**Commission:** Commission of Crime Prevention and Criminal Justice

**Submitter:** Klara-Josefin Ehrnst

**Topic:** Measures to prevent the illegal sale of guns and weapons on the black market

Introduction

The fourth sustainable development goal is “quality education”.[[1]](#footnote-0) Education for all is essential to research sustainable development. However, many children’s right to education is restricted when they do not have access to safe and secure education facilities. In order to ensure quality education investments in school buildings and teacher training is needed. According to the Security Council, attacks toward education facilities is one of the six grave violations. Even though schools are supposed to be a zone of peace during times of conflict, the rates of attacks are increasing.

Background information

Conflicts can have direct and indirect effects on children’s education. Direct effects of conflict can be physical damage to education facilities, and close or disrupt the activities of these facilities. Schools are often used for military purposes such as recruitment and polling stations during times of conflict. The staff at education facilities might also be affected. During the Ruwanda genocide, two-thirds of primary and secondary teacher died or had to leave their homes. In addition to that, over 2 million children have died as a direct effect of violent conflicts during the last prior decade.[[2]](#footnote-1) Indirect consequences can be if certain armed groups are against education for girls, which might reduce the opportunity for girls to get an education. Another indirect consequence of conflict on education can be an insecure environment. If there is an insecure climate, children and teacher might hesitate attending school or their world. The same goes parent, who might feel like it is too dangerous to send their children to school. In some areas where children have to travel far for their education, a conflict might cause checkpoint and roadblock, making it difficult to get to school. Overall, conflicts have both direct and indirect consequences on education.[[3]](#footnote-2)

In order to provide quality education for children all over the world, there is a need for safe school buildings. Even though schools are protected civilian object under the international humanitarian law, there are, as mentioned, still many attacks towards schools. The Securit Council implemented the Children and Armed Conflict mandate in 1996 in order to strengthen the protection of children in armed conflicts, raise awareness and promote the collection of information regarding children affected, and encourage international cooperation. Especially important to address is the effects on less economically developed countries. LEDCs are more vulnerable to the effects of conflicts on education than more economically developed countries. If there is an already existing lack of education and a relatively low rate of children attending school, a conflict will further decrease the opportunities for education. Overall, this might lead to difficulties for LEDCs to in the future achieve sustainable development.

Timeline

|  |  |
| --- | --- |
| **Year**  | **Event [[4]](#footnote-3)** |
| 1996 | Graça Machel Report, ‘*’The Impact of Armed Conflict on Children’’* |
| 1998 |  The first debate of the UN Security Council on children and armed conflict.  |
| 1999 | Security Council Resolution 1261 (S/RES/1261) - “*placed the issue of children affected by war on the agenda of the Security Council”* |
| 2000 |  Security Council Resolution 1314 (S/RES/1314) - *“the deliberate targeting of civilians, including children, may constitute a threat to peace and security”* |
| 2000 | Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict |
| 2001 | Security Council Resolution 1379 (S/RES/1379) - *“list parties to armed conflict that recruit or use children”* |
| 2002 | “The Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict entered into force on 12 February.” |
| 2003 | Security Council Resolution 1460 (S/RES/1460) - *“an era of application”* |
| 2004 | Security Council Resolution 1539 (S/RES/1539) - “*devise a systematic and comprehensive monitoring and reporting mechanism”* |
| 2005 | Security Council Resolution 1612 (S/RES/1612) - “*Endorses the monitoring and reporting mechanism proposed by the Secretary-General to collect timely and reliable information on violations committed against children affected by armed conflict.”* |
| 2009 | Security Council Resolution 1882 (S/RES/1882) - “*Killing and maiming, rape and other forms of sexual violence against children become triggers to list parties to armed conflict”* |
| 2011 | Security Council Resolution 1998 (S/RES/1998) - “*Attacks on schools and hospitals and attacks and threats of attacks against protected personnel become triggers to list parties to armed conflict in the annexes of the annual report of the Secretary-General on children and armed conflict.”* |
| 2012 | Security Council Resolution 2068 (S/RES/2068) - “*Reiterates the Council’s readiness to adopt targeted and graduated measures (sanctions) against persistent perpetrators of grave violations against children.”* |
| 2014 | Security Council Resolution 2143 (S/RES/2143) - *“Children, Not Soldiers”* |
| 2015 | Security Council resolution 2225 (S/RES/2225) - “*Establishes the “abduction of children” as a trigger to list parties to armed conflict in the annual report of the Secretary-General on children and armed conflict.”* |
| 2018 | Security Council resolution 2427 (S/RES/2427) - “*Strengthens mechanisms to prevent violations committed against children in conflict.”* |

Possible solutions

It is of great importance that every new school is a safe school and that every existing school are adjusted to become safe schools. Safe facilities involve stakeholders such as education authorities, architects, engineers, builder, and community members. Aspects such as site selection, design, construction, and maintenance are also important in achieving safe education facilities. What might be needed in order to provide safe and secure facilities is programs or frameworks on regional and international levels. Those programs or frameworks could include information regarding the safety of schools and methodologies for assessing the level of safety of each facility. Secondly, developing guidelines regarding the prioritization and implementation of schemas for the replacement of unsafe facilities and for the construction of new buildings. Lastly, providing plans how to continuously monitoring, financing new buildings, and look over already existing facility management and safety.[[5]](#footnote-4)

 The Safe Learning Facilities Working Group, a global educational community, is an organization which proposes many solutions to the problem of unsafe schools. Firstly, in 2014, they established a Global Program for Safer Schools (GPSS) with the aim to make facilities less vulnerable to natural hazards. Improved facilities can reduce the physical damages of disasters on school infrastructure and thus reduce the negative effects on education. The GPSS does not only address natural hazards but also addresses the current lack of knowledge by developing guidance material on community-based school constructions. The Safe Learning Facilities Working Group has worked together with Risk RED, a non- profit consulting group with expertise in disaster risk reduction. The collaboration has lead to a guidance document addressing strategies for developing awareness regarding safe school constructions, and essential steps in the construction of new schools in order to make them less vulnerable. [[6]](#footnote-5)

What to think about when doing research

* Is your country affected by an armed conflict?
* Does the construction of schools follow any specific guidelines regarding safety?
* Do the already existing schools follow any monitoring program?
* Have there been any attacks towards schools in your country?
* What is your country’s position regarding the resolutions adopted by the Security Council related to the question of attacks towards schools?
* What are the possible effects of a school attack or natural disaster on education in your country? Might it reduce an already low number of children attending school?

Bibliography

“Education - United Nations Sustainable Development.” United Nations, United Nations, [www.un.org/sustainabledevelopment/education/](http://www.un.org/sustainabledevelopment/education/).

 “History - United Nations Office of the Special Representative of the Secretary-General for Children and Armed Conflict | To Promote and Protect the Rights of All Children Affected by Armed Conflict.” United Nations, United Nations, childrenandarmedconflict.un.org/about-us/mandate/history/.

Safe Learning Facilities (WG1) - GADRRRES, gadrrres.net/what-we-do/gadrrres-working-groups/working-group-1-safe-learning-facilities.

Reports, Staff. “How Does Violent Conflict Affect Education?” BORGEN, 30 Nov. 2017, www.borgenmagazine.com/violent-conflict-afect-education/.

“Attacks on Schools and Hospitals - United Nations Office of the Special Representative of the Secretary-General for Children and Armed Conflict | To Promote and Protect the Rights of All Children Affected by Armed Conflict.” United Nations, United Nations, childrenandarmedconflict.un.org/six-grave-violations/attacks-against-schools/.

1. “Education - United Nations Sustainable Development.” United Nations, United Nations, www.un.org/sustainabledevelopment/education/. [↑](#footnote-ref-0)
2. Reports, Staff. “How Does Violent Conflict Affect Education?” BORGEN, 30 Nov. 2017, www.borgenmagazine.com/violent-conflict-afect-education/. [↑](#footnote-ref-1)
3. Reports, Staff. “How Does Violent Conflict Affect Education?” BORGEN, 30 Nov. 2017, www.borgenmagazine.com/violent-conflict-afect-education/. [↑](#footnote-ref-2)
4. “History - United Nations Office of the Special Representative of the Secretary-General for Children and Armed Conflict | To Promote and Protect the Rights of All Children Affected by Armed Conflict.” United Nations, United Nations, childrenandarmedconflict.un.org/about-us/mandate/history/. [↑](#footnote-ref-3)
5. Safe Learning Facilities (WG1) - GADRRRES, gadrrres.net/what-we-do/gadrrres-working-groups/working-group-1-safe-learning-facilities. [↑](#footnote-ref-4)
6. Safe Learning Facilities (WG1) - GADRRRES, gadrrres.net/what-we-do/gadrrres-working-groups/working-group-1-safe-learning-facilities. [↑](#footnote-ref-5)