

# Monitoring Attacks on Education: Indicators

To help you approach human rights and humanitarian law violations in the context of attack on education, RTE has identified three categories of attack - *Attacks on schools and Universities; Attacks on students, teachers and other educational personnel; Military use of schools and universities* - and developed a list of qualitative and quantitative outcome indicators for each one of them. Separately, we present a list of transversal and crosscutting structural and process indicators that apply to more than one category and that are crucial to the analysis from a human rights' perspective.

For supplemental indicators as well as calculations, refer to the Global Coalition to Protect Education from Attack (GCPEA)'s Toolkit for Collecting and Analyzing Data on Attacks on Education.

For more information and guidance, read our thematic Guidance Note on Monitoring Attacks on Education.

## Attacks on schools and universities

1. Have schools, universities and/or other educational facilities been attacked?

For each incident, disaggregate by perpetrator, gender of school attended by students, type of attack, and extent of material and human damages

2. Total number of reported military attacks on schools, universities, and other educational facilities
3. Number of reported *targeted* attacks on schools, universities, and other educational facilities
4. Number of reported *indiscriminate* (non-targeted) attacks on schools, universities, and other educational facilities
5. Number of attacks on schools, universities, and other educational facilities perpetrated by *state armed forces*

6. Number of attacks on schools, universities, and other educational facilities perpetrated by *non-state armed groups*
7. Number of educational facilities with buildings in a state of disrepair due to military attacks on schools, universities, and other educational facilities
8. Number of students reported suffering from physical injuries as a consequence of attacks on schools, universities and/or other educational facilities
9. Number of teachers and educational personnel reported suffering from physical injuries as a consequence of attacks on schools, universities and/or other educational facilities
10. Number of students reported dead as a consequence of attacks on schools, universities and/or other educational facilities
11. Number of teachers and educational personnel reported dead as a consequence of attacks on schools, universities, and/or other educational facilities
12. Number of reported human casualties as a consequence of attacks on attacks on schools, universities, and/or other educational facilities

### **Attacks on students, teachers and other educational personnel**

13. Have students, teachers or other educational personnel been attacked at, or on the way to or from, school, university or other educational facilities?  
  
For each incident, disaggregate by perpetrator, gender of student/educator, type and extent of the attack.
14. Number of reported attacks on students, teachers and/or other educational personnel
15. Number of reported attacks on students, teachers and/or other educational personnel perpetrated by *state armed forces*
16. Number of reported attacks on students, teachers and/or other educational personnel perpetrated by *non-state armed groups*
17. Number of reported incidents of threats and/or intimidations against students, teachers and/or other educational personnel

18. Number reported incidents of torture against students, teachers and/or other educational personnel
19. Number reported incidents of sexual violence against students, teachers and/or other educational personnel perpetrated at, or on the way to or from, school or university
20. Number of reported incidents of killings of students, teachers, and/or other educational personnel
21. Number of reported incidents of enforced disappearance of students, teachers, and/or other educational personnel
22. Number of reported incidents of child recruitment at, or on the way to or from, school
23. Number reported incidents of attack on of students, teachers and/or other educational personnel by placing them in harm's way

## **Military use of schools and universities**

24. Have schools and universities been used by armed forces or non-state armed groups to support their military efforts?  
For each incident, disaggregate by level of education, perpetrator, and type of attack.
25. Total number of reported military use of schools and/or universities to support military efforts
26. Number of out-of-school children due to military use of schools and/or universities to support military efforts
27. Number of reported incidents of military use of schools by *state armed forces*
28. Number of reported incidents of military use of schools by *non-state armed groups*

## **Transversal indicators**

29. Number of reported incidents of schools partially or completely closed, or not allowed to open, due to attacks on education

30. Has the state endorsed the Safe Schools Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict?
31. Has the government made steps to implement the Safe Schools Declaration by incorporating the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict into national law and/or policies?
32. Are there specific state policies or programs aiming to raise awareness of the Safe School Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict?
33. Has the government adopted specific measures to prevent and combat attacks on education, including military use of schools and universities?
34. Are there any specific military orders, policies or programs to prevent sexual violence at and on the route to and from school by national armed forces and/or foreign forces present in the country (e.g. "zero tolerance policy")?
35. Do national armed forces provide security to educational facilities in conflict-affected areas?
36. Are there any provisions in domestic policy or any operational frameworks that address the use and/or requisition of educational facilities (abandoned or functioning) by armed forces during armed conflict?
37. Are there legal provisions and or policies that establish that if schools are blocked or attacked the state can requisition other public facilities to serve as classrooms in order to ensure continuity of education during hostilities?
38. Is there any law banning the military use of educational facilities or training exercises in and around educational institutions?
39. What is the minimum age of military recruitment?
40. Are there specific programs to reintegrate demobilised child soldiers in the educational system and monitor their learning abilities?
41. Is children's education ensured by the occupying power?
42. In the case of territorial occupation, does the state recognise diplomas from the occupied territories?
43. Are children prisoners-of-war given the means to pursue their educational activities?

- 44. Teacher absenteeism rate
- 45. Out-of-school children rate
- 46. Primary net enrolment rate (%)
- 47. Gross enrolment ratio (GER) (%)
- 48. Primary completion rate (%)
- 49. Secondary completion rate (%)
- 50. Tertiary completion rate (first degree) (%)
- 51. Repetition rate

## I. Attacks on schools and universities

### **1. Have schools, universities and/or other educational facilities been attacked?**

This indicator includes targeted and indiscriminate attacks on schools and universities.

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus and educational buildings that have been evacuated because of security threats posed during armed conflict. Not included, however, are institutions dedicated to the training and education of personnel who are, or who will become, members of the fighting forces or parties to armed conflict (e.g. military colleges and any other training establishments<sup>1</sup>).

Attacks on educational facilities include airstrikes, ground strikes, bombing/shelling, explosions, looting, burning, direct threats, vandalism, etc.. It also includes attacks that occur in reasonable proximity to a school, because of the damages they can cause to educational facilities infra-structure. Although they do not meet GCPEA's criteria for an attack, schools and universities may close due to generalised insecurity related to the armed conflict and such closures may be worth documenting and reporting.

**Comment:** Attacks on education facilities have important impacts on access and availability of education as well as in quality of education. Furthermore, schools are protected civilian objects under international humanitarian law. Therefore they benefit from the humanitarian principles of distinction and proportionality. The indicator may be applied at a national or subnational level. After desegregation by incident, you may want to look for patterns or trends in the region/sub-region.

**Evidence:** Document specially, for each incident: the date, place and time of the attack (precise if it is ongoing, if it happened during school hours, if the facility was opened at the time of the attack) ; who is allegedly responsible for the attack

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<sup>1</sup> GCPEA, Guidelines for protecting schools and universities from military use during armed conflict, p. 6

(perpetrator); the nature (describe how the attack took place and any other relevant information) and consequences of the attack .

Consider using visual data to illustrate your findings. For an example on how to document using visual data, see the [RTE multimedia report on education under attack in eastern Ukraine](#).

Be aware that civilians might be intimidated and/or threatened by armed parties and face particular risks if they collaborate in monitoring. Make sure your sources are aware of the risks and are willing to cooperate despite this. Check ethical and child safeguarding guidelines in our monitoring guide: [Monitoring Education Under Attack from a Human Rights' Perspective](#)

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Level of disaggregation:** For each incident, identify:

- I. Alleged perpetrator
  - A. State's armed forces
  - B. Non state armed groupes
- II. Type of Attack
  - A. Allegedly targeted/Non targeted attack
  - B. Form of attack (airstrike, bombing/shelling, burning, arson, IEDs/explosives, theft/looting, raid, etc.)
- III. Extent of damages
  - A. Is the school partially or completely closed or not allowed to open?
  - B. Number of school days missed
  - C. Number of children out of school
  - D. Material damages to classes (wall, windows, roof), leisure areas (playground, library, school court, cafeteria), infrastructure (water, electricity, sanitation), school material (tables, school board, books, toys).
  - E. Human casualties (injuries and/or deaths) disaggregated by age group and gender

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental

Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on schools and universities, School safety and violence, Process indicators, Outcome indicators

## **2. Total number of reported military attacks on schools, universities, and other educational facilities**

This indicator is the sum of all reported incidents of attacks on schools, universities and other educational facilities in a given time (12 months, for example).

**Comment:** Attacks on education facilities have important impacts on access and availability of education as well as in quality of education. Furthermore, schools are protected civilian objects under international humanitarian law. Therefore they benefit from the humanitarian principles of distinction and proportionality. The indicator may be applied at a national or subnational level.

**Interpretation/analysis:** Add up all the reported incidents identified and qualified in the indicator *Have schools, universities and/or other educational facilities been attacked?*

**Available data:** Virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's Education and Conflict Monitor, the reports of the Global Coalition to Protect Education from Attack (GCPEA), and GCPEA and Insecurity Insight's Education in Danger newsbrief.

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter

(Revised; Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on schools and universities, School safety and violence, Outcome indicators

### **3. Number of reported *targeted* attacks on schools, universities, and other educational facilities**

This indicator is the sum of reported incidents of *targeted* attacks on schools, universities and other educational facilities. *Target attacks* are attacks directed at schools, universities and other educational facilities. They might take various forms: airstrikes, ground strikes, bombing/shelling, explosions, looting, burning vandalism, etc.

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus and educational buildings that have been evacuated because of security threats posed during armed conflict. Not included, however, are institutions dedicated to the training and education of personnel who are, or who will become, members of the fighting forces or parties to armed conflict (e.g. military colleges and any other training establishments)<sup>2</sup>.

**Comment:** Sometimes it is not easy to know if an attack was targeted or indiscriminate. Under the international humanitarian law, schools are protected civilian objects and therefore they benefit from the humanitarian principles of distinction and proportionality. Attacks on education facilities have important impacts on access and availability of education as well as in quality of education. The indicator may be applied at a national or subnational level.

Interpretation and analysis: Add up the reported incidents of targeted attack identified and qualified in the indicator Have schools, universities and/or other educational facilities been attacked?

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<sup>2</sup> GCPEA, Guidelines for protecting schools and universities from military use during armed conflict, p. 6

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on schools and universities, School safety and violence, Outcome indicators

#### **4. Number of reported *indiscriminate (non-targeted)* attacks on schools, universities, and other educational facilities**

This indicator is the sum of reported incidents of non targeted attacks on schools, universities and other educational facilities. Non-targeted attacks are not directed at schools but have an impact upon them, either because they may lead to the closing of educational facilities or result in damages to their buildings. For example, threats that lead to the closing of schools because of security issues related to armed conflict are also considered non targeted attacks and are, therefore, included. Attacks to facilities in reasonable proximity to a school are also included, because of the damages they can cause to educational facilities infra-structure. Those attacks may take various forms: airstrikes, ground strikes, bombing/shelling, explosions, looting, burning, vandalism, etc.

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education

sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus and educational buildings that have been evacuated because of security threats posed during armed conflict. Not included, however, are institutions dedicated to the training and education of personnel who are, or who will become, members of the fighting forces or parties to armed conflict (e.g. military colleges and any other training establishments)<sup>3</sup>.

**Comment:** Under international humanitarian law, schools are protected civilian objects and therefore they benefit from the humanitarian principles of distinction and proportionality. Attacks on education facilities have an important impact on access and availability of education, as well as on quality of education. The indicator may be applied at regional or national level.

**Interpretation and analysis:** Add up the reported incidents of indiscriminate *non-targeted* attacks identified and qualified in the indicator *Have schools, universities and/or other educational facilities been attacked?*

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on schools and universities, School safety and violence, Outcome indicators

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<sup>3</sup> GCPEA, [Guidelines for protecting schools and universities from military use during armed conflict](#), p. 6

## **5. Number of attacks on schools, universities, and other educational facilities perpetrated by state armed forces**

This indicator measures the total number of reported attacks on schools, universities and other educational facilities *perpetrated by state armed forces* in a designated period of time. It is the sum of all reported incidents of attacks on schools, universities and other educational facilities perpetrated by state armed forces (including government paramilitary forces).

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus and educational buildings that have been evacuated because of security threats posed during armed conflict. Not included, however, are institutions dedicated to the training and education of personnel who are, or who will become, members of the fighting forces or parties to armed conflict (e.g. military colleges and any other training establishments)<sup>4</sup>.

**Comment:** States are the primary duty bearers regarding safeguarding and the implementation of the right to education. Schools are considered protected civilian objects under international humanitarian law. Therefore, they benefit from the humanitarian principles of distinction and proportionality. State and non-state actors have a legal obligation to respect international humanitarian law and can be brought to justice in case of violation of humanitarian principles. The indicator may be applied at regional or national level.

**Interpretation/analysis:** Add up the reported targeted and indiscriminate incidents of attacks perpetrated by state armed forces that have been identified and qualified in the indicator *Have schools, universities and/or other educational facilities been attacked?*

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

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<sup>4</sup> GCPEA, [Guidelines for protecting schools and universities from military use during armed conflict](#), p. 6

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 48, 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on schools and universities, School safety and violence, Process indicators, Outcome indicators

## **6. Number of attacks on schools, universities, and other educational facilities perpetrated by non-state armed groups**

This indicator measures the total number of reported attacks on schools, universities and other educational facilities perpetrated by non-state armed groups in a designated period of time. It is the sum of all reported incidents of attacks on schools, universities and other educational facilities perpetrated by non-state armed groups

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus and educational buildings that have been evacuated because of security threats posed during armed conflict. Not included, however, are institutions dedicated to the training and education of personnel who are, or who will become, members of the fighting forces or parties to armed conflict (e.g. military colleges and any other training establishments)<sup>5</sup>.

**Comment:** Schools are protected civilian objects under the international humanitarian law. Therefore they benefit from the humanitarian principles of distinction and proportionality. State and non-state actors have a legal obligation

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<sup>5</sup> GCPEA, *Guidelines for protecting schools and universities from military use during armed conflict*, p. 6

to respect international humanitarian law and can be brought to justice in case of violation of humanitarian principles. The indicator may be applied at regional or national level.

**Interpretation:** Add up all the reported incidents perpetrated by non-state armed groups identified in the indicator *Have schools, universities and/or other educational facilities been attacked?*

**Available data:** For examples of reports on attacks on schools, universities and other educational facilities check the [virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict](#) and the [annual reports of the Global Coalition to Protect Education from Attack](#).

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 48, 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on schools and universities, School safety and violence, Outcome indicators

## **7. Number of educational facilities with buildings in a state of disrepair due to military attacks on schools, universities, and other educational facilities**

This indicator refers to the extension of material damages due to targeted and non-targeted military attacks on schools, universities and other educational facilities. Damage to schools includes: facility infrastructure (walls, windows, roof, water, electricity, sanitation); leisure areas (playgrounds, libraries, school halls, cafeterias); and school materials (tables, black or whiteboards, books, toys).

**Comment:** Damage to infrastructure can put the safety of students, teachers, and staff at risk. Furthermore, damages caused by attacks on educational

facilities might result in its partial or complete closure, affecting education access, participation, and quality.

Educational facilities should be understood broadly. It refers to primary and secondary schools and facilities, universities, and other higher education facilities, as well as kindergartens, preschools, and non-formal education sites.

Consider using visual data to illustrate your findings. For an example on how to document using visual data, see the [RTE multimedia report on education under attack in eastern Ukraine](#).

**Interpretation and analysis:** Add up all the reported incidents of damages to schools identified in the indicator *Have schools, universities and/or other educational facilities been attacked?* (disaggregation level III.C).

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on schools and universities, School Safety and Violence, School Infrastructure, Outcome indicators

## **8. Number of students reported suffering from physical injuries as a consequence of attacks on schools, universities and/or other educational facilities**

This indicator measures the number of students reported injured as a consequence of attacks on education perpetrated by armed forces or armed groups (from government and/or opposition groups) in a designated period of time.

**Comments:** Attacks on education may result in students being lightly or heavily injured. For example, if a school is shelled during school hours, the risk of student injuries is extremely high. Torture and sexual violence against students may also lead to physical injuries, but injuries as a consequence of torture and sexual violence do not enter this category, as they are counted separately. The indicator can be applied at regional, national, or subnational level.

**Interpretation/analysis:** Add up the number of students identified as suffering from physical injuries in the indicator *Have schools, universities and/or other educational facilities been attacked?* (disaggregation level III.D)

**Level of disaggregation:** gender, ethnicity and age group

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820.

**Tags:** Armed conflict (including Child Soldier), Attacks on education, Attacks on schools and universities, School Safety and Violence, Outcome indicators

### **9. Number of teachers and educational personnel reported suffering from physical injuries as a consequence of attacks on schools, universities and/or other educational facilities**

This indicator measures the number of teachers and/or other educational personnel reported suffering from physical injuries as a consequence of attacks on schools, universities and/or other educational facilities perpetrated by armed forces or armed groups (from government and/or opposition groups) in the last 12 months or at a designated period of time.

**Comments:** Attacks on education may result in light or heavy injuries to teachers and educational personnel (janitors, teaching assistants, bus drivers). For example, if a school is shelled during school hours, the risk of students and personnel suffering from injuries is extremely high. Torture and sexual violence against teachers and educational personnel may also lead to physical injuries, but injuries as a consequence of torture and sexual violence do not enter this category, as they are counted separately. The indicator can be applied at a regional, national or subnational level.

**Interpretation/analysis:** Add up the number of teachers and/or other educational personnel identified as suffering from physical injuries in the indicator *Have schools, universities and/or other educational facilities been attacked?* (disaggregation level III.D)

**Levels of disaggregation:** gender and age group

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter

(Revised; Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820

**Tags:** Armed conflict (including Child Soldier), Attacks on education, Attacks on schools and universities, School Safety and Violence, Outcome indicators.

## **10. Number of students reported dead as a consequence of attacks on schools, universities and/or other educational facilities**

This indicator measures the number of students reported suffering fatal injuries as a consequence of attacks on schools, universities and/or other educational facilities perpetrated by armed forces or armed groups (from government and/or opposition groups) in the last 12 months or during a designated period of time.

**Comments:** Attacks on education may result in the death of students. For example, if a school is shelled during school hours, the risk of students and personnel suffering from fatal injuries is extremely high. Deaths as a consequence of indiscriminate killings are not counted here as they correspond to a different indicator. This indicator can be applied at a regional, national or subnational level.

**Interpretation/analysis:** Add up the number of students identified as suffering from fatal injuries as identified and qualified in the indicator *Have schools, universities and/or other educational facilities been attacked?* (disaggregation level III.D)

**Level of disaggregation:** gender and age group

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of

National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820.

**Tags:** Armed conflict (including Child Soldier), Attacks on education, Attacks on schools and universities, School Safety and Violence, Outcome indicators

### **11. Number of teachers and educational personnel reported dead as a consequence of attacks on schools, universities, and/or other educational facilities**

This indicator measures the number of reported fatal injuries to teachers and/or other educational personnel as a consequence of attacks on schools, universities and/or other educational facilities perpetrated by armed forces or armed groups (from government and/or opposition groups) in the last 12 months or during a designated period of time.

**Comments:** Attacks on education may result in the death of teachers and other educational personnel (janitors, teaching assistants, bus drivers). For example, if a school is shelled during school hours, the risk of students and educational personnel suffering from fatal injuries is extremely high. Deaths as a consequence of indiscriminate killings are not counted here as they correspond to a different indicator. This indicator can be applied at a regional, national or subnational level.

**Interpretation/analysis:** Add up the number of teachers and/or other educational personnel identified as suffering from fatal injuries as identified and qualified in the indicator *Have schools, universities and/or other educational facilities been attacked?* (disaggregation level III.D)

**Levels of disaggregation:** gender and age group

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820.

**Tags:** Armed conflict (including Child Soldier), Attacks on education, Attacks on schools and universities, School Safety and Violence, Outcome indicators

## **12. Number of reported human casualties as a consequence of attacks on attacks on schools, universities, and/or other educational facilities**

This indicator measures the number of reported casualties as a consequence of attacks on schools, universities and/or other educational facilities perpetrated by armed forces or armed groups (from government and/or opposition groups) in the last 12 months or during a designated period of time. Casualties include injuries and deaths.

**Comments:** Attacks on educational facilities and/or military use of schools can result in human casualties. For example, if a school is shelled during school hours, the risk of students, teachers, and staff suffering from light to fatal injuries is extremely high. The indicator can be applied at regional, national, or subnational level.

Because casualties are often under-reported, it is very difficult to identify the total number of casualties in the context of attacks on education. Reported casualties are considered as the minimum number of casualties.

**Interpretation/analysis:** Add up the number from the following indicators: Number of students reported suffering from physical injuries as a consequence of attacks on schools, universities and/or other educational facilities; Number of students reported dead as a consequence of attacks on schools, universities and/or other educational facilities; Number of teachers and other educational personnel reported suffering from physical injuries as a consequence of attacks

on schools, universities and other educational facilities; Number of teachers and other educational personnel reported dead as a consequence of attacks on schools, universities and other educational facilities.

**Level of disaggregation:** Gender and age group.

*Available data:* [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820.

**Tags:** Armed conflict (including Child Soldier), Attacks on education, Attacks on schools and universities, School Safety and Violence, Outcome indicators

## II. Attacks on students, teachers and other educational staff

### **13. Have students, teachers or other educational personnel been attacked at, or on the way to or from, school, university or other educational facilities?**

This indicator refers to targeted attacks on students, teachers, and other educational personnel carried out by conflict actors. It includes injuries, torture, abduction, forced disappearance, sexual violence, child soldier recruitment, killings, and threats of violence (such as coercion or extortion), that occur in educational facilities, or when students, teachers, and other educational personnel are at, or on their way to or from school, university or other educational facilities. Attacks on students and teachers also include reported incidents of

placing students and teachers in harm's way by exposing them to return fire, including in the way to and from school - as for example when a school bus is caught under cross fire.

**Comments:** These attacks are distinct from attacks on schools, in that they target people rather than infrastructure.

When students, teachers or school staff are threatened or attacked there are short and long term consequences on the right to education. For example, students who are injured may be prevented from going to school for a certain period of time, may suffer from physical and psychological injuries affecting their capacity to concentrate and their learning skills. The consequences of attacks perpetrated against teachers and educational personnel affect the access to and quality of education.

Students and educational personnel may be denied access to classrooms because of checkpoints and roadblocks. A general climate of insecurity and fear as a result of conflict can also prevent students and teachers from attending school, increasing drop-out rate and teacher absenteeism rate.

Some armed groups are opposed to secular and girls' education, leading to girls and women being abducted and sometimes forced into marriage or into having sexual relations with their perpetrator. Disaggregated data can help identify if minority, ethnic groups, religious groups or girls and women are being specifically targeted, for example.

Students, teachers and staff of all levels of education - including, pre-school, kindergarten, vocational training and higher education - are affected by these types of attack.

The indicator may be applied at a regional, national or subnational level.

**Evidence:** Document specially, for each incident, the date, place and time of the attack (specify if it is ongoing); who is allegedly responsible for the attack (perpetrator); the nature of the attack (describe how the attack took place, what the consequences of it were, and any other relevant information). It is important to desegregate each incident by gender, age group religion and level of education, as it may reveal if some people/groups are being particularly targeted. The sensitivity of the political context may sometimes result in military surveillance and create mistrust within the community.

Be aware that civilians might be intimidated and/or threatened by armed parties and face particular risks if they collaborate in monitoring. Make sure your sources

are aware of the risks and are willing to cooperate despite this. Check ethical and child safeguarding guidelines in our monitoring guide: [Monitoring Education Under Attack from a Human Rights' Perspective](#)

**Interpretation/analysis:** After desegregation, search for patterns of attack.

*Available data:* [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Level of disaggregation:** For each incident, identify (disaggregate by age group and gender)

- I. Perpetrator
  - A. State's armed forces
  - B. Non State armed forces
- II. Type and extent of the attack (for each type of attack, disaggregate by age group, gender and level of education)
  - A. Threat and/or intimidation: Children, teachers, and other personnel may be subject to threats or be intimidated by parties to conflict if suspected, for example, to support the other party to the conflict
  - B. Torture: Children, teachers, and other personnel may be subject to torture by parties to conflict. "Torture means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions" (Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984, Article 1).
  - C. Sexual violence: "Sexual violence at, or on the way to or from, school or university occurs when armed forces, law enforcement, other state security entities, or non-state armed groups, sexually threaten, harass, or abuse students or educators of all genders. Sexual violence includes rape, sexual slavery, forced marriage, forced prostitution, forced pregnancy, forced sterilisation, forced abortion, forced circumcision, castration, genital harm, and any other non-consensual sexual act, as well as acts that may not require physical violence or contact but include humiliation or shaming of a sexual nature" (GCPEA, Education Under Attack 2020 Report, p. 87/88). Note that for the Global Coalition to Protect Education from Attack

- (GCPEA), sexual violence constitutes a distinct category. We consider it a sub-category of attacks on students, teachers and other educational personnel and therefore, included in this category.
- D. Killings: This category refers to indiscriminate killings of students, teachers and/or other educational personnel, such as mass killings that might take place inside educational facilities or on school premises, for example.. This does not include killings resulting from torture, sexual violence, or attacks that place students and teachers in harms way - as they constitute another sub-category of attack
  - E. Enforced disappearance: Enforced disappearance "is considered to be the arrest, detention, abduction or any other form of deprivation of liberty by agents of the state or by persons or groups of persons acting with the authorisation, support or acquiescence of the state, followed by a refusal to acknowledge the deprivation of liberty or by concealment of the fate or whereabouts of the disappeared person, which place such a person outside the protection of the law" (Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984, Article 1). Enforced disappearances caused by non-state armed groups are also included in this category. Some armed groups are opposed to secular and girls' education, leading to girls and women being abducted and sometimes forced into marriage or into having sexual relations with their perpetrator.
  - F. Child recruitment Into armed forces or non-state armed groups: "Child recruitment at, or on the way to or from, school occurs when armed forces or armed groups recruit children under the age of 18 from their schools or along school routes. Recruitment for any purpose is included, such as serving as fighters, spies, or intelligence sources; for domestic work; or to transport weapons or other materials" (GCPEA, Education Under Attack 2020 Report, p. 87). Note that for the Global Coalition to Protect Education from Attack (GCPEA), child recruitment constitutes a distinct category. We consider it a sub-category of attacks on students, teachers and other educational personnel and therefore, included in this category.
  - G. Placing students and/or teachers in harm's way: Students and teachers may be used as human shields or exposed to return fire, including on the way to and from school, as for example, when a school bus is caught under crossed fire.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3<sup>o</sup> Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other

Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators.

#### **14. Number of reported attacks on students, teachers and/or other educational personnel**

This indicator measures the total number of reported attacks on students, teachers and/or other educational personnel perpetrated by armed forces or armed groups (from government and/or opposition groups) at schools, universities or other educational facilities, or on the way to or from them, in the last 12 months or during another designated period of time. It is the sum of the number of incidents of threats and/or intimidations; persons suffering from physical injuries, torture, sexual violence; killings, enforced disappearances, child recruitment, and incidents of placing students and teachers in harm's way. *It does not include students/teachers/personnel injured or harmed in attacks on schools/universities as those constitute another category of attack.*

**Comments:** A high number of reported attacks on students, teachers and or other educational personnel indicates that states are not complying with their legal obligation to protect, realise and fulfill the right to education. Other than the physical and psychological impacts of such attacks, they may also have important consequences on the availability and accessibility of the right to education. Furthermore, a high number of attacks on students, teachers and/or personnel may create a climate of insecurity: parents may avoid sending their girls to school for fear that something might happen to them, and teachers and staff may refrain from going to work. This might lead to an increase in drop-out rates and teachers' absenteeism as well as a decrease in gross enrolment rate. The indicator can be applied at a regional, national or subnational level.

**Interpretation/analysis:** Add up all the reported incidents identified and qualified in the indicator *Have students, teachers and other educational personnel been attacked at, or on the way to or from schools, universities or other educational facilities?* (Disaggregation level II:A-H). Note that students, teachers and personnel injured or harmed in attacks on schools and universities are not included in the count because they are included in another category of attack (attacks on schools, universities and/or other educational facilities).

**Level of disaggregation:** Disaggregate by age group and gender.

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3° Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators

### **15. Number of reported attacks on students, teachers and/or other educational personnel perpetrated by state armed forces**

This indicator measures the total number of reported attacks on students, teachers and other educational personnel perpetrated by *state armed forces* in the last 12 months or during a designated period of time. It includes attacks committed at schools, universities or other educational facilities, or on the way to or from them. It is the sum of all reported incidents of attacks on students, teachers and other educational personnel perpetrated by a state's armed forces (including government paramilitary forces).

**Comment:** States are the primary duty bearers regarding the safeguarding and the implementation of the right to education. Civilians are protected persons under humanitarian law, and parties in conflict can be brought to justice for attacks against them. The indicator may be applied at a regional, national or subnational level.

**Interpretation and analysis:** Add up the reported incidents of attacks perpetrated by state armed forces that have been identified and qualified in the indicator *Have students, teachers and other educational personnel been attacked at, or on the way to or from schools, universities or other educational facilities?* (disaggregation level IA).

**Level of disaggregation:** Disaggregate by age group and gender.

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3° Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African

Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators

## **16. Number of reported attacks on students, teachers and/or other educational personnel perpetrated by non-state armed groups**

This indicator measures the total number of reported attacks on students, teachers and other educational personnel perpetrated by *non-state armed groups* in the last 12 months or at a designated period of time. It includes attacks committed at schools, universities or other educational facilities or on the way to or from them. It is the sum of all reported incidents of attacks on students, teachers and other educational personnel perpetrated by non-state armed groups.

**Comments:** Under international humanitarian law, civilians shall enjoy general protection against dangers arising from military operations. This rule applies to all parties in conflict, including non-state actors. The indicator may be applied at a regional, national or subnational level.

**Interpretation and analysis:** Add up the reported incidents of attacks perpetrated by non-state armed forces that have been identified and qualified in the indicator *Have students, teachers and other educational personnel been attacked at, or on the way to or from schools, universities or other educational facilities?* (disaggregation level IB).

**Level of disaggregation:** Disaggregate by age group and gender.

**Available data:** Virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's Education and Conflict Monitor, the reports of the Global Coalition to Protect Education from Attack (GCPEA), and GCPEA and Insecurity Insight's Education in Danger newsbrief.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3° Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators.

### **17. Number of reported incidents of threats and/or intimidations against students, teachers and/or other educational personnel**

This indicator measures the number of reported threats and/or intimidations perpetrated by armed forces or armed groups (from government and/or opposition groups) against students, teachers and other educational personnel in the last 12 months or during another designated period of time. It only includes threats and intimidations when students, teachers and/or personnel are targeted due to their status as students/teachers/personnel.

**Comments:** Students, teachers, and other personnel may be subject to threats or be intimidated by parties to conflict if suspected, for example, to support the other party to the conflict. A high number of reported threats and/or intimidations may lead to an insecurity climate. Parents may fear sending their children to school, teachers and school staff may fear repression and avoid going to work. As a result, there might be an increase in drop-out and teacher

absenteeism rate. The indicator can be applied at a regional, national or subnational level.

**Interpretation/analysis:** Add up all the reported incidents identified and qualified as threats and/or intimidations in the indicator *Have students, teachers and other educational personnel been attacked at or on the way to or coming back from schools, universities or other educational facilities?* (Disaggregation level IIA).

**Level of disaggregation:** disaggregate by age group and gender.

**Available data:** Virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's Education and Conflict Monitor, the reports of the Global Coalition to Protect Education from Attack (GCPEA), and GCPEA and Insecurity Insight's Education in Danger newsbrief.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3° Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators

## **18. Number reported incidents of torture against students, teachers and/or other educational personnel**

This indicator measures the number of reported incidents of torture of students, teachers and other educational personnel perpetrated by armed forces or armed groups (from government and/or opposition groups).

**Comments:** Children, teachers, and other personnel may be subject to torture by parties to conflict if suspected, for example, to support the other party to the conflict. A high number of torture against students and/or personnel may create a climate of insecurity: parents may avoid sending their girls to school by fear that something might happen to them and teachers and staff may refrain from going to work. This might lead to an increase in drop-out rates and teachers absenteeism as well as a decrease in gross enrolment rate.

"Torture means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions" (Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, 1984, Article 1).

The indicator can be applied at a regional, national or subnational level.

**Interpretation and analysis:** Add up all the reported incidents identified and qualified as torture in the indicator *Have students, teachers and other educational personnel been attacked at or on the way to or coming back from schools, universities or other educational facilities? (Disaggregation level IIB).*

**Level of disaggregation:** Disaggregate by age group and gender.

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3<sup>o</sup> Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators.

### **19. Number reported incidents of sexual violence against students, teachers and/or other educational personnel perpetrated at, or on the way to or from, school or university**

This indicator measures the number of reported incidents of sexual violence against students, teachers and/or other educational personnel perpetrated by armed forces or armed groups (from government and/or opposition groups) at schools, universities or other educational facilities or on the way to or from them, in the last 12 months or during a designated period of time. It includes also incidents of sexual violence when students, teachers and/or personnel are target because of their status (as students/teachers/personnel).

**Comments:** During political and/or military hostilities, students, teachers and/or other educational personnel may be victims of sexual violence. Other than the psychological and physical effects of sexual violence, a high number of reports of sexual violence against students and/or personnel may create a climate of insecurity: parents may avoid sending their girls to school through fear that something might happen to them, and teachers and staff may refrain from

going to work. This might lead to an increase in drop-out rates and teachers absenteeism, as well as a decrease in gross enrolment rate.

'Sexual violence at, or on the way to or from, school or university occurs when armed forces, law enforcement, other state security entities, or non-state armed groups, sexually threaten, harass, or abuse students or educators of all genders. Sexual violence includes rape, sexual slavery, forced marriage, forced prostitution, forced pregnancy, forced sterilisation, forced abortion, forced circumcision, castration, genital harm, and any other non-consensual sexual act, as well as acts that may not require physical violence or contact but include humiliation or shaming of a sexual nature' (GCPEA, Education Under Attack 2020 Report, p. 87/88). *Note that for the Global Coalition to Protect Education from Attack (GCPEA), sexual violence constitutes a distinct category. We consider it a sub-category of attacks on students, teachers and other educational personnel and therefore, included in this category.*

The indicator can be applied at a regional, national or subnational level.

**Interpretation/analysis:** Add up all the reported incidents identified and qualified as sexual violence in the indicator *Have students, teachers and other educational personnel been attacked at or on the way to or coming back from schools, universities or other educational facilities?* (Disaggregation level IIC).

**Level of disaggregation:** Disaggregate by age group and gender.

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3° Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African

Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators

## **20. Number of reported incidents of killings of students, teachers, and/or other educational personnel**

This indicator measures the number of reported incidents of killings perpetrated against students, teachers and other educational personnel by armed forces or armed groups (from government and/or opposition groups) at schools, universities or other educational facilities, or on the way to or from them, in the last 12 months or during a designated period of time.

**Comments:** Armed conflict may lead to targeted killings/executions of students, teachers and/or other educational personnel. The indicator can be applied at an international, regional, national or subnational level. This indicator is applied when students, teachers or education personnel are targeted because of their status as such. Killings that result from placing students and teachers in harm's way should be counted in the correspondent indicator (Number of reported incidents of attacks by placing students and teachers in harm's way).

**Interpretation and analysis:** Add up all the reported incidents identified and qualified as killings in the indicator *Have students, teachers and other educational personnel been attacked at or on the way to or coming back from schools, universities or other educational facilities?* (Disaggregation level IID).

**Level of disaggregation:** Disaggregate by age group and gender.

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on

the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3<sup>o</sup> Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators

## **21. Number of reported incidents of enforced disappearance of students, teachers, and/or other educational personnel**

This indicator measures the number of reported incidents of enforced disappearances of students, teachers and other educational personnel perpetrated by armed forces or armed groups (from government and/or opposition groups) at schools, universities or other educational facilities or on the way to or from them, in the last 12 months or during a designated period of time.

**Comments:** Enforced disappearance 'is considered to be the arrest, detention, abduction or any other form of deprivation of liberty by agents of the State or by persons or groups of persons acting with the authorisation, support or acquiescence of the State, followed by a refusal to acknowledge the deprivation of liberty or by concealment of the fate or whereabouts of the disappeared person, which place such a person outside the protection of the law'. Enforced disappearances caused by non-state armed groups are also included in this category.

A high number of reports of enforced disappearance of students, teachers and/or other educational personnel may create a climate of insecurity: parents may

avoid sending their children to school by fear that something might happen to them and teachers and staff may refrain from going to work. This might lead to an increase in drop-out rates and teachers absenteeism, as well as a decrease in gross enrolment rate.

The indicator can be applied at a regional, national or subnational level.

**Interpretation/analysis:** Add up all the reported incidents identified and qualified as enforced disappearances in the indicator *Have students, teachers and other educational personnel been attacked at or on the way to or coming back from schools, universities or other educational facilities?* (Disaggregation level IIE).

**Level of disaggregation:** Disaggregate by age group and gender.

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3° Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators

## **22. Number of reported incidents of child recruitment at, or on the way to or from, school**

This indicator measures the number of reported incidents of child recruitment perpetrated by armed forces or armed groups (including government and/or opposition groups) at schools, universities or other educational facilities, or on the way to or from them, in the last 12 months or during a designated period of time.

**Comments:** 'Child recruitment at, or on the way to or from, school occurs when armed forces or armed groups recruit children under the age of 18 from their schools or along school routes. Recruitment for any purpose is included, as for example, for serving as fighters, spies, or intelligence sources; for domestic work; or to transport weapons or other materials' (GCPEA, Education Under Attack 2020 Report, p. 87). The Convention on the Rights of the Child sets fifteen years as the minimum age for military recruitment and for taking direct part in hostilities. The 2000 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, drafted in order to raise the minimum ages set out in the Convention, sets the higher age of eighteen years as the minimum for recruitment or participation in armed conflict. Children who are soldiers usually do not enjoy the right to education and are prevented from going to school. *Note that for the Global Coalition to Protect Education from Attack (GCPEA), child recruitment constitutes a distinct category. We consider it a sub-category of attacks on students, teachers and other educational personnel and therefore, included in this category.*

The indicator can be applied at a regional, national or subnational level.

**Interpretation/analysis:** Add up all the reported incidents identified and qualified as child recruitment in the indicator *Have students, teachers and other educational personnel been attacked at or on the way to or coming back from schools, universities or other educational facilities?* (Disaggregation level IIF).

**Level of disaggregation:** Disaggregate by age group and gender.

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3° Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators

### **23. Number reported incidents of attack on of students, teachers and/or other educational personnel by placing them in harm's way**

This indicator measures the number of reported incidents of attacks perpetrated by armed forces or armed groups (government and/or opposition groups) by putting students and teachers in harm's way at schools, universities or other educational facilities, or on the way to or from them, in the last 12 months or during another designated period of time.

**Comments:** Schools must be safe places. Students and teachers may be used as human shields or exposed to return fire, including in the way to and from school - as for example, when a school bus is caught in crossfire. If students, teachers and educational staff feel unsafe they might refrain from going to school. This might increase absenteeism and drop out rates. If injuries or death result from placing students and teachers in harm's way, it should be counted in this indicator.

The indicator can be applied at an international, regional, national or subnational level.

**Interpretation/analysis:** Add up all the reported incidents identified and qualified as placing students and teachers in harm's way in the indicator *Have students, teachers and other educational personnel been attacked at or on the way to or coming back from schools, universities or other educational facilities?* (Disaggregation level IIG).

**Level of disaggregation:** Disaggregate by age group and gender.

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Articles 4, 13, 32, 50 & 94, Geneva Convention IV; Article 48, 49, 50, 51, 57, 58, 77 & 78, Additional Protocol I to the Geneva Conventions; Art 4 (2, 3<sup>o</sup> Additional Protocol II to the Geneva Conventions; International Convention for the Protection of All Persons from Enforced Disappearance; Article 2 (2) Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; Article 1 (A), Article 2 (1), International Covenant on Civil and Political Rights; Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Article 13 (5), Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 18, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on students, teachers and/or educational personnel, School safety and violence, Outcome indicators

### III. Military use of schools and universities

#### **24. Have schools and universities been used by armed forces or non-state armed groups to support their military efforts?**

This indicator includes situations where state armed forces or non-state armed groups partially or fully occupy schools or universities, and use them for purposes that support a military effort. This includes using educational facilities as bases or temporary shelters, fighting positions, weapons storage facilities, detention and interrogation centers and military training or drilling soldiers (GCPEA, 2020 Education under attack report).

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus dorms and others.

**Comments:** Schools and universities are protected as civilian objects under International Humanitarian Law. Military use of educational facilities may lead to the partial or complete closing of schools and universities, hampering access to and the availability of education. Military use also increases the likelihood of attack and may change the school/university from a civilian object to (legitimate) military target.

If school and universities are occupied and used for military purposes, there is a high chance that the out-of-school rate will rise and enrolment and attendance rates will decrease. In the long-term, transitional rates might also be impacted as well as quality of education. Using school for military purposes disturbs and interrupts education, puts students, teachers and other educational staff in danger and makes schools vulnerable targets to attacks by opposing forces. A high number of reported incidents of military use of schools creates a general climate of insecurity and fear which may be reflected in the overall picture of education, including the closure of schools for fear of attack and/or prevention of students and teachers from going to school, even where no incidents of military use of schools has been reported.

Military use is often ongoing, in contrast to, for example, the bombing of a school. Once a school is occupied, a rival force may attack and take it over. This would result in continual occupation by different forces, which thus would reflect two instances of military use.

The indicator can be applied at regional, national or subnational level.

**Evidence:** Document specifically, for each incident: the number of students enrolled; the date, place and time of the attack (specify if it is ongoing); who is responsible for the attack (perpetrator); extent and nature of the attack (if the school is partially or completely occupied, if the school is partially or completely closed, if educational activities continue in the non occupied area in case of partial occupation, the military use of the facility).

**Level of disaggregation:** for each incident, document specially:

I. Perpetrator

- A. State's armed forces
- B. Non State armed forces

II. Type and extent of the attack

- A. School is completely occupied
- B. School is partially occupied
- C. School is partially or completely closed
- D. Nature of the military use: interrogation facility, detention center, training camp, recruitment, storage for weapons and/or ammunitions and/or other military material, others (specify)
- E. Number of schools days missed due to military use

Because connexions between military use and other attacks are common (sexual violence, child recruitment, etc), you might want to note down all correlated attacks.

**Available data:** The United Nations reports on military use of schools as one of six grave violations against children in armed conflict. Find examples in the [virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict](#). Check also the [annual reports of the Global Coalition to Protect Education from Attack](#).

**Human Rights Standards:** Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 48, 51 & 52, Protocol 1 of the Geneva Convention, Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), 38, Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 22, African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 17 European Social Charter (Revised). See also the Safe School Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379

(2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed Conflict (Including Child Soldier); Access to Education; Attacks on Education; Military use of schools and universities ; School Safety and Violence; ; Outcome indicator.

## **25. Total number of reported military use of schools and/or universities to support military efforts**

This indicator measures the total reported number of schools partially or totally occupied by armed forces (governmental or non governmental) and used for military purposes, such as using educational facilities as bases or temporary shelters, fighting positions, weapons storage facilities, detention and interrogation centers and military training or drilling soldiers (GCPEA, 2020 Education under attack report). It is the sum of all identified attacks on education qualified in the indicator *Have schools and universities been used by military forces to support their military efforts?*

Schools and universities should be understood in a broad sense: the term includes primary and secondary schools, colleges, as well as kindergartens, preschools, technical and vocational training schools and non formal education sites. It also includes related infrastructure, such as playgrounds, libraries, school buses, university campus dorms and others.

**Comments:** Schools and universities are protected as civilian objects under International Humanitarian Law. Military use increases the probability of connected attacks, such as sexual violence, child recruitment, etc. A high number of incidents probably implies a high number of schools closed or partially functioning, increasing the number of student absenteeism, out-of-school children and drop-out rates. In the long-term, it may also affect transition rates and gross and net enrolment rates. Besides hindering access to and availability of education, a high number of reported incidents of military use of schools creates a general climate of insecurity and fear which may be reflected in the overall picture of education, for example in the closure of schools for fear of attack and/or prevention of students and teachers from going to school even where no incidents of military use of schools has been reported.

**Available data:** The United Nations reports on military use of schools as one of six grave violations against children in armed conflict. Find examples in the [virtual library of the Office of the Special Representative of the Secretary General for](#)

Children and Armed Conflict. Check also the annual reports of the Global Coalition to Protect Education from Attack.

**Human Rights Standards:** Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 48, 51 & 52, Protocol 1 of the Geneva Convention, Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), 38, Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 22, African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 17 European Social Charter (Revised). See also the Safe School Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed Conflict (Including Child Soldier); Access to Education; Attacks on Education; Military use of schools and universities; School Safety and Violence; Outcome indicator.

## **26. Number of out-of-school students due to military use of schools and/or universities to support military efforts**

This indicator measures the number of out-of-school students due to military use of schools and/or universities. The total number is calculated by adding up the number of out-of-school children for each reported incident of military use of schools and/or universities.

**Comments:** Students may be forced out of school because of school closure due to direct attacks on infrastructure, or due to the use of schools by armed forces to support military efforts. This indicator measures only the number of out-of-school students *due to military use of schools*. If the school is partially closed, it is necessary to verify if students from one class have been assigned/are able to attend school in another class or a similar circumstance. Drop-out rates may also rise because military use can create a general climate of insecurity in the midst of conflict, leading students and parents fearing for their life and thus avoiding schooling. Note that GCPEA would only consider drop-out rates directly related to attacks on education (e.g. school is bombed and enrolled students can't attend classes until the school is repaired, or they attend virtual lessons or

classes at another school), not drop-out rates due to generalised insecurity or climates of fear.

**Evidence:** For each incident, you may wish to ask the school principal or director, or university dean/other faculty members for information, as they might have solid information on how many students are/were put out of school because of the incident. You can also consider asking principals/administrators how many students dropped out because of the incident (i.e., parents cited the incident specifically when pulling their students from classes), rather than for other reasons occurring around the same time (e.g., pregnancy, economic conditions, general insecurity, families moving or fleeing etc.). You might also want to inquire of community leaders and parents.

**Interpretation/analysis:** For each incident of school closure you can calculate the number of children out of school by checking the number of enrolled students. In the event of partial closure, you may inquire how many classes were closed and how many students are/were impacted by it (it is important to verify if students were assigned to another class).

**Level of disaggregation:** Disaggregate by age group, gender and level of education.

**Available data:** The United Nations reports on military use of schools as one of six grave violations against children in armed conflict. Find examples in the [virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict](#). Check also the [annual reports of the Global Coalition to Protect Education from Attack](#).

**Human Rights Standards:** Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 48, 51 & 52, Protocol 1 of the Geneva Convention, Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), 38, Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 22, African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 17 European Social Charter (Revised). See also the Safe School Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed Conflict (Including Child Soldier); Access to Education; Attacks on Education; Military use of schools and universities; School Safety and Violence; Outcome indicator.

## **27. Number of reported incidents of military use of schools by state armed forces**

This indicator measures the total number of schools partially or totally occupied and used for military purposes by a *state's regular or paramilitary armed forces*.

**Comments:** Schools and universities are protected as civilian objects under International Humanitarian Law. A high number of incidents probably implies a high number of schools closed, increasing the number of out-of-school children and drop-out rates. In the long-term, it may also affect transition rates and gross and net enrolment rates. Besides hindering the access to and availability of education, a high number of reported incidents of military use of schools creates a general climate of insecurity and fear, which may be reflected in the overall picture of education, including the closure of schools for fear of being attacked and/or preventing students and teachers from going to school, even where no incidents of military use of schools has been reported.

**Available data:** The United Nations reports on military use of schools as one of six grave violations against children in armed conflict. Find examples in the [virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict](#). Check also the [annual reports of the Global Coalition to Protect Education from Attack](#).

**Human Rights Standards:** Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 48, 51 & 52, Protocol 1 of the Geneva Convention, Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), 38, Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 22, African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 17 European Social Charter (Revised). See also the Safe School Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed Conflict (Including Child Soldier); Access to Education; Attacks on Education; Military use of schools and universities; School Safety and Violence; Outcome indicator.

## **28. Number of reported incidents of military use of schools by non-state armed groups**

This indicator measures the total *number of schools partially or totally occupied and used for military purposes by non-state armed forces*.

**Comments:** Non-state armed forces are also bound by international humanitarian law to respect and protect schools. A high number of incidents probably implies a high number of schools closed, increasing the number of out-of-school children and drop-out rates. In the long-term, it may also affect transition rates and gross and net enrolment rates. Besides hindering the access to and availability of education, a high number of reported incidents of military use of schools creates a general climate of insecurity and fear which may be reflected in the overall picture of education, for example in the closure of schools for fear of attack and/or prevention of students and teachers from going to school, even where no incidents of military use of schools has been reported.

**Available data:** The United Nations reports on military use of schools as one of six grave violations against children in armed conflict. Find examples in the [virtual library of the Office of the Special Representative of the Secretary General for Children and Armed Conflict](#). Check also the [annual reports of the Global Coalition to Protect Education from Attack](#).

**Human Rights Standards:** Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 48, 51 & 52, Protocol 1 of the Geneva Convention, Article 1 (A), Article 2 (1), Article 13 (1,4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), 38, Convention on the Rights of the Child; Article 2, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 22, African Charter on the Rights and Welfare of the Child; Article 14 (3), European Union Charter of Fundamental Rights; Article 17 European Social Charter (Revised). See also the Safe School Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820 (2008), 1882 (2009), 1998 (2011), 2068 (2012), 2143 (2014), 2225 (2015), 2427 (2018).

**Tags:** Armed Conflict (Including Child Soldier); Access to Education; Attacks on Education; Military use of schools and universities ; School Safety and Violence; ; Outcome indicator.

## IV. Transversal indicators

### **29. Number of reported incidents of schools partially or completely closed, or not allowed to open, due to attacks on education**

This indicator refers to the number of such incidents in the last 12 months, or during another designated time period. The indicator is common to two categories of attacks on education: *attacks on schools and universities and/or other educational facilities* and *military use of schools and universities*.

**Comment:** A high incidence of reported school closures indicates a problem in the availability of education. During political and/or military hostilities, schools may be closed or not allowed to open for many reasons, including, for example, military use of the facilities or damage to school infrastructure as a result from explosions, airstrikes, shelling, threats or other types of attacks as defined in this monitoring guide. Also, the use of schools for military purposes may result in the partial or complete closure of schools. Total occupation of schools by armed forces may lead to the complete closure of the school, whereas when there is partial occupation educational activities might continue in the non occupied area. In this last case, it is important to verify if military personnel are physically separated from students, teachers and staff, as they might have regular transit in the facility, including in the area that is not being used for military purposes. This might increase the risks of attacks against students, teachers and staff - including sexual violence and child recruitment - and create a general climate of fear preventing them from going to school, consequently raising drop-out rates and teacher absenteeism rates. It might be good to indicate how many school days were missed.

\*The indicator is common to two categories of attacks on education: *attacks on schools and universities and/or other educational facilities* and *military use of schools and universities*.

**Level of disaggregation:** Disaggregate by

- partial closure/total closure due to attacks on schools, universities and other educational facilities
- number of school days missed due to attacks on education
- partial closure/total closure due to military use of educational facilities

- number of school days missed due to military use

**Interpretation:** Add up all the reported incidents identified as schools closure (partial/total) in the indicator *Have schools, universities and/or other educational facilities been attacked?* and all the reported incidents identified as schools closure (partial/total) in the indicator *Have schools, universities and other educational facilities been used by armed forces to support their military efforts?*

**Available data:** [Virtual library](#) of the Office of the Special Representative of the Secretary General for Children and Armed Conflict, OCHA's Humanitarian Data Exchange's [Education and Conflict Monitor](#), the [reports of the Global Coalition to Protect Education from Attack](#) (GCPEA), and GCPEA and Insecurity Insight's [Education in Danger](#) newsbrief.

**Human Rights Standards:** Article 13 (4), International Covenant on Economic, Social and Cultural Rights; Article 29 (2), Convention on the Rights of the Child; Article 13 (5), Article 7, (g) (i) & article 8 (2) (b) (ix), Rome Statute;; Articles 50 & 94, Geneva Convention IV; Article 51, 52 & 78, Additional Protocol to the Geneva Conventions; Protocol of San Salvador; Article 11 (7), African Charter on the Rights and Welfare of the Child; Article 13, Framework Convention for the Protection of National Minorities; Article 14 (3), European Union Charter of Fundamental Rights; Article 27 (3) ILO Convention 169; Article 17, European Social Charter (Revised); Safe Schools declaration; Safe Schools Declaration. UN Security Council resolutions: 1261 (1999), 1314 (2000), 1379 (2001), 1460 (2003), 1539 (2004), 1612 (2005), 1820.

**Tags:** Armed conflict (including Child Soldier), Access to education, Attacks on education, Attacks on schools and universities, School safety and violence, Outcome indicators

### **30. Has the state endorsed the Safe Schools Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict?**

The Safe Schools Declaration is an inter-governmental political commitment through which signatory States commit to protect education from attacks during armed conflict, including by endorsing and committing to implement the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*. States that endorse the Safe Schools Declaration commit to respect the civilian nature of schools; to develop and share examples of good

practices for protecting schools and universities during armed conflict; ensure the continuation of learning activities during armed conflict; implement concrete measures to deter the military use of schools; collect data on attacks on education; and investigate allegations of violations of applicable national and international law and, where appropriate, duly prosecute perpetrators.

**Comments:** The Safe Schools Declaration was developed through consultations with states in a process led by Norway and Argentina in Geneva in early 2015, and was opened for endorsement at the Oslo Conference on Safe Schools on 29 May 2015.

**Available data:** [List of States that have endorsed the Safe Schools Declaration](#)

**Tags:** Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators; Structural Indicators.

### **31. Has the government made steps to implement the Safe Schools Declaration by incorporating the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict into national law and/or policies?**

**Comments:** Steps in implementing the Safe Schools Declaration and incorporating the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict demonstrate the State's commitment in safeguarding the right to education. Measures could include, for example, revising national policies and practices, including incorporating specific guidelines into military doctrine, operational orders, military manuals, etc.

Document specifically which measures have been taken and how the State has incorporated the Guidelines national legal framework and/or national policies.

**Available data:** HRW, [Protecting Schools from Military Use: Law, Policy, and Military Doctrine](#); GCPEA, [Lessons In War: Military Use of Schools and Other Education Institutions during Conflict](#); GCPEA, [Implementing the Guidelines: a Toolkit to Guide Understanding and Implementation of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict](#); GCPEA [Commentary on the "Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict"](#), GCPEA, [Education under Attack 2020](#)

**Tags:** Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational

personnel; Military use of schools and universities; School safety and Violence; Process Indicators; Structural Indicators.

### **32. Are there specific state policies or programs aiming to raise awareness of the Safe School Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict?**

**Comment:** By endorsing the *Safe Schools Declaration*, states also commit to meet on a regular basis, inviting relevant international organisations and civil society, so as to review the implementation of the declaration and the use of the guidelines. You may inquire on their participation (and interest to participate) in such meetings and the sharing of good practice. You may further inquire as to whether there is national stakeholder engagement and coordination to implement the *Safe Schools Declaration*.

**Tags:** Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators; Structural Indicators.

### **33. Has the government adopted specific measures to prevent and combat attacks on education, including military use of schools and universities?**

**Comments:** You may inquire if the government has implemented any of the measures indicated in the *Safe Schools Declaration* and the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*, if the government has introduced human rights capacity building and humanitarian law sensitisation into the military trainings, if the State has revised its military doctrine to establish policies that avoid or minimise attacks on education, if it has established national coordination and accountability mechanisms, etc.

**Tags:** Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators; Structural Indicators.

**34. Are there any specific military orders, policies or programs to prevent sexual violence at and on the route to and from school by national armed forces and/or foreign forces present in the country (e.g. "zero tolerance policy")?**

*Comments:* Sexual violence committed by officials of the national armed forces or foreign forces present in the country constitutes a crime against humanity (Rome Statute, Article 7, 1, g).

*Tags:* Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators

**35. Do national armed forces provide security to educational facilities in conflict-affected areas?**

*Comments:* Armed forces may be designated to provide security to schools and universities in conflict affected areas to ensure access and availability of education. If this is the case, it is important to check what constitutes the mandate of the armed forces and verify if they are working within the mandate.

*Tags:* Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators

**36. Are there any provisions in domestic policy or any operational frameworks that address the use and/or requisition of educational facilities (abandoned or functioning) by armed forces during armed conflict?**

*Comments:* Schools and universities (even those that have been abandoned or evacuated because of the dangers presented by armed conflict) should not be requested by armed forces, including during armed conflict, at the risk of hindering access and availability of education by causing the discontinuity of learning activities. Also, the military use of educational facilities increases the likelihood of attack and may change the school/university from a civilian object to (legitimate) military target.

**Tags:** Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators

**37. Are there legal provisions and or policies that establish that if schools are blocked or attacked the state can requisition other public facilities to serve as classrooms in order to ensure continuity of education during hostilities?**

**Comments:** The government should be able to requisition public facilities (libraries, sports facilities, community centers) to ensure the continuity of learning activities for students that are not able to continue their studies because of attacks on education. Classes should be relocated to other public spaces that ensure the safety of students, teachers and personnel and guarantee the continuity of education.

**Tags:** *Tags:* Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators

**38. Is there any law banning the military use of educational facilities or training exercises in and around educational institutions?**

**Comments:** Military training in and around educational institutions puts at risk not only the infrastructure of schools and universities but also the safety of students, teachers and staff, both in and while traveling to and from school. They could also raise fears and increase a general climate of insecurity and instability that may prevent students from going to school, parents from sending their children from school, and teachers from going to work - thus having an impact on absenteeism or drop-out rates.

**Tags:** Armed Conflict (including Child Soldier) ; Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators; Structural Indicators

### **39. What is the minimum age of military recruitment?**

The legal minimum age of military recruitment is the age at which a person is permitted to enlist or be conscripted and take part in hostilities.

**Comments:** The Convention on the Rights of the Child sets fifteen years old as the minimum age for military recruitment and for taking direct part in hostilities. The 2000 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, drafted in order to raise the minimum ages set out in the Convention, sets the higher age of eighteen years old as the minimum for recruitment or participation in armed conflict. If the legal minimum age of military recruitment is lower than the legal maximum age of completion of compulsory education, military recruitment may effectively undermine compulsory education

**Human Rights Standards:** Article 38 (2) (3), Convention on the Rights of the Child; Articles 1 & 2 Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 22 (2), African Charter on the Rights and Welfare of the Child; Articles 8 (2) (b) (xxvi) & 8 (2) (e) (vii), Rome Statute; Article 3, ILO 138 Minimum Age Convention; Article 3 (a), ILO Convention 182 on the Worst Forms of Child Labour Convention; Article 77 (2), Additional Protocol I Geneva Convention; Article 4 (3) (c), Additional Protocol II Geneva Convention

**Tags:** Armed Conflict (including Child Soldier) ; Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators; Structural Indicators

### **40. Are there specific programs to reintegrate demobilised child soldiers in the educational system and monitor their learning abilities?**

**Comments:** Without such programmes, demobilised child soldiers may not be able to fully enjoy the right to education.

**Human Rights Standards:** Articles 6 (3) & 7, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict; Article 39, Convention on the Rights of the Child; Article 22 (3), African Charter on

the Rights and Welfare of the Child; Article 7 (2) (b) (c), ILO 182 Worst Forms of Child Labour Convention

**Tags:** Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators; Structural Indicators

#### **41. Is children's education ensured by the occupying power?**

**Comments:** During military occupations, the occupying power has the duty to make arrangements for the maintenance of the education system if local institutions are unable to do so.

Document particularly if the occupying power has changed curriculum or changed the teaching languages.

**Tags:** Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators; Structural Indicators

#### **42. In the case of territorial occupation, does the state recognise diplomas from the occupied territories?**

**Comments:** If occupying forces uphold continued schooling during an occupation but the state does not recognise the diplomas delivered during the occupation, students' right to education is not fully recognised. It may affect transition and completion rates and eventually lead to an increase of the drop-out rate.

**Human Rights Standards:** Articles 24, 50 & 94, Geneva Convention IV relative to the Protection of Civilian Persons in Time of War.

**Tags:** Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators; Structural Indicators

**43. Are children prisoners-of-war given the means to pursue their educational activities?**

Means to pursue their educational activities would include access to regular classes with qualified teachers, access to books, etc.

*Human Rights Standards:* Article 40, Standard Minimum Rules for the Treatment of Prisoners; Articles 38, 72 & 125, Geneva Convention III relative to the Treatment of Prisoners of War.

*Tags:* Armed Conflict (including Child Soldier); Attacks on Education; Attacks on schools and universities; Attacks on Students, teachers and other educational personnel; Military use of schools and universities; School safety and Violence; Process Indicators; Structural Indicators

**44. Teacher absenteeism rate**

**45. Out-of-school children rate**

**46. Primary net enrolment rate (%)**

**47. Gross enrolment ratio (GER) (%)**

**48. Primary completion rate (%)**

**49. Secondary completion rate (%)**

**50. Tertiary completion rate (first degree) (%)**

**51. Repetition rate**