

15th Session

Agenda item: B: Protecting Education Under Attack

The United Nations Educational, Scientific and Cultural Organization,

Emphasising the effectiveness of local-level and school-level interventions to deal with the attacks on education providers according to the report of Global Business Coalition for Education in 2015,

Emphasising the fact that the number of schools taken over by the military all around the world has more than doubled between 2020 and 2022 because the COVID-19 pandemic led to many school closures, then the military tried to use them as safety areas according to the Global Coalition to Protect Education from Attack (GCPEA), which published the report, Education under Attack 2022,

Emphasising the outcome of the report on the Abuja Conference on the Safe School Declaration (SSD), 2021, which says that it is difficult for other Member States that have not been the members of SSD to participate in the international conference on SSD, which means that Member States, who are not the members, are excluded or cannot discuss the education providers there,

Continuing the contribution of funding towards GCPEA initiatives to address the problem of targeted attacks on education during armed conflicts, and the tragic trend of attacks on education providers, as there are 6,000 cases of attacks on education and more than 10,000 students and educators were reportedly harmed during 2022 to 2023 as the GCPEA 2024 reported data shows, the funding provided would be put directly into the establishment of continuing education for displaced children, students, and especially educators, extending the support through psychosocial programs and diverse mental health supports for educators during times of quarrel,

Recognising the critical role of international cooperation, as highlighted by the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), in addressing the attacks on education, including the destruction of schools, violence against students and education personnel,

Recognising that based on Global Reports on teachers by UNESCO, it is necessary to protect the lives of teachers in conflict areas before starting education by establishing educational facilities which are less affected by the destruction of war,

Emphasising that 54% of teachers are concerned about depression or psychological difficulty from war, and from the data of the World Health Organization (WHO) review, the estimated prevalence of mental disorders among conflict-affected populations at any specific point is 13% for mild forms of depression, anxiety, and post-traumatic stress disorder and 4% for moderate forms of these disorders, which creates a negative impact on the teacher and the

education system, they will not be able to provide education during war, and “Digital Teacher” training launched from 2023 by UNESCO is useful for mental health during wartime,

1. *Recommends* Member States promote school-based and community-based interventions to protect education providers in the region with the collaboration of national ministries such as but not limited to:
 - a. Man-made disaster risk management by publishing reports with the collaboration of the National Ministry of Disaster Management;
 - b. Psychological remedy of victims including teachers, and children with the collaboration of local educational agencies, National Health Services (NHS), and so on;
2. *Requests* UNESCO to hold extraordinary sessions once every two years in rotating venue, to be determined by the organizational committee, with UNICEF, by inviting all Member States, especially the Member States whose education providers have been under attack to:
 - a. Focus on education providers who are under attacks that lead the providers into safe environments such as shelters or other safe Member States;
 - b. Share the experience and current needs of the conflict zone educational providers, participants’ past actions, and outcomes to seek more effective guidelines or policies;
3. *Recommends* Member States, especially those that are currently engaged in an armed conflict, to encourage their *Board of Education* to cooperate with UN facilities and to make a new management system for teachers’ security and education rebuilding in wartime, which enables these Member States to:
 - a. Record the places where the teachers evacuate out of the dangerous areas, which is needed to call on them to come back and teach at the previously worked schools after the war ends;
 - b. Record the number of teachers who died on the battlefield just after the battles in order to know how severe the teacher shortage is to rebuild the education system;
 - c. Encourage teachers to teach the children in the shelter instead of going to the battlefield, which prevents further death;
4. *Invites* Member States to help create more established protection for educators and displaced students in armed conflicts by participation in the GCPEA, targeting attacks on education during armed conflicts, regionally GCPEA supports the initiative SSD, restricting the use of education centres for military purposes by:
 - a. Reminding all member states to continue to endorse the SSD, which is to protect students, teachers, schools, and universities during armed conflict:
 - i. Noting their inter-governmental political commitments that Member States make to protect students, teachers, schools, and universities from

attack during times of war including, a commitment for armed forces to refrain specifically from using schools for military purposes such as for bases;

- ii. Providing supportive learning environments with assisted mental health and psychosocial support for educators, with support from International Non-Governmental Organisations (NGOs) from UNESCO, such as The International Institute for Capacity Building in Africa (IICBA), and regional governmental support;
 - b. Calling for International NGOs in medical aid and human rights advocacy, UNESCO, and other Member States that have armed conflicts or war to cooperate to collect reliable data and report about attacks on schools and universities, through existing monitoring and reporting mechanisms for the overall safety of educators and students;
5. *Recommends willing and able* Member States to provide funding to the governments and International NGOs to improve the well-being of educators in conflict-affected areas, as well as supporting displaced students, by specifically integrating mental health and psychosocial programs in schools to aid recovery such as but not limited to:
- a. Target safe and supportive learning environments in the conflict zones by emphasising the educator's role in stability and resilience, building on prior successful collaborations with IICBA;
 - b. Knowledge research on burnout among international school teachers and university lecturers, resulting in the curating of more detailed training guides for teachers;
 - c. Encourage all Member States to help provide aid to international Member States during emergencies to protect education, such as the 'Egypt-Japan Education Partnership.' augmenting non-academic skills with Buddhist practices and providing thorough educational support for all grades, to promote educational stability and development internationally;
 - d. Reach out to international partnerships to continue their friendship in partnership with UNICEF and the Ministry of Education and Promotion of National Languages (MENAPLN), through international NGOs, such as the Japan International Cooperation Agency (JICA) to strengthen education infrastructure, including the construction of new schools and the rehabilitation of existing ones in victimised areas;
 - e. Suggest to Member States to take immediate action such as giving training and establishing warning systems through practical exercises and giving some protocols with UNESCO to ensure the safety and security of students, teachers, and educational institutions, and to provide more assistance by relocating homes or structures that are less visible targets to affected communities;
6. *Requests* using resources and support developing Member States in establishing educational facilities that are flexible enough to avoid the effects of war, such as attack by armed forces to secure the lives of teachers by:

- a. Establishing online educational programs in schools using projectors and large screens for students who evacuated from war zone so that teachers can teach from other Member States to secure teacher's safety and save teacher lives;
 - b. Constructing provisional schools according to the number of children evacuated, which are solid and simple enough to be built in a couple of days by UNICEF in safer areas where there are fewer dangerous effects of war by collaborating with UN peacekeeping to evacuate teachers quickly while guarding themselves and their students in emergencies such as bombardment and air raids;
7. *Recommends* that the WHO provides opportunities to support teachers' mental health during wars or conflicts, by gathering teachers via internet connections, such as video-call sessions to access counsellors at any time, and allowing them to disclose their harsh or stressful experiences, with a variety of psychosocial support.