

**SOCIAL, CULTURAL, AND
HUMANITARIAN COMMITTEE
GAUCHOMUN XV**



**General Assembly
GAUCHOMUN XV
UCSB Model UN**



A WORD FROM SECRETARIAT

GaUCHoMUN XV has a conference-wide zero-tolerance policy for any forms of bigotry, including but not limited to homophobia, sexism, racism, and xenophobia. Be mindful of this as you research, speak, and write. It is our duty as global citizens and students of diplomacy to ensure our views are unbiased, fair, and equitable.

The mandate of this committee includes the discussion of developing global political situations, parts of which may be considered sensitive and personal to your fellow delegates. In accordance with our zero-tolerance discrimination policy, we ask that delegates be mindful in the ways they approach these topics in their research and in committee session. If you are unsure or confused about how to navigate within our policies, please feel free to contact your Dais or Secretariat, who are happy to provide you with direction.



A Word From Secretariat

Dear Delegates,

Welcome to Gauchomun XV! My name is Kirra Moore and it is my pleasure to serve as the Under-Secretary-General of General Assemblies and Specialized Bodies this year.

I am a first-year at UCSB studying Political Science. I am from Laguna Beach, CA in Orange County. I participated in MUN for all four years of high school and 3 years of middle school. On the collegiate circuit, I have competed in TrojanMUN 2023, served as Chair of JCC: Communist Party in SBIMUN XIV, and will be competing in McMUN 2024. MUN has been such a constant throughout my life and I am so excited to share that with you. It has taught me public speaking skills and diplomacy.

Outside of MUN, I love hanging out with my friends, going to the beach and being active in general. I'm also a member of Kappa Kappa Gamma in the chapter here at UCSB. After undergrad, I hope to attend law school and go somewhere on the East Coast!

If you have any questions, comments, or concerns, please feel free to contact me at my email listed below!

Good luck with your papers,

Kirra Moore (*she/her*)

kirramoore@ucsb.edu

Under-Secretary-General of General Assemblies and Specialized Bodies

Gauchomun XV



Table of Contents

A WORD FROM SECRETARIAT	2
A Word From Secretariat	3
Table of Contents	4
Letter from the Chair	4
Committee Mandate	8
Committee History	9
Background	10
<i>Education</i>	12
<i>Poverty/Employment</i>	13
<i>Deaf, Blindness, Autism</i>	14
<i>Equitable Access Needs</i>	15
Past UN Involvement	15
<i>Possible Solutions</i>	17
Sources	17
Background	20
<i>Violence on Schools</i>	22
<i>Psychological Impacts</i>	23
<i>Effects of the Covid-19 Pandemic on Education</i>	23
Past UN Involvement	24
Possible Solutions	25
Sources	26



Letter from the Chair

Honorable Delegates,

My name is Jacob Evleth and I am so excited to be your Chair for SOCHUM at Gauchomun XV. I am a fourth-year student studying Actuarial Science, and this is my second year in the collegiate Model United Nations at UC Santa Barbara.

I have done MUN throughout my four years at Edison High School, traveling to compete at Rutgers in New Jersey and FERNMUN in Geneva, Switzerland. I have been a GA delegate throughout high school and college. I have binge-watched the entire show Suits on Netflix and loved it. My favorite TV shows are Manifest, The Office, and now Suits. I recently met David Koechner (Tom Packer) over the summer. My favorite movies recently are CODA and the recent Hunger Games.

I am from Huntington Beach California, where even though I live by the beach I do not know how to surf. As hobbies, I love to play sports, especially soccer, and go thrift shopping as often as I can. I love taking photographs on my phone, specifically during sunset time. UCSB was my dream school to be as it lies along the beach and I am a frequent visitor to the ocean.

As the head chair, feel free to ask any questions pertaining to the topic or the conference weekend in general, and I will try to respond back within 24 hours of emailing me. Looking forward to the conference, I want to see a well thought out debate, where every delegate is open-minded to others solutions, not trying to tear one's thoughts down due to spite, but rather cooperate and build off of each other's work. In terms of resolution, do not come into debate with pre-written clauses as we do take that policy of GAUCHOMUN very seriously.

Regarding the conference, I look forward to the debate and what you guys bring to the table! I am heavily interested in both topics, but however, I highly recommend Topic A, Accessibility for Disabled People in Developing Countries, as this topic has not been discussed much and is one that I would highly recommend. However, Topic B, Access to Education in War-torn Areas, is equally as important, and should do equal research on! Hope you enjoy researching the two topics! Both are important topics that are important to me and Nancy. See you guys in February!

Sincerely,

Jacob Evleth (he/him)

jacobevleth@ucsb

Dear Delegates,



My name is Nancy Lopez and I am excited to welcome you as co-chair for SOCHMUN committee. Even though it will be my second year with Model United Nations, I have some prior experience with student debates in high school. MUN has been a wonderful opportunity for me to meet brilliant, humble people who have become my family. I am sure you too will find it to be the same! During this conference, you will have the chance to meet delegates from various groups, which will allow you to make new friends. My role as the co-chair is to ensure a successful and productive conference. I will ensure this by fostering an environment based on mutual respect, where collaboration and open dialogue are encouraged. I also aim to support delegates with any questions or concerns they may have. I look forward to this conference and I hope that you enjoy it, connect with fellow delegates, and have a meaningful experience.

A bit about me; I'm a fourth-year sociology major from the Bay Area. I'm an adventurous person who loves exploring new places and making memories to last a lifetime. Whenever I have the chance, I go to Starbucks to grab my favorite Caramel Frappe. Shopping is another hobby of mine and downtown Santa Barbara is the perfect spot for it; there are plenty of good food and clothing options. One of the coolest facts about me is that I have had hearing loss since birth and use Sign Language. I love to give back to my community through volunteering, and doing community service makes me feel great.

I'm equally passionate about both Accessibility for Disabled People in Developing Countries (Topic A) and Access to Education in War-torn Areas (Topic B). While I agree that Topic A warrants more attention, I am committed to conducting thorough research on both subjects to contribute effectively to our discussions. Looking forward to a fruitful exchange of ideas in February!

Warmest Regards,

Nancy Lopez (She, Her, Hers)

nlopezrivera@ucsb.edu

Co Chair, SOCHUM



Honorable Delegates,

My name is Toran Ham and I am very excited to both welcome you to Gauchomun XV and be your Co-Chair for the SOCHUM committee. I am a first-year student currently studying a Pre-Psychological and Brain Sciences Major, on a Pre-Med track, and this is also my first year at UC Santa Barbara participating in the collegiate level of Model United Nations.

As a Co-Chair, my main duty is to both facilitate and moderate the discussions within the committee and ensure that delegates adhere to the rules of procedure and maintain a respectful atmosphere, conducive to work. I am also hoping to be able to provide feedback to delegates based on their performance in the conference, to hopefully ensure that everybody is able to have a positive and meaningful experience.

While I was not actively a part of Model United Nations in high school, I did gain experience through Science Olympiad and Quiz Bowl competitions. I am originally from Chicago, Illinois, where I grew up for most of my life, but chose to come to UCSB for higher education. Outside of Model UN, I am usually listening to Mitski, Lana Del Rey, and Laufey. Hobby-wise I love playing the piano and visiting new restaurants, as well as looking for scenic spots to relax in or read a book at, while drinking an iced matcha latte.

In the coming month, I am excited to think about what the different delegations could contribute to the conference debate, concerning both Topic A and Topic B. While both topics are both just as valuable conversation points, it would be good to consider Topic B, Access to education in war-torn areas, as it is a pressing issue, that could use further thought. That being said, Topic A, Accessibility for disabled people in developing countries, is a just as crucial topic to be talked about, so I await the outcome of your conference debate in February.

Best Wishes and Good Luck,

Toran Ham (he/him/his)

toran@ucsb.edu

Co-Chair, SOCHUM



Committee Mandate

The General Assembly is a significant platform for idea formulation within the United Nations. The Third Committee convenes annually, focusing on social, humanitarian, and cultural issues. This committee addresses various topics, including enhancing social welfare through education and public awareness campaigns. It deals with a wide range of humanitarian matters.

The primary mandate of the Third Committee is to promote and uphold international principles, including the right to life, freedom of expression, political participation, the protection of children's rights, and social development. Through conducting studies, the committee generates recommendations to foster international cooperation and safeguard fundamental freedoms for all individuals.

Collaboration with specialized UN bodies and committees, such as the United Nations Development Programme and the United Nations Human Rights Council, is crucial in addressing social issues. The Third Committee coordinates with other UN organizations within the Economic and Social Council. By engaging in cooperative efforts, resolutions passed by the Third Committee can be effectively implemented.¹

Committee History

The United Nations General Assembly has assigned the task of overseeing social, humanitarian, and cultural issues to its Third Committee. This committee covers various topics, including human rights and reports from the Human Rights Council's special procedures. In its seventy-sixth session, the Third Committee discussed 62 draft resolutions, with a significant

¹ United Nations General Assembly. "Third Committee." UN, <https://www.un.org/en/ga/third/>.



portion relating to human rights. This highlights the committee's strong emphasis on addressing social, humanitarian, and cultural matters. The Third Committee plays a crucial role in assessing and taking action on these global issues, contributing to the pursuit of a better world.

SOCHUM, an essential committee within the United Nations, is primarily responsible for protecting fundamental human rights worldwide. It was established in direct response to the Universal Declaration of Human Rights, aiming to ensure the respect and defense of human rights on an international scale. SOCHUM fulfills its mission by examining complex human rights issues, coordinating relief aid, increasing public awareness, and promoting the fundamental rights of all individuals.

The United Nations General Assembly, specifically the Third Committee (SOCHUM), serves as the UN's principal deliberative and representative organ. With each of the 193 Member States having equal voting rights, decisions are made through a two-thirds majority or by consensus in most cases. The General Assembly engages in annual debates on significant international matters, allowing Member States to express their viewpoints. Ongoing reforms have been implemented to enhance the effectiveness and focus of the Assembly's work. The General Assembly, including SOCHUM, has the authority to make recommendations on global issues, particularly those pertaining to peace, security, and human rights.²³

² United Nations General Assembly. "Third Committee." UN, <https://www.un.org/en/ga/third/>.

³ United Nations General Assembly. "Third Committee, 68th Session." UN, <https://www.un.org/en/ga/third/68/index.shtml>.



TOPIC A: Accessibility For Disabled People In Developing

Countries

Background

Today, 15%, or one billion people, have some form of disability, and in developing nations resources are limited. In these regions, those who have a disability are often more susceptible to higher poverty and employment rates, as well as less education. Having unsafe working conditions and poor health also increases the chances of developing a disability as well. With increased cost of living, and unfair wages, working conditions are unequal and discrimination occurs daily for those working with a disability.

Common areas that are currently underdeveloped, in which those with a disability struggle with, are commonly found in the transportation sectors, such as buses and trains, assistive technology, communication, and the discriminatory prejudices that they face in society today in 2023. With more recent world issues, the conflict of COVID-19 and its spread around the world have led to a form of inequality. With health concerns and communication on the news, with the lack of proper communication devices and modes of communication, for example, interpreters for the deaf, important information is often unavailable for those with a disability.⁴

To dive deeper into this issue, 90% of children who are disabled do not go to school or have a hard time going to it, and 80% of disabled people internationally reside in developing countries as of 2023. Within the developing nations, by having a disability, it increases the cost of living by 14%, leading to financial issues and accessibility.⁵ With the lack of government

⁴“Disability Inclusion Overview.” *World Bank*, 3 Apr. 2023,

⁵Cultures Of Dignity. “Unlocking Social Dynamics: The Key to Success through Sel.” *Cultures of Dignity*, 21 Sept. 2023,



funding in communication sectors, health, education, and financial aspects for the disabled, many infrastructures lack the accessibility that makes it inclusive.

Thus speaking, it is imperative that countries provide infrastructural changes to make them more accessible for the disabled, such as ramps and voice interactive cross walk signaling. In addition to government support and change, societal acceptance is another main key to help resolve the issue. Many times, those facing a disability often face discrimination and ableism, discrimination against disabled people, as well as stereotypes. Facing these prejudices and social barriers, it is necessary for society to break these walls, and to gain acceptance and to empower them and the government for change and development for the accessibility that they require.

Education

The Disability Gaps in Educational Attainment and Literacy study run by the World Bank found that in 2017, in 19 developing countries there was only 48% completion rate for children with disabilities. In addition, 30% of those living with disabilities never attended school at all. These 19 countries include Bangladesh, Burkina Faso, Cambodia, Costa Rica, Dominican Republic, Ethiopia, Ghana, Indonesia, Kenya, Liberia, Mali, Malawi, Mexico, Mozambique, Peru, South Africa, South Sudan, Vietnam, and Zambia.⁶ Over the last 30 to 40 years, the gaps between those with and without a disability have grown substantially, as well as with the improvements in education worldwide, disability inclusion in the efforts have mainly gone untouched.

Even when children, and adults, are in education, they often face many discriminatory actions and challenges in the classroom. Anxiety, ADHD, stress, and overstimulation are common amongst the disabled community. Five challenges that they often face are:

⁶“Education: Children with Disabilities Are Being Left behind, Says World Bank/GPE Report.” *World Bank*, World Bank Group, 1 Dec. 2017,



1. One may be overwhelmed and be unable to focus because distractions and physical barriers make the environment difficult.
2. Children, and even adults, can struggle making social ties with their peers, facing discrimination and stereotypes. Because of these discriminatory actions and profiling it could harm their education and ability to gain equal access to a safe environment.
3. Those who have ADHD or dyslexia often write and read slower than the average student, which can lead to loss of information being understood and frustration. Frustration amongst the youth often leads to a lower confidence level in their educational path.
4. Physical barriers and the lack of resources, mainly a lack in inclusive infrastructure, hinders the learning experience for the disabled.
5. Some teachers may be unaware of the extent or the needs of their disabled students and may lack the information to accommodate them properly in their classroom.⁷

In addition, as there are stereotypes and the feeling of not being welcome often lead to harmful actions. This includes the wide disparity in suicide rates amongst those with and without a disability. For example, in terms of suicide there are 48.36 deaths per 100,000 people while compared to 15.88 deaths per 100,000 with those without in men. For women, there are 18.94 deaths per 100,000 for the women that are disabled, and 4.47 deaths per 100,000 for those without.⁸

⁷Spence, Tony. "Challenges and Solutions for Students with Disabilities." *Covey*, Oct. 2022,

⁸"Disabled People Far More Likely to Die by Suicide than Non-Disabled People." *Disabled People Far More Likely to Die by Suicide than Non-Disabled People* | *Disability Rights UK*, 7 Mar. 2023,



Poverty/Employment

In developing countries 80 to 90% of those living with a disability are unemployed, compared to the 50 to 70% in industrialized countries.⁹ Even if having a job, terminology and language used to describe one's disability may cause emotional discomfort for the workers. Finding new ways to identify and change the languages in the workforce is important as well.

However, a major issue within employment is the stigma and the preconceptions that society currently places on those living with a disability. The main stereotypes focus on the ability to perform the job well, and because of this stereotype, it highly affects those with a disability becoming employed. Discriminatory comments and actions, as well as stereotypes in the workplace, often lead to harm for those with a disability, and often cases, can be reflected in their wage.

In developing nations, where support is limited, finding a job is difficult as the infrastructure is not as thoroughly developed, and may cause an unsafe working environment for those living with a physical disability.

Deaf, Blindness, Autism

The challenges faced by individuals with disabilities in developing countries are multifaceted and encompass various aspects of accessibility and support. Deafblindness, for instance, is often not recognized as a distinct disability in most low and middle-income countries, leading to a lack of specific services and support for individuals with this condition ¹⁰

⁹Smith, Tammy Jorgensen, et al. "Unemployment and Underemployment of People with Disabilities: An Untapped Resource within the Global Economy." *IntechOpen*, IntechOpen, 15 Nov. 2023,

¹⁰Assistive Technologies for People with Disabilities , European Parliament, 2018,



Similarly, individuals with autism in these countries encounter a digital accessibility gap, as limited access to the internet and digital devices hinders their ability to benefit from digital technologies for information, communication, training, and clinical care.¹¹

Moreover, approximately 80% of the 70 million deaf people worldwide reside in developing countries, where they are frequently denied access to fundamental human rights such as water, sanitation, and education¹²

These challenges highlight the urgent need for targeted efforts to improve the accessibility of support services, education, digital technologies, and healthcare for individuals with disabilities in developing countries. Such initiatives are essential to ensure the full inclusion and well-being of all members of society.

Equitable Access Needs

Due to a lack of funding, as well as knowledge and awareness, many developing countries struggle to build helpful infrastructure for the disabled. These include proper style of ramps for those who require a wheelchair, voice-assisting devices for crosswalks for those who have hard of sight, and as well as close captioning and interpreters for news reports for those who have a loss of hearing or deaf.

According to the ICED, in lower income countries, in urban and rural contexts, they have failed to recognize the physical and social barriers those living with a disability face.¹³ The majority of the knowledge of inclusion for those who live with a disability reside in the industrialized and developed nations, and the proper precautions are not well known in the developing countries.

¹¹“Deaf in the Developing World.” Deaf Education: Global Perspectives,

¹²“Childhood Deafness in Developing Countries: Deaf Child Worldwide.” National Deaf Children’s Society,

¹³“Delivering Disability Inclusive Infrastructure in Low Income ... - Iced.” ICED, ICED, June 2019,



That being said, even though there have been efforts for better inclusion for the disabled community, lack of funding provides a significant struggle for the proper infrastructure that is needed.

Past UN Involvement

The United Nations (UN) has been actively involved in promoting disability rights and inclusion in developing countries. The UN Convention on the Rights of Persons with Disabilities (CRPD), ratified by 185 countries, emphasizes the full integration of persons with disabilities in societies.¹⁴ The 2030 Agenda for Sustainable Development also explicitly states that disability cannot be a reason or a barrier to deny any human right.¹⁵

The UN's efforts in this area have been ongoing for decades, with key milestones including the adoption of the Declaration on the Rights of Mentally Retarded Persons (1971) and the Declaration on the Rights of Disabled Persons (1975), which were the first UN instruments to specifically address persons with disabilities.¹⁶ The UN's Disability Inclusion Strategy provides the foundation for sustainable and transformative progress on disability inclusion through all pillars of the organization's work. This strategy reaffirms that the full and complete realization of the human rights of all persons with disabilities is an inalienable, integral, and indivisible part of all human rights and fundamental freedoms.¹⁷

¹⁴“Advancing towards Inclusive Peace and Security: Persons with Disabilities and Security Council Resolution 2475.” *International Review of the Red Cross*, 1 Nov. 2022,

¹⁵“Advancing towards Inclusive Peace and Security: Persons with Disabilities and Security Council Resolution 2475.” *International Review of the Red Cross*, 1 Nov. 2022,

¹⁶“Security Council Unanimously Adopts Resolution 2475 (2019), Ground-Breaking Text on Protection of Persons with Disabilities in Conflict | UN Press.” *United Nations*, United Nations, 20 June 2019,

¹⁷“UN Disability Inclusion Strategy.” *United Nations*, United Nations, Oct. 2022,



Furthermore, the UN has been actively involved in promoting disability rights and inclusion, particularly in the context of armed conflict and security. UN Security Council Resolution 2475, adopted in 2019, is a ground-breaking text on the protection of persons with disabilities in conflict. This resolution calls upon Member States and parties involved in conflict to ensure that persons with disabilities enjoy equal access to basic services, and unimpeded humanitarian assistance, and are not subjected to discrimination and marginalization.¹⁸

Possible Solutions

Some areas to focus on for your solutions:

1. Facing the challenges of stereotypes and discrimination against those living with a disability.
2. Inclusion of the disabled in the educational sector, leading to the knowledge and the needs of the students.
3. How to overcome the physical and societal blockades to aid and help those living with a disability. How do we overcome the struggles of the past for the disabled and make the environment more inclusive?
4. Economic hardships for the disabled and the vast differences in the quality of life caused by the discriminatory mindsets of employers as well as stigmas.

¹⁸“Security Council Unanimously Adopts Resolution 2475 (2019), Ground-Breaking Text on Protection of Persons with Disabilities in Conflict | UN Press.” *United Nations*, United Nations, 20 June 2019,



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[www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS_IDA\(2018\)603218_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS_IDA(2018)603218_EN.pdf).

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www.worldbank.org/en/topic/disability#:~:text=Persons%20with%20disabilities%20are%20more,employment%2C%20and%20higher%20poverty%20rates.

“Disabled People Far More Likely to Die by Suicide than Non-Disabled People.” Disabled People Far More Likely to Die by Suicide than Non-Disabled People | Disability Rights UK, 7 Mar. 2023, www.disabilityrightsuk.org/news/disabled-people-far-more-likely-die-suicide-non-disabled-people#:~:text=For%20men%2C%20the%20figure%20for,people%20for%20non%2Ddisabled%20men.

“Education: Children with Disabilities Are Being Left behind, Says World Bank/GPE Report.”



World Bank, World Bank Group, 1 Dec. 2017,
www.worldbank.org/en/news/press-release/2017/12/01/children-with-disabilities-are-being-left-behind#:~:text=The%20study%2C%20Disability%20Gaps%20in,have%20never%20been%20in%20school.

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Smith, Tammy Jorgensen, et al. “Unemployment and Underemployment of People with Disabilities: An Untapped Resource within the Global Economy.” IntechOpen, IntechOpen, 15 Nov. 2023, www.intechopen.com/online-first/1123171.

Spence, Tony. “Challenges and Solutions for Students with Disabilities.” Covey, Oct. 2022, covey.org/challenges-and-solutions-for-students-with-disabilities/#:~:text=Challenge%3A%20Students%20with%20disabilities%20such,for%20all%20students%20learning%20methods.

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Topic B: Access to Education in War-Torn areas

Background

Unfortunately, more than 240 million children are out of school due to either violence or war. Violence has spiked, with schools as a target, with eight countries in Africa accounting for 12,400 attacks on schools from 2021 to 2022. In studies, it is also shown that $\frac{2}{3}$ of the students who reside in a country currently at war have a hard time focusing in class and struggle to learn the essentials to succeed, with 90% also unable to hold their emotions.

In neglected regions, funding for schools have vastly decreased, for example, only covering 18.7% of the minimum requirements for a school to run functioning, coming from the NRC study in Africa. Just in the Central Sahel region, only 14% of the most basic necessities. Just alone, in the Democratic Republic of the Congo, there are 1.5 million children in need of educational support, but the teachers are poorly trained.¹⁹

For the children that are in school that reside in war-torn countries, children are 30% less likely to complete primary school than children that are not. Because of war and conflict, many families are forced to leave their home and relocate to a new country, and only 50% of children have access to education, compared to the global level of 90%. Such a low statistic shows how war affects not only the short term lives but however, war affects them for the rest of their lives.

In a 2017 study, done by Shattered Lives, it was found that women and girls were more affected by the violence than the men and the boys. Even though this is the case, it does not mean that the violence does not affect the men and boys at all. This is because girls face abuse, harassment, and forced marriages that prevent them from resuming school or starting their

¹⁹ “Educating the World’s Children of Conflict.” NRC.



education from the start. Girls and women have been attacked at schools in 11 countries, two of whom are Afghanistan and Pakistan. Even if not directly attacked, the fear and the violence gives reasons for their families to disenroll them in schools for their own safety. However, even though they were disenrolled, it did not prevent the parents forcing them into child marriages, furthering harm on their daughters.

With the current civil war happening in Syria, many families send their sons away to avoid the violence to continue their education. The age ranges of these boys and men are ages 18 to 35, as they are more likely to be recruited into the war, displaced, or killed due to the conflict. In Syria many children are unsafe as they are forced to drop out and work in hazardous conditions. Many collect scrap metal which puts them at risk for health conditions as well as landmines or other explosive devices. Children often are forced into marriages for women, but for the boys, they can be recruited as child soldiers. In Sierra Leone's Civil War from 1991 to 2002, there were 14,000 children who fought on both sides. At one point, as part of the national army from ages 8 to 14 consisted of 25% of the army itself.²⁰ Similarly overall, Children in conflict and/or crisis affected areas are twice as likely to be out of school, even disregarding areas with direct attacks on educational institutions. When including attacks on education, they are an even greater contributor to this significant deficit, due to the massive damage caused to the already struggling systems in conflict ridden areas.²¹

Violence on Schools

As said above, 12,400 attacks occurred on schools from 2021 to 2022, this number has increased from 535 accounted for in 2020 by UNICEF. Even during the COVID-19 pandemic,

²⁰ "How Does War Affect Education?" When Conflict Meets the Classroom, Accessed 15 Jan. 2024.

²¹ "Let's Recommit to Protecting Students, Educators and Schools from Attack," United Nations, September 8, 2022, <https://www.un.org/en/un-chronicle/lets-recommit-protecting-students-educators-schools-attack>.



this was still a 17% increase from 2019. From 2020 to 2021, there were 5,000 recorded military schools and universities. Within these 5,000 incidents, more than 9,000 students and educators were harmed in 85 countries.²² On the global scale, there was a surge in attacks on education and the military utilization of schools and universities in 2020 and 2021, passing the figures from the previous two years. Two-thirds of these incidents involved attacks specifically on schools, with Mali, the Democratic Republic of Congo, and Palestine being found to be the most impacted regions. In this time Palestine is noted to have over a quarter of the existing schools to be rendered unusable. The occurrence of military occupation of educational institutions more than doubled during this period. Attacks targeting girls and women due to their gender were reported in 11 different countries, underscoring the alarming trend of gender-based violence associated with assaults on education.²³

Psychological Impacts

Children in war-torn areas often face medical and psychological conditions such as depression, fear, and anxiety. With the lack of support of a well-functioning school, there are few to little avenues for the children to express their emotions. Even when they are in school, distractions and anxiety lead to low performances. With war and COVID-19 involved as well, it is extremely hard for children to return back to school after a long period of absence. This is because it takes time to adjust, but in areas where war is still prevalent, countries do not have the proper resources to help rebuild schools and restart classes.²⁴

²² “How Does War Affect Education?” When Conflict Meets the Classroom, Accessed 15 Jan. 2024.

²³ “Let’s Recommit to Protecting Students, Educators and Schools from Attack,” United Nations, September 8, 2022, <https://www.un.org/en/un-chronicle/lets-recommit-protecting-students-educators-schools-attack>.

²⁴ “How Does War Affect Education?” When Conflict Meets the Classroom, Accessed 15 Jan. 2024.



Effects of the Covid-19 Pandemic on Education

In 2021, appeals for humanitarian aid in the education sector faced a significant shortfall, receiving only 22% of the requested funds, a notably lower allocation compared to other sectors. The global distribution of humanitarian financing also highlighted a disparity, with only 2.9% marked for education, falling short of the UN's targeted 4%. The repercussions of the COVID-19 pandemic further underscored the challenges, as education received a mere 3% of the overall stimulus packages designed to address the health crisis. Additionally, the funds directed to education in response to the COVID-19 Global Humanitarian Response Plan were only 0.7% of the total requested amount. These statistics are localized to this specific year, however are part of a pressing and continuing trend emphasizing the need for increased attention and resources towards the education sector within the humanitarian landscape, particularly in the aftermath of global crises like the COVID-19 pandemic.²⁵

Past UN Involvement

Long term, the United Nations (UN) has sought to increase the quality and access to education for all, especially those in barren and war torn regions. Present in their Sustainable Development Goals (SGDs) for 2030, Goal 4 states that there should be a movement towards universal access to affordable quality education, regardless of location or status.²⁶

Recently the UN Security Council adopted Resolution 2601 to safeguard educational institutions in conflict zones in 2021. This resolution underscores the importance of protecting schools, students, and educators during armed conflicts, emphasizing the right to education. It

²⁵ "Education in Crisis Situations," United Nations, n.d., <https://www.un.org/en/transforming-education-summit/education-crisis-situations>.

²⁶ "Education - United Nations Sustainable Development," United Nations, n.d.,



aims to mitigate the impact of war on education, promoting stability and sustainable development in affected regions.²⁷

Resolution 2601 builds upon previous efforts, aligning with the Safe Schools Declaration in Resolution 2584. It reinforces the commitment to protect schools and universities during armed conflicts. These resolutions collectively strengthen the global framework for ensuring the safety and accessibility of education in conflict-affected areas.²⁸

This is originally referenced in the Millennium development goals produced in 2000, which preceded the SDGs in 2015, which outlined a trend of the UN's first attempts to set their focus on education and learning across levels, which would further support the development of other goals.²⁹ UNESCO and The Global Commission to Protect Education from Attack (GCPEA) have been collaborating closely on the Safe Schools Declaration, endorsed by 51 member states, since its formation in 2010. This initiative aims to protect education during armed conflicts, emphasizing principles for safeguarding students and institutions.³⁰

Since its establishment at the 2016 World Humanitarian Summit, Education Cannot Wait (ECW), overseen by UNICEF, has successfully mobilized over 1.5 billion dollars to education. This amount has been strategically invested in programs spanning 44 countries and crises. Additionally, collaborative efforts in resource mobilization at the global, regional, and country levels have facilitated the unlocking of an extra \$842 million. These additional funds align with ECW's investments and have helped support education initiatives across 22 countries.³¹

²⁷“S/RES/2601,” Security Council Report, October 29, 2021,

²⁸“Children and Armed Conflict: Vote on a Resolution on the Protection of Education*,” Security Council Report, October 28, 2021,

²⁹“Game-Changers: Making the Grade, Transforming Education by 2030,” United Nations DCO, October 17, 2023,

³⁰“Protecting Education from Attack,” UNESCO, January 21, 2016,

³¹“Unleashing Our Ability to Build a Better World: The Transformational Power of Education to Deliver on the Sustainable Development Goals,” United Nations, September 8, 2023, <https://www.un.org/en/un-chronicle/unleashing-our-ability-build-better-world-transformational-power-education-deliver>.



Possible Solutions

Some areas to focus on for your solutions:

1. Safety regarding educators and students between different locations, and how that might affect the quality of that education
2. Factors that might affect curriculums that accommodate the unique challenges of war-torn regions and how this might affect the quality of education received.
3. The emotional and psychological impact of conflict on individuals in war-torn areas.
4. The accessibility of education between different areas.
5. Access to higher education and how people may receive it, as they progress over time



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