



Security Council

Distr.: General
XX _ 202X

Resolution _ (202X)

Adopted by the Security Council at its _ meeting, on XX _ 202X

The Security Council,

Recalling that as long as sexual violence is recognized as a tool of conflict in resolution [1820 \(2008\)](#), the gendered denial of education must be recognized as a structural form of violence and as such a tool of conflict,

Recognizing this shift from understanding violence primarily as interpersonal forms of violence to structural violence will provide a new understanding of the role of education in peacebuilding and conflict resolution, and *having considered* that while equality in education is undeniably an important public good, education used as a tool in advancing extremist and fundamentalist ideology that devalues and subordinate women and girls and other underrepresented minorities must be condemned in a stand-alone Women Peace and Security Resolution,

Reaffirming its commitment to the continuing and full implementation of resolutions [1325 \(2000\)](#), [1820 \(2008\)](#), [1888 \(2009\)](#), [1889 \(2009\)](#), [1960 \(2010\)](#), [2106 \(2013\)](#), [2122 \(2013\)](#), [2242 \(2015\)](#), [2467 \(2019\)](#), and [2493 \(2019\)](#) on women, peace and security, and relevant statements of its Presidents, and further emphasizing that persistent barriers to their implementation will only be dismantled through dedicated commitment to women's participation and protection and promotion of human rights, and consistent support to building women's engagement at all levels of decision-making, *recalling* the commitments of the Beijing Declaration and Platform for Action and *reaffirming* the obligations of State Parties to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which recognizes the urgent need for equality, security, liberty, and dignity to be universally applied to women, the Optional Protocol thereto, *urging* states that have not yet done so to consider ratifying or acceding to them, *further recalling* the obligations applicable to parties to armed conflict under the Geneva Conventions of 1949 and the Additional Protocols thereto of 1977,

Noting General Recommendation 30 of the Committee on the Elimination of Discrimination Against Women on Women in Conflict Prevention, Conflict and Post Conflict Situations and General Recommendation 37 on Disaster Risk Reduction and Climate, *further noting* that States parties should ensure that all policies, legislation, plans, programmes, budgets and other activities relating to disaster risk reduction and climate change are gender responsive and grounded in human rights-based principles,

Reaffirming further the 2030 Agenda for Sustainable Development to build peaceful, just and inclusive societies which are free from fear and violence and to respect, protect and fulfill all human rights and promote gender equality and empower all women and girls,



envisaging a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination as well that of equal opportunity permitting the full realization of human potential and contributing to shared prosperity, and *underscoring* the particular significance of the 2030 Agenda for Sustainable Development for meeting the universal education aspirations of Goal 4 of the Agenda read together with Goal 5 of the Agenda on gender equality,

Mindful of the Purposes and Principles of the Charter of the United Nations and the primary responsibility of the Security Council under the Charter for the maintenance of international peace and security, *recognizing* that States bear the primary responsibility to respect and ensure the human rights of all persons within their territory and subject to their jurisdiction as provided for by international law, and *reaffirming* that parties to armed conflict bear the primary responsibility to ensure the protection of civilians, *affirming* the primary role of Member States to implement fully the relevant provisions of Security Council resolutions on women, peace and security, and the important complementary role of United Nations entities and regional organizations, including the Office of the Secretary-General's Special Representative for Children and Armed Conflict,

Noting the Convention on the Rights of The Child and its Optional Protocol on Children in Armed Conflict and *recalling* Article 11 of the Convention on the Rights of Persons with Disabilities on Situation of risks and humanitarian emergencies, and *further recalling*, in June 2019, the UN Security Council adopted resolution [2475 \(2019\)](#) on the situation of person with disabilities in armed conflict and humanitarian crises, *highlighting* the resolution was agreed by consensus, and this landmark resolution is the first UN Security Council document to specifically address persons with disabilities, *recognizing* it is a clear political commitment towards mainstreaming disability across all UN pillars, including peace and security,

Acknowledging the adoption of the Arms Trade Treaty and *noting* the provisions in Article 7(4) of the Treaty that exporting States Parties shall take into account the risk of covered conventional arms or items being used to commit or facilitate serious acts of gender-based violence or serious acts of violence against women and children, and *reaffirming*, resolution [2117 \(2013\)](#) – recognizes the connection between femicide and Small Arms and Light Weapons,

Recognizing the link between sexual violence in conflict and post-conflict situations and the illicit trade in natural resources, including so-called “conflict minerals” and *further recognizing* the need for private sector actors to ensure that proceeds from materials acquired for their production processes do not fund armed groups that perpetuate conflict and sexual violence in conflict and post-conflict situations,

Recalling the important contribution of civil society, including women leaders and women's organizations, to conflict prevention, resolution, and peacebuilding, including preventing and responding to sexual violence in conflict, *affirming* the importance of their sustained engagement and meaningful participation in all peace processes and remaining deeply concerned about threats, attacks and restrictions on the work of civil society organizations that inhibit their ability to contribute to international peace and security,

Noting resolution [2601 \(2021\)](#), the first resolution to condemn attacks against schools, children, and teachers and urging conflict parties to safeguard education, *emphasizing* the resolution has noted that the continuation of education in armed conflict, and this should remain a key priority for the international community,

Reiterating the Council also urged countries to develop domestic legal frameworks to ensure respect for their relevant international legal obligations - including comprehensive measures to prevent attacks against schools, children, teachers and other related civilians, *recognizing* this unique resolution strongly condemning attacks against schools, children and teachers and urging conflict parties to immediately safeguard the right to education,

Noting that while the 15-member Council has issued previous statements decrying

attacks on schools, this is its first resolution to explicitly focus on the link between education and peace and security,

Underscoring through resolution 2601 (2021), States parties emphasized the invaluable role education plays for individuals and society, including as life-saving safe spaces, *emphasizing* that they noted that providing, protecting and facilitating the continuation of education in armed conflict, should remain a key priority for the international community, and *further noting* that among other elements of the text, members requested the establishment of strategies and coordination mechanisms for the exchange of information on the protection of schools and education, including among States, the Office of the Secretary-General's Special Representative for Children and Armed Conflict, and UN peacekeeping and political missions,

Recalling that the issue of education in conflict settings has gained prominence in the Security Council more broadly in recent years, as devastating attacks on schools and related civilians have escalated around the globe,

Reiterating that according to UN data, more than 22,000 students, teachers and academics were injured, killed or harmed in attacks on education during armed conflict or insecurity over the past five years,

Noting the Secretary-General's 2020 and 2021 annual reports on children and armed conflict also spotlighted the increase in attacks against schools, *expressing concern* that more than 93 countries saw schools, teachers or students attacked between 2014 and 2019, and *further emphasizing* that more than 75 million children around the world have seen their education disrupted by conflict, as attacks on schools and school infrastructure have grown alarmingly,

Expressing serious concern over the slow progress in addressing the Taliban's ban on schools and education for girls grade six (middle school) and above in Afghanistan, and *recognizing* the significance of the resolution 1325 (2000), the progress made as well as the opportunity and need for far greater implementation of the women, peace and security agenda, *remaining deeply concerned* by the frequent under-representation of women in many formal processes and bodies related to the maintenance of peace and security in Afghanistan, the absence of women in political, peace and security related national institutions, the lack of adequate gender sensitive humanitarian responses and support for women's leadership roles in these settings, and the resulting detrimental impact on the future of Afghanistan and the neighboring countries in the region and the world,

Reaffirming that bans on education is a threat to national and global security, we propose that the Women Peace and Security Agenda's focus on protecting women must be expanded to cover the empowerment of women and girls through education and participation, and *recognizing* that a women's intellectual empowerment is as important as women's physical safety during a time of conflict, post-conflict and pre-conflict,

Stressing that the Security Council must call for a stand-alone resolution under its Women Peace and Security Agenda that addresses education as a victim or casualty of conflict, *emphasizing* that education as a tool of conflict must also be addressed, and *noting* that denial of education to women and girls is a structural form of violence that needs to be recognized with priority being accorded to the most marginalized groups of women and girls, such as those from indigenous, racial, ethnic and sexual minority groups, women and girls with disabilities, women and girls living in poverty in both rural and urban settings, women and girls who are internally displaced, stateless, refugee, asylum seeking and migrant women and girls and women and girls who identify as gender non-conforming and LGBTIQI girls and women,

Calling upon States parties to take all necessary measures to ensure the protection and safety of all girls and women traveling to and from school, and in school in situations of risk, including armed conflict, humanitarian emergencies and natural disasters, *emphasizing* this includes providing a means of transportation, whether by foot, animal, or vehicle, and

accompanying measures to ensure protection and safety, like escort by community elders and/or State affiliated protective forces,

Reaffirming the need for an inclusive society that permits the full realization of the potential of all humans, *underscoring* the need for all humans to access education, and *recognizing* that a dress code could inhibit access to education for various sections of society, *affirming* the provision of uniforms including clothes, shoes, socks, sanitary napkins, and sweaters etc. by Member States to students that cannot afford to buy uniforms, to the extent that is possible for the Member State, and moreover, *affirming* the elimination of a standardized dress code or uniform in the event that a Member State is unable to provide free uniforms to students that are unable to purchase such uniforms,

Recognizing that traditional ideas of national security are incomplete and *noting* access to education and national security are highly linked, *recalling* just as much as resolution 2417 (2018) made starvation a form of warfare and recognized the war on poverty, *further reiterating* that a new resolution on Girls and Women's Education must recognize the ongoing war against girls education in many parts of the world, especially communities in continuing conflict,

Noting that as we gain a more nuanced understanding of the violence in women's lives – the layering of sexual violence in conflict will allow for conceiving of gender violence in time of conflict not as episodic in nature, but to include a layered understanding of violence which includes the denial of education as a form of gender-based intellectual violence,

Stressing the need to call for a recognition of security in terms of not only physical security alone but also as economic security, and intellectual insecurities associated with war, *recalling* the concept structural violence was introduced into the peace research literature in 1971 by Norwegian peace researcher Johan Galtung, *noting* that using a gender lens, we claim that security cannot be achieved until the systemic causes of violence, unequal power structures of gender, race, and class are eliminated,

Recalling that the CEDAW General Recommendation 30 allows us to engage in the more structural dimensions of conflict-related violence against women, specifically addressing the territorial application of the Convention, *noting* General Recommendation 30 is broad in its thematic scope and covers gender-based violence and among other factors, access to education, employment and health,

Recognizing that resolution 2601 (2021) focuses on the disruption and not denial of education in conflict and *noting* that while the resolution 2601 (2021)'s focus is on protecting education, we recognize that education can be both a victim and the perpetrator during conflict, *emphasizing* this duality and dichotomy must be recognized in the way education plays a role in cultural reproduction,

Expressing that as much as education is important in advancing normative values of peace and security, equality and equity among genders, races, religions, ethnic groups, it can aid and abet as a perpetrator of conflict in reproducing hierarchies and ethnic and religious tensions, *noting* in many instances of communities emerging from conflict, education has been used as a liberation theory: from resistance to revolution, *expressing* that thus peace cannot be taught without engaging in critical debate and dialogue about the causes of conflict,

Underscoring that at the same time, in a time of conflict, education can also inflame ethnic divisions and promote inequality, *noting* education can be equally used to promote social cohesion or promote racist ideology and foment division or tension,

Expressing that while in many instances the underlying causes of conflict can be tribalism and unequal distribution of resources, education can encourage tribal, ethnic and cultural hatred to institutionalize systematic exclusion of certain groups based on gender, religion, and ethnicity, and *noting* moreover, education can retain harmful vestiges of neo-colonialism, and imperialism, undermining indigenous culture and promoting colonial dominance,

Stressing that rather than dictate a standardized education and an associated, Western-inspired curriculum for schools in the Global South and beyond to utilize, it is critical for local stakeholders to take the lead in devising curricula, provided the Security Council and the United Nations and its subdivisions and affiliates shall be available to assist at the request of states,

Recognizing it is imperative for the Security Council to work with local stakeholders on the ground, including women leaders, educators, and members of communities directly affected by systemic and violent bans on women's education to ascertain how the Security Council can best assist in taking bold action to remedy these structural inequities and ensure that access to education is provided to youth of all genders,

Noting that the United Nations Security Council considers the deprivation of women's education to be a crime of war, a crime against humanity, and a grave threat to national security, and will treat violations of this resolution accordingly,

Determining that there needs to be a new resolution on education as a tool in conflict,

Acting under Chapter VII of the Charter of the United Nations,

1. *Recalls* its decisions in resolutions 1325 (2000), 1820 (2008), 1888 (2009), 1889 (2009), 1960 (2010), 2106 (2013), 2122 (2013), 2242 (2015), 2467 (2019), and 2493 (2019) on women, peace and security to recognize women's vital role in cessation of hostilities and in maintaining peace and preventing conflict;

2. *Emphasizes* that its objective, through this resolution, is to establish a consolidated framework, drawing on the previous resolutions, and taking note of the recommendations from the Committee on the Elimination of Discrimination against Women and the work that needs to be done in education during times of conflict, to strengthen schools, provide for the stability and security of the most vulnerable during conflict situations and complement the mandates of CEDAW and UNSC, including in particular through:

- (a) Promoting an inclusive and safe vision of universal education (pillar 1); and
- (b) Providing the technology and resources for schools to thrive (pillar 2); and
- (c) Crafting the prerequisite education infrastructure that sparks positive social change (pillar 3);

Pillar 1 – promoting an inclusive and safe vision of universal education

3. *Reaffirming* that all state parties are to adopt universal education from kindergarten to grade twelve;

(a) in order to realize this goal of universal education, we ask the state parties to implement programs and policies to provide transportation to school for girls, including safe, free, and accessible public transportation, as well as the availability of bicycles, donkeys, or buses; and

(b) to include transportation for adults in the community;

4. *Stressing* that transportation provided to girls must be supervised by a secure female presence to ensure that girls are not susceptible to male aggression during their commute;

(a) All girls must have access to a female-only safe space at school, supervised by a female teacher;

(b) teachers are understood to be managers, protectors, defenders, and custodians of girls' education;

5. *Calls upon* State parties to establish and enforce threat-free zones in the vicinity of an educational facility, *noting* that state parties are free to design their threat-free zones

according to the particular circumstances of their countries but the threat-free zones shall cover areas within at least 10 feet from the physical parameters of an educational facility;

6. *Calls upon* State parties to empower teachers and train them to be advocates, so that they may help children who face conflict psychologically process the trauma and violence and ~~not~~ have their education suffer;

7. *Emphasizes* that universal education guarantees and includes all textbooks, school books, pens, pencils, that are needed for the realization of schools;

(a) ~~these~~ textbooks and materials should be made available in all 19 languages of the country;

8. *Noting* that curriculum should include both skill development specific learning and also address root issues of conflict including religious and ethnic harmony;

(a) ~~this~~ means curriculum which looks to the future by helping students to understand the pluralist histories of the country and the different narratives of its different ethnic, cultural, and religious groups; and

(b) curriculum should also aim to preserve national and local cultures and cultivate appreciation for different cultures from other parts of the world through the teaching of poetry, literature, and arts;

(c) curriculum should include opportunities for physical exercise, either indoor or outdoor depending on the safety and weather conditions of the state parties;

(d) curriculum should include comprehensive sexuality education to ensure that adolescents have the knowledge to exercise their full bodily autonomy in a meaningful way, ~~recognizing~~ that lack of knowledge about sexual and reproductive health and leave adolescents vulnerable to coercion, sexually transmitted infections, and unintended pregnancy;

(e) state parties are invited to develop different modules of schools and institutions that are appropriate to different demographics, and groups of people (young married women, ~~pregnant~~, family business) and are not able to go to school; for example, in Egypt some students are not able to go to school in the harvest season (a call for flexibility in the school year that fits all students);

(f) complete absence of military unless it is for the protection of the children; and

(g) education that teaches children about food security;

9. *Expressing* the importance of safe bathrooms with running water and sanitary napkins, tampons, and other feminine hygiene supplies;

10. *Recognizing* that different communities have varying needs reliant on weather patterns and harvesting seasons, parties shall aspire to flexible attendance schedules on a community ~~by~~ community basis based on these particular needs;

Pillar 2 – providing technology and resources for schools to thrive

11. *Reaffirming* the fact that technology has a great potential for the public good but ~~has~~ also potential to divide communities, creating division, *recognizing* the infrastructure is important for universal education, state parties must develop infrastructure including the availability of internet and access to technology;

12. *Recognizing* that there should be a minimum standard of and access to technology;

13. *Reaffirming* the importance of access to the internet and the global web, particularly in regions strife with conflict, *recognizing* the importance of technology and global media in influencing global movements.

14. *Urging* nations to recognize a right to access internet and media technology in a global human rights treaty, in order to connect citizens of the global community and increase access for marginalized communities;

15. *Emphasizing* that through its initiatives, UNESCO affirms that the deployment of AI technology in schooling must be purposed to enhance human capacities and to guard human rights for powerful human-machine collaboration in life, learning and work, and for sustainable improvement. collectively with partners, worldwide agencies, and the key values that UNESCO holds as pillars of their mandate, UNESCO hopes to reinforce their main position in AI in education, as a worldwide laboratory of thoughts, standard setter, policy consultant and potential builder;

(a) AI must be crafted in schools in a fashion that it protects human rights and enhances classroom learning;

(b) teachers and policy-makers must seek out ways to make the collaboration between humans and machines effective;

(c) AI must be human-controlled and focused on helping people, more specifically students and teachers in this instance;

(d) subsequently, AI must be programmed with human values at the forefront, this could be emphasizing the value of people over efficiency, fairness, reliability, privacy, etc.;

(e) people must be the center of education and that must be a priority and, moreover, AI applications must also be made in an ethical, non-discriminatory way; and

(f) it has been shown to have the tendency of discriminating against women (simply the fact that Amazon has Alexa and Apple has Siri as female voices is very telling, drawing the stereotype of women in conventional receptionist/assistant type roles);

Pillar 3 – crafting the prerequisite education infrastructure that sparks positive social change

16. *Reaffirming* compliance with the Sustainable Development Goals of the 2030 Agenda, including access to education regardless of gender or local under Goal 4 and the promotion of peaceful and inclusive societies under Goal 16;

17. *Recognizing* the specific importance of Target 16.5 and 16.7 in the context of ensuring access to education, *reaffirming* these 2030 Sustainable Development Goals as crucial reducing corruption and bribery in all its forms in administration of schools and ensuring responsive, inclusive, participatory, and representative decision-making in the administration of schools at all levels;

18. *Encourages* understanding the value of a robust civil society that is rooted in local tradition and the global liberation movement and shares its values of democracy and equality in order to uphold and build a strong, stable liberal democracy, and acknowledging the importance of the educational system in fostering these qualities as well as the considerable influence the upcoming generation will have on nations and policies, in addition to their right to be heard;

19. *Urges* nations to support educational initiatives that help children and young people understand the importance of their culture, their own values, and civic fundamentals, and supports the creation of a program that exalts young, actively involves them in geopolitical issues, and empowers them to speak up, and calls the nations to view and support the younger generation as full stakeholders in the development of the social system in the region;

20. *Recognizing* that long-term strategies beginning with the early education of children are the only way to achieve social positive change based on equality between men and women; Subjects like equality between men and women, gender roles free from social

stereotypes, mutual respect in personal relationships, conflict resolution techniques, and respect for personal integrity should be included in the curriculum and activities, tailored to students' learning levels;

21. *Recognizing* also the important role of boys and men in advancing gender equality, *urges* that both girls and boys must have access to gender-equal education, in which the curriculum promotes respect for women and other marginalized groups, and empowers girls and women in their active roles as peacebuilders and agents of change;

22. *Decides* to remain actively seized of the matter.
