



JUNESCO

**JUNIOR UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL
ORGANIZATION**

BACKGROUND GUIDE ALEMUN 2026

TOPIC: Ensuring the Protection of Educational Institutions in Situations of Conflict Zones and Promoting Education as a Tool for Peacebuilding

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1. GREETING WORD

Dear delegates,

Welcome to AleMUN 2026! We are Joaquim Pedro Siqueira and Maria de Fátima Freire from Deutsche Schule Corcovado, and it is an incredible honor to serve as chairs in this year's JUNETSCO council. It is a pleasure to welcome you as we engage in an essential discussion on the topic: "Ensuring the Protection of Educational Institutions in Situations of Conflict Zones and Promoting Education as a Tool for Peacebuilding".

JUNESCO, the Junior United Nations Educational, Scientific and Cultural Organization, is dedicated to promoting international cooperation through education, science, and culture. The council plays a fundamental role in defending access to education as a universal human right and as a foundation for peace, stability, and sustainable development. The issue of protecting educational institutions in conflict zones is especially relevant today, as millions of students around the world continue to face violence, displacement, discrimination, and the destruction of schools and universities. This debate is crucial for encouraging international collaboration and developing effective solutions to guarantee safe and equal access to education for all.

As we begin this journey together, we are excited to take on the role of moderators, guiding and facilitating the productive debates that will take place throughout our sessions. The topics selected for this council are highly significant in today's global context, and we are eager to witness the creative ideas, diplomatic discussions, and cooperative solutions that will emerge from your deliberations. Please do not hesitate to approach us with any questions, concerns, or suggestions as we prepare for our sessions. Together, we will promote dialogue, diplomacy, and mutual understanding while contributing to meaningful global progress.

Once again, we are truly honoured to be part of this esteemed conference, and we eagerly look forward to the engaging debates and impactful resolutions that will arise during our time together. If you have any questions or concerns, please feel free to contact us. We are excited to work with all of you throughout the process of negotiation and debate.

We wish you the best of luck with your preparation and look forward to seeing you in JUNETSCO!

Best regards,

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2. UNESCO

2.1 INTRODUCTION TO THE COMMITTEE

UNESCO, the United Nations Educational, Scientific and Cultural Organization, was founded on November 16th, 1945, in the wake of World War II. Its creation reflected a powerful idea: that peace must be built not only through political and economic agreements, but also through education and cultural cooperation. The war had revealed how ignorance, prejudice, and manipulation of information could lead to destruction on a global scale. In response, UNESCO was established to promote intellectual solidarity and collaboration among nations as a foundation for lasting peace.

As a specialized agency of the United Nations, UNESCO works to foster international cooperation in the fields of education, science, culture, and communication. Its mission is to contribute to the building of a more peaceful, just, and sustainable world by promoting knowledge, protecting cultural heritage, encouraging freedom of expression, and ensuring access to quality education for all. UNESCO believes that through the free exchange of ideas and the preservation of cultural diversity, societies can grow more resilient, inclusive, and united.

In essence, UNESCO stands as a guardian of truth, memory, and dialogue. It reminds us that education is more than knowledge—it is a path to empathy. Culture is more than history—it is identity. And science is more than progress—it is responsibility. Through its work, UNESCO invites all nations to cooperate in building peace not only between borders, but also within people.

2.2 STRUCTURE OF UNESCO

UNESCO operates through a well-defined structure composed of several key bodies. The General Conference is the supreme decision-making body of UNESCO. It brings together all Member States and meets every two years to determine the organization's overall policies, approve the budget, and elect the members of the Executive Board as well as the Director-General. Each country has one vote, and the decisions made during the General Conference shape the direction of UNESCO's global initiatives.

The Executive Board is composed of 58 Member States elected by the General Conference for four-year terms. It meets twice a year and acts as an advisory body, ensuring that the decisions made by the General Conference are implemented effectively. It also reviews the work program and budget and plays a crucial role in preparing for the sessions of the General Conference. The Director-General is the head of the organization and is elected by the General Conference for a renewable term of four years. The Director-General is responsible for the daily management of UNESCO, the implementation of programs, and representing the organization on the global stage. The Secretariat is the administrative body of UNESCO, led by the Director-General. It consists of approximately 2,300 staff members from around 170 countries. The Secretariat carries out the organization's day-to-day work and is organized into five major sectors: Education, Natural Sciences, Social and Human Sciences, Culture, Communication and Information.

2.3 UNESCO'S MISSION

UNESCO, the United Nations Educational, Scientific and Cultural Organization, was founded in 1945 with a fundamental mission: to build peace through international cooperation in education, science, culture, and communication. Guided by the belief that lasting peace must be rooted in the intellectual and moral solidarity of humanity, UNESCO works to promote understanding, dialogue, and mutual respect among people. The organization supports inclusive and quality education for all, fosters scientific collaboration to address global challenges, protects cultural heritage and diversity, and defends freedom of expression as a cornerstone of human rights and democracy.

UNESCO also plays a central role in advancing the United Nations' 2030 Agenda for Sustainable Development, contributing to goals related to education, gender equality, environmental sustainability, and more. Acting as a global platform for knowledge-sharing and policy dialogue, UNESCO helps countries adopt international standards and implement programs that promote peace, cultural exchange, and sustainable progress. In essence, UNESCO's mission is to use knowledge, creativity, and cooperation as powerful tools to shape a more just, inclusive, and peaceful world.

3. TOPIC BACKGROUND

3.1 CURRENT SITUATION

Armed conflicts continue to severely disrupt education systems across the world, with schools and universities frequently damaged, occupied, or intentionally targeted during violence. According to the United Nations (UN), millions of children live in conflict-affected areas where access to safe education is constantly threatened. In countries such as Sudan, Ukraine, Syria and Myanmar, armed conflicts have forced thousands of schools to close, while insecurity and forced displacement continue to interrupt the education of countless children and adolescents. In Gaza, for example, widespread destruction of schools and universities has left a large proportion of students without access to formal education, illustrating the devastating consequences of conflict on education systems.

The scale of the problem is global. Conflict-related attacks on schools, students, and teachers have been recorded in dozens of countries, particularly in regions affected by civil wars, terrorism, and political instability. Educational institutions are often used as military bases, shelters or strategic targets, directly violating children's right to education and creating unsafe learning environments. As a result, millions of children and young adults are forced to abandon their studies due to insecurity, displacement, poverty or the destruction of educational infrastructure.

The absence of safe and stable education in conflict zones contributes to long-term social instability. Without access to learning, many young people become more vulnerable to poverty, exploitation, child labor, radicalization, and recruitment by armed groups, weakening opportunities for peacebuilding and sustainable development. In this context, education is increasingly recognized not only as a fundamental human right, but also as an essential tool for promoting social cohesion, tolerance and post conflict reconstruction.

The international community has also demonstrated growing concern regarding the protection of education during armed conflicts. Organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations have promoted frameworks and initiatives aimed at safeguarding schools and ensuring educational continuity in emergencies. International guidelines, including the protection of civilians under humanitarian law and initiatives such as the Safe Schools Declaration (SSD), reinforce the responsibility of states and armed groups to protect educational institutions and preserve access to education even in times of war.

3.2 HISTORICAL CONTEXT OF THE IMPACT OF ARMED CONFLICTS ON EDUCATIONAL INSTITUTIONS

Armed conflicts have caused serious impacts on Educational Institutions throughout history, turning schools into targets of violence and depriving millions of children of their fundamental right to education. Direct bombings that damage infrastructure, military occupation and the forced recruitment of students are some of the impacts that schools have suffered since World War II. , when UNESCO was created. Similar problems also happened during the Civil War in Central America in the 1980s, the Bosnian War in the 1990s, with the number of secondary schools reducing by nearly half, and the current wars in the Middle East and Asia.

In addition to the physical and social destruction caused by wars, education also suffers from reduced investment, because other areas and sectors become priorities during conflicts. In these situations, people focus mainly on survival, while education becomes less important, resulting in the vulnerability of society.

3.2.1 IMPLICATIONS ON THE ACCESS TO EDUCATION AND EMPLOYMENT

Students living in conflict zones frequently face disrupted schooling, psychological trauma, and severe inequalities in access to educational resources. As a consequence, many are unable to acquire the qualifications, knowledge, and skills necessary to pursue higher education or secure stable employment opportunities.

The lack of consistent access to education further intensifies economic inequality and unemployment within affected communities. While more privileged groups may continue their studies in safer regions or private institutions, displaced and marginalized populations often experience limited career prospects, reinforcing persistent cycles of poverty, dependency, and social exclusion. In the long term, these educational disparities hinder social mobility, weaken economic development, and contribute to ongoing instability within conflict-affected societies.

3.3 IDEOLOGY, LAW AND THE STATE

In conflict zones, educational institutions frequently become targets of violence attacks, ideological control and military use, with governments and armed groups altering curricula to promote specific ethnic, religious or political ideologies, often to bring one group together while marginalizing others and to deprive students of a critical and inclusive education. Schools and universities are attacked by groups for representing ideological threats, such as the Taliban in Afghanistan or Boko Haram in Nigeria, which attack and restrict educational institutions, mainly depriving women of access to education.

At the same time, States have a legal responsibility to protect these institutions through national laws and international agreements, such as the Safe Schools Declaration (SSD), supported by 121 nations to prevent the military use of schools and ensure safe zones. Organizations such as UNESCO and the UN defend education as a fundamental human right even in wars, promoting it as a peacebuilding tool through peace curricula (an educational approach that integrates values of non-violence).

4. IMPORTANT FOR THE PREPARATION OF THE DEBATE

4.1 TOPICS TO FOCUS ON DURING THE DEBATE

- Protection of schools, universities, and educational staff in conflict zones
- Enforcement of international humanitarian law regarding attacks on educational institutions
- Access to education for refugees, internally displaced children, and marginalized groups
- The role of education in preventing radicalization and promoting peacebuilding
- International funding and humanitarian support for rebuilding educational infrastructure
- Psychological support and safe learning environments for students affected by conflict
- Digital and remote learning solutions in areas affected by war and instability
- Cooperation between governments, NGOs, and international organizations to ensure educational continuity
- Equal access to education and employment opportunities after conflicts
- Long-term strategies for rebuilding inclusive and resilient education systems

4.2 GUIDING QUESTIONS FOR FURTHER RESEARCH

- How are schools and universities affected by armed conflicts?
- What are the main threats faced by students and teachers in conflict zones?
- Why is the protection of educational institutions important during wars?
- What international laws protect education in situations of conflict?
- How can UNESCO help countries protect schools and students?
- What actions can governments take to keep schools safe during conflicts?
- How does the destruction of schools affect future generations?
- Why is education considered an important tool for peacebuilding?
- What role can education play in preventing radicalization and violence?
- How can refugee and displaced children continue their education?
- How can the international community support education in war zones?
- What are successful examples of educational recovery after conflicts?
- How can technology and online learning help students in conflict areas?

5. IMPORTANT INFORMATION ABOUT THE COUNTRIES

5.1 PEOPLE'S REPUBLIC OF CHINA

China faces threats to educational institutions in regions such as Xinjiang and Tibet, where ethnic tensions, separatist movements, and strict security measures have disrupted schooling. In Xinjiang, Uyghur re-education camps and government crackdowns affected access to education, while violent incidents led authorities to increase police patrols and digital surveillance around schools. After the 2014 attacks in Urumqi, thousands of rural schools were closed and students were transferred to more controlled urban institutions as part of the government's "stability maintenance" policies.

At the same time, the Chinese government uses education as a tool for social cohesion and peacebuilding. School curricula promote patriotism, ethnic unity, and Xi Jinping Thought to counter what the state defines as extremism. Vocational training programs in Xinjiang are presented as deradicalization initiatives and are linked to international discussions on conflict-sensitive education promoted by organizations such as the UNESCO and the Inter-agency Network for Education in Emergencies. However, critics argue that these policies often function as forms of cultural assimilation and political indoctrination.

<https://www.unesco.org/en/protect-education-attack>

<https://brasil.un.org/pt-br/66074-onu-lan%C3%A7a-guia-para-proteger-escolas-e-hospitais-em-zonas-de-conflito>

5.2 UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

The United Kingdom strongly supports the protection of education in conflict zones because it believes that failing children during war means failing the future. The UK supports international frameworks such as the Safe Schools Declaration, which aims to stop the military use of schools, and the Vancouver Principles. It also uses its position on the United Nations Security Council to pressure countries to respect international humanitarian law regarding attacks on schools and universities.

The UK also provides aid to help children in conflict regions continue studying safely, especially by supporting teachers in emergencies and protecting girls' education. The All-Party Parliamentary Group on Global Education keeps these issues important in Parliament and highlights the experiences of teachers in places such as Ukraine. In addition, the UK links education to wider child protection goals through the Murad Code, showing that education and security are both essential for peacebuilding.

<https://www.ipned.org/news-and-views/k-parliament-hears-from-teachers-in-conflict-zones>

<https://www.gov.uk/government/speeches/our-work-to-protect-children-caught-up-in-armed-conflicts-around-the-world>

<https://www.gov.uk/government/speeches/protecting-children-in-conflict-and-ensuring-access-to-education>

5.3 UNITED STATES OF AMERICA

United States schools face major security concerns, including mass shootings, gang-related violence in cities such as Chicago, and occasional acts of domestic terrorism. These dangers have pushed authorities to adopt measures such as active shooter drills, stronger security presence in schools, and federally funded safe-zone initiatives. In some border areas and Native reservations, social tensions and insecurity also disrupt educational stability, while organizations like the Federal Bureau of Investigation monitor possible threats against schools.

Beyond security measures, the education system also plays an important role in promoting peace and strengthening social cohesion. Programs centered on social-emotional learning (SEL) and restorative justice foster dialogue, conflict mediation, and emotional assistance in vulnerable communities, particularly in Title I schools. Initiatives such as the Obama-era Promise Neighborhoods program and more recent policies under the Biden administration support trauma-informed educational practices, helping students continue their studies during periods of violence and social instability.

<https://g1.globo.com/mundo/noticia/2023/04/08/por-que-investimento-bilionario-em-seguranca-nas-escolas-nao-impediu-aumento-de-at...>

5.4 FRENCH REPUBLIC

France is one of the countries most involved in protecting education in conflict zones. It supported the Safe Schools Declaration in 2017 and helped promote United Nations Security Council Resolution 2601, the first UN resolution focused specifically on the right to education during armed conflicts. France also helped create the Paris Principles and Commitments in 2007 together with UNICEF, creating international rules against the recruitment of children by armed groups.

The French Republic also supports these goals with practical action. The Agence Française de Développement and Expertise France work in countries affected by crises, such as Haiti and Sudan, to help schools continue operating. In 2024, the Republic also gave financial support to educational projects in Gaza and child protection centres in Ukraine. France gives special attention to girls' education, preventing violence in schools, and including child protection in peace negotiations, because it believes education is essential for long-term peace and stability.

<https://endviolenceagainstchildrenconference.org/wp-content/uploads/2024/11/France-5.pdf>

<https://www.diplomatie.gouv.fr/en/the-ministry-in-action/action-for-peace-and-respect-for-human-rights/promoting-human-rights/france-s-actions-for-children-s-rights>

<https://www.expertisefrance.fr/en/news/keeping-education-systems-going-crisis-areas>

5.5 REPUBLIC OF IRAQ

Iraq faces a critical situation in protecting its schools because of decades of conflict. More than 5,300 schools have been destroyed, damaged, or used as shelters, and around 2 million children are not attending school. During intense violence, 67 attacks were recorded against schools and teachers in just one year, while nearly 14,000 teachers fled the country. This crisis led to overcrowded classrooms with up to 60 students and classes limited to only two or three days per week.

Despite these challenges, the Iraqi government, with support from the UN and UNESCO, recognizes education as an essential tool for peace and launched its first national education strategy in 2012. UNICEF has helped rebuild schools and create alternative learning spaces for displaced children. However, peace studies are still not systematically included in the curriculum, and recent challenges, such as denying education to children whose parents are suspected of links to extremists, show that the path toward inclusive and safe education remains long.

<https://www.unesco.org/en/articles/education-essential-peace-iraq>

<https://brasil.un.org/pt-br/61255-com-apoio-de-ag%C3%A7%C3%A3o-da-onu-iraque-lan%C3%A7a-primeira-estrat%C3%A9gia-nacional-de-ensino>

5.6 FEDERAL REPUBLIC OF GERMANY

The Federal Republic of Germany is a firm supporter of the protection of education in conflict zones, shown by its support for the Safe Schools Declaration and the Lucens Guidelines, which create clear rules against the military use of schools and universities during wars. Germany has supported this issue for many years, including through its work on Children and Armed Conflict during its time on the United Nations Security Council in 2011/12, and it continues to see children's rights as an important part of its human rights policy.

In practice, it believes that in unstable regions, central government solutions are often not enough. Because of this, it focuses on local educational systems, training teachers and school directors at the district level to deal with crisis situations. Germany also gives strong attention to helping children who were connected to armed groups return to society, encouraging groups in conflict to quickly transfer children to civilian child protection organizations, with safe and inclusive education being an important part of this process.

<https://www.auswaertiges-amt.de/en/newsroom/news/mrhh-kofler-safe-schools-declaration-2085844>

<https://www.giz.de/expertise/downloads/giz2022-en-education-fragility-and-forced-displacement.pdf>

<https://new-york-un.diplo.de/un-en/2606876-2606876>

5.7 FEDERATIVE REPUBLIC OF BRAZIL

Brazil faces major challenges in protecting schools from urban violence, especially in favelas affected by armed conflicts between gangs and police operations. In cities such as Rio de Janeiro, hundreds of schools have temporarily closed during shootouts, disrupting the education of thousands of students. To reduce risks, authorities adopted emergency protocols such as sheltering drills and psychosocial support programs, often developed with guidance from the Ministry of Education and international organizations. Initiatives supported by the International Committee of the Red Cross also help monitor violence and reduce school closures in vulnerable communities.

Alongside this, education is increasingly used as a peacebuilding tool in Brazil. Conflict-sensitive programs promoted by organizations such as the UNICEF, Inter-agency Network for Education in Emergencies, and ProFuturo emphasize safe access to education, social inclusion, and violence prevention. These initiatives view schools as protective spaces for children and teenagers affected by conflict, while international frameworks linked to the United Nations Security Council encourage the monitoring of attacks on educational institutions and the continuity of learning during crises.

<https://brasil.un.org/pt-br/66074-onu-lan%C3%A7a-guia-para-proteger-escolas-e-hospitais-em-zonas-de-conflito>

<https://inee.org/pt/colecoes/direito-educacao>

5.8 UKRAINE

Ukraine is both a victim of war and an important example of resilience in protecting education during conflict. Since February 2022, more than 4,000 schools and educational buildings have been damaged or destroyed, creating difficulties for millions of children. In response, the government created the Concept of Safety for Educational Institutions in 2023 and invested in bomb shelters, including underground classrooms, so students could continue face-to-face learning. Ukraine also became the 100th country to support the Safe Schools Declaration and developed an Action Plan together with UNESCO and the World Bank.

To continue education during the war, Ukraine expanded online learning platforms such as the All-Ukrainian School Online and used hybrid learning in dangerous areas. The country also introduced teacher training programs, mine risk education in schools, and psychological support for students and teachers affected by trauma. International support, including projects from the World Bank and UNESCO, continues to help Ukraine rebuild its education system.

<https://www.unicef.org/ukraine/en/press-releases/unicef-calls-strengthen-protection-schools-eastern-ukraine>

<https://www.worldbank.org/en/news/feature/2025/03/25/learning-and-school-reforms-continue-in-ukraine-despite-war-challenges>

<https://news.un.org/en/story/2025/07/1165417>

<https://reliefweb.int/report/ukraine/learning-amid-war-how-unesco-makes-ukrainian-schools-safer-children-and-teachers>

<https://www.unesco.org/en/articles/learning-amid-war-how-unesco-makes-ukrainian-schools-safer-children-and-teachers>

5.9 ISLAMIC REPUBLIC OF IRAN

Iran faces threats to educational institutions from separatist groups in regions with Baloch and Kurdish populations, as well as instability linked to protests and regional tensions. During the 2022 protests, some schools and universities experienced violent confrontations and temporary closures, while authorities increased security through the presence of Basij militias and the use of online classes during disruptions. Since the Iran-Iraq War in the 1980s, some schools have also adopted protective infrastructure, including shelters designed against aerial threats.

At the same time, the Iranian government uses education as a tool to strengthen national resilience and social cohesion. School curricula emphasize the values of the Islamic Revolution, anti-imperialism, and national unity, aiming to strengthen resistance against extremism and external threats. Vocational and social programs are also presented as ways to prevent radicalization among vulnerable youth and maintain educational continuity for refugee populations despite the economic difficulties caused by international sanctions.

<https://g1.globo.com/educacao/noticia/2019/05/28/escolas-em-areas-de-conflito-e-guerra-sofreram-12-mil-ataques-em-5-anos-indica...>

<https://www.unesco.org/en/protect-education-attack>

5.10 SYRIAN ARAB REPUBLIC

Syria's education system has suffered from more than ten years of conflict since the civil war started in 2011. The war caused the displacement of many students and teachers, the destruction of schools, and a serious decline in educational quality. While basic education was heavily damaged, universities continued working, although with lower quality and strong political control. Before the war, Syria had one of the strongest education systems in the Arab world, but during the conflict the system became more connected to government ideology than to critical thinking.

After the fall of the Bashar al-Assad government, Syria's new authorities started changing the education system by renaming universities and removing Ba'athist ideas from school materials. However, the stronger presence of Islamist themes in the new curriculum has created debate. The Syrian Democratic Forces also signed a UN Action Plan to stop child recruitment, showing some support for child protection. Rebuilding Syria's schools and universities is still a major challenge, and organizations such as UNESCO are considered very important for improving access and quality of education again.

<https://www.sciencedirect.com/science/article/abs/pii/S0738059318306199>

<https://humanitarianaction.info/plan/1276/document/syrian-arab-republic-humanitarian-response-priorities-january-december-2025/article/34-education-6>

<https://wenr.wes.org/humanitarian-issues/rebuilding-syrias-education-system-navigating-challenges-and-embracing-opportunities/>

<https://ihl-in-action.icrc.org/case-study/implementing-measures-protect-children-and-education-facilities-syria-2019-2021>

5.11 ISLAMIC REPUBLIC OF PAKISTAN

Pakistan has faced severe attacks on schools, especially in regions such as Khyber Pakhtunkhwa and Balochistan, where the Taliban and other extremist groups have targeted educational institutions. One of the deadliest incidents was the Peshawar school massacre in 2014, which killed 149 people, most of them students. Since 2009, thousands of schools have been damaged or destroyed, leading the government to strengthen security through fortified buildings, military operations, and special campaigns promoting girls' education in vulnerable regions.

In the meantime, Pakistan uses education as a peacebuilding strategy to counter extremism and support social cohesion. Following the 18th Amendment, provinces introduced peace education curricula focused on tolerance, dialogue, and trauma support, often aligned with recommendations from the Inter-agency Network for Education in Emergencies. Organizations such as UNESCO also support the education of Afghan refugees, while madrassa reforms seek to reduce radicalization and encourage more inclusive forms of learning.

<https://g1.globo.com/educacao/noticia/2019/05/28/escolas-em-areas-de-conflito-e-guerra-sofreram-12-mil-ataques-em-5-anos-indica...>

<https://www.unicef.org/>

5.12 STATE OF ISRAEL

Israel has faced strong international criticism because of the destruction of educational buildings in Gaza. A UN Commission reported that more than 90% of schools and universities in Gaza were damaged or destroyed by airstrikes and military operations, leaving hundreds of thousands of children without education for many months. The Commission also stated that some educational buildings were used by Israeli forces for military purposes, including part of the campus of Al-Azhar University. In the West Bank, many Palestinian students were also affected by military actions, checkpoints, demolitions, and attacks on schools.

Israel says that its military operations are necessary responses to attacks by Hamas. According to Israel, Hamas places military infrastructure inside civilian areas and schools, using them as protection during the conflict. Israel argues that this makes Hamas responsible for many civilian casualties and states that its military follows international humanitarian law. The country also says that organizations such as the United Nations and UNESCO criticize its actions more strongly than Hamas's use of civilian infrastructure.

<https://www.ohchr.org/en/press-releases/2025/06/israeli-attacks-educational-religious-and-cultural-sites-occupied>

<https://lieber.westpoint.edu/protecting-schools-armed-conflict/>

5.13 ISLAMIC EMIRATE OF AFGHANISTAN

Afghanistan continues to face serious threats to education under Taliban rule. Schools have been targeted by bombings carried out by ISIS-K and affected by tribal conflicts, while restrictions on girls' education have severely disrupted access to learning. Before 2021, many U.S.-supported fortified learning centers operated in high-risk areas, but today education in several regions relies more heavily on religious madrasas, radio programs, and Taliban-controlled institutions amid ongoing violence and instability.

At the same time, the Taliban government presents education as a tool for social unity through an Islamic curriculum centered on Sharia principles. Although authorities selectively adopt some international practices related to educational continuity, organizations such as the Inter-agency Network for Education in Emergencies and UNESCO continue to emphasize the need for psychosocial support and inclusive education for children traumatized by decades of war. However, strict restrictions, especially on girls and women, continue to limit these efforts.

<https://g1.globo.com/educacao/noticia/2019/05/28/escolas-em-areas-de-conflito-e-guerra-sofreram-12-mil-ataques-em-5-anos-indica...>

<https://www.unicef.org/afghanistan>

<https://www.unesco.org/en/protect-education-attack>

5.14 REPUBLIC OF THE SUDAN

Sudan is facing one of the worst education crises in the world. More than 13 million children are out of school, and about half of all school buildings cannot be used because they were destroyed, damaged, or occupied during the conflict. Attacks on schools increased greatly during the first year of war, and in regions such as North Darfur, almost all schools were closed by early 2026. Teachers have also faced serious dangers, including kidnapping and violence, while millions of children have lost long periods of education.

International organizations are trying to help, but funding is still very limited. UNICEF and its partners created more than 1,600 Safe Learning Spaces for hundreds of thousands of children. The BRIDGES Programme also plans to reopen schools and restore learning opportunities. In addition, UNESCO is leading a Transitional Educational Plan together with many international partners. However, humanitarian groups were forced to reduce funding requests because of lower international support, showing that continued global commitment is necessary to protect education in Sudan.

<https://www.unesco.org/en/articles/sudan-unesco-steps-its-actions-conflict-enters-its-third-year>

<https://www.unesco.org/en/articles/unesco-tackles-educational-crisis-sudan-new-strategic-priorities>

<https://eiehub.org/country-briefings-forgotten-education-crises/country-brief-sudans-education-crisis>

5.15 DEMOCRATIC REPUBLIC OF THE CONGO

Democratic Republic of the Congo faces major threats to education, especially in regions such as Ituri and Kivu, where armed militias frequently attack schools and recruit children. Since 2016, thousands of schools have been damaged or destroyed, and many teachers have been killed or displaced. To reduce violence, peacekeeping forces from United Nations Organization Stabilization Mission in the Democratic Republic of the Congo support patrols and agreements that declare schools as “zones of peace,” while mobile classrooms help maintain access to education in conflict areas.

Additionally, education plays an important role in peacebuilding and post-conflict recovery. Programs supported by the Inter-agency Network for Education in Emergencies promote reconciliation, ethnic tolerance, and the reintegration of former child soldiers through conflict-sensitive curricula. In partnership with UNESCO, refugee education initiatives and community dialogue projects also aim to strengthen social stability and reduce the risk of renewed violence.

<https://www.unicef.org/>

<https://www.protectededucation.org/>

5.16 REPUBLIC OF THE UNION OF MYANMAR

Since the military coup in February 2021, Myanmar has become one of the most dangerous countries for students and teachers. More than 7 million children are out of school, and many schools have been damaged by airstrikes, fires, and military occupation. In May 2025, an airstrike on a school in Sagaing killed at least 22 students and two teachers, showing how serious the attacks on education have become. Landmines also make travelling to school very dangerous, and many children have been injured or killed during the conflict.

Because the national education system has almost collapsed, local communities, religious schools, ethnic education groups, and the National Unity Government are trying to continue education, sometimes in underground shelters. International organizations such as UNICEF and UNESCO are providing support, but funding is extremely low. The 2026 Humanitarian Response Plan aims to help more than one million people with educational support, especially in Sagaing and Rakhine, but the lack of resources remains a major problem.

<https://eiehub.org/country-briefs/country-brief-myanmars-education-crisis>

<https://humanitarianaction.info/plan/1505/document/myanmar-humanitarian-needs-and-response-plan-2026/article/32-education-2>

<https://humanrightsmyanmar.org/myanmars-militarisation-of-education/>

5.17 REPUBLIC OF TÜRKIYE

Turkey has faced threats to schools in its Kurdish southeastern regions, where conflicts involving the PKK and counter-terrorism operations have disrupted education since 2015. Many schools were temporarily closed or damaged during periods of violence, leading authorities to establish safe zones, increase security with Gendarmerie forces, and create temporary education centers for displaced students. These measures were also influenced by international frameworks linked to the Safe Schools Declaration.

In parallel, Turkey uses education to promote national unity and social stability. School curricula emphasize patriotism and social cohesion, while youth dialogue initiatives seek to reduce tensions between communities. With support from organizations such as UNESCO and the European Union, programs for Syrian refugees and conflict-sensitive education reforms also provide psychosocial support and encourage tolerance among students affected by violence and displacement.

<https://inee.org/pt/colecoes/direito-educacao>

<https://www.unhcr.org/>

<https://www.unicef.org/>

5.18 REPUBLIC OF INDIA

India has a complex situation regarding the protection of education in conflict zones. The country has laws such as the Right to Free and Compulsory Education Act (2009) and rules from the National Commission for Protection of Child Rights that do not allow security forces to use schools for military purposes. However, these rules are not always followed, especially in conflict regions such as Jammu and Kashmir, Northeast India, and areas affected by Naxalite violence (movement against the Indian State). In some cases, military occupation of schools has reduced student enrollment and interrupted education. Indian courts, including the Supreme Court, have sometimes ordered security forces to leave school buildings.

Internationally, India has still not joined the Safe Schools Declaration, even though many countries and international organizations support it. This position has been criticized because India's own national laws already limit the military use of schools. Critics argue that supporting the Declaration would match India's existing child protection policies, but the government has not given a clear explanation for refusing to join.

<https://www.hrw.org/news/2021/06/23/un-head-urges-india-join-safe-schools-declaration>

<https://www.humanium.org/en/a-call-for-india-to-join-the-safe-schools-declaration/>

<https://www.ohchr.org/en/press-releases/2025/10/education-during-armed-conflict-offers-lifeline-protection-stability-and>

5.19 BOLIVARIAN REPUBLIC OF VENEZUELA

Venezuela faces major disruptions to education due to gang violence, political instability, protests, and recurring infrastructure crises such as the 2019 nationwide blackouts, which forced schools across the country to close temporarily. Economic collapse, insecurity, and the presence of armed groups in some regions have further weakened access to education. In response, government initiatives such as Great Mission Child Venezuela expanded protected educational spaces and alternative learning methods, including online and remote education during periods of disruption.

At the same time, the Venezuelan government presents education as a tool for peacebuilding and national resistance through Bolivarian curricula focused on socialism, anti-imperialism, and collective identity. Programs influenced by organizations such as the Inter-agency Network for Education in Emergencies also incorporate psychosocial support and educational continuity strategies for vulnerable communities and migrants affected by the crisis. Despite hyperinflation and severe economic instability, authorities continue to frame education as an essential instrument for social cohesion and revolutionary stability.

<https://www.unicef.org/venezuela>

<https://www.unesco.org/en/protect-education-attack>

5.20 FEDERAL REPUBLIC OF NIGERIA

Nigeria is one of the countries most affected by attacks on education, especially in the North, where Boko Haram has attacked schools for many years. Between June 2024 and June 2025, the number of closed schools increased, affecting the education of more than 3 million children. Even with these problems, Nigeria has taken important steps to improve school safety. As a supporter of the Safe Schools Declaration, the country created a National Policy on Safety, Security and Violence-Free Schools in 2020 and, in 2024, opened a National Safe School Response Coordination Centre to improve protection in dangerous regions.

However, there is still a large difference between government policies and reality. Mobile classrooms, radio lessons, and temporary education camps have helped students continue learning, but these projects often depend on short-term funding. Teacher shortages, poverty, and continuing violence in northern Nigeria still create major difficulties. Because of this, Nigeria often argues in UNESCO debates that stronger international support and long-term funding are necessary to guarantee safe education for millions of children.

<https://education.gov.ng/wp-content/uploads/2021/09/National-Policy-on-SSVFSN.pdf>

<https://www.dw.com/en/how-conflict-is-impacting-nigerias-education-system/a-73966128>

<https://www.ahrlj.up.ac.za/mutu-p>

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<https://www.unicef.org/esa/press-releases/unicef-alarmed-continued-attacks-education-conflict-zones-africa>

<https://bayhost-kompetenzatlas.app.uni-regensburg.de/universities-in-conflict-zones-have-much-to-teach-the-world/>

<https://knowledge.unicef.org/resource/safe-schools-declaration-2015-2025-decade-progress-call-renewed-action>

Good luck, delegates!