Change the World MUN
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BACKGROUND GUIDE

UNHRC

UNITED NATIONS

HUMAN RIGHTS COUNCIL

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:

Protecting the Right to Education During Armed Conflicts and Humanitarian Crises

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.

UNITED NATIONS HUMAN RIGHTS COUNCIL

Establishment of the UNITED NATIONS HUMAN RIGHTS COUNCIL:

The Human Rights Council is the principal intergovernmental body within the United Nations (UN) responsible for the protection of human rights. It was established on the 15th of March 2006 by the UN General Assembly (GA) resolution 60/251[1], which decided ‘’to establish the Human Rights Council, based in Geneva, in replacement of the Commission on Human Rights’’. The Commission was replaced after being heavily criticised and discredited due to controversies over its membership and perceived politicisation; therefore, creating the need to establish a new body to deal with the protection of Human Rights.

The Council is composed of 47 Member States elected with a secret vote by the UN GA, with the majority of its members. The term of each mandate is three years and no member can be elected for more than two consecutive terms. As of December 2022, 123 States out of the 193 Member States of the United Nations have been members of the Council. The ‘’Rotating Policy’’ gives the possibility to reflect the UN’s diversity and to intervene in different situations concerning the violation of Human Rights in numerous States. As well as it happens within the other organs, in HRC the principle of the fair geographical distribution is applied, in this case 13 Member States are African States, 13 Member States are Asia-Pacific States, 8 of them are Latin-American States, 6 are from East Europe and 7 are Western European and Other States.

Members are meant to collaborate fully with the Council and the GA has the possibility to vote and suspend a membership in case of gross and systematic violation of human rights.

[1] UN General Assembly resolution 60/251 (2006) [Human Rights Council], 15 March 2006, A/RES/60/251 (2006) available at: https://www2.ohchr.org/english/bodies/hrcouncil/docs/a.res.60.251_en.pdf

The Council is also characterised by the presence of a bureau that has the main role to cover procedural and organisational matters. It consists of five officers - a President and four Vice-Presidents - each one representing one of the five regional groups. One of the Vice-Presidents has the role of rapporteur and each officer serves a term of one year.

Mandate, structure and core functions:

The Council has different prerogatives, it can discuss all thematic human rights issues and situations that require its attention.

Furthermore, the Council has the main aim to:

Adopt resolutions and decisions that, despite their non-binding legal nature, have a strong political value and prompt governments to take action against the situations raised;

- Call for special sessions to respond to urgent human rights violations
- Review the records regarding human rights of all the UN Member States, thanks to the Universal Periodic Review;
- Appoint Special Procedures thanks to the information given by human rights experts regarding particular issues.
- Authorise inquiry commissions to pursue missions in order to produce evidence that can be used to report violations against human rights.

The Council pursues its objectives thanks to the aid of different subsidiary bodies, established in its 'Institution building package', adopted in June 2007 with the resolution 5/1[2], one year after its launch. The main subsidiary bodies are:

[2] UN Human Rights Council resolution 5/1 (2007) [Institution-building of the United Nations Human Rights Council], 18 June 2007, A/HRC/RES/5/1 (2007) available at. https://www.refworld.org/docid/4ae9acbbd.html

- Universal Periodic Review (UPR): every 4.5 years, each Member State undergoes a review of its human rights records in order to report on the actions taken to improve the respect of human rights in the Country and to receive recommendations from the UN for continuous improvement;

- Special Procedures: The Council is aided by independent experts known as Special Procedures, they report annually to the Council regarding a specific topic. The Council Special Procedures mandate holders are made up of special rapporteurs and independent experts who work in groups composed of five members, each of whom conducts studies regarding different topics in various Countries;

- Advisory Committee: it is composed of 18 independent experts and helps the Council to set its directions on particular thematic issues;

- Complaint Procedure: The complaint procedure addresses gross and systematic violations of human rights all over the world. They can be submitted by individuals, groups or non-governmental organisations that claim to be victims of such violations.

- Another important role is covered by the United Nations-mandated investigative bodies that have the objective of covering issues regarding severe violations of humanitarian law and human rights law. They can be established by different organs of the UN, such as the Security Council (SC), the GA and the Human Rights Council. Investigative bodies established by the Human Rights Council have taken numerous forms since the Council was created in 2006, dealing with issues in specific countries.

Major Actions and Historical Impact:

The Council has dealt with various specific issues in the past years, fighting to find solutions against human rights violations. Up until now, the Human Rights Council has been extremely active with:

- 51 regular sessions held

- 35 special sessions held
- 8 urgent debates held
- 1,372 resolutions adopted
- 59 Special Procedures mandates established
- 37 commissions of inquiry and fact-finding missions set up

In 2007, the Expert Mechanism on the Rights of Indigenous People (EMRIP) was established by the Human Rights Council to implement expert advice on the rights of indigenous people and help Member States to achieve the goal of protecting those rights.

Furthermore, the Council has adopted the resolution 10/4[3] in 2009, regarding the link between human rights and climate change.

Furthermore, practice has shown how the Council has given numerous responses to crises all over the world, such as in the case of the Lebanon Conflict in 2006, during which there was the establishment of a High-Level Commission of Inquiry regarding the Israel-Lebanon conflict.

In 2015, the Council intervened against the gross and systematic violations of Human Rights in Eritrea, perpetuated by the Government; among other interventions, in 2018 in Myanmar to report the war crimes as related to the genocide committed against the Rohingya Muslims, as well as the war crimes committed in Yemen between 2018 and 2019 during the Saudi Arabian-led intervention.

As per recent times in 2022, the Human Rights Council intervened to create the International Commission of Inquiry on Ukraine an independent committee of experts to investigate alleged violations of human rights and of humanitarian law during the Russian-Ukrainian conflict, as well as other issues addressed during the 54[th4] regular session of the UN Human Rights Council, held between 11th of September and 13th of October 2023, regarding the situations in Afghanistan, Burundi, Central African Republic, Somalia, Sudan and Democratic Republic of Congo.

[3] UN Human Rights Council, resolution 10/4 (2015) [*Report of the detailed findings of the Commission of Inquiry on Human Rights in Eritrea*], 5 June 2015, A/HRC/29/CRP.1 2015, available at: https://www.refworld.org/docid/55758bab4.html
[4] UN Human Right Council, 54th General Meeting, 11 September 2023-13 October 2023, available at: https://www.ohchr.org/en/hr-bodies/hrc/regular-sessions/session54/regular-session

Current relevance and ongoing challenges:

According to a Summit of UN Experts (most of them being UN Human Rights Council Special Rapporteurs) on SDGs (that took place on September 12 2023, in Geneva)[5], it's of utmost importance to take action against the persisting issues that our world is subjected to, that undermine human rights. Surya Deva, Special Rapporteur on the right to development, identified the challenges that limit the rights to development, such as limited capacities, lack of participation and inequalities. The current model of development is neither sustainable nor inclusive, there's a need to implement a new model to increase the possibility to participate actively in development, taking into account all the differences between countries and societies.

Important improvements should be made in different issues, such as the rights of migrants, along with the widespread and systematic nature of human rights violations and abuses that persist with impunity in many countries. The Human Rights Council will have to ensure accountability for human rights violations by establishing specific commissions of inquiry as well as calling on all States to respect and protect human rights in their own regions.

Furthermore, the sixth intersessional meeting on human rights and the 2030 Agenda has been held on 18 January 2024. The Intersessional Meeting has based its discussions on the theme of the 2024 High-Level Political Forum, which will focus its attention on the improvement and reinforcement of the 2030 Agenda, by also implementing new ways through which the human rights framework can support the development of the SDGs, rather than impeding their achievement, focusing on the issue of human rights development.

[5] SDG Summit: Strengthen human rights protection to tackle sustainable development crisis, Geneva, 12th of September 2023, available at: https://www.ohchr.org/en/statements-and-speeches/2023/09/sdg-summit-strengthen-human-rights-protection-tackle-sustainable

Future Outlook and Questions for Delegates:

In the coming years, the Human Rights Council is likely to remain the principal intergovernmental forum for the protection of human rights within the United Nations. Its role, however, will need to keep pace with new and changing challenges. These include the human rights effects of digital technology and artificial intelligence, the relationship between climate change and human rights, the protection of civic space and the persistent difficulty of responding to grave violations in active conflicts. Addressing these issues may require the Council to make fuller use of its existing tools, from the Universal Periodic Review to special procedures and commissions of inquiry.

A central question for the Council's future is its practical effectiveness. The Council can adopt resolutions, issue recommendations and document violations, but its decisions are not binding and follow-up depends heavily on the cooperation and political will of Member States. Future reform may therefore focus on strengthening the implementation of recommendations, improving cooperation with national governments and regional bodies and ensuring that the Council's findings lead to genuine accountability rather than remaining on paper.

The Council will also need to protect its credibility. Concerns about selectivity and the politicisation of its work have followed it since its creation and its authority rests in part on being seen to apply the same standards to all States. On the protection of education in conflict, as on other issues, the Council's influence will depend on its ability to combine principled standards with cooperation that States are willing to accept.

Delegates may consider the following questions during the debate:

- How can the Human Rights Council make its recommendations more effective in practice, particularly where States are unwilling to cooperate?

- How can the Council strengthen accountability for violations in armed conflict without deepening political division among its members?
- How should the Council adapt its tools to address emerging challenges, such as the human rights effects of new technologies?

Protecting the Right to Education During Armed Conflicts and Humanitarian Crises

Introduction and context of the topic

In an emergency, education is about more than the transfer of knowledge. A school gives children a safe place and a daily routine and it signals that ordinary life can continue even in the middle of a crisis.[6] Teachers, classrooms and the simple act of study offer a form of protection that is hard to replace. For this reason education is often called a lifeline in situations of armed conflict and its loss is felt long after a war ends.

That lifeline is now under great strain. In 2025, around 234 million school-aged children in crisis-affected areas needed support to access education and some 85 million were out of school altogether.[7] Behind these numbers are damaged schools and interrupted school years that are very hard to recover once they are lost. In several recent conflicts the harm has been severe. In Gaza, United Nations agencies report that close to 90 per cent of school buildings have been damaged or destroyed, leaving around 660,000 children without schooling.[8] In early 2026, a strike on a primary school in Minab, in southern Iran, killed around 165 pupils and staff. [9] These events raise a question that runs through this topic. The Charter of the United Nations opens with the pledge 'to save succeeding generations from the scourge of war'.[10] The right to education is meant to hold even in wartime. In practice, however, its protection is applied unevenly and accountability for violations remains limited. The task before the committee is therefore twofold. The first part is practical and

[6] F. SHAHEED, *Right to Education in Armed Conflict: A Human Rights Imperative*, Report of the Special Rapporteur on the right to education, UN doc. A/80/479, 2025.
[7] Education Cannot Wait (ECW), Global Estimates: Children's Access to Education in Crises, 2025 Update, 2025, available at: https://www.educationcannotwait.org/global-estimates-2025-update.
[8] United Nations Relief and Works Agency for Palestine Refugees (UNRWA), Verification of Damage to Schools in the Gaza Strip, 2025, available at: https://www.unrwa.org/.
[9] Al Jazeera, *Death Toll in Strike on Southern Iran School Rises to 165*, 2026, available at: https://www.aljazeera.com/.
[10] *Charter of the United Nations*, 26 June 1945, Preamble.

concerns how to keep children learning when the systems that teach them come under strain. The second is a question of accountability and concerns; how the international community can ensure that attacks on education are treated as the serious violations of international law that they are.

Root causes and historical development

The right to education rests on firm legal foundations. It is set out in the Universal Declaration of Human Rights (UDHR) of 1948, developed in the International Covenant on Economic, Social and Cultural Rights (ICESCR) and reaffirmed in the Convention on the Rights of the Child (CRC), the most widely ratified human rights treaty in history[11]. Related instruments reinforce it, among them the International Covenant on Civil and Political Rights (ICCPR) on the right to life, the International Convention on the Elimination of All Forms of Racial Discrimination (CERD) on equal access to education and the Convention against Torture (CAT) on the protection of students and teachers.[12] These duties build on the Charter of the United Nations, whose Purposes and Principles include cooperation in promoting human rights and whose Articles 55 and 56 pledge Member States to support educational cooperation.[13]

International humanitarian law (IHL) adds a further layer. Under it, a school is a civilian object, a site shielded from attack, unless it is used for military purposes. Over the past 15 years States have built on these rules through further commitments, among them a 2010 General Assembly resolution on education in emergencies,[14] the Security Council's listing of attacks on schools as a grave violation in 2011,[15] the Safe Schools Declaration of 2015,[16] a dedicated Security Council resolution

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[11] *Universal Declaration of Human Rights*, Resolution 217 A (III), 10 December 1948, Art. 26; *International Covenant on Economic, Social and Cultural Rights*, 16 December 1966, Arts. 13 and 14; *Convention on the Rights of the Child*, 20 November 1989, Arts. 28, 29, 38 and 39.

[12] *International Covenant on Civil and Political Rights*, 16 December 1966, Arts. 6 and 9; *International Convention on the Elimination of All Forms of Racial Discrimination*, 21 December 1965, Art. 5(e)(v); *Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment*, 10 December 1984.

[13] *Charter of the United Nations*, 26 June 1945, Art. 1(3) and Arts. 55 and 56.

[14] UNGA, Resolution 64/290, *The Right to Education in Emergency Situations*, 27 July 2010, available at: https://digitallibrary.un.org/record/685964.

[15] UNSC, Resolution 1998, *Children and Armed Conflict*, 12 July 2011.

[16] *Safe Schools Declaration*, Oslo, 29 May 2015.

in 2021,[17] and a Human Rights Council resolution reaffirming the right in 2025.[18] On paper, then, the protection of education in conflict is now extensive.

In practice, however, several structural challenges explain why the problem persists. Armed forces and armed groups may use schools for military purposes because of their solid construction and central location, which can cause the buildings to lose their protected status under IHL.[19] Enforcement is also limited, since international law depends heavily on the cooperation of States and has few direct means of implementation. Political factors add to the difficulty. States are often cautious about accepting outside scrutiny of their own forces and responsibility for an attack can be hard to establish in modern conflicts, where many parties are involved and accounts are contested. Together, these factors create a gap between the protection that exists on paper and the reality on the ground.

These same challenges mark the points where States tend to disagree. A first tension lies between military necessity and civilian protection, since a party may treat the use of a school as an operational need while others see an unacceptable risk to pupils and teachers. A second lies between national sovereignty and international oversight, because firmer accountability would require States to accept a greater degree of external scrutiny. A third follows from the role of non-State armed groups, which carry out many attacks yet are not party to international treaties and are hard to hold to account. These are the fault lines that negotiation in the committee will need to work through.

Current Situation and Actors

The scale of the problem remains severe. Between 2022 and 2023 there were around 6,000 reported attacks on education, affecting some 10,000 students and education staff, while the military use of schools rose sharply.[20] Several recent situations show what these figures mean in practice. A

[17] UNSC, Resolution 2601, *Protection of Education in Armed Conflict*, 29 October 2021.

[18] UNHRC, Resolution 59/9, *The Right to Education*, 7 July 2025.

[19] United Nations Secretary-General, *Children and Armed Conflict: Report of the Secretary-General*, 2024, available at: https://childrenandarmedconflict.un.org/.

[20] Global Coalition to Protect Education from Attack (GCPEA), *Education Under Attack 2024*, 2024, available at: https://protectingeducation.org/.

commission of inquiry, an independent panel of experts reporting to the Human Rights Council, found that educational infrastructure in Gaza had been systematically destroyed and it raised the possibility that such acts amounted to war crimes.[21] More than a million children are out of school in the eastern Democratic Republic of the Congo because of violence and in Burkina Faso insecurity has closed schools for several hundred thousand more.[22] Across these settings, displacement keeps many children out of school for years and the longer a child is out, the less likely they are to return.

Many actors shape this issue. States and non-State armed groups are the main duty-bearers and in a number of cases they are also the ones carrying out attacks. Several United Nations bodies are involved as well. The Human Rights Council and its Special Rapporteur on the right to education examine the legal obligations at stake, while the Security Council treats attacks as part of its work on children and armed conflict. On the ground, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF) and the United Nations refugee agency support education systems. The Global Coalition to Protect Education from Attack (GCPEA) records incidents and the fund Education Cannot Wait (ECW) finances education in emergencies. One recurring difficulty is that States themselves and not only armed groups, sometimes use schools for military purposes. This makes many of them cautious about accepting binding limits on their own forces.

The response also faces practical and financial limits. Delivering education in an active conflict zone is difficult in itself, since insecurity and mass displacement disrupt teaching and damaged buildings cannot easily be replaced. These challenges are compounded by funding shortfalls. Education has long been one of the most under-funded parts of humanitarian action and in 2025 funding was cut by roughly one third, widening the gap between needs and resources at a time when needs are rising.[23]

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[21] UNHRC, Independent International Commission of Inquiry on the Occupied Palestinian Territory, *Report on the Destruction of Educational Infrastructure in Gaza*, 2025, available at: https://www.ohchr.org/.

[22] United Nations Children's Fund (UNICEF), *Education in Emergencies*, 2025; and UN News, *From Crisis to Classroom: How the UN Supports Education in Conflict Zones*, 2025.

[23] Education Cannot Wait (ECW), *Global Estimates: Children's Access to Education in Crises, 2025 Update*, 2025, available at: https://www.educationcannotwait.org/global-estimates-2025-update.

International Response and Committee Action

The international response combines a broad framework of commitments with limited means of enforcement. The main instruments enjoy wide support. The Safe Schools Declaration has been endorsed by more than 120 States and the 2025 Human Rights Council resolution was adopted by consensus.[24] Monitoring has also improved and incidents are now recorded in careful detail. The clearest limitation lies at the stage of enforcement. Documentation rarely leads to prosecution and accountability for attacks on education remains inconsistent. The strike on the school in Minab illustrates the pattern. Responsibility for it is still being assessed and international organisations have called for an independent investigation.[25]

Recent proposals seek to narrow this gap. The 2025 report of the Special Rapporteur on the right to education recommended that the military use of schools be prohibited and criminalised in national law and that mechanisms of accountability and reparation be strengthened.[26] The committee itself holds one of the more effective instruments available. Through commissions of inquiry and fact-finding missions, the Human Rights Council can gather evidence of violations and prepare the ground for later legal action, as it has done in situations ranging from Myanmar to Ukraine and, more recently, Gaza. On the humanitarian side, ECW has helped many millions of children continue learning through temporary spaces, teacher support and the certification of study.[27] These efforts show what is possible. They also show the limits, since neither accountability nor continuity is yet delivered at the scale the situation requires and States continue to differ over how far international institutions should be able to intervene.

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[24] UNHRC, Resolution 59/9, *The Right to Education*, 7 July 2025.

[25] Amnesty International, *USA/Iran: Those Responsible for the Deadly Strike on a School Must Be Held Accountable*, 2026, available at: https://www.amnesty.org/.

[26] F. SHAHEED, *Right to Education in Armed Conflict: A Human Rights Imperative*, Report of the Special Rapporteur on the right to education, UN doc. A/80/479, 2025.

[27] Education Cannot Wait (ECW), *Annual Results Report 2024*, 2025, available at: https://www.educationcannotwait.org/.

Future challenges and possible approaches

The tensions set out above point to where possible approaches lie. On the protection of schools, the central question is how far the military use of schools can be limited in ways that States will accept in practice, for example by endorsing and applying the Safe Schools Declaration. On accountability, it is how attacks can be investigated and pursued and which bodies are best placed to do so. On continuity, it is how to sustain learning through long crises at a time when humanitarian budgets are shrinking and how to reach the children who are hardest to serve, among them those who are displaced or living in long-term crises.

These tensions tend to divide States rather than unite them. Some favour stronger binding protection and firmer accountability, others place greater weight on national sovereignty and donor States are often more focused on financing than on enforcement.[28]

[28] *Charter of the United Nations*, 26 June 1945, Preamble.

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 HRC, it is the following: https://www.ohchr.org/en/hrbodies/hrc/home

- Special Rapporteur on the right to education, Right to Education in Armed Conflict: A Human Rights Imperative (A/80/479), 2025. Recent United Nations analysis of the topic, a clear guide to current legal thinking and proposed reforms. Available at: https://www.ohchr.org/en/documents/thematic-reports/a80479-right-education-armed-conflict-human-rights-imperative-report

- Global Coalition to Protect Education from Attack, Education Under Attack 2024, 2024. The standard global record of attacks on education and the best source for country data and trends. Available at: https://protectingeducation.org/

- Safe Schools Declaration and its Guidelines, Oslo, 2015. The key political commitment on protecting schools; useful for understanding what States have agreed to and where its limits lie. Available at: https://ssd.protectingeducation.org/

- United Nations Security Council, Resolution 2601, 2021. The first Security Council resolution devoted to education in conflict; a good example of how the issue reaches the

highest United Nations bodies. Available at: https://digitallibrary.un.org/record/3946429

- Education Cannot Wait, Global Estimates and Annual Results Report, 2025. The main source for figures on children in crisis and for how education in emergencies is financed. Available at: https://www.educationcannotwait.org/
- United Nations Educational, Scientific and Cultural Organization, education in emergencies resources, at unesco.org. Accessible background on programmes and policy, written for a general audience. Available at: https://www.unesco.org/en/emergencies/education