



## SECTION 1. INTRODUCTION

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# Toolkit for Collecting and Analyzing Data on Attacks on Education

**WORKING DRAFT** January 2021

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# INTRODUCTION

## 1.1 Rationale and aims

GCPEA defines attacks on education as any threatened or actual use of force against students, teachers, academics, education personnel, education buildings, resources, or facilities. In addition, armed forces and non-state armed groups use schools and universities for military purposes. These violations occur for strategic, political, ideological, sectarian, ethnic, or religious reasons.

Attacks on education have devastating effects on students and teachers and their schools and universities. Students and educators are injured, killed, arrested, or otherwise harmed. Schools undergo lasting damage, which can lead to the overcrowding of other facilities in surrounding areas. In some countries, armed groups specifically target women's and girls' education, causing long term-consequences such as diminished learning, early pregnancy, child and forced marriage, and stigma associated with sexual violence.

Unfortunately, information on the scope and the short- and long-term impacts of attacks on education remains limited or variable across countries and over time. While data gaps exist for many reasons, the need for comprehensive guidance on collecting and analyzing data on attacks on education has surfaced as a critical step to improving the monitoring and reporting of these violations.

This *Toolkit for Collecting and Analyzing Data on Attacks on Education* builds on GCPEA and partners' efforts to better measure the scope and impact of attacks on education and aims to address gaps in monitoring and reporting. It comprises a set of technical tools for standardizing data collection, analysis, and reporting. These tools include **Guidance on Collecting, Analyzing, and Reporting Data; Indicators on Attacks on Education; a Codebook; and a Data Template.**

The aims of the *Toolkit for Collecting and Analyzing Data on Attacks on Education* are to:

- contribute to better harmonization of definitions of attacks on education and military use of schools and universities within and across countries;
- enhance institutional capacity to collect and report data on attacks on education and military use of schools and universities through suggested indicators; and
- specify how data on attacks on education and military use of schools and universities can be analyzed to illustrate the short- and long-term impacts of attacks.

## 1.2 Who can benefit from the *Toolkit*?

This *Toolkit* is intended for government, humanitarian and development organizations, and civil society groups working at the nexus of education, child protection, human rights, academic freedom, sexual violence, and the protection of civilians.

This *Toolkit* can support organizations that are already collecting data on attacks on education, even if only in one specific area such as higher education, attacks on schools, or sexual violence by armed forces or armed groups at school. For instance, the *Toolkit* can assist in analyzing gaps in data collection and disaggregation and offer possible methods of reporting and analysis to enhance the understanding of trends and impact. The *Toolkit* can also be used to refine existing monitoring and reporting tools, log frames, needs assessments, or database systems.

Organizations which have not yet begun collecting data can also use the *Toolkit* to build a monitoring and reporting system from the ground up, from sectoral analysis to collecting data and sharing reports.

In other cases, organizations may not wish to collect primary data but instead to analyze different trends in attacks on education and military use; the *Toolkit* identifies existing data sources and suggests calculations for these purposes.

With strengthened data systems, armed forces, ministries of education, and humanitarian actors can all improve practice to protect education. Systematic evidence on the prevalence and impact of attacks on education, disaggregated by gender, can assist militaries, governments, and civil society to improve gender-responsive implementation of the Safe Schools Declaration.

We encourage users to consider the *Toolkit* as a menu of options from which to pick and choose indicators and analyses.

Table 1 **Overview of Tools**

# THE TOOLS:

## Guidance on Collecting, Analyzing, and Reporting Data

This section of the *Toolkit* introduces the problem of attacks on education; provides a rationale for better data collection, analysis, and reporting; and describes data sources and existing efforts to collect data.

This section also includes guidance on how to collect data on attacks on education, broken down into actionable steps, and provides sample data collection tools and definitions of key terms.

## Indicators on Attacks on Education

The Indicator Framework, one of the primary components of the *Toolkit*, serves as a technical guide for governments, non-governmental organizations (NGOs), and other bodies that are either already collecting data on attacks on education or beginning to establish mechanisms to do so.

The Indicators on Attacks on Education section contains eight domains and a number of sub-domains and indicators to guide data collection and analysis. These domains correspond to GCPEA’s five categories of attacks on education and military use of schools and universities.

Each indicator presents a calculation for the indicator, suggested data disaggregation, and data sources, and covers their feasibility and possible limitations. Data disaggregation includes breaking reports down by gender, level of schooling, and by student or educator. Some indicators measure prevalence of attacks while others measure their impact such as the number of school days lost, or the number of teachers or education personnel killed, harmed, or arrested. Other impacts include the damage and destruction to school or university facilities.

Indicators can be selected based on an organization’s needs and capacities, as well as on-the-ground realities.

Depending on the existing mechanisms for data collection and analysis in a country, this framework may be used to refine or build upon existing structures. It can also be used as a tool when building a monitoring system from the ground up or can be integrated into programmatic tools such as Log Frames, Needs Assessments, or Humanitarian Response Plans and Needs Overviews.

### Codebook

The Codebook provides further definitions relevant to attacks on education and military use and instructions for how to enter data into the suggested database template. It includes all the data disaggregations laid out in the Indicators section, such as gender and level and type of schooling.

### Data Template

The Data Template, in Microsoft Excel, is a tool that organizations or governments can use directly or to inform the structure of their own existing databases. The Data Template aligns with the Codebook and Indicators; it includes a sheet for event data (i.e., entries corresponding to a particular attack) only and a sheet for the combination of event data and other education data. The Data Template can be downloaded from GCPEA's webpage [here](#).

## 1.3 Why collect and report data on attacks on education?

In *Education under Attack 2020*, GCPEA collected over 11,000 reported attacks on education between 2015 and 2019 which harmed over 22,000 students and education personnel.<sup>1</sup> However, attacks on education continue to be severely underreported. And other subnational, national, and global numbers remain difficult to track. Limiting attacks on education is not possible until they are better understood.

A first step to better understanding the scope and impact of attacks on education is to strengthen the quality of data and enhance data analysis and reporting from the ground up. In emerging situations of concern, as well as in contexts where structured data collection systems are already in place, targeted efforts can contribute to a better national and global understanding of the scope and impact of attacks on education.

Beyond data collection, this *Toolkit* seeks to strengthen analyses of short- and longer-term impacts of attacks on education. The *Toolkit* highlights where general education data can be analyzed alongside data on the incidents of attacks on education in order to conduct such analyses. For example, the proportion of schools damaged or destroyed in a region or country by attacks; the number of girls impacted by attacks on schools over a specified time period; the number of school days lost due to military use of schools in a year; and so on.

These indicators also serve to strengthen and systematize data on perpetrators, the types of weapons used to carry out attacks, geographic location, and types of schools attacked or used for military purposes. The *Toolkit* also helps strengthen and systematize reporting of cross-cutting attacks, such as child recruitment and sexual violence by armed actors at, or on the way to or from, a school, by encouraging fine-grained data collection and disaggregated reporting.

By strengthening data collection and analysis, this *Toolkit* supports the implementation of the Safe Schools Declaration, which includes a commitment to strengthen monitoring and reporting of attacks on education. When better data and analyses exist, governments and partners can more easily reach the other commitments set forth in the Declaration, a political commitment endorsed by over 100 countries. They will be better equipped to effectively plan to prevent and respond to attacks, to raise funds to support programming for conflict-affected learners and educators, and to provide targeted support to different levels of education and genders of students and educators.

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<sup>1</sup> GCPEA, *Education under Attack 2020*, July 2021.

## Where and when to monitor attacks on education?

Attacks on education occur in most situations of armed conflict or similar violence around the world. While sporadic incidents of attack do not require systematic monitoring, analysis, and reporting, when a pattern of attacks emerges, data collection should occur regularly. GCPEA defines a systematic pattern of attack on education as ten attacks over a two-year period. Attacks and military use may occur in a particular region or across much of the country, depending on the spread of the conflict and the targets of attacks. In order to begin systematically collecting data on attacks on education soon after they emerge, governments and NGOs in insecure contexts can build relevant questions into security or needs assessments, surveys, or other education or protection data collection efforts. GCPEA encourages data collection on attacks on education to take place wherever and whenever they occur in situations of armed conflict or similar violence.

### 1.4 What is already being done?

This *Toolkit* complements work already being done to collect data on attacks on education and the military use of schools and universities.

In situations where the United Nations (UN) Secretary-General has listed parties to conflict in the annual report on Children and Armed Conflict, the Monitoring and Reporting Mechanism collects data on attacks on schools and protected personnel and the military use of schools, as well as the cross-cutting violations of child recruitment and sexual violence by parties to conflict when they occur at schools or along school routes. The Country Task Force on Monitoring and Reporting (CTFMR) manages the collection and verification of MRM data and engages in advocacy and response.

Data on sexual violence at, or on the way to or from, school and university may also be collected by the Monitoring, Analysis, and Reporting Arrangements (MARA) under the mandate of the Special Representative of the Secretary General on Sexual Violence in Conflict. The UN does not have a dedicated mechanism for monitoring attacks on higher education, but some incidents may be included in the annual report on the Protection of Civilians in Armed Conflict.

International and local NGOs typically play a role in reporting attacks on education, either independently or through participation in the humanitarian sector, such as in an Education Cluster or Protection Cluster. Attacks on education are now frequently reported in humanitarian documents such as national Humanitarian Needs Overviews and Response Plans.

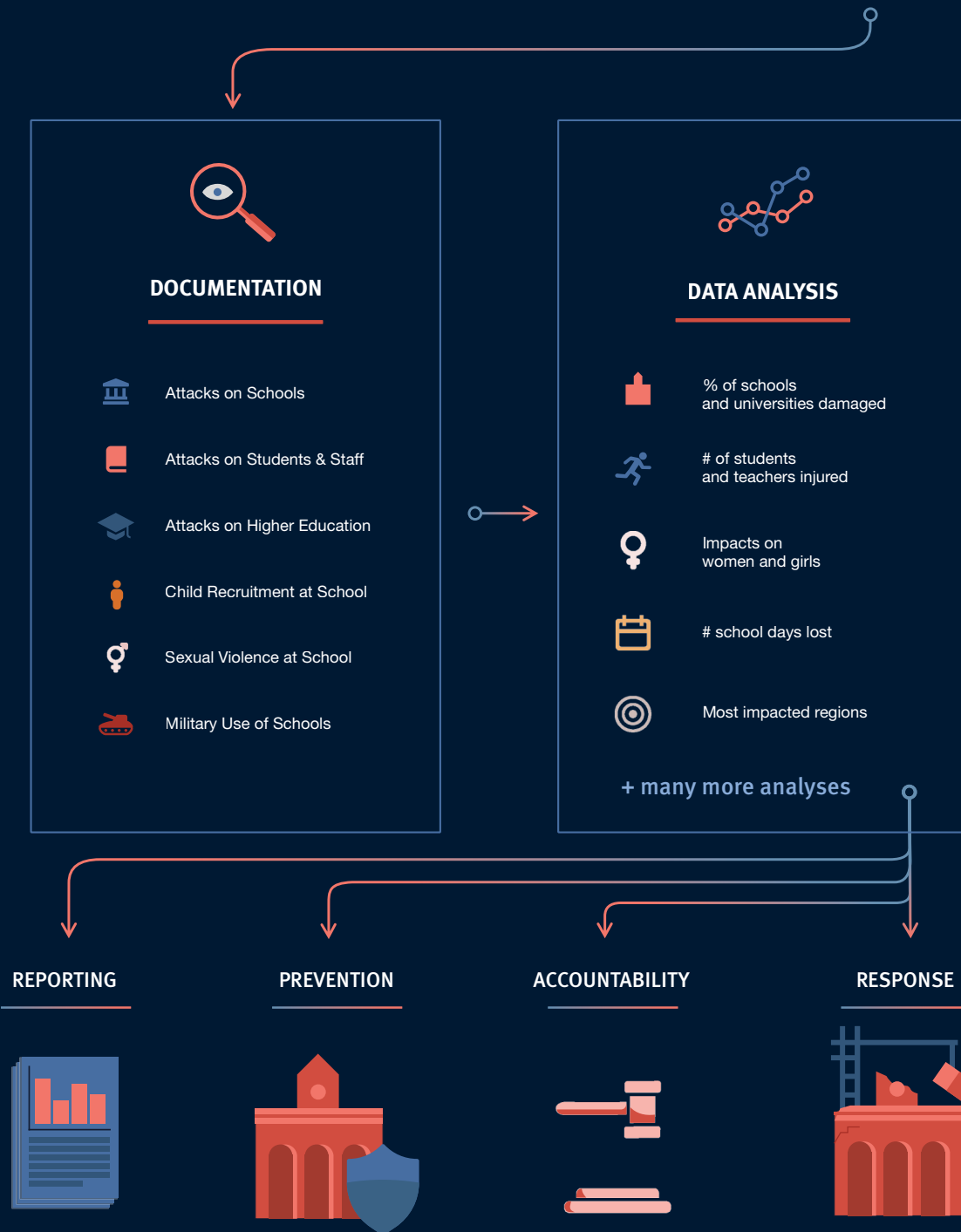
Other non-governmental or civil society organizations and rights monitors may also monitor attacks on education. For example, in Yemen, the [Civilian Impact Monitoring Project](#) reports on violent attacks affecting civilians, including attacks on schools and universities. In Ukraine, the [Organization for Security and Co-operation in Europe's](#) (OSCE) Special Monitoring Mission frequently reports attacks on schools and the military use of schools.

Finally, local and international media report on attacks on education in certain contexts. Some databases on political violence or conflict also compile education-related events.

This *Toolkit* complements existing efforts; it is a resource for partners to identify gaps in the current data landscape, build or strengthen monitoring systems, harmonize definitions, and analyze the short- and long-term impacts of attacks on education and military use of schools and universities.



# How the *Toolkit* helps protect education from attack





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GCPEA is a coalition of organizations that includes: co-chairs Human Rights Watch and Save the Children, the Institute of International Education (IIE), the Office of the United Nations High Commissioner for Refugees (UNHCR), the Education Above All Foundation (EAA), Plan International, the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). GCPEA is a project of the Tides Center, a non-profit 501(c)(3) organization.

The Toolkit 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.

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