PROTECTING EDUCATION IN COUNTRIES AFFECTED BY CONFLICT

BOOKLET 7

Monitoring and Reporting

Global Education Cluster

October 2012

Foreword

This booklet is one of a series of booklets prepared as part of the Protecting Education in Conflict-Affected Countries Programme, undertaken by Save the Children on behalf of the Global Education Cluster, in partnership with Education Above All, a Qatar-based non-governmental organisation. The booklets were prepared by a consultant team from Search For Common Ground.

They were written by Brendan O'Malley (editor) and Melinda Smith, with contributions from Carolyne Ashton, Saji Prelis, and Wendy Wheaton of the Education Cluster, and technical advice from Margaret Sinclair. Accompanying training workshop materials were written by Melinda Smith, with contributions from Carolyne Ashton and Brendan O'Malley. The curriculum resource was written by Carolyne Ashton and Margaret Sinclair.

Booklet topics and themes

Booklet 1	**Overview**
Booklet 2	**Legal Accountability and the Duty to Protect**
Booklet 3	**Community-based Protection and Prevention**
Booklet 4	**Education for Child Protection and Psychosocial Support**
Booklet 5	**Education Policy and Planning for Protection, Recovery and Fair Access**
Booklet 6	**Education for Building Peace**
Booklet 7	**Monitoring and Reporting**
Booklet 8	**Advocacy**

The booklets should be used alongside the Inter-Agency Network for Education in Emergencies (INEE) *Minimum Standards for Education: Preparedness, Response, Recovery.* References to the most relevant standards for the content of each booklet are given in the resources section.

There is also a supplementary booklet, Curriculum Resource: Introducing Humanitarian Education in Primary and Junior Secondary Schooling, which can be used with Booklet 6.

Please feel free to share these booklets with interested professionals working in ministries of education or non-governmental organisations, and others concerned with education for populations affected by armed conflict or insecurity.

If referenced, please use the following text: Global Education Cluster, Booklet 7: Monitoring and Reporting, Protecting Education in Countries Affected by Conflict series (2012)

Introduction

This series of eight booklets is designed to provide:

- an overview of the problem of conflict-related threats to education

- a range of responses that can be made by education clusters, and ministries, non-governmental organisations (NGOs) dealing with education, security, protection, psychosocial support and legal accountability issues.

- a tool to be used with an accompanying set of workshop materials for use in training people in aspects of protecting education in conflict-affected countries.

This booklet focuses on monitoring and reporting.

Key messages

- Monitoring and reporting of attacks, threatened attacks and their impact is vital to support prevention, protection, recovery and legal responses.

- Build partnerships to promote regular monitoring and reporting of threats to education.

- Ensure minimum standards of monitoring and reporting in terms of verification, ethics and the handling of information.

- Collect common and consistent data to improve understanding of trends, and support knowledge-sharing and advocacy.

- Ensure that education-oriented agencies are participating in monitoring of attacks on schools and other education institutions.

Background

Why are monitoring and reporting important?

Monitoring and reporting have a very important purpose. Monitoring enables us to report; and reporting enables us to plan and take effective action. Monitoring can be used to:

- **Support early warning, prevention and protection**
  Monitoring and reporting can provide crucial information about sudden drops in student attendance, troop movements, or threats of attack on education. This can be used to trigger avoidance action such as evacuating or closing schools and protection measures such as guarding the approach roads to schools or checking them for hidden explosives.

- **Identify the effects of collateral damage and attacks on education**
  Monitoring short-term impacts includes gathering information about loss of life, injuries and damage to buildings and resources. Longer-term impacts can include falling teacher attendance and recruitment, teachers relocating, and lower student enrolment, lower attendance and lower achievement (years of schooling completed, exam marks achieved, etc).[i] It is important to monitor both short-term and longer-term impacts, as such information can guide recovery measures, including repairs and reconstruction, as well as new teacher recruitment policies to address shortages.

Rwanda Kigali, schoolchildren march against human rights abuses

- **Share information on effective responses**
  Monitoring and reporting on measures taken to prevent and reduce risk, and on how effective they have proved, will enable those involved to share experience and expertise regarding different situations.

- **Identify motives for attacks**
  Identifying motives is important for choosing appropriate responses. For instance, if schools are being attacked because some people fear that the curriculum is biased against the local religion, reassurances on curriculum content may remove the motive. If schools are being attacked to seize children for use as combatants, accountability measures might be more appropriate.

- **Advocate against military occupation and use of schools**
  Military occupation of schools is harmful to the education process. Monitoring whether troops occupy

schools, fully or partially, for what length of time, for what type of military use (eg as barracks, firing position, weapons cache, detention centre, training area) and the educational consequences of military use (eg wear and tear of facilities, days of schooling lost, distracting children through fear of violence/abuse, number of children no longer attending school) will support advocacy work that encourages changes in military conduct.

- Hold perpetrators accountable
  Monitoring and reporting of attacks, or threats of attacks, on students, education staff or buildings should feed into national and international legal channels. This will encourage investigations and prosecutions and thereby deter further attacks. It is important to note that the level of verification needed for judicial process is much more rigorous than, for example, that needed for rapid response. Monitoring the processes for holding perpetrators accountable can also show to what extent attacks on education are being punished. For instance, it will make it possible to track how many arrests, investigations and prosecutions are made nationally, including via military courts.

Who should monitor and report?

Ministries and government bodies involved in education should monitor threats, damage and the impact of attacks on education, as part of their duty to provide education.

UN monitors visited the towns of Ltamneh and Kafer Zaita in Syria, in June 2012 , to assess the aftermath of a fierce battle that raged for five days

Ministries normally collect data on student enrolment, attendance and learning achievements, and on teacher attendance and teaching standards. However, ministries sometimes lack the capacity or political will to carry out such monitoring. Some are also unable to keep records of education attacks.

If the government itself is implicated in attacks, multiple sources for recording attacks are necessary. These may include non-governmental organisations (NGOs), teacher and academic trade unions and associations, academic institutions, and peacekeeping, military, security or police monitors.[ii]

Human Rights Monitors take part in all current UN peacekeeping operations (except in Lebanon and Western Sahara). Most such operations also have a Child

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Protection Officer. Such monitors should be involved in reporting on education attacks.

What should they monitor and report? The number and nature of incidents, such as the number of deaths and injuries, the number of children seized or recruited by armed groups or forces, the number of schools occupied, and threats of any of these types of attack.

Also the methods used, such as bombing, shooting, written threats. Also the immediate and long-term educational impact, such as the number of schools destroyed/partially destroyed, the number of days of schooling lost, the effect on pupil attendance/exam results, teacher shortages. For a specific list see Action Point 3 below.

Channels for international monitoring and reporting

Reporting attacks on education can be conducted through different channels some of which are for all forms of education and others specifically for children. The UN Secretary-General's Annual Report on Children and Armed Conflict (CAAC), his annual country reports and global 'horizontal notes' sent through the CAAC Working Group enable the Security Council to take action on this issue.

These reports use information from the UN Monitoring and Reporting Mechanism (MRM) on Children and Armed Conflict (see right). Violations of human rights law can be reported to the United Nations Human Rights Council (HRC).

Violations of international criminal law can be reported to the International Criminal Court (ICC). The International Committee of the Red Cross (ICRC) monitors compliance with international humanitarian law. It informs governments privately if it discovers violations, and assists in ending them.

Human rights reporting channels include:

- reports to and by the Committees overseeing compliance with the UN Convention on the Rights of the Child, and the International Covenant on Economic, Social and Cultural Rights
- annual reports by the UN Special Rapporteur on the Right to Education and other relevant Rapporteurs to the General Assembly and the Human Rights Council (HRC)
- the Universal Periodic Review Process, which involves the HRC reviewing each country at four-year intervals
- reports to the Special Representative on the Human Rights of internally displaced persons – an extremely vulnerable group in terms of education.

The UN Monitoring and Reporting Mechanism

In 2005, the UN Security Council established a Monitoring and Reporting Mechanism[iii] for six grave violations against children's rights in armed conflict. This is primarily a system of monitoring and reporting for accountability and is used to force offending armed groups and armed forces to draw up action plans to end violations.

- killing or maiming children
- recruiting or using child soldiers
- attacking schools or hospitals
- rape or other grave sexual violence
- abduction
- denying children access to humanitarian assistance.

The Working Group for Children and Armed Conflict was established to take action against conflict parties – including armed forces and groups – who carry out the violations listed above.

Those who commit violations are listed in the annexes to the UN Secretary-General's Annual Report on Children and Armed Conflict. Once listed, they are required by the Security Council to prepare and implement action plans to stop these crimes, or face sanctions. An MRM Country Task Force (CTF) is established in each country with a listed conflict party.

Currently only four of the six violations trigger the listing of a party and the establishment of a Country Task Force.

But the Country Task Force, once established, is required to report on all six violations. Its members include UN agencies, human rights organisations and development NGOs. Originally attacks on schools and hospitals was only monitored in countries with a conflict party listed for carrying out the trigger mechanism of recruitment and use of child soldiers. Since then 'killing or maiming children' and 'rape or other grave sexual violence' have also become trigger violations.

Then, in July 2011, the UN Security Council decided to make attacks on schools and hospitals a trigger violation.[iv] This should lead to more countries establishing a Country Task Force for monitoring and reporting on all six violations.

Doing so will create an added incentive for education-oriented organisations to report attacks on schools. They will know that reporting should lead to action plans aimed at ending attacks by particular parties.[v]

Note also that 'attacks on schools and hospitals' is defined broadly and includes attacks on teachers and other education personnel and military use of schools or even the use of schools to spread political propaganda, and data collected includes the consequences such as the number of students/staff killed or injured and how long the school was closed.[vi]

The emphasis in some MRM reporting is on collecting enough verified evidence to establish whether there is a pattern of individual conflict parties committing grave violations, including attacks on schools. This type of monitoring does not try to report every incident or provide comprehensive data.

Its sole purpose is to establish which parties should face UN action (ie agree to action plans to end violations or face sanctions). So far, there has been limited participation by education sector organisations in some MRM Country Task Forces

Monitoring and reporting by non-MRM countries

Countries which have no parties listed in the Secretary-General's Annual Report on Children and Armed Conflict can set up an informal CAAC working group for voluntary reporting to the UN on grave

violations, although there is no requirement to do so.

The Occupied Palestinian Territories, for example, has a highly developed system of reporting on education attacks and other violations.

Before attacks on schools and hospitals became a trigger violation for listing parties to conflict, attacks on schools in some of the worst-affected countries went under-reported, or not reported at all. In 2011, for example, conflict parties that had persistently attacked schools in Pakistan and India were not listed.

They were therefore not required to agree to time-bound action plans to end such violations or face sanctions.

Channels for national reporting

Monitoring and reporting by ministries or NGOs involved with education can guide measures for protection, prevention, rapid response and rehabilitation.

This information can help tackle the root causes of the conflict and attacks on education.

In Cote D'Ivoire effective co-operation between the Education Cluster and the ministry of education has produced national data on the impact of conflict and violent incidents on schools (see Case Study 1).

Partnerships between local and

international NGOs can be particularly effective in collecting information for programming and advocacy, and in supplying it to the MRM and other reporting bodies.[vii]

The Partnerships for Protecting Children in Armed Conflict (PPCC), established in Nepal in 2005, is a good example of this.[viii]

Disseminating information through the media – without breaching confidentiality protocols – can be an effective advocacy vehicle.

Partnerships with the media can sometimes also be effective (see Booklet 8: Advocacy).

For accountability purposes, information can be submitted to national courts, police and prosecutors, national human rights commissions, and ombudsmen on human rights. Military violations can be prosecuted before military courts.

Challenges to monitoring and reporting

Local communities may be unwilling to provide information if they think nothing will come of it or if it puts individuals at risk.

It is therefore important to ensure that the information collected is reported back through the appropriate channels and used to trigger responses.

However, be careful not to raise false expectations or promise a response if you can't be sure that there will be one. Sometimes people do just want to tell their story so that someone else knows what has happened.

| Other challenges include the following:

- Education workers may not have the time or expertise to collect data. Training will be required in what data to collect to ensure consistency, and in what methods to use, to ensure reliability (see Case Study 2).

- Different types of data and information collection and reporting may be necessary for different types of response. For instance, information on who the perpetrator was is needed to hold parties to the conflict to account. Information on which schools have been closed or destroyed and to what extent, is needed for planning reconstruction and continuity of education provision. Information on methods of attack such as burning, bombing or shooting are needed to decide what protection measures should be taken. Decisions need to be made about what the purpose of the monitoring is and what data should therefore be collected.

- Ensuring thoroughness in completing reporting forms, identifying location of incidents, names of schools attacked, method of attack, physical and psychological impact on victims and educational impact are vital for accurate reporting, the ability to cross-check accounts of incidents and the ability to analyse trends and inform responses.

- Data collection raises ethical and safety issues. Reporting on incidents or

Afghanistan: The challenges of data collection

In 2009, CARE carried out a large-scale study[xi] on education attacks in Afghanistan. It found that the Education Ministry and UNICEF used different database formats. Their data did not always match up, and in some cases was not accurate.

Under-reporting, misreporting and barriers to collecting information hampered understanding.

Both data collection systems showed examples of double-counting due to lack of information about school names and locations.

In some cases, several incidents in one day at the same school were counted as one attack.

If a device exploded beside a school on the same day as a ministry staff member was threatened at home, these episodes were often counted as a single incident.

Using common data types, definitions and methodology would have improved accuracy and comparability.

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motives can be very difficult. Providing information on incidents can put community members at risk. Visiting the location of incidents can put researchers at risk. There may be no information on who the perpetrators are. Where there is information, initiating contact with alleged perpetrators could put interviewers at risk. Interviewing or surveying community members about perpetrators' perceived motives could be a practical option, depending on the security situation.[x] Circumstantial evidence can also be used to understand motives. For example, when monitoring shows that attacks on schools in India coincide with a bandh (strike) called by the Maoists, or follow the arrest or killing of a high level Maoist fighter, this suggests that the claim by Maoists that these attacks occur only due to security forces' use of schools is untrue.

- Governments may try to prevent reporting on data collected. It may fear that this will damage the country's image, economy or tourism, or it could object to external interference. This could result in government pressure on organisations based in their country not to report on a particular problem.

- Procedures need to be put in place to ensure an adequate process of verification of reports on incidents. This may include visits by local staff to the site of the incident, interviews with more than one witness, and cross checking of the reported information with other reports at regional and national level.

- Decisions need to be made early on about how data/information will be stored on a database. This includes whether information will be automatically retrieved from different sources and merged. This would require the use of common names or codes, for instance for the schools attacked, and decisions on levels of access to allow

different participating organisations to the different types of information. Such decisions are important for maintaining confidentiality and protection of people who provided the original information.

Actions to consider

The education, legal and protection sectors can achieve more effective monitoring and reporting of attacks on education in the following ways.

1 Form active partnerships for reporting

- Appoint a member of the Education or Protection Cluster to coordinate the monitoring and reporting of attacks on education. If the Cluster has an information manager, make sure that this is part of their job and they are given enough resources (see Case study 1 above). The coordinating organisation, such as the Education Cluster, should identify an individual to lead this activity. The post-holder should coordinate reports by stakeholders including the Ministry of Education, government human rights units, national and international organisations and local communities about attacks. The point agency coordinator should also keep records of responses. Attacks that are still occurring should be reported at Education Cluster meetings and within other Cluster meetings (Protection, Child Protection and Working Group cluster meetings). The coordinating organisation should also train interested

individuals and organisations on the proper process of documenting and reporting attacks on education.

- Encourage partnerships for monitoring and reporting violations against education facilities, students and staff. Relevant members of interested organisations should be trained. Also use dedicated monitors (full or part–time) who have been screened for neutrality and independence.

- Encourage education ministries to regularly collect information about attacks on education facilities, students and staff, and the impact these have on education provision.

- Where possible, make use of the capacity of UN agencies, NGOs and neutral military observers to monitor attacks on education, as well as other violations within their terms of reference (see Case Study 3).

- Collect data on attacks on higher education staff and education officials, trade unionists and aid workers focused on education. To improve monitoring and reporting of such attacks, co–operate with trade unions, academic and teacher associations and international networks. Many countries require a sensitive approach to this because the attackers are state or state–backed forces.

- Encourage more and better media reporting of attacks on education. Inform the editors of newspapers, TV and radio programmes and news websites about the scale, nature and

UN monitors take a statement from a local boy in Kafer Zaita, Syria

impact of attacks on education, security and development. Consider asking editors, education journalists and journalist unions or associations to monitor compliance with negotiated agreements on not attacking schools. These could include Schools as Zones of Peace agreements, and aspects of Peace Agreements that protect education.

2 Ensure that minimum monitoring and reporting principles are met

- Respect students' and education staff's best interests (ie 'do no harm').

- Use impartial information collectors. Identify possible sources of bias and minimise their effect. The person collecting data may be biased, consciously or unconsciously, because of their ethnicity or gender, stakeholder perspective and language, barriers to access, or through using non-representative samples.

- Maintain the right to confidentiality for individuals who provide information on human rights violations, unless explicitly waived.

- Keep those who provide and collect information safe. Violence, threats of attack, geographical remoteness and poor communications can make reporting difficult. Visiting scenes and interviewing victims or witnesses can bring risks to all involved.

- Take care to obtain consent from interviewees and maintain confidentiality if requested. Some people may be afraid to speak out because they know the attackers.

- Always analyse the risks to yourself and to the informants before collecting information.

- Put security safeguards in place to protect against theft, and unauthorised access to, disclosure or modification of data.

- Information should only be collected from individuals who understand how the information will be used and who have given their consent.

- Only use, pass on or disclose information in the way for which consent has been given.

- Establish formal procedures for handling information, from collecting to exchanging, archiving or destroying it, in order to safeguard against misuse of sensitive information.[xii]

- Ensure that all information is accurate and reliable, with proper procedures for verification and analysis.[xiii]

- Ensure that all information is verified, checked and reviewed whenever possible. Poor data collection methods can lead to under-reporting or double counting. Detailed enquiries may be necessary to establish attack patterns or trends, for example, regarding target:

  - types (eg, are girls' schools the main target; are schools the target or colleges and universities; are students being targeted or just teachers?)
  - locations (close to a road, remote, away from towns, near borders?)
  - vulnerability (eg, is the school made of flammable straw, or concrete?)
  - attack methods (eg, arson, landmines, remotely detonated explosions, shootings?)
  - protection measures (eg, use of night watchmen, escorted transport, regular police patrols, troop presence, locked gates, safe sanitary facilities for girls?).

- Minimise bias by using representative sampling and training staff, including in accurate, unbiased information collection and use.[xiv] The person providing the data may be biased too (eg, through poor memory, vulnerability to social or political pressure, seeking to influence aid, etc).

- Use media reports, while being aware that they may be biased. The quality of media reporting varies from country to country. Coverage of attacks may be concentrated only on areas that are accessible, or safe to travel to, or where particular languages are spoken. Where the press is politicised or faces heavy external pressures, coverage may be politically biased. But good media reporting can provide valuable information about attacks and threats.

- Establishing what level of verification is needed to use information in a particular way. For instance, legal responses require high levels of verification to ensure that information will stand up in a court of law. The same is true for satisfying the procedures of bodies that can implement sanctions, such as the UN Security Council.

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3 Gather common and consistent data types and information to allow comparisons over time and across locations

Useful data to collect includes:
- the number of schools and universities attacked, and of students and education staff killed, wounded or threatened each year
- the number of attacks (incidents) on schools and universities each year
- the number of children forcibly or voluntarily recruited by armed groups and/or security forces at, or on their way to or from, school each year
- the number of students and education staff who are sexually attacked at, or on their way to or from, school or university each year

Making good use of UN agencies' monitoring capacity in Georgia/Abkhazia

Schools language policies were a source of tension during the Georgia/Abkhazia conflict in 1997. Georgian minority children in Abkhazia were being forced to learn in Russian and Abkhazian instead of in their native Georgian. Parents' protests were met with violence. Demonstrators were beaten up and put in prison.

As part of the UN peacekeeping presence, a team of three human rights monitors struggled to cover the necessary ground due to security risks and lack of capacity.

In contrast, more than 100 UN military observers, with access to far greater resources, were monitoring the ceasefire agreement.

They had access to helicopters, mine-resistant vehicles and interpreters. They generally included only a 'nothing to report' (NTR) reference to human rights violations in their Daily Situation Reports (Sit Reps).

According to one of the three human rights monitors, the military observers did not see the trouble brewing in the education sector as a security issue and had not been briefed to look for it. The monitors tried to change this by arranging a meeting to brief all the observers on local human rights issues, including in education.

As a result, the observers began to see the school language issue as a catalyst for unrest and violence in sensitive areas. They started to include information on this issue and related human rights violations in their Sit Reps.

It was taken up at a military level and also in political reporting right up to the Special Representative of the UN Secretary–General. In turn, this led to advocacy with the Georgian and Abkhazian authorities.

The important lesson learned was that human rights monitoring, including of attacks on education, could be greatly enhanced by persuading existing humanitarian agencies – including UN agencies, INGOs, NGOS – to build a human rights approach into their daily work, along with UN peacekeepers, UN police and other peacekeeping representatives.

- the number of schools or other education institutions that are fully or partially occupied by armed groups or forces, or IDPs, each year
- the number of students and education staff arrested, abducted or kidnapped each year
- the number of schools and universities that are destroyed, damaged or closed due to threats or attacks
- the length of time (in actual study days) during which schools and universities are closed due to threats or attacks
- the length of time taken to fully repair destroyed or damaged schools and universities
- the rate of arrests, investigations and prosecutions for attacks on education.

Useful information to collect about individual incidents, and across different incidents:
- what happened, to whom/which school or university campus, when, and where (eg, name and location of school)
- evidence of particular motives for the attack
- perceived motives for the attack
- types of targets that are being attacked
- attack methods
- attack weapons
- psychosocial needs following attacks
- educational materials and other supplies needed following attacks
- requirements for repairs and rebuilding following attacks
- long-term impact on education in areas where attacks are persistent over years, such as on teacher drop-out, relocation and recruitment, and on student drop-out rates, enrolment and achievement (eg, completion of study year, exam results).

4 Use monitoring and reporting to take action

- It is vital to strengthen partnerships between education providers, relevant organisations (Clusters, governments, local and national NGOs) and legal bodies on this issue. This will encourage better monitoring and reporting that can trigger effective responses. Use monitoring and reporting findings to advocate for local responses, including prevention and recovery measures. Also use these to support national and international policy-making, advocacy and legal accountability for attacks.

Useful resources

5 Ensure that national monitoring and reporting strengthens international efforts

- Report through the appropriate international channels, such as the MRM, Office of the Special Representative to the Secretary-General on CAAC, the Children's Rights Committee, the HRC, the Special Rapporteur on the Right to Education, and the ICC. Contribute to international efforts to develop a comprehensive picture of education attacks worldwide, as well as of trends and heavily affected areas. Having comparative data can lead to improved international responses.

- Education-oriented organisations should contribute to MRM or similar monitoring of attacks on schools.

- In countries outside the formal MRM process, the Education Cluster and UN Country Team should allocate responsibility for collecting information about attacks on schools and universities and pass on the information through UN channels.

6 Strengthen monitoring and reporting of attacks on other education institutions

- Attacks on higher education, teacher and vocational training, students and staff should be monitored. Providing or securing funding for this can also help to support local capacity-building.

The INEE Minimum Standards most relevant to this booklet are:

- Community Participation Standard 1: Participation

- Analysis Standards 1–4: Assessment, Response Strategies, Monitoring, and Evaluation

- Access and Learning Environment Standard 2: Protection and Well-being

- Education Policy Standards 1 and 2: Law and Policy Formulation, and Planning and Implementation.

UNESCO, *Protecting Education from Attack, A State-of-the-Art Review*, Chapters 7 and 8), 2010

ICRC, 'Managing sensitive protection information', in *Professional Standards for Protection Work*, 2009

Notes

[i] Brendan O'Malley, 'The longer-term impact of attacks on education on education systems, development and fragility and the implications for policy responses', in the *Education for All Global Monitoring Report*, UNESCO, 2011

[ii] Zama Coursen-Neff, 'Attacks on education: Monitoring and reporting for prevention, early warning, rapid response, and accountability', in *Protecting Education from Attack, A State-of-the-Art Review*, UNESCO, 2010, pp 111–23

[iii] Brendan O'Malley, *Education Under Attack 2010*, UNESCO, pp 137. For an outline of how the MRM works, also see 'Briefing Note on the Monitoring and Reporting Mechanism on Grave Violations in Situations of Armed Conflict'.

[iv] Resolution 1998

[v] Brendan O'Malley, *Education Under Attack 2010*, UNESCO, pp 136–7. Also see the forthcoming Brendan O'Malley, Education International study on UN reporting of attacks on schools, expected in March 2013

[vi] O/SRSG-CAAC/UNICEF/DPKO, *Field Manual: Monitoring and Reporting Mechanism (MRM) on Grave Violations Against Children in Armed Conflict*, April 2010, p11

[vii] Zama Coursen-Neff, 'Attacks on Education: Monitoring and reporting for prevention, early warning, rapid response and accountability', in Protecting Education Under Attack: A State-of-the-Art-Review, UNESCO, 2010

[viii] Nepal Partnerships for Protecting Children in Armed Conflict (PPCC), briefing note, 2008

[ix] Information provided by the Global Education Cluster and the Education Cluster in Côte D'Ivoire

[x] For a good example of this, see this large-scale field study: M Glad, 'Knowledge on Fire: Attacks on Education in Afghanistan, Risks and Measures for Successful Mitigation', CARE on behalf of the World Bank/MoE, Afghanistan, 2009

[xi] Marit Glad, 'Knowledge on fire: attacks on education in Afghanistan, risks and measures for successful mitigation', CARE on behalf of the World Bank/MoE, Afghanistan, 2009, p 12

[xii] ICRC, 'Managing sensitive protection information' in *Professional Standards for Protection Work*, 2009. pp 58

[xiii] For principles for monitoring and reporting for the MRM see Annex II to the 'Briefing note on the monitoring and reporting mechanism on grave violations in situations of armed conflict'.

[xiv] ICRC, 'Managing sensitive protection information' in *Professional Standards for Protection Work*, 2009, pp 64

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