Change the World MUN
Paris 2026

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BACKGROUND GUIDE

SC III

UNITED NATIONS
SECURITY COUNCIL

THIRD

CHANGE THE WORLD ACADEMY

The Biggest Model United Nations in the World

Distinguished Delegates,

Welcome to the 2026 Change the World Model United Nations (CWMUN).

As your committee Dais, we are looking forward to meeting you and hearing your ideas about how to solve international problems.

The United Nations (UN) depends on the cooperation and goodwill of its 193 member States. Because each State has unique interests and concerns, it is challenging to write, negotiate and pass resolutions. Every stage of the process demands creativity and diplomacy.

By reading this Background Guide, you are taking the first step in a journey that goes far beyond preparing for a conference. Over the coming weeks, you will analyse one of the most pressing global challenges of our time, understand how governments and international organisations respond to it, and learn how diplomats transform ideas into international action.
This guide is not meant to provide all the answers. Its purpose is to help you ask better questions, because diplomacy is not about knowing everything. It is about making responsible decisions with the best information available.

Remember: every solution begins with informed leadership.

You will be discussing this topic:

The Deliberate Targeting of Educational Institutions During Armed Conflicts

While we may all lead different lives and face different struggles, we have to bear in mind that we all share the same world and the same resources. Whether it is environmental problems or political unrest, what is happening in the world concerns all of us. Only through mutual understanding, unity, and collaboration can we lay the foundations of a worthier world.

As your committee Dais, we will work to keep the committees running smoothly. We will do our best to help you understand the procedures and to ensure that the perspectives of all delegates are heard and respected.

Sincerely,

The CWMUN Staff Board



What is this activity about?

The Change the World Model United Nations is a role-playing game. Your task is to impersonate a diplomat of the assigned Country and present the perspective of this Country's current government.

What should you do now?

Before the Simulation, you should:

- ☐ Create your handbook, a collection of relevant UN resolutions, reports, academic studies, and news from reliable media.
- ☐ Write the Position Paper, describing the position of your country on the topic you have been assigned to.
- ☐ Prepare some topics for Moderated Caucus debates, i.e. short formal debates which cover narrow aspects of each topic. For example, within the topic "Violence against women"; delegates can hold a caucus with the subtopic "Ways of preventing genital mutilation".
- ☐ Think about some ideas for the Resolution, at least two or three clauses that your State would like to include in the main body of the Resolution.
- ☐ Learn and practice the Rules of Procedure.

Why does this Background Guide Matters?

The strongest delegates are not those who memorise the greatest number of facts, but those who understand the issue from different perspectives.

As you read this guide, challenge yourself to think critically: ask why different countries defend different positions, identify competing priorities, question assumptions, and begin developing your own strategic understanding of the topic.

Remember: You are not preparing to pass an exam; you are preparing to participate in an international negotiation.

Learning Objectives

By the end of this experience, you should be able to:

- Understand the international context surrounding the topic
- Explain your country's official position
- Develop evidence-based policy proposals
- Negotiate with other delegations
- Build consensus
- Translate ideas into diplomatic action
- Think like an analyst, not just a reader.

Tips (!)

Before attending the simulation, go beyond this Background Guide. Explore official UN documents, government statements, reports by international organisations, academic research, reliable news sources. Ask yourself: has the situation changed since this guide was written? Real diplomacy requires continuous learning. Learn about your Country from the official website of your State's permanent mission to the United Nations, and from other government websites (for example, the website and social media profiles of the Royal Family or President, Prime Minister, Ministry of Foreign Affairs...). Make sure to know as much as possible about the foreign relations of your Country! Consider that at the United Nations, Countries generally lean towards their own geopolitical blocs: Western, Former Soviet, African, Middle Eastern, Asian, Latin American... Consider also organisations such as the European Union (EU), the African Union, the Arab League, the Association of Southeast Asian Nations (ASEAN), the Union of South American Nations (USAN)...

REMEMBER!

Your task is to present the official position of your assigned Country. Misrepresenting this position and/or representing your private views is against the rules, even if you do not agree with your Country's position. In any case, you must not hyperbolize nor satirise the position of your Country. Humour, and especially sarcasm, is generally not typical for formal writing nor formal debates. Although MUN welcomes wit and smart puns, please always be extremely considerate when using humour.

Think Like a Diplomat

As you prepare for the conference, do not ask only: “What does my country think?”, but also ask: “Why does my country think this?”. And even more importantly: “How can different countries move from disagreement to cooperation?”. Because diplomacy is not about defending positions. It is about building solutions.

SECURITY COUNCIL III

Historical Background and Establishment of the SC

On January 1, 1942, the President of the United States, Franklin Delano Roosevelt, the Prime Minister of the United Kingdom, Winston Churchill, Maxim Litvinov of the Union of Soviet Socialist Republics (USSR), and T. V. Soong of the Republic of China signed a brief document, later known as the United Nations Declaration.[1] In the following years, 26 other States ratified the Declaration, and by March 1st, 1945, 21 additional states had signed. At this point, the "Big Four", namely the four main Allied nations (the US, the UK, the USSR, and the Republic of China), who had envisaged the organisation first in 1942, became the foundation of the Security Council.

In mid-1944, the “Big Four” met for the Dumbarton Oaks Conference[2] to negotiate the structure of the United Nations. It was established that France, the Republic of China, the Soviet Union, the United Kingdom, and the United States of America would be the permanent members of the Security Council (also known as the “Big Five”, the “Permanent Five” or “P5”).

The Charter of the United Nations[3] was signed on 26 June 1945, at the end of the United Nations Conference on International Organisation in San Francisco, founding the United Nations. The Charter established the main bodies of the United Nations, among which is the Security Council.[4]

Later on, at the Yalta Conference in 1945, the American, British, and Russian delegations agreed that the permanent members of the Security Council could veto any council action, but the procedural resolutions.

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[1] http://www.ibiblio.org/pha/policy/1942/420101a.html

[2] Britannica, T. Editors of Encyclopaedia (2022, August 14). Dumbarton Oaks Conference. Encyclopedia Britannica. https://www.britannica.com/event/Dumbarton-Oaks-Conference

[3] The Charter of the United Nations, October 24, 1945.

[4] Main Bodies. (n.d.). United Nations . https://www.un.org/en/about-us/main-bodies

The Security Council met for the first time on 17 January 1946 at Church House, Westminster, in London, United Kingdom, and adopted provisional rules of procedure. Since its first meeting, the Security Council has taken permanent residence at the United Nations Headquarters in New York.[5]

Each member of the Security Council has one vote and the Permanent Members are endowed with veto power.

Mandate, Structure and Core functions

The functions and objectives of the Security Council (SC) are established in Chapters V, VII, and XII of the Charter of the United Nations.

The Security Council of the United Nations is the body primarily responsible for maintaining international peace and security, according to the principles and purposes of the United Nations Charter. All UN member states have agreed to accept and carry out the Council's decisions under the Charter.

When evaluating whether there is aggression or threat to the peace, the Security Council is in charge. It has the option of using sanctions or even approving the use of force to preserve or restore global peace and security.[6]

The Security Council investigates disputes or situations which might lead to international tensions, to determine the existence of any threat to peace and recommend what actions should be taken. It suggests methods of adjusting the terms of the settlement and recommends that parties to a conflict settle it peacefully. One of its functions is recommending methods of adjusting such disputes or the terms of the settlement.

[5] Security Council. (n.d.). United Nations . https://www.un.org/en/model-united-nations/security-council
[6] United Nations Charter, Chapter V: The Security Council. (n.d.). https://www.un.org/en/about-us/un-charter/chapter-5

To promote the establishment and maintenance of international peace and security, the Security Council formulates plans to be submitted to the Members of the United Nations to establish a system for the regulation of armaments.[7]

The Security Council is empowered to call on Members to apply economic sanctions and other measures not involving the use of force to stop aggression. Or else, it is empowered to take military action against an aggressor.[8]

Moreover, one of the functions of the Security Council is to recommend to the General Assembly the admission of new Members, the appointment of the Secretary-General, and, together with the Assembly, to elect judges of the International Court of Justice.

Lastly, the Security Council exercises trusteeship functions of the United Nations in "strategic areas", namely the performance of administrative and supervisory functions to maintain peace and security in such areas.[9]

Major Actions and Historical Impact

The Security Council has been particularly active after the Fall of the Berlin Wall and the end of the Cold War, mainly because of the lack of constant vetoes from the USSR or the US, as it had previously happened. Things changed, with the cooperation between East and West becoming a reality. During the Gulf War of 1990, the Security Council started to get together and meet continuously until today (in many different situations and with many contrasting positions among the permanent members).[10] Before the Fall of the Berlin Wall, the Council had used sanctions only twice: in 1966, enacting a trade embargo against Zimbabwe (former Southern Rhodesia)[11], and, in 1977, an arms embargo was imposed against South Africa during the

[7] Main Bodies. (n.d.). United Nations . https://www.un.org/en/about-us/main-bodies

[8] United Nations Charter, Chapter VII: Action with Respect to Threats to the Peace, Breaches of the Peace, and Acts of Aggression. (n.d.). https://www.un.org/en/about-us/un-charter/chapter-7

[9] United Nations Charter, Chapter XII: International Trusteeship System. (n.d.), from https://www.un.org/en/about-us/un-charter/chapter-12

[10] Secretary General reviews lessons learned during "sanctions decade" in remarks to international peace academy seminar| UN Press. (n.d.)., from https://press.un.org/en/2000/20000417.sgsm7360.doc.html

[11] UN Security Council, Security Council resolution 232 (1966) [Southern Rhodesia], 16 December 1966, S/RES/232 (1966), available at: https://www.refworld.org/docid/3b00f23414.html

apartheid regime.[12] In the 1990s, starting with Iraq and the former Yugoslavia, the Security Council began to make recurrent use of sanctions. As of 2022, there are fourteen Security Council sanctions regimes in force, including more than six hundred individuals and almost three hundred companies.

The Security Council in its history has established sixty-two Peacekeeping operations and three advance or observer missions.[13] Peacekeeping is the UN's largest and most expensive endeavour, which can be divisive, particularly when "strong" operations involve the use of lethal force. Peacekeeping operations are overall aimed at “assisting conflicting parties in consolidating peace and national reconciliation, enhancing confidence-building, and creating an environment conducive to long-term stability, democratic development, and rehabilitation of the country”.[14]

Among such operations, it is worth mentioning the Iraq-Kuwait conflict in 1990, gathering all the SC means and modus operandi. It was a turning point, marking the beginning of the Security Council activism, not only on Peacekeeping missions but also in the use of sanctioning power. In dealing with the situation between Iraq and Kuwait, the SC has taken decisions under Chapter VII of the UN charter. Under this chapter, conceived as a key element of the UN system of collective security, the Security Council "shall determine the existence of any threat to the peace, breach of the peace, or act of aggression and shall make recommendations, or decide what measures shall be taken in accordance with articles 41 and 42, to maintain or restore international peace and security". Such measures could include partial or complete interruption of economic relations and means of communication and the severance of diplomatic relations. Should those measures prove inadequate, the council can take "such action by air, sea or land forces as may be necessary to restore international peace and security”. The Security Council had adopted sixteen resolutions by 2002, and then Resolution 1441 was adopted, giving an ultimatum for disarmament to Saddam Hussein.[15]

The Council has authorised the use of force in two other prior situations, although Chapter VII of the Charter was not explicitly invoked in the enabling Resolutions. In 1950, as the Korean War

[12] UN Security Council, Security Council resolution 418 (1977) [South Africa], 4 November 1977, S/RES/418 (1977), available at: https://www.refworld.org/docid/3b00f16e30.html
[13]Peacekeeping Operations. (n.d.), from https://www.un.org/securitycouncil/content/repertoire/peacekeeping-missions#reg35
[14]UN Security Council, Security Council resolution 1118 (1997) [Angola], 30 June 1997, S/RES/1118 (1997), available at: https://www.refworld.org/docid/3b00f16f4.html
[15] https://digitallibrary.un.org/record/478123

began, the Security Council, with the USSR absent, recommended to all Member States to provide military forces and other assistance, placing them under a unified command under the US. Secondly, in the case of Congo in 1961, the SC, under exceptional circumstances, authorised the UN peacekeeping operation known as Opération des Nations Unies au Congo (ONUC) to use force as a last resort to prevent civil war in that country.[16]

The activism of the Security Council has also enlarged recognition of unprotected categories. SC Resolution 1325[17] (2000) was the first landmark resolution on women, peace, and security. It addresses the effects of war on women and the significance of women's full and equal participation in post-conflict reconstruction, peacebuilding, and peacekeeping efforts. The resolution also deals with the UN's gender-related obligations in many political and programmatic spheres and demands special steps to safeguard women and girls from sexual abuse associated with conflicts.[18]

Current Relevance and Ongoing Challenges

The international scenario has profoundly changed since the United Nations' establishment in 1945. However, the Security Council still reflects the balance of power which emerged at the end of the Second World War. In 1945, the UN had 51 members. The only reform in the composition took place in 1963, following the increase in the number of members to 117, and the non-permanent Members going from 6 to 10. In 1971, the People's Republic of China took the permanent seat previously held by the Republic of China (now Taiwan). Then, the Russian Federation replaced the USSR in 1991. Since then, the body's composition has remained unchanged. The United Nations now has 193 Member States, making the Council's existing seat distribution both numerically and geographically unbalanced to ensure adequate representation of the whole UN membership. Following the Fall of the Berlin Wall, the need to reform the Security Council was even clearer, with non-aligned nations leading the charge. The two main

[16] UN Security Council, Security Council resolution 161 (1961) [The Congo Question], 21 February 1961, S/RES/161 (1961), available at: https://www.refworld.org/docid/3b00f2bc1c.html

[17] UN Security Council, Security Council resolution 1325 (2000) [on women and peace and security], 31 October 2000, S/RES/1325 (2000), available at: https://www.refworld.org/docid/3b00f4672e.html

[18] Landmark resolution on Women, Peace and Security. (n.d.)., from https://www.un.org/womenwatch/osagi/wps/

areas that need to be changed are the expansion of the membership and new working methods for better relationships between the members, especially concerning veto power.

The chances of significant reforms are viewed as remote since modifying the UN Charter requires a majority vote and domestic ratification by two-thirds of UN member states. This includes all of the permanent members of the Security Council endowed with veto power, who are unlikely to take actions to limit their authority. Although there is consensus among UN members that the Security Council's composition needs to be updated, each of the many reform ideas unavoidably leaves some aspirants dissatisfied.[19]

Regional powers, including Brazil, Germany, India, Japan, Nigeria, and South Africa have aimed to increase the size of the Council or win permanent seats for themselves. Following Brexit, some have demanded that France give up its permanent seat to the European Union, particularly when France and Germany opted to split the Council's two-month presidency in 2019.

Some initiatives call for more permanent members, while others propose a new class of elected seats with the possibility of re-election. Smaller states have pushed for procedural improvements, such as increased transparency and closer engagement with nations that provide troops, in the absence of charter amendments.

However, the questions have persisted over the years and continue to do so now, without coming to a resolution.

Future Outlook and Questions for Delegates

As international security challenges continue to evolve, the Security Council must be ready to face emerging threats and adapt to a rapidly changing international environment characterized by security threats, such as cyberattacks, terrorism, climate-related risks and emerging technologies. At the same time, longstanding concerns regarding the Council's representativeness, transparency, and decision-making process continue to fuel discussions on reform. According to

[19] https://research.un.org/en/docs/sc/quick/veto

the United Nations, Member States have engaged in negotiations to consider reforms related to the Council's membership, representation, and working methods.[20]

- What measures could improve the transparency and effectiveness of the Security Council's decision-making process? Should the Security Council's composition be reformed to better reflect today's geopolitical realities? How should the Security Council address emerging threats?

Moreover, in accordance with the purposes and principles of the United Nations Charter, strengthening cooperation with regional organizations, improving the implementation of Security Council resolutions and ensuring timely responses to international crises will always be essential to maintaining international peace and security.[21]

- How can the Security Council strengthen cooperation with regional organizations and other United Nations bodies to respond more effectively to international conflicts?

[20]General Assembly of the United Nations. (n.d.). Reform of the Security Council. In www.un.org. https://www.un.org/en/ga/screform/

[21] United Nations. (1945). Chapter V: The Security Council (Articles 23-32). In United Nations. https://www.un.org/en/about-us/un-charter/chapter-5

The Deliberate Targeting of Educational Institutions During Armed Conflicts

Introduction and Context of the topic

The deliberate targeting of educational institutions during armed conflicts refers to attacks against schools, universities, students, teachers and educational personnel, as well as the military use of educational facilities. These attacks violate the right to education, endanger civilians and interrupt learning for millions of children.[22]

This issue has become increasingly significant because today's armed conflicts are often prolonged and involve repeated attacks on educational facilities. UNESCO highlights that offensives on education are occurring at an alarming rate worldwide, particularly in protracted conflicts, undermining Sustainable Development Goal 4 (Quality Education).[23] Therefore, preventing and responding to these attacks requires strengthening the nexus between humanitarian, development and peacebuilding actions. Accordingly, drawing from this approach, UNESCO is working in 31 conflict-affected countries across five regions to ensure that education systems can better protect learners, prevent risks, respond effectively to crises and remain resilient in the face of future conflicts.[24]

Furthermore, the protracted geopolitical instability, civil wars and territorial disputes are affecting the futures of entire generations of children. As a result, the lack of access to the education system deprives children, living in conflict, of the skills required to contribute to

[22] Education under attack. (2025). In Unicef.org. https://www.unicef.org/take-action/campaigns/children-under-attack/education-under-attack

[23] United Nations. (2025). Goal 4 | Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All. In United Nations. https://sdgs.un.org/goals/goal4

[24] Protecting education from attack. (2023). In Unesco.org. https://www.unesco.org/en/protect-education-attack

their countries and economies, exacerbating the already desperate situation for millions of children and their families.[25]

Consequently, attacks on educational institutions cause deaths and injuries, force school closures, increase dropout rates, expose children to recruitment by armed groups and create long-term humanitarian and development challenges. These effects undermine peacebuilding and economic recovery both regionally and globally.[26] For instance, in 2024 and 2025, the number of cases of the military use of schools or universities increased to over 1,900, compared to around 1,000 in the previous reporting period. In some contexts, reported cases of the military use of schools co-occurred with attacks on school facilities across multiple conflict contexts, including armed clashes at or near schools, or occupied schools being targeted by rival forces.[27]

In light of these challenges, protecting education during armed conflict is essential to safeguarding children's rights, ensuring compliance with international humanitarian law and promoting long-term peace and sustainable development. Indeed, the international community recognizes this through initiatives such as the Safe Schools Declaration, an inter-governmental political commitment to protect students, teachers, schools, and universities from the worst effects of armed conflict. It states that every boy and girl has the right to education without fear of violence or possible attacks; every teacher should be able to teach in conditions of safety, security, and dignity; every school should be a protected space for students to learn, even during war; and every university should be a safe place for students to harness knowledge.[28]

[25] Education under attack. (2025). In Unicef.org. https://www.unicef.org/take-action/campaigns/children-under-attack/education-under-attack

[26] Global Coalition to Protect Education from Attack. (n.d.). In Global Coalition to Protect Education from Attack. https://protectingeducation.org/

[27] Education Under Attack 2026. (2026). Protectingeducation.Org. https://eua2026.protectingeducation.org/

[28] Safe Schools Declaration – An inter-governmental political commitment to protect students, teachers, schools, and universities from the worst effects of armed conflict. (n.d.). In ssd.protectingeducation.org. https://ssd.protectingeducation.org/

Root causes and Historical development

The deliberate targeting of educational institutions has historically been linked to armed conflicts in which schools and universities are viewed as strategic assets, symbols of state authority, or places where political, cultural, or religious identities are shaped. As a result, over time, educational facilities have increasingly become targets of attacks or have been occupied for military purposes, violating international humanitarian law.[29]

Although attacks on education have occurred for decades, they have become more frequent and better documented since the early 2000s, mainly due to the rise of protracted conflicts and systematic monitoring by international organizations. In this context, according to the Global Coalition to Protect Education from Attack (GCPEA)[30], more than 14,000 armed attacks on education took place in 34 conflict-affected countries up to 2019.[31] Furthermore, new data suggest that attacks on education rose globally in 2024 and 2025 against the backdrop of increasing conflict and eroding global norms in several regions. More specifically, the GCPEA recorded at least 8,566 attacks on education, more than a 40% increase compared to 2022-2023.[32]

In addition, several major conflicts, including those in Afghanistan, Syria, Yemen, Sudan and Myanmar, have drawn international attention to the widespread destruction of schools and the impact on children's right to education.[33] For instance, one of the key events regarding this topic was an overnight attack on a boarding school in Kyauktaw Township, Rakhine State, Myanmar (2025) that reportedly killed and injured children as they slept. The offence further illustrates a broader pattern of increasingly devastating violence in Rakhine

[29] International Day to Protect Education from Attack. (2022). In Unesco.org. https://www.unesco.org/en/days/protect-education-attack

[30] Global Coalition to Protect Education from Attack. (n.d.). In Global Coalition to Protect Education from Attack. https://protectingeducation.org/

[31] New data reveals attacks against education around the world. (2023). In Unesco.org. https://www.unesco.org/en/articles/new-data-reveals-attacks-against-education-around-world

[32] Education Under Attack 2026. (2026). Protectingeducation.Org. https://eua2026.protectingeducation.org/

[33] UNESCO sounds the alarm on global spike in attacks on education. (2024). In Unesco.org. https://www.unesco.org/en/articles/unesco-sounds-alarm-global-spike-attacks-education

State, where children and families continue to pay the ultimate price. Moreover, relentless attacks are sowing terror, uprooting families, and deepening their suffering. As a consequence, children are losing their lives in the very spaces meant to protect them, their homes, schools, and neighborhoods.[34]

Finally, due to the protracted armed conflicts, weak state institutions, the presence of non-state armed groups, disregard for international humanitarian law, and the military use of schools continue to fuel attacks on education, as those institutions are particularly vulnerable.[35]

Current Situation and Actors

The intentional attack on educational institutions remains a widespread and escalating global issue. As mentioned previously, according to the GCPEA, more than 8000 attacks on education were recorded during the last two years across 83 countries. In particular, the countries experiencing the highest number of attacks include Colombia, Democratic Republic of the Congo (DRC), Ethiopia, Haiti, Palestine, and Ukraine during the 2024-2025 reporting period. For example, Ukraine experienced around 900 attacks on schools, while at least 2,400 attacks on school students, teachers, and personnel were recorded in Palestine.[36]

Moreover, Myanmar, Nigeria, Yemen, and Cameroon reported the highest numbers of people harmed or killed as a result of attacks on education in 2024 and 2025. Specifically, data show that over 700 students and staff were reportedly kidnapped in Nigeria, whereas in Myanmar, at least 80 students and staff were killed during attacks on education. In addition, the situation has been further aggravated both in countries where schools were forcibly closed, such as girls' schools in Afghanistan, and in countries such as Israel and Lebanon,

[34] UNICEF statement on reported death of children after brutal attack on school in Rakhine State, Myanmar. (2025). In Unicef.org. https://www.unicef.org/press-releases/unicef-statement-reported-death-children-after-brutal-attack-school-rakhine-state
[35] Education Under Attack 2026. (2026). Protectingeducation.Org. https://eua2026.protectingeducation.org/
[36] Education Under Attack 2026. (2026). 02 Most affected countries Protectingeducation.Org https://eua2026.protectingeducation.org/

where the widespread use of explosive weapons against educational institutions has significantly worsened the impact of these attacks. Overall, these states are affected by ongoing armed conflicts or severe insecurity, making educational institutions particularly vulnerable to deliberate attacks and military occupation.[37]

In response to these challenges, several international organizations and NGOs play a central role in protecting education during armed conflict, including UNESCO, UNICEF, Education Cannot Wait (ECW), and the International Committee of the Red Cross (ICRC).[38] At the global level, UNESCO leads and works with international partners to protect education from attacks and help prevent future ones. Its main efforts focus on protecting education systems, making them more resilient, supporting ministries of education through capacity building, and developing and implementing regional strategies.[39] Similarly, ECW, the United Nations' global fund for education in emergencies and long-lasting crises works to make sure all children and young people can continue learning, even in difficult situations, while working with governments, donors, UN agencies, and partner organizations.[40]

International Response and Committee Action

The international community has adopted several initiatives to protect education during armed conflict. Among the most significant are the Safe Schools Declaration (2015)[41], which encourages states to safeguard schools from military use and attacks, UN Security Council Resolution 2601 (2021)[42], the first resolution devoted exclusively to the protection

[37] Education Under Attack 2026. (2026). 03 Changes in Country Trends May Be Driven by Monitoring and Reporting Constraints Protectingeducation.Org . https://eua2026.protectingeducation.org/

[38] ICRC. (2016). International Committee of the Red Cross. In International Committee of the Red Cross. ICRC. https://www.icrc.org/en

[39] Protecting education from attack. (2023). In Unesco.org. https://www.unesco.org/en/protect-education-attack

[40] Education Cannot Wait. Education Cannot Wait. https://www.educationcannotwait.org/news-stories/featured-content/education-cannot-wait-calls-proposals-core-programmes-in-five-crisis

[41] Safe Schools Declaration – An inter-governmental political commitment to protect students, teachers, schools, and universities from the worst effects of armed conflict. (n.d.). In ssd.protectingeducation.org. https://ssd.protectingeducation.org/

[42] UN. Security Council (76th year : 2021. (2021, October 29). Resolution 2601 (2021) / adopted by the Security Council at its 8889th meeting, on 29 October 2021. United Nations Digital Library System; UN,. https://digitallibrary.un.org/record/3946429

of education in armed conflict, and the UN Monitoring and Reporting Mechanism (MRM)[43] on grave violations against children in armed conflict. These initiatives aim to strengthen compliance with international humanitarian law and ensure accountability for attacks on education.

Among these frameworks, the Safe Schools Declaration represents one of the most influential international initiatives. Developed in 2015 under the leadership of Norway and Argentina, the Declaration is a political commitment adopted by UN Member States to protect education during armed conflicts. In particular, it seeks to safeguard schools and universities from attacks and military use, ensuring that children can continue learning safely. Since its launch in Oslo in 2015, international conferences have been held in Argentina (2017), Spain (2019), Nigeria (2021), and Kenya (2025) to strengthen global cooperation. So far, 123 countries have endorsed the Declaration. The initiative has received strong support from senior UN officials, including Secretary-General António Guterres. By endorsing the Declaration, states commit to protecting the civilian nature of schools, collecting data on attacks, investigating crimes against education, supporting victims, and rebuilding safe, inclusive, and conflict-sensitive education systems.[44]

However, despite growing international support, attacks on education continue in many conflict zones. This is partly because international commitments are not legally binding, and their implementation differs from one country to another. In addition, while some governments focus mainly on national security, others call for stronger international legal obligations and monitoring mechanisms. As a result, humanitarian organizations highlight the need for stronger monitoring systems, more effective protection measures, and greater funding to support education during emergencies.

[43] Monitoring and Reporting on Grave Violations | Office of the Special Representative of the Secretary-General for Children and Armed Conflict. (2026). In Office of the Special Representative of the Secretary-General for Children and Armed Conflict. https://childrenandarmedconflict.un.org/en/tools-for-action/monitoring-and-reporting

[44] Safe Schools Declaration – An inter-governmental political commitment to protect students, teachers, schools, and universities from the worst effects of armed conflict. (n.d.). In ssd.protectingeducation.org. https://ssd.protectingeducation.org/

Future challenges and possible approaches

The main future challenges include preventing attacks on educational institutions, ensuring the continuity of education during armed conflicts, rebuilding damaged schools, protecting students and teachers, and guaranteeing accountability for violations of international humanitarian law.

However, achieving international consensus is complicated by geopolitical rivalries, differing national security priorities, disagreements over state sovereignty, and varying interpretations of international humanitarian law. Therefore, overcoming these obstacles requires greater dialogue and cooperation among states.[45]

In this context, states can strengthen cooperation by promoting universal endorsement and implementation of the Safe Schools Declaration, improving compliance with international humanitarian law, supporting ceasefires that facilitate access to education, increasing humanitarian funding, and enhancing information-sharing through international organizations.[46]

In conclusion, efficient solutions include reinforcing the protection of education, improving monitoring and reporting mechanisms, increasing financial support for education in emergencies, promoting post-conflict reconstruction of schools, and encouraging cooperation among states, UN agencies and humanitarian organizations.

[45]Office of the Special Representative of the Secretary-General for Children and Armed Conflict. (2024). In Un.org. https://childrenandarmedconflict.un.org/en

[46] Safe Schools Declaration – An inter-governmental political commitment to protect students, teachers, schools, and universities from the worst effects of armed conflict. (n.d.). In ssd.protectingeducation.org. https://ssd.protectingeducation.org/

Annotated Bibliography

Hereafter, you can find some links that we think may be helpful to deepen your knowledge of both the committee and the topic you will be discussing.

- When talking about the UN, its official website is the most inspiring and complete: https://www.un.org/. Their Official Document System (ODS) is useful https://documents.un.org/prod/ods.nsf/home.xsp.
- The website of your committee is always a good place to start. In the case of the SC, it is the following: https://www.un.org/securitycouncil/;
- For the United Nations Charter visit the following official site. https://www.un.org/en/about-us/un-charter
- To deepen your knowledge about the history of the United Nations visit the official website https://www.un.org/en/about-us/history-of-the-un
- To deepen your knowledge about the topic read the official report of UNICEF about Education under attack. https://www.unicef.org/take-action/campaigns/children-under-attack/education-under-attack
- Also, specifically on the topic, there is an official UNESCO article about protecting education from attack. https://www.unesco.org/en/protect-education-attack
- Specifically about the Safe Schools Declaration, an inter-governmental political commitment to protect students, teachers, schools, and universities from the worst effects of armed conflict, visiting the official site will prepare you for the conference. https://ssd.protectingeducation.org/
- In addition, the Global Coalition to Protect Education from Attack website is useful for deepening your knowledge of the topic. https://protectingeducation.org/
- To know more about the International Committee of the Red Cross visit the official site. https://www.icrc.org/en
- To know more about the initiatives of Education Cannot Wait visit the official website. https://www.educationcannotwait.org/news-stories/featured-content/education-cannot-wait-calls-proposals-core-programmes-in-five-crisis