



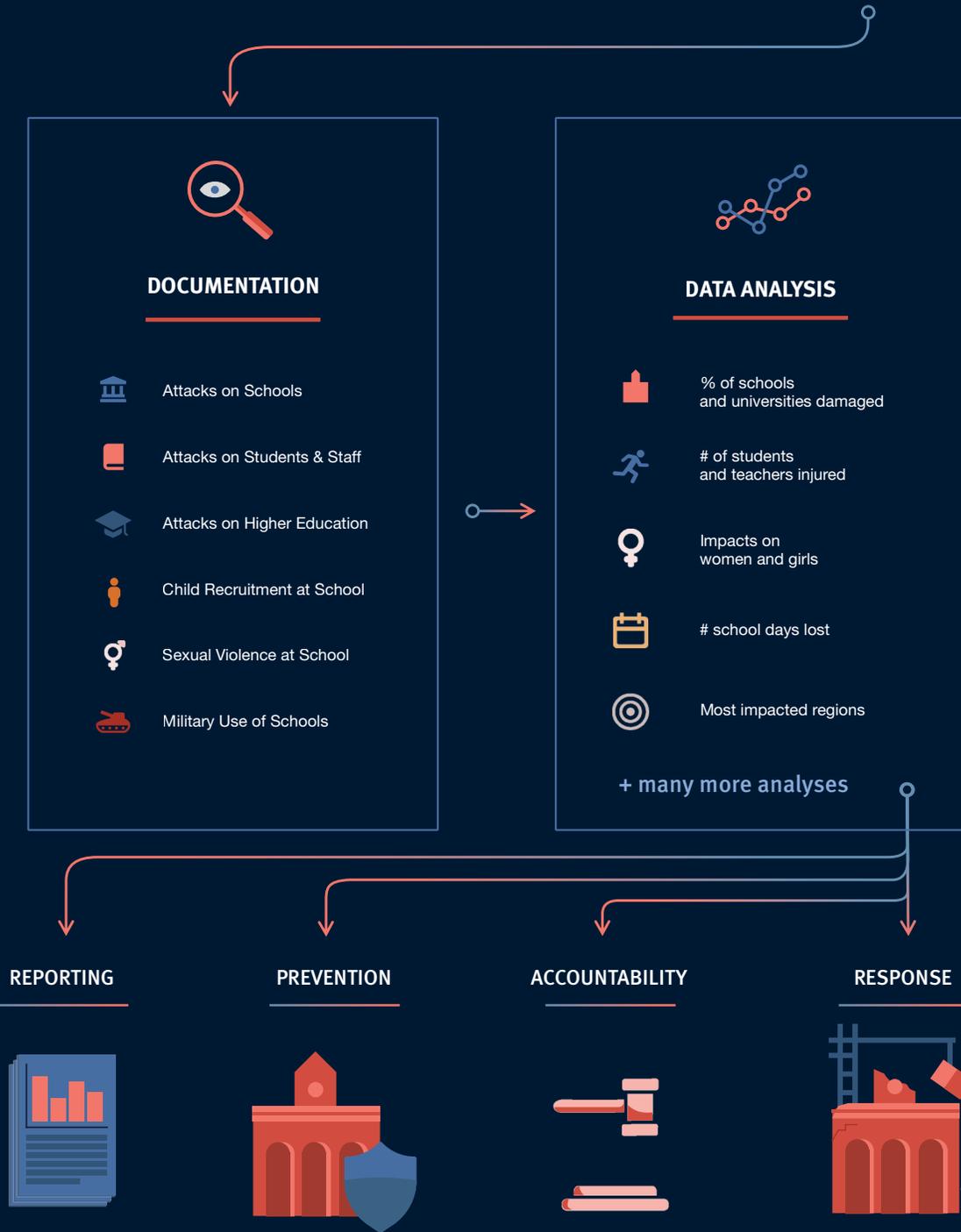
Global Coalition to **Protect**
Education from Attack

Toolkit for Collecting and Analyzing Data on Attacks on Education

January 2023



How the *Toolkit* helps protect education from attack



Toolkit for Collecting and Analyzing Data on Attacks on Education

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PREFACE

The Global Coalition to Protect Education from Attack (GCPEA) is a unique interagency organization that aims to end attacks on education in situations of armed conflict. Since 2010, GCPEA has sought to strengthen the monitoring and reporting of attacks on education.

A better understanding of the types, patterns, scope, and scale of attacks on education and military use of schools and universities can inform the design and implementation of preventive and protection measures. For this reason, collecting data is also a core component of the [Safe Schools Declaration](#), an inter-governmental political commitment dedicated to protecting education in armed conflict.

In recent years, GCPEA has made significant advances in [strengthening data](#) on attacks on education in situations of armed conflict. For example:

- GCPEA regularly publishes data on attacks on education in its [Education under Attack](#) series and disseminates [Education in Danger Monthly News Briefs](#) in partnership with Insecurity Insight.
- GCPEA's [Education under Attack](#) data is publicly available on the UNESCO Institute for Statistics [data](#) portal and feeds into the monitoring of Sustainable Development Goal 4 Quality Education; the dataset is also publicly available on the [Humanitarian Data Exchange](#) and [Track Attacks on Education \(TRACE\) Data Portal](#).
- GCPEA partners around the world more regularly share data on attacks on education.

While data on attacks on education has become more widely available thanks to better awareness and efforts by national and international organizations and monitoring bodies, critical data gaps remain. Reporting systems may be absent, weak, or disconnected from effective responses to attacks on education. Monitors, as well as victims and witnesses, may face threats to their safety, or insecurity may prevent monitors from accessing areas where attacks occur. As such, many attacks and incidents of military use go unreported, undermining efforts to calculate their prevalence.

Even when reporting mechanisms exist, data is not often disaggregated by gender, age, location, type of attack, or perpetrator. Violations such as child recruitment and sexual violence by armed forces or armed groups at, or en route to, school often go underreported. The impacts of attacks on education and military use – such as school days lost, drop-outs, and school closures – remain difficult to calculate due to such gaps. And even when data collection occurs regularly, its analysis and reporting do not always occur at regular intervals.

The following pages comprise a comprehensive *Toolkit for Collecting and Analyzing Data on Attacks on Education* which addresses the abovementioned gaps in data collection; promotes inter-sectoral collaboration on data collection, analysis, and reporting; and strengthens and harmonizes definitions and concepts related to attacks on education.

This *Toolkit* was originally released as a working draft in January 2021. After incorporating feedback from partners, GCPEA is now releasing this final version. GCPEA staff are available to support partners to implement components of the Toolkit with the aim of improving data collection, analysis, and reporting on attacks on education and military use of educational facilities.

SECTION 1. 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 2020 and 2021, GCPEA collected over 5,000 reported attacks on education and incidents of military use which harmed over 9,000 students and education personnel.¹ 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 better understand their impacts. 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.

¹ GCPEA, *Education under Attack 2022*, June 2022.

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 (MRM) 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.

SECTION 2. GUIDANCE ON COLLECTING, ANALYZING, AND REPORTING DATA ON ATTACKS ON EDUCATION

High-quality analysis and reporting of attacks on education relies on the collection of reliable, comprehensive data. GCPEA intends for organizations or governments to use this *Toolkit* as a menu of possible indicators for data collection and analysis.

Efforts to collect data have expanded and improved over time. For example, the UN’s Monitoring and Reporting Mechanism, established in 2005, has contributed to better reporting of verified attacks and has raised awareness of the need for child protection and human rights specialists deployed within peacekeeping missions. In addition, as attacks on education have been more widely integrated into humanitarian response planning and taken on by education and protection clusters, national efforts to monitor and report on attacks on education have also improved in conflict-affected countries around the world.

Toolkit users can assess their level of capacity for collection and analysis and availability of other education data,² then select the appropriate indicators for their needs from the Indicators on Attacks on Education section. Depending on the dynamics of conflict, prominent types of attacks on education, and other relevant trends, certain indicators and tools in this *Toolkit* may be more applicable than others for certain contexts and organizations. For example, the MRM does not typically collect data on attacks on higher education, while those organizations focused on higher education will not require indicators on attacks on schools or school students.

While no one model of data collection will meet the particularities of each country, we encourage actors in the field to consider the following steps to collect, analyze, and report on attacks on education.

Suggested Steps for Collecting, Analyzing, and Reporting Data on Attacks on Education

Step 1. Map relevant actors

Organizations in the field should coordinate to assess existing data collection efforts. Often, the Education or Child Protection Clusters take the lead on monitoring attacks on schools. Where a peacekeeping or special political mission is active, Clusters may work closely with these bodies to report incidents which the UN may then verify as part of the Country Taskforce for Monitoring and Reporting on grave violations against children.

NGOs, together with Clusters, may also produce sectoral needs assessments. Additionally, the Ministry of Education may capture some relevant information. In some cases, local media may also play an active role in reporting attacks or a civil society organization may be releasing regular reports on a specific type of attack on education.

Mapping these different actors allows for improved harmonization between them and lays the groundwork for the next steps. Humanitarian actors often publish a “Who does What Where and When for Whom” or 5W matrix (see a template [here](#)) to assist in coordination efforts among organizations working in certain regions. Consider doing a 5W exercise in relation to monitoring and responding to attacks on education. **In the Appendices of this *Toolkit*, GCPEA has provided a sample Actor Mapping Exercise.**

² Other education data refers to relevant datasets, other than those directly comprising attacks on education, which may be useful complements for running analyses and understanding the impact of attacks. These include administrative data on schools or universities and their students and staff, school needs assessments, (H)EMIS data, polling place locations (in contexts where schools serve as polling sites or are used for other political purposes), educational outcomes surveys, and many others.

Key Questions

- What types of national data collection and reporting exist?
- Is there an annual statistical yearbook?
- Are there any human rights observatories or other civil society organizations collecting incident-level data?
- What actors monitor attacks on higher education?
- What types of needs assessments are occurring at the community level and do they take in information on education or protection?
- Are there any variants in relevant humanitarian or education actors between regions within the country?
- How do different organizations currently collaborate and coordinate on other aspects of humanitarian response?
- At the school- or university-level, what information is available to students and educators on what to do in different situations of violence?

Some resources covering attacks on education include:

- [UN OCHA's Humanitarian Needs Overviews and Response Plans](#)
- [UN Human Rights Council Reports](#)
- UN Annual and country-specific reports on [Children and Armed Conflict](#)
- Reports of [UN Peacekeeping and Special Political Missions](#)
- Education or Child Protection Cluster or Sub-Cluster Reports
- Media reports – as cited in Armed Conflict Location and Event Data project, Global Terrorism Database, or found online
- [Insecurity Insight's Education in Danger Monthly News Brief](#)
- [Scholars at Risk Network's Academic Freedom Monitor](#)

Step 2. Assess the security, political, and legal landscape

Monitoring and reporting on attacks on education requires an assessment of security, political, and legal landscapes. Having a lay of the land, especially with regards to any national legislation or military reforms prohibiting attacks on schools or military use of schools or universities can assist in planning for monitoring and reporting. Accurate information on security and humanitarian access will also facilitate planning for data collection and reporting on attacks on education.

This analysis can also support or be part of a wider conflict-sensitive assessment of the education sector. In some contexts, a particular ethnic, religious, or linguistic group may be targeted. In other places, attacks may take on a gender dimension. Understanding these dynamics will ensure that monitoring does not put any community at elevated risk of attack or worsen conflict.

An analysis of the security context will also help identify key trends in attacks on education. For example, in some contexts, attacks on school students, teachers, and other education personnel with firearms may be the most reported form of attack on education. In other contexts, attacks on school or university facilities may occur more frequently and using explosive weapons.

Organizations must take the political landscape into account when publishing reports on attacks on education, particularly if it may lead to restrictions to their access or operations within a country. And knowledge of the political landscape will also help to later advocate for policy changes.

Key Questions

Legal: Has the government endorsed the [Safe Schools Declaration](#)? Do any [international or regional legal instruments](#) apply? Does [domestic law](#) codify prohibitions of attacks on education or military use of schools and universities?³

Conflict: Are government forces or non-state armed groups perpetrating attacks, or both? Do attacks occur in government or non-government-controlled areas? Have non-state armed groups signed Action Plans with the Office of the Special Representative of the Secretary-General on Children and Armed Conflict (OSRSG-CAAC) or Deeds of Commitment with Geneva Call or made other steps to end attacks on education?

Security: What barriers currently exist to accessing areas of the country experiencing attacks on education, or likely to experience attacks in the future? Which organizations have access? Has any organization trained local, community-based monitors? What can be done to ensure the safety of monitors? Are cross-border attacks happening and, if so, what cross-border responses are occurring? Are schools closed due to pandemics, environmental hazards such as flooding, or other factors?

Step 3. [Develop or update relevant tools](#)

Data collection tools should be designed or updated to capture information on the five forms of attacks on education and the military use of schools and universities. Relevant details on each incident of attack include the location, date and time of attack, type of school or university, type of attack, number of students and education personnel harmed, gender of the victims or students served by the school, the number of students attending the facility, and other details described in the Indicators on Attacks on Education section.

At this point, organizations collecting data on attacks on education should build upon the mapping of relevant actors (Step 1) to improve inter-sectoral harmonization. Inter-Cluster meetings, inter-ministerial forums, or other settings that promote dialogue across different areas of work may facilitate necessary exchanges. The mapping exercise in Step 1 may have revealed which organizations collect data on each category of attack on education and military use. If a specific organization or set of organizations only collects data on one violation, such as child recruitment, partner organizations should review their data collection tools to ensure that relevant information is collected, for instance if the recruitment occurred at or en route to school, and then confirm the data is shared with the relevant actors. If needed, a coordination group, such as an Attacks on Education Working Group formed by the Education Cluster, could be established to facilitate such exchanges.

The Indicators on Attacks on Education section provides suggested ways of disaggregating data reporting for each attack – these should guide the drafting of data collection tools. For instance, if interview questionnaires or survey instruments do not include questions about the gender of students and educators affected by attacks, these questions should be added to the tools. Sample data collection tools can be found in Appendix B.

Differing contexts, and whether or not an MRM or other system is in place, will also influence the type of monitoring tools developed or refined. For example, incidents of child recruitment and sexual violence at, or on the way to or from, school may be collected through the MRM or MARA; tools that allow for capturing disaggregated data, however, ensure these violations are identified as an attack on education rather than only recruitment or sexual violence.

Data collection tools should be developed in a conflict-sensitive way, making sure that questions have been reviewed for any sensitivities related to group identity, gender, or other factors. When possible, relevant information pertaining to the ethnicity, religion, or gender of the students served by an affected school and its education personnel may be collected.

³ Right to Education's [Monitoring Education Under Attack from a Human Rights Perspective](#) may be a useful resource for identifying international legal instruments and determining the progress a government has made towards meeting its commitments to such instruments.

In addition, data on attacks may be collected at the same time as other types of education data and therefore analyzed together to better understand impacts on learning or other areas. In some cases, information on the number of schools damaged or destroyed may be collected through a survey or needs assessment.

Finally, organizations will have to plan for secure data entry, management, and storage. GCPEA provides a Data Template in this *Toolkit*. Other organizations, such as Education Clusters, may also make their data templates publicly available (see Section on Global Education Cluster Guidance). The data management system (e.g., datasheet) should align with the tools used to collect data (e.g., questionnaires) for ease of data entry and to ensure all relevant details are captured.

Given data sensitivities, organizations should explore data security options and select those that best suit their needs and ethical responsibilities, such as password encryption, storing data on a private server, de-identifying sensitive data (e.g., names of schools, students), and using a key to (de)code sources. For more information on safe and ethical data management, see the Office for the Coordination of Humanitarian Affairs' (OCHA) [*Data Responsibility Guidelines*](#) and Harvard Humanitarian Initiative's [*The Signal Code: A Human Rights Approach to Information During Crisis*](#).

Key Questions

- Do existing data collection tools reflect the realities of the situation on the ground?
- Are there observed impacts of attacks on education on learning and education that a data collection tool should capture? For instance, are there impacts on education infrastructure such as damage or destruction not captured in existing data collection instruments?
- Does data collection on attacks on education occur at the same time as monitoring for other grave violations against children or other child protection or education issues?
- Do existing data collection tools ask gender-sensitive questions?
- Are existing data collection tools conflict sensitive?
- Are incidents of school-related sexual violence and child recruitment by parties to conflict included in current data collection efforts?
- Is data entry systematic? And does the data entry system align with the data collection tool?
- Does all the information fit easily into the datasheet? Are additional columns needed to analyze new quantitative data? Are new tabs required to store qualitative data or context information?
- What data security strategies are in place?
- How do data templates used by different actors correspond?

The Global Education Cluster's Approaches to Attacks on Education

The Global Education Cluster (GEC) has developed a guidance note on [Systematizing Approaches for Attacks on Education](#) to support education clusters in integrating attacks on education into the humanitarian program cycle (HPC). This guidance supports country coordination teams in identifying key actions to ensure integration of the impact of attacks on education into humanitarian responses, by building on existing tools and mechanisms.

GCPEA's *Toolkit* is one of the resources listed in this guidance and aligns with the tool on several aspects. While this *Toolkit* provides technical tools related to collection, measurement, and analysis, the GEC guidance provides specifications corresponding to existing tools within humanitarian planning and response frameworks. The guidance note also suggests appropriate data collection mechanisms to support responses to attacks when they occur as well as indications for resource mobilization and advocacy.

With regards to data collection on attacks, the GEC guidance provides specifications for integrating attacks on education into various data collection efforts including: Secondary Data Review, Needs Assessments, and Incident Monitoring.

Secondary Data Review

A Secondary Data Review (SDR) is an ongoing process of analysing existing information used to help monitor the changing needs of the affected population. The SDR can be used to support data collection and analysis of attacks on education as it enables collection of information from diverse sources. These include media, partner reports and non-public/non-conventional sources such as email exchanges or telephone conversations. The [GEC guidance on needs assessments](#) provides an overview of secondary sources and provides an [example of a template for SDR](#).

Needs Assessments

Needs assessments are an essential component of humanitarian planning and are critical to identifying the scale of response needed and generating adequate financial and human resources to plan and execute a response. In several contexts, attacks on education are explicitly integrated into needs assessments. The Global Education Cluster has many [resources](#) for conducting needs assessments.

Joint Education Needs Assessments (JENA) are led by Education Clusters and focus on education using a single tool and methodology. Good examples of JENAs that include attacks on education have been conducted, such as in [South Sudan](#) and [Central African Republic](#). Both assessments provide examples on analysis of the impact that extends beyond providing counts of incidents. The questionnaires used for the assessments can be found on GEC Box.

Multi-sector needs assessments (MSNA) provide key information on needs and assist in the development of shared understanding of the key priorities for a response. MSNAs are typically led and coordinated by an entity with a specific mandate such as OCHA, UNHCR, UNDP or the government. Including questions on attacks on education within integrated multi-sector needs assessments will support data collection which is relevant beyond the education sector. The [Joint Intersectoral Analysis Framework \(JIAF\)](#) provides further guidance and tools for such assessments in support of the Humanitarian Programme Cycle.

Needs assessments typically assess the impacts of attacks on education – including the number of schools damaged or destroyed due to attacks, the number of schools used for military purposes, the number of students injured, killed, or whose learning was affected. When conducting a needs assessment, it is critical to ensure that schools in areas impacted by attacks on education are included in the sample.

Incident Monitoring

Through their regular programming activities, partners may also identify cases of attacks on education in their areas of operation. Cluster coordination teams should be prepared to receive these reports and ensure the right course of action is followed. The appropriate action to be taken depends on the type of case (e.g., military occupation of a school, child protection), as well as the extent of an education partner’s capacity and the relevance of their mandate to the case. The GEC has also developed an [Attacks on Education Data Template](#) for Cluster Partners to track attacks. This tool aligns with GCPEA’s data template.

In some cases, Education Clusters, or their partners, receive reports which are then shared with the UN Monitoring and Reporting Mechanism for future verification. This type of monitoring and sharing requires funding and capacity to manage the database. Some Education Clusters and partners have successful models in place which link planning, fundraising, and response. GCPEA’s Case Study [“Measuring the impact of attacks on education in Palestine,”](#) written in collaboration with the occupied Palestinian territories Education Cluster outlines some of these good practices.

See the Global Education Cluster’s [Guidance Note](#) for further specifications and resources.

Adapted from [Systematizing Approaches for Attacks on Education](#)

Step 4. Training, awareness raising, and relationship building with local partners

Organizations or governments may need to train their staff and partners on good practices in data collection and entry, as well as in identifying attacks on education in the field and using relevant tools to record incidents. In some cases, these monitors may already be collecting other education or protection data.

In most contexts, the more staff that are trained to identify attacks on education and military use, the more robust and accurate reporting will be. Not all staff need to be trained on the full reporting process, but they should know the procedure for safely informing a focal point in the event of an attack on education or military use.

Awareness raising among local residents and civil society organizations on attacks on education is a critical step to better monitoring and reporting. In some contexts, unless a school is significantly damaged or destroyed, communities may not know that it is necessary to report the violation or to whom they can make a report. In other cases, the military use of schools occurs so frequently that communities may not deem it a violation necessary of reporting.

If communities know about different types of attacks on education or the military use of schools and how they may violate their rights, they will be better equipped to identify and report violations to appropriate actors.

In addition, local and national media often report on attacks on education or military use of educational facilities, especially in contexts where international media presence is restricted. However, journalists may not be aware of the different forms of attacks on education, different international and national legal frameworks related to the protection of education, or methods for writing about the attacks to provide relevant details while also protecting witnesses, survivors, and victims. Journalists may benefit from orientations on the matter. Useful resources are *Education Under Attack: a monitoring guide for journalists and photographers* and *Documenting Education Under Attack: Five key lessons for collaborations between civil society organizations and journalists* from Right to Education Initiative, and for an example of good practices, see *Caught in the crossfire: The right to education in eastern Ukraine*.

In most contexts, local NGOs, as well as community leaders and members, can act as important partners in data collection. First, these local partners will have access and knowledge international or capital-based monitors, or even the media, may not, meaning (a) increased reports of attacks and military use, which will address chronic underreporting of violations and ensure more precise total counts; and (b) diverse data streams so that reporting biases, such as those towards urban, high-impact attacks, are addressed making counts and analyses more representative. Second, even when attacks and military use would have otherwise been picked up by monitors or the media, reports from local partners are likely to (a) provide more details, so that fuller disaggregation is possible; and (b) increase the accuracy of reports by allowing for triangulation of sources.⁴ Local partners should be approached ethically, however, and any information they share should be strictly voluntary.

Key Questions

- What relevant trainings have already occurred in-country or regionally?
- Are field monitors typically local or international staff or community-based partners?
- Are there any local organizations working with local communities on rights-based reporting?
- Have representatives from different sectors been trained, or only protection staff?
- What tools, knowledge, or systems are needed to more accurately collect and report on attacks on education? Specifically, what tools do field-based partners or local communities say they need to report on attacks?
- What media sources currently report on attacks on education and is the reporting of good quality?
- Have journalists been trained in the definitions of attacks on education and the benefits of including key details in reports, such as the alleged perpetrator and gender of affected students?
- What local perceptions exist of attacks on education?

Step 5. Collecting data

This step represents the cumulative efforts taken in the four previous steps. With a strong understanding of the security, legal, and humanitarian contexts, and efforts to create inter-sectoral collaboration and communication around attacks on education, as well as the creation or strengthening of robust collection tools and systems for information storage, data collection is ready to begin. Monitors and relevant stakeholders are also better informed on the issue and ready to both provide and collect information on the topic.

At this stage, *Toolkit* users should ensure the safety and security of both informants and monitors, then undertake data collection. While organizations have already assessed the security landscape in Step 2, organizations should

⁴ For more on the importance of incorporating reports from local NGOs and communities, see: Bennouna et al., “Monitoring and reporting attacks on education in the Democratic Republic of the Congo and Somalia,” *Disasters*, 2018, 42(2): 314–335. For more on the importance of actively pursuing “diverse and contrary data points” during monitoring, see: *Guide to: Conflict Analysis* (New York, UNICEF: November 2016), pp. 41-43.

also assess their own organizational protocols to determine the appropriateness of monitoring and their readiness to deploy monitors to the field. Once organizations are confident in their procedures for managing staff and informant safety, they may send monitors into the field to survey, interview, or otherwise collect information about attacks on education from informants, including school administrators, attack survivors or their families, community leaders, local authorities, perpetrators of attacks, or humanitarian professionals. For more information on field-based data collection procedures, see *Monitoring Education Under Attack from a Human Rights Perspective* from the Right to Education Initiative. Other organizations may, instead, be set up to receive incident reports from partner organizations or contacts in conflict-affected areas without sending staff to those areas. Data may be collected via digital or telephone interviews or through reports made from remote areas or those where travel restrictions are in place due to conflict, natural disasters, or other health and safety concerns like Covid-19. Safety measures should still be in place for informants and monitors, however, even if data is collected from a distance. Yet other organizations may both send monitors to conflict-affected areas and receive reports from a distance.

Data collection should occur in strict alignment with ethical and humanitarian principles of Do No Harm, humanity, and sensitivity to local customs and cultures. For *Toolkit* users collecting primary data through interviews or surveys, a referral protocol should be in place for mandatory reporting or other support in cases of certain violence, especially if speaking with children. These protocols are in addition to gaining informed consent (from adults) and assent (from children, along with their parents' or caregivers' consent). For guidance on ethical data collection and responding to reports of violence, see *Safe Schools Common Approach: Ethics and Child Safeguarding* from Save the Children and *WHO Ethical and Safety Recommendation for Researching, Documenting and Monitoring Sexual Violence in Emergencies* from the World Health Organization.

For more information on safety and security of monitors and informants, consult the *Field Manual on Monitoring and Reporting Mechanism (MRM) on Grave Violations against Children in situations of Armed Conflict* (pp 22-23).⁵ If informants or monitors face an unacceptable level of risk, or monitors cannot ensure data collection adheres to principles of Do No Harm or do less harm, then data collection may need to be postponed or suspended.

In countries with an established MRM, organizations that receive reports of attacks on education should refer information to relevant focal points for verification. In other circumstances, human rights organizations like Amnesty International or Human Rights Watch may also verify incidents according to their own protocols and standards. While verification is important for accountability, it may not be possible or necessary for every reported incident. This *Toolkit* is not meant as a guide for collecting court-admissible evidence, although it may contribute to broader accountability efforts.⁶

⁵ Published by the Office of the Special Representative of the Secretary-General on Children and Armed Conflict (OSRSG-CAAC), Department of Peacekeeping Operations (DPKO), and the United Nations Children's Fund (UNICEF) in 2014.

⁶ Accountability efforts are in line with the Safe Schools Declaration, which commits States to: "Investigate allegations of violations of applicable national and international law and, where appropriate, duly prosecute perpetrators." For more details about accountability for attacks on education, see: Zama Coursen-Neff, "Attacks on education: Monitoring and reporting for prevention, early warning, rapid response and accountability," and Bede Sheppard, "'Painful and inconvenient': Accountability for attacks on education," in *Protecting Education from Attack: A State-of-the-Art Review* (UNESCO: Paris, France: 2010), as well as *Protecting Education in Insecurity and Armed Conflict: An International Law Handbook*, 2nd edition (Education Above All Foundation and British Institute of International and Comparative Law, 2019).

Responding to reports of attacks on education or military use

When monitors collect information on attacks on education, they may encounter situations requiring interventions from protection specialists or other responders, in addition to education support. Informants may also recount violations or abuse that occurred separately from an attack but affected a child at school or a community member. In such instances, *Toolkit* users should follow organizational protocol and other established referral mechanisms to respond to reports when necessary and appropriate.

For instance:

- send a social worker or protection specialist to follow-up with survivors of sexual violence or child recruitment, or follow an organizational referral mechanism, if reports of such abuse are received;
- in cases of physical damage to educational facilities, alert the Education Cluster or similar mechanisms to needs for technical assistance or repairs; and
- support the safe reopening of schools or universities following attacks by sharing resources such as safety checklists with local community members and education personnel.

The mapping activity recommended in Step 1 will enhance *Toolkit* users' ability to rapidly identify organizations, protocol, and resources available in a country or region which can support a timely response.

Step 6. Analyzing data

The Indicators on Attacks on Education section of this *Toolkit* provides detailed information on analyzing each form of attack on education. The Indicators section is separated into eight domains, with 26 subdomains and 42 indicators. Each of the 42 indicators suggests calculations and possible disaggregation, as well as data sources if an organization is not planning to collect primary data.

Not every form of attack on education may occur in every country and context. For this reason, GCPEA suggests that organizations select a range of relevant indicators from the following framework to collect data on and calculate.

Although analyses should be context-specific, the Standard Indicators may be worth prioritizing. The number of reported incidents of each type of attack is often the most pressing piece of information and these indicators are foundational for subsequent calculations. The Supplemental Indicators, such as the number of students and education personnel injured or killed in attacks on schools or during military use, are relevant and may reach significant sums in many contexts. Where useful and practical, these indicators should also be collected. Finally, the Advanced Indicators, for instance proportion of schools damaged or days of schooling missed due to attacks, are valuable but often less pressing and may require additional data from an outside source. Based on local capacities and data availability, these latter indicators may be aspirational in many contexts.

Thus, when selecting indicators to integrate into monitoring and reporting, organizations should consider the main types of attacks that are occurring or likely to occur in the country. The suggested disaggregations for the indicator(s) should then be reflected in a data collection tool and data entry template, as mentioned in Step 3.

These indicators can also help education actors to identify, compile, and analyze data from other sources (e.g., government ministry, NGO, statistical repository) to generate a full description of attacks on education and their impact.

MEASURING INCIDENTS AND IMPACT:

This Toolkit provides guidance and tools for measuring attacks on education that correspond to a range of data collection methods and capabilities. Funding, staffing, and security access, along with the intended usage of data, may influence data collection methods and plans.

In many settings, GCPEA encourages data collection actors to collect as much detailed information as possible on individual incidents of attacks, as this type of data enables a more comprehensive range of analyses used to understand the scope and impacts of attacks. In cases where data is used for accountability purposes, fine-grained details, including the date and time, perpetrator(s), and potential violations of human rights or international law, are essential for later legal analysis and verification.

However, there are contexts where the collection of incident-level data, whether in real-time or after an event happens, is not feasible. If a conflict has impacted a large number of schools in a short amount of time, and a significant level of damage or destruction has occurred, a needs assessment which compiles information on the number of schools damaged and the extent of damage may better suit the needs of humanitarian and education partners. This type of assessment may not record information on the perpetrator of an attack, or whether several schools were damaged in the same conflict event. However, information necessary to respond to the attack will be recorded.

Table 3
Indicators on Attacks on Education

Standard Indicators
Supplemental Indicators
Advanced Indicators

Domain	Subdomain	Indicator
1 Attacks on schools	1.1 Incidents of attacks on schools	1.1.1 Number of reported attacks on schools
		1.1.2 Proportion of schools reportedly attacked
	1.2 Damage and destruction	1.2.1 Proportion of schools reported as damaged or destroyed by attacks
	1.3 Casualties	1.3.1 Number of students and education personnel reported injured or killed in attacks on schools
	1.4 Impact on education	1.4.1 Number of school days reportedly missed due to attacks on schools
		1.4.2 Reported number of students or education personnel whose education or work was affected by attacks on schools

		Standard Indicators
		Supplemental Indicators
		Advanced Indicators
Domain	Subdomain	Indicator
2 Attacks on students, teachers, and other education personnel	2.1 Incidents	<p>2.1.1 Number of reported attacks on students, teachers, and other education personnel</p> <p>2.1.2 Reported number of incidents of excessive use of force at education-related protests</p>
	2.2 Students or education personnel harmed	<p>2.2.1 Number of students or education personnel reportedly injured, killed, or abducted in targeted violence</p> <p>2.2.2 Number of students or education personnel reportedly injured or killed in incidents of repression</p>
	2.3 Arrests and detentions	<p>2.3.1 Number of students or education personnel reportedly arrested or detained</p>
3 Military use of schools and universities	3.1 Incidents of military use	3.1.1 Number of reported incidents of military use of schools and universities
		3.1.2 Total number of days affected by military use
		3.1.3 Number of schools and universities reportedly used for military purposes
	3.2 Damage and destruction	3.2.1 Number of schools and universities reported as damaged or destroyed during military use
	3.3 Casualties	3.3.1 Number of students or education personnel reported injured or killed in military use
	3.4 Impact on education	<p>3.4.1 Reported total number of days that schools or universities were closed due to military use</p> <p>3.4.2 Number of students or education personnel whose education or work was reportedly affected by military use</p>
3.5 Intersection with attacks on education	<p>3.5.1 Number of reported incidents of child recruitment linked to military use</p> <p>3.5.2 Number of reported incidents of sexual violence linked to military use</p> <p>3.5.3 Proportion of educational institutions used for military purposes then targeted for attack</p>	

Standard Indicators
Supplemental Indicators
Advanced Indicators

Domain	Subdomain	Indicator
4 Child recruitment at, or on the way to or from, school	4.1 Incidents	4.1.1 Binary assessment of the existence of child recruitment at, or on the way to or from, school
		4.1.2 Number of reported incidents of child recruitment at, or on the way to or from, school
	4.2 Children recruited	4.2.1 Number of children reportedly recruited at, or on the way to or from, school
5 Sexual violence at, or on the way to or from, school or university	5.1 Incidents	5.1.1 Binary assessment of the existence of sexual violence at, or on the way to or from, school or university
		5.1.2 Number of reported incidents of sexual violence at, or on the way to or from, school or university
	5.2 Students or education personnel harmed	5.2.1 Number of students or educators who reportedly experienced sexual violence at, or on the way to or from, school or university
6 Attacks on higher education institutions	6.1 Incidents of attacks on higher education institutions	6.1.1 Number of reported attacks on higher education institutions
		6.1.2 Proportion of higher education institutions reportedly attacked
	6.2 Damage and destruction	6.2.1 Proportion of higher education institutions reported as damaged or destroyed by attacks
	6.3 Casualties	6.3.1 Number of students and education personnel reported injured or killed in attacks on higher education institutions
	6.4 Impact on education	6.4.1 Number of days of learning reportedly missed due to attacks on higher education institutions
		6.4.2 Reported number of students or education personnel whose education or work was interrupted by attacks on higher education institutions

Standard Indicators

Supplemental Indicators

Advanced Indicators

Domain	Subdomain	Indicator
7 Attacks on higher education students, academics, and other personnel	7.1 Incidents	7.1.1 Number of reported attacks on higher education students, academics, and other personnel 7.1.2 Reported number of incidents of excessive use of force at education-related protests
	7.2 Casualties	7.2.1 Number of higher education students and personnel reportedly injured, killed, or abducted in attacks 7.2.2 Number of higher education students and personnel reportedly injured or killed in incidents of repression
	7.3 Arrests and detentions	7.3.1 Number of higher education students and personnel reportedly arrested or detained
8 Overall Attacks on Education	8.1 Incidents of attacks on education and military use	8.1.1 Number of reported attacks on education and incidents of military use of educational institutions 8.1.2 Number of reported attacks on education related to repression
	8.2 Damage and destruction	8.2.1 Proportion of educational institutions reported as damaged or destroyed by attacks and military use
	8.3 Students and education personnel affected	8.3.1 Number of students and education personnel killed, injured, abducted, arrested, or detained in attacks on education and military use 8.3.2 Number of students and education personnel reportedly arrested or detained

Step 7. Sharing reports of attacks on education

Once collected and securely stored, organizations should securely share data with local, national, and international stakeholders. The methods and frequency of reporting should align with the policy, accountability, and prevention and response needs of actors in the field. Organizations may choose to share raw data, incident accounts with journalists, or write-ups of attack trends.

A national government or international organization may publish data in an annual statistical yearbook, a humanitarian needs overview, or other planning and reporting documents. In some cases, monthly country situation reports, or weekly or bi-weekly regional dashboards include data on attacks on education. And in other cases, organizations publish needs assessments that include data on attacks on education.

These different types of reports can inform education sector planning and direct resources to repair schools or ensure that students and education personnel have adequate support to continue learning. For example, an understanding of the proportion of schools damaged and destroyed in a conflict would not only support educational planning but also advocacy efforts with governments, donors, and even perpetrators of attacks.

Organizations may also consider issuing press releases or speaking to journalists about emblematic or egregious incidents to encourage national and international coverage. This type of reporting can marshal international support and raise awareness about the topic.

Sharing reports safely and ethically includes carefully reviewing and editing drafts to ensure that no details are made public that could breach the dignity, confidentiality, safety, or security of an attack survivor, or affected education facility or community. For more details on relevant ethical considerations, refer to OCHA's guidance note on [Responsible Approaches to Data Sharing](#) and the United Nations Children's Fund (UNICEF)'s [Ethical Reporting Guidelines](#), as well as [The Inter-Agency Minimum Standards for Gender-Based Violence in Emergencies Programming](#) and the [Media Guidelines for Reporting on Gender-Based Violence in Humanitarian Contexts](#) from the Global Protection Cluster Gender-Based Violence Area of Responsibility.

With appropriate protection and data security measures in place, organizations may also consider making entire datasets publicly available. This would allow organizations like GCPEA to access and analyze data, potentially in conjunction with other relevant education data, to more fully analyze the scope and impact of attacks on education and other relevant questions.

GCPEA publishes its data on the [OCHA Humanitarian Data Exchange](#), the [UNESCO Institute for Statistics](#) (Thematic Indicator 4.a.3) website, and the [Track Attacks on Education \(TRACE\) Data Portal](#).

Key Questions

- What types of attacks on education data are being published and where? Also, what other education or protection data is regularly published and where?
- How often are relevant data being published?
- If the MRM is in place, is the number of unverified reports also published?
- Do other UN agencies, such as a peacekeeping, release UN-verified data on a regular basis?
- Can data on attacks on education be reported regularly enough to support prevention and response?
- To what extent does data on attacks on education inform measures to prevent attacks on education?
- To what extent does data on attacks on education inform responses to attacks on education?
- Do donors have access to data on attacks on education?
- Would sharing disaggregated data support advocacy or response?
- What sensitivities around sharing data exist and what measures can mitigate these risks?
- Are there any data that could be shared publicly or with specific stakeholders?

CASE STUDY: USING DATA ON ATTACKS ON EDUCATION FOR TIMELY RESPONSE

The occupied Palestinian territories (oPt) Education Cluster uses data on attacks on education to respond to attacks on students, teachers, and education facilities when they occur. The oPt Education cluster has an online dashboard where attacks are reported in real-time. In addition, the Cluster conducts assessments as needed following conflict escalations.

After assessing the impacts of an attack on education, the Cluster determines whether and what type of response is required, and which Cluster partners are best placed to respond. The Cluster sends alerts to partners to respond to a range of attack impacts, including through: mental health and psychosocial support, recreational activities, Water Sanitation and Hygiene (WASH) programs, cash transfers, emergency educational supplies, legal aid, advocacy for access to school, distribution of school furniture, repair or rehabilitation of schools, or catch-up classes or other remedial learning.

In the case of the conflict escalation in Gaza in May 2021, the Education Cluster deployed an Assessment Team to conduct a needs assessment and incident verification for schools run by the Palestinian Ministry of Education, while the UN Relief and Works Agency for Palestine Refugees in the Near East assessed its own schools, and Save the Children and the United Nations Development Programme assessed kindergartens and private schools. Following the assessments, Task Forces of oPt Education Cluster members were activated to support the response, based on organizations' geographic area of operation, resources, and programmatic expertise. The oPt Education Cluster's assessment revealed that around US\$3.55 million would be required to repair damaged schools.

The Education Cluster confirmed that the data supported Cluster partners to respond to the attacks on schools in Gaza. Based on the data, the Cluster developed Task Forces around areas of response such as catch-up classes and other summer activities, mental health and psychosocial support (MHPSS) services, and school repair and rehabilitation. The needs assessment spreadsheet also included a column for partners to track their response. For example, 17 Cluster partners provided summer activities to around 190,000 school children in Gaza. By the end of 2021, Education Cluster partners had supported the full rehabilitation of 70 percent of the schools damaged, while the remaining 30 percent were undergoing repairs.

Adapted from GCPEA's case study "Measuring the impact of attacks on education in Palestine."

Using attacks on education data to mitigate risk and measure prevention and response efficacy

As governments and organizations increasingly act to protect education, in line with commitments in the Safe Schools Declaration, there is increasing interest in measuring the efficacy of interventions to mitigate, prevent, and respond to attacks. Although evaluating the efficacy of such interventions is beyond the scope of the *Toolkit*, indicators taken from these pages might be usefully combined with indicators from another project to carry out such evaluations. Several examples might serve to illustrate this point.

In terms of *mitigating* the effects of attacks on education, indicators from the *Toolkit* could be used to assess trends in attack type which could inform strategies to mitigate those attacks. For instance, calculations from the *Toolkit* might reveal that shelling of schools is growing in prevalence in a given region. This information suggests that strategies such as reinforcing windows or building bomb shelters would best protect students, educators, and facilities.

Indicators from the *Toolkit* can also be adapted to calculate the proportion of at-risk schools with mitigation strategies and whether those strategies are helping reduce harm and damage. In more detail, the calculation used to determine the proportion of schools attacked in a region (Indicator 1.1.2) could easily be adapted to estimate the proportion of schools with mitigation strategies in an at-risk region. Then, to help establish the efficacy of such measures, the *Toolkit's* existing indicators (1.2.1 and 1.3.1) could be used to compare the number of attacks that produce damage or harm to the number of attacks that do not.

The *Toolkit* might also be used to assess the efficacy of measures to **prevent** attacks on education. For instance, a project might be developed to prevent targeted attacks on teachers, academics, and other education personnel, in a given region; prevention measures might include relocating the educators, providing them protection, or negotiating with a non-state armed group issuing threats. Despite the many confounding factors, indicators from the *Toolkit* (2.1.1 and 2.2.1) could be adapted to track attacks against educators with and without prevention measures, which could be compared with other efficacy measures from the project.

In terms of **response**, indicators from the *Toolkit* could be used, for example, to calculate the number of schools damaged by attacks in a given region over a given time period (Indicator 1.2.1). With this data, the ministry of education or international and civil society organizations could then determine the amount of funding needed to repair schools and, once funds are raised, report the number of schools repaired. The numbers could be compared to determine whether all attacked schools were rehabilitated or whether some were left because they were beyond repair or because of gaps in funding, for instance. The above example of the oPt Education Cluster's work, in which 70 percent of damaged schools were repaired by the end of 2021, illustrates this point.

The *Toolkit* may support governments in their efforts to report on progress in implementing the Safe Schools Declaration. GCPEA has already explored possible connections between endorsement of the Safe Schools Declaration and reductions in military use of schools and universities (Indicator 3.1.1). A [Global Coalition factsheet](#) found that the overall reported incidents of military use declined by more than half between 2015 and 2020 in the 13 countries that endorsed the Declaration in 2015 and 2016 and experienced at least one incident of military use. The number of incidents declined from at least 180 as reported by UN, NGO, and media sources in 2015, to some 70 in 2020. Governments, or other organizations tracking implementation of the Safe Schools Declaration or Security Council Resolution 2601 may use similar approaches.

SECTION 3. GUIDE TO USING THE INDICATORS ON ATTACKS ON EDUCATION AND THE *TOOLKIT*

We encourage organizations to read the Guidelines on Collecting Data and the definitions of attacks on education and other key terms (Appendix A) before reading through the Indicators on Attacks on Education section. Considering the context, needs, and patterns of attacks on education *first* will guide an informed reading of the Indicators section and support in selecting the most relevant indicators for integration into monitoring and reporting activities.

This *Toolkit* also includes a Codebook (with detailed instructions for data entry) and a Data Template (for recording and analyzing incidents of attacks).

Some of these indicators and suggested disaggregations may not be feasible in every context. The Indicators on Attacks on Education section provides notes on limitations and feasibility for each indicator. Together with the Codebook and Data Template, users can pick and choose the most useful components from the Indicators on Attacks on Education section, treating the *Toolkit* as both an inspirational and aspirational guide. A first step could be collecting data on a handful of indicators or subdomains including some suggested disaggregations.

The following Diagnostic Tool serves as a guide for using the *Toolkit*. Once users situate themselves in the table based on their current capacities and resources, as well as the context and data landscape, the Diagnostic Tool suggests next steps to improve data collection, analysis, and report sharing.

Table 2 **Diagnostic Tool for using the Toolkit**

	Context	Current data collection and reporting	Suggested next steps
1	Emerging conflicts; organizations or government ministries beginning to collect data or starting to systematize efforts	Limited incident-level data on attacks on education may exist; reports may not align with GCPEA definitions of attacks and military use; no systematized reporting in place; limited capacity for information management	<ul style="list-style-type: none"> Identify one or two accessible data sources (see Step 1 in the Guidance); assess the data collection landscape and context Review GCPEA definitions of attacks and military use Review sample data collection sheets (see Appendix B) Begin to input data on selected Standard Indicators into a basic datasheet (see Datasheet and Codebook) Release short reports or infographics if possible

	Context	Current data collection and reporting	Suggested next steps
2	Established conflicts or crises; NGO, government, or other mechanism with experience collecting and reporting on attacks; MRM or coordination structure may exist	Collection of incident-level data on attacks on education and regular reporting; categories of attacks may not fully align with GCPEA's categories or suggested disaggregations	<ul style="list-style-type: none"> • Harmonize attack definitions with GCPEA, expanding to additional categories of attack which may be less common or less frequently reported (e.g. Domains 3, 4, and 5) • Identify new indicators or disaggregations from the Indicators on Attacks on Education • Revise data collection tools and spreadsheets to accommodate new indicators and disaggregations • Identify and incorporate additional data sources and build relationships with data repositories where needed • Share reports including disaggregated data more regularly • Report both Standard and Supplemental Indicators, including simple impact analyses (e.g., Indicators 1.3.1, 1.4.1)
3	Established or prolonged conflicts; NGO, government, or MRM with long-standing experience collecting and reporting on attacks	Collecting and managing data on attacks from diverse sources; routinely and accessibly reporting across all relevant attack categories to broad audiences using standard definitions	<ul style="list-style-type: none"> • Revise data collection tools and spreadsheets to accommodate indicators and suggested disaggregations • Collect and manage as much disaggregated data as possible, even if for a limited geography or time period • Obtain other education data (e.g., EMIS); run the more advanced analyses in the Indicators on Attacks on Education section • Report on Advanced Indicators including more complex impacts of attacks (e.g., Indicators 1.2.1, 8.2.1)

3.1. Note regarding disaggregation and analysis

This *Toolkit* encourages users to disaggregate data – for instance by gender, level of schooling, whether attack survivors are students or educators – throughout the research, analysis, and report sharing process. The Indicators on Attacks on Education section lists suggested disaggregations for each indicator. If data collection and entry tools make space for such disaggregations (which the tools presented throughout the *Toolkit* do), then at the analysis stage, nearly all calculations described in the Indicators section can be performed on disaggregated data. For simplicity, the calculations appear at the aggregate level (e.g., schools, students) in the Indicators section, but the same calculations can be used at the disaggregate level (e.g., girls’ schools, boy students). For instance, rather than find the proportion of schools damaged or destroyed by attacks in a region (Indicator 1.2.1), users can find the number of *girls’ schools* damaged or destroyed by attacks, using the same calculation but entering the number of schools disaggregated by gender. As other examples, users could find the number of girl students whose education was reportedly affected by military use, the number of primary schools (rather than secondary schools) attacked, or the number of teachers or academics (rather than students) harmed in education-related protests. Results from the calculations on disaggregated data can also be compared; for instance, users could investigate whether girls miss more days of learning in the wake of attacks on schools than boys. Decisions for which disaggregations to analyze can be made based on users’ needs and the context under consideration.

3.2. What the *Toolkit* does not include

This *Toolkit* has two limitations in tracking the impact of attacks on education and military use of educational facilities. First, several common indicators of impact are not included due to common data limitations. Specifically, students’ learning outcomes after an attack, whether learners continue their education or permanently drop out years after an attack, and the duration of students’ or educators’ detentions or arrests are not included as indicators, since the longitudinal data necessary for the analyses are very rare. Second, other common indicators of impact are not found in the Indicators on Attacks on Education section due to GCPEA’s strict definitions of attacks on education. Specifically, the *Toolkit* does not consider in its analyses school closures due to generalized insecurity or parents not sending their kids to school out of generalized fear, since these are beyond the scope of attacks on education.

3.3 Integrating data on attacks on education into education sector planning

Many of the specifications in this *Toolkit* were developed with education and child protection actors in mind, primarily those working within humanitarian settings. However, these indicators and tools can also play a role in broader education planning. For example, ministries of education or other partners can use data already collected as part of risk assessments or other components of sectoral analysis.

In order to encourage coherence between humanitarian and development planning, and to ensure that safeguarding education is considered in national planning, attacks on education should be taken into account in education sector planning. This is relevant for countries that are currently experiencing attacks on education as well as countries with an elevated risk of attacks, such as where attacks have occurred in the past or where a heightened the risk of conflict exists.

Including attacks on education in education sector plans or other planning documents enhances cooperation and better ensures access to safe education by:

- 1) facilitating the distribution of resources to either prevent attacks from occurring or mitigate their impacts
- 2) enhancing communication between education providers to more effectively extend learning opportunities to areas affected by attacks or to communities hosting teacher and students displaced by attacks
- 3) aligning education sector goals and objectives with a government's commitments to protect education, such as through the Safe Schools Declaration.

There are a number of existing tools that include provisions for including attacks on education within education sector planning or other related sectors. These include:

[Comprehensive School Safety Framework 2022-2030](#) (Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, 2022)

[School Safety Context Analysis](#) (Save the Children, 2018)

[Guide for Transitional Education Plan Preparation](#) (UNESCO IIEP and Global Partnership for Education, 2016)

[Safe to Learn Diagnostic Tool](#) (Safe to Learn and UNICEF, 2021)

[Strengthening Administrative Data on Violence against Children](#) (UNICEF, 2021)

SECTION 4.

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DOMAIN 1: ATTACKS ON SCHOOLS

Definition: Attacks on schools include targeted or indiscriminate violent attacks on schools or other school infrastructure (e.g., school playgrounds, libraries, storage facilities, examination halls) by armed forces, other state security forces, or non-state armed groups. The domain also includes attacks that take place in close proximity to a school or other education facility that may affect the students, educational personnel, or infrastructure. Attacks on schools may take the form of targeted or indiscriminate attacks and may involve improvised explosive devices, airstrikes, ground-launched mortars, gunfire, threats, arson, or instances in which armed forces or groups forcibly enter a school. Attempted attacks that are not eventuated are also included, for instance an explosive placed near a school which is defused before going off.

Although students, teachers, and other education personnel may be harmed in attacks on schools, these attacks are distinct in that they involve an intent to damage infrastructure or a failure to take precautions to protect it. Therefore, attacks in which a child was killed or injured by an explosive planted or left on school grounds are considered attacks on schools, since it is assumed that the explosive was intended to affect the school more generally, rather than the specific child.

Attacks on schools are sometimes connected to other attacks on education and military use. For instance, an armed force or non-state armed group using a school for military purposes may prompt opposing forces to attack the facility.

Attacks on higher education facilities are included in a separate domain (Domain 6).

The indicators measuring attacks on schools are categorized into four sub-domains as follows:

- 1 **Incidents**
- 2 **Damage and destruction**
- 3 **Casualties**
- 4 **Impact on education**

Sub-Domain 1.1: Incidents of attacks on schools

These indicators convey information about the total number of attacks on schools. Attacks on schools are one of the most comprehensively monitored forms of attacks on education. Accordingly, while measurement of the indicators is limited by non-standardized data collection, the information available allows for relatively reliable measurement in this sub-domain.

Indicator 1.1.1: Number of reported attacks on schools

Purpose

To count the number of attacks on schools reported⁷ annually.⁸

Definition

Reported number of times that armed forces, other state forces, or non-state armed groups physically attack, or attempt or threaten to physically attack, school infrastructure. This number includes all incidents regardless of

⁷ The comprehensiveness and reliability of data on attacks on education varies from country to country because there is no standardized mechanism for collecting such data and because collecting data on attacks on education depends significantly on capacity, resources, security, and access. Therefore, this framework uses the words “reported” and “reportedly” throughout to indicate that the statistics are based on the data available, which may not reflect the full scope of the attacks occurring.

⁸ The Indicators on Attacks on Education (also referred to as the Framework) uses the term “annually” throughout, which generally refers to a calendar year. However, users may wish to perform analyses over shorter periods of time (e.g., six months) depending on their context and needs. The analyses in this *Toolkit* are also useful for different time periods. GCPEA recommends that, when sharing data or reports, users are clear about the timeframe chosen, especially if it deviates from a calendar year.

whether the attack was eventuated. For example, an incident involving an explosive device that was found and defused before exploding would be included in the number.

Calculation

The total number of attacks on schools for a given country during a given year. The number of reported attacks on schools may be calculated based on either individual incidents compiled from UN, NGO, or media sources, counts reported by an individual agency, or some combination of the two. If using a combination of sources, careful attention must be paid towards preventing duplication. Decisions about whether to use counts or individual incidents for a given period of time are made based on a subjective assessment about what set of information is (a) most comprehensive and (b) most reliable.

For an example of this calculation, see GCPEA's "[The Impact of Explosive Weapons on Education: A Case Study of Afghanistan](#)," (pp. 6-9), which calculates the number of attacks on schools involving explosive weapons, a suggested disaggregation below. In "[The Impacts of Attacks on Education and Military Use in Myanmar](#)," (pp. 6-7) GCPEA also calculates the number of attacks on schools, disaggregated by administrative division.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children served by the school (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive /ground-launched explosive/IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Limitations

- This indicator is based on the information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity.
- When using counts, it is not always clear whether all events labelled as "attacks on schools" actually constitute attacks on schools as defined by GCPEA. Therefore, it is possible that some events may be miscategorized.
- Reports of attacks on schools do not always clearly indicate the gender of the children served by the school attacked, the level of school, or school operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Additional information

Was an armed force or non-state armed group using the school for military purposes at the time of the attack? (y/n)

Feasibility and data sources

Although counts can be employed to determine the total number of reported attacks on schools, this indicator requires incident reports for disaggregation.

In most contexts, incident-level data on attacks on schools is relatively more available and accessible than data on other forms of attacks on education, making Indicator 1.1.1 one of the most feasible indicators to collect. Moreover, the fact that "attacks on schools" is one of the six grave violations tracked by the Monitoring and Reporting Mechanism (MRM) on Children and Armed Conflict means that there is more awareness of this violation than of other violations.

Data sources vary from country to country. Where present, Education or Protection Clusters may be a good source of data. MRM data may be useful for calculating attacks on schools in some contexts; however, this information is not often available until after publication in the UN Secretary-General's Annual Report on Children and Armed

conflict. In addition, there are two key limitations to using MRM data to calculate the number of incidents of attacks on schools: first, MRM data is not typically available in disaggregation and caution must be taken to avoid duplication with other data sources if the MRM is used as a source of data; and second, in some cases, the number of attacks on schools are reported in a combined total with the number of attacks on students, teachers, and other education personnel.

Media and civil society sources are often another strong source of data on attacks on schools. Databases like the Armed Conflict Location and Event Data Project (ACLED) and the Global Terrorism Database (GTD) include incident reports of attacks on schools, although these reports are not verified to UN standards.

Indicator 1.1.2 Proportion of schools reportedly attacked

Purpose

To calculate the percentage of schools nationally or sub-nationally reported to experience attacks annually.

Definition

The reported number of schools attacked in a given country during a given year as a percentage of all schools in that country.

Calculation

The numerator is the number of reported attacks on schools in a given country during a given year. The denominator is the total number of functioning and non-functioning⁹ schools, including those attacked (i.e., the numerator), in the same country for that same year.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children served by the school (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive/IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Limitations

- This indicator is based on the information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity.
- Education data may be incomplete or inaccurate, making it difficult to identify the total number of schools.
- Reports of attacks on schools do not always clearly indicate the gender of the children served by the school attacked, the level of school, or school operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

This indicator requires incident reports of attacks on schools, as well as education management information system (EMIS) or other education system data.

Calculating this indicator requires being able to link reported incidents of attacks on schools to data identifying those schools in order to avoid double counting of schools that experience more than one attack. It also requires

⁹ Functioning and non-functioning schools are included in the denominator because cases in which schools that are attacked while they are not functioning as schools are still included as incidents of attacks on schools.

national and subnational data on the number of schools in a country during a given year. Performing these calculations may be possible using EMIS data with school-specific identifiers; however, education system data is often incomplete or out-of-date, particularly in conflict affected settings.

Sub-Domain 1.2: Damage and destruction

This sub-domain addresses the proportion of schools nationally and sub-nationally that were reportedly damaged or destroyed by attacks.

Indicator 1.2.1: Proportion of schools reported as damaged or destroyed by attacks

Purpose

To calculate the percentage of schools nationally or sub-nationally reported damaged or destroyed by targeted or indiscriminate attacks annually.

Definitions

The reported number of schools damaged as a percentage of all schools in the country or sub-national region. School damage may range from minor to significant; it may have occurred to boundary walls or gates, libraries, school playgrounds, furniture, or teaching and learning materials.

The reported number of schools destroyed as a percentage of all schools in the country or sub-national region. A school is considered “destroyed” if a source reports that it was “fully destroyed,” “destroyed,” or “rendered unusable.”

School facilities include any building housing a kindergarten, primary or secondary school, nonformal learning center, or ministry of education office. A school is either damaged or destroyed in an attack; it cannot count as both. If it is clear from a report that some level of destruction occurred, but it is unclear whether the school was damaged or destroyed, then count the incident as damaged.

Calculations

Damaged: The numerator is the number of schools that reportedly experienced any degree of minor to significant damage due to attacks in a given country during a given year. The denominator is the total number of functioning and non-functioning schools, including those damaged (i.e., the numerator) and destroyed, in the same country during the same year.

Destroyed: The numerator is the number of schools that were reportedly fully destroyed, destroyed, or rendered unusable by attacks in a given country during a given year. The denominator is the total number of functioning and non-functioning schools, including those destroyed (i.e., the numerator) and damaged, in the country during the same year.

For an example of this calculation, see GCPEA’s “[Measuring the impact of attacks on education in Palestine](#),” (p. 11) written in collaboration with the occupied Palestinian territory Education Cluster. The case study calculates the proportion of kindergartens, schools, and higher education institutions damaged during hostilities.

Suggested disaggregation

By: level of destruction (damaged/destroyed)

And by: detailed location (subnational region, district, and city/village/area); gender of the children served by the school (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive/IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); intention

(targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other/unknown); location (city/town/rural)

Limitations

- This indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity.
- Reports of attacks on schools do not always have sufficient detail to determine the extent of the damage, meaning that there may be significant data gaps.
- Reports of attacks on schools do not always clearly indicate the gender of the children served by the school attacked, the level of school, or school operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and Data Sources

This indicator requires incident reports of attacks on schools, as well as EMIS or other education system data.

As with indicator 1.1.2, calculating this indicator requires being able to link reported incidents of attacks on schools to data identifying those schools in order to avoid double counting of schools that experience more than one attack. It also requires information on the extent of damage to those schools and whether they are nonfunctional because of attacks. National and subnational data on the number of schools in a country during a given year is also necessary. Making these calculations may be possible using EMIS data with school-specific identifiers; however, education system data is often incomplete or out-of-date, particularly in conflict affected settings.

Sub-Domain 1.3: Casualties

This sub-domain addresses the total number of students and education personnel reportedly harmed in attacks on their schools.

Indicator 1.3.1: Number of students and education personnel reported injured or killed in attacks on schools

Purpose

To count the number of students and education personnel reported as injured and killed in attacks on schools annually.

Definition

The number of students or education personnel reported as injured in attacks on schools. This may include injuries that range from mild to severe to life-threatening.

The number of students or education personnel reportedly killed in attacks on schools.

These are individuals harmed or killed in attacks on educational facilities, rather than attacks in which students or education personnel were themselves the targets (considered in domain 2).

Calculation

Injured: The total number of student and education personnel injured in attacks on schools in a given country during a given year.

Killed: The total number of students and education personnel killed in attacks on schools in a given country during a given year.

If it is clear from a report that students or personnel were harmed, but it is unclear whether they were injured or killed, then include the casualties in the count as injuries. In addition, if a school is being used as a center for internally displaced persons at the time of attack, then any students or education personnel injured or killed are not counted in their respective totals because they were not injured in their capacity as students or education personnel.

See the Codebook and Appendix A for guidance on tallying numbers when imprecise language is used in reports and for instructions to avoid double counting.

For an example of this calculation, see GCPEA's "[The Impact of Explosive Weapons on Education: A Case Study of Afghanistan](#)," (pp. 6-9), which calculates the number of students and educators injured and killed in attacks on schools involving explosive weapons.

Suggested disaggregation

By: casualty type (injured/harmed)

And by: detailed location (subnational region, district, and city/village/area); gender of students and education personnel (male/female); role (student/education personnel); gender of the children served by the school (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive/IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other/unknown); location (city/town/rural)

Limitations

- The methods used for counting the number of students and education personnel injured or killed are conservative, using the minimum number possibly based on vaguely reported language. Therefore, this indicator is likely to underestimate the number of casualties among student and education personnel.
- Reports of attacks on schools do not always include the numbers of students or education personnel who were injured or killed because of the attack, meaning that there may be significant data gaps.
- Reports of attacks on schools do not always clearly indicate whether those killed were associated with education (e.g. students, teachers, or other education personnel), or not. Because this framework takes a conservative approach to tallying casualties by excluding casualties that are not clearly related to education, there may be significant data gaps.
- Reports of attacks on schools do not always clearly indicate the gender of the students and education personnel injured or killed, the role of the persons harmed (students vs. education personnel), the gender of the children served by the school attacked, the level of school, or school operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

These data come from incident reports on attacks on schools, such as those produced by the Education Cluster, MRM, UN and INGOs, civil society groups, or media outlets.

Information on the number of casualties among students and education personnel due to attacks on schools is often vague or limited. Incident reports of attacks on schools often do not indicate how many casualties result from the attack and do not always distinguish between student and education personnel casualties and other casualties. Therefore, it is most feasible to report a *minimum* number of casualties among students and education personnel.

Sub-Domain 1.4: Impact on education

This sub-domain is intended to measure gaps in education provision related to attacks on schools, as well as the number of students and teachers affected by such attacks. Because of significant limits in the availability of relevant information, these indicators may be largely aspirational.

Indicator 1.4.1: Number of school days reportedly missed due to attacks on schools

Purpose

To count the cumulative number of days that schools were closed due to attacks on schools reported annually.

Definition

The cumulative number of days that schools were reported as closed because of attacks on schools. This includes both direct (e.g., a school is attacked and then closed temporarily or permanently) and indirect impacts (e.g., a school is attacked and other schools in a surrounding area are closed because of that attack).

Calculation

The cumulative number of days that schools were closed because of attacks on schools in a given country during a given year. If two schools were each closed for ten days, then the cumulative number of days closed is twenty. If a school is permanently closed during a particular calendar year, then all school days for the remainder of the year are counted. If a school was closed during a previous year due to an attack and remained closed during the year under consideration, only the days of the year under consideration are counted.

At present, this information is sometimes reported for specific incidents (e.g., because of an attack, a school was closed for XX days) or cumulatively for a particular type of attack in a particular area (e.g., children missed out on XX days of education). Because of significant gaps in reporting on the impacts of attacks on education, these sets of information may be compiled to indicate a minimum number of school days missed in a given country during a given year. Careful attention must be paid to avoid duplication.

For intelligibility, the results may best be reported in the format “X schools were closed for a total of Y days of learning in YEAR.”

For an example of this calculation performed on existing data, see GCPEA’s “[Measuring the impact of attacks on education in Palestine](#),” (pp. 6-9) written in collaboration with the occupied Palestinian territory Education Cluster. The case study calculates the hours of learning lost due to teargas and other weapons firing on schools and students.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children served by the school (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive/IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other/unknown)

Limitations

- Reports of attacks on schools rarely include information on the number of school days lost, meaning that there may be significant information gaps.
- Reports of attacks on schools do not always clearly indicate the gender of the children served by the school attacked, the level of school, or school operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and Data Sources

These data may be reported in incident reports by national Education Clusters, UN and INGO partners, civil society groups, or in media reports.

At present, Education Clusters and their partners may be the best source of information for these data, but, in most contexts, calculating this indicator is likely infeasible on a national or subnational scale at present. It is likely more feasible to report a minimum number of school days missed based on incident-level data for which this information is available.

Indicator 1.4.2: Reported number of students or education personnel whose education or work was affected by attacks on schools

Purpose

To count the number of students and teachers whose education and work was affected by attacks on schools reported annually.

Definition

The total reported number of students affected by attacks on their schools in a given country during a given year. A student is considered affected if enrolled at a school that is attacked one or more times in a given year.

The total reported number of teachers and education personnel who were affected by attacks on their schools in a given country during a given year. A teacher or education staff member is considered affected if employed or volunteering at a school that is attacked one or more times in a given year.

Calculation

Students: The cumulative number of students enrolled in all schools that are attacked, from pre-primary to secondary and including non-formal schools.

Education personnel: The cumulative number of teachers and education personnel working in all schools that are attacked, from pre-primary to secondary and including non-formal schools.

Since enrollment or employment data may not be available for all schools that are attacked, available information may be added to produce a minimum number of students or education personnel affected by attacks. If a large proportion of reports do not breakdown numbers by students and personnel (e.g., “100 school affiliates were affected”), then combine the groups in the calculation and report on the number of students *and* personnel affected together as one figure.

For an example of this calculation, see GCPEA’s “Measuring the impact of attacks on education in Palestine,” (pp. 7-8) written in collaboration with the occupied Palestinian territory Education Cluster. The case study calculates the number of students and staff affected during teargas and other weapons firing.

Suggested disaggregation

By: impacted group (student/education personnel)

And by: detailed location (subnational region, district, and city/village/area); gender of students or personnel affected (male/female); level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive/IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other/unknown); location (city/town/rural)

Limitations

- School enrollment or employment data may be out of date, inaccurate, or incomplete.
- Reports of attacks on schools do not always clearly indicate the gender of the children served by the school attacked, the gender breakdown of education personnel, the level of school, or school operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and Data Sources

This indicator may be calculated by pairing incident level data on attacks on schools with school enrollment and personnel data (such as EMIS or other national education system data) for those institutions. Calculating this indicator requires being able to link reported incidents of attacks on schools to data identifying those schools in order to avoid double counting of students attending schools that experience more than one attack. Alternatively, it may be more feasible to calculate a minimum number of students and personnel affected by summing reports that include enrollment or personnel numbers for schools that are attacked when incident reports include those numbers. Doing so is possible as long as it is clear the incidents are not referring to the same school (or duplicates are subtracted out) to avoid double counting.

DOMAIN 2: ATTACKS ON STUDENTS, TEACHERS, AND OTHER EDUCATION PERSONNEL

Definition:

Attacks on school students, teachers, and other personnel include killings, injuries, torture, arrest, abductions, forced disappearances, or threats of violence, including coercion or extortion that involve violent threats. These attacks do not include sexual violence, which is covered in domain 5.

Included in this category are incidents in which students, teachers, and other education personnel were injured or killed while on their way to or from school, even if the attack did not directly target them; for example, if gunfire hit a student on the way to class. These incidents are included because they represent the danger of attending school in conflict-affected areas. This category also includes attacks on school buses that were on their way to or from school, and attacks on vehicles carrying ministry of education officials while they were going to or from work or carrying out activities related to their jobs. Also included are attacks in which a member of an armed force or group enters a school and opens fire on students and teachers. However, more complex attacks in which multiple fighters enter a school and use gunfire and explosives or commit arson, thereby damaging the school in addition to killing or injuring students, teachers, or education staff, are included in the attacks on schools domain (domain 1).

Attacks on students, teachers, and other education personnel also include deliberate acts of coercion, intimidation, or threats of physical force that create a climate of fear and repression that undermines educational functions and educational freedom. These include cases in which police or other state security forces violently repress student or personnel protests, killing or injuring students or school staff, when these protests either (a) occur on school grounds, regardless of their aim, or (b) relate to education, even if they occur off school grounds. Accordingly, this domain does not include students or staff who are injured during their participation in protests that occurred off campus and were unrelated to education, even if the leaders of the protest are students. Also excluded from this category are students or school staff who are killed when an air strike or bomb hits a school, since these attacks are already included as attacks on schools.

This domain is distinct from domain 1 (attacks on schools); it covers attacks directed at school students or personnel for their status as such or attacks which occur on their way to or from school. Domain 1, on the other hand, involves attacks in which educational infrastructure (rather than students or educators) is the target of an attack or is damaged during indiscriminate violence. Students or educators harmed or killed in attacks on schools are recorded only in domain 1; students or educators harmed or killed in attacks directed at them are recorded only in domain 2. Casualties fall into one domain or the other, not both.

The indicators measuring attacks on school students, teachers, and other education personnel are categorized into three sub-domains as follows:

- **Incidents**
- **Students or education personnel harmed**
- **Arrests and detentions**

Sub-Domain 2.1: Incidents

These indicators measure the total number of attempted or actual attacks on school students, teachers, and other education personnel.

2.1.1 Number of reported attacks on students, teachers, and other education personnel

Purpose

To count the number of attacks on school students, teachers, and other education personnel reported annually.

Definition

Reported number of times that actors affiliated with an armed force or armed group physically attack or attempt to attack a student or group of students, teacher, or other education personnel. This number includes all attempted attacks regardless of whether a student or education personnel was physically harmed. For example, an incident in which an armed force or group attempted to abduct or murder a teacher but did not complete the act would be included in the number.

Calculation

The total number of attacks on school students, teachers, or other education personnel for a given country that are reported during a given year. The number of reported attacks on people may be calculated based on either individual incidents compiled from a range of sources such as UN, NGO, or media, counts reported by an individual agency, or some combination of the two. If using a combination of sources, careful attention to dates and locations must be paid to prevent duplication. Decisions about whether to use counts or incidents for a given period of time are based on a subjective assessment about which set of information is (a) most comprehensive and (b) most reliable.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); role (student/teacher/education personnel); gender of the children or personnel (boys/girls/women/men); level of school attended or employed at (preschool/kindergarten/primary/secondary); operator of school attended or employed at (government/private/NGO/religious institution/nonformal); attack subcategory (abduction/physical assault/arrest/conviction/small arms fire/use of force/IED/UXO/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Limitations

- This indicator is based on the information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity.
- When using counts, it is not always clear whether all events labelled as “attacks on school students, teachers, and other education personnel” actually constitute such attacks as defined by GCPEA. Therefore, it is possible that some events may be miscategorized.
- Reports of attacks on school students, teachers, and other education personnel do not always clearly indicate the gender of the children, the level of school, or school operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

Although counts can be employed to determine the total number of reported attacks on students, teachers, and other personnel, incident reports are necessary for the suggested disaggregations.

These data are less readily available and accessible in some contexts than in others; in general, however, attacks on school students and education staff is one of the more frequently reported forms of attacks on education. This makes indicator 2.1.1 one of the more feasible indicators to collect data on in many contexts.

Data sources vary from country to country and within a country. Education Clusters may publish data on attacks on school students and teachers. In some cases, MRM data, published in the UN Secretary-General’s Annual Report on Children and Armed Conflict, may also be useful for calculating attacks on school personnel. MRM data also contain three key limitations for calculating attacks on students and education personnel: 1) the number of teachers is generally reported, but not the number of students; 2) MRM data is not typically available in a disaggregated format and caution must be taken to avoid duplication; and 3) the number of attacks on schools is frequently reported in a combined figure with attacks on students, teachers, and other education personnel. Where this occurs, GCPEA has typically reported the number in attacks on schools, since it is often the more common form of attack.

Media and civil society sources are often an available source of data on attacks on school students, teachers, and other education personnel. Databases such as ACLED and GTD include incident reports of attacks on school students and personnel, although these reports are not verified to UN standards.

2.1.2 Reported number of incidents of excessive use of force at education-related protests

Purpose

To count the number of incidents of excessive use of force on school students, teachers, and other education personnel at education-related protests reported annually.

Definition

The reported number of times that excessive force was used on school students, teachers, and other education personnel to disperse an education-related protest in a given country during a given year. Use of force is generally perpetrated by state security forces and paramilitary or parapolice groups, although non-state armed groups may also engage in this practice. Excessive force may include the use of water cannons, rubber bullets, teargas, baton charges, open gunfire or other force that seriously injures or kills school students or staff and that goes beyond the minimum required to disperse a protest. This number includes both peaceful and violent student and staff demonstrations.

Calculation

The total number of incidents of excessive use of force at education-related protests. The number of incidents may be calculated based on either individual incidents compiled from UN, NGO, or media sources, counts reported by an individual agency, or some combination of the two. If using a combination of sources, careful attention must be paid towards preventing duplication. Decisions about whether to use counts or incidents for a given period of time are made based on a subjective assessment about what set of information is (a) most comprehensive and (b) most reliable.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children served by the school (boys/girls/mixed); protester (primary student/secondary student/primary personnel/secondary personnel/other); weapon type (water cannon/teargas/baton charge/live ammunition/rubber bullets/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/ multinational forces/other); protest category (peaceful protest/violent demonstration)

Limitations

- This indicator is based on the information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity.
- In incident reports and counts, it is not always clear whether all events labelled as “excessive use of force” or “violent force” actually constitute excessive use of force as defined by relevant international standards (see Appendix A). Some reports also do not provide adequate details on the location of the protest or the reason for the protest. Therefore, it is possible that some events may be miscategorized.
- Reports of use of excessive force on school students, teachers, and personnel do not always clearly indicate the gender of the students or staff participating in the protest, the level of school they attend or work at, or the school operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

This indicator requires incident reports of excessive use of force at education-related protests that impact on school students, teachers, and other education personnel.

Media, NGO, and civil society sources are often the strongest source of data on excessive use of force at education-related protests, as well as some documentation by the UN and other human rights bodies. Because state security forces are often the perpetrators of this type of violation, any form of media repression in the country may render access to such types of reports more complex.

Sub-Domain 2.2: Students or education personnel harmed

These indicators address the total number of school students and education personnel reported as injured, abducted, or killed in attacks directed at them.

2.2.1 Number of students or education personnel reportedly injured, killed, or abducted in targeted violence

Purpose

To count the number of students and education personnel reported annually as injured, killed, or abducted in attacks targeted against them for their profession or that occur at, or on the way to or from, school.¹⁰

¹⁰ This indicator is distinct from Indicator 1.3.1 (number of students and education personnel reported injured or killed in attacks on schools); it covers attacks directed at

Definition

The total reported number of students or education personnel injured in targeted attacks or collateral violence occurring at, or on the way to or from, school. This may include injuries that range from mild to severe to life-threatening.

The total reported number of students and education personnel killed in targeted attacks or collateral violence occurring at, or on the way to or from, school. Violence may be perpetrated by armed forces, other state security forces, or non-state armed groups.

The total reported number of students or education personnel abducted by armed forces, other state security forces, or non-state armed groups. A student, teacher, or staff member is considered abducted if forcibly taken for any amount of time. However, this does not refer to arrest or detention, which are counted under a separate indicator. This definition includes incidents in which a person is removed by persuasion, fraud, force, or threat of force. Not included is the recruitment of children under the age of 18 who are used for military purposes, which is counted in domain 4.

This indicator includes students and personnel injured, killed, or abducted during incidents of education-related repression.

Calculation

Injured: The total number of students and education personnel injured in attacks against them in a given country during a given year.

Killed: The total number of students and education personnel killed in attacks against them in a given country during a given year.

Abducted: The total number of students and education personnel abducted in a given country during a given year.

If reports do not make clear whether those injured, killed, or abducted were students or education personnel, as opposed to other civilians or fighters, then those numbers should be excluded from the calculation. See the Codebook and Appendix A for guidance on tallying numbers when imprecise language is used in reports.

Suggested disaggregation

By: harm type (injured/killed/abducted)

And by: detailed location (subnational region, district, and city/village/area); gender of students and education personnel injured, killed, and abducted (male/female); role (student/teacher/education personnel); level of school attended or employed by (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); attack subcategory (abduction/physical assault/arrest/conviction/small arms fire/use of force/IED/UXO/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other/unknown)

Limitations

- Reports of attacks on school students and education personnel do not always include the numbers of either students or personnel who were injured, killed, or abducted. Therefore, some students and personnel harmed may not be counted.
- Reports of attacks on school students and education personnel may not always identify whether those harmed were associated with education (e.g. students, teachers, or other personnel) or not. This framework takes a conservative approach to tallying injuries, killings, and abductions by excluding any

school students or personnel for their status as learners or educators or which occurred on the way to or from school, rather than an attack on a school (targeted or collateral) in which students or educators were injured or killed.

cases that are not clearly students or education personnel. For this reason, there may be significant data gaps.

- Reports of attacks on school students and education personnel do not always clearly indicate the gender of the students and personnel harmed, the role of the persons harmed (students or education personnel), the level of school they attended or are employed by, or the school operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a subset of data.
- Abductions can occur in a complex attack such as during an attack on a school or the military use of a school.

Feasibility and data sources

The availability of data on the number of school students, teachers, and education personnel injured, killed, or abducted as a result of education-related armed-conflict violence varies between countries, within countries, and over time. These data primarily come from incident reports on attacks on education, such as those produced by the Education Cluster, MRM, UN, INGOs, civil society groups, or media outlets.

Information on the number of injuries, killings, and abductions among students and education personnel due to armed conflict-related violence is often vague or limited. Incident reports of attacks on students and personnel often do not indicate how many casualties or abductions result from an attack and do not always distinguish between harm to student and education personnel and harm to other civilians or fighters. Therefore, it is most feasible to report a *minimum* number of injuries among students and education personnel.

2.2.2 Number of students or education personnel reportedly injured or killed in incidents of repression

Purpose

To count the number of students and education personnel injured and killed in incidents of education-related repression reported annually.

This indicator is used to determine the number of students and education personnel injured and killed in incidents of repression; if that number is then subtracted from the total number of students and staff injured, killed, and abducted in all attacks (indicator 2.2.1), the result is the number of students and education staff injured and killed in armed conflict-related attacks. In so doing, the number of students and personnel harmed in repression and the number harmed in armed conflict violence can be derived and compared to one another.

Definition

The total reported number of students and education personnel injured in incidents of repression. This may include injuries that range from mild to severe to life-threatening.

The total reported number of students and education personnel killed in incidents of repression.

Repression incidents relate to the excessive use of force by armed forces, law enforcement, or other state security forces to disperse and repress education-related protests, including using baton charges, gunfire, water cannons, rubber bullets, or other instruments of force. It also includes students who were killed in detention following an arrest during an incident of repression. This does not include protests by students or education personnel that occur off campus and do not pertain to education. Student or education personnel protests that occur off campus but pertain to local or national education policy or campus-related grievances are counted. See Appendix A for more details on the use of force and education-related protests.

Calculation

Injured: The total number of students and education personnel injured in incidents of repression in a given country during a given year.

Killed: The total number of students and education personnel killed in incidents of repression in a given country during a given year.

See the Codebook and Appendix A for guidance on tallying numbers when imprecise language is used in reports.

Suggested disaggregation

By: harm type (injured/killed)

And by: detailed location (subnational region, district, and city/village/area); gender of students and education personnel killed (male/female); role (student/teacher/education personnel); level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); weapon type (water cannon/teargas/baton charge/live ammunition/rubber bullets/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other/unknown)

Limitations

- The methods used for calculating the number of students and education personnel injured or killed in incidents of repression are conservative, using the minimum number and possibly based on vaguely reported language. Therefore, this indicator is likely to underestimate the number of casualties caused by repression among student and education personnel.
- Reports on incidents of repression do not always clearly indicate whether those injured or killed were associated with education (e.g., students, teachers, or other education personnel), or not. Since this framework takes a conservative approach to tallying casualties by excluding injuries or killings that are not clearly related to education, there may be significant data gaps.
- Reports on incidents of repression do not always clearly indicate the gender of the students and education personnel killed, the role of the persons killed (students or education personnel), the level of school they attend or are employed by, or the school operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

These data often come from incident reports, such as those produced by the UN, INGOs, civil society groups, or media outlets.

Information on the incidents of repression of students and education personnel is often vague or limited. Incidents reports of repression often do not indicate how many people were injured or killed as a result of excessive use of force and do not always distinguish between student and education personnel deaths and other deaths. Therefore, it is most feasible to report a *minimum* number of students, teachers, or personnel injured or killed in such incidents.

Sub-Domain 2.3: Arrests and detentions

This sub-domain addresses the total number of students and education personnel reportedly arrested or detained.

2.3.1 Number of students or education personnel reportedly arrested or detained

Purpose

To count the number of students and education personnel arrested or detained reported annually.

Definition

The number of students and education personnel reportedly arrested or detained. Arrest or detention may occur during education-related protests or in connection with academic research.

Calculation

The total number of students and education personnel arrested or detained in relation to education-related activities in a given country during a given year. Conviction following an arrest is not counted as a separate incident but rather is counted as part of an ongoing incident. This indicator does not take into consideration the length of time a person is detained following arrest. See Codebook and Appendix A for guidance on how to tally numbers when imprecise language is used in reports.

Suggested Disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of students and education personnel arrested (male/female); role (student/teacher/education personnel); level of school where the detained student or staff studies or works (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other/unknown); location (city/town/rural)

Limitations

- The methods used for calculating the number of students and education personnel arrested in incidents of repression are conservative, using the minimum number and possibly based on vaguely reported language. Therefore, this indicator is likely to underestimate the number of arrests or detentions in connection to education-related activities.
- Reports do not always include the numbers of students or education personnel who were arrested, meaning that there may be significant data gaps.
- Reports of arrest do not always clearly indicate whether those arrested were associated with education (e.g., students, teachers, or other education personnel) or whether their arrest was related to their role as an educator, student, or staff member. Because this framework takes a conservative approach to tallying casualties by excluding arrests that are not clearly related to education, there may be significant data gaps.
- Reports of arrests of students and education personnel do not always clearly indicate the gender of the students and education personnel arrested, the role of the persons arrested (students or education personnel), the level of school, or school operator, meaning that the suggested disaggregations may not be possible, or may only be possible on a sub-set of data.

Feasibility and Data Sources

These data often come from incident reports, such as those release by the UN, INGOs, civil society groups, or media outlets. Databases such as ACLED or GTD include incident reports of attacks on students and education personnel, which may include arrests and detentions, although these reports are not verified to UN standards.

Information on the number of arrests of students and education personnel is often vague or limited. Incident reports of arrests often do not indicate how many people were arrested. In some case, incident reports also do not distinguish between student and education personnel arrests and other persons arrested or detained. Therefore, it is most feasible to report a *minimum* number of arrests or detentions among students and education personnel.

DOMAIN 3: MILITARY USE OF SCHOOLS AND UNIVERSITIES

Definition: Military use of schools and universities includes cases in which armed forces or non-state armed groups occupy schools and use them for purposes that support a military effort, such as for bases, barracks, and temporary shelters for persons associated with fighting forces; for fighting positions, weapons storage facilities, and detention and interrogation centers; and for military training or drilling soldiers. It also includes when armed forces, other security forces, or non-state armed groups establish a checkpoint at or next to a school. The military use domain does not include when armed forces or other state security forces are deployed to protect teachers or students or otherwise support the provision of education.

The military use domain includes cases in which an armed force or group occupies an entire educational facility and when they take over only part of an educational facility, for example by occupying school grounds, setting up a nearby camp, or by establishing a firing position on the roof. Armed forces or groups may use schools or universities for varying lengths of time, in some cases for just one night, in other cases for several years. This domain tracks all durations of military use.

The indicators measuring military use are categorized into five sub-domains as follows:

- **Incidents**
- **Damage or destruction**
- **Casualties**
- **Impact on education**
- **Intersection with attacks on education**

Sub-Domain 3.1: Incidents of military use

These indicators measure the total number of incidents of military use of schools and universities, as well as the number of schools or universities used for military purposes and the number of days educational facilities experienced military use. Military use of schools and universities is one of the more comprehensively monitored forms of attacks on education, although the total number of institutions used by armed forces or non-state armed groups is typically reported at a particular point in time (e.g., “10 schools were used for military purposes in 2020”).

Indicator 3.1.1 Number of reported incidents of military use of schools and universities

Purpose

To count the number of incidents of military use of schools and universities reported annually.

Definition

Reported number of times schools or universities were used for military purposes by armed forces or armed groups. This number includes all incidents of military use of schools and universities regardless of the length of time used or for what purposes. The same school or university may have been occupied more than one time; each incident of military use is counted in the total.

Calculation

The total number of incidents of military use of schools and universities in a given country during a given year. The number of reported incidents of military use may be calculated based on either individual incidents compiled from

UN, NGO, or media sources or aggregate counts. If using a combination of sources, attention must be paid to prevent duplication. Decisions about whether to use counts or incidents for a given period of time are made based on a subjective assessment about what set of information is (a) most comprehensive and (b) most reliable.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children served by the school (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/tertiary/nonformal); school operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby);¹¹ perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other)

Limitations

- Data on military use of schools and universities may be incomplete or inaccurate, making it difficult to quantify the total number of incidents of military use.
- Military use is difficult to measure since its duration can vary and, unlike a single attack on a school, use occurs over time. The total number of institutions in military use are typically reported at a particular point in time (e.g., “10 schools were used for military purposes in 2020”), and even when a single source provides repeated counts of military use, it is difficult to determine how much overlap there is between reports. Therefore, it is not possible to simply add tallies of institutions in use at various points in time in order to come up with a total incident count for a particular time period.
- Reports of military use do not always clearly indicate the gender of the students served by the school or university used, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

This indicator requires reported numbers of incidents of military use of schools and universities.

The military use of *schools* is relatively well documented, although challenges exist in counting it. Individual reports or tallies of military use are produced by NGOs, media, civil society, and the UN. When activated in a given country, the MRM also collects and reports on military use of schools, generally as an aggregate count. Where activated, MRM data is often the most comprehensive data source on military use; however, because it is not disaggregated, it is difficult to assess duplication between aggregate counts and incident reports. Many data sources are also vague about the start and end dates of military use of schools, which can pose challenges in assuring that no duplication between tallies and incidents occurs.

In aggregate counts from the UN or NGOs, this indicator is often reported as “X incidents of the military use of schools,” rather than “X schools used.”

The military use of *universities* is documented to varying degrees across countries. Individual reports or tallies of military use are produced by NGOs, media, civil society, and the UN. However, care must be taken not to duplicate when adding from different sources. However, because the total number of universities in a country is generally fewer than schools, it is also easier to assess this than for military use of schools. Many data sources are vague about the start and end dates of military use of universities, which can pose challenges in assuring that no duplication between tallies and incidents occurs.

¹¹ The distance for determining whether a base or camp is near an educational facility depends on the context. When developing such criteria, *Toolkit* users should consider whether students and educators must pass by the base or camp on their way to or from the educational facility. As a point of departure, in the Philippines, the Department of Education National Policy Framework on Learners and Schools as Zones of Peace states, “There shall be no military detachment or patrol base constructed within 460 meters from a school.” For more details, see *Protecting Schools from Military Use (2021): Law, Policy, and Military Doctrine* (p. 81).

Indicator 3.1.2 Total number of days affected by military use

Purpose

To count the cumulative number of days that all schools and universities were used for military purposes reported annually. This indicator does not calculate whether a school was closed due to military use; see indicator 3.4.1 to calculate the number of school days lost due to military use.¹²

Definition

Reported number of days that armed forces, other state security forces, or non-state armed groups used a school, school infrastructure, or higher education facility for military purposes.

Calculation

The total number of days that all schools and universities were used for military purposes in a given country during a given year. This calculation is done by adding together the number of days each school and university was used for military purposes. For example, if two schools were each used for three days, the total number of days that schools were used for military purposes is six days.

For intelligibility, the results may best be reported in the format “armed forces/groups used X schools and universities for a total of Y days in YEAR.”

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children served by the school (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/tertiary/nonformal); school operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other)

Limitations

- Military use is typically reported as a tally or an incident at a point in time, as opposed to an amount of time. Data on the number of days of military use of schools may be incomplete, inaccurate, or unavailable, making it difficult to identify the number of days.
- Reports of military use of schools do not always clearly indicate the gender of the students served by the school or university used, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

This indicator requires incident or tally reports of military use of schools and universities that includes the number of days of use.

The military use of schools is documented to a varying degree. Individual reports or tallies of military use are produced by NGOs, media, civil society, and the UN. The MRM also reports on military use of schools. Some of these sources may indicate the length of time during which an institution was used but this is not consistently reported.

¹² These indicators are separated since the number of days a school or university is used is distinct from the number of days it was closed due to use. A school or university may be used for military purposes but remain open (e.g., an armed force or group may occupy only part of the school) or a non-functioning school may be occupied by an armed force or group, meaning the school was not closed due to military use and no school days were lost.

Indicator 3.1.3 Number of schools and universities reportedly used for military purposes

Purpose

To count the number of schools and universities that experienced military use reported annually.

Definition

Reported number of schools and universities used for military purposes by armed forces or non-state armed groups. Each school or university used for military purposes is counted only once per year, even if used more than one time or by more than one conflict actor.

Calculation

The total number of schools and universities used for military purposes in a given country during a given year. The number of schools and universities may be calculated based on either individual incidents compiled from UN, NGO, or media sources or aggregate counts. If using a combination of sources, attention must be paid to prevent duplication. Decisions about whether to use counts or incidents for a given period of time are made based on a subjective assessment about what set of information is (a) most comprehensive and (b) most reliable.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children served by the school (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/tertiary/nonformal); school operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other)

Limitations

- Data on military use of schools and universities may be incomplete or inaccurate, making it difficult to quantify the total number of schools and universities that experienced military use.
- Military use is difficult to measure since its length can vary and occurs over time. The total number of institutions in military use are typically reported at a particular point in time (e.g., “10 schools were used for military purposes in 2020”), and even when a single source provides repeated counts of military use, it is difficult to determine how much overlap there is between reports. Therefore, it is not possible to simply add tallies of institutions in use at various points in time in order to come up with a total count for a particular time period.

Feasibility and data sources

This indicator requires reported numbers of schools or universities used for military purposes. To avoid double counting a school or university, school and university identifiers are needed, or aggregate counts must be reliable and known not to overlap with incident reports (if both are available).

The military use of *schools* is relatively well documented, although challenges exist in counting it. Individual reports or tallies of military use are produced by NGOs, media, civil society, and the UN. When activated in a given country, the MRM also collects and reports on military use of school, generally as an aggregate count. Where activated, MRM data is often the most comprehensive data source on military use; however, because it is not disaggregated, it is difficult to assess duplication between counts and incident reports.

In aggregate counts from the UN or NGOs, this indicator is often reported as “X schools used,” rather than “X incidents of the military use of schools.”

The military use of *universities* is documented to varying degrees across countries. Individual reports or tallies of military use are produced by NGOs, media, civil society, and the UN. However, care must be taken not to duplicate when adding from different sources. Many data sources are vague about the start and end dates of military use of universities, which can pose challenges in assuring that no duplication between tallies and incidents occurs. However, because the total number of universities in a country is generally fewer than schools, it is also easier to assess this than for military use of schools.

Sub-Domain 3.2: Damage and destruction

This sub-domain addresses the number of schools and universities nationally or sub-nationally that were reportedly damaged or destroyed during military use.

Indicator 3.2.1: Number of schools and universities reported as damaged or destroyed during military use

Purpose

To calculate the total number of schools and universities nationally or sub-nationally reported damaged or destroyed during military use annually. Although educational institutions may be attacked by opposing armed forces or non-state armed groups during military use (see indicator 3.5.3 for more), the purpose of this indicator is to establish damage or destruction by the armed force or armed group occupying the school or university.

Definition

The reported number of schools and universities **damaged** during military use. Damage may range from minor to significant; it may have occurred to boundary walls or gates, libraries, school playgrounds, furniture, or teaching and learning materials.

The reported number of schools and universities **destroyed** during military use. A school or university is considered “destroyed” if a source reports that it was “fully destroyed,” “destroyed,” or “rendered unusable.”

Educational facilities include any building housing a kindergarten, primary or secondary school, tertiary learning institute, vocational institute, university, or nonformal learning center, as well as ministry of education offices. A school or university is either damaged or destroyed during military use; it cannot count as both. If it is clear from a report that some level of destruction occurred, but it is unclear whether the school was damaged or destroyed, count the incident as damaged.

Calculation

Damaged: The total number of schools and universities that reportedly experienced minor to significant damage during military use in a given country during a given year.

Destroyed: The total number of schools and universities reportedly destroyed or rendered unusable by military use in a given country during a given year.

Suggested disaggregation

By: level of destruction (damaged/destroyed)

And by: detailed location (subnational region, district, and city/village/area); gender of the children or adults served by the school or university (boys/girls/men/women/mixed); level of schooling (preschool/kindergarten/primary/secondary/tertiary/nonformal); school or university operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other/unknown); location (city/town/rural)

Limitations

- The Reports of military use may not include details on whether the educational institution was damaged or destroyed during occupation, meaning this calculation may not be possible in some contexts.
- Reports of military use may not clearly indicate the gender of the children or adults served by the educational institution, the level of schooling, or operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

This indicator requires incident or tally reports of military use of schools and universities that includes the number educational institutions damaged or destroyed. Although military use is routinely reported in many countries by UN, NGO, and other sources, details about the damage or destruction incurred during occupation is not frequently made available.

Sub-Domain 3.3: Casualties

This indicator requires incident or tally reports of military use of schools and universities that includes the number educational institutions damaged or destroyed. Although military use is routinely reported in many countries by UN, NGO, and other sources, details about the damage or destruction incurred during occupation is not frequently made available.

Indicator 3.3.1: Number of students or education personnel reported injured or killed in military use

Purpose

To count the number of students and education personnel reported annually as injured or killed during military use of schools and higher education institutions.

Definition

The number of students or education personnel reportedly injured during military use of schools and higher education institutions. This may include injuries that range from mild to severe to life-threatening.

The number of students or education personnel reportedly killed during military use of schools and higher education institutions.

Calculation

Injured: The total number of students and education personnel injured during military use of schools and higher education institutions in a given country during a given year.

Killed: The total number of students and education personnel killed during military use of schools and higher education institutions in a given country during a given year.

See the Codebook and Appendix A for guidance on tallying numbers when imprecise language is used in reports. If a school is being used as a center for internally displaced persons at the time of military use, then any students or education personnel injured or killed are not counted in their respective totals because they were not injured in their capacity as students or education personnel.

Suggested disaggregation

By: harm type (injured/killed)

And by: detailed location (subnational region, district, and city/village/area); gender of students and education personnel injured or killed (male/female); role (student/education personnel); gender of the children or adults

served by the school or university (boys/girls/mixed); level of schooling (preschool/kindergarten/primary/secondary/tertiary/nonformal); school operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other/unknown)

Limitations

- The methods used for counting the number of students and education personnel injured or killed are conservative, using the minimum number and possibly based on vaguely reported language. Therefore, this indicator is likely to underestimate the number of casualties among students and education personnel during military use.
- Reports of military use do not always include the numbers of students or education personnel injured or killed while the school or university was occupied, meaning that there may be significant data gaps.
- Reports of military use do not always clearly indicate the gender of the students and education personnel injured or killed, the role of the persons killed (students or education personnel), the gender of the students served by the school or university used, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

These data come from incident reports of military use, such as those released by the Education Cluster, MRM, UN, INGOs, civil society groups, or media outlets.

Information on the number of casualties among students and education personnel during military use is often vague or limited. Incident reports of military use often do not indicate how many casualties result from the occupation and do not always distinguish between student and education personnel casualties and other casualties. Therefore, it is most feasible to report a *minimum* number of casualties among students and education personnel during military use.

Sub-Domain 3.4: Impact on education

This sub-domain is intended to measure gaps in education related to military use of schools and universities, as well as the number of students and education personnel affected by this occupation. Because of significant gaps in the availability of relevant information, these indicators may only be aspirational.

3.4.1 Reported total number of days that schools or universities were closed due to military use

Purpose

To measure the cumulative number of days that schools were closed due to military use reported annually. This differs from indicator 3.1.1, which measures the total days an institution is affected by military use; while some schools may remain partially open or were already non-functioning at the time of military use, this indicator measures the number of days of learning lost due to military use.

Definition

The cumulative number of days that schools and universities were closed because of military use. This may include days when the school is being used for military purposes or after use.

Calculation

The cumulative number of days that schools and universities were closed due to military use in a given country during a given year. If two schools were each closed for ten days, then the cumulative number of days closed is twenty. If a school is permanently closed during a particular calendar year, then all school days for the remainder of the year are counted. The number of days that schools were closed during a previous year and remain closed during the year under consideration are excluded from this calculation.

At present, this information is sometimes reported for specific incidents (e.g., because of military use, a school was closed for XX days) or cumulatively for military use in a particular area (e.g., children missed out on XX days of education due to military occupation). Because of significant gaps in reporting on the impacts of military use on education, these sets of information may be compiled to indicate a *minimum number* of school days missed in a given country during a given year. Careful attention must be paid to avoid duplication.

For intelligibility, the results may best be reported in the format “X schools and universities missed a total of Y days of learning in YEAR.”

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children served by the school (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/tertiary/nonformal); school operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other)

Limitations

- School-level data may be out of date, inaccurate, or incomplete.
- The number of days in a school year may vary or not be widely published. Schools may also be closed for other reasons unrelated to military use.

Feasibility and data sources

This indicator may be calculated by pairing incident-level data on military use with education data (such as EMIS or other national education system data). Calculating this indicator requires being able to link reported incidents of military use to data identifying those educational facilities in order to avoid double counting of schools and universities that experience more than one incident of military use.

3.4.2 Number of students or education personnel whose education or work was reportedly affected by military use

Purpose

To count the number of students and education personnel whose education or work was affected by military use of schools and universities reported annually.

Definition

The total reported number of students affected by military use of their school or university. A student is considered affected if she or he is enrolled at a school or university that is used for military purposes.

The total reported number of teachers, professors, and other education personnel who were affected by military use of their schools or universities. A teacher or education staff member is considered affected if she or he works at a school or university that is used for military purposes.

Calculation

Students: The cumulative number of students enrolled in all schools or universities that are used for military purposes in a given country during a given year.

Personnel: The cumulative number of teachers, professors, and other education personnel working or volunteering in all schools or universities that are used for military purposes in a given country during a given year.

Since enrollment and personnel data may not be available for all schools or universities that are used for military purposes, available information may be added to come up with a *minimum number* of students and education personnel affected by military use. If a large proportion of reports do not breakdown numbers by students and personnel (e.g., “100 school affiliates were affected”), then combine the groups in the calculation and report on the number of students *and* personnel affected together as one figure.

Suggested disaggregation

By: role (student/education personnel)

And by: detailed location (subnational region, district, and city/village/area); gender of the children served by the school or university (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/tertiary/nonformal); school operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other)

Limitations

- Enrollment or personnel data may be out of date, inaccurate, or incomplete.
- Reports of military use do not always clearly indicate the gender of the children or adults served by the school or university used, the gender breakdown of education personnel, the level of school, or operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and Data Sources

This indicator may be calculated by pairing incident level data on military use of schools and universities with school and university enrollment data (such as EMIS, HEMIS, or other national education system data) indicating the number of students enrolled in schools and universities that are used for military purposes. Calculating this indicator requires being able to link reported incidents of military use to data identifying those schools in order to avoid double counting of students attending schools that experience more than one incident of military use in the same year. Alternatively, it may be more feasible to calculate a minimum number of students affected by summing reports of the numbers of students enrolled in schools that are used for military purposes when incident reports include those numbers. Doing so is possible as long as it is clear the incidents are not referring to the same school (or duplicates are subtracted out) to avoid double counting.

Sub-Domain 3.5: Intersection with attacks on education

This sub-domain is intended to measure the intersection between military use and attacks on education, namely, child recruitment, sexual violence, and attacks on schools or universities. Due to significant gaps in the availability of relevant information these indicators may only be aspirational.

3.5.1 Reported number of incidents of child recruitment linked to military use of schools

Purpose

To establish the intersection between military use of schools and child recruitment at, or on the way to or from, schools.

Definition

The number of incidents of child recruitment at, or on the way to or from, schools while the educational institutions were used by an armed force or armed group.

Calculation

The total number of incidents of child recruitment at, or on the way to or from, school while the educational institutions are being used by the same armed force or armed group that carried out the recruitment. For the number of child recruitment incidents, see indicator 4.1.2 below, which also asks if the armed force or non-state armed group was using the school for military purposes at the time of recruitment. This calculation includes threatened or attempted child recruitment incidents, regardless of whether the recruitment was eventuated.

Since school-related child recruitment is under-reported, counting the number of incidents (4.1.2) may not be feasible. Instead, a binary (y/n) assessment may be possible in some contexts, where for instance reports indicate child recruitment occurred at a school occupied by an armed force or non-state armed group, without indicating the date, location, or other information that would making adding together incidents possible.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children (boys/girls); gender of the students served by the school (boys/girls/mixed); age of the children and/or level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby); recruitment subcategory (domestic work/fighter/spy/threat/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location of attack (at school/on the way to or from school); location of school (city/town/rural)

Limitations

- Military use is difficult to measure since its length can vary and occurs over time.
- Since child recruitment is challenging to monitor and often under-reported, the calculation for child recruitment at, or on the way to or from, school is likely to be an underestimate.
- See the limitations listed for child recruitment (domain 4) below.

Feasibility and data sources

See the feasibility and data sources listed for military use incidents (3.1.1) above and child recruitment (domain 4) below.

3.5.2 Reported number of incidents of sexual violence linked to military use of schools or universities

Purpose

To establish the intersection between military use of schools or universities and sexual violence at, or on the way to or from, schools or universities.

Definition

The number of incidents of sexual violence at, or on the way to or from, schools or universities while the educational institutions were used by an armed force or armed group.

Calculation

The total number of incidents of sexual violence at, or on the way to or from, school or university while the educational institutions are being used by the same armed force or armed group that carried out the sexual violence. For the number of sexual violence incidents, see indicator 5.1.2 below, which also asks if the armed force or non-state armed group was using the school or university for military purposes at the time of sexual violence. This calculation includes threatened or attempted sexual violence incidents, regardless of whether eventuated.

Since education-related sexual violence is under-reported, counting the number of incidents (5.1.2) may not be feasible. Instead, a binary (y/n) assessment may be possible in some contexts, where for instance reports indicate sexual violence occurred at a school or university occupied by an armed force or non-state armed group, without indicating the date, location, or other information that would make adding together incidents possible.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the students or educators (boys/girls/men/women); gender of the students served by the school or university (boys/men/girls/women/mixed); age of the children or adults and/or level of schooling (preschool/kindergarten/primary/secondary/tertiary/nonformal) and/or position held by education staff (teacher/principal/administrator/janitor/professor/dean); school or university operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby); sexual violence subcategory (forced marriage/rape/sexual assault/sexual harassment/threat/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location of attack (at school/on the way to or from school); location of school or university (city/town/rural)

Limitations

- Military use is difficult to measure since its length can vary and occurs over time.
- Since sexual violence is challenging to monitor and often under-reported, the calculation for this indicator is a near-certain undercount.
- See the limitations listed for sexual violence (domain 5) below.

Feasibility and Data Sources

See the feasibility and data sources listed for military use incidents (3.1.1) above and sexual violence (domain 5) below.

3.5.3 Proportion of educational institutions used for military purposes then targeted for attack**Purpose**

To establish the intersection between military use of educational institutions and the subsequent targeting of the same institutions by opposing armed forces or non-state armed groups.

Definition

The reported number of schools and universities targeted for attack while being used for military purposes as a percentage of all military use incidents in a given country during a given year.

Calculation

The numerator is the number of educational institutions reportedly targeted for attack while being used for military purposes by an opposing armed force or non-state armed group in a given country during a given year. The denominator is the total number of military use incidents, including those targeted for attack (i.e., the numerator), in the same country for that same year.¹³

For the number of educational institutions reportedly targeted for attack while being used for military purposes, see indicators 1.1.1 and 6.1.1, which ask if an armed force or non-state armed group was using the school (1.1.1) or university (6.1.1) for military purposes at the time of the attack. This calculation includes threatened or attempted attacks, regardless of whether eventuated.

For an example of this calculation, see GCPEA's case study "[The Impacts of Attacks on Education and Military Use in Myanmar](#)," (pp. 9-10).

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the students or educators (boys/girls/men/women); gender of the students served by the school or university (boys/men/girls/women/mixed); age of the children or adults and/or level of schooling (preschool/kindergarten/primary/secondary/tertiary/nonformal) and/or position held by education staff (teacher/principal/administrator/janitor/professor/dean); school or university operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby); sexual violence subcategory (forced marriage/rape/sexual assault/sexual harassment/threat/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location of attack (at school/on the way to or from school); location of school or university (city/town/rural)

Limitations

- Military use is difficult to measure since its length can vary and occurs over time.
- See the limitations listed for attacks on schools and universities (domains 1 and 6) and military use above.

Feasibility and Data Sources

See the feasibility and data sources listed for attacks on schools and universities (domains 1 and 6) and military use incidents (3.1.1) above.

¹³An educational institution that is used for military purposes and targeted for attack more than once (i.e., one armed force or group vacates and another enters and attacks occur during both), should be counted in the calculation each time both violations occur during the time period. On the other hand, an educational institution that is targeted for attack more than once by the same armed force or non-state armed group during continuous military use by their rival, should only count once in the calculation. Finally, in limited cases, an armed force or non-state armed group may attack an educational institution it is using (or recently used), for instance to destroy evidence or if explosives are unwittingly detonated. Such cases can be included or excluded from the calculation, but if applicable, the write-up should clearly state which sets of incidents are included.

DOMAIN 4: CHILD RECRUITMENT AT, OR ON THE WAY TO OR FROM, SCHOOL

Definition: Child recruitment at, or on the way to or from, school occurs when armed forces, other state security forces, or non-state armed groups recruit children under the age of 18 from their schools or along school routes. For this domain, all recruitment of children under the age of 18 is considered child recruitment, in line with international standards, regardless of the legal instruments or other commitments signed by the government or non-state armed groups. Recruitment for any purpose is included, such as serving as fighters, spies, or intelligence sources; for domestic work; or to transport weapons or other materials. However, this domain does not include cases of recruitment for sexual violence, such as rape or forced marriage, which are included under sexual violence (domain 5).

Child recruitment is sometimes linked to other attacks on education. For instance, in the course of using a school for military purposes, an armed force or non-state armed group may recruit children from the location. Likewise, after carrying out an attack on a school, an armed force or non-state armed group may recruit students.

The indicators measuring child recruitment are categorized into two sub-domains as follows:

- **Incidents**
- **Students recruited**

Sub-Domain 4.1: Incidents of child recruitment at, or on the way to or from, school

These indicators measure the total number of attempted and actual incidents of child recruitment at, or en route to or from, school and, where not possible, they provide a binary assessment of whether school-related recruitment has occurred. Child recruitment is one of most under-monitored and under-reported attacks on education. Accordingly, the limited information available means a near-certain undercount for this sub-domain.

Indicator 4.1.1: Binary assessment of the existence of child recruitment at, or on the way to or from, school

Purpose

To provide an assessment, based on qualitative evidence, of whether or not school-related child recruitment has reportedly occurred in the last year. This indicator is binary (y/n); since counting the number of school-related child recruitment incidents (4.1.2) is often not possible, a binary assessment is useful as it conveys some limited information and can be compared with binary assessments from other contexts.

Child recruitment at, or on the way to or from, school is under-reported. When information is available, it is often in the form of a general description, rather than a count or incident report.¹⁴ The description may be the only piece of information available, or one of very few. In instances when only qualitative descriptions are available, a binary assessment of the existence of education-related child recruitment is necessary.

If sufficient information is available to count the number of reported incidents of child recruitment at, or on the way to or from, school, and that count is greater than zero, then indicator 4.1.1 can automatically be marked “yes.”

¹⁴ The following is a representative example: A Colombian weekly news magazine reported, “The mayor of San Vicente del Caguán, Humberto Sánchez, had also warned that [FARC] dissidents from the 62nd front, under the command of Cucho, were going to schools and rural districts to recruit [children]...” The report is evidence that school-related child recruitment occurred in the country in 2019, along with a reported location and perpetrator, but crucially it gives no sense of the number of incidents and, were the number estimated, risks significantly under- or over-counting them. As such, this report cannot be used to measure the number of school-related child recruitment incidents (indicator 4.1.1). GCPEA translation. Citation: “What is known about the army bombing in which at least eight children died ([Lo que se sabe del bombardeo del Ejército en el que murieron al menos ocho niños](#)),” *Semana*, November 12, 2019.

However, the general steps of indicator 4.1.1 should still be followed where possible, including suggested disaggregation, since qualitative reports often contain information not available in counts or incident reports.

Definition

Binary assessment of the reported existence of child recruitment at, or on the way to or from, schools by armed forces, other state security forces, or armed groups. Incidents include attempts at recruitment.

Calculation

Mark the indicator “yes,” if one or more qualitative reports provide evidence that school-related child recruitment occurred during a given year. If indicator 4.1.2 is greater than zero, this indicator can also be marked “yes.”

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children (boys/girls); age of the children or level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); attack subcategory (domestic work/fighter/spy/threat/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location of attack (at school/on the way to or from school); location of school (city/town/rural)

Limitations

- Since child recruitment is challenging to monitor and often under-reported, this indicator may be based on only one or a few qualitative reports, meaning that the reliability of the source is particularly important. If the source is not reliable, then it may be best not to complete the indicator.
- Due to under-reporting, any patterns observed across descriptions of child recruitment may not be representative of broader trends since the cases reported and thus described may be outliers.
- Due to protection protocols, organizations may not be able to publish sensitive, event-specific information to safeguard the anonymity of survivors or victims, making it more difficult to collect data and avoid double counting reports.
- Reports of education-related child recruitment do not always clearly indicate the gender of the children recruited or the level or operator of the school they attend, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Note on confidentiality

The information provided by sources should be carefully reviewed and edited so that no specific details are made public that could breach the dignity, confidentiality, safety, and security of the survivor, education facility, and community. If a news or other report mentions a survivor of child recruitment’s name, the name of the school where recruitment occurred, or other identifying information, those details should not be included in the datasheets connected to this framework.

Feasibility and data sources

Reports, surveys, or qualitative studies may reveal indications of child recruitment at school, or threats or fears of its occurrence, but provide no incident-level detail or quantitative information that would allow for the information to be included in a count. Such information is most appropriate to use in this indicator.

Data sources might be media, NGO, violence observatory, or UN reports, as well as summaries of survey findings or interview notes. Descriptions of school-related child recruitment may be found in reports specific to recruitment or in general reports about conflict, education, or adjacent topics. For instance, reports may state that parents are afraid to send their children to school in a particular area due to recruitment at learning centers or discuss the

release of children from the ranks of armed forces or armed groups and include details about their recruitment from schools.

Databases like the ACLED and GTD may also include incident reports of school-related child recruitment, although these reports are not verified to UN standards.

Indicator 4.1.2: Number of reported incidents of child recruitment at, or on the way to or from, school

Purpose

To count the number of incidents of child recruitment at, or on the way to or from, school reported annually.

Definition

Reported number of times that armed forces, other state security forces, or armed groups recruited, or attempted to recruit, children at, or on the way to or from, school. This number includes all incidents regardless of whether the attack on education was eventuated. For example, if a member of an armed force or non-state armed group offered a child money or sent the child on errands in an attempt at recruitment, but the child did not join the ranks of the armed actor, the incident would still be included in the number. An incident of child recruitment may involve more than one child, meaning that one reported incident (incident 4.1.2) may be connected to the reported recruitment of more than one student (incident 4.2.1).

Calculation

The total number of incidents of child recruitment for a given country during a given year. The number of reported incidents may be calculated based on either individual incidents compiled from UN, NGO, or media sources, counts reported by an individual agency, or some combination of the two. If using a combination of sources, careful attention must be paid towards preventing duplication. Decisions about whether to use counts or incidents for a given period of time are made based on a subjective assessment about what set of information is (a) most comprehensive and (b) most reliable.

In many contexts, this calculation cannot be performed. Even when school-related child recruitment is mentioned, reports often do not provide the incident-level detail or quantitative information necessary for any reported recruitment to be counted in a tally. In such cases, rely on indicator 4.1.1.

Suggested disaggregation

By: location of attack (at school/on the way to or from school); location of school (city/town/rural); detailed location (subnational region, district, and city/village/area); gender of the children (boys/girls); age of the children or level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); attack subcategory (domestic work/fighter/spy/threat/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other)

Limitations

- This indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity. Since child recruitment is challenging to monitor and often under-reported, the calculation for child recruitment at, or on the way to or from, school is likely to be an underestimate.
- When using counts found in various agencies' reports, it is not always clear whether all events labeled as "recruitment from school" constitute education-related child recruitment as defined by GCPEA. Therefore, it is possible that some events may be miscategorized.

- Reports of education-related child recruitment do not always clearly indicate the gender of the children recruited or the level or operator of the school they attend, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Additional information

Was an armed force or non-state armed group using the school for military purposes at the time of the recruitment?
(y/n)

Feasibility and data sources

Although counts can be employed to determine the total number of incidents of child recruitment at, or on the way to or from, school, incident reports are required for disaggregation.

In most contexts, incident-level data of child recruitment at, or on the way to or from, school is scarcely available, making Indicator 4.1.2 a relatively difficult indicator to collect. Although “recruitment and use of children by armed forces or armed groups” is one of the six grave violations tracked by the MRM on Children and Armed Conflict, the data as presently reported often lack sufficient disaggregation to determine whether the recruitment occurred at, or en route to or from, school.

Data sources vary from country to country. In countries with operational Protection Clusters and dedicated data management personnel, the national Protection Cluster may be a good source of data. MRM data may be useful for calculating education-related child recruitment in some contexts; however, this information is not typically available until after it has been published in the UN Secretary-General’s Annual Report on Children and Armed Conflict. Limitations of this data source include that it is generally not disaggregated and, relatedly, caution must be taken to avoid duplication with other data sources.

Media and civil society sources are often another strong source of data on child recruitment at, or on the way to or from, school. Databases like ACLED and GTD may include incident reports of child recruitment, although these reports are not verified to UN standards. Likewise, international or local NGOs or security and violence observatories may collect reports of child recruitment.

Sub-Domain 4.2: Children recruited

This indicator measures the total number of children reportedly recruited at or en route to or from school. Child recruitment is one of most under-monitored and under-reported attacks on education. Accordingly, the limited information available means a near-certain undercount for this sub-domain.

Indicator 4.2.1: Number of children reportedly recruited at, or on the way to or from, school

Purpose

To count the number of children recruited at, or on the way to or from, school reported annually.

Definition

Reported number of children recruited at, or on the way to or from, school by armed forces, other state security forces, or non-state armed groups. This number includes only recruitment events that were carried out, not attempts at or threats of recruitment.

Calculation

The total number of students recruited at, or on the way to or from, school for a given country during a given year. The number of reported students may be calculated based on either individual incidents compiled from UN, NGO, or media sources, counts reported by an individual agency, or some combination of the two. If using a combination

of sources, careful attention must be paid towards preventing duplication. Decisions about whether to use counts or incidents for a given period of time are made based on a subjective assessment about what set of information is (a) most comprehensive and (b) most reliable.

Although uncommon, indicator 4.2.1 can produce a smaller number than indicator 4.1.2. Unlike the latter, indicator 4.2.1 does not include attempts and threats of recruitment and does not count incidents of school-related child recruitment that do not reveal the specific number of students recruited.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children (boys/girls); age of the children or level of school (preschool/kindergarten/primary/secondary/nonformal); school operator (government/private/NGO/religious institution); attack subcategory (domestic work/fighter/spy/threat/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location of attack (at school/on the way to or from school); location of school (city/town/rural)

Limitations

- This indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity. Since child recruitment is challenging to monitor and often under-reported, the calculation for students recruited at, or on the way to or from, school is a near-certain undercount.
- When using counts, it is not always clear whether all mentions of “recruitment of students” meet GCPEA’s criteria for child recruitment at, or on the way to or from, school. Therefore, it is possible that some events may be miscategorized.
- Reports covering school-related child recruitment do not always clearly indicate the gender of the children recruited or the level or operator of the school they attend, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

The feasibility and data sources for this indicator are the same as for Indicator 4.1.2.

DOMAIN 5: SEXUAL VIOLENCE AT, OR ON THE WAY TO OR FROM, SCHOOL OR UNIVERSITY

Definition: Sexual violence at, or on the way to or from, school or university occurs when armed forces, other state security forces, or non-state armed groups sexually threaten, harass, or abuse students or educators of all genders. Sexual violence includes rape, sexual slavery, forced marriage, forced prostitution, forced pregnancy, forced sterilization, forced abortion, forced circumcision, castration, genital harm, and any other nonconsensual sexual act, as well as acts that may not require physical violence or contact but include humiliation or shaming of a sexual nature, such as forced nudity. This domain also includes abduction for these purposes, which are counted as sexual violence, not child recruitment or attacks on students or education personnel.

This domain includes incidents of sexual violence if they occur while students or educators are traveling to and from, or are in, places of learning, or otherwise if individuals are explicitly targeted for sexual violence because of their status as students or educators. Sexual violence incidents that take place in an educational institution by armed forces, other state security forces, or armed groups are included, even if those abused are not students or educators. Incidents that do not occur at, or en route to or from, school are also included if there is a clear nexus

with education. Sexual violence perpetrated by other educators and students is not included in this domain, unless the perpetrators belong to an armed force, other state security force, or non-state armed group.

Sexual violence is sometimes linked to other attacks on education. For instance, in the course of using a school for military purposes, an armed force or non-state armed group may sexually abuse students attending the school. Likewise, in the aftermath of an attack on a school, an armed force or non-state armed group may commit sexual violence against students or educators.

The indicators measuring sexual violence are categorized into two sub-domains as follows:

- **Incidents**
- **Students or education personnel harmed**

Sub-Domain 5.1: Incidents of sexual violence at, or on the way to or from, school or university

These indicators measure the total number of attempted and actual incidents of sexual violence at, or on the way to or from, school or university and, where not possible, provide a binary assessment of whether education-related sexual violence occurred. Sexual violence is one of most under-monitored and under-reported attacks on education. Accordingly, the limited information available means a near-certain undercount for this sub-domain.

Indicator 5.1.1: Binary assessment of the existence of sexual violence at, or on the way to or from, school or university

Purpose

To provide an assessment, based on qualitative evidence, of whether or not education-related sexual violence has reportedly occurred in a given year. This indicator is binary (y/n); since counting the number of education-related sexual violence incidents (5.1.2) is often not possible, a binary assessment is useful as it conveys some limited information and can be compared with binary assessments from other contexts.

Sexual violence at, or on the way to or from, school or university is under-reported. When information is available, it is often in the form of a general description, rather than a count or incident report.¹⁵ The description may be the only piece of information available, or one of few. In instances when only qualitative descriptions are available, a binary assessment of the existence of education-related sexual violence is necessary.

If sufficient information is available to count the number of reported incidents of sexual violence at, or on the way to or from, school or university, and that count is greater than zero, then indicator 5.1.1 can automatically be marked “yes.” However, the general steps of indicator 5.1.1 should still be followed where possible, including suggested disaggregation, since qualitative reports often contain information not available in counts or incident reports.

Definition

Binary assessment of the reported existence of sexual violence at, or on the way to or from, schools or universities by armed forces, other state security forces, or armed groups. Incidents include attempted and threatened sexual violence.

¹⁵ The following is a representative example: A Sudanese newspaper reported “A coalition of 25 Sudanese and African civil society entities...said...‘To date, female students and workers...continue to report incidents of aggressive sexual harassment...by the RSF/Janjaweed soldiers,’ ...sustained sexual harassment and intimidation of women...on their way to work, schools or the market...” The report is evidence that education-related sexual violence occurred in the country in 2019, along with a reported perpetrator, but crucially it gives no sense of the number of incidents and, if estimated, risks significantly under- or over-counting them. As such, this report cannot be used to measure the number of education-related sexual violence incidents (indicator 5.1.1). Citation: [“25 civil society organisations petition AU over militarization of public spaces in Khartoum,” Sudan Tribune, July 9, 2019.](#)

Calculation

Mark the indicator “yes,” if one or more qualitative reports provide evidence that education-related sexual violence occurred during a given year. If indicator 5.1.2 is greater than zero, this indicator can also be marked “yes.”

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children or educators (boys/girls/men/women); age of the students and/or level of school (preschool/kindergarten/primary/secondary/nonformal/tertiary) and/or position held by education staff (teacher/principal/administrator/janitor/professor/dean); school operator (government/private/NGO/religious institution); attack subcategory (forced marriage/rape/sexual assault/sexual harassment/threat/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location of attack (at school/on the way to or from school); location of school (city/town/rural)

Limitations

- Since sexual violence is challenging to monitor and often under-reported, this indicator may be based on only one or a few qualitative reports, meaning that the reliability of the source is particularly important. If the source or sources are not reliable, then it may be best not to complete this indicator.
- Due to under-reporting, any patterns observed across descriptions of sexual violence may not be representative of broader trends, since the cases reported and thus described may be outliers.
- Due to protection protocols, organizations may not be able to publish sensitive, event-specific information to safeguard the anonymity of survivors or victims, making it more difficult to collect data and avoid double counting reports.
- Reports of education-related sexual violence do not always clearly indicate the gender of survivors or the level or operator of the school or university they attend or are employed by, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Note on confidentiality

Gender-Based Violence Area of Responsibility guidelines for how information on sexual violence incidents is reported should be followed. The information provided by sources should be carefully reviewed and edited so that no specific details are made public that could breach dignity, confidentiality, safety, and security of the survivor, education facility, and community. In other words, if a news or other report mentions a survivor of sexual violence’s name, the name of the school where abuse occurred, or other identifying information, those details should not be included in the datasheets connected to this framework.

Feasibility and data sources

Reports, surveys, or qualitative studies may reveal indications of sexual violence at school or university, or threats or fears of its occurrence, but provide no incident-level detail or quantitative information that would allow for the information to be included in a count. Such information is most appropriate for use in this indicator.

Data sources might be media, NGO, violence observatory, or UN reports, as well as summaries of survey findings or interview notes. Descriptions of education-related sexual violence may be found in reports specific to gender-based violence or in general reports about conflict, education, or adjacent topics. For instance, reports may state that parents are afraid to send their children to school in a particular area due to sexual violence at learning centers or discuss students or educators suffering abuse as they travel to school through checkpoints established by armed forces or groups.

Databases like ACLED and GTD may also include incident reports of education-related sexual violence, although these reports are not verified to UN standards.

Indicator 5.1.2: Number of reported incidents of sexual violence at, or on the way to or from, school or university

Purpose

To count the number of incidents of sexual violence at, or on the way to or from, school or university by armed forces, other state security forces, or non-state armed groups reported annually.

Definition

Reported number of times that armed forces, other state security forces, or non-state armed groups sexually abused, or attempted to sexually abuse, students or educators at, or en route to or from, school or university. This number includes all incidents regardless of whether the attack on education was eventuated. An incident of sexual violence may involve more than one student or educator, meaning that one reported incident (5.1.2) may be connected to more than one student or educator reportedly sexually abused (5.2.1).

Calculation

The total number of incidents of sexual violence at, or on the way to or from, school or university for a given country during a given year. The number of reported incidents may be calculated based on either individual incidents compiled from UN, NGO, or media sources, counts reported by an individual agency, or some combination of the two. If using a combination of sources, careful attention must be paid towards preventing duplication. Decisions about whether to use counts or incidents for a given period of time are made based on a subjective assessment about what set of information is (a) most comprehensive and (b) most reliable.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children or educators (boys/girls/men/women); age of the children and/or level of school (preschool/kindergarten/primary/secondary/nonformal/tertiary) and/or position held by education staff (teacher/principal/administrator/janitor/professor/dean); school operator (government/private/NGO/religious institution); attack subcategory (forced marriage/rape/sexual assault/sexual harassment/threat/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location of attack (at school or university/on the way to or from school or university); location of school or university (city/town/rural)

Limitations

- This indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity. Since sexual violence is challenging to monitor and often under-reported, the calculation for this indicator is a near-certain undercount.
- When using counts, it is not always clear whether all events labeled as “sexual violence at or near school” constitute education-related sexual violence as defined by GCPEA. Therefore, it is possible that some events may be miscategorized.
- Reports of education-related sexual violence do not always clearly indicate the level or operator of the school or university students or educators attend or work at, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Additional information

Was an armed force or non-state armed group using the school or university for military purposes at the time of the attack? (y/n)

Note on confidentiality

Gender-Based Violence Area of Responsibility guidelines for how information on sexual violence incidents is reported should be followed. The information provided by sources should be carefully reviewed and edited so that no specific details are made public that could breach dignity, confidentiality, safety, and security of the survivor, education facility, and community. In other words, if a news or other report mentions a survivor of sexual violence's name, the name of the school where abuse occurred, or other identifying information, those details should not be included in the datasheets connected to this framework.

Feasibility and data sources

Although counts can be employed to determine the total number of incidents of sexual violence at, or on the way to or from, school or university, incident reports are required for disaggregation.

In most contexts, incident-level data of sexual violence at, or on the way to or from, school or university is scarcely available, making indicator 5.1.2 a relatively difficult indicator to collect. Although “rape or other sexual violence against children” is one of the six grave violations tracked by the MRM on Children and Armed Conflict, the data as presently reported often lack sufficient disaggregation to determine whether the sexual violence occurred at, or en route to or from, school. In addition, sexual violence at tertiary education institutions is generally not tracked by the MRM.

Data sources vary from country to country. In countries with operational Education or Protection Clusters and dedicated data management personnel, the national Education or Protection Cluster may be a good source of data. MRM or MARA data may be useful for calculating the number of students and educators who reportedly experienced sexual violence at, or en route to or from, schools and universities in some contexts; however, this information is not typically available until after it has been published in the UN Secretary-General's Annual Report on Children and Armed Conflict or Report on Conflict-Related Sexual Violence. Limitations of this data source include that it is generally not disaggregated and, relatedly, caution must be taken to avoid duplication with other data sources. Media and civil society sources are often another strong source of data on sexual violence at, or on the way to or from, school or university. Databases like ACLED and GTD may include incident reports of sexual violence, although these reports are not verified to UN standards. Likewise, Scholars at Risk's Academic Freedom Monitoring Project includes incident reports of sexual violence perpetrated against university and other tertiary students and staff. In addition, international or local NGOs or security and violence observatories may collect reports on sexual violence.

Sub-Domain 5.2: Students or education personnel harmed

This indicator measures the total number of students or educators who reportedly experienced sexual violence at, or on the way to or from, school or university. Sexual violence is one of most under-monitored and under-reported attacks on education. Accordingly, the limited information available means a near-certain undercount for this sub-domain.

Indicator 5.2.1: Number of students or educators who reportedly experienced sexual violence at, or on the way to or from, school or university

Purpose

To count the number of students and educators who reportedly experienced sexual violence at, or on the way to or from, school or university reported annually.

Definition

Reported number of students and educators who experienced sexual violence at, or on the way to or from, school or university perpetrated by armed forces, other state security forces, or non-state armed groups. This number includes only sexual violence events that were carried out, not attempted or threatened sexual violence.

Calculation

The total number of students and educators who experienced sexual violence at, or on the way to or from, school or university for a given country during a given year. The number of reported students may be calculated based on either individual incidents compiled from UN, NGO, or media sources, counts reported by an individual agency, or some combination of the two. If using a combination of sources, careful attention must be paid towards preventing duplication. Decisions about whether to use counts or incidents for a given period of time are made based on a subjective assessment about what set of information is (a) most comprehensive and (b) most reliable.

Although uncommon, indicator 5.2.1 can be smaller than indicator 5.1.2. Unlike the latter, indicator 5.2.1 does not include attempts and threats of sexual violence and does not count incidents of education-related sexual violence that do not reveal the specific number of students or educator abused.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the students or educators (boys/girls/men/women); age of the students and/or level of school (preschool/kindergarten/primary/secondary/nonformal/tertiary) and/or position held by education staff (teacher/principal/administrator/janitor/professor/dean); school operator (government/private/NGO/religious institution); attack subcategory (forced marriage/rape/sexual assault/sexual harassment/threat/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location of attack (at school or university/on the way to or from school or university); location of school or university (city/town/rural)

Limitations

- This indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity. Since sexual violence is challenging to monitor and often under-reported, the calculation for students or educators who experienced sexual violence at, or on the way to or from, school or university is a near-certain undercount.
- When using counts, it is not always clear whether all events of “sexual violence against students or educators” meet GCPEA’s criteria for sexual violence at, or on the way to or from, school or university. Therefore, it is possible that some events may be miscategorized.
- Reports of education-related sexual violence do not always clearly indicate the level or operator of the school students or educators attend or work at, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Note on confidentiality

Gender-Based Violence Area of Responsibility guidelines for how information on sexual violence incidents is reported should be followed. The information provided by sources should be carefully reviewed and edited so that no specific details are made public that could breach dignity, confidentiality, safety, and security of the survivor, education facility, and community. In other words, if a news or other report mentions a survivor of sexual violence’s name, the name of the school where abuse occurred, or other identifying information, those details should not be included in the datasheets connected to this framework.

Feasibility and data sources

The feasibility and data sources for this indicator are the same as for Indicator 5.1.2.

DOMAIN 6: ATTACKS ON HIGHER EDUCATION INSTITUTIONS

Definition:

Attacks on higher education facilities include targeted or indiscriminate attacks on universities, technical and vocational education training institutions, and other higher education infrastructure (e.g., libraries, storage facilities, examination halls) by armed forces, other state security forces, or non-state armed groups. This domain also includes attacks that take place in close proximity to a higher education facility that may affect the students, educational personnel, or infrastructure. Attacks on higher education facilities may take the form of IEDs, airstrikes, ground strikes, gunfire, threats, arson, and other methods of targeting tertiary education campuses. Attempted attacks that are not eventuated are also included, for instance an explosive placed near a university which is defused before going off.

These attacks are distinct from those targeting students, academics, or education personnel (domain 7), since attacks on higher education facilities involve intent to damage infrastructure or a failure to take precautions to protect it, even if educators or students may be harmed in the attack.

Attacks on higher education facilities are sometimes connected to other attacks on education and military use. For instance, an armed force or non-state armed group using a university for military purposes may prompt opposing forces to attack the facility.

The indicators measuring attacks on higher education facilities are categorized into four sub-domains as follows:

- **Incidents**
- **Damage and destruction**
- **Casualties**
- **Impact on education**

Sub-Domain 6.1: Incidents of attacks on higher education institutions

These indicators convey information about the total number of attacks on higher education facilities. Attacks on higher education facilities are routinely reported in the media and by non-governmental organizations, especially given the relatively low number of tertiary education sites (compared to primary and secondary schools) and their location in urban centers. Accordingly, while measurement of the indicators is limited by not having a dedicated MRM, the information available allows for relatively reliable measurement in this sub-domain.

Indicator 6.1.1: Number of reported attacks on higher education institutions

Purpose

To count the number of attacks on higher education facilities reported annually.

Definition

Reported number of times that armed forces, other state security forces, or non-state armed groups physically attack or attempt or threaten to physically attack higher education infrastructure. This number includes all incidents regardless of whether the attack was eventuated. For example, an incident involving an explosive device that was found and defused before exploding would be included in the number.

Calculation

The total number of attacks on higher education facilities for a given country during a given year. The number of reported attacks on higher education facilities may be calculated based on either individual incidents compiled from UN, NGO, or media sources, counts reported by an individual agency, or some combination of the two. If using a combination of sources, careful attention must be paid towards preventing duplication. Decisions about whether to use counts or individual incidents for a given period of time are made based on a subjective assessment about what set of information is (a) most comprehensive and (b) most reliable.

For an example of this calculation, see GCPEA's "[The Impact of Explosive Weapons on Education: A Case Study of Afghanistan](#)," (pp. 10-11).

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children or adults served by the institutions (male/female/mixed); type of institution (university/vocational/technical); institution operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive /IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Limitations

- This indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity.
- Reports of attacks on higher education do not always clearly indicate the gender of the students served by the institution attacked, the type of institution, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Additional information

Was an armed force or non-state armed group using the university for military purposes at the time of the attack?
(y/n)

Feasibility and data sources

Although counts can be employed to determine the total number of reported attacks on higher education facilities, incident reports are required for disaggregation.

In most contexts, incident-level data on attacks on higher education facilities is relatively more available and accessible than data on other forms of attacks on education, making Indicator 6.1.1 one of the more feasible indicators for which to collect data.

Data sources vary from country to country. Media and civil society may prove strong sources of data on attacks on higher education facilities. Databases like ACLED, GTD, and Scholars at Risk's Academic Freedom Monitoring Project include incident reports of attacks on higher education infrastructure, although these reports are not verified to UN standards. Contacting in-country security, violence, or human rights monitors for data may also be worthwhile.

Indicator 6.1.2 Proportion of higher education institutions reportedly attacked

Purpose

To calculate the percentage of higher education facilities nationally or sub-nationally reported to experience attacks annually.

Definition

The reported number of higher education facilities attacked in a given country during a given year as a percentage of all higher education institutions in that country.

Calculation

The numerator is the number of reported attacks on higher education facilities in a given country during a given year. The denominator is the total number of functioning and non-functioning¹⁶ higher education institutions, including those attacked (i.e., the numerator), in the same country for that same year.

Limitations

- This indicator is based on the information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity.
- Education data may be incomplete or inaccurate, making it difficult to identify the total number of higher education institutions.
- Reports of attacks on higher education do not always clearly indicate the gender of the students served by the institution attacked, the type of institution, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children or adults served by the institutions (male/female/mixed); type of institution (university/vocational/technical); institution operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive /IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Feasibility and data sources

This indicator requires incident reports of attacks on higher education facilities, as well as higher education management information system (HEMIS) or other education system data.

Calculating this indicator requires being able to link reported incidents of attacks on higher education facilities to data identifying those higher education institutions in order to avoid double counting institutions that experience more than one attack. This may be possible using HEMIS data with higher education-specific identifiers; however, education system data is often incomplete or out-of-date, particularly in conflict settings. This calculation also requires a national or subnational number of total higher education institutions during a given year (i.e., the denominator), which can be very difficult to find, making this calculation aspirational in many contexts.

Sub-Domain 6.2: Damage and destruction

This sub-domain addresses the proportion of higher education facilities nationally and sub-nationally that were reportedly damaged or destroyed by attacks.

¹⁶ Functioning and non-functioning higher education institutions are included in the denominator because cases in which higher education infrastructure is attacked while not functioning are still included as incidents of attacks on higher education.

Indicator 6.2.1: Proportion of higher education institutions reported as damaged or destroyed by attacks

Purpose

To calculate the percentage of higher education institutions nationally or sub-nationally damaged or destroyed by targeted or indiscriminate attacks reported annually.

Definition

The reported number of higher education institutions damaged or destroyed as a percentage of all higher education institutions in the country or sub-national region. Damage may be to boundary walls or gates, libraries, research facilities, furniture, or teaching and learning materials; damage may be minor or significant. Higher education facilities include any building housing a university, vocational, technical, or other tertiary learning center. In higher education systems with multiple campuses, damage or destruction need only occur at one campus to count.¹⁷

Calculation

The numerator is the number of higher education institutions reportedly damaged or destroyed by attacks in a given country during a given year. The denominator is the total number of functioning and non-functioning higher education institutions, including those damaged or destroyed (i.e., the numerator), in the country during the same year.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the students served by the institutions (male/female/mixed); type of institution (university/vocational/technical); institution operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive /IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Limitations

- This indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity.
- Reports of attacks on higher education facilities do not always have sufficient detail to determine the extent of the damage, meaning that there may be significant data gaps.
- Reports of attacks on higher education do not always clearly indicate the gender of the students served by the institution attacked, the type of institution, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and Data Sources

This indicator requires incident reports of attacks on higher education institutions, as well as HEMIS or other education system data.

As with indicator 6.1.2, calculating this indicator requires being able to link reported incidents of attacks on higher education institutions to data identifying those institutions in order to avoid double counting institutions that experience more than one attack. This may be possible using HEMIS data with institution-specific identifiers;

¹⁷ In the case of schools, damage and destruction are calculated individually and may be analyzed separately (indicator 1.2.1). For higher education institutions, however, the two calculations are combined, since (a) the proportion of higher education institutions fully destroyed annually is small in most conflicts; (b) the destruction of one facility (e.g., library, faculty of engineering) does not necessarily mean that all university education activities cease; and (c) it is conceptually difficult to distinguish and categorize far-reaching damage from limited destruction (e.g., serious damage to most of a campus compared to the destruction of one nonessential building).

however, education system data is often incomplete or out-of-date, particularly in conflict settings. This calculation also requires a national or subnational number of total higher education institutions during a given year (i.e., the denominator), which can be very difficult to find, making this calculation aspirational in many contexts.

Sub-Domain 6.3: Casualties

This sub-domain addresses the total number of students and education personnel reportedly harmed by attacks on their higher education institutions.

Indicator 6.3.1: Number of students and education personnel reported injured or killed in attacks on higher education institutions

Purpose

To count the number of students and education personnel injured or killed in attacks on higher education institutions reported annually.

Definition

The total number of students and education personnel reported as injured in attacks on higher education institutions. This may include injuries that range from mild to severe to life-threatening.

The total number of students or education personnel reportedly killed in attacks on higher education institutions.

These are individuals injured or killed in attacks on higher educational facilities, rather than attacks in which students or education personnel were targeted for their profession (considered in domain 7).

Calculation

Injured: The total number of students and education personnel reported as injured in attacks on higher education institutions in a given country during a given year.

Killed: The total number of students and education personnel reported as killed in attacks on higher education institutions in a given country during a given year.

See the Codebook and Appendix A document for guidance on tallying numbers when imprecise language is used in reports and for instructions to avoid double counting.

Suggested disaggregation

By: harm type (injured/killed)

And by: detailed location (subnational region, district, and city/village/area); gender of the students served by the institutions (male/female/mixed); type of institution (university/vocational/technical); institution operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive /IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other) intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Limitations

- The methods used for counting the number of students and education personnel injured or killed are conservative, using the minimum number and possibly based on vaguely reported language. Therefore, this indicator is likely to underestimate the number of casualties among student and education personnel.

- Reports of attacks on higher education institutions do not always include the numbers of students or education personnel who were injured or killed by the attack, meaning that there may be significant data gaps.
- Reports of attacks on higher education institutions do not always clearly indicate whether those killed were associated with education (e.g., students, professors, or other education personnel), or not. Because this framework excludes casualties that are not clearly related to education, there may be significant data gaps.
- Reports of attacks on higher education do not always clearly indicate the gender of the students served by the institution attacked, the type of institution, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

These data come from incident reports on attacks on higher education institutions, such as those authored by the UN, INGOs, civil society groups, or media outlets.

Information on the number of casualties among students and education personnel due to attacks on higher education facilities is often vague or limited. Incident reports of attacks often do not indicate how many casualties result from the attack and do not always distinguish between student and education personnel casualties and other casualties. Therefore, it is most feasible to report a minimum number of casualties among students and education personnel.

Sub-Domain 6.4: Impact on education

These indicators are intended to measure gaps in education provision related to attacks on higher education, as well as the number of students and education personnel affected by such attacks. Because of significant limits in the availability of relevant information, these indicators may be largely aspirational.

Indicator 6.4.1: Number of days of learning reportedly missed due to attacks on higher education institutions

Purpose

To count the cumulative number of days that higher education facilities were closed due to attacks on the same reported annually.

Definition

The cumulative number of days that higher education institutions were reported as closed because of attacks on these same institutions. This includes both direct impacts (e.g., a university is attacked and then closed temporarily or permanently) and indirect impacts (e.g., a university is attacked and other universities and technical institutes in a surrounding area are closed because of that attack). Indirect impacts could occur within a multi-campus system, for instance when one campus within a larger university system closes other campuses follow suit, or independent institutions within the same geographic area may close.

This indicator does not include any impact on education caused by attacks on higher education students or personnel, for instance repression of education-related protests (considered in domain 8). Only the impact of attacks on facilities are considered here.

Calculation

The cumulative number of days that higher education institutions were closed due to attacks in a given country during a given year. If two universities were each closed for ten days, then the cumulative number of days closed is twenty. If a technical institute is permanently closed during a particular calendar year, then all days of learning for

the remainder of the year are counted. If a higher education institution was closed during a previous year due to an attack and remained closed during the year under consideration, only the days of the year under consideration are counted.

At present, this information is sometimes reported for specific incidents (e.g., because of an attack, University of A was closed for XX days) or cumulatively for a particular type of attack in a particular area (e.g., students missed out on XX days of education). Because of significant gaps in reporting on the impacts of attacks on education, these sets of information may be compiled to indicate a minimum number of days of learning missed in a given country during a given year. Careful attention must be paid to avoid duplication.

For intelligibility, the results may best be reported in the format “X universities were closed for a total of Y days in YEAR.”

Suggested disaggregation

By: detailed location: (subnational region, district, and city/village/area); gender of the students served by the institutions (male/female/mixed); type of institution (university/vocational/technical); institution operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive /IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Limitations

- Reports of attacks on higher education institutions rarely include information on the number of days of learning lost, meaning that there may be significant data gaps.
- Reports of attacks on higher education do not always clearly indicate the gender of the students served by the institution attacked, the type of institution, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

These data may be contained in incident reports by UN and INGO partners, civil society groups, or in media reports.

In most contexts, calculating this indicator is likely infeasible on a national or subnational scale at present. It is likely more feasible to report a minimum number of days of learning missed based on incident-level data for which this information is available.

Indicator 6.4.2: Reported number of students or education personnel whose education or work was reportedly affected by attacks on higher education institutions

Purpose

To count the number of students and education personnel whose education and work were interrupted by attacks on higher education institutions reported annually.

Definition

The total reported number of students affected by attacks on their institutions of higher education, including university, technical, and vocational institutions.

The total reported number of professors and education personnel who were affected by attacks on their institutions of higher education, including university, technical, and vocational institutions.

A student, professor, or higher education staff member is considered affected if enrolled at or employed by a higher education institution that is attacked one or more times during a given year. In higher education systems

with multiple campuses, only the number of students or staff attending or working at the campus that was attacked should be included.

Calculation

Students: The cumulative number of students enrolled in all higher education institutions that are attacked.

Education personnel: The cumulative number of professors and education personnel working at all higher education institutions that are attacked.

Since enrollment or personnel data may not be available for all higher education institutions that are attacked, available information may be added to produce a minimum number of students or education personnel affected by attacks. If a large proportion of reports do not breakdown numbers by students and personnel (e.g., “1,000 university affiliates were affected”), then combine the groups in the calculation and report on the number of students *and* personnel affected together as one figure.

Suggested disaggregation

By: role (student/education personnel)

And by: detailed location (subnational region, district, and city/village/area); gender of the students served by the institutions (male/female/mixed); type of institution (university/vocational/technical); institution operator (government/private/NGO/religious institution); attack subcategory (air-launched explosive/ground-launched explosive /IED/UXO/arson/looting/raid/small arms fire/armed clash/threat/unknown/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other)

Limitations

- Higher education institution enrollment data may be out of date, inaccurate, or incomplete.
- Reports of attacks on higher education do not always clearly indicate the gender of the students served by the institution attacked, the type of institution, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

This indicator may be calculated by pairing incident level data on attacks on higher education institutions with enrollment data for those institutions, such as from HEMIS, other national education system data, or the various institutions’ records. Calculating this indicator requires being able to link reported incidents of attacks on higher education institutions to data identifying those particular institutions in order to avoid double counting students or personnel attending or employed by institutions that experience more than one attack. Alternatively, it may be more feasible to calculate a minimum number of students or personnel affected by summing reports that include enrollment or personnel numbers for higher education institutions that are attacked when incident reports include those numbers. Doing so is possible as long as it is clear the incidents are not referring to the same institution (or duplicates are subtracted out) to avoid double counting.

DOMAIN 7: ATTACKS ON HIGHER EDUCATION STUDENTS, ACADEMICS, AND OTHER PERSONNEL

Definition: Attacks on higher education students, academics, and other personnel include killings, injuries, torture, abductions, arrests, forced disappearances, or threats of violence, including coercion or extortion that involve violent threats, that occur on campus or are directed toward students and education staff for their status as such. These attacks do not include sexual violence, which is included in a different domain (domain 5).

These attacks include cases in which armed forces, law enforcement, or other state security forces arrest or use excessive force, such as live ammunition, teargas, or water cannons, against students or education staff during protests that either (a) occur on campus, regardless of their aim, or (b) are related to education, even if they occur off campus. This domain does not include students or staff who were injured during their participation in protests that occurred off campus and were unrelated to education, even if the leaders of the protest were students. Attacks on higher education also include 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. However, violations of academic freedom are excluded that do not consist of either physical violence or the threat of physical violence, such as academic suspensions, censorship, travel bans, or revocation of citizenship. Also excluded from this domain are students or staff who were killed when an air strike or bomb hit a higher education institution, since these attacks are already included as attacks on higher education facilities.

Included in this domain are incidents in which higher education students or staff were injured or killed while on their way to or from their institution, even if the attack did not directly target them; for example, if gunfire hit a student on the way to class. These incidents are included because they represent the danger of attending higher education institutions in conflict-affected areas.

This domain is distinct from domain 6 (attacks on higher education facilities); it covers attacks directed at students or personnel for their status as such or attacks which occur on their way to or from university or other higher education institution. Domain 6, on the other hand, involves attacks in which educational infrastructure (rather than students or educators) is the target of an attack or is damaged during indiscriminate violence. Students or educators harmed or killed in attacks on higher education facilities are recorded only in domain 6; higher education students or educators harmed or killed in attacks directed at them are recorded only in domain 7. Casualties fall into one domain or the other, not both.

The indicators measuring attacks on higher education students, academics, and other education personnel are categorized into three sub-domains as follows:

- **Incidents**
- **Students and personnel harmed**
- **Arrests and detentions**

Sub-Domain 7.1: Incidents of attacks on higher education students and staff

These indicators convey information about the total number of attacks on higher education students, academics, and other personnel. Attacks on higher education students and staff often receive media attention, but in most countries there is no dedicated monitoring system in place. Accordingly, the information available allows for moderately reliable measurement in this sub-domain.

7.1.1 Number of reported attacks on higher education students, academics, and other personnel

Purpose

To count the number of attacks on higher education students, academics, and other personnel reported annually.

Definition

Reported number of times that members of armed forces, other state security forces, or non-state armed groups physically attack or attempt to attack a higher education student, academic, or other personnel. This number includes all incidents regardless of whether the attack was eventuated. For example, an incident in which a state force or non-state armed group attempted to abduct or murder a professor but did not complete the act would be included in the number.

Calculation

The total number of attacks on higher education students, academics, or other personnel for a given country during a given year. The number of reported attacks may be calculated based on either individual incidents compiled from a range of sources such as UN, NGO, or media report, counts reported by an individual agency, or some combination of the two. If using a combination of sources, careful attention must be paid to dates and locations to avoid double counting. Decisions about whether to use counts or incidents for a given period of time are based on a subjective assessment about which set of information is (a) most comprehensive and (b) most reliable.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the students or personnel (women/men); type of institution (university/vocational/technical); institution operator (government/private/NGO/religious institution); attack subcategory (abduction/physical assault/arrest/conviction/small arms fire/use of force/IED/UXO/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Limitations

- This indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity.
- Reports of attacks on higher education students and personnel may not always identify whether those killed, harmed, or threatened were associated with education (e.g., students, academics, or other personnel) or not. This framework takes a conservative approach to tallying injuries by excluding any casualties that are not clearly identified as inflicted on students or education personnel. For this reason, there may be significant data gaps.
- Reports of attacks on higher education do not always clearly indicate the gender of the students or personnel attacked, the type of institution, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

Although counts can be employed to determine the total number of reported attacks on higher education students, academics, and other personnel, incident reports are required for disaggregation.

This source of data is less readily available and accessible in some contexts; however, attacks on higher education students and staff is one of the more frequently reported forms of attacks on education, particularly in the media. This makes indicator 7.1.1 one of the more feasible indicators to collect data on in many contexts.

Data sources vary from country to country and within a country. Media and civil society sources are often an available source of data on attacks on higher education students and staff. Databases such as ACLED, GTD, and Scholars at Risk’s Academic Freedom Monitoring Project include incident reports of attacks on students, academics, and staff, although these reports are not verified to UN standards.

7.1.2 Reported number of incidents of excessive use of force at education-related protests

Purpose

To count the number of incidents of excessive use of force on higher education students, academics, and other education personnel at education-related protests reported annually.

Definition

The reported number of times that excessive force was used on higher education students, professors, and other education personnel to disperse an education-related protest in a given country during a given year. For inclusion, the excessive force may occur on campus, regardless of the protest’s demands, or off campus, if the protest is related to education. Use of force is generally perpetrated by state security forces and paramilitary or parapolice groups, though other armed actors may also engage in this practice. Excessive force may include the use of water cannons, rubber bullets, teargas, baton charges, open gunfire or other force that seriously injures or kills students or staff and that goes beyond the minimum required to disperse a protest (see Appendix A for more details). This number includes both peaceful and violent student and staff demonstrations.

Calculation

The total number of incidents of excessive use of force at education-related protests. The number of reported attacks on students, academics, or other education personnel may be calculated using either individual incidents compiled from UN, NGO, or media sources, counts reported by an individual agency, or some combination of the two. If using a combination of sources, careful attention must be paid towards preventing duplication. Decisions about whether to use counts or incidents for a given period of time are made based on a subjective assessment about what set of information is (a) most comprehensive and (b) most reliable.

In instances of multi-site but related protests on the same day, each protest counts as one incident. For instance, if a country experiences protests in five cities on January 1st, even if all are organized by the same group and make the same education-related demand, the number of incidents is five.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the students or personnel (women/men); type of institution they attend or are employed by (university/vocational/technical); institution operator (government/private/NGO/religious institution); weapon type (water cannon/teargas/baton charge/live ammunition/rubber bullets/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural); protest category (peaceful protest/violent demonstration)

Limitations

- This indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity.
- In incident reports and attack counts, it is not always clear whether all events labelled as “excessive use of force” or “violent force” actually constitute excessive use of force as defined by GCPEA. Some reports also do not provide adequate details on the location of the protest or the reason for the protest. Therefore, it is possible that some events may be miscategorized.

- Reports of attacks on higher education students and personnel may not always identify whether those killed, harmed, or threatened were associated with education (e.g., students, academics, or other personnel) or not. This framework takes a conservative approach to tallying injuries by excluding any casualties that are not clearly identified as inflicted on students or education personnel. For this reason, there may be significant data gaps.
- Reports of use of excessive force on higher education students and staff do not always clearly indicate the gender of the individuals involved, the type of institution, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

This indicator requires incident reports of excessive use of force at education-related protests that affect higher education students, academics, and other personnel. Media, NGO, and civil society sources are often the strongest source of data on excessive use of force at education-related protests, as well as some documentation by the UN and other human rights bodies. Because state security forces are often the perpetrators of this type of violation, any form of media repression in the country may render access to relevant reports more sensitive.

Sub-Domain 7.2: Higher education students or personnel harmed or killed

This sub-domain conveys information about the total number of higher education students and personnel reportedly injured, killed, or abducted in attacks directed against them. These exclude students or personnel harmed in attacks on higher education facilities.

7.2.1 Number of higher education students and personnel reportedly injured, killed, or abducted in attacks

Purpose

To count the number of higher education students and personnel injured, killed, or abducted in attacks targeted against them for their profession or that occur at, or on their way to or from, their higher education institution reported annually.

Definition

The total number of higher education students or personnel reportedly injured in targeted attacks or collateral violence occurring at, or on their way to or from, their higher education institution. This may include injuries that range from mild to severe to life-threatening.

The total number of higher education students or personnel reportedly killed in targeted attacks or collateral violence occurring at, or on their way to or from, their higher education institution.

The total number of higher education students or personnel abducted in targeted attacks or collateral violence occurring at, or on their way to or from, their higher education institution. Students or staff are considered abducted if they are forcibly taken for any amount of time. This definition includes incidents in which a person is taken by persuasion, fraud, force, or threat of force; it does not include the recruitment of children under the age of 18 who are used for military purposes, which is counted in domain 4.

This definition includes students and personnel injured, killed, or abducted during incidents of education-related repression.

Calculation

Injured: The total number of higher education students and personnel reportedly injured in attacks against them in a given country during a given year.

Killed: The total number of higher education students and personnel reportedly killed in attacks against them in a given country during a given year.

Abducted: The total number of higher education students and personnel abducted in attacks against them in a given country during a given year.

If reports do not make clear whether those injured, killed, or abducted were students or education personnel, as opposed to other civilians or fighters, then those numbers should be excluded from the calculation. See the Codebook and Appendix A document for guidance on tallying numbers when imprecise language is used in reports.

Suggested disaggregation

By: harm type (injured/killed/abducted)

And by: detailed location (subnational region, district, and city/village/area); gender of the students or personnel (women/men); type of institution they attend or are employed by (university/vocational/technical); institution operator (government/private/NGO/religious institution); attack subcategory (abduction/physical assault/arrest/conviction/small arms fire/use of force/IED/UXO/threat/unknown/other); intention (targeted/indiscriminate/unknown); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Limitations

- Reports of attacks on higher education students and personnel do not always include the numbers of either students or personnel who were injured, killed, or abducted. Therefore, some casualties may not be counted, meaning there may be an undercount for this indicator.
- Reports of attacks on students and education personnel may not always identify whether those harmed were associated with education (e.g. students, professors, or other personnel), or not. This framework takes a conservative approach to tallying injuries by excluding any casualties that are not clearly identified as inflicted on students or education personnel. For this reason, there may be significant data gaps.
- Reports of attacks on higher education do not always clearly indicate the gender of the students or personnel attacked, the type of institution they attend or are employed by, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

The availability of data on the number of higher education students, academics, and personnel injured, killed, or abducted in attacks against them varies between countries, within countries, and over time. These data primarily come from incident reports of attacks on education, such as those released by the UN, INGOs, civil society groups, or media outlets. Databases such as ACLED, GTD, and Scholars at Risk's Academic Freedom Monitoring Project include incident reports of attacks on students, academics, and staff, which may include injuries, killings, and abductions, although these reports are not verified to UN standards.

Information on the number of higher education students and personnel injured, killed, or abducted in attacks against them is often vague or limited. Incident reports often do not indicate an exact number of casualties when students or personnel are attacked or do not distinguish between students and education personnel or between these and other individuals (e.g., other civilians or fighters). Therefore, it is often most feasible to report a minimum number higher education students and personnel injured, killed, or abducted in attacks.

7.2.2 Number of higher education students and personnel reportedly injured or killed in incidents of repression

Purpose

To count the number of higher education students and personnel injured or killed in incidents of education-related repression reported annually.

This indicator is used to determine the number of higher education students and personnel injured and killed in incidents of repression; if that number is then subtracted from the total number of higher education students and staff injured, killed, and abducted in attacks against them (indicator 7.2.1), the result is the number of students and education staff injured and killed in armed conflict-related attacks. In so doing, the number of higher education students and personnel harmed in repression and conflict violence can be derived and compared to one another.

Definition

The total number of higher education students and personnel reportedly injured in incidents of education-related repression.

The total number of higher education students and personnel reportedly killed in incidents of education-related repression.

Repression incidents relate to the excessive use of force by armed forces, law enforcement, or other state security forces, as well as non-state armed groups, to disperse and repress education-related protests. For inclusion, protests must either (a) occur on campus, regardless of their aim, or (b) be related to education, even if they occur off campus.

Calculation

Injured: The total number of higher education students and personnel injured in incidents of education-related repression in a given country during a given year. This may include injuries that range from mild to severe to life-threatening.

Killed: The total number of higher education students and personnel killed in incidents of repression in a given country during a given year.

See the Codebook and Appendix A document for guidance on tallying numbers when imprecise language is used in reports and for instructions to avoid double counting.

Suggested disaggregation

By: harm type (injured/killed)

And by: detailed location (subnational region, district, and city/village/area); gender of the students or personnel (women/men); type of institution they attend or are employed by (university/vocational/technical); institution operator (government/private/NGO/religious institution); weapon type (water cannon/teargas/baton charge/live ammunition/rubber bullets/other); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); protest category (peaceful protest/violent demonstration); location (city/town/rural)

Limitations

- The methods used for calculating the number of higher education students and personnel injured or killed in incidents of repression are conservative, using the minimum number and often based on vaguely reported language. Therefore, this indicator is likely to underestimate the number of deaths caused by repression of students and education personnel.

- Reports of attacks do not always clearly indicate whether those injured or killed were associated with education (e.g., students, academics, or other personnel), or not. This framework takes a conservative approach to tallying injuries by excluding any casualties that are not clearly identified as inflicted on students or education personnel. For this reason, there may be significant data gaps.
- Reports of attacks during repression do not always include the numbers of students or personnel injured or killed, meaning that there may be significant data gaps.
- Reports of attacks on higher education do not always clearly indicate the gender of the students or personnel, the type of institution they attend or are employed by, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

These data often come from incident reports of higher education repression, such as those authored by the UN, INGOs, civil society groups, or media outlets. However, the reports of injuries and killings during repression of education-related protests are sometimes vague, especially day-of media reports in which counts are not yet confirmed. In addition, incident reports do not always distinguish between student and staff killings or injuries during repression and killings or injuries of other persons. Therefore, it is often most feasible to report a *minimum* number of higher education students and personnel killings or injuries in incidents of education-related repression.

Sub-Domain 7.3: Arrests and detentions

These indicators convey information about the arrest and detention of higher education students and personnel.

7.3.1 Number of higher education students and personnel reportedly arrested or detained

Purpose

To count the number of higher education students and personnel arrested or detained reported annually.

Definition

The number of higher education students and personnel reportedly arrested or detained. Arrest or detention may occur during education-related protests or in connection with academic research.

Calculation

The total number of higher education students and personnel arrested or detained in connection to education-related activities in a given country during a given year. Conviction following an arrest is not counted as a separate incident but rather is counted as part of an ongoing incident. This indicator does not take into consideration the length of time a person is detained following arrest. See the Codebook and Appendix A for guidance on how to tally numbers when imprecise language is used in reports.

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the students or personnel (women/men); type of institution they attend or are employed by (university/vocational/technical); institution operator (government/private/NGO/religious institution); perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other); location (city/town/rural)

Limitations

- The methods used for calculating the number of higher education students and personnel arrested or detained in incidents of repression are conservative, using the minimum number and possibly based on vaguely reported language. Therefore, this indicator is likely to underestimate the number of arrests or detentions in connection to education-related activities.
- Reports do not always include the numbers of higher education students or personnel who were arrested or detained, meaning there may be significant data gaps.
- Reports do not always clearly indicate whether those arrested or detained were associated with education (e.g., students, academics, or other education personnel) or whether their arrest was related to their role as an educator, student, or staff member. Because this framework takes a conservative approach to tallying by excluding arrests and detentions that are not clearly related to education, there may be significant data gaps.
- Reports of attacks on higher education do not always clearly indicate the gender of the students or personnel, the type of institution they attend or are employed by, or its operator, meaning that the suggested disaggregation may not be possible, or may only be possible on a sub-set of data.

Feasibility and data sources

The availability of data on the number of higher education students, academics, and personnel arrested or detained varies between countries, within countries, and over time. These data primarily come from incident reports, such as those released by the UN, INGOs, civil society groups, or media outlets. Databases such as the ACLED, GTD, and Scholars at Risk's Academic Freedom Monitoring Project include incident reports of attacks on students, academics, and staff, which may include arrests and detentions, although these reports are not verified to UN standards.

Reporting on the number of arrests or detentions of students and personnel is often vague or limited, especially for education-related protests. Reports often do not provide a precise number of individuals arrested or detained and, in some cases, do not distinguish students and personnel from other persons arrested or detained. Therefore, it is often most feasible to report a *minimum* number of arrests or detentions among students and education personnel.

DOMAIN 8: OVERALL ATTACKS ON EDUCATION

Definition:

Attacks on education are any threatened or actual use of force against students, teachers, academics, education support and transport staff, education officials, education buildings, resources, or facilities (including school buses). These attacks may be intentional or indiscriminate and are perpetrated by armed forces, other state forces, or non-state armed groups.

The indicators measuring total attacks on education are categorized into three sub-domains as follows:

- **Incidents**
- **Damage and destruction**
- **Students and personnel affected**

All indicators in this domain are summations based on above indicators, so no new data collection is necessary.

Sub-Domain 8.1: Incidents of attacks on education and military use

These indicators count the total number of attacks on education and military use of schools and universities. Although monitoring and reporting of certain forms of attacks on education are more robust than others, attacks on education and military use are commonly reported by the media, NGOs, and the UN. A moderately reliable measurement for these indicators is possible in nearly all contexts, although these indicators are only as reliable as their constituent parts (i.e., individual forms of attack).

Indicator 8.1.1: Number of reported attacks on education and incidents of military use of educational institutions

Purpose

To count the total number of attacks on education and incidents of military use reported annually.

Definition

Reported number of total times that armed forces, other state security forces, or non-state armed groups physically attacked or attempted to physically attack education or use educational facilities for military purposes. This number includes all incidents regardless of whether the student, staff, or educational institution had been previously attacked that year, or the educational institution was used for military purposes that year. The number also includes attacks which were not eventuated (if any). For example, an incident involving an explosive device that was found and defused before exploding would be included in the number.

Calculation

The total number of attacks on education or military use of schools and universities for a given country during a given year. The number of reported attacks on education and military use can be calculated by adding together the totals from other indicators, specifically 1.1.1, 2.1.1, 3.1.1, 4.1.2, 5.1.2, 6.1.1, 7.1.1.

Limitations

- This indicator has the same limitations as the individual indicators it comprises.
- Like its constituents, this indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity. As a result, the total

number of attacks on education and military use is the total *reported* number; it does not capture the full scope of all attacks, and so is almost certainly an undercount.

Feasibility and data sources

The feasibility and data sources for this indicator are the same as for the individual indicators it comprises.

Indicator 8.1.2 Number of reported attacks on education related to repression

Purpose

To count the total number of attacks on education related to repression reported annually.

Definition

The total number of reported attacks on education, from pre-primary through tertiary, related to repression in a given country during a given year. These attacks include the excessive use of force at education-related protests; not included are conflict-related incidents.

Calculation

The total number of reported attacks on education related to repression can be calculated by adding together the totals from other indicators, namely 2.1.2 and 7.1.2.

Using this total, the number of armed conflict-related attacks on education and military use can also be determined. Specifically, the total from 8.1.2 can be subtracted from 8.1.1, leaving the number of armed conflict-related attacks and incidents of military use. Doing so allows for comparison between the numbers of attacks during conflict and the number of attacks during repression.

Limitations

See Indicator 8.1.1.

Feasibility and data sources

The feasibility and data sources for this indicator are the same as for the individual indicators it comprises.

Sub-Domain 8.2: Damage and destruction

This sub-domain conveys information about the proportion of education facilities nationally and sub-nationally reported as damaged or destroyed by attacks on education or military use.

Indicator 8.2.1: Proportion of educational institutions reported as damaged or destroyed by attacks and military use

Purpose

To measure the percentage of education facilities, from pre-primary through tertiary, damaged or destroyed by targeted or indiscriminate attacks and military use reported annually. The percentage may be calculated nationally or sub-nationally.

Definition

The reported number of education facilities damaged or destroyed by attacks or military use as a percentage of all facilities in the country or region. Damage may range from minor to significant; it may have occurred to boundary walls or gates, libraries, school playgrounds, furniture, or teaching and learning materials. Meanwhile, an

education facility is considered “destroyed” if a source reports that it was “fully destroyed,” “destroyed,” or “rendered unusable.” Educational facilities include any building housing a kindergarten, primary, secondary school, nonformal learning center, university, or technical or vocational institution, as well as ministry of education offices.

Calculation

The numerator is the number of education facilities reported as having experienced damage or destruction due to attacks or military use in a given country during a given year. The denominator is the total number of functioning and non-functioning education facilities, including those damaged or destroyed (i.e., the numerator), in the same country during the same year.

The numerator can be found by adding the numerators from indicators 1.2.1 (damaged *and* destroyed disaggregations) and 6.2.1 together with indicator 3.2.1; the denominator can be found by adding together the denominators for indicators 1.2.1 and 6.2.1. (Note: the denominators for indicators 1.2.1 and 6.2.1 provide the total number of schools and universities, so no additional information is needed from 3.1.3, schools and universities experiencing military use). If a total for military use (3.2.1) is unavailable, or no educational facilities were damaged or destroyed by military use, the calculation can be performed with only the numbers for attacks on schools and higher education facilities. In that case, only the result for damage or destruction of schools and universities is reported (and military use is omitted from the label).¹⁸

Limitations

- This indicator has the same limitations as the individual indicators it comprises.
- Like its constituents, this indicator is based on information that is publicly available, which is not standardized and is dependent on monitoring resources and technical capacity. As a result, the proportion of education facilities damaged or destroyed is based on *reported* numbers (of damaged, destroyed, and functioning institutions); it may not include all damaged, destroyed, or functioning institutions, meaning the proportion from the calculation may not reflect the true proportion of damaged or destroyed facilities with full accuracy.

Feasibility and data sources

The feasibility and data sources for this indicator are the same as for the individual indicators it comprises. This indicator can only be calculated if proportions could be calculated for both schools and higher education facilities.

Sub-Domain 8.3: Students and education personnel affected by attacks on education and military use

These indicators convey information about the total number of students and education personnel, from pre-primary through tertiary, reportedly killed, injured, abducted, detained, or arrested by attacks or military use, whether they were targeted as individuals or affected by an attack on or use of their educational institution.

¹⁸ Damage and destruction are combined, rather than calculated separately, for two reasons. First, as discussed in the footnote in indicator 6.2.1, separating damage from destruction for higher education is conceptually challenging, so the two are combined in that indicator. As such, it makes sense for a calculation containing indicator 6.2.1 to also combine the two. Second, as the total number of *all* educational facilities (i.e., the denominator) is likely a very large number, combining damage and destruction (i.e., the numerator) is useful so that the resulting percentage is larger and, thus, more intelligible. For instance, “1.2% of all educational facilities were damaged or destroyed in [year],” is more accessible than the alternative, in which they are separated: “.9% of all education facilities were damaged and .3% of all facilities were destroyed in [year].”

Indicator 8.3.1: Number of students and education personnel reported killed, injured, abducted, arrested, or detained in attacks on education and military use

Purpose

To count the total number of students and education personnel, from pre-primary through tertiary, reported as killed, injured, abducted, arrested, or detained in all forms of attacks on education and during military use reported annually.

Definition

The reported number of students or education personnel killed, injured, abducted, arrested, or detained in attacks on education and during military use. These are individuals affected by attacks on their educational facilities or during military use, as well as those targeted in attacks on students and personnel, child recruitment, and sexual violence.

Calculation

The total number of students and education personnel killed in attacks and during military use in a given country during a given year. The calculation is performed by adding together indicators 1.3.1, 2.2.1, 2.2.2, 2.3.1, 3.3.1, 4.2.1, 5.2.1, 6.3.1, 7.2.1, 7.2.2, 7.3.1.

Limitations

- This indicator has the same limitations as the individual indicators it comprises.
- The methods used for calculating the number of students and education personnel injured, killed, abducted, arrested, or detained are conservative, using the minimum number and possibly based on vaguely reported language. Therefore, this indicator is likely to underestimate the total number of casualties among students and education personnel.
- Reports of attacks on education do not always include the numbers of students or education personnel who were killed or injured by the attack. Likewise, reports of attacks do not always clearly indicate whether those killed were associated with education (e.g., students, professors, or other education personnel), or not. As such, there may be significant data gaps when performing this calculation.

Feasibility and data sources

The feasibility and data sources for this indicator are the same as for the individual indicators it comprises.

Indicator 8.3.2 Number of students and education personnel reportedly arrested or detained

Purpose

To count the number of students and education personnel, from pre-primary through tertiary, arrested or detained reported annually.

Definition

The number of students and education personnel reportedly arrested or detained in a given country during a given year. This includes students and personnel, at any level of education, arrested or detained in connection with education-related protests, as well as those arrested or detained for their academic research.

Calculation

The total number of students and education personnel arrested or detained in connection to education-related activities in a given country during a given year. This calculation is performed by adding 2.3.1 and 7.3.1.

Conviction following an arrest is not counted as a separate incident but rather is counted as part of an ongoing incident. This indicator does not take into consideration the length of time a person is detained following arrest.

Limitations

See Indicator 8.3.1.

Feasibility and data sources

The feasibility and data sources for this indicator are the same as for the individual indicators it comprises.

SECTION 5.

EDUCATION UNDER ATTACK DATASET CODEBOOK

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INTRODUCTION

GCPEA codes the form, location, date, perpetrator, victims, and impacts of attacks on education and military use of educational facilities around the world. Information comes from UN, NGO, civil society, and media reports, as well as partner organizations in the field. GCPEA's aim is to count, analyze trends, and raise awareness about attacks on education and military use of schools and universities. This codebook describes the categories in the Education under Attack dataset and procedures for entering data into the relevant spreadsheets.

This Codebook corresponds to the Primary Data Template, although the definitions and instructions found here are relevant for all the templates. The templates can be downloaded [here](#).

Overview

Attacks on education are any threatened or actual use of force against students or education personnel, as well as attacks on education facilities or resources. Military use of schools and universities includes occupying and using them for bases, barracks, weapons stores, fighting positions, and detention centers. Attacks on education and military use are intentionally or indiscriminately perpetrated by armed forces, other state security forces, or non-state armed groups for political, military, ideological, sectarian, ethnic, or religious motivations.

The unit of observation in the dataset is events. Events correspond to attacks on education and military use of schools or universities. Each row of the excel spreadsheet is one (or more) event(s) and may be used to enter one of four types of information:

- 1 **Event:** a report of attack(s) on education or military use that occurred at a single point in time. For example, a school was bombed. Although rare, an event may include more than one incident, for instance a report might reveal that several teachers at the same school received individual threats on the same day.¹⁹
- 2 **Ongoing event:** a report of attack(s) on education or military use that occurred over an extended period of time. For example, an abduction or detention.
- 3 **Aggregate counts:** reported tallies of attacks on education or military use over a particular time period. For example, “100 attacks on schools occurred in Country from January 1, 2018, to December 31, 2018.”
- 4 **Qualitative data:** attack(s) on education or military use reported as a qualitative description without sufficient details (i.e., date, location, etc.) to record the occurrence as an event. This data type is most common for child recruitment and sexual violence. For example, “officials reported that parents in the region feared sending their children to school due to risk of recruitment en route” or “an armed group was known to use schools to commit sexual violence.”

Educational facilities are defined as any facility where students learn from a designated instructor and which supports the educational process, at any level of education. This may include kindergartens, schools, universities, technical and vocational education training institutes, textbook and school warehouse facilities, student or teacher dormitories, vehicles carrying school supplies, or school buses.

Educational materials include textbooks, school records, and teaching and learning materials.

Education personnel are defined as anyone working professionally in the education system or volunteering at any level of the education system. These may include teachers, academics, education support and transport staff—such as education administrators, janitors, bus drivers, librarians, school security guards—or education officials.

¹⁹ Military use is typically an ongoing event, since one armed group or force may occupy a school for several days, months, or even years. However, an armed group or force may also use a school as a refuge from opponents for several hours, for instance, or kill captives in a school yard then immediately leave, both of which are single points in time rather than ongoing events.

For additional guidance on definitions and counting attacks on education and military use, see the Definitions and Key Concepts appendix and *Education under Attack 2022* (Methodology, pp. 82-89).

1 EVENT INFORMATION

1.1 EventID (Column A)

Event ID is an identifying number that is unique to each event, aggregate count, or qualitative description entered into the Excel database. It is formulated as follows:

COUNTRY CODE-DATE-EVENT NUMBER

COUNTRY CODE is a three-letter identifier, as determined by the International Organization for Standardization (excluding Kosovo, for which there is no identifier):

Country Name	Country Code
Afghanistan	AFG
Algeria	DZA
Angola	AGO
Bangladesh	BGD
Benin	BEN
Bolivia	BOL
Brazil	BRA
Burkina Faso	BFA
Burundi	BDI
Cameroon	CMR
Central African Republic	CAF
Chad	TCO
Chile	CHL
China	CHN
Colombia	COL
Cote d'Ivoire	CIV

Country Name	Country Code
Democratic Republic of the Congo	COD
Ecuador	ECU
Egypt	EGY
Ethiopia	ETH
Eritrea	ERI
France	FRA
Gabon	GAB
Georgia	GEO
Ghana	GHA
Greece	GRC
Guinea Bissau	GNB
Guinea	GIN
Honduras	HND
India	IND
Indonesia	IDN
Iran	IRN

Country Name	Country Code
Iraq	IRQ
Israel	ISR
Japan	JPN
Kenya	KEN
Kosovo	KOS
Lebanon	LBN
Libya	LBY
Madagascar	MDG
Malawi	MWI
Malaysia	MYS
Mali	MLI
Mauritania	MRT
Mexico	MEX
Morocco	MAR
Mozambique	MOZ
Myanmar	MMR
Nicaragua	NIC
Niger	NER
Nigeria	NGA
Pakistan	PAK
Palestine	PSE
Philippines	PHL
Russia	RUS
Saudi Arabia	SAU

Country Name	Country Code
Senegal	SEN
Sierra Leone	SLE
Somalia	SOM
South Africa	ZAF
South Korea	KOR
South Sudan	SSD
Sri Lanka	LKA
Sudan	SDN
Swaziland/eSwatini	SWZ
Syria	SYR
Thailand	THA
Togo	TGO
Trinidad Tobago	TTO
Tunisia	TUN
Turkey	TUR
Turkmenistan	TKM
Uganda	UGA
Ukraine	UKR
United Arab Emirates	ARE
United States	USA
Venezuela	VEN
Yemen	YEM
Zambia	ZMB
Zimbabwe	ZWE

DATE is a six-figure number formulated as Day-Month-Year. For example, May 16, 2019, is written as 160519.

- **Event:** the date entered is the date that the incident took place. If the information entered is specific to a particular incident, but it is not clear when the incident took place, the date should be recorded as the day the incident was reported.
- **Ongoing event:** the date is the start of the incident.
- **Aggregate count:** the date entered is the end-date of the tally period.
- **Qualitative description:** the date entered is the first of the relevant month or year.

EVENT NUMBER is a two-digit number that is specific to the events that occur in a specific country on a specific day. It is entered consecutively as events are recorded in the database. For example, the second attack on education recorded in Colombia on May 21, 2019, would be given the number “02.” A count or qualitative description would be given the number “01,” if first, or “02” and so on, if recorded after other events, counts, or qualitative descriptions.

EventID examples:

- One school is attacked in South Sudan on August 13, 2017. The EventID is SSD-130817-01.
- In Colombia, a report from a UN agency indicates that five schools were attacked between April 1, 2016, and September 15, 2016. The EventID is COL-010916-01.
- In Syria, a second school is attacked on May 15, 2019. The EventID is SYR-150519-02.

1.2 StartDate (Column B)

StartDate is the date when the event occurred, or the date when the ongoing event, tally or qualitative description began. It is recorded as DAY-MONTH-YEAR, where DAY is a two-digit number, MONTH is a three-letter abbreviation, and YEAR is a two-digit number.

Where reports are not specific, the date is estimated. Dates are estimated as follows:

- “Last week” is the Wednesday of the week the incident occurred.
 - A media report on June 17, 2019, indicates that a school was attacked “last week.” The date used is June 12, 2019.
- “During XX week/month/year” is the middle day of that week/month/year.
 - “Students were abducted from their school in February 2017.” The date used is February 15, 2017.
- “At the beginning of XX week/month/year” is the first of that week/month/year, with Sunday defined as the beginning of the week and Saturday defined as the end of the week.
 - A media report dated June 17, 2019, indicates that students were abducted from their school “at the beginning of last week.” The date used is June 9, 2019.
- “At the end of XX week/month/year” is the last day of that week/month/year, with Sunday defined as the beginning of the week and Saturday defined as the end of the week.
 - A media report dated June 17, 2019, indicates that students were abducted from their school “at the end of last week.” The date used is June 16, 2019.
- “In the middle of XX week/month/year” will be a Wednesday, the 15th of the month, or July 1, respectively.
 - A media report indicates that a professor was killed “in mid-2015,” the date used is July 1, 2015.

1.3 EndDate (Column C)

EndDate is the date when the event occurred, or the date when the ongoing event, tally, or qualitative description ended. *StartDate* and *EndDate* will be the same day if the event is *not* ongoing, an aggregate count, or a qualitative description. If the end date of an ongoing incident, tally, or qualitative description is unknown, enter “.”.

EndDate is recorded as DAY-MONTH-YEAR, where DAY is a two-digit number, MONTH is a three-letter abbreviation, and YEAR is a two-digit number.

Where reports are not exact, *EndDate* will need to be estimated following the same guidelines as described under *StartDate* above.

StartDate and EndDate examples:

- A teacher is abducted on December 7, 2015, and released on December 22, 2015. The *StartDate* is 07-Dec-15. The *EndDate* is 22-Dec-15.
- A school is attacked on April 14, 2018. The *StartDate* is 14-Apr-18. The *EndDate* is 14-Apr-18.
- A university student is arrested and detained on August 13, 2016. There is no information about if and when he was released. The *StartDate* is 13-Aug-16. The *EndDate* is marked as “.”.

1.4 PreciseDate (Column D)

PreciseDate is a “yes/no” binary variable with a dropdown list that indicates whether the precise date of an incident is known. “No” should be selected if either the *StartDate* or *EndDate* has been estimated.

1.5 DataType (Column E)

DataType is a categorical variable with a dropdown list containing three options: event, ongoing, tally (aggregate count), and qualitative. The purpose is to indicate which type of information is entered in the row: an event that occurred at a single point in time; an ongoing event that occurred over an extended period of time (e.g., an abduction, detention, or military use); a tally (aggregate count) of the number of incidents of an attack or military use that occurred over an extended period of time (e.g., x attacks on schools between January 1 and December 31); or a qualitative description of an attack or military use incident without sufficient details (i.e., date, location, etc.) to record as an event or aggregate count.

1.6 Description (Column F)

Description of the attack is open-ended and can be copied and pasted from the original source. It should include all relevant details about the location, targets, perpetrator, and victims of the attack, as well as any other relevant details including the gender of the victims. It can include information copied from multiple sources. Irrelevant pieces of information should be omitted; details repeated across sources can be omitted the second and subsequent times it is entered. For attacks with multiple sources, the name of each source should be bolded, with the description following. A space should be left between each source.

1.7 nIncident (Column G)

This is a numerical variable that counts the number of incidents referred to in the event description, aggregate count, or qualitative description. For single or ongoing events, *nIncident* is typically “1.” In the case of aggregate counts, the number of incidents referred to in the tally is entered. In the case of qualitative data, the number of reported attacks or military use incidents is entered if available; if such details are not included, enter “1.”

For single or ongoing events that include several incidents, record the number of incidents for *nIncident*. For instance, if two schools are struck in the same bombing or two cases of child recruitment at the same school are

shared in one report, enter “2.” However, if the level of schooling in the incidents is different (e.g., school and university), record each incident (or related group of incidents) in its own row in the spreadsheet and record *nIncident* as appropriate for each row.

For aggregate counts that attribute attacks or military use to more than one perpetrator or geographic area, or other detail (e.g., attacks on personnel and attacks on schools), record the constituent parts in separate rows in the spreadsheet. For instance, if, in 2020, a named armed force perpetrated 5 attacks on schools and a named non-state armed group perpetrated 3 attacks on schools, each set of attacks should receive its own row (allowing for *ProvState* or *Perpetrator* to be accurately recorded). Breaking up an aggregate count may not always be possible, even when more than one perpetrator, geographic area, or similar are mentioned, due to insufficient details, in which case one row should be used.

Note: When calculating the total number of incidents for a specific time period by adding up *nIncident*, aggregate counts should never be added with events or qualitative descriptions from the same time period and geographic area, since doing so may result in double counting.

1.8 EventType (Columns H, K)

There are two *EventType* columns (*EventType1*, *EventType2*) that should be used to categorize the attack or military use into one of seven subcategories: attacks on schools; attacks on students, teachers, and other education personnel; military use of schools or universities; child recruitment at, or on the way to or from, school; sexual violence at, or on the way to or from, school or university; attacks on higher education facilities; attacks on higher education students or personnel. Each column is a dropdown list that includes the seven subcategories.

These categories are defined as follows:

- Attacks on schools: targeted and indiscriminate violent attacks on primary or secondary schools, or kindergartens, preschools, or nonformal education sites that teach at the primary or secondary school levels. This category also includes attacks on primary and secondary school infrastructure, such as school playgrounds, libraries, storage facilities, or examination halls. An incident is considered an attack on a school if it takes place in a school setting and if armed forces, other state security forces, or non-state armed groups damaged the school facility or attempted or threatened to do so.
- Attacks on students, teachers, and other education personnel: attacks that intentionally target students or school staff members, or indiscriminately cause harm to students or school staff members while they are at or on their way to or from school. Targeted attacks on education officials are also coded in this category. Also included are cases in which armed forces, other state security forces, or non-state armed groups arrest, or use excessive force, such as live ammunition, teargas, or water cannons, against students or education staff during protests that either (a) occur on school grounds, regardless of their aim, or (b) are related to education, even if they occurred off school grounds. These attacks are distinct from attacks on schools in that the target appears to be people, rather than infrastructure. This category does not include education-related child recruitment or sexual violence, which are distinct categories.
- Military use of schools or universities: cases in which armed forces, other state security forces, or non-state armed groups partially or fully occupy schools or universities and use them for purposes that support a military effort.
- Child recruitment at, or on the way to or from, school: occurs when armed forces, other state security forces, or non-state armed groups forcibly recruit children from their schools, or while they are on their way to or from school. Recruitment for any purpose is included, such as serving as fighters, spies, or intelligence sources; for domestic work; or to transport weapons or other materials. This category does not include cases of recruitment for sexual violence, such as rape or forced marriage, which are included in the sexual violence category.

- Sexual violence at, or on the way to or from, school or university: occurs when armed forces, other state security forces, or non-state armed groups sexually threaten, harass, or abuse students or educators of all genders. Sexual violence includes rape, sexual slavery, forced marriage, forced prostitution, forced pregnancy, forced sterilization, forced abortion, forced circumcision, castration, genital harm, and any other nonconsensual sexual act, as well as acts that may not require physical violence or contact but include humiliation or shaming of a sexual nature, such as forced nudity.
- Attacks on higher education facilities: targeted or indiscriminate attacks on universities, technical and vocational education training institutes, and other higher education facilities.
- Attacks on higher education students or personnel: targeted or indiscriminate attacks against students, professors, or other higher education staff. Also included are cases in which armed forces, law enforcement, or other state security entities arrest or use excessive force, such as live ammunition, teargas, or water cannons, against students or education staff during protests that either (a) occur on campus, regardless of their aim, or (b) are related to education, even if they occur off campus. Sexual violence by armed forces or non-state armed groups that is committed against university students or personnel is categorized as sexual violence.

For more details about each attack on education and military use, and their distinctions from one another, see the Definitions and Key Concepts appendix and *Education under Attack 2022* (Methodology, pp. 82-89).

The first column is the primary column. It is often sufficient.

If two attack types are involved (e.g., an armed group attacks a school then abducts students), then each attack type should be recorded in its own row.²⁰

Events that require recording two *EventTypes* in the same row involve military use only. If there is no military use, then the row should have only one *EventType*.

In cases in which a school or university is first used for military purposes then attacked, “military use of schools or universities” should be *EventType1*, and “attack on school” or “attack on higher education facilities” should be *EventType2*.²¹ In cases in which students are recruited at a school by armed forces or armed groups using their school for military purposes, “child recruitment” should be *EventType1*, and “military use” should be *EventType2*. In cases in which sexual violence perpetrated by armed forces or armed groups occurs in a school or university while it is being used for military purposes, “sexual violence” should be *EventType1* and “military use” should be *EventType2*.²²

If one armed force or group is occupying a school or university, then another force or group takes over the educational facility to use for military purposes, each instance of military use is recorded as a new event in a new row.

1.9 SubTypes (Columns I, J, L, M)

Each *EventType* can have two possible *SubTypes* (*SubType1a* and *SubType1b*). *SubType* is a categorical variable with a dropdown list that is dependent on *EventType*. *SubTypes* are defined as follows. (The higher education *EventTypes* are combined with schools and students/personnel for ease).

- 1 *Attacks on schools and Attacks on higher education facilities*

²⁰ This is to ease subsequent data analyses. Each attack having its own row prevents double counting harm, schools damaged, and other variables when sorting by attack type. For example, if there is an attack on a school (involving the injury of 5 teachers) and a related attack on students and staff (involving the abduction of 5 teachers), when a researcher is sorting by attack type, only one set of (injured or abducted) teachers should appear and be included in the relevant totals.

²¹ This is to align with international humanitarian law, under which a school used for military purposes may lose its protection as a civilian object and become a legitimate military target. In such a case, the incident would count only as military use (rather than both) for global totals, but having the additional information is useful.

²² Since school-related child recruitment and sexual violence are under-reported, past Education under Attack reports have counted these violations as child recruitment or sexual violence (rather than military use) in order to highlight their occurrence. This codebook keeps in line with such practices.

- Armed clash: a violent interaction between an armed force and armed group in the vicinity of a school or university.
 - Arson: armed forces or armed groups set fire to the school or university or its materials or attempt to do so.
 - Raid: armed forces or armed groups forcibly enter or attempt to forcibly enter a school or university to injure, kill, abduct, arrest, or detain students or education personnel, or to cause damage or destruction to the educational facilities or materials.
 - Small arms fire: shots fired at a school or university from a gun, rifle, or other small arm.
 - Threat: armed forces or armed groups threaten to violently attack schools or universities verbally or in writing. Threats can be either one-off events (e.g., a threatening note left in a school) or ongoing events (e.g., a demolition or stop-work order that is undergoing an appeal process).
 - Vandalism/Looting: armed forces or armed groups vandalize a school or university by writing on its walls or materials, or by destroying learning materials, or they forcibly remove learning or other educational materials or property from the school or university.
 - Demolition: armed forces or armed groups use a bulldozer to destroy a school or university, or otherwise confiscate school infrastructure.
 - Air-launched explosive: explosive dropped from a plane, helicopter, drone, or similar targeted at or landing near a school or university, sometimes referred to as an “airstrike.”
 - Ground-launched explosive: explosive launched from a howitzer, tank, tactical vehicle, grenade launcher, shoulder-mounted weapon system, or similar targeted at or landing near a school or university, sometimes referred to as “shelling” or “artillery fire.”
 - IED (directly emplaced): explosive installed at or near a school or university, including IEDs, landmines, anti-personnel mines, car bombs, road-side bombs, and similar.
 - UXO/ERW: unexploded ordnance or explosive weapons of war located at or near a school or university, often reported as such or as a grenade or other explosive students find near a school.
 - Other: armed forces or armed groups carry out an attack on a school or higher education facility not listed above; this code should be used when the attack subtype is reported, but not listed here.
 - Unknown: the subtype of an attack on a school or higher education facility is not reported.
- 2 *Attacks on students and education personnel* (from pre-primary through tertiary education)
- Abduction: kidnapping of students or education personnel by non-state armed groups or forced disappearance by members of state forces or security services.
 - Arrest/detention: imprisonment of student or education personnel by members of state forces, law enforcement, or security services.
 - Small arms fire: shots fired at a student, teacher, or education personnel from a gun, rifle, or other small arm.
 - Physical assault: armed forces or armed groups inflict physical harm on students or education personnel.
 - Threat: armed forces or armed groups threaten to violently attack students or education personnel verbally or in writing.
 - Use of force (peaceful): armed forces or armed groups use teargas, water cannons, rubber bullets, live ammunition, or other violent means to repress a protest that is reported to be largely peaceful.

- Use of force (disruption): armed forces or armed groups use teargas, water cannons, rubber bullets, live ammunition, or other violent means to repress a protest in which protesters are reported to be engaged in some form of violent disruption, such as throwing stones or damaging vehicles or buildings.
- Air-launched explosive: explosive dropped from a plane, helicopter, drone, or similar targeted at or landing near students or education personnel (including en route to school or university), sometimes referred to as an “airstrike.”
- Ground-launched explosive: explosive launched from a howitzer, tank, tactical vehicle, grenade launcher, shoulder-mounted weapon system, or similar targeted at or landing near students or education personnel (including en route to school or university), sometimes referred to as “shelling” or “artillery fire.”
- IED (directly emplaced): explosive installed along routes to or from school or university or in a student’s or educator’s home or car (regardless of whether they detonate), including IEDs, landmines, anti-personnel mines, car bombs, road-side bombs, and similar.
- UXO/ERW: unexploded ordnance or explosive weapons of war located along routes to or from school or university (regardless of whether they detonate), often reported as such or as a grenade or other explosive students find.
- Other: armed forces or groups carry out an attack on students or educators not listed above; this code should be used when the attack subtype is reported, but not listed here.
- Unknown: the subtype of an attack on a school or higher education facility is not reported.

3 *Military use of schools or universities*

- Base/Barracks: armed forces or armed groups use a school or university to accommodate troops for any length of time.
- Checkpoint: armed forces or armed groups establish a checkpoint in the vicinity of a school or university.
- Detention/interrogation center: armed forces or armed groups use a school or university to detain or interrogate prisoners for any length of time.
- Fighting position: armed forces or armed groups use a school or university as a defensive position to shelter them from fire, an observation post, offensive position, or firing position.
- Training: armed forces or armed groups use a school or university to conduct military trainings or drills.
- Threat: armed forces or armed groups threaten to use a school or university for military purposes.
- Weapons storage: armed forces or armed groups stockpile weapons in a school or university to hide, cache, or store them.
- Other: armed forces or armed groups carry out a subtype of military use not listed above; this code should be used when the subtype is reported, but not listed here.
- Unknown: the subtype of military use is not reported.

4 *Child recruitment at, or on the way to or from, school*

- Domestic work: an armed force or group uses a child to perform domestic tasks, such as cooking for troops, cleaning tents or a base, or transporting equipment or materials from one place to another or between camps.
- Fighter: an armed force or group uses a child as a combatant.

- Spy: an armed force or group uses a child to gather information about an opponent, or the child serves as an intelligence source about their community.
 - Threat: an armed force or group threaten to recruit a child at school or along school routes.
 - Other: armed forces or groups carry out a subtype of recruitment not listed above; this code should be used when the subtype is reported, but not listed here.
 - Unknown: the subtype of child recruitment is not reported.
- 5 *Sexual violence at, or on the way to or from, school or university*
- Forced marriage: students or education personnel, abducted from an education facility or otherwise targeted based on their status as students or educators, are forced to marry without consent members of armed forces or armed groups.
 - Rape/sexual assault: armed forces or armed groups rape or sexually assault, such as through groping or other unwanted sexual contact, students or education personnel.
 - Sexual harassment: armed forces or armed groups make unwelcome and inappropriate sexual remarks or threats targeting students or education personnel.
 - Threat: armed forces or armed groups threaten to commit sexual violence at a school or university or along school or university routes.
 - Other: armed forces or armed groups carry out other forms of sexual violence or abuse against students or education personnel, such as sexual slavery, forced prostitution, forced pregnancy, forced sterilization, forced abortion, forced circumcision, castration, genital harm, or forced nudity; this code should be used when the subtype is reported, but not listed above.
 - Unknown: the subtype of sexual violence is not reported.

1.10 Weapons (Columns N, O)

There are two columns to indicate the type of weapon(s) used in an attack (*Weapon1*, *Weapon2*). This is a categorical variable. If no weapon is used, for instance in the case of military use, choose “N/A” from the dropdown options.

Weapons are defined as follows:

- Arson: includes deliberate setting of fire.
- Guns: includes shooting or sniping, as well as the use of guns to carry out threats, abduction, intimidation, or assault.
- Knife: includes instruments with blades.
- Batons: includes clubs of various materials.
- Crowd control gas: includes teargas and other non-lethal crowd control gases.
- Water cannon: includes high- or low-velocity streams of water, whether attached to permanent or mobile water supplies, typically used for crowd dispersal or preventing access to an area.
- Vehicle: use of a vehicle, such as a bulldozer or car, to carry out an attack.
- Chemical/incendiary weapons: includes sarin gas, mustard gas, chlorine gas, and anthrax, napalm, or white phosphorus.
- Missile/rocket: can be air- or ground-launched; missiles include Scud, MANPAD, etc.; rockets are typically missiles that do not contain guidance systems and include Grad, Katyusha, etc.
- Shells/mortars: ground-launched munitions typically fired indirectly.

- **Grenade:** grenades with explosive blasts (does not include “stun,” “flash,” or “sound” bombs or grenades, which are not intended to function as explosive weapons).
- **IED:** includes improvised explosive devices that are planted, vehicle-born, or body-born.
- **UXO/ERW:** any undetonated explosive weapon or remnant of an explosive weapon.
- **Other:** use of any other weapon not listed.
- **Unknown:** the weapon used is not reported.
- **N/A:** the attack does not rely on a particular weapon, such as military use, indoctrination used for child recruitment, arrest and detention, or physical force without a weapon.

1.11 DoubtInclusion (Column P)

This is a binary “yes/no” variable used to indicate if there is any doubt whether the event, tally, or qualitative description meets GCPEA’s definitions for an attack on education or military use. Generally, an event should only be recorded if the researcher is certain it meets GCPEA’s definitions; however, there sometimes remains a degree of doubt. For instance, this variable should be marked as “yes” if one news report says a school was attacked but another news report refers to a monastery; likewise, it is useful if one report refers to the perpetrator as “bandits,” but another reliable source names a specific armed group; and finally, a tally may include attacks on schools as well as schools damaged due to the presence of displaced persons and thus “yes” should be marked.

1.12 PrevAttack (Column Q)

This is a categorical variable with three options: yes/no/unknown. It is used to indicate whether the facility or individual has been attacked previously, meaning any time in the past, from hours to years. This variable includes receiving threats in the past.

2 LOCATION

2.1 ProvState (Column R)

This is a categorical variable. The province/state/department/prefecture in which the attack occurred is entered. If entering a tally and the attacks or military use occurred nationwide, or in multiple provinces, write “nationwide” or list the provinces, separated by commas.

2.2 District (Column S)

This is a categorical variable. The district/municipality/commune/sub-prefecture is entered. If entering a tally and the attacks or military use occurred nationwide, or in multiple districts, write “nationwide” or list the districts, separated by commas.

2.3 Vicinity (Column T)

This description is open-ended. If more precise information on the location of the event is available, enter it here. If no more precise information is available, mark a “.” in this column.

3 PERPETRATOR DETAILS

3.1 Perpetrator (Column U)

This is a categorical variable with a dropdown list containing ten options. Select one of the following:

- State armed forces: includes the national military.
- Police: includes the civil forces of a national or local government that is officially responsible for maintaining public order.
- Intelligence services: a government agency that is tasked with collecting and analyzing information to support law enforcement, national security, or military objectives. Includes secret police and secret services.
- State-backed paramilitary: an unofficial force that is organized in a similar way to national armed forces and supports state objectives but is not formally part of the national armed forces. Paramilitaries may include militias, auxiliary forces such as national guards or presidential guards, or volunteer defense corps.
- Armed non-state group: a group fighting against a state, such as guerilla groups, armed opposition groups, or armed separatist groups.
- Foreign military: the national forces of a state other than the state where the attack took place.
- Multinational forces: an armed force comprised of members from multiple countries. Multinational forces may carry out a variety of roles, including peacekeeping and combat operations.
- Multiple perpetrators: select when the attack was carried out by more than one of the above perpetrators, for instance when a shootout between an armed force and group (or two armed groups) occurs near a school or when a tally lists multiple attack perpetrators.
- Other: includes any perpetrator that does not fall into one of the categories on this list, such as Israeli settlers.
- Unknown: this option is selected when the perpetrator is unknown.

3.2 PerpCertain (Column V)

This is a binary yes/no variable, with a dropdown menu. “Yes” should only be selected if the perpetrator details have been verified, or if a particular group claimed responsibility for the attack. Verified, in this case, means that the event has been investigated and the perpetrator is directly assigned by the UN, Human Rights Watch, Amnesty International, or similar organizations that conduct rigorous verification of attacks or military use in line with international standards.

4 TARGET DETAILS

4.1 Target (Column W)

This is a categorical variable with three options. The intention is to indicate whether the perpetrator intentionally targeted students, education personnel, or educational facilities, or whether the attack was the result of indiscriminate violence. Select one of the following:

- **Targeted**: the attack was directed at one or more students, educators, or education facilities. Military use, child recruitment, sexual violence, and protest repression are in most cases targeted; attacks on schools and students and education personnel may fall into either category.
- **Indiscriminate**: the attack occurred during armed conflict but was *not* directed at a student, educator, or education facility.
- **Unknown**: it is unknown whether the student, educator, or education facility was the target of the attack.

5 SCHOOL OR UNIVERSITY DETAILS

The variables in this section apply only to attacks on schools, attacks on higher education facilities, and military use of schools or universities. If *EventType* is any other form of attack, enter “o” or mark “N/A,” as applicable.²³

5.1 nSch (Column X)

This is a numerical variable used to record the total number of schools or universities attacked or used from an event or aggregate count. For events, the number entered is typically “1,” since generally one school or university is attacked or used at a time (an exception would be an explosive detonating nearby two or more schools); in the case of aggregate counts, the number entered is the number of schools or universities relayed in the count. This variable applies only to attacks on schools, higher education facilities, and military use; if the *EventType* is another form of attack, enter “o.”

nSch also applies to education infrastructure other than schools or universities, such as ministry of education buildings or school playgrounds or yards.

5.2 nSch_f (Column Y)

This is a numerical variable used to relay the total number of schools or universities attacked or used *that serve girls or women* from an event or aggregate count. For events, the number entered is typically “o” or “1” and must be equal to or less than *nSch*; in the case of aggregate counts, the number entered is the number of girls’ schools or women’s universities relayed in the tally and must be equal to or less than *nSch*. If it is unknown whether the school(s) or university(ies) attacked or used served only one gender or was co-ed, enter “.” to indicate missing information. This variable applies only to attacks on schools, higher education facilities, and military use; if the *EventType* is another form of attack, enter “o.”

²³ In most contexts, information on these variables is not available for the other *EventTypes* (e.g., attacks on school teachers and staff, attacks on higher education personnel, school-related child recruitment, and education-related sexual violence). However, where available, this information should be entered if practicable, in particular the level of schooling and the school or university operator.

5.3 nSch_m (Column Z)

This is a numerical variable used to relay the total number of schools or universities attacked *that serve boys or men only* from an event or aggregate count. For events, the number entered is typically “0” or “1” and must be equal to or less than *nSch*; in the case of aggregate counts, the number entered is the number of boys’ schools or men’s universities relayed in the tally and must be equal to or less than *nSch*. If it is unknown whether the school(s) or university(ies) attacked or used served only one gender or was co-ed, enter “.” to indicate missing information. This variable applies only to attacks on schools, higher education facilities, and military use; if the *EventType* is another form of attack, enter “o.”

5.4 nSch_mix (Column AA)

This is a numerical variable used to relay the total number of schools or universities attacked *that serve all students* from an event or aggregate count. For events, the number entered is typically “0” or “1” and must be equal to or less than *nSch*; in the case of aggregate counts, the number entered is the number of schools or universities without a gender distinction relayed in the tally and must be equal to or less than *nSch*. If it is unknown whether the school(s) or university(ies) attacked or used served only one gender or was co-ed, enter “.” to indicate missing information. This variable applies only to attacks on schools, higher education facilities, and military use; if the *EventType* is another form of attack, enter “o.”

5.5 Sch_lvl (Column AB)

This is a categorical variable relaying the level of school or type of university, from which preschool, kindergarten, primary, secondary, university, vocational, technical, nonformal, ministry office, unknown, or N/A can be selected. Select “ministry office” if the facility was a ministry of education office (not to be confused with an administrative office in a school or university); select “unknown” if the information is not provided in the report; select “N/A” if the form of attack is one other than attacks on schools, higher education facilities, or military use.

5.6 Sch_op (Column AC)

This is a categorical variable relaying the operator of the school or university, from which government, private, NGO, religious, unknown, or N/A can be selected. Select “unknown” if the information is not provided in the report; select “N/A” if the form of attack is one other than attacks on schools, higher education facilities, or military use.

6 NUMBER OF CASUALTIES

Variables in this section relate to the number of students and education personnel killed, injured, arrested, or otherwise harmed in an attack. Individual(s) must be recorded in only one column in this section.²⁴ Variables other than *injure* or *threat* should be prioritized. For example, if a student is reported as arrested and injured, she should be recorded as only arrested in the spreadsheet (not both).

Sometimes sources report different casualty numbers. Where reports disagree, the coder should decide what number to use based on a combination of which source is most reliable and most recent.

²⁴This is to ease analyses. If more than one category were recorded, researchers would be more likely to incorrectly sum up the global total number of students and personnel harmed in attacks.

Sources often provide imprecise information on the numbers of victims. Where imprecise language is used, numbers are tallied as follows:

- Tens = 20
- A dozen = 12
- Dozens = 24
- Hundreds = 200
- A score = 20
- Scores = 40
- Students = 2
- Teachers = 2
- Some = 3
- Several = 3
- A few = 3
- A number of = 2

For more details, see the Definitions and Key Concepts appendix.

The following variables apply only to students and educators, not other civilians or fighters. Relevant terms, such as education personnel are defined in the introduction to this codebook and the Definitions and Key Concepts appendix.

6.1 nKill (Column AD)

This is a numerical variable that relays the number of students and education personnel killed in the attack. If no students or education personnel were killed in the attack, enter “o”. If non-student or non-educator civilians were killed in the attack, enter “o”; if a total number of people killed is reported, but there is no information on whether any of them were students or education personnel, enter “.” to indicate missing information.

6.2 nKill_f (Column AE)

This is a numerical variable that counts the number of female students and education personnel killed in the attack. If no female students or education personnel were killed in the attack, enter “o”. If the information on the number of students and education personnel killed is not disaggregated by gender, enter “.” to indicate missing information.

6.3 nStuKill (Column AF)

This is a numerical variable that counts the number of students killed in the attack. If no students were killed in the attack, enter “o”. If there is no information on whether any of the people killed were students, enter “.” to indicate missing information.

6.4 nStuKill_f (Column AG)

This is a numerical variable that counts the number of *female* students killed in the attack. If no female students were killed in the attack, enter “o”. If the information on the numbers of students killed is not disaggregated by gender, enter “.” to indicate missing information.

6.5 nTeachKill (Column AH)

This is a numerical variable that counts the number of education personnel killed in the attack. If no education personnel were killed in the attack, enter “0”. If there is no information on whether any of the people killed were education personnel, enter “.” to indicate missing information.

6.6 nTeachKill_f (Column AI)

This is a numerical variable that counts the number of *female* education personnel killed in the attack. If no female education personnel were killed in the attack, enter “0”. If the information on the number of educators killed is not disaggregated by gender, enter “.” to indicate missing information.

6.7 nInjure (Column AJ)

This is a numerical variable that relays the number of students and education personnel injured in the attack. If no students or education personnel were injured in the attack, enter “0”. If non-student or non-educator civilians were injured in the attack, enter “0”; if a total number of people injured is reported, but there is no information on whether any of those people were students or education personnel, enter “.” to indicate missing information.

Most forms of sexual violence, other than threats or harassment, are considered injuries and so the number of students and education personnel are recorded here. Students or personnel arrested, abducted, or recruited are marked only in those categories (below), rather than marked as injured.

6.8 nInjure_f (Column AK)

This is a numerical variable that counts the number of *female* students and education personnel injured in the attack. If no female students or education personnel were injured in the attack, enter “0”. If the information on the numbers of students and education personnel injured is not disaggregated by gender, enter “.” to indicate missing information.

Most forms of sexual violence, other than threats or harassment, are considered injuries and so the number of students and education personnel are recorded here. Students or personnel arrested, abducted, or recruited are marked only in those categories (below), rather than marked as injured.

6.9 nStuInjure (Column AL)

This is a numerical variable that counts the number of students injured the attack. If no students were injured in the attack, enter “0”. If there is no information on whether any of the people injured were students, enter “.” to indicate missing information.

Most forms of sexual violence, other than threats or harassment, are considered injuries and so the number of students and education personnel are recorded here. Students arrested, abducted, or recruited are marked only in those categories (below), rather than marked as injured.

6.10 nStuInjure_f (Column AM)

This is a numerical variable that relays the number of *female* students injured in the attack. If no female students were injured in the attack, enter “0”. If the information on the numbers of students injured is not disaggregated by gender, enter “.” to indicate missing information.

Most forms of sexual violence, other than threats or harassment, are considered injuries and so the number of students and education personnel are recorded here. Students arrested, abducted, or recruited are marked only in those categories (below), rather than marked as injured.

6.11 nTeachInjure (Column AN)

This is a numerical variable that counts the number of education personnel injured the attack. If no education personnel were injured in the attack, enter “0”. If there is no information on whether any of the people injured were education personnel, enter “.” to indicate missing information.

Most forms of sexual violence, other than threats or harassment, are considered injuries and so the number of students and education personnel are recorded here. Education personnel arrested or abducted are marked only in those categories (below), rather than marked as injured.

6.12 nTeachInjure_f (Column AO)

This is a numerical variable that counts the number of *female* education personnel were injured in the attack. If no female education personnel injured in the attack, enter “0”. If the information on the numbers of personnel injured is not disaggregated by gender, enter “.” to indicate missing information.

Most forms of sexual violence, other than threats or harassment, are considered injuries and so the number of students and education personnel are recorded here. Education personnel arrested or abducted are marked only in those categories (below), rather than marked as injured.

6.13 nAbduct (Column AP)

This is a numerical variable that relays the number of students and education personnel abducted or forcibly disappeared in the attack. The number of students recruited by armed forces or armed groups in an incident of child recruitment is also counted here. If no students or education personnel were abducted or disappeared in the attack, enter “0”. If a total number of people abducted or disappeared is presented, but there is no information on whether any of those people were students or education personnel, enter “.” to indicate missing information.

6.14 nAbduct_f (Column AQ)

This is a numerical variable that counts the number of *female* students and education personnel abducted or forcibly disappeared in the attack. The number of girl students recruited by armed forces or armed groups in an incident of child recruitment is also counted here. If no female students or education personnel were abducted or disappeared in the attack, enter “0”. If the information on the numbers of students and education personnel abducted or disappeared is not disaggregated by gender, enter “.” to indicate missing information.

6.15 nStuAbduct (Column AR)

This is a numerical variable that counts the number of students abducted or forcibly disappeared in the attack. The number of students recruited by armed forces or armed groups in an incident of child recruitment is also counted here. If no students were abducted or disappeared in the attack, enter “0”. If there is no information on whether any of the people abducted or disappeared were students, enter “.” to indicate missing information.

6.16 nStuAbduct_f (Column AS)

This is a numerical variable that counts the number of *female* students abducted or forcibly disappeared in the attack were female. The number of girl students recruited by armed forces or armed groups in an incident of child recruitment is also counted here. If no female students were abducted or disappeared in the attack, enter “0”. If the information on the numbers of students abducted or disappeared is not disaggregated by gender, enter “.” to indicate missing information.

6.17 nTeachAbduct (Column AT)

This is a numerical variable that relays the number of education personnel abducted or forcibly disappeared in the attack. If no education personnel were abducted or disappeared in the attack, enter “0”. If there is no information on whether any of the people abducted or disappeared were education personnel, enter “.” to indicate missing information.

6.18 nTeachAbduct_f (Column AU)

This is a numerical variable that counts the number of *female* education personnel abducted or forcibly disappeared in the attack. If no female education personnel were abducted or disappeared in the attack, enter “0”. If the information on the numbers of personnel abducted or disappeared is not disaggregated by gender, enter “.” to indicate missing information.

6.19 nArrest (Column AV)

This is a numerical variable that relays the number of students and education personnel detained or arrested. If no students or education personnel were detained or arrested, enter “0”. If a total number of people detained or arrested is reported, but there is no information on whether any of those people were students or education personnel, enter “.” to indicate missing information.

6.20 nArrest_f (Column AW)

This is a numerical variable that relays the number of *female* students and education personnel detained or arrested. If no female students or education personnel were detained or arrested, enter “0”. If the information on the number of students and education personnel detained or arrested is not disaggregated by gender, enter “.” to indicate missing information.

6.21 nStuArrest (Column AX)

This is a numerical variable that counts the number of students detained or arrested. If no students were detained or arrested, enter “0”. If there is no information on whether any of the people detained or arrested were students, enter “.” to indicate missing information.

6.22 nStuArrest_f (Column AY)

This is a numerical variable that counts the number of *female* students detained or arrested. If no female students were detained or arrested, enter “0”. If the information on the number of students detained or arrested is not disaggregated by gender, enter “.” to indicate missing information.

6.23 nTeachArrest (Column AZ)

This is a numerical variable that counts the number of education personnel detained or arrested. If no education personnel were detained or arrested, enter “0”. If there is no information on whether any of the people detained or arrested were education personnel, enter “.” to indicate missing information.

6.24 nTeachArrest_f (Column BA)

This is a numerical variable that counts the number of *female* education personnel detained or arrested were female. If no female education personnel were detained or arrested, enter “0”. If the information on the numbers of personnel detained or arrested is not disaggregated by gender, enter “.” to indicate missing information.

6.25 nThreat (Column BB)

This is a numerical variable that counts the number of students and education personnel who received threats. If no students or education personnel were threatened, enter “0”. If a total number of people threatened is reported, but there is no information on whether any of them were students or education personnel, enter “.” to indicate missing information. Threats of child recruitment are included, as is threatened sexual violence and sexual harassment.

6.26 nThreat_f (Column BC)

This is a numerical variable that counts the number of *female* students and education personnel who received threats. If no female students or education personnel were threatened, enter “0”. If the information on the numbers of students and education personnel threatened is not disaggregated by gender, enter “.” to indicate missing information. Threats of child recruitment are included, as is threatened sexual violence and sexual harassment.

6.27 nStuThreat (Column BD)

This is a numerical variable that counts the number of students threatened. If no students were threatened, enter “0”. If there is no information on whether any of the people threatened were students, enter “.” to indicate missing information. Threats of child recruitment are included, as is threatened sexual violence and sexual harassment.

6.28 nStuThreat_f (Column BE)

This is a numerical variable that counts the number of *female* students threatened. If no female students were threatened, enter “0”. If the information on the numbers of students threatened is not disaggregated by gender, enter “.” to indicate missing information. Threats of child recruitment are included, as is threatened sexual violence and sexual harassment.

6.29 nTeachThreat (Column BF)

This is a numerical variable that counts the number of education personnel threatened. If no education personnel were threatened, enter “0”. If there is no information on whether any of the people threatened were education personnel, enter “.” to indicate missing information. Threatened sexual violence and sexual harassment are included.

6.30 nTeachThreat_f (Column BG)

This is a numerical variable that counts the number of *female* education personnel threatened. If no female education personnel were threatened, enter “0”. If the information on the number of personnel threatened is not disaggregated by gender, enter “.” to indicate missing information. Threatened sexual violence and sexual harassment are included.

7 NUMBER OF FACILITIES DAMAGED OR DESTROYED

Variables in this section relate to the damage and destruction of educational facilities. This section applies only to attacks on schools, attacks on higher education facilities, and military use of schools and universities. If *EventType* is any other form of attack, enter “o” or mark “N/A,” as applicable.

Sometimes sources report different levels of damage or destruction. Where reports disagree, the coder should decide which level of damage to record based on a combination of which source is most reliable and most recent.

Damage ranges from a broken window or similar to an unusable classroom in an otherwise operational school or university; destroyed means the school or university has been rendered unusable. Educational facilities are defined in the Introduction. More details can be found in the Definition and Key Concepts document.

7.1 nFacilityDest (Column BH)

This is a numerical variable that counts the number of education facilities destroyed in the attack to the point of being rendered unusable. If no facilities were destroyed in the attack, enter “o”. If there is no information on the extent of destruction to education facilities because of the attack, enter “.” to indicate missing information.

7.2 nFacilityDest_f (Column BII)

This is a numerical variable that counts the number of education facilities serving only *female students* that were destroyed and rendered unusable in the attack. If no facilities serving only female students were destroyed, enter “o”. If information on the number of facilities destroyed is not disaggregated by gender, enter “.” to indicate missing information.

7.3 nFacilityDest_m (Column BJ)

This is a numerical variable that counts the number of education facilities serving only *male students* that were destroyed and rendered unusable in the attack. If no facilities serving only male students were destroyed, enter “o”. If information on the number of facilities destroyed is not disaggregated by gender, enter “.” to indicate missing information.

7.4 nFacilityDest_mix (Column BK)

This is a numerical variable that counts the number of education facilities serving *all students* destroyed and rendered unusable in the attack. If no co-educational facilities were destroyed, enter “o”. If information on the number of facilities destroyed is not disaggregated by gender, enter “.” to indicate missing information.

7.5 nFacilityDam (Column BL)

This is a numerical variable that counts the number of education facilities damaged in the attack. If no facilities were destroyed in the attack, enter “o”. If there is no information on the extent of damage to education facilities because of the attack, enter “.” to indicate missing information.

7.6 nFacilityDam_f (Column BM)

This is a numerical variable that counts the number of education facilities serving only *female students* damaged in the attack. If no facilities serving only female students were damaged, enter “o”. If this information is not disaggregated by gender, enter “.” to indicate missing information.

7.7 nFacilityDam_m (Column BN)

This is a numerical variable that counts the number of education facilities serving only *male students* damaged in the attack. If no facilities serving only male students were damaged, enter “0”. If this information is not disaggregated by gender, enter “.” to indicate missing information.

7.8 nFacilityDam_mix (Column BO)

This is a numerical variable that counts the number of education facilities serving *all students* damaged in the attack. If no co-educational facilities were damaged, enter “0”. If this information is not disaggregated by gender, enter “.” to indicate missing information.

8 IMPACT

The following variables apply only to attacks on schools, attacks on higher education facilities, and military use of schools and universities. If *EventType* is any other form of attack, enter “0” or mark “N/A,” as applicable.

The exception is when a school is closed due to another category of attack (*EventType*). For instance, if a school is closed after protest repression or a teacher is killed, then the following columns can be filled in with information about the protester’s or teacher’s school.

8.1 nSchClosed (Column BP)

The number of schools or universities that are either temporarily or permanently closed because of the attack or military use. This variable pertains only to the directly affected education facility or facilities (closures at nearby facilities not directly attacked are not included). If no schools or universities were closed, enter “0”. If no information on whether the schools or universities closed is available, enter “.” to indicate missing information; do not assume a school is closed because it was destroyed. Generally, if there is a closure, “1” is marked here unless a tally mentions several school closures or in the instances that a single attack incident involves several schools.

If the attack was against students or educators, and their school or university was closed as a result, then this is the number of schools or universities attended by the students or where the educators are employed.

8.2 nSchClosureLength (Column BQ)

The approximate length of time, recorded in days, that the school or university was closed due to the attack or military use. If the school or university was not closed due to the attack, enter “0.” If more than one school or university is closed due to the attack, then add together the durations and record the total number of days.

Since reports often state that a school or university was closed or occupied for a month or half a year, the coder may need to perform basic math to determine the number of days. If the school or university is reported as still closed, then calculate the number of days between the attack and the date the report was published; make no assumptions about whether the school or university remained closed after publication. See the Definition and Key Concepts appendix for details on conservative estimates and counting.

8.3 nEnroll (Column BR)

The number of students enrolled in the school or university where the attack or military use occurred. If no information on the number of students enrolled is available, enter “.” to indicate missing information.

If the attack was against students or educators, and their school or university was closed as a result, then this is the number of students enrolled where the student attends or educator is employed.

9 ADMINISTRATIVE INFORMATION

The following section records administrative information, such as who entered the report, as well as citations and data types.

9.1 EnteredBy (Column BS)

This is open-ended. The name of the person entering the information into the spreadsheet is recorded.

9.2 EntryDate (Column BT)

The date when the information was entered.

9.3 Sources (Columns BU, BX, CA, CD)

There are five columns for entering sources, which should be recorded as a full citation.

9.4 SourceTypes (Columns BV, BY, CB, CE)

There are five columns for identifying the type of each source. The following six options are available:

- UN: the source is a UN report or article.
- INGO: the source is a report or article by an international NGO.
- Civil Society: the source is a report or article by a civil society organization operating in the country where the attack occurred.
- ACLED: the source is an article or report identified by the Armed Conflict Location and Event Data Project.
- GTD: the source is an article or report identified by the University of Maryland's Global Terrorism Database.
- Media: the source is a media report.
- Other: any source other than those listed above.

9.5 SourceConfid (Columns BW, BZ, CC, CF)

There are four columns for identifying whether the source of the information is confidential or not. The following three options are available:

- Open: the source is a publicly available document.
- Private-confidential: the source was shared privately and in confidence. The information should not be cited publicly.
- Private-not confidential: The source was shared privately but can be cited as agreed.

10 ADDITIONAL VARIABLES

Several additional variables and their descriptions, such as perpetrator name and number of staff, are included in the Appendices.

APPENDIX A DEFINITIONS AND KEY CONCEPTS

Definitions

Attacks on education are defined as any threatened or actual use of force against students, teachers, academics, education support and transport staff (e.g., janitors, bus drivers), education officials, education buildings, resources, or facilities (including school buses). They are perpetrated by armed forces, other state security forces, or non-state armed groups for political, military, ideological, sectarian, ethnic, or religious reasons. Attacks that clearly have criminal motivations, or that are perpetrated by lone gunmen, are not included.

GCPEA divides attacks on education and military use into six sub-categories:

Attacks on schools: Targeted violent attacks or threats of violent attack on primary or secondary school infrastructure, or collateral damage to that infrastructure due to indiscriminate fighting or attacks. Examples include arson, explosive attacks, airstrikes, shelling, or crossfire.

Attacks on students, teachers, and other education personnel: Targeted violent attacks or threats of attack on primary or secondary school students or educators, which take place in school settings or on the way to or from school, or otherwise target these individuals for education-related reasons. Also included are cases of violent repression to silence students or education personnel in the context of education (e.g., in school settings or in education-related protests). Examples include targeted killings, injuries, torture, abductions, forced disappearances, threats of violence, or use of force against or arrest of students or education personnel.

Military use of schools or universities: Cases in which armed forces, other state security forces, or non-state armed groups occupy schools and use them for purposes that support a military effort, such as for bases, barracks, and temporary shelters for those associated with fighting forces; for fighting positions, weapons storage facilities, and detention and interrogation centers; and for military training or drilling soldiers.

Child recruitment at, or on the way to or from, school: Cases in which armed forces, other state security forces, or non-state armed groups forcibly recruit children from their schools or school routes. GCPEA considers all recruitment of children under the age of 18 as child recruitment, in line with international standards, regardless of the legal instruments or other commitments signed by states or armed groups. Children may be recruited as fighters, spies, or intelligence sources; for domestic work; to transport weapons or other materials; or for any other purposes associated with the armed actor.

Sexual violence at, or on the way to or from, school or university: Cases in which armed forces, other state security forces, or non-state armed groups rape, sexually harass, or abuse students or educators; abduct students or educators for sexual purposes; recruit students or educators to serve a sexual function in an armed force or armed group; or threaten to engage in such conduct.

Attacks on higher education: Targeted violent attacks or threats of violent attack on higher education infrastructure or collateral damage to that infrastructure due to indiscriminate fighting or attacks. Also includes targeted violent attacks or threats of attack targeted against university students, professors, or personnel, as well as cases in which violent repression, including the excessive use of force, is used against students or education personnel on campus, in the context of education-related protests, or in relation to their academic work.

Students are defined as any learner studying at a formal or nonformal educational institution.

Education personnel refers to anyone working professionally, or volunteering, in the education system, at any level. Personnel may include teachers, academics, education officials, or education support and transport staff such as: education administrators, janitors, bus drivers, and librarians.

Educational facilities are defined as any site where students learn from a designated instructor, or where the learning process is supported, at any level of learning. In addition to primary and secondary schools, this includes preschools, kindergartens, universities, technical and vocational education training institutes, and non-formal education sites, as well as student or teacher dormitories, school buses, and warehouses or vehicles dedicated to storing or transporting educational materials. These facilities may be run by the state or other entities, including religious organizations.

Educational materials include textbooks, school records, or teaching and learning supplies.

State armed forces may include national military and armed forces. **Multinational forces** include regional forces and UN peacekeeping forces. **Other state security forces** include paramilitary groups, law enforcement, paramilitary police, police acting as combatants in an armed conflict, and intelligence or security services.

Non-state armed groups may include rebel, opposition, separatist, or extremist groups, but does not include criminal organizations.

Excessive force is any force which is in excess of what is necessary for the performance of law enforcement duties.²⁵ This includes cases in which armed forces, law enforcement, or other state security entities use live ammunition, teargas, or water cannons, or other force against students or education staff during education-related protests.

An **education-related protest** either (a) occurs on school or university grounds, regardless of its aim, or (b) is related to education, even if it occurs off school or university grounds. Education-related protests do not include incidents in which students or staff participate in off-campus protests unrelated to education, even if the leaders of the protest were students.

An **arrest** refers to the arrest, charge, detention, or imprisonment of students or education personnel. Although “detention” (reasonable suspicion) and “arrest” (probable cause) are different notions in law enforcement, language used in media or other reports may conflate these.

Damage is defined as any physical harm, whether light or heavy, to an educational facility that occurred during an incident of attack.

Destruction occurs when an educational facility is fully destroyed and rendered unusable during an attack. An educational facility is considered “destroyed” if a source reports that it was “fully destroyed,” “destroyed,” or “rendered unusable.”

Explosive weapons include air-dropped bombs, artillery projectiles, missiles and rockets, mortars, antipersonnel mines, and improvised explosive devices. Some are launched from the air, while others are ground launched; they generally create a zone of blast and fragmentation with the potential to kill, injure, or damage anyone or anything within that zone.

Abduction is defined as taking a person away by means of persuasion, fraud, or force.

The Codebook provides additional details for defining attacks on education and related terms.

²⁵ More on the use of excessive force and human rights law can be found in the United Nations High Commissioner for Human Rights *International Human Rights Standards for Law Enforcement* or *Basic Principles on the Use of Force and Firearms by Law Enforcement Officials*.

Notes on scope

Attacks on education do *not* include violence perpetrated by criminal organizations or individuals, such as lone gunmen, without an affiliation to armed forces, other state security forces, or non-state armed groups. Likewise, violence perpetrated by teachers against students, students against other students, students against teachers, or by students or teachers against education facilities is *not* considered an attack on education for the purposes of this *Toolkit*, unless those individuals are affiliated with an armed force or group and acting in that capacity.

In many cases, it is clear which armed force or group is responsible for an attack on education or military use of an educational facility. For instance, the perpetrator may issue a statement claiming responsibility for the action, a UN agency or NGO may investigate and release findings, or a local or international justice system may convict a perpetrator guilty of an attack or military use. In such cases, this information is considered when determining whether an event qualifies as an attack on education. Sometimes, however, the perpetrator of a violent event is unknown. For instance, a fire may appear to be intentionally set in a school, but it may be unclear whether criminals or an armed force or group set the fire and, thus, whether the event is common arson or qualifies as an attack on education. In such cases, *Toolkit* users should rely on other details to determine whether the violence meets the criteria for an attack on education or military use, including determining whether there is an established pattern of attacks on education by armed forces or groups in that context.

Incident reports and aggregate counts explained

Incident: one attack on education or case of military use of an educational facility.

Aggregate count: a tally of attacks on education or military use of educational facilities, often over a range of time such as a month or year, published as one number by one source. An aggregate count contains at least two incidents, but details about these individual incidents are not available. (Aggregate counts are distinct from incident tallies, because they are a figure published by one organization, rather than a collation of incident reports from many organizations).

Examples of incident and aggregate count from external sources

Example of an **incident report**: “Over the past two weeks, the Tabotaki and Dan-Marké secondary schools closed due to threats made by alleged armed group members. The Tillabéri Department of Secondary Education has brought 80 students, including 28 girls, to a more secured area in Abala village where they will continue pursuing their education in preparation for their final examinations scheduled from 6 to 8 August...According to local authorities, as of 10 March, 263 schools remain closed due to insecurity in the Tillabéri region.”²⁶

Example of an **aggregate count** (school): “The United Nations verified 24 attacks on schools (9) and hospitals (15), all of which were unattributed.”²⁷

Example of an **aggregate count** (military use): “Four incidents of the military use of schools by the Popular Mobilization Forces were verified.”²⁸

Example of where **miscategorizing an event** is possible (due to lack of differentiation between facilities and personnel): “Three attacks affected schools and related protected personnel.”²⁹

²⁶ OCHA, “West and Central Africa: Weekly Regional Humanitarian Snapshot,” July 2020.

²⁷ UN General Assembly and Security Council, “Children and Armed Conflict: Report of the Secretary General,” S/2020/525, June 9, 2020, para. 103.

²⁸ UN General Assembly and Security Council, “Children and Armed Conflict: Report of the Secretary General,” S/2020/525, June 9, 2020, para. 73.

²⁹ UN General Assembly and Security Council, “Children and Armed Conflict: Report of the Secretary General,” S/2020/525, June 9, 2020, para. 47.

Example of a report **not including exact numbers** of students or personnel affected: “On Monday, the police had to resort to water cannon and lathicharge...due to which, a few teachers complained that they received injuries on their heads. Computer teachers from across Haryana gathered at Sector 5 in Panchkula to protest against the state government. They claimed that the government is ignoring their long-pending demands, including hike in their salaries and permanent jobs.”³⁰

Notes on counting

Where reports use imprecise language to report on the number of student or education personnel killed, numbers are tallied as follows: **a few, some, and several** are tallied as 3; **tens** is tallied as 20; **a dozen** is tallied as 12; **dozens** is tallied as 24; **hundreds** is tallied as 200; **a score** is tallied as 20; **scores** is tallied as 40; **students** (e.g., “students were killed”) is tallied as 2; **teachers** (e.g., “teachers were killed”) is tallied as 2. If the role as a learner or educator of those killed is not clear (e.g., it is not clear whether those killed were students or education personnel as opposed to other civilians or fighters), then those numbers should be excluded from the tally.

If an educational institution is being used as a center for internally displaced persons at the time of attack, then any students or education personnel killed or harmed are not counted in the total number of students and education personnel killed or harmed in the attack because they were not killed or harmed in their capacity as students or education personnel.

The Codebook provides additional details for how to count attacks on education and casualties.

APPENDIX B SAMPLE TOOLS

This section presents sample data collection forms for Toolkit users to adapt to their own contexts and needs. The section includes forms from the Education in Emergencies Working Group-Nigeria, Iraq Education Cluster, and GCPEA. GCPEA’s form can also be found in KoBoToolbox format [here](#). In addition, education needs assessments and other relevant documents can be found on [OCHA’s Humanitarian Response webpage](#).

The Nigerian Federal Ministry of Education and the [Education in Emergencies Working Group-Nigeria](#) produced the *National Policy on Safety, Security and Violence-Free Schools with its Implementing Guidelines*, which includes relevant data collection forms and checklists: “Attacked Educational Facilities and Response,” “Use of Educational Facilities by State and Non-State Actors,” “Direct or Collateral Injuries to Learners, Teachers and Educational Staff,” and “Guidelines on Decision-Making Process to Close or Re-open Educational Facilities in Conflict-Affected Areas” (pp. 70-91).

³⁰ “Cops use water cannon, lathicharge to disperse protesting teachers in Panchkula,” *The Times of India*, September 17, 2019).

From the Iraq Education Cluster:

Iraq
Education Cluster

**Cluster reporting form:
Attacks on education and use of schools
for military and non-education purposes**

Reporting agency:	Date of report:	Date of incident:
Reporting contact name:		
Reporting contact email:		Phone:
Reporting contact source:	<input type="checkbox"/> Primary (reporting contact witnessed the incident) <input type="checkbox"/> Secondary (reporting contact received the report from another source)	
If the reporting contact received the report from another source, is this source credible?		
<input type="checkbox"/> Do not know	<input type="checkbox"/> Yes, very credible	<input type="checkbox"/> Somewhat credible <input type="checkbox"/> Not credible
Please specify:		
Has this incident been verified? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Do not know <input type="checkbox"/> If yes, by which org:		

Use of schools for non-education related purposes (Select all that apply)	Armed Actor	Civilians	Other (specify)
Closure of school by:	<input type="checkbox"/>	<input type="checkbox"/>	
Looting or destruction of learning materials and/or school furniture by:	<input type="checkbox"/>	<input type="checkbox"/>	
Use of school as barracks, military base or military training grounds by:	<input type="checkbox"/>		
Use of school for storage of weapons or ammunition by:		<input type="checkbox"/>	
Use of school as prison or interrogation site by:		<input type="checkbox"/>	
Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	
Is (or has) this school been used to shelter IDPs, returnees or refugees?	<input type="checkbox"/> Currently sheltering <input type="checkbox"/> Never used to shelter	<input type="checkbox"/> No longer sheltering <input type="checkbox"/> Do not know	

Attacks on education
(Select all that apply)

Armed Actor **Other (specify)**

Damage or demolition of school by:

Number of affected persons

Shelling, bombing, shooting, other weaponry directed against education facilities by:

3-5		6-14		15-18		Education personnel	
M	F	M	F	M	F	M	F

Setting off any explosive devices near or on education premises by:

Targeted abduction of learners or education personnel by:

Military recruitment of learners or education personnel by:

Threats to learners or education personnel going to/from school by:

Sexual violence against learners or education personnel committed by:

Killing learners or personnel by:

Injuring learners or personnel by:

Other (specify):

Location of incident(s)

- School grounds Journey to/from school School recreation grounds Immediate vicinity of school
 Other (specify):

Name of location (school, camp, etc):

Location ID:

Governorate:

District:

Village/city/town:

Is this school currently functioning (including holidays and weekends)? Yes No Do not know

Enrolment before incident:

Current enrolment:

Description of incident (Use back of page if needed):

List of key terms for the Cluster Reporting Form on attacks on education

Term	Description
Armed actor	For the purposes of this reporting tool, ‘Armed Actor’ is simply a generic term to refer to either armed forces (armed forces of the state) or armed groups (Armed non-State actors). This has been done in order to help reduce potential danger incurred when reporting. Should the reporting contact wish to specify this can be done in the description section of the reporting tool.
Attacks on education	Any intentional threat or use of force – carried out for political, military, ideological, sectarian, ethnic, religious, or criminal reasons – against students (of all ages), educators (school teachers, academics, other education personnel, members of teacher unions, and education aid workers), and education institutions (any site used for the purposes of education, including all levels of education and non-formal education facilities). This includes attacks directed at students and educators at education institutions, or while going to or from an education institution or elsewhere because of their status as students or educators; attacks on pro-education activists because of their activism; and attacks on education personnel, such as administrators and maintenance workers, and education aid workers ³¹ .
Attacks on schools	One of the six grave violations against children in armed conflict situations identified by the UN Security Council. ‘Attacks on schools’ is an umbrella term in respect of both indiscriminate and direct attacks against schools that are civilian objects, resulting in their compromised functioning, partial damage or total destruction, as well as against related protected persons (teachers, students and other education personnel). Such incidents include: physical attacks, looting, pillaging and wanton destruction. In the case of related protected persons, such incidents include: killing, injuring, abduction, and use as human shields. ³² Since 2011, attacks on schools (and hospitals) are a trigger for listing of parties to conflict in the annexes of the Secretary-General’s annual report on children and armed conflict.
Military use of schools	Refers to a wide range of activities in which armed forces or armed groups use the physical space of a school in support of the military effort, whether temporarily or for a protracted period of time. Includes, but is not limited to, the use of schools as military barracks, weapons and ammunition storage, command centres, defensive positioning, observation posts, firing positions, interrogation and detention centres, training facilities, and recruiting grounds. ³³
Reporting agency/contact	The organization and the individual within that organization who is reporting the incident to the Education Cluster via the reporting form

³¹ See Global Coalition to Protect Education from Attack, <http://www.protectingeducation.org/what-attack-education>

³² See OSRSG-CAAC, *Protect Schools and Hospitals: Guidance Note on Security Council Resolution 1998*

³³ Ibid

Term	Description
Schools	The term ‘school’ throughout the document may more accurately be considered as ‘learning site’ and includes temporary learning spaces, formal and non-formal learning, secular and religious institutions, early childhood, primary, secondary, tertiary and vocational training institutions. The term Includes all school-related spaces, structures, infrastructure and grounds attached to them. ³⁴
Verification	Child rights monitoring, including attacks on- and military use of schools, require an impartial, neutral and objective approach. Three main considerations need to be taken into account when verifying information: 1) identifying and weighing the source of the information. Is it a primary source (i.e. an eye witness) or a secondary source (someone who is aware of the general circumstances)? Primary sources are always more reliable than secondary sources. 2) Triangulation or cross-checking of information concerning the incident based on information from more than one source. 3) Analysis of the allegations and reports provided based on contextual knowledge, judgement and relevant information from other stakeholders.

³⁴ Ibid

GCPEA Data Collection Template

Name: _____ **Organization:** _____

Date of report: Day _____ Month _____ Year _____

<p>Source type:</p> <p><input type="checkbox"/> Eyewitness informant</p> <p><input type="checkbox"/> Informant received report</p> <p><input type="checkbox"/> International organization</p> <p><input type="checkbox"/> Local organization</p> <p><input type="checkbox"/> Other, specify: _____</p> <p>Is the source credible? (check one)</p> <p><input type="checkbox"/> Very</p> <p><input type="checkbox"/> Somewhat</p> <p><input type="checkbox"/> Unknown</p>	<p>Date of attack or military use:</p> <p>Day ____ Month ____ Year ____</p> <p>Date is approximate? <input type="checkbox"/> Yes</p> <p>Time of day:</p> <p><input type="checkbox"/> Morning</p> <p><input type="checkbox"/> Afternoon</p> <p><input type="checkbox"/> Night</p> <p><input type="checkbox"/> Unknown</p> <p>Other details: _____</p> <p>_____</p> <p>_____</p>	<p>Location of attack or military use:</p> <p>Town/city: _____</p> <p>District: _____</p> <p>State/province: _____</p> <p>GPS coordinates: _____</p> <p>School name: _____</p> <p>School code (MoE): _____</p> <p>Details: _____</p> <p>_____</p>
<p>School type:</p> <p><input type="checkbox"/> Public</p> <p><input type="checkbox"/> Private</p> <p><input type="checkbox"/> NGO-operated</p> <p><input type="checkbox"/> Community</p> <p><input type="checkbox"/> Non-formal</p> <p><input type="checkbox"/> Religious</p> <p><input type="checkbox"/> Unknown</p>	<p>School level:</p> <p><input type="checkbox"/> Pre-primary</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> Primary</p> <p><input type="checkbox"/> Secondary</p> <p><input type="checkbox"/> Vocational</p> <p><input type="checkbox"/> Technical</p> <p><input type="checkbox"/> University</p> <p><input type="checkbox"/> Ministry of Education office</p> <p><input type="checkbox"/> Unknown</p>	<p>Gender of students served by the school or university:</p> <p><input type="checkbox"/> Boys (men)</p> <p><input type="checkbox"/> Girls (women)</p> <p><input type="checkbox"/> Mixed</p> <p><input type="checkbox"/> Unknown</p>
<p>Type of attack or military use (check all that apply):</p> <p><input type="checkbox"/> Attack on educational facility</p> <p><input type="checkbox"/> Attack on students or personnel</p> <p><input type="checkbox"/> Child recruitment at, or on the way to or from, school</p> <p><input type="checkbox"/> Sexual violence at, or on the way to or from, school or university</p> <p><input type="checkbox"/> Military use of educational facility</p> <p>Intention of attack (check one):</p> <p><input type="checkbox"/> Targeted <input type="checkbox"/> Indiscriminate <input type="checkbox"/> Unknown</p>		<p>Perpetrator (check all that apply):</p> <p><input type="checkbox"/> State armed forces</p> <p><input type="checkbox"/> Police</p> <p><input type="checkbox"/> Intelligence service</p> <p><input type="checkbox"/> State-backed paramilitary</p> <p><input type="checkbox"/> Non-state armed group</p> <p><input type="checkbox"/> Foreign military</p> <p><input type="checkbox"/> Multinational forces</p> <p><input type="checkbox"/> Unknown</p> <p><input type="checkbox"/> Other, specify _____</p> <p>_____</p> <p>Perpetrator certain <input type="checkbox"/></p>

Attack on school or university

Type of attack on facility (check all that apply):

- Armed clash Arson Raid Small arms fire Threat Vandalism/Looting Demolition
 Air-launched explosive Ground-launched explosive IED UXO/ERW Unknown Other, specify: _____

Attack occurred/struck (check one):

- The school (university)
 The school (university) grounds
 The vicinity
 Other, specify: _____
 Unknown

Details: _____

Damage to the school or university (check one):

- None
 Damaged
 Destroyed
 Unknown

Details: _____

Continue to “School or university details” section, unless reporting a related incident on this same form.

Military use of a school or university

Type of use (check all that apply):

- Base/Barracks Checkpoint Detention/Interrogation Fighting position Training Threat Weapons storage
 Unknown Other, specify: _____

Type of occupation (check one):

- Total
 Partial
 Only school grounds
 In vicinity of school (university)

Details: _____

Damage to the school or university (check one):

- None
 Damaged
 Destroyed
 Unknown

Details: _____

At the date of the report, was the armed force or armed group still occupying the school?

- Yes No Unknown

Continue to “School or university details” section, unless reporting a related incident on this same form.

Attack on school (or university) students, educators, or other personnel

Type of attack (check all that apply):

- Abduction
 Arrest/detention
 Small arms fire
 Physical assault
 Threat
 Use of force (peaceful)
 Use of force (disruption)
 Air-launched explosive
 Ground-launched explosive
 IED
 UXO/ERW
 Unknown
 Other, specify _____

Location of attack:

- At school (university)
 On the way to/from school (university)
 Other, specify: _____

Unknown

Details: _____

Number, status, and gender of educators and/or students targeted or directly threatened or harmed in attack

(enter number of students and/or educators below):

	boys (men)	girls (women)	unknown
Student(s)	_____	_____	_____
Teacher(s) (or professors)	_____	_____	_____
Education personnel	_____	_____	_____

Continue to “School or university details” section, unless reporting a related incident on this same form.

Child recruitment at, or on the way to or from, school

Recruited for (check all that apply):

- Fighter
 Spy
 Intelligence
 Domestic work
 Transport
 Threat
 Other, specify: _____

Location of attack:

- At school
 On the way to/from school
 Other, specify: _____

Unknown

Details: _____

Number, age, and gender of students targeted (enter number of students below):

	3-5 years old	6-14 years old	15-18years old
Boy(s)	_____	_____	_____
Girl(s)	_____	_____	_____
Gender unknown	_____	_____	_____

If one or more children were killed after recruitment, continue to “Number of students, teachers, or personnel killed, harmed, or arrested in attack” section. Otherwise, move to “Brief description of event” section.

Sexual violence at, or on the way to or from, school or university

Type of attack (check all that apply):

- Forced marriage
 Rape/sexual assault
 Sexual harassment
 Threat
 Unknown
 Other, specify: _____

Location of attack:

- At school (university)
 On the way to/from school (university)
 Other, specify: _____

 Unknown
 Details: _____

Number, status, and gender of educators and/or students targeted (enter number of students and/or educators below):

	Boys (men)		Girls (women)		Unknown	
	0-18	18+	0-18	18+	0-18	18+
Student(s)	_____	_____	_____	_____	_____	_____
Teacher(s) (or professors)	_____	_____	_____	_____	_____	_____
Education personnel	_____	_____	_____	_____	_____	_____

If one or more persons were also killed, continue to “Number of students, teachers, or personnel killed, harmed, or arrested in attack” section. Otherwise, move to “Brief description of event” section.

School or university details The school (university) was co-educational girls (women) only boys (men) only

At the time of the attack or military use, was the school (university) functioning, meaning generally open to students (even if closed for the weekend or a holiday)? (check one)

- Yes, the school (university) was functioning
 No, the school (university) had been vacated or was otherwise not in use for educational purposes (if selected, skip to next section)
 Unknown

Other details:

School or university functioning after the attack or military use (check one):

- The school (university) remained functioning after the attack or military use
 The school (university) closed after the attack or military use

Closed until? Day ____ Month ____ Year ____

Other details:

School or university enrollment (enter number of students below):

Before attack

Boys (men) ____ Girls (women) ____ Unknown ____

After attack

Boys (men) ____ Girls (women) ____ Unknown ____

- Unknown

Details concerning enrollment (e.g., reasons for reductions):

Number of teaching, administrative, and other staff

(enter number of educators below):

Before attack

Men ____ Women ____ Unknown ____

After attack

Men ____ Women ____ Unknown ____

- Unknown

Details concerning numbers (e.g., reasons for reductions):

Continue to the next section.

Weapon used

Weapon(s) used in attack (check all that apply)

- Arson
- Gun
- Knife
- Baton
- Crowd control gas
- Water cannon
- Vehicle
- Chemical/incendiary
- Missile/rocket
- Shelling/mortar
- Grenade
- IED
- UXO/ERW
- Unidentified explosive
- Unknown
- N/A
- Other, specify: _____

Continue to the next section.

Number of students, teachers, or personnel killed, harmed, or arrested in attack:				
	Boys/Men	Girls/Women	Unknown	Total
Number killed in attacks (by gender and role):				
Student				
Teacher				
Other Personnel				
Number injured in attacks (by gender and role):				
Student				
Teacher				
Other Personnel				
Number abducted in attacks (by gender and role):				
Student				
Teacher				
Other Personnel				
Number threatened in attacks (by gender and role):				
Student				
Teacher				
Other Personnel				
Number arrested or detained (by gender and role):				
Student				
Teacher				
Other Personnel				
Continue to “Brief description of event” section.				

Brief description of event:

Have relevant steps been taken to address the attack on education? (For instance, a partner organization assigned to rehabilitate the school or university, or a referral made to child protection or another specialist). Details:

APPENDIX C ACTOR MAPPING EXERCISE: THEMATIC SESSION II (GCPEA)

Mapping actors engaged in the collection or reporting of attacks on education, as well as actors responding to attacks, improves harmonization across relevant organizations and strengthens their existing efforts. Mapping also lays the groundwork for new ways of working together.

This activity consists of three steps and may be completed in break-out groups, depending on the number of participants.

Step 1: Brainstorm the relevant actors collecting and analyzing data on attacks on education (10 minutes)

As you list out relevant organizations, consider:

- Actors may range in their level of involvement, interest, and influence on collecting and analyzing data on attacks on education.
- Different sectors (education, protection, gender, statistics) and levels or sections (Departments within ministries? Sections of INGOs or CSO?).

Some key questions to consider include:

- What types of national data collection and reporting exist on attacks on education? Are there regional differences?
- Have data collection and reporting changed over time?
- What data does the UN collect on this? Are there any human rights observatories or other civil society organizations collecting incident-level data?
- Which government agencies are collecting relevant data related to attacks on education? This could include gender-based violence, child recruitment, etc.
- Do any actors monitor attacks on higher education (e.g., security forces or police using excessive force against university students, or arrests of academics for their scholarship)?
- Which actors will actively be collecting and/or reporting data on attacks on education and military use?
- Which actors may be involved in advocacy or policy work?
- Do any needs assessments typically take place for humanitarian or development-related purposes, and do they take in information on education or protection?
- How do different organizations currently collaborate and coordinate on this or other issues?

[Reflection questions are adapted from Steps 1-3 of the Guidance on Collecting, Analyzing, and Reporting Data on Attacks on Education from GCPEA's Toolkit]

Step 2: Position the partners on the following stakeholder map according to their influence and interest (10 minutes)

Once you have a complete list of stakeholders, position them on the stakeholder map template to give a visual representation of their relevance in relation to one another.

The matrix shows how critical each one is to the project and identifies where to focus your efforts for an effective engagement strategy

<p>High Influence, Low Interest (Keep satisfied) <i>Stakeholders are highly influential but do not have a lot of interest, nor are they actively engaged in data collection or reporting on attacks on education.</i></p> <p>*Consider their objectives and keep them satisfied to ensure they remain strong advocates.</p>	<p>High Influence, High Interest (Manage closely) <i>Key stakeholders who have a lot of influence and strong interest.</i></p> <p>*Build and manage strong relationships, involve them in decisions and engage regularly.</p>
<p>Low Influence, Low Interest (Monitor) <i>Peripheral Stakeholders - neither interested nor have much influence. Might include technical organizations working on data, for example.</i></p> <p>*Monitor their activity from time to time, as their relevance may change over time.</p>	<p>Low Influence, High Interest (Keep informed) <i>Stakeholders with a strong interest but very little power to influence it. Might include end users of data on attacks on education such as local civil society organizations, for instance.</i></p> <p>* Anticipate their needs and keep these stakeholders informed to ensure their continued support.</p>
<p>Template adapted from GroupMap.Com</p>	

Step 3: Discuss follow up steps for strengthening the data collection, reporting, and response system for attacks on education (40 minutes)

If in break-out groups, come together for each group to present their map (15 minutes). Then as a group discuss:

- What are the similarities and differences between the groups?
- What current obstacles exist for stakeholders to work together?
- What opportunities or platforms exist to mobilize actors on the topic?
- Are there any stakeholders that were mentioned that are not currently present, or who have not yet been engaged on the topic? How can they be reached?
- Which actors are critical to the success of data collection and reporting efforts? How can they best be engaged and relationships maintained?

APPENDIX D ADDITIONAL VARIABLES FOR DATA TEMPLATES AND CODEBOOK

Attacks on education may have context-specific characteristics, and more information may be available on attacks and military use in some contexts compared to others. As such, GCPEA includes a list of variables and their descriptions for use where relevant and where details are available. These variables are not in the Codebook or Standard Data Template but may be added if useful. Variables include perpetrator name, number of staff, and other valuable details.

PerpName (Section 3, Perpetrator Details)

This description is open-ended. If known, enter the name of the armed force or group responsible for the attack or military use.

nSchClosed_f (Section 8, Impact)

The number of schools or universities that serve only girls or women that are either temporarily or permanently closed because of the attack or military use. It records only the directly affected education facility or facilities (closures at facilities not directly attacked are considered below). If no schools or universities serving only girls or women were closed, enter “0”. If no information disaggregated by gender is available, enter “.” to indicate missing information; do not assume a school is closed because it was destroyed.

If the attack was against students or educators, and their school or university was closed as a result, then this is the number of schools or universities attended by the students or where the educators are employed.

nSchClosed_m (Section 8, Impact)

The number of schools or universities that serve only boys and men that are either temporarily or permanently closed because of the attack or military use. It records only the directly affected education facility or facilities (closures at facilities not directly attacked are considered below). If no schools or universities serving only boys or men were closed, enter “0”. If no information disaggregated by gender is available, enter “.” to indicate missing information; do not assume a school is closed because it was destroyed.

If the attack was against students or educators, and their school or university was closed as a result, then this is the number of schools or universities attended by the students or where the educators are employed.

nSchClosed_mix (Section 8, Impact)

The number of schools or universities that serve all students that are either temporarily or permanently closed because of the attack or military use. It records only the directly affected education facility or facilities (closures at facilities not directly attacked are considered below). If no co-educational schools or universities were closed, enter “0”. If no information disaggregated by gender is available, enter “.” to indicate missing information; do not assume a school is closed because it was destroyed.

If the attack was against students or educators, and their school or university was closed as a result, then this is the number of schools or universities attended by the students or where the educators are employed.

nSchClosed_indirect (Section 8, Impact)

The number of schools or universities that were not directly attacked but were either temporarily or permanently closed because of the attack for which information is being entered. If no schools or universities other than those

attacked were closed, enter “o”. If no information on whether any schools or university other than those directly attacked were closed, enter “.” to indicate missing information.

nMilUseLength (Section 8, Impact)

The approximate length of time, recorded in days, that the school or university was used for military purposes. Count both partial and full occupation when determining the length. If the school or university was not used for military purposes, then record the number of days as “o.” Since reports often state that a school or university was used for a month or half a year, the coder may need to perform basic math to determine the number of days. If the school or university is reported as still occupied, then calculate the number of days between the attack and the date the report was published; make no assumptions about whether the school or university remained closed after publication. See the Definition and Methodological Notes document for details on conservative estimates and counting. (This number often does not align with the number recorded in 8.5, since some schools remain open during military use and some closures continue after the school is vacated).

8.9 nEnroll_f (Section 8, Impact)

The number of female students enrolled in a school or university where the attack occurred. If information on the number of students enrolled is not disaggregated by gender, enter “.” to indicate missing information.

If the attack was against students or educators, and their school or university closed as a result, then this is the number of students enrolled in the school or university where the student or educator is enrolled or employed.

8.10 nStaff (Section 8, Impact)

The number of teachers and education staff working at the school or university where the attack occurred. If no information on the number of teachers and education staff is available, enter “.” to indicate missing information.

If the attack was against students or educators, and their school or university closed as a result, then this is the number of staff employed at the school or university where the student or educator is enrolled or employed.

8.11 nStaff_f (Section 8, Impact)

The number of female teachers and education staff working at the school or university where the attack occurred. If information on the number of teachers and education staff is not disaggregated by gender, enter “.” to indicate missing information.

If the attack was against students or educators, and their school or university closed as a result, then this is the number of female staff employed at the school or university where the student or educator is enrolled or employed.



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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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