children in order to enable them to attend school;
62
63   d.   Mitigating the psychological impact of emergencies by promoting community resilience and social
64   reintegration with NGOs such as Children of Peace, the International Federation of Red Cross,
65   Community Association for Psychosocial Services (CAPS) and Clowns without Borders, catering to
66   the physiological and psychosocial needs of children in time of emergencies;
67
68 3. *Calls upon* Member States to train volunteers and students to serve as teachers within refugee and internally
69   displaced persons' camps by:
70
71   a.   Collaborating with NGOs and other United Nations programs;
72
73   b.   Establishing an internship program in which undergraduate teaching students from Member State
74   universities can participate;
75
76   c.   Creating a culturally sensitive curriculum in which asylum seekers and internally displaced persons
77   will be educated according to their country of origin;
78
79 4. *Notes with profound concern* the particular vulnerability of disabled and marginalized children during
80   emergencies through specific initiatives, such as:
81
82   a.   Providing assistance for disabled children through:
83
84   i.   Encouraging Member States to partner with the ECWF to provide financial assistance to
85   injured and disabled children, ensuring they are able to attend school without difficulty;
86   ii.   Promoting the construction of schools and temporary learning centres in a manner that is
87   accessible for children with disabilities;
88   iii. Suggests Member States provide teachers with a copy and on training on the INEE *Pocket
89   Guidebook to Inclusive Education in Emergencies*;
90
91   b.   Aiding children from marginalized communities through:
92
93   i.   Inviting programs such as Reach Out to Asia, Global Partnership for Education, and Book
94   Aid International to provide services to children in order to ensure that they are able to go to
95   school and not forced to work or recruited by armed groups;
96   ii.   Suggesting Member States create temporary learning centers in disadvantaged areas through
97   the Tent Schools Initiative, Engineers Without Borders and All Hands Volunteers;
98   iii. Recommending Member States investigate using technology in the aftermath of an emergency
99   to reach marginalized communities with the help of NGOs such as the Center of Digital
100   Inclusion;
101

5. *Further recommends* Member States adopt the Right to Play initiative which focuses on a centralized curriculum directed towards alleviating children's mental and physical distress in post-emergency situations, through:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Code: UNICEF/1/4
Committee: United Nations Children's Fund
Topic: Education in Emergencies

1   *The United Nations Children's Fund*,
2
3   *Recalling* that the Inter-Agency Network for Education in Emergencies (INEE) defines Education in Emergencies
4   (EiE) as a set of linked project activities that enable structured learning to continue in times of acute crises or long
5   term instability, such as natural disasters, conflict, or displacement of populations,
6
7   *Taking into consideration* the necessity of consistent review processes and best practice sharing of educational
8   assistance and response for children provided in emergency situations as stated by the INEE,
9
10 *Guided by* INEE's *Minimum Standards Handbook: Preparation, Response, Recovery* and its five domains,
11 Foundational Standards, Access and Learning Environment, Teaching and Learning, Teachers and Other Education
12 Personnel, and Education Policy, which are interdependent,
13
14 *Recognizing* the importance of international cooperation in addressing the right to EiE situations in times of
15 displacement and strengthening the response surrounding education capabilities of affected Member States, as
16 outlined in General Assembly resolution 64/290,
17
18 *Having devoted attention to* General Assembly resolution 46/182 in its principles to enhance predictability,
19 accountability, and partnership of emergency responses through the foundations of the current international
20 humanitarian coordination system, namely the Cluster Approach, which according to the Humanitarian Response
21 platform are groups of humanitarian organizations, both UN and non-UN affiliated organizations, in each of the
22 main sectors of humanitarian action,
23
24 *Highlighting* regional frameworks and regional agencies, as modeled by United States Agency for International
25 Development (USAID), Care Education, and Reach Out to Asia (ROTA), and disaster response systems, such as the
26 United Nations Disaster Assessment and Coordination (UNDAC), to integrate an efficient response regarding
27 education in emergencies,
28
29 *Having examined* Save the Children's 2014 report *Education in Emergencies: A toolkit for starting and managing*
30 *education in emergencies* suggesting that working throughout regional agencies will assist in unifying
31 communication between international organizations (IOs) and non-governmental organizations (NGOs) to overcome
32 decentralized strategies and environments to encompass their responses regarding EiE,
33
34 *Having considered* the already existing regional groups of Member States as defined by the United Nations that
35 could act as a streamline process for better organized and immediate responses based on the region's physical,
36 cultural, social, geopolitical and economic obstacles, as discussed in the annual *Country, Regional and Divisional*
37 *Reports*,
38
39 *Deeply concerned* by barriers such as travel time, organizational efforts, and the effects of climate change, which
40 pose challenges to the swift coordination of assistance efforts to provide EiE to Member States as discussed in the
41 report *Delivering Education for Children in Emergencies: A Key Building Block for the Future* (2010),
42
43 1. *Recommends* Member States expand upon the existing regional education programs to include Regional
44   Education Provision Teams (REPTs) to further encourage the utilization of their regional partnerships in order
45   for these efforts and responses to be adaptable to each Member State within specified regions by:
46
47   a. Expanding multilateral efforts between international organizations (IOs), non-governmental
48   Organizations (NGOs) and Member States through:
49

| | | | i. | Quick congregation of representatives to make swift decisions in the coordination of educational relief efforts; |

<table>
<tr><td></td><td></td><td></td><td>i.</td><td>Quick congregation of representatives to make swift decisions in the coordination of educational relief efforts;</td></tr>
<tr><td></td><td></td><td></td><td>ii.</td><td>Delegation of specific and pre-established tasks and strategies to address pertinent educational emergency situations within the affected region;</td></tr>
<tr><td></td><td></td><td>b.</td><td colspan="2">Working directly under the Inter-Agency Network for Education in Emergencies (INEE) to ensure safe, fair and accessible education for all children in emergencies congruent to garnering relevant information regarding the administration of EiE funds that can be used for further improvement of the framework established;</td></tr>
<tr><td></td><td>2.</td><td colspan="3">Recommends that REPT volunteers from participating IOs, NGOs, and Member States implement disaster preparedness coordination plans, such as those conducted by United Nations Disaster Assessment and Coordination (UNDAC), to organize quick, voluntary response efforts to provide educational assistance to Member States affected by emergencies, by:</td></tr>
<tr><td></td><td></td><td>a.</td><td colspan="2">Collaborating with NGOs and grassroots initiatives at the regional and local levels in the specific region affected, in addition to providing standing volunteer educators and humanitarian workers who can quickly mobilize to the disaster-affected region according to the specific situation;</td></tr>
<tr><td></td><td></td><td>b.</td><td colspan="2">Working with various IOs and Member States to coordinate with regional and local NGOs and grassroots programs to distribute educational and humanitarian supplies such as pencils, notebooks, textbooks, hygiene kits, macronutrients, clean water sources, and any other necessary materials that affect learning capabilities;</td></tr>
<tr><td></td><td></td><td>c.</td><td colspan="2">Following the guidelines of the INEE's Minimum Standards Handbook: Preparation, Response, Recovery to create preparation plans to various emergencies, specific to the region in which the REPT functions, which allow swift mobilization of educational volunteers within and outside of the affected Member States;</td></tr>
<tr><td></td><td>3.</td><td colspan="3">Encourages REPTs to cooperate with IGOs according to the existing regional groups defined by the UN General Assembly, as well as regional and local NGOs to promote fair and equal access to education;</td></tr>
<tr><td></td><td>4.</td><td colspan="3">Further encourages Member States, IOs such as Global Partnership for Education, and NGOs such as Care Education and ROTA to continue to cooperate on the regional level to respond and provide educational support in emergencies.</td></tr>
</table>