

Forum: Third General Assembly

Topic: Preventing Attacks on Schools and Improving the Protection of Students and Teachers in Conflict-Affected Regions, with a Focus on Sudan and Ukraine

President

Introduction

One of the world's most essential human rights is education, as it provides a source of stability, protection, and development. However, in conflict-affected regions, education centers, schools, and staff have been increasingly exposed to insecurity and violence. Attacks on educational facilities and the use of schools for military purposes have the ability to transform places intended for learning into areas of danger and insecurity. While schools are generally protected as civilian objects under international humanitarian law, armed conflict continues to put education systems and entire generations at risk.

The consequences of these armed conflicts, attacks, and threats to education extend far beyond the destruction of infrastructure. Insecurity and displacement force schools to close, prevent teachers from reaching their workplaces, and interrupt students' education for long periods, which can contribute to learning loss, lower literacy levels, and widening educational gaps. While alternative methods, including remote and temporary learning, may help maintain access to education, challenges such as limited electricity, internet connectivity, and safe learning spaces often create further inequalities between students who are able to consistently access safe and effective education and those whose access to learning remains limited or disrupted. These challenges can particularly affect displaced students and those living in areas where conflict has damaged essential infrastructure, making consistent access to education increasingly difficult.

The severity of this problem is evident in Sudan and Ukraine. In Sudan, the ongoing armed conflict has damaged and looted schools, forcing many to shut down, while some educational facilities have been repurposed or affected by military activities. This has resulted in insecurity and mass displacement, which have prevented millions of children and teachers from safely accessing education. Similarly, the escalation of the war in Ukraine since February 2022 has exposed schools to numerous attacks and damaged educational infrastructure, forcing many students to depend on remote or alternative forms of learning. These cases show that armed conflict not only damages infrastructure but also interrupts access to education, disrupts the lives and development of students and educators, and creates significant challenges in holding perpetrators of violence against students and teachers accountable.

This issue directly correlates with AMMUN's theme of "Moderating Morality," as it allows the world to rethink the acceptance and normalization of practices that place schools, students, and teachers at risk during armed conflict and reinforces the principle that schools must remain protected. Through stronger accountability, international cooperation, and respect for existing protections, the international community can work toward ensuring that education remains

protected even during armed conflict.

Definition of Key Terms

Safe Schools Declaration

Declaration An international political commitment that aims to reduce threats and attacks on educational centers and limit the use of schools as military objectives during armed conflicts. This is directly related to the topic as both Sudan and Ukraine have agreed upon the Declaration as it a pivotal international framework for protecting education.

International Humanitarian Law (IHL)

It is an international law that protects both civilians and services including schools and hospitals during armed conflicts. This helps protect schools as civilian objects and helps to hold any parties accountable for violating such laws.

Monitoring and Reporting Mechanism (MRM)

A United Nations mechanism established under the Security Council Resolution 1612 which monitors and verifies grave violations committed against children during armed conflict. This helps document attacks on schools as evidence which helps hold parties involved in such attacks accountable.

Grave Violations Against Children

A serious violation identified by the United Nations, which includes attacks on schools and hospitals and the denial of humanitarian access. This term is directly relevant, as this makes it a key measure used by the United Nations to monitor, report, and investigate violations, which was evident in both countries of Sudan and Ukraine.

Internally Displaced Persons (IDPs)

This term refers to when civilians are forced to leave their homes to other areas within their country due to conflict or violence. This is evident particularly in Sudan where schools have been converted into shelters for IDPs, forcing schools to transform from delivering their educational purpose into military use increasing the number of children unable to attend schools.

General Overview

Threats and Attacks on schools remain a critical issue in conflict-affected regions, threatening the safety and future of millions of children and educators. In countries such as Sudan and Ukraine, ongoing armed conflicts have resulted in schools being damaged, destroyed, or forced to close due to violence and insecurity. These attacks often occur during broader military operations, including shelling, airstrikes, and ground combat, or when schools are located in areas of active fighting.

The wider scale of this pressing issue is significant in both Sudan and Ukraine, where armed conflicts have undermined the purpose of educational institutions, disrupting civilians'

ability to learn in safe environments. In Ukraine, 1,611 schools had been damaged or destroyed since February 2022, according to UN-verified data, demonstrating the widespread impact of the conflict on the country's education system. Reports have also documented the military use of schools and universities during the conflict, with the Global Coalition to Protect Education from Attack (GCPEA) identifying at least 67 reported incidents of military use of schools and universities in Ukraine during 2022 and 2023, involving forces on both sides of the conflict. A clear parallel can be seen in Sudan, where one in three schools has been damaged or destroyed since the outbreak of the conflict in April 2023, while more than 10,040 schools have been forced to shut down due to ongoing exposure to violence and insecurity. By September 2025, approximately 55% of schools nationwide remained closed, while around one in ten was being used to shelter displaced families, highlighting the severe disruption to the country's education system.

As a result of the growing number of attacks on educational institutions, the international community has established several frameworks and initiatives to strengthen the protection of students, teachers, and educational facilities during armed conflicts. The Safe Schools Declaration, opened for endorsement in 2015, urges states to protect schools and universities from attacks and to limit their military use during armed conflict. Building upon these commitments, United Nations Security Council Resolution 2601 (2021) became the first Security Council resolution dedicated entirely to the protection of education during armed conflict, condemning attacks on schools and urging all parties to safeguard access to education. Supporting these international efforts, the Global Coalition to Protect Education from Attack (GCPEA) monitors and documents attacks on education, reports incidents of the military use of schools, and provides research and guidance to strengthen the protection of educational facilities. Its work also supports international efforts to promote accountability by documenting violations and providing reliable evidence that can be used by governments, the United Nations, and other international bodies.

The situations in Sudan and Ukraine demonstrate how armed conflict can simultaneously threaten the safety of schools, disrupt access to education, and create difficulties in ensuring accountability for violations against students and teachers. These challenges highlight the urgent need to strengthen the protection of education in conflict-affected regions and ensure that schools remain safe spaces for learning.

Sub-topic 1: Protecting Education from Military Use and Armed Conflict

Many schools have become increasingly exposed to violence and insecurity as armed conflicts spread into civilian areas, endangering educational facilities. One of the most pressing

examples is the military use of schools as bases, checkpoints, storage facilities, and other strategic locations because of their large buildings and open grounds. Schools located near active fighting are also exposed to shelling, airstrikes, missile attacks, and ground combat, even when they are not being used for military purposes. This ultimately transforms the purpose of educational institutions, which are meant to provide safe learning environments for students and teachers, by exposing them directly to the effects of warfare. Although international humanitarian law protects schools as civilian objects, this protection can be undermined under specific circumstances if schools are used or targeted as military objectives.

In Ukraine, the destruction of education is linked to a conflict that began in 2014 following Russia's annexation of Crimea and the outbreak of fighting in eastern Ukraine between Ukrainian forces and Russian-backed separatists. The conflict escalated significantly in February 2022 when the Russian Federation launched its full-scale invasion, expanding the fighting across much of the country. Since then, widespread artillery, missile, drone, and aerial attacks have repeatedly exposed schools to destruction and forced education to operate under constant security threats. By November 2025, UNICEF had verified that 1,611 schools had been damaged or destroyed since February 2022, while more recent reporting placed the number of damaged schools and other educational facilities at over 1,700. The military use of schools has also been documented, with the Global Coalition to Protect Education from Attack (GCPEA) identifying at least 67 reported incidents of military use of schools and universities during 2022 and 2023. Additionally, during the 2025–2026 school year, 4.6 million children faced barriers to education, while almost one million studied entirely online because continued insecurity, damaged schools, and inadequate shelters prevented regular classroom attendance.

Sudan has faced similar challenges since conflict erupted between the Sudanese Armed Forces (SAF) and the Rapid Support Forces (RSF) in April 2023. Following the removal of President Omar al-Bashir in 2019, Sudan entered a fragile political transition. Tensions between the SAF and the RSF grew over the country's future political leadership and the proposed integration of the RSF into the national military, eventually developing into open conflict. Fighting quickly spread across the country, exposing schools to shelling, looting, occupation, and military use, preventing them from functioning as safe learning environments. Earlier reporting found that at least 10,400 schools had been forced to close, while UNICEF and Save the Children estimated that 19 million children were affected by the education crisis during the conflict. Educational facilities have also been occupied or repurposed for non-educational purposes, further reducing access to education. The direct danger to children is evident through attacks on educational settings, including the shelling of Al-Khansa Secondary School for Girls in August 2024, which

killed five girls and injured 20 children. More broadly, UNICEF reported that 330 children were killed or injured across Sudan during the first six months of 2026, highlighting the dangerous conditions surrounding education.

Both Ukraine and Sudan demonstrate the urgent need to protect education, as this issue extends beyond preventing the destruction of school infrastructure. Military use, continued attacks, and insecurity prevent schools from functioning as safe civilian environments, and if these issues continue, they will negatively impact the educational development of millions of children and put future generations at risk. Protecting schools from military use and armed conflict is therefore essential to preserving the fundamental civilian right to education and ensuring that students and teachers can continue learning in safe and secure environments.

Sub-topic 2: Maintaining Access to Education During Conflict and Displacement

Armed conflicts can ultimately force civilians to become displaced, limiting their access to education even when school buildings have not yet been destroyed. Families may be forced to relocate, while schools may close because of insecurity, continued exposure to violence, or military use. As a result, many students lose contact with their teachers and experience long interruptions to their education. If these disruptions continue over time, they will widen inequalities between children who are able to receive consistent education and those who cannot, increasing learning gaps and limiting future educational opportunities.

In Ukraine, the war has created major barriers to both physical and remote learning. During the 2025–2026 school year, 4.6 million children faced barriers to education, while approximately one million students relied entirely on online learning. Although remote learning has allowed education to continue when in-person attendance is unsafe, it also presents significant challenges. Frequent electricity cuts, unstable internet connections, limited access to suitable digital devices, and continued attacks often interrupt online classes, preventing students from receiving consistent education. However, these challenges are not experienced equally across the country. Students living in frontline and rural areas often face greater barriers than those in safer regions with more stable infrastructure. As a result, these continued disruptions have contributed to significant learning gaps within Ukraine. According to the 2024 Programme for International Student Assessment (PISA), Ukrainian students scored 442 in reading, 444 in mathematics, and 445 in science, all below the OECD averages of 476, 472, and 485, demonstrating the long-term impact of the conflict on educational outcomes.

Sudan faces an even greater collapse in regular access to education. Various UN estimates have reported between 8 million and 13 million children out of school at different stages of the conflict, while many have experienced more than 500 days without regular classroom learning. By

September 2025, approximately 55% of schools remained closed, with others damaged, looted, or used for purposes such as sheltering displaced families. The effects are particularly severe in heavily conflict-affected areas such as Darfur and Kordofan, where insecurity and the breakdown of educational infrastructure have created greater barriers to learning. Sudan also entered the conflict with existing educational challenges: before the current war, assessments found that 39% of Grade 3 students were unable to read and only 2% could read fluently. Prolonged disruption therefore risks worsening an already serious foundational learning crisis.

The situations in Ukraine and Sudan demonstrate that maintaining access to education involves more than keeping students formally enrolled. Students must be able to learn safely and consistently. In Ukraine, remote education has provided an alternative but remains affected by insecurity and unequal access to electricity, internet connectivity, and safe learning spaces. In Sudan, widespread school closures and displacement have left millions with far fewer alternatives. Without consistent access to effective education, temporary disruption can develop into long-term learning loss and widening educational inequality.

Sub-topic 3: Ensuring Accountability for Violations Against Students and Teachers

Accountability requires all attacks against students, teachers, and educational facilities to be documented, independently investigated, and followed by appropriate legal consequences for those responsible, in accordance with international humanitarian and human rights law. However, during active conflicts, evidence may be destroyed, communication networks may be disrupted or censored, and many violations remain unreported because witnesses fear retaliation from the same armed groups responsible for the attacks. Ongoing insecurity, restricted access to conflict zones, and mass displacement also prevent investigators from safely reaching affected areas to collect evidence, verify incidents, and interview witnesses. As a result, verified figures should be considered minimum estimates, as many violations are likely to remain undocumented or unverified.

In Ukraine, accountability has benefited from extensive national and international documentation. By November 2025, the United Nations had verified that 1,611 schools had been damaged or destroyed since February 2022, while later reporting placed the number of damaged educational facilities at more than 1,700. UNICEF has also reported that more than 3,200 children have been killed or injured since the full-scale invasion began. Ukraine's Prosecutor General has opened tens of thousands of war-crime investigations, while the International Criminal Court (ICC) has issued six arrest warrants against senior Russian officials accused of crimes committed during the conflict. The ICC aims to investigate those responsible, prosecute individuals accused of war crimes, and deter future violations through international justice. However, none of the six suspects

is currently in ICC custody, demonstrating one of the greatest limitations of international accountability. Although documentation and investigations have increased significantly, attacks continue. During the 2025–2026 school year, 4.6 million children still faced barriers to education, while nearly one million continued learning entirely online because continued attacks and insecurity prevented safe classroom attendance.

Sudan faces an even greater accountability gap. The United Nations verified more than 1,850 grave violations against children during 2025, including the killing or maiming of over 1,300 children, while at least 330 children were reported killed or injured during the first six months of 2026. These figures are likely to underestimate the true scale of violations because many incidents cannot be independently verified. Ongoing fighting, communication blackouts, damaged infrastructure, and mass displacement prevent investigators from accessing many affected communities. Teachers, students, and local witnesses may also fear becoming the next targets if they report abuses while armed groups continue to control their communities. The UN Human Rights Council established the Independent International Fact-Finding Mission for Sudan to collect evidence, identify those responsible, and preserve information for future prosecutions, while the ICC continues investigating crimes committed in Darfur. Nevertheless, serious violations continue to be documented, illustrating that improved reporting has not yet resulted in meaningful accountability or reduced impunity.

The experiences of both Ukraine and Sudan demonstrate that documentation alone does not put an end to violations against students, teachers, and educational facilities. In Ukraine, the Office of the Prosecutor General has registered tens of thousands of alleged war crimes since the full-scale invasion, while the International Criminal Court (ICC) has issued six arrest warrants against senior Russian officials accused of committing war crimes. However, none of these suspects has been transferred to the Court, emphasizing the ongoing challenges of enforcing international justice during an active conflict. A similar situation can be seen in Sudan, where the United Nations Human Rights Council established the Independent International Fact-Finding Mission in 2023 to preserve evidence, identify perpetrators, and support future prosecutions. Nevertheless, the Mission continues to document widespread violations while warning that ongoing insecurity, communication blackouts, mass displacement, and restricted access prevent investigators from reaching many affected communities and verifying numerous incidents. These examples demonstrate that although international monitoring, reporting, and investigations have improved, accountability has not progressed at the same pace. The continued rise in attacks despite improved documentation demonstrates that monitoring alone is not enough to deter violations. This is reflected in the Global Coalition to Protect Education from Attack (GCPEA)'s 2026 Education

Under Attack report, which found that attacks on education increased by more than 40% compared with previous reporting periods. Without stronger enforcement mechanisms, greater protection for witnesses, improved access for independent investigators, and increased international cooperation, violations against students, teachers, and educational facilities are likely to continue without meaningful legal consequences.

Major Parties Involved

The Russian Federation

The Russian Federation is a primary party involved in this armed conflict, directly affecting education in Ukraine. Its involvement became particularly evident during its full-scale invasion in February 2022, when Russian military operations caused extensive damage to civilian infrastructure, including schools and universities, affecting the long-term education of millions of children. Reports by international organizations have documented attacks on educational facilities and the military use of schools in some occupied areas, contributing to significant disruptions in education and widening educational inequalities.

Russia maintains that its military operations target legitimate military objectives and has repeatedly denied intentionally targeting civilian infrastructure, claiming that some educational facilities are being used for military purposes by Ukrainian forces rather than Russian forces. In territories under Russian occupation, reports by international organizations have documented the introduction of the Russian curriculum and restrictions on the Ukrainian language in schools, limiting the freedom of curricula offered to civilians. Russia does not recognize the jurisdiction of the International Criminal Court (ICC) in relation to this conflict and has opposed several UN resolutions condemning its actions in Ukraine.

The Republic of Sudan (SUD)

The Republic of the Sudan (SUD) is directly affected by the armed conflict between the Sudanese Armed Forces (SAF) and the Rapid Support Forces (RSF), which began in April 2023. The conflict forced more than 10,400 schools to close, leaving millions of children without regular access to education. Violence, displacement, and the occupation of educational facilities for military purposes have severely disrupted the country's already fragile education system.

The Sudanese government has called for international humanitarian assistance to support civilians and restore essential services, including education. It has accused the RSF of occupying schools and attacking civilian infrastructure. However, fighting involving both parties has contributed to the destruction of educational facilities, while many schools have been converted into shelters for internally displaced persons (IDPs). Sudan has also expressed concerns about external investigations, arguing that accountability should primarily remain under national

jurisdiction.

Ukraine

Ukraine (UKR) is the country most directly affected by attacks on education resulting from the ongoing war. Since the escalation of the conflict in February 2022, thousands of educational facilities have been destroyed, damaged, shut down, or used for military purposes, forcing millions of students to rely on alternative forms of learning. As a result, protecting education has become a national priority, with the government implementing measures to ensure learning can continue despite ongoing security threats.

Ukraine supports the protection of education during armed conflict and is a signatory to the Safe Schools Declaration. The government works closely with international organizations to document, report, and investigate attacks on schools, collect evidence of alleged war crimes, and support future legal proceedings. Ukraine consistently supports UN resolutions calling for the protection of civilians, accountability for violations of international humanitarian law, and the return of deported Ukrainian children.

United Nations Children’s Funds (UNICEF)

The United Nations Children's Fund (UNICEF) plays a leading role in protecting children's right to education during armed conflict. In both Ukraine and Sudan, UNICEF works closely with governments and humanitarian partners to maintain access to education, monitor attacks on schools, and provide emergency assistance to affected children.

UNICEF has established temporary learning spaces, distributed educational materials, supported digital and remote learning programmes, and provided psychosocial support for children affected by armed conflict. It also co-leads the Global Education Cluster, which monitors attacks on education and publishes verified data on violations against children. Despite these efforts, UNICEF relies on the cooperation of governments and humanitarian access to reach affected communities. As a humanitarian agency, it has no legal or military authority to prevent attacks or prosecute perpetrators, limiting its ability to ensure that schools remain safe learning environments.

International Criminal Court (ICC)

The International Criminal Court (ICC) is responsible for investigating and prosecuting individuals accused of war crimes, crimes against humanity, and genocide when national courts are unable or unwilling to do so. It plays a significant role in ensuring accountability for attacks against students, teachers, and educational facilities.

The ICC has opened investigations into alleged crimes committed during the conflicts in both Ukraine and Sudan. In Ukraine, it has issued arrest warrants against senior Russian officials,

including President Vladimir Putin and Maria Lvova-Belova, for the alleged unlawful deportation and transfer of Ukrainian children. The ICC also continues to investigate crimes committed in Darfur, Sudan. However, because the Court relies on states to arrest and surrender suspects, its ability to enforce accountability remains limited when individuals are not taken into custody.

Timeline of Events

Date	Event
2015/05/29	The Safe Schools Declaration was opened for endorsement at the Oslo Conference on Safe Schools. It established international commitments to protect students, teachers, schools, and universities from attack and reduce the military use of educational facilities during armed conflict.
2017/10/02	Sudan endorsed the Safe Schools Declaration, committing to strengthen the protection of education during armed conflict and reduce the military use of schools.
2019/11/20	Ukraine became the 100th country to endorse the Safe Schools Declaration, committing to strengthen the protection of education from attack and military use during armed conflict.
2021/10/29	The United Nations Security Council adopted Resolution 2601, becoming the first Security Council resolution dedicated specifically to protecting education during armed conflict.
2022/02/24	The Russian Federation launched its full-scale invasion of Ukraine, targeting civilian infrastructure, including schools and universities, which severely disrupted the country's education system.
2022/03/03	Russian airstrikes on residential neighbourhoods in Chernihiv damaged Schools No. 18 and No. 21, demonstrating how schools and educational facilities became increasingly endangered during armed conflict.
2022/05/07	A Russian airstrike struck a school building in Bilohorivka, Luhansk

	Oblast, where approximately 90 civilians were sheltering. Around 60 civilians were reportedly killed, highlighting the devastating consequences of attacks on educational facilities used as civilian shelters.
2023/04/15	Armed conflict erupted between the Sudanese Armed Forces (SAF) and the Rapid Support Forces (RSF), triggering one of the world's largest education crises and leaving more than 19 million children without access to education.
2023/05/11	The Sudanese Armed Forces (SAF) and the Rapid Support Forces (RSF) signed the Jeddah Declaration, committing to protect civilians and civilian infrastructure, including schools. Despite this commitment, attacks on schools and the military use of educational facilities continued.
2023/08/23	A Russian Shahed drone struck a public school in Romny, Sumy Oblast, killing the school principal, deputy principal, secretary, and librarian, demonstrating the continued vulnerability of educators during armed conflict.
2023/10/12	The United Nations Human Rights Council (UNHRC) established the Independent International Fact-Finding Mission for Sudan to investigate violations of international human rights and humanitarian law, preserve evidence, and identify those responsible for serious crimes committed during the conflict.
2025/11/25	The 5th International Conference on the Safe Schools Declaration was held in Nairobi, Kenya, bringing together states and international organizations to review progress in implementing the Safe Schools Declaration and address the ongoing education crises affecting Ukraine and Sudan.

Attempts to Solve the Issue

Children and Armed Conflict, 26 July 2005 (S/RES/1612)

United Nations Security Council Resolution 1612 established the Monitoring and Reporting

Mechanism (MRM) to collect, verify, and report information on the six grave violations committed against children during armed conflict, including attacks on schools and hospitals. The resolution also created the Security Council Working Group on Children and Armed Conflict to review violations and address them with appropriate responses to ensure all parties take accountability for their actions. Resolution 1612 significantly strengthened international monitoring, as it listed and documented attacks, helping identify which parties were responsible for such actions. However, its effectiveness is limited in conflict areas such as Sudan, where insecurity, communication disruptions, and restricted humanitarian access prevent these incidents from being documented and investigated, limiting efforts to ensure accountability.

Protection of Civilians in Armed Conflict, 29 October 2021 (S/RES/2601)

United Nations Security Council Resolution 2601 became the first Security Council resolution dedicated specifically to protecting education during armed conflict. The resolution strongly condemns attacks against students, teachers, and schools during armed conflict and urges all parties to avoid the military use of schools, emphasizing the important need to maintain access to education during such crises and ensure that future generations remain educated. It represented a major step forward in recognizing education as an international peace and security issue. However, despite this resolution, many countries such as Ukraine and Sudan continue to face attacks on schools and the military occupation of educational facilities, which disrupt education and increase the vulnerability of children. This demonstrates that stronger implementation and enforcement mechanisms remain necessary for this resolution to effectively mitigate the issue.

Jeddah Declaration of Commitment to Protect the Civilians of Sudan, 11 May 2023

The Jeddah Declaration of Commitment to Protect the Civilians of Sudan, 11 May 2023, was signed by the Sudanese Armed Forces (SAF) and the Rapid Support Forces (RSF) during peace negotiations facilitated by Saudi Arabia and the United States. Both parties agreed to protect civilians and civilian infrastructure, including schools, hospitals, and humanitarian facilities, while facilitating humanitarian access. However, despite these commitments, attacks on schools still prevail, and many military occupations of educational facilities have taken place. This demonstrates that political agreements alone are insufficient without effective monitoring, enforcement, and accountability mechanisms.

National Action Plan for the Implementation of the Safe Schools Declaration, 4 August 2021 (Ukraine)

Following its endorsement of the Safe Schools Declaration, Ukraine adopted its National Action Plan for the Implementation of the Safe Schools Declaration to strengthen the protection of schools and universities during armed conflict. This legal framework introduced measures to help

reduce the military use of educational facilities, improve military training to protect civilians, schools, and hospitals, and strengthen the education system. Although this plan provided an important framework to help protect the education system, after the full-scale invasion by the Russian Federation, the escalation of the conflict resulted in thousands of schools being damaged, destroyed, or used as military objectives, demonstrating how national policies remain vulnerable when attempting to fully protect education during large-scale warfare.

Possible Solutions

Sub-topic 1: Protecting Education from Military Use and Armed Conflict

One possible solution is to strengthen measures that keep schools separate from military activities. States and parties to armed conflicts should adopt clear policies restricting the use of schools as military bases, barracks, checkpoints, or weapons storage facilities. Armed forces should also receive specific training on the protection of educational facilities and the rules of international humanitarian law. By reducing the military use of schools and improving awareness of their protected civilian status, educational facilities are more likely to remain safe spaces for students and teachers rather than becoming involved in military operations.

Sub-topic 2: Maintaining Access to Education During Conflict and Displacement

A flexible education system should be developed to allow students to continue learning when regular classroom education becomes unsafe or unavailable. Since online learning is not accessible to everyone, education should be provided through several methods, including temporary learning spaces, offline educational materials, recorded lessons, and flexible enrolment in schools for displaced students. The method used should depend on the conditions of each affected area. This would allow more students to continue their education despite displacement, damaged infrastructure, limited internet access, or insecurity and could reduce long-term learning gaps.

Guiding Questions

1. What is your country’s position on protecting schools, students, and teachers during armed conflict?
2. Has your country experienced attacks on schools or the military use of educational facilities?
3. Has your country endorsed the Safe Schools Declaration, and if so, what actions has it taken to implement its commitments?
4. What is your country’s position on the use of schools and universities for military purposes during armed conflict?

5. What measures can be taken to reduce attacks on schools without interfering with legitimate humanitarian or educational activities?
6. How can international humanitarian law be better respected and implemented to protect educational facilities during armed conflict?
7. How can students continue accessing education when schools are damaged, closed, occupied, or unsafe?
8. What alternatives to online learning can be used in areas with limited electricity, internet access, or digital devices?
9. How can displaced and refugee students be integrated into alternative or host-country education systems without creating further learning gaps?
10. What measures can reduce inequalities between students who have consistent access to safe education and those living in heavily conflict-affected areas?

Appendix

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https://eua2024.protectingeducation.org/
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