



GUIDE TO IMPLEMENTING THE Principles of State Responsibility to Protect Higher Education from Attack

Global Coalition to
Protect Education from Attack





Global Coalition to **Protect Education from Attack**

About the Global Coalition to Protect Education from Attack

This paper is published by the Global Coalition to Protect Education from Attack (GCPEA), an inter-agency coalition formed in 2010 by organizations working in the fields of education in emergencies and conflict affected contexts, higher education, protection, international human rights, and humanitarian law who were concerned about ongoing attacks on educational institutions, their students, and staff in countries affected by conflict and insecurity.

GCPEA is a coalition of organizations that includes:

- The Council for At-Risk Academics (CARA)
- Human Rights Watch
- The Institute of International Education
- Norwegian Refugee Council
- Norwegian Students' and Academics' International Assistance Fund (SAIH)
- The Office of the United Nations High Commissioner for Refugees (UNHCR)
- Protect Education in Insecurity and Conflict (PEIC, a program of Education Above All)
- Save the Children
- The Scholars at Risk Network
- The United Nations Children's Fund (UNICEF)
- The United Nations Educational, Scientific and Cultural Organization (UNESCO)
- War Child Holland

GCPEA is a project of the Tides Center, a non-profit 501(c)(3) organization.

This paper is independent of the individual member organizations of the Steering Committee of GCPEA and does not necessarily reflect the views of the Steering Committee member organizations

Acknowledgements

GCPEA gratefully acknowledges the generous support of PEIC and an anonymous donor for support for its work on higher education.

This pamphlet was prepared by GCPEA's Higher Education Working Group (HEWG). GCPEA and the HEWG are grateful for input contributed by survey respondents and participants at workshops and briefings in Brussels, Washington D.C., Geneva, and Paris held from 2014-16. Special thanks to UNICA, UNESCO's Section for Higher Education, the Permanent Delegation of Norway to UNESCO, and the Permanent Mission of Portugal to the United Nations in Geneva for their help in hosting these sessions.

What are the Principles of State Responsibility to Protect Higher Education from Attack?

In response to a growing crisis of attacks on higher education communities worldwide, the Global Coalition to Protect Education from Attack (GCPEA) conducted a wide-ranging consultation with representatives of higher education networks and associations from Europe, Africa, the Middle East, Asia, and the Americas to understand the causes and consequences of such attacks and to identify measures to increase protection. The resulting “Principles of State Responsibility to Protect Higher Education from Attack” recognize that although non-state armed groups are often implicated in attacks, states and state-entities bear primary, sovereign responsibility to protect higher education, including by both preventing and responding to attacks. The Principles do not seek any new legal obligations, but rather affirmative, public recognition of both the on-going and widespread problem of attacks on higher education, and state obligations under existing international human rights and higher education standards, including respect for institutional autonomy and academic freedom. The Principles are not aimed at any individual state; they seek a positive statement of commitment from all states to increasing protection for their higher education sector.

Principles of State Responsibility to Protect Higher Education from Attack

States should:

1. Abstain from direct or complicit involvement in attacks on higher education
2. Protect higher education against present and future attacks
3. Assist victims of attacks
4. Deter future attacks, including by investigating attacks and holding perpetrators accountable

¹ “Institutional autonomy...of higher education institutions safeguard[s] academic functions against outside interference and thereby maximize[s] educational and research outputs...It also serves to insulate higher education from politicization and ideological manipulation, reinforcing a view of the higher education space as ‘off-limits’ to violent or coercive force. Autonomy therefore has a protective function, safeguarding higher education institutions and personnel against attacks by state and non-state actors.” GCPEA, Institutional Autonomy and the Protection of Higher Education from Attack”, December 2013, p.5, http://protectingeducation.org/sites/default/files/documents/institutional_autonomy_and_protection.pdf.

What is an attack?

The Global Coalition to Protect Education from Attack defines an attack on education as any threat or deliberate use of force, carried out for political, military, ideological, sectarian, ethnic, or religious reasons, against education institutions, leaders and administrators, academic and other staff, or students. These include acts of intentional violence resulting in damage or destruction of institutions or facilities, or physical harm or death to individuals. The definition of “attack” also includes deliberate acts of coercion, intimidation, or threats of physical force that create a climate of fear and repression that undermines academic freedom and educational functions. The Coalition’s definition of attacks does not include other infringements of academic freedom or the right to education which lack these violent or physically coercive dimensions (for example acts of discrimination in hiring, promotion, or admission). Although not defined as an attack, the Coalition is also concerned about military use of education institutions during armed conflict, for example as bases, barracks, weapons stores, training grounds, and detention and even torture centers, as this can place the institution at risk of attack by opposing forces.

Map of attacks on higher education

Of the 30 countries profiled in its report *Education under Attack 2014*, GCPEA documented attacks on higher education entities, staff, and students, or military use of universities, in 28 countries between 2009 and 2012. Attacks damaged or destroyed higher education buildings in 17 of these countries during this period.





A WORLDWIDE CRISIS . . .

Quality higher education depends on having a safe place to teach, learn, and work

Throughout the world, the higher education sector plays a vital role in knowledge production and dissemination, innovation, skills development, cultural preservation, and national progress. Universities play an essential role in preparing states and peoples for the global “knowledge economy” and “knowledge society”, and rapid internationalization of higher education offers the promise of more equitable access to the benefits of higher education than ever before. To achieve this promise, states must do more to ensure that higher education communities are physically secure and free from intimidation.

Attacks on higher education happen around the world

Members of higher education communities have been targeted in order to intimidate or silence them, or to impose by force or coercion external control over who is allowed to learn, who is teaching, and what is learned. They have been murdered, abducted, threatened with violence, or illegally detained or imprisoned, and in some cases tortured, often because of their status as students, academics, and higher education leaders. During insecurity and armed conflict, universities have been targeted, burned, and shelled by state forces and armed rebel groups, leaving them in ruins or dangerous to use. Universities have also been used for military purposes, for example as bases, barracks, weapons caches, and detention centers, placing those within them at risk of attack by opposing forces.



... CAUSING WIDESPREAD HARM

Attacks on higher education undermine national well-being

These attacks undermine research and teaching, harming academic quality. They improperly restrict access to higher education, impairing social cohesion. They contribute to “brain drain”, which hinders present-day intellectual, economic, and social progress, and deprives future generations of high quality teachers and researchers.

Attacks on higher education harm education at all levels

Attacks on higher education harm primary and secondary education by interrupting advances in pedagogy, teaching materials, and teacher training, and contribute to an overall climate of vulnerability.

Attacks on higher education in one country harm all countries

More than ever before, quality higher education depends on the movement of staff, students, and knowledge across borders. Attacks on higher education in any country disrupt these movements and limit the benefits of cross-border research and exchange.



Books litter the library floor at the University of Anbar in Ramadi, Iraq on March 20, 2016. The campus was used as a base by the so-called “Islamic State” for approximately two years before security forces drove them from the city in early 2016. As a result of the occupation, the university implemented alternative measures, including the establishment of satellite campuses in distant cities. This ensured the continuation of education, but required that students and professors moved to the new locations or made a dangerous commute from their homes to the alternative sites each week or month. © AP Photo/Maya Alleruzzo

International recognition of the Principles and obligation to protect higher education

States are obligated under existing human rights standards to protect higher education. At all times, States are obligated to protect the human rights of persons within their territories.¹ During armed conflict, States are also obligated to make all reasonable efforts to safeguard civilians and civilian objects, including those in higher education.² UNESCO Member States are specifically called upon “to protect higher education institutions from threats to their autonomy coming from any source.”³

In July 2015, the UN Human Rights Council adopted Resolution 29/7 on the right to education, which substantially includes the language of the Principles and recognizes these state responsibilities under existing international legal standards. Specifically, the HRC urges

“all States to comply with their responsibilities under international law, and also urges them to strengthen the protection of schools and universities, as well as other educational settings, from attacks by reviewing national laws to ensure that attacks on schools and universities are criminalized, where appropriate; investigating attacks on schools and universities, and prosecuting and punishing those responsible, as appropriate; making every effort to collect reliable relevant data with respect to attacks on schools and universities; and providing assistance to victims, on a non-discriminatory basis, towards the full realization of the right to education.”

As of 2016, the Principles have been endorsed by associations representing over 1,500 universities, 120,000 researchers, and 11 million students in 72 countries.

² Attacks on education undermine, prevent, or deter realization of the fundamental and internationally protected right to education, a right enshrined in key international human rights treaties, including the International Covenant on Economic, Social, and Cultural Rights. Attacks on education may also entail other violations of other human rights, including the rights to life; freedom from torture and other cruel, inhuman or degrading treatment; freedom of expression; and freedom of association enshrined in international treaties including the International Covenant on Civil and Political Rights; the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; and the International Convention for the Protection of All Persons from Enforced Disappearance.

³ During situations of armed conflict, attacks on education may violate international humanitarian and criminal law and constitute war crimes (or crimes against humanity during war or peacetime) as set out in the 1907 Hague Regulations, the 1949 Geneva Conventions and their Additional Protocols, the Rome Statute of the International Criminal Court, and customary international humanitarian law, which include the following prohibitions:

- Deliberate attacks on civilians, including students and educators.
- Deliberate attacks on civilian objects, which include education institutions not being used for military purposes.
- Failing to take all feasible precautions to minimize harm to civilians, such as using education institutions for military purposes while students and teachers remain present.
- Using students and educators as human shields by preventing civilians from leaving from education institutions that are being controlled by a military force.

See GCPEA, *Commentary on Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*, March 2015 (pp.9-13), http://www.protectingeducation.org/sites/default/files/documents/commentary_on_the_guidelines.pdf which provides a brief analysis of the international legal framework relating to military use of schools and universities during armed conflict.

Additional state obligations relating to attacks on education include assistance to victims, as stated in (among others) the 1985 United Nations Declaration on the Basic Principles of Rights of Victims of Crime and Abuse of Power and the 2005 Basic Principles and Guidelines on the Rights to a Remedy and Reparation for Victims of Gross Violations of International Human Rights Law and Serious Violations of International Humanitarian Law, both of which identify the victims’ right to an effective remedy including justice and fair treatment, and right to reparations including appropriate medical and psychosocial care, as well as social and legal services and investigation and prosecution (as appropriate). These obligations also include guarantees of non-repetition, which contribute to prevention and deterrence of future attacks.

⁴ UNESCO Rec. Concerning the Status of Higher Education Teaching Personnel, especially at paras. 17-19, available at: <http://portal.unesco.org/>, and Scholars at Risk, *Free to Think*, June 2015, p. 16 <https://www.scholarsatrisk.org/resources/free-to-think/> which discusses human rights and higher education principles relating to attacks on higher education.

Guidance on Implementing the Principles

The Principles emphasize four responsibilities of states in protecting higher education and responding to attacks when they occur. During their drafting and endorsement, key stakeholders – especially states and members of the international higher education sector – raised questions about how practically they might implement, or in the case of the international higher education sector, assist states to implement, the Principles to better protect their constituencies. This highlighted the need for guidance. GCPEA then consulted with states and higher education networks and institutions that have experienced insecurity or attacks, as well as those who have successfully prevented or deterred attacks by proactively implementing various security measures. The results of those consultations follow, organized by Principle, with the goal of providing a useful reference.

This Implementation Guide aims to:

- **Encourage awareness of the on-going and widespread crisis of attacks on higher education**
- **Raise awareness of the Principles and of the responsibility of states under existing human rights and higher education standards to protect higher education from attack**
- **Provide states with practical, experience-based recommendations to facilitate implementation of the Principles and increase protection of higher education**
- **Provide the higher education sector with practical, experience-based recommendations to support state implementation of the Principles and increase protection of higher education**



On April 26, 2016, nineteen months after 43 students from the Raul Isidro Burgos Teacher’s Training College in Ayotzinapa, Mexico, disappeared in an incident that allegedly involved both state forces and non-state armed groups, relatives protest the government’s failure to adequately investigate the case. The Inter-American Commission on Human Rights, as well as local and international human rights organizations, have also called for the case to be appropriately addressed through investigation, prosecution, and sentencing of those responsible.

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Principle 1:

Abstain from direct or complicit involvement in attacks on higher education

States are obligated to refrain from participating in acts or threats of violence or coercion which aim to intimidate or silence members of higher education communities or to seek to exert improper external control over who is allowed to learn, who is teaching, and what is learned. Such actions can include murder, abduction, threat of violence, illegal detention, imprisonment, and torture because of the victim's status as a student, member of academic staff, or higher education leader. The climate of fear and repression created by such acts or threats not only harms individuals but undermines institutional autonomy, academic freedom, and educational functions, causing setbacks in the progress and quality of research and education.

With due regard for this obligation, States should avoid ideological or partisan uses of higher education facilities which might foster a perception of the university as a politicized agent of state policy, and thereby could increase the likelihood of attack.

In situations of armed conflict, States should respect and actively safeguard the civilian character of universities by refraining from using higher education facilities for military purposes, including but not limited to use as military bases, shelters, weapons stores, and outposts. Such uses may, under the law of armed conflict, have the effect of turning a university into a military objective, making it a legitimate target of attack by other parties to the conflict. If a university is being used by other parties to conflict in a manner that has turned it into a military objective, States should nevertheless consider all feasible alternative measures before attacking the university, and should make active efforts to prevent such attacks by others.

States implementing Principle 1 should:

- Refrain from direct or complicit involvement in attacks
- Ensure that domestic criminal codes, national security laws, or other relevant normative frameworks for protecting civilians include protection of higher education
- Avoid ideological or partisan uses of higher education facilities which might foster a perception of the university as a politicized agent
- Refrain from using higher education facilities for military purposes during armed conflict, in order to safeguard the civilian character of universities and their protection from attack, and follow the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*,⁴ which States can formally endorse by joining the Safe Schools Declaration.⁵
- Conduct timely investigations and appropriate prosecutions and sentencing of perpetrators of attacks when they happen
- Publicly demonstrate support for these Principles.

⁵ See Guideline 4 of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, http://protectingeducation.org/sites/default/files/documents/guidelines_en.pdf.

⁶ The Safe Schools Declaration is the instrument through which states can express broad political support for the protection and continuation of education in armed conflict, and endorse and commit to implement the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. See http://www.protectingeducation.org/sites/default/files/documents/safe_schools_declaration-final.pdf. States can announce their endorsement at any time by making a public statement and/or sending an endorsement letter to the Norwegian Ministry of Foreign Affairs via its embassies or permanent missions or directly at ybh@mfa.no. See <http://protectingeducation.org/draft-lucens-guidelines-protecting-schools-and-universities-military-use-during-armed-conflict>

Principle 2: Protect higher education against present and future attacks

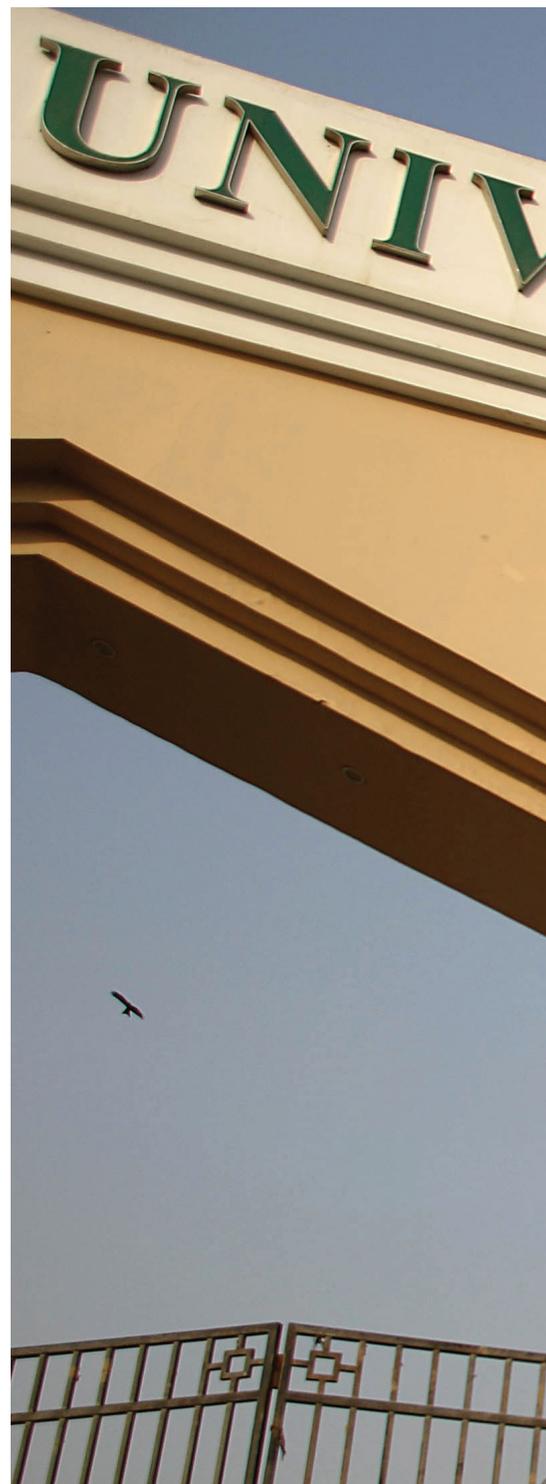
States are obligated to protect higher education from present and future attacks. Measures to increase protection and security can be taken at the local, regional, and national levels. What measures are appropriate in each situation will depend on the nature of the threat and the characteristics of the higher education sector in the country, including the degree of centralization of the higher education system, and the resources and level of autonomy universities enjoy to design and implement their own security plans.

Physical protection measures can include unarmed or, if absolutely necessary, armed guards stationed at entrances or other strategic points around universities; police patrols or periodic checks; strengthened buildings and other infrastructure (for example university boundary walls, razor wire, lighting, and entrance blockades); and secure teacher or student housing. Other relevant measures might include university emergency preparedness, risk reduction and safety plans, and alternative delivery of education such as distance learning programs.

Safeguarding the civilian character of universities is also critical to reducing the risk of physical attacks in situations of armed conflict. State and higher education officials therefore should work to ensure that any physical protection measures implemented do not, in fact or in appearance, compromise the civilian character of these facilities. Officials should also work to limit the use of higher education facilities for military purposes, so as to avoid converting universities into military objectives and exposing them to attack by other parties to conflict. Practical guidance can be found in the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*, which States can formally endorse and commit to use by joining the Safe Schools Declaration.

States implementing Principle 2 should:

- Strengthen higher education infrastructure, facilities, and equipment
- Provide resources to train and deploy security guards for higher education facilities, including campuses, dormitories, and transport
- Develop emergency preparedness and protection, risk reduction, and safety plans
- Establish information-sharing mechanisms between higher education institutions and national, regional, and local security bodies for rapid response in case of attack
- Endorse the Safe Schools Declaration, thereby making a set of concrete commitments to better protect educational facilities during armed conflict, including by using the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*.





Armed security outside the gates of Karachi University in the wake of the attack on Bacha Khan University on January 20, 2016, when Taliban gunmen stormed the campus, killing at least 22 people.

© EPA/SHAHZAIB AKBER



A student is carried away after being injured during marches against President Nicolas Maduro in San Cristobal, Venezuela, on February 12, 2015. Assistance to victims is essential to ensuring the continuation and protection of higher education, and can be provided by state and/or non-state agencies.

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Principle 3:

Assist victims of attacks

States are obligated to assist victims of attacks. Measures to assist victims can be taken at the local, regional, and national levels. What measures are appropriate in each situation will depend on the nature of the attack, the number of victims and the harms suffered, and the characteristics of the higher education sector and support structures in place in the country.

Physical assistance to victims may include access to medical assistance for the physically injured. It may also include psychosocial programs to assist students, faculty, and other members of the higher education community to better cope with crisis and maintain or strengthen their physical and mental health, development, and resilience. Psychosocial support plays a key role in encouraging academic staff to continue their research and teaching, and in preventing drop-out and low levels of attendance among university students. Physical health is also essential to the continuation of teaching, learning, research, and other higher education activities. Psychosocial support and health services can include institutionalized systems to refer those affected to specialized providers, teacher and student training on coping strategies and other forms of supporting psychosocial strength and resilience, and codes of conduct that promote non-violent educational contexts. In situations where threats or violence are ongoing, physical assistance measures might also include linking threatened students, academic staff, and other higher education personnel with programs providing temporary relocation or other targeted assistance for them and their families.⁶

Assistance to victims may also include education and advocacy measures aimed at raising awareness of the attacks suffered and encouraging investigation and accountability of those responsible. This may also include thorough review and if necessary reform of laws, policies, and doctrines to align them more closely with international standards regarding the protection of education from attack, including these Principles.

States implementing Principle 3 should:

- Assist victims of attacks, in a non-discriminatory manner, including through psychosocial and medical support
- Work with emergency response agencies in case of emergency aid, evacuation, etc.
- Plan for the continuation of education if the university is in whole or part unsafe or otherwise out of use
- In cases of ongoing threats, link threatened students, staff, and other higher education personnel with programs providing temporary relocation or other targeted assistance
- Provide higher education and support grants to students and staff displaced by conflict or other crises

⁶ GCPEA members that may assist victims of attacks with temporary relocation include the Scholar Rescue Fund at the Institute of International Education (IIE), the Council for At-Risk Academics, the Norwegian Students' and Academics' International Assistance Fund (SAIH), and the Scholars at Risk Network.

Principle 4:

Deter future attacks, including by investigating attacks and holding perpetrators accountable

States are obligated to deter future attacks, including by systematically investigating reported attacks and holding perpetrators accountable.

Responsible, timely, and thorough investigation of attacks on higher education sends a positive message to the higher education sector and the public about the importance of higher education. Investigations and appropriate prosecution and sentencing of perpetrators after fair and impartial proceedings demonstrate that such acts will not be tolerated, which can help to deter future attacks. National and international tribunals, as well as informal, transitional, and other justice bodies, should incorporate attacks on higher education into the range of human rights violations on which they focus, and ensure genuine and effective investigations and sentencing of these abuses.

States can also contribute to deterring attacks on higher education by enacting laws and policies to protect education institutions from violence and other interference, including improper infringements on institutional autonomy. In particular, States should ensure that their domestic legislation criminalizes attacks on higher education, in line with international humanitarian and human rights law.

States implementing Principle 4 should:

- Ensure that domestic legal norms criminalize attacks on higher education, in line with international humanitarian and human rights law
- Conduct investigation and appropriate prosecution and sentencing of perpetrators of attacks
- Formalize in law and practice protections for institutional autonomy and academic freedom, including recognition of security considerations





On April 29, 2016, Bangladeshi citizens protested the murder of university professor A.F.M. Rezaul Karim Siddique in Dhaka, Bangladesh one week prior. The homicide sparked outrage across the country and widespread calls for investigation of the case and justice for Siddique. Bangladeshi police arrested four individuals connected with the wholding perpetrators accountable is essential to both upholding academic freedom and deterring future attacks.

© AP Photo, File

Table of protective measures

TYPES OF MEASURES	SPECIFIC MEASURES
Laws, policies & practices	Ensure that domestic legal norms, national security laws, or other relevant normative frameworks criminalize attacks on higher education, in line with international humanitarian and human rights law
	Avoid ideological or partisan uses of higher education facilities which might foster a perception of the university as a politicized agent of state policy, which could increase the likelihood of attack.
	Commit to immediate and full investigation of all attacks, from whatever quarter, with appropriate prosecution and sentencing of perpetrators of attacks
	In cases of ongoing threats, link threatened students, academics, and other higher education personnel with programs providing temporary relocation or other targeted assistance
	Refrain from using higher education facilities for military purposes during armed conflict, to avoid turning the university into a target for attack by opposing forces, including by following the <i>Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict</i> . Formally endorse these <i>Guidelines</i> by joining the Safe Schools Declaration.
	Provide higher education and support grants to students and staff displaced by conflict or other crises
	Encourage national and international tribunals, as well as informal, transitional, and other justice bodies, to incorporate attacks on higher education into the range of human rights violations on which they focus, and ensure genuine and effective investigations and sentencing of these abuses
	Develop policies or other efforts to make higher education inclusive and accessible
	Formalize in law and practice protections for institutional autonomy and academic freedom, including recognition of security considerations
	Address the protection of educational facilities at all levels, including higher education, in military doctrine, training, or other operational frameworks, governmental policy, and legislation
	Publicly demonstrate support for the <i>Principles of State Responsibility to Protect Higher Education from Attack</i> in domestic and international venues and encourage other states to do the same
Planning, training & coordination	Develop emergency preparedness, risk reduction and safety plans
	Develop plans to work with emergency response agencies in case of emergency aid, evacuation, etc.
	Develop education and advocacy aimed at raising awareness of the attacks suffered and encouraging accountability
	Plan for the continuation of education if the university is in whole or part unsafe or otherwise out of use
	Develop safety assessment and risk analysis mechanisms
	In cases of ongoing threats, offer programs providing temporary relocation or other targeted assistance to threatened students, academics, and other higher education personnel
	Establish information-sharing mechanisms between higher education institutions and national, regional, and local security bodies for rapid response in case of attack
	Create emergency response mechanisms for use in the case of attack and to expedite assistance to victims
	Cooperate with state, regional, and local security authorities to develop measures to protect educational institutions
	Promote workshops and awareness-raising to support university staff at risk from psychological or physical attacks during and outside armed conflict
	Set up security committees in higher education institutions, to coordinate planning and responses
Staffing measures	Develop coordination between educational institutions and the National Security directorate, Ministry of Defense, etc.
	Implement security drills or other training of university staff and students in how to respond in case of attack
	Provide resources for the training and deployment of armed or unarmed security guards for higher education facilities, including campuses, dormitories, and transport
	Conduct police visits, patrols, or provide other appropriate security presence in the university, with due respect for autonomy and academic freedom
	Assist victims of attacks, including by providing psychosocial and medical support
Physical measures	Develop alternative delivery of education such as distance learning programs as needed to overcome conflict, crises, or attacks
	Provide emergency response measures such as first aid kits, fire stairs, evacuation plans, etc.
	Provide security cameras and other technological surveillance and communications tools
	Provide for secure student and/or teacher housing as needed
	Provide for secure or alternative transportation for students and staff as needed
	Strengthen higher education infrastructure, facilities, and equipment including the creation, renovation, or fortification of facilities with gates, entrance blockades, boundary walls, protective wire, adequate lighting, and communications
Physical measures	Ensure that physical protection measures do not, in fact or in appearance, compromise the civilian character of universities, in situations of armed conflict.



On January 26, 2014, the Tunisian National Constituent Assembly approved a new constitution resulting from multi-party negotiations that states at Article 33 that “academic freedom and freedom of scientific research shall be guaranteed.” This made Tunisia the first Arab state to enshrine explicit protection for academic freedom in its constitution. Given that physical attacks or threats of attack on higher education (as defined here at p. 1) often interfere with academic freedom and scientific research, this new legal protection is a significant recognition of the state’s obligation to protect higher education from attack.

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Dissemination of the Principles

Beyond the individual measures recommended above, the Coalition invites States to assist in the wide dissemination and implementation of the Principles, and specifically to

1. Publicly demonstrate support for these Principles and for higher education that is safe and free from intimidation, including by:

- Communicating support for the Principles to their higher education sector, including institutions, staff, and students;
- Encouraging other States to support the Principles domestically and in appropriate inter-State relations;
- Publicly committing to incorporating the Principles into domestic legislation, and to ensuring that attacks on higher education are effectively investigated and prosecuted;
- Implementing and publicizing measures that directly respond to the Principles, including support for university security and safety measures, assistance for victims, as well as the protection of universities from military use during armed conflict; and
- Incorporating the Principles into the agendas of relevant national and international meetings, to draw the attention of other States to them.

2. Review national policies and laws, in close cooperation with their higher education institutions and staff, and with due respect for the values essential to quality higher education, especially institutional autonomy, academic freedom, and social responsibility, to ensure that higher education communities are physically secure and free from intimidation and improper external influence, including by:

- Conducting in-depth reviews of the ways in which national law aligns with international human rights and humanitarian law in protecting higher education sectors from attack;
- Reviewing and, if necessary, reforming domestic legislation to protect higher education from attack while also enshrining the values mentioned above;
- Endorsing and implementing the *Guidelines for Protecting Schools from Military Use during Armed Conflict*, which provide practical guidance on restricting the use of educational institutions for military purposes; and
- Working closely with their higher education sectors to understand their needs and goals in terms of maintaining physically safe and free higher education sectors, and involving them in the process of making and adjusting policies that respond to those needs, goals, and rights.

3. Review emergency protection measures, and update as necessary, to ensure the security of higher education institutions and personnel against threats and future attacks, including by:

- Working with the higher education sector to review current emergency protection measures, if any, and identify ways they should be adjusted (if necessary) to better ensure safe and free higher education; and
- Working with the higher education sector to design and implement emergency protection measures that receive state support but do not interfere with institutional autonomy, academic freedom, and social responsibility.

4. Take all reasonable measures to assist victims and deter future attacks, including by:

- Conducting prompt, thorough, and transparent investigations and holding perpetrators accountable in proceedings consistent with internationally recognized standards;
- Ensuring that victims of attacks on higher education have access to physical and mental health services that address their needs and support their return to higher education;
- Aligning their domestic laws with international norms to guarantee genuine and effective investigations and prosecutions of those responsible for attacks on higher education; and
- Taking additional actions to fulfill the rights of victims and assist their recovery and return to higher education.

Invitation to the Higher Education sector

The Coalition invites the higher education sector to assist in the wide dissemination and implementation of the Principles, and specifically to

1. Publicly demonstrate support for these Principles and for higher education that is safe and free from intimidation, including by:

- Communicating support to their respective associations, networks, and institutions;
- Encouraging their respective States to support the Principles domestically and in appropriate inter-State relations;
- Advocating for the adoption of the Principles by their respective States; and
- Adopting measures and internal policies that support and facilitate implementation of the Principles, including through university safety and risk reduction plans, as well as physical protection measures.

2. Assist States in reviewing national policies and laws, with due respect for the values essential to quality higher education, especially institutional autonomy, academic freedom, and social responsibility, to ensure that higher education communities are physically secure and free from intimidation and improper external influence, including by

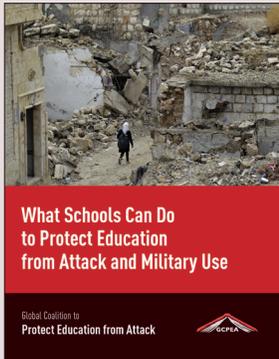
- Supporting desk review and other research to ascertain how current legislation protects higher education from attack and how, if at all, it should be adjusted to meet this requirement; and
- Advocating for their respective State to review and amend, where necessary, national practices, policies, or laws to ensure that higher education communities are protected from physical and ideological attacks, including by advocating for endorsement of the Safe Schools Declaration, through which States commit to use the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*.

3. Take all reasonable measures to assist victims and help deter future attacks by documenting and reporting attacks to appropriate State and civil society partners, and pressing States to conduct prompt, thorough, and transparent investigations and to hold perpetrators accountable, including by

- Supporting the State in ensuring that victims of attacks on higher education have access to physical and mental health services that address their needs and support their return to higher education; and
- Using legal and other research capabilities to support the State in aligning domestic laws with international norms to guarantee genuine and effective investigations and prosecutions of those responsible for attacks on higher education.

Other GCPEA Publications

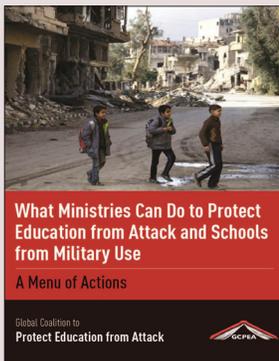
All GCPEA communications materials and publications are available on our website:
www.protectingeducation.org or by contacting the Coalition at gcpea@protectingeducation.org



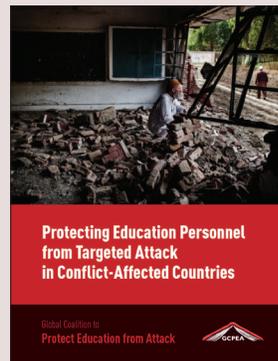
What Schools Can Do to Protect Education from Attack and Military Use
 2016



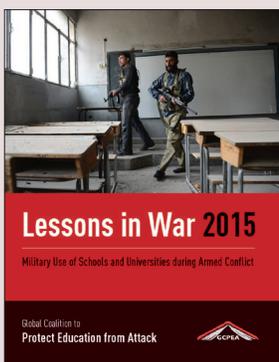
Questions and Answers on the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict,
 2015



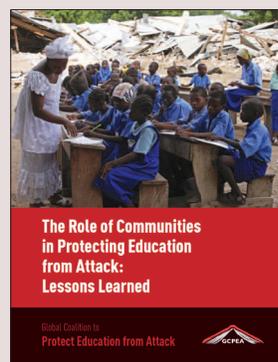
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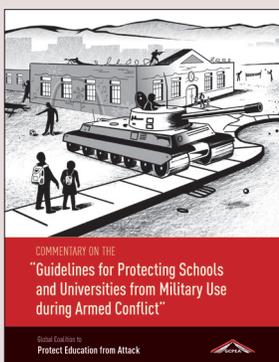
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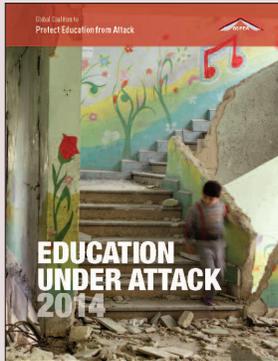
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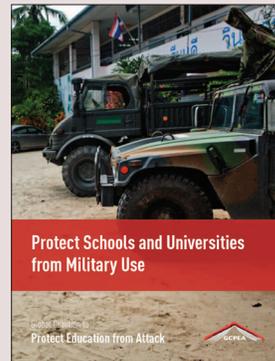
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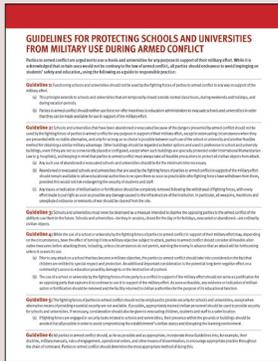
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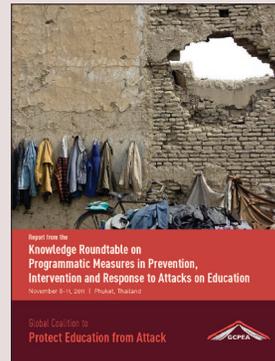
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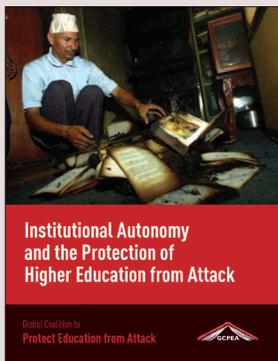
Protect Schools and Universities from Military Use
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Report from the Knowledge Roundtable on Programmatic Measures in Prevention, Intervention and Response to Attacks on Education
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Institutional Autonomy and the Protection of Higher Education from Attack
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Global Coalition to Protect Education from Attack

Secretariat

350 5th Avenue, 34th Floor, New York, New York 10118-3299

Phone: 1.212.377.9446 • Email: GCPEA@protectingeducation.org



www.protectingeducation.org

Cover: An armed administration police officer checks a student entering Garissa University College in Kenya on January 4, 2016, as the university re-opened with renewed security measures ten months after the attack by Al-Shabaab that killed 148 people, most of them students.

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