



Study on Field-based Programmatic Measures to Protect Education from Attack

Global Coalition to
Protect Education from Attack



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About the Global Coalition to Protect Education from Attack

The Global Coalition to Protect Education from Attack (GCPEA) was established in 2010 by organisations from the fields of education in emergencies and conflict-affected fragile states, higher education, protection, international human rights, and international humanitarian law who were concerned about ongoing attacks on educational institutions, their students, and staff in countries affected by conflict and insecurity. The mission of GCPEA is to catalyse enhanced prevention of attacks on education, effective response to attacks, improved knowledge and understanding, better monitoring and reporting, stronger international norms and standards, and increased accountability.

GCPEA is governed by a steering committee made up of the following international organizations: Council for Assisting Refugee Academics (CARA), Education Above All (EAA), Education International (EI), Human Rights Watch (HRW), Save the Children International (SCI), UNESCO, UNHCR, and UNICEF. The Institute of International Education (IIE) currently serves as GCPEA's fiscal and administrative agent.

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This report was commissioned by the Global Coalition to Protect Education from Attack. It does not necessarily reflect the views of each individual member organization of the Steering Committee of GCPEA.

Front cover photo: In southern Thailand, schoolchildren inspect the rubble at Ban Payo Elementary School, Pattani, which was set alight in January 2010. A seven-year old student explained the problems for his studies after the fire: "We had to study outside. I didn't like studying outside...it's hot and noisy. I couldn't concentrate."

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Back cover photo: In Pakistan in July 2009, a government high school was partially destroyed in Qambar Village in the Swat Valley during months of intense fighting.

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INTRODUCTION

In some conflict-affected countries, education itself can become a target of attack for a variety of ideological, political, religious, ethnic, and economic reasons in the context of the larger conflict. Attacks on students, education personnel, and education institutions put the lives of civilians, including children, at risk and may violate international humanitarian and human rights law, including undermining the right to education. In response, government ministries of education, civil society organizations, UN agencies, and local, national, and international non-governmental organizations (NGOs) have developed a range of programmatic measures to protect education from attack during situations of armed conflict and insecurity. These measures aim to protect civilian lives, limit damage to school buildings, limit disruption to education services, prevent future attacks of this nature, and protect the right to education for all.

This study attempts to create a knowledge base of programmatic measures to protect education from attack. Attacks on education are defined here as attacks on students, educators and other education personnel at education institutions, including abductions, recruitment into armed groups, forced labor, sexual violence, targeted killings, threats and harassment. Destruction, looting and occupation of education facilities, and damage and destruction of learning materials and administrative records are also included. In addition, attacks on students and educators outside of education facilities when targeted specifically because of their status, and attacks on pro-education activists including teacher unions or any teaching group because of their activism are also part of this definition.¹ The information in the study was compiled through an extensive document review, as well as from presentations by and personal communication with field practitioners, program managers, government officials, and others involved in the education, human rights, and child protection sectors.

The study begins with a discussion of different types of programmatic measures to protect education from attack, and presents a few brief country-specific examples. The programmatic measures range from local initiatives for protecting education to governmental or systemic interventions and reforms intended to prevent conflict. It is important to note that no one programmatic measure is meant as a panacea, but should be part of a comprehensive approach to protecting education.

The country-specific examples that follow illustrate how that particular type of programmatic measure is being implemented in the field and provide practitioners with a range of current programmatic measures to use as a reference for future program planning. The inclusion of certain programs is not meant to be evaluative, and what may be good practice in one situation is not necessarily the case in another. Therefore a discussion of considerations for program implementation follows the examples and practitioners must assess their own context carefully when making decisions about programming. One thing the study does show is that there are gaps in the evidence about what makes programs effective and a need for more evaluation and research to assess the effectiveness of interventions in order to increase our knowledge base and promote evidence-based programmatic responses.

Finally, the study ends with an Annex of twenty country profiles that provide the reader with more information on the context of the attacks on education in that particular country and more details on the programmatic measures being implemented there.

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A billboard on a school in Toribio, Cauca, warns armed persons to stay away from the school property.

© 2009 Stephen Ferry

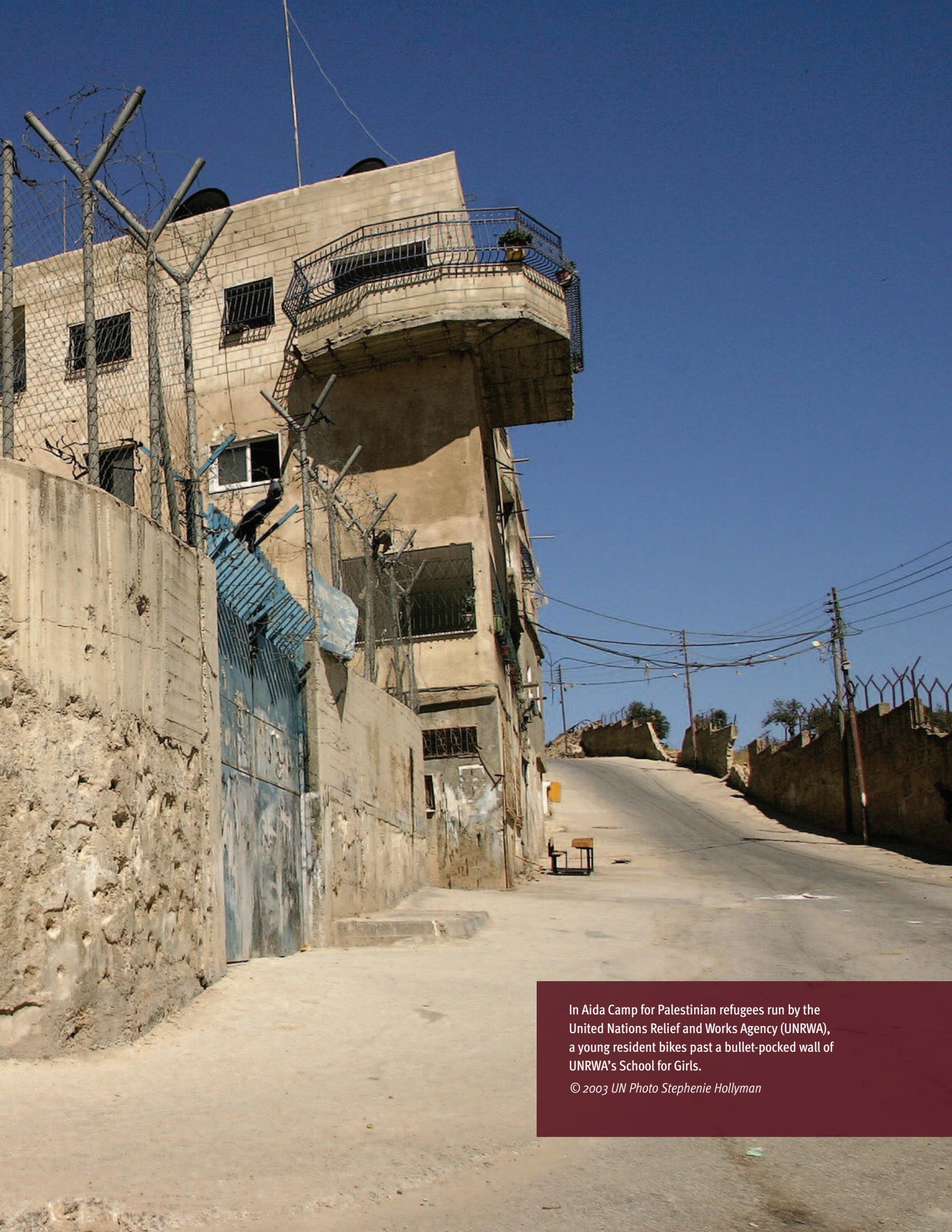




Negotiations between bandits and authorities
in the Central African Republic.

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In Aida Camp for Palestinian refugees run by the United Nations Relief and Works Agency (UNRWA), a young resident bikes past a bullet-pocked wall of UNRWA's School for Girls.

© 2003 UN Photo Stephenie Hollyman

FIELD-BASED PROGRAMMATIC MEASURES

The field-based programmatic measures to protect education from attack discussed here are categorized under four main headings: Protection, Prevention, Advocacy, and Monitoring. Following the description of each type of programmatic measure are a few brief country-specific examples to illustrate how that type of response is being implemented in the field. For more details about these examples or for additional examples from other country contexts, see the country profiles in the Annex at the end of the study. Finally, each section on field-based programmatic measures ends with considerations that should be addressed for implementation in other contexts.

PROTECTION

Protection covers a range of either local or governmental/systemic responses that attempt to mitigate the negative impacts of attacks on schools, students, and education personnel so that schooling can continue in some capacity in conflict and post-conflict settings. The types of protection measures discussed here are physical protection, community involvement in protection, alternative delivery of education, negotiations, and protection of higher education.

Physical protection

Physical protection measures are implemented in order to shield potential targets, minimize damage from an attack, or provide a means of self-defense. This includes assigning armed or unarmed guards to schools, reinforcing school infrastructure, making housing available for students or educational personnel near or on campus, providing protective presence or accompaniment for students or teachers while traveling to and from school, offering a safer mode of transportation to and from school, and arming education personnel themselves.

Assigning armed or unarmed school guards

- Afghanistan: Four programs for school guards in Afghanistan are described here.² In 2006 the Ministry of Education (MoE) employed unarmed guards at schools that had experienced attacks as part of the School Security Shura initiative.³ Another program, the School Guards Project, was a separate, donor-funded project implemented nationwide to provide unarmed guards to protect school property and ensure the safety of students and education personnel. In another program using unarmed guards, the Volunteer Adult Disciplinary Program sponsored by the MoE and the National Olympic Committee, volunteer students in their final years of study were trained in surveillance and search techniques. Finally, the Armed Guards program was implemented in some areas, assigning local police to watch the schools; however, it was commonly believed that the police were themselves a target, putting the schools at increased risk. While the Volunteer Adult Disciplinary Program is the only one of these programs still operating, some communities may provide their own night guards for their schools.⁴
- Pakistan: In parts of the Federally Administered Tribal Areas (FATA) and Khyber Pakhtunkhwa (KP) Province, some school administrators have employed their own security guards.⁵

Reinforcing school infrastructure

- Afghanistan: The MoE has begun building boundary walls around all existing schools, with the first priority being for girls' schools.⁶ So far 8,327 schools now have such walls, with 1,796 more planned.⁷

Providing student or teacher housing

- Afghanistan: The MoE is planning a pilot program to build 50 small residential houses for teachers/caretakers at the schools.⁸
- Colombia: Boarding schools have been opened for disadvantaged students in Putumayo to eliminate time spent on the dangerous route to school.⁹
- Somalia: Boarding schools are opening in areas of the country under government control to encourage the enrolment of students from al-Shabaab rebel-controlled areas. They are an expensive but effective alternative for some parents.¹⁰
- Zimbabwe: Threatened teachers in Zimbabwe can be rescued and transferred to temporary safe houses through the work of the Progressive Teachers Union of Zimbabwe (PTUZ) and Students Solidarity Trust. The transfer of teachers is risky and requires a coordinated response and a communication network of trusted individuals.¹¹

Providing alternate transportation or protective accompaniment

- Colombia: In particularly vulnerable neighborhoods in Medellín, children gather in groups to be escorted to school by members of the police.¹²
- Occupied Palestinian Territory (oPt)/Israel: Protective presence groups comprised of international volunteers provide accompaniment to Palestinian schoolchildren as a means of protection from harassment and attacks by Israeli settlers and soldiers. In 2004, the Israeli Knesset confirmed an order to provide a daily military escort for schoolchildren in one particular area in South Hebron following a series of attacks on schoolchildren, one of which caused serious injury to two international volunteers accompanying students. According to the UN Secretary-General and international observers, the military escorts are not always provided by the Israeli authorities, are sometimes late, or fail to intervene when settlers attempt to attack the children.¹³ To address the hazards on the road, the Education Cluster has prioritized the provision of transportation as a humanitarian intervention in the 2012 UN Consolidated Appeals Process. Members of the Education Cluster are working closely with the Palestinian Authority Ministry of Education and Higher Education to ensure sustainable transportation initiatives for the most at-risk areas in the West Bank.¹⁴
- Pakistan: Some parents in areas of Federally Administered Tribal Areas (FATA) and Khyber Pakhtunkhwa (KP) Provinces are making the trip to drop off and pick up their students, so children do not have to travel alone.¹⁵ Several measures are also being implemented to protect female teachers, such as the provision of travel allowances for safe public transportation, hiring local teachers to eliminate time en route, and providing housing.¹⁶
- Thailand: Members of the Thai Army, paramilitary, or Rangers can be assigned to escort teachers.¹⁷ In Yala, the governor changed security procedures in 2010, so that members of the security forces line the road to and from school instead of escorting the teachers. This has the advantage of not singling out individual teachers as targets and also keeps the route to school safe for everyone.¹⁸

Avoiding high risk routes or times of day

- oPt/Israel: In the Gaza Access Restricted Areas (spanning as much as 1.5 km from the northern and eastern land border with Israel) where 13 schools are located, some parents call teachers in the morning to see if a particular route is safe and only take designated routes to school. Also, the time children spend outside for recreational activities is limited.¹⁹ A Short Message Service (SMS) alert system has been put into place to facilitate quick information sharing among teachers and parents to ensure the safety of students going to and from school during armed hostilities.²⁰
- Pakistan: In FATA and KP Provinces, some schools have sent children home in pairs at intervals to avoid a rush of children into the street at once.²¹

Arming teachers or providing teachers with other physical protection measures

- Thailand: The Thai government issues firearms licenses for teachers to carry weapons as means of protection and self-defense on the way to and from school.²²
- Colombia: The government has issued many decrees regarding teacher protection. Special Committees assess the risk to teachers on a case-by-case basis and determine what type of the protection measures will be provided, such as radio phones, mobile phones, bulletproof vests, national or international travel tickets, temporary relocation support, and other forms of humanitarian assistance.²³

School protection and emergency preparedness

- oPt/Israel: As part of the program *Emergency Support to the Education System in Gaza*, supported by the Office of Her Highness Sheikha Mozah Bint Nasser of Qatar, UNESCO worked with non-governmental organizations (NGOs) in Gaza to implement a conflict-Disaster Risk Reduction project (cDRR) based on principles of DRR in situations of natural disaster adapted to a conflict setting, and in particular the Gaza context.²⁴ The main objectives of cDRR are to support protective learning environments for children and youth in highly vulnerable areas and to mitigate the occurrence of attacks through better preparedness and data collection.²⁵ Specific activities in the cDRR project include a safety assessment and risk analysis, establishing school-based safety committees, creating evacuation plans, utilizing a phone tree or SMS alert system, and making plans for the continuation of education in the event the school building is unsafe or otherwise out of use.²⁶
- Multiple countries: In the West and Central Africa region, UNICEF is creating a guidance note on conflict-Disaster Risk Reduction to address the protection needs of schools and the sustainability of education programs. The guidelines go beyond just rapid assessment towards risk or vulnerability analysis as part of the regular education sector diagnosis to identify how the education system can protect schools and increase the resilience of the population. The policy includes plans for education access, quality, and management.²⁷

Considerations for implementing physical protection measures

Physical protection measures may be deemed necessary in high-risk areas; however, these measures can have unintended negative consequences. For example, where armed guards are present at the school gates or teachers are carrying weapons, they could appear to be ‘militarized’ and perceived as more legitimate targets. Also, reinforcing school infrastructure could make schools more attractive for security forces or armed groups to occupy and use for their own operations, which according to international humanitarian law changes the status of the school from a civilian to a military object, making it a legitimate target for attack.²⁸ And if guards, police or other armed personnel are themselves the intended targets of violence, their presence could put students and teachers at risk of an attack.

Other physical protection strategies, such as unarmed guards or escorts, avoid the risks associated with schools or personnel becoming militarized; however, this strategy also puts the guards or escorts at risk and should be used with caution. Also, strategies that attempt to remove students or educational personnel from high-risk situations, such as providing housing or buses, might inadvertently create new opportunities for attack by gathering all of the students or teachers in one location. Ultimately the benefits of any physical protection measure must be weighed against the risks in a particular context when deciding appropriate action to take. Finally, it is important to note that physical protection measures only address the short-term effects or symptoms of the conflict.²⁹ As much as possible, they should be used as part of a plan that also includes measures to address the root causes and prevent further attacks.

Community involvement in protection

Community involvement in protection can be either a local or a systemic/ governmental initiative. As the examples below show, there are many ways that different community members get involved in school protection. In some cases community members are directly involved in the physical protection of students, for example when family members accompany children to school, as described above. In other cases, community members serve on protection committees or school governing bodies that make decisions about the allocation of resources and the protection of schools. Respected community members, particularly religious leaders, can also be powerful voices for advocacy and the promotion of the right to education. The examples below are categorized under the sub-headings of community involvement in protection committees, school management committees, monitoring, and religious leaders' involvement in advocacy.

Community involvement in protection committees

- **Afghanistan:** Communities in Afghanistan commonly have a traditional shura or council. Save the Children has partnered with local organizations and worked with the community shuras to gain support for education projects; Save the Children also trains community members on children's rights and child protection.³⁰ Community-based Child Protection Committees exist at the district-level to work for the protection of children's rights with the help of outreach coordinators in each province.³¹ At the school-level, School Protection Committees have replaced the School Security Shuras set up by the Ministry of Education (MoE) in 2006 in schools that previously had experienced attacks.³² Child protection committees and school protection committees are supported by a MoE project, the School Safety and Security Initiative, and implemented by an NGO, Welfare Association for the Development of Afghanistan (WADAN).³³ Committees might take such actions as posting night guards at schools or engaging in negotiation with insurgents to protect schools.³⁴
- **Democratic Republic of the Congo (DRC):** Save the Children works with Local Development Committees (CLDs), a network of volunteers ensuring that children's rights are respected through a holistic approach to education, health, and child protection. In other areas, they work through Community Child Protection Networks, community volunteers working on prevention and response to child protection issues, particularly through sensitization on child rights and child protection (prevention of physical and sexual violence, recruitment into armed groups) and referral of cases of abuse to appropriate authorities.³⁵
- **Myanmar:** Because international actors are prohibited from directly accessing conflict areas in eastern Myanmar, protection activities are chiefly limited to the activities of local organizations and individual communities. Communities use a variety of strategies including making preparations for flight ahead of expected attacks, monitoring troop movements, developing both formal and

informal early warning systems and maintaining relationships with non-state armed groups that can provide warning of attack and/or limited physical protection.³⁶

- Zimbabwe: In six schools in Zimbabwe, students and community members formed voluntary Teacher-Student-Parent Defense Units. The members work together to protect education, so that, for example, parents warn teachers of imminent attack. Parents also get involved in school affairs, making inquiries of the administration about student participation in political camps at schools. All members work together to try to remove militia camps from school grounds.³⁷

Community involvement in school management committees

- Afghanistan: School management committees (SMCs) are one type of committee tasked specifically with management and decision-making that might also play a role in protection.³⁸ Other types of management committees in Afghanistan are Parent-Teacher Associations (PTAs) and Parent-Teacher-Student Associations (PTSAs).³⁹
- DRC: School Management Committees (COGES) and Parent-Teacher Associations (COPA) in each of the schools in the conflict zone have a focal point among the teachers or committee members in charge of reporting violations of children's rights.⁴⁰
- Nepal: In 2008, SMCs in some schools in the *Terai* (plains) region were highly politicized, corrupt and dominated by elite castes and landlords who used their positions on the committees for political or monetary gain.⁴¹ To change this, World Education and local partner NGOs trained committee members on their respective roles, and ensured that members were properly elected and represented minorities and women; this led to greater transparency, improved governance, and better conflict resolution in the schools.⁴²
- Somalia: UNICEF trained volunteers to serve as intermediaries between the community and the school management as part of Community Education Committees.⁴³ These committees help to reduce the influence of al-Shabaab in the schools, particularly when respected elders and religious leaders participate. So far they have been successful in the lower/middle Juba and middle/lower Shabelle regions.⁴⁴

Community involvement in monitoring

- Philippines: The Bantay Ceasefire is a group of over 3,500 local volunteers trained by the Mindanao Peoples Caucus to monitor and report on violations of the ceasefire agreement between the Moro Islamic Liberation Front (MILF) and the government, including attacks on schools.⁴⁵

Involvement of religious leaders

- Afghanistan: In collaboration with community shuras and protection committees, respected imams or religious mullahs sometimes use their Friday speeches to raise awareness about the importance of education in Islam.⁴⁶
- Pakistan: In 2011, a campaign was launched to encourage parents to send students back to school and to rehabilitate school buildings.⁴⁷ The Education Cluster supports the campaign, encouraging girls' enrollment through advocacy for stipends, strengthening Parent-Teacher Councils (PTC) to support enrollment campaigns, addressing the needs of female teachers, and providing incentive packages for students.⁴⁸ The campaign also organized a seminar at the Peshawar Press Club in June 2011, supported by UNICEF and the National Institute of Research and Development, to promote education. Prominent Muslims from the community delivered speeches about the importance of education and of sending students back to school.⁴⁹

- Somalia: In addition to participating on Community Education Committees, religious leaders have gone on public radio in government-controlled areas and visited schools to advocate against the recruitment of children. Some of them have been threatened by al-Shabaab for this work.⁵⁰

Involvement of youth in protection and advocacy

- DRC: Girls' clubs, boys' clubs, and children's (mixed gender) clubs in targeted schools encourage participation in creating a protective school environment. Save the Children trains the children on child rights and reporting violations in the school.⁵¹
- India: The *Bal Bandhu* scheme is a pilot program for protecting the rights of children in states affected by violence. The program trains youth volunteers (*bal bandhu*) to help mobilize the community, protect children's rights, and encourage enrolment in schools.⁵²
- oPt/Israel: UNRWA has been active in sending youth advocates abroad to address international audiences on a broad range of youth and rights issues.⁵³
- Nepal: Child clubs exist in many communities in Nepal. Local NGOs support networks of child clubs so that youth are active participants in the SZOP program.⁵⁴
- Philippines: The Mindanao Peoples Caucus runs the Youth Volunteers for Peace Action Network to actively engage young people, organize and strengthen the formation of a Mindanao-wide network of youth leaders, and generate support for peace process among youth through advocacy campaigns.⁵⁵
- Somalia: UNICEF helped train young people to be child protection advocates and speak to military and political leaders about child rights.⁵⁶

Considerations for community involvement

There are a few challenges with this type of response to attacks on education. First and foremost, involving students and youth, teachers, family members, religious leaders, and other members of the community in a very public forum and engaging them in issues related to conflict also puts them at risk. Second, effective and sustainable community involvement requires a high level of capacity building and commitment from community members. Communities are a resource and can contribute to the protection of education, but risks to community members need to be considered in context.

Alternative delivery of education

Programs for the alternative delivery of education are local or systemic/government measures to provide alternate means of accessing education in situations when normal school sites are damaged or occupied, students or teachers are threatened, teachers are absent due to conflict, the commute to school is dangerous, or residents have been forced to flee their villages. The country-specific examples below highlight alternative or temporary schools, community-based schools, summer sessions, mobile learning programs, and distance learning programs. For additional examples of organizations providing temporary learning spaces or material support for displaced students, see the country profiles of Colombia, India, Ivory Coast, Myanmar, Pakistan, and Zimbabwe in the Annex.

Alternative or temporary school sites

- Afghanistan: In some communities, education was taken out of traditional buildings and children were schooled in alternative spaces, such as villagers' houses, as a protective measure.⁵⁷ The International Rescue Committee (IRC) began supporting clandestine home-based schools in 1997 in

response to the Taliban's active repression of schooling for girls and women; in some cases the locations of girls' classes were frequently moved and the arrival of the students was staggered to avoid unwanted attention.⁵⁸ For more information on how this strategy evolved over time, see the section on Community-based schools in Afghanistan.

- Central African Republic (CAR): After entire communities were forced to flee into the bush, community members, parents, and teachers started working together to open temporary bush schools. UNICEF, the UK Department for International Development (DFID), the European Community Humanitarian Aid Office (ECHO), NRC, COOPI, Caritas, and IRC help to mobilize communities and provide financial or technical support for the schools. In the first phase of establishing bush schools, NGOs encouraged the formation of school committees and identified parents who might serve as maître-parents, or teacher-parents. These teachers received training and then worked for payment-in-kind from the community, for example payment in agricultural products or help in their fields. Classes were taught in makeshift shelters or under trees. Bush schools were intended as a temporary solution after the abandonment of schools in Northern villages, but attempts were made to develop and maintain a parallel system to the government schools. Eventually the MoE recognized these schools, which was crucial for the students' and teachers' future success in the formal education system.⁵⁹
- DRC and South Sudan: The Accelerated Learning Program for children ages ten to fourteen condenses six years of primary education into three years. The MoE officially recognizes the ALP and students are awarded a national diploma after passing the national exams.⁶⁰ In the new Government of South Sudan, The Ministry of Education, Science, and Technology (MOEST) adopted the Accelerated Learning Program (ALP) started by Save the Children in 2001 into the formal education system, condensing eight years of primary education into four years.⁶¹
- Ivory Coast and Liberia - Liberian schools along the border hosted hundreds of refugee students and teachers fleeing violence in the Ivory Coast. For example, the Barker C. Gaye School, supported by the Liberian government, UNICEF, and Plan International, provided space for Ivorian students to study in an afternoon shift after the Liberian students have finished their classes. Ivorian teachers followed their own country's curriculum to ensure that the certificates being awarded to refugee students will be recognized when students return home.⁶²
- Myanmar: Individual communities, supported by local organizations, are the primary providers of educational assistance in affected areas. Communities frequently rebuild schools after attack or provide education in temporary facilities – even jungle clearings – during displacement.⁶³

Community-based schools

- Afghanistan: Community-based schools (CBSs) are classroom spaces set up in community spaces that employ trusted community members as teachers. The IRC describes the origins of its CBS program as a clandestine and community-initiated model of interim education provision outside of the formal system for children otherwise excluded from education.⁶⁴ Four NGOs (International Rescue Committee (IRC), Catholic Relief Services (CRS), CARE, and Aga Khan Development Network) that were implementing similar programs formed a partnership to also advocate for education policy reform.⁶⁵ Slowly CBSs started to be integrated into the MoE's formal education plans as a viable way to reach thousands of marginalized students.⁶⁶ Community schools are considered protective because they maintain low visibility, are centrally located in a village, which minimizes commuting, and have community ownership, participation, and trust.⁶⁷ Regarding quality, evidence from a mixed methods study on community-based schools in Afghanistan shows that they do in fact provide a quality education.⁶⁸

- Zimbabwe: At Hopley settlement for displaced persons, 2,000 children are attending unregistered community-based schools. The schools are run by untrained community volunteers and are not eligible for any government programs or services that provide materials or grants to schools and therefore student achievement is not recognized by the formal system. These informal schools still charge fees, but are more affordable because they allow parents to spread payment out over the semester. The quality of the education, however, varies greatly. The schools risk closure by the government unless they can build permanent structures.⁶⁹

Mobile training teams

- DRC and Myanmar: In order to reach shifting internally displaced (IDP) populations in the DRC, UNICEF helped set up Mobile Teacher Support Teams to train teachers, raise funds for scholarships, and offer psychosocial support.⁷⁰ The Karen Teachers Working Group (KTWG) maintains a team of ‘Mobile Teacher Trainers’ who travel to schools in remote conflict affected areas to provide trainings and other support to teachers who would otherwise not be able to receive it.⁷¹

Summer sessions

- DRC: During holidays, summer schools organized by UNICEF, IRC and AVSI keep children in a safe and protective environment. The programs offered a combination of catch-up and recreational activities.⁷²
- oPt/Israel: Since 2006, UNRWA has supported community-based organizations to implement Summer Games in Gaza from June to August. In 2010 there were 1,200 summer camps providing 250,000 students with an opportunity to play sports, take arts classes, go on museum trips, and learn valuable life skills lessons including human rights education.⁷³ Members of the Education Cluster, working in close coordination with the Ministry of Education and Higher Education, have organized summer camps in locations at high risk for school and house demolitions and forced displacement of residents. In 2010 a coordinated summer program was implemented by members of the Education Cluster in two West Bank villages in response to an appeal to the Education Cluster from the communities for the program. The summer program offered educational, recreational and psychosocial support interventions and most importantly allowed for educational facilities to remain open and in use throughout the summer months as a protective measure against their demolition.⁷⁴

Distance learning (see also distance learning programs in the Protecting Higher Education section)

- oPt/Israel: In the K-12 setting, a distance remedial learning project was developed by UNICEF, Palestinian teachers in Hebron and Khan Younis, and community members during the second intifada; it provided self-learning activities for primary and some secondary students to continue studying during curfews and disruptions in schooling, and broadcast catch-up lessons on TV.⁷⁵ Other opportunities exist for homeschooling through TV and Internet programs, such as on the Jerusalem Education station.⁷⁶
- Somalia: The Education Development Center (EDC), with support from USAID, runs the Somali Interactive Radio Instruction Program (SIRIP), broadcast in both formal and non-formal settings. The program covers grades one to five and incorporates a life skills component based on the INEE Peace Education Programme (PEP) (see Conflict sensitive curriculum reform section below).⁷⁷

Considerations for alternative delivery programs

Concerns when implementing alternative delivery programs are mainly their quality, sustainability, and relationship with the formal education system. Alternative education programs in emergency situations face

many challenges, such as finding safe spaces, supplying materials and textbooks, and locating qualified teachers to give classes. Some education is certainly preferable to none, but it is also important to plan for the transition of students and teachers back into the formal education system. Since alternative provisions are intended to be a temporary solution, programs should use curriculum and assessments aligned as closely as possible to the national education system to prevent loss of learning.

Negotiations

Negotiations are local or systemic/governmental measures to protect schools, students, teachers, and education personnel using dialogue and consensus processes among parties to the conflict and education stakeholders on the types of behaviors that are or are not allowed on school grounds. Agreements may declare a ban on weapons within a certain area, prohibit political propaganda on school grounds, restrict the military use of schools, establish codes of conduct for military and armed groups, or dictate other terms relevant to the context of the conflict.

- **CAR:** In 2007, a group of armed bandits who were targeting schools reached out to an ordained Catholic priest and respected leader from the NGO Caritas to facilitate negotiations with the government. The armed bandits and government officials held a face-to-face meeting to negotiate the bandits' disarmament and return home.⁷⁸ In 2010, NGOs working in Beboura, Kebe and Korozyan negotiated with the People's Army for the Restoration of Democracy (APRD) and effectively ended the use and occupation of schools in these villages by the armed group.⁷⁹
- **Ivory Coast:** Members of the Education Cluster, regional education officials, members of school management committees, and the United Nations Operations in Ivory Coast (UNOCI) Child Protection Officers have engaged in dialogue with members of the Republican Forces of the Ivory Coast (FRCI) and Dozo militiamen in the western region of the country. The International Rescue Committee (IRC) and UNOCI organized training sessions for the armed groups to sensitize them to issues affecting children in armed conflict, emphasizing UNSC Resolutions 1612 and 1998, and International Humanitarian Law (IHL). In addition, a caravan of education officials, school management committee members, and child protection officers—with UN police and military escorts—visited 20 military checkpoints and 14 schools to sensitize the armed groups present. As a result of a better understanding of international humanitarian and human rights law, and UNSC resolution 1612, FRCI zone commanders have agreed to meet with child protection officers weekly to review reports of occupations; military commanders have also dismantled checkpoints; and armed groups have vacated all but five of the 45 previously occupied schools. These regional initiatives serve as a baseline for advocacy at the national level.⁸⁰
- **Nepal:** One of the key components of SZOP is the writing and signing of Codes of Conduct (CoCs) to define what is and is not allowed on school grounds in order to minimize violence, school closures, and politicization of the schools. Creating a CoC requires collaboration among diverse political and ethnic groups in the community. Different approaches have been used for developing of Codes of Conduct, depending on the context. For example, after the war, when dealing with the Madesh movement in the Terai in 2008, negotiations were held at the district level because political groups at the local level did not have the autonomy to sign CoCs.⁸¹ In order to coordinate the negotiation process, UNICEF, the MoE, and World Education selected local partner NGOs in each of the eight districts affected by conflict that understood the context and worked in the local language. Then they held informal meetings with representatives from political parties and armed groups, school-teachers, SMC members, and others to choose a facilitator for the negotiations and invite appropriate participants to the mass meetings.⁸² The mass meetings were widely publicized

hearings to negotiate the terms of the Codes. These participatory meetings allow for some variation in the terms of the Codes of Conduct to address specific concerns of all stakeholders involved in the process.⁸³

- **Multiple countries:** Geneva Call is a neutral and impartial humanitarian organization that engages non-state armed actors and gives them the opportunity to demonstrate commitment to International Humanitarian Law and Human Rights Law through the signing of Deeds of Commitment. In November 2010 Geneva Call launched the Deed of Commitment for the Protection of Children from the Effects of Armed Conflict and began dialogue with 15 non-state armed groups interested in signing. The deed prohibits, among other things, the recruitment of children and the use of schools for military purposes. As of late 2011, no group had yet signed the deed.⁸⁴

Considerations for negotiations

There are several concerns when making plans to negotiate with parties to the conflict. The most immediate consideration is the potential risk to the mediator and the representatives from parties engaging in dialogue. Appropriate security precautions should be taken. This includes careful consideration of who will mediate and the manner in which to conduct negotiations. Willingness of parties to engage in dialogue relies in large part on how the mediator is perceived by all those involved. In some cases, someone familiar with the local context of the conflict might be the better choice. In other contexts an international mediator might be preferable, due to their role as an outsider and therefore not a party to either side of the conflict. In any case, the mediator must have the trust of all involved in the negotiations and a nuanced understanding of the motivations and demands on both sides. Also, the manner in which negotiations proceed – either face-to-face or more covertly – depends largely on the context of the conflict.⁸⁵

Another concern is that negotiations can create legitimacy for non-state armed groups, which can be advantageous in some contexts, but not in others. To complicate matters, armed groups in some cases may be fractured or loosely structured, making it difficult to hold them to agreements. Finally, a side effect of negotiating is making compromises that might negatively impact education in the future or have consequences for other segments of the community. These are important considerations before bringing stakeholders to the table.

Protecting higher education from attack

Attacks on higher education may occur in countries where there is not an ongoing armed conflict, but when national governments, opposition groups, or other non-state actors fail to respect the ‘neutrality’ of education.⁸⁶ It is therefore worth considering responses to attacks on education beyond situations of armed conflict in countries in which education is repressed, polarized, or highly politicized.⁸⁷ Attacks on academic staff can often occur for publishing research as well as undertaking teaching.

The negative consequences of attacks on higher education affect not just universities, but also primary and secondary schools that depend on quality teachers trained at the tertiary level and on research that informs pedagogy and curriculum at all levels. Attacks on higher education institutions and personnel also cause a ‘brain drain’ as threatened scholars flee or are killed, diminishing the quality of education overall. The situation for scholars in Iraq is an extreme example: over 460 Iraqi scholars have been assassinated from 2003 to December 2011.⁸⁸ Many more have been kidnapped and their families targeted or threatened in great numbers, leaving them with no option but to flee.

Overall, those assisting higher education personnel indicate that they are assisting those that have fled from many countries in almost every region of the world. Scholars and academics who face persecution work in many different disciplines - sciences, social sciences, arts, and humanities - meaning that attacks on higher

education are not always just about silencing the political opposition, but also about controlling ideas and knowledge in society.⁸⁹ For more country-specific details, see the country profiles in the Annex at the end of this study. Examples of programmatic responses to attacks on higher education that follow are categorized under physical protection, alternative delivery of education, advocacy, and research and development of higher education.

Physical protection of academics

- Multiple countries: As of November 2011, The Scholar Rescue Fund (SRF) of the International Institute for Education (IIE) had awarded grants to 436 scholars from 45 different countries whose lives or careers were threatened.⁹⁰ The grants allow the scholars to temporarily relocate to one of 257 institutions in 40 countries where they can continue working in safety.⁹¹ The Scholars at Risk Network (SAR), hosted by New York University, similarly supports the relocation for persecuted scholars through an international network of universities and colleges.⁹² The Council for Assisting Refugee Academics (CARA) is currently providing direct help by way of fellowships, grants and advice to nearly 200 academics in the United Kingdom (UK), Zimbabwe, and the Middle East. In the UK it has established its own scheme to provide employment advice and guidance to ensure scholars' skills are not lost.⁹³

Alternative delivery of education in higher education

- Zimbabwe: CARA and Econet, a telecommunications company, began the Virtual Lecture Programme in 2009 at the University of Zimbabwe. The program purchased, installed, and maintains equipment so that experienced academics abroad can deliver lectures via video to fill a gap in the faculty of Zimbabwean universities, particularly in the areas of health science, veterinary science, and pharmacy.⁹⁴
- Iraq: The SRF Iraq Scholar Rescue Project (ISRP) also includes components that foster linkages between Iraqi scholars abroad and in-country. Iraq Bridging/Scholarship activities include the Iraq Scholar Lecture Series (ISLS), a distance learning program that screens recorded lectures from senior Iraqi scholars living abroad. Nearly 100 specialized lectures by SRF Iraqi scholar-grantees have been filmed and provided to 16 universities in Iraq, and to date more than 3,500 students and faculty have benefitted. A number of universities are putting the lectures on their websites as open courseware. The SRF Distance Learning strategic plan and funding will allow for the ISLP to expand its library to over 300 lectures in the next two years with an intended participation of more than 28,000 Iraqi students and faculty. In addition, the program implementation now includes a Live Lecture Series, which provides 'real time' course lectures by SRF scholar-grantees in the Diaspora to students and faculty colleagues at Iraqi universities.⁹⁵
- oPt/Israel and Iraq: An initiative for Open and Distance Learning (ODL) at Palestinian Universities helps students and academics avoid problems associated with school closures and travel risks. ODL builds on the framework of the Avicenna Project.⁹⁶ The Iraqi Ministry of Higher Education, with support from UNESCO, launched the Avicenna Virtual Campus for universities in 2009.⁹⁷

Advocacy

- Multiple countries: The International Research and Advocacy Team, supported by Scholars at Risk and launched in March 2011, is a group of international researchers who plan to foster legal, political, and moral precedents for the protection of higher education worldwide.⁹⁸

Funding for research

- Iraq: CARA provides funding to scholars both in-country and abroad through the Iraq Research Fellowship Programme to enhance research and teaching capacities, undertake and deliver innovative research outputs of relevance to Iraq's future, nurture international research collaborations, and re-engage selected Iraqi academics in exile.⁹⁹ The Research Exchange and Development Scheme (RED) provides an opportunity for young academics with Masters degrees to earn a PhD, spending the first two years of the program in the UK and the final year at their home institutions.¹⁰⁰ The scheme encourages the development and rebuilding of higher education in Iraq following the brain drain.
- Zimbabwe: Zimbabweans living in the United Kingdom founded the Zimbabwe Diaspora Development Interface (ZDDI) to harness new ideas and skills, experiences, networks, and financial resources for the development of Zimbabwe.¹⁰¹ In the higher education sector, ZDDI partnered with CARA to conduct a needs assessment in Zimbabwe and South Africa, where many Zimbabwean academics are employed in non-academic jobs. ZDDI provides grants for research and are involved in the Virtual Lecture Programme.¹⁰²

Considerations for protecting higher education

The longest-running programs for protecting higher education have so far focused mainly on the physical protection of individuals. Recently, with the implementation of distance learning programs, research support, and development initiatives, there is increasing attention being focused on how academics can re-connect with and contribute to higher education in-country and eventually return to work at their home institutions. Capacity rebuilding once a higher education system has been under attack is increasingly being seen as one of the most important programmatic responses to attacks on higher education. Moving forward, there is still a need to look at how higher education protection measures might link to education at other levels and to begin to address some of the motives of attacks on higher education.

PREVENTION

Prevention of attacks on education here refers to programmatic measure aimed at creating change on a systemic/ governmental level in order to prevent future attacks on schools, students, and education personnel.

Restricting the military use of schools

In situations of conflict or insecurity, there are a variety of reasons why military or armed groups might partially or completely occupy educational institutions, including for use as barracks or bases, as firing positions or observation points, as training grounds, for weapons and ammunition storage, and as interrogation or detention centers.¹⁰³ Particularly in remote areas, education buildings are attractive sites for armed groups or state security forces to use for military purposes because they are large, solid constructions, usually centrally located in a village, and often with electricity and sanitation facilities.¹⁰⁴ When armed groups or security forces take advantage of these sites and occupy schools, the buildings become legitimate military targets according to the laws of war.¹⁰⁵ This puts the buildings at greater risk for attack and may limit children's access to schooling. If the school grounds or building are only partially occupied, the physical security of the teachers and students is also put at risk as they are forced to work, study, and play alongside armed men. As a result, parents might decide to stop sending their children to school altogether. The country-specific examples below highlight strategies for negotiations, legislation, and litigation to restrict the military use of schools.

- Ivory Coast: In the Ivory Coast, a monitoring network set up by the MoE and humanitarian partners, and with verification by ONUCI child protection officers, reports back to the Education Cluster. Occupied

schools are prioritized for rehabilitation and for negotiations to restrict military use of schools. As a result of negotiations, armed groups had vacated five of 45 schools as of November 2011.¹⁰⁶

- **Nepal:** As part of a broader Schools as Zones of Peace (SZOP) initiative, UNICEF, World Education, and local NGOs in Nepal were successful in many cases of negotiating Codes of Conduct at the school-level that prohibit military and political activity on school grounds.¹⁰⁷ Recently all national stakeholders and political groups (except the Medeshi armed groups) signed the national SZOP Code of Conduct.¹⁰⁸ On May 25, 2011, the Cabinet of the Government of Nepal declared that all educational institutions are ‘Zones of Peace’ in an effort to promote the right to education.¹⁰⁹ Now strikes, protests, or other interference in schools are punishable offences.¹¹⁰ This declaration addresses one of the key challenges in the SZOP initiative, namely that signing Codes of Conduct and respecting SZOP were voluntary. It remains to be seen whether or not this policy will deter the use of schools for military or political purposes and how it will be enforced.
- **India:** The National Commission for the Protection of Child Rights (NCPCR) was established by Parliament in 2005¹¹¹ and has carried out several investigations of security forces occupying schools in Chhattisgarh and other states.¹¹² NCPCR has recommended that armed forces vacate the schools.¹¹³ There are also cases in India of the courts intervening to force the military off of school grounds. For example, the Supreme Court in Chhattisgarh ordered the security forces to leave all schools by April 2011; the Chhattisgarh government has asked for an extension on this date.¹¹⁴
- **Philippines:** A national law enacted in 1992 prohibits the use of school buildings for military purposes such as barracks, command posts, detachments, and supply depots.¹¹⁵ A new law is under consideration that would expand on this and impose criminal penalties for violations.¹¹⁶ In order to increase awareness of and adherence to the law, UNICEF distributed 2,000 multilingual posters to schools. Printing the message in seven different languages has helped facilitate understanding and communication regarding the military use of schools. It reminds armed groups and military personnel of the restrictions and helps school officials maintain schools as zones of peace. UNICEF plans to print and distribute larger and more durable banners in the coming year.¹¹⁷

Considerations for restricting the military use of schools

The two challenges that emerge when attempting to make stronger national policies to restrict the military use of schools are awareness and accountability. For change to be effective, all stakeholders need to be aware of the restrictions and made to adhere to them.¹¹⁸ The example from the Ivory Coast shows that sensitization of armed groups and security forces on this issue can be a successful strategy for enforcing the restrictions. However, in other situations non-state armed groups may not feel it is necessary to comply with policy, or state security forces may feel their actions are justified during conflict to protect the community as a whole.

Restricting the political use of schools

The use of school for political purposes such as elections or meetings is common worldwide, particularly in places where schools are the only community space available. In some countries, teachers work as poll workers at schools during election time. While not always an issue, using schools for political purposes, such as elections, propaganda campaigns, or political party meetings can become problematic if the situation leads to attacks on education institutions or personnel. In some country contexts, such as the Ivory Coast and Zimbabwe, where elections are highly contested, the school environment becomes extremely politicized and volatile, and violence has followed. If the crisis is prolonged, schools may be damaged or forced to close, teachers may be persecuted and forced to flee, and children may be denied the right to education for months at a time.

- Philippines: A working group made up of the Teachers Dignity Coalition in the Autonomous Region of Muslim Mindanao (ARMM) and the Alliance of Concerned Teachers was started to create policy recommendations and advocate for separating elections from education institutions and personnel entirely.¹¹⁹
- Zimbabwe: Monitoring, reporting and advocacy for restricting the political use of schools and for the protection teachers is being carried out by the Research and Advocacy Unit and the Progressive Teachers Union of Zimbabwe (PTUZ). The two organizations plan to take a report on attacks on education to the Parliamentary Portfolio Committee on Education in the hopes of bringing about a systemic change and an eventual declaration of schools as ‘politics-free’ zones.¹²⁰

Considerations for restricting the political use of schools

The challenge with restricting the political use of schools is the varied number of activities that can be described as ‘political use’ that may or may not pose a threat to education, and that certainly do not pose a threat in all country contexts. Policies that aim to create schools as ‘politics-free’ zones would have to be negotiated and define exactly what activities will be prohibited in a particular context, similar to negotiations for Codes of Conducts in the SZOP program. Ultimately, the focus of the policies should be on the negative impacts of the political activities on children’s rights and the right to education.

Conflict sensitive policy reform

Conflict sensitive education is a systemic analysis and delivery of education systems from a conflict perspective as a routine part of educational planning and practice.¹²¹ While conflict sensitive reforms may not always be implemented in direct response to a targeted attack on education, they can reduce the risk of conflict and its negative effects on education, whether from direct attacks, collateral damage, or general insecurity.

Education has the power to unite or divide societies, to promote inclusion or marginalization, and to promote peacebuilding or provoke conflict. This duality is referred to as the ‘two faces’ of education.¹²² For example, in Nepal, education was a central issue and cause of conflict.¹²³ Without access to quality state education, the private sector began to provide education services and jobs could essentially be bought; this fuelled a Maoist insurgency and led to attacks on schools, both state and private schools.¹²⁴ Maoists also objected to references to the monarchy in the curriculum and the teaching of Sanskrit.¹²⁵ In cases where education has become a part of the problem, reform may be a solution.

When planning education reform, all policies need to be analyzed in light of the ‘two faces of education’ and in terms of their potential to either exacerbate or ameliorate conflict.¹²⁶ According to Alan Smith, conflict sensitive education reform should consider the effects of:

- Education governance and administration
- Access to education
- Identity factors: gender, language, religion, ethnicity
- Teaching and learning environment: curriculum, textbooks, pedagogy, assessment
- Teachers: recruitment, training, deployment, ethics
- Youth: as risk to be pacified or as a resource to be engaged¹²⁷

The examples of conflict sensitive policy reform in this section are policies relating to issues of access to education and inclusion in the education system.

- DRC: The Education Cluster has been advocating for the elimination of school fees to increase access to schooling, which also encourages military and armed militia groups to send their own children to school, thus reducing the likelihood of attacks on schools and increasing peace in the

community. The government has agreed to make the first four grades of primary school free for the 2011-2012 school year. Because the policy is not yet in effect in all schools, Save the Children pays some school fees or supports income-generating activities in some locations.¹²⁸

- India: The Right To Education (RTE) Act of 2009 guarantees that all children have the right to free and compulsory education from ages six to fourteen; it also requires private schools to reserve up to 25% of their seats for disadvantaged students.¹²⁹ While intended for children from low-income or low-caste families, this provision can also benefit children in rural areas who are out of school due to attacks on the school or military occupation of the school.
- Philippines: In 2005, the Department of Education began a set of policy reforms, the Basic Education Sector Reform Agenda (BESRA) aimed at helping Philippines reach the Millennium Development Goals by 2015. While not specifically designed to address conflict, two new programs supported by AusAid - The Philippines' Response to Indigenous Peoples' and Muslim Education (PRIME) and the Basic Education Assistance for Mindanao (BEAM) program - target inclusion and quality of education for marginalized groups, which could also have a long-term effect of easing tensions in the conflict.¹³⁰

Considerations for conflict sensitive policy reform

One of the challenges with conflict sensitive policy reform is the implementation of the policy for meaningful change in behavior over the long term. Writing a new policy does not automatically improve practice or decrease attacks. It requires the political will for change and the capacity to sustain the effort. Government ministries must therefore work to facilitate sustainable change and build capacity of educators to overcome entrenched practices. This is especially difficult in institutions with high rates of personnel turnover or a high frequency of policy reform without subsequent time for implementation. There must also be capacity building within the public service sector, to reduce the potential for corruption and bias to affect policies.¹³¹ Finally, implementing conflict sensitive policy reform requires that it be prioritized in the budget, which may be difficult in conflict-affected countries.¹³² Conflict sensitive reforms are long-term strategies for change and as of yet there remains a need for longitudinal studies to provide evidence on the effectiveness of new policies.

Conflict sensitive curriculum reform

Conflict sensitive curriculum reform seeks a systemic change that addresses teaching and learning: the content or messages that students receive in classrooms, both explicitly in the textbook lessons and implicitly through the 'hidden curriculum' or attitudes and values conveyed through the behaviors of teachers and the type of classroom environment they create. Similar to education policy reforms, curriculum reforms can also address the causes of tension in the education system and seek ways to create positive and peaceful interactions among individuals. In the worst cases, curriculum reinforces inequities, stereotypes, and divisions in society that contribute to conflict by creating bias in the classroom, glorifying a culture of war, or not modeling respect for others. On the contrary, in the best cases, curriculum can promote positive conflict resolution, participation, and citizenship.¹³³

One type of conflict sensitive curriculum reform is peace education, which variously includes education for conflict resolution, human rights, citizenship, or programs for 'learning to live together.'¹³⁴ Regardless of the name, the goal of these programs is to promote the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence.¹³⁵ There are different approaches to implementing peace education programs in conflict-affected developing countries: inclusion as a separate subject or with a carrier subject in the formal curriculum. Other approaches include

“peace education clubs” and non-formal courses.¹³⁶ The examples in this section focus mainly on inclusion of peace education in school curricula, where there is an attempt at systemic change.

A second type of curriculum reform program that has been implemented in the formal education sector is language curriculum reform. For example, bilingual mother-tongue instruction allows children who speak a minority language at home to access primary education through their mother-tongue and then gradually introduces literacy in a second language. This is intended to be inclusive of minority-language speakers and provide them with greater access to educational opportunities.

Peace education

- Afghanistan: New textbooks that integrate components of peace education, child rights, environmentalism, life skills, and civic education are being incorporated into the classroom.¹³⁷ The lessons promote a behavior of social co-existence and non-violence.¹³⁸ The change is coordinated from the Directorate of Curriculum Development, which has so far produced new textbooks from grades one to nine, eventually to be continued up to grade twelve.¹³⁹ Plans for integrating peace education into the formal school setting also include credit points in teacher training programs for peace studies.¹⁴⁰
- Kyrgyzstan: Immediately after the June 2010 violence, UNICEF, in collaboration with the Ministry of Education and Science (MoES), Save the Children, and many other partner organizations, initiated the Welcome to School program. The initiative contains many programmatic strategies to protect schools and students and prevent attacks on education including immediate advocacy to bring children back to school and a more long-term strategy of promoting safe and tolerant schools and communities through peace education. As soon as students had returned to school on September 1, peace education lessons were taught nationwide in three languages - Russian, Uzbek, and Kyrgyz.¹⁴¹ The MoES chose “Unity, Friendship, and Tolerance” as the first lesson.¹⁴²
- Nepal: Save the Children in Nepal and UNICEF are supporting the MoE to integrate peace, human rights, and civic education (PHRC) into the formal education system.¹⁴³ As of 2010, the Curricular Development Center had integrated peace and human rights components into the curriculum in grades three, four, five, nine, and ten.¹⁴⁴ Textbook revisions were made starting with grade four and will continue in other grades as the books come due for periodic revisions.¹⁴⁵
- North Caucasus: UNICEF, local Ministries of Youth and Education, and NGOs ran a peace education program from 2005-2011. Since 2009, the program was incorporated into the co-curricular activities of 300 schools across the five republics of the North Caucasus through Mobile Training Groups, or teams of experienced trainers/psychologists. Co-curricular activities included peace camps, youth peace forums, capacity building workshops for peace volunteers, a Peace Centers network, Peacemaker magazine, sport competitions, photo exhibitions, and cinema festivals. The 20 Peace Centers, in both schools and universities, reached approximately 6,000 students and 3,000 teachers.¹⁴⁶
- oPt/Israel: UNRWA, along with the Red Cross, human rights NGOs, and the academic community, have developed a human rights curriculum for its schools in Gaza. All 200,000 students have a dedicated human rights lesson each week. This is part of UNRWA’s project to promote non-violence, conflict resolution, tolerance, and citizenship in all of its schools.¹⁴⁷
- Pakistan: The National Ministry of Education and UNESCO developed a Plan of Action for Human Rights Education. The elementary and secondary curriculum was then reviewed and revised in 2006 in an attempt to depoliticize the curriculum and incorporate elements of human rights and peace education.¹⁴⁸

- Multiple countries: “Inter-Agency Network for Education in Emergencies Peace Education Programme”(PEP): This is a life-skills based peace education program started in refugee camps in Kenya in 1997, where there was ethnic tension and outbursts of violence. The main components were a formal school program led by experienced teachers trained as full time peace education teachers, and a non-formal program for adults and out-of-school youth, supported by trained facilitators that aimed to reach all segments of the population in the camps. PEP was designed as a skills acquisition program that leads to behavior change through interactive learning. By 2005 it had become the basis of programs catering to refugees, returnee areas, and other groups in eleven countries including Democratic Republic of the Congo, Eritrea, Ethiopia, Kenya, Uganda, Liberia, Guinea, Sierra Leone and Cote d’Ivoire. The Programme was modified in Kenya in 2008 to add a component of citizen education in the post-election context, in Burundi for “responsible citizenship” at secondary school level and in Liberia to add a human rights focus.¹⁴⁹ PEP also forms the nucleus of the “Emerging Issues” course unit introduced in teacher training colleges in Sierra Leone in 2008.¹⁵⁰ The PEP Programme was developed over the years by UNHCR, UNESCO, UNICEF and can be accessed on the INEE website.¹⁵¹

Language curriculum reform

- South Sudan: In the Sudan, the language of instruction is Arabic, with English taught as a separate subject. The new language policy in South Sudan dictates that the language of instruction at the lower primary level is the mother tongue, followed later by English.¹⁵²
- Thailand: Eighty-three percent of people living in the four southern Provinces of Narathiwat, Pattani, Songkla, and Yala in Thailand speak Patani-Malay at home, but the language of instruction in all Thai schools is Thai. This puts Patani-Malay speaking children at a disadvantage from the start of their schooling and marginalizes them both linguistically and culturally, according to Dr. Suwilai Premasri of Mahidol University. A mother-tongue bilingual pilot program, initiated by Mahidol University and a Patani-Malay speaking research team, instructs students using their native Patani-Malay language in kindergarten and grade one, where they develop basic literacy skills. These skills in their native language will then provide a bridge to developing literacy skills in the dominant Thai language over the course of the next several years. Ultimately, the project aims at making students feel more secure and therefore more successful in the education system.¹⁵³

Considerations for conflict sensitive curriculum reform

Challenges for conflict sensitive curriculum reform are similar to those for conflict sensitive policy reform. For curriculum reform to be effective, there also needs to be a level of capacity building so that teachers and school leaders are well prepared to implement it.¹⁵⁴ In the context of large developing countries with poorly trained teachers and few school resources, it may be best to begin with inclusion of relevant material in school textbooks, especially those for social studies and languages. Intensive activity-based courses may initially be used for restricted populations such as refugee or IDP camps, and for teachers in training.

Another challenge is that messages in the new curriculum that teach about human rights, promote inclusiveness, and encourage respect for others need to be delivered in an inclusive and respectful setting. The classroom environment and teaching methodology (components that make up the ‘hidden curriculum’) should compliment the explicit messages being taught in the textbook. For educators accustomed to teacher-centered pedagogy and authoritarian discipline styles, this change does not come easily.¹⁵⁵ But students need opportunities to connect the textbook lessons of peace, tolerance, and human rights with what is happening in their lives.

A challenge with language curriculum reform is that mother-tongue instruction could exclude students from opportunities requiring skills in the dominant language.¹⁵⁶ But if done well, there is potential for bilingual instruction, in which native language instruction becomes a bridge that leads to competency in both languages, to expand educational opportunities. Admittedly, this is extremely difficult to accomplish and requires highly competent teachers with dual language skills and training in the pedagogy of second language instruction.

Conflict sensitive curriculum reform is a long-term strategy for conflict prevention and the effects of these changes may be limited by capacity and other constraints. Peace education and language curriculum reform in and of themselves are not enough to bring about an end to conflict. In some contexts, such as the Somali region of Ethiopia, it is recommended that education reform should also consider addressing more direct and explicit links to causes of conflict, such as livelihood and employment training.¹⁵⁷ Research is needed on what elements of reform are viable at different levels of teacher competencies as well as on the contribution that such reforms may make to lessen tensions, build social cohesion and peace, and prevent attacks.

ADVOCACY

Advocacy for the protection of education from attack is being done at local, national, and international levels. A successful advocacy strategy will set an achievable and clearly defined objective, collect data, target a specific audience that can affect the issue, adjust the tone of messaging to that audience, and communicate the message through different channels.¹⁵⁸ Advocacy is a component of several other programmatic measures discussed previously, such as community involvement, negotiations, protecting higher education, and restricting the military or political use of schools. The examples listed in this section focus on: media use, human rights awareness building, coalition building, “Welcome to School” campaigns, and youth advocacy.

Use of media

- Colombia: Save the Children supports children in “Participation and Communication Centers” (*Centros de Participación y Comunicación – PACOs*) where young people receive training in media, radio, and TV production.¹⁵⁹ A radio program run by children educates their peers about child rights, recruitment, self-protection, and abuse.¹⁶⁰ Similarly, the Corporación Casa Amazonía (COCA), has a local weekly human rights radio program in Putumayo.¹⁶¹
- Iraq: Save the Children runs a major media campaign on child rights in each of the main regions of Iraq that includes TV and radio, posters, and community events.¹⁶²
- Nepal: Child Workers in Nepal Concern Center (CWIN) has used a variety of media sources (modern media, folk media, and alternative media) to sensitize the public about SZOP.¹⁶³ The district-level public hearings described above for negotiations of Codes of Conduct were broadcast on the radio, publicized in the newspapers, and in one district, shown on the television. In addition, billboards and posters were put up not only to spread awareness, but also to create social pressure to adhere to the Codes.¹⁶⁴ To build partnerships with the media, a one-day orientation meeting was held at the district-level to familiarize media professionals with the details of SZOP; they committed to broadcasting and printing SZOP messages both locally and nationally.¹⁶⁵
- oPt/Israel: UNRWA has started an online advocacy campaign, “Don’t Demolish My Future!” that includes a social media component to bring attention to schools facing demolition in Area C of oPt by Israel Defense Forces (IDF). The campaign website¹⁶⁶ highlights the plight of the Khan al Ahmar elementary school in the West Bank – which was built out of used tires for children in a Bedouin community near Jerusalem, but faces demolition orders for being built without a permit – and urges visitors to spread the message by re-posting the story on their Facebook pages and their Twitter

accounts. A link to the Demolition Watch page from the UNRWA website connects visitors to statistics on the demolition of schools and other infrastructure that are updated monthly.¹⁶⁷ The guiding principles behind the campaign are to represent the community's voice, to do no harm, and to involve the Palestinian Authority.¹⁶⁸ The campaign supports and is integrated into an overall advocacy strategy being implemented by the Humanitarian Country Team in the oPt.¹⁶⁹

- Multiple countries: International, independent human rights advocacy organizations such as Human Rights Watch and Amnesty International also advocate to protect education from attack. These organizations bring international attention to violations of human rights through objective investigations of alleged violations and interviews with eye witnesses and survivors. The reports and press releases are widely circulated through national and international media outlets. This study cites HRW reports and press releases specifically documenting attacks on education or military use of schools in Afghanistan, India, Pakistan, Philippines, and Thailand, and the Amnesty International report on the impact of forced eviction on the right to education in Zimbabwe.¹⁷⁰

Human rights/ child rights training and awareness

- Colombia: In 2004, in conjunction with Education International and the (U.S.) National Education Association, the Colombia teachers' federation (FECODE) developed a Human Rights Training Programme to help educators learn how to be advocates for education.¹⁷¹ In 2009, UNICEF coordinated with the Human Rights Unit of the Colombian Army to train approximately 5,000 military personnel on International Humanitarian Law as it relates to children's rights.¹⁷² UNHCR Child Protection Officers, International Committee of the Red Cross (ICRC), and the Ombudsman Office also run trainings for the National Armed Forces on human rights, IHL, and forced displacement.¹⁷³
- India: A child rights training program implemented by the MV Foundation brought teachers and school officials from Sukuma to attend child rights training at the foundation headquarters. The trainees made site visits to villages in North Andhra Pradesh where Child Rights Protection Forums were active and the foundation assigned two resource persons to regularly work with the trainees back in Chhattisgarh.¹⁷⁴

Coalition building

- Colombia: Child Soldiers International (formerly the Coalition to Stop the Use of Child Soldiers), known in Colombia as *COALICO*,¹⁷⁵ is made up of twelve local and international NGOs who monitor the situation and advocate for reducing the impact of conflict on children at the local and national levels.¹⁷⁶
- Iraqi Child Rights Network (ICRN): The Iraqi Child Rights Network (ICRN) is a coalition of 56 NGOs working for the protection of child rights in Iraq that intends to expand its focus to an international level. Its mission is to raise the status of Iraqi children enabling them to enjoy a stable, safe, developed, and healthy life, and to coordinate with official bodies to set in motion the laws concerned with children in Iraq, according to humanitarian standards and international conventions.¹⁷⁷ Save the Children supports the expansion of ICRN in 17 of 18 governorates.¹⁷⁸
- Nepal: The Children as Zones of Peace and Child Protection Network (CZOPP)¹⁷⁹ is a national coalition of twenty-six member organizations, with the National Human Rights Commission (NHRC) and the Nepal Red Cross as observers, from the fields of child rights, education, and protection established in 2003 to advocate and coordinate for children affected by armed conflict. Member organizations have been integral to the coordinated effort and success of the CZOP initiative.



Hundreds of Palestinian refugee students from UNRWA schools formed Picasso's 'Peace Dove' and "LOVE ALL" at the foot of the Mount of Temptation in Jericho, Palestine, Nov 25, 2011.

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Protest/ demonstration

- India: The students and teachers of the Lohia-Samata High School in Jharkhand organized a protest after Maoists blew up the school in June 2011.¹⁸⁰

Welcome to school/Back to school campaigns

- Pakistan: A “Welcome to School” campaign was launched to get parents to send students back to school following the conflict.¹⁸¹ The Education Cluster supports the campaign, encouraging girls’ enrollment by advocating for stipends and incentives, strengthening Parent Teacher Councils (PTC) to support enrollment campaigns, addressing needs of female teachers, and providing incentive packages for students.¹⁸² (See community involvement section above for the role of religious leaders in the campaign.)
- Kyrgyzstan: Immediately after the June 2010 violence, UNICEF, in collaboration with the Ministry of Education and Science (MoES), Save the Children, and many other partner organizations, initiated the Welcome to School program. The initiative contains many programmatic strategies to protect schools and students and prevent attacks on education including immediate advocacy to bring children back to school and a more long-term strategy of promoting safe and tolerant schools and communities through peace education. A radio and TV campaign with the slogan “Together to School” promoted the return of many students to classrooms.¹⁸³ The Education Cluster monitored violence against schools and set key advocacy messages for the WTS campaign.¹⁸⁴

Considerations for advocacy

When creating advocacy messages, it is important to consider not only the target audience who can affect change, but also the tone of the message and how others might perceive it. There is always a risk of negative consequences of advocacy efforts, such as a loss of donor funding if a message is perceived by the donor to be against its interests. In this case, it might be advantageous for organizations implementing programs to partner with advocacy groups that might not be in jeopardy of losing funding due to their messaging. The key to advocacy is the impact that the message communicates to create positive change on a variety of levels, from raising awareness to reforming a policy. Finally, another issue arising from advocacy campaigns is safety and security of those participating. It is critical that program organizers ensure that community members, and young people in particular, do not endanger themselves when they participate in campaigns and activities.

MONITORING AND REPORTING

As used here, monitoring is the systematic, standardized collection of information. Monitoring of attacks on education helps us to see how much of the picture we are capturing and how much we are missing. Reporting is the sharing of information collected, although not necessarily in public, and must be done in a timely enough period to be useful. Some of the uses of this information are for early warning, rapid response, advocacy, accountability, and improved program planning. Governments should monitor attacks on education, but in some cases they are too weak or unwilling to do so. Monitoring can also be done by NGOs and civil society organizations, although sometimes security is a risk. Human rights groups and the media also report on attacks, but may lack the capacity for response. UN agencies are mandated to report in situations of concern, and outside of the UN 1612 MRM, do not need government consent to do so.¹⁸⁵

United Nations Security Council Resolution 1612 sets up a formal monitoring and reporting mechanism (MRM) for six grave violations against children.¹⁸⁶ Currently the UN 1612 MRM is active in 15 countries: Afghanistan, CAR, Chad, Colombia, DRC, Iraq, Myanmar, Nepal, Philippines, Somalia, Sri Lanka, Sudan, South Sudan, Uganda, and Yemen.¹⁸⁷ Recently, through United Nations Security Council Resolution 1998, the trigger for initiating the MRM

process in a country was expanded to include attacks on schools, including “protected persons” connected with education, and requires monitoring of the military use of schools.¹⁸⁸ In addition to the formal MRM process, some conflict-affected countries have initiated informal monitoring systems at the local or national level to collect data about attacks on education. The country-specific examples below show examples of monitoring for early warning, rapid response, advocacy, and accountability.

Monitoring for early warning

Early warning systems communicate their messages in a variety of ways according to what is most appropriate in the local context. This might be through radio, posted flyers, or SMS text messaging that publicize threats on education in order to protect and to discourage an actual attack.

- Colombia: The Office of the Human Rights Ombudsman monitors risks of violations of human rights against civilians, including killing of union and non-union teachers, and issues a risk report to an inter-institutional committee (Ministry of the Interior and Justice, the vice-presidency, the Ministry of Defense, the national army, and the national police) who assess the threat and whether or not to issue an early warning. In 2008, the system identified 71 risk situations in 145 municipalities of the country (66 percent of which were related to child recruitment).¹⁸⁹
- DRC: The UN peacekeeping force in the DRC (MONUC) was the first to deploy Child Protection Advisors to the field.¹⁹⁰ The child protection section was working with the MONUC military component to set up early warning centers and community liaison interpreters to protect children during military operations.¹⁹¹

Monitoring for rapid response, advocacy, and accountability

- India: As part of its mandate to protect child rights in India, NCPCR investigates violations of those rights, including violations of the right to education due to occupation of schools or forced displacement, publishes reports, and recommends action.¹⁹²
- Ivory Coast: Due to the post election violence in 2011, Ivory Coast became a situation of concern where grave violations occurred. The Education Cluster has been reporting MRM-related activities to the Special Representative of the Secretary-General’s Office on Children and Armed Conflict during 2011. The Cluster has developed a standardized tool and uses an informal network of education stakeholders to monitor and report on attacks against education. Data is logged into a database that categorizes attacks based on the categories listed in the UNESCO report *Education Under Attack*.¹⁹³ The information is then used for advocacy with the Ministries of Education and Defense, is shared with appropriate agencies and organizations for action, and is published in the Education Cluster’s reports.¹⁹⁴
- Nepal: The Partnerships for Protecting Children in Armed Conflict (PPCC) is a network of national and international organizations monitoring attacks on education in Nepal in the context of UNSC resolution 1612 and using information gathered to immediately respond to attacks and advocate on behalf of children.¹⁹⁵ Also in Nepal, a mechanism was planned within the SZOP initiative to report and respond to violations of the CoCs at the local and the district levels.¹⁹⁶ Any student, teacher, parent, or other member of the community can report a violation to SMCs, child rights groups, monitoring bodies, political representatives at the school level, or official at the district level. Consequences for the violation can vary from an apology, to reparations, to supporting make-up school days.¹⁹⁷
- Myanmar: A variety of local organizations monitor human rights conditions and/or conduct international advocacy in eastern Myanmar. One local organization, Karen Human Rights Group (KHRG),

trains villagers in Mon and Karen states and Bago and Tenasserim Divisions to document human rights abuses, including incidents of attacks on education and record incidents of attacks on education using KHRG field research methodology.¹⁹⁸

- oPt/Israel: In 2007, child rights and child protection actors established the Israel/oPt Working Group on Grave Violations Against Children, which submits voluntary bimonthly reports to the Office of the Secretary-General on Children and Armed Conflict, for inclusion in the Global Horizontal Note to the Security Council Working Group on Children and Armed Conflict, in line with the UN 1612 MRM. With the development of a database on grave violations against children, the Working Group is establishing an evidence base for both advocacy and accountability initiatives and to inform program responses. To address common recurrent violations against children, members of the Working Group, the Education Cluster, and the Child Protection Working Group developed an inter-cluster response framework outlining standard minimum responses in five areas: material support, academic support, psychosocial support, legal aid, and advocacy.¹⁹⁹

Also in the oPt, the conflict-Disaster Risk Reduction (cDRR) program implemented in high-risk schools in Gaza (see Physical protection section above) contains a training component on human rights monitoring and reporting for school teachers, administrators, and community members and the creation of an SMS alert system to allow school administrators to send timely information regarding attacks and incidents in the vicinity of the school to staff, parents, and other community members. The initiative was designed with the involvement of the community to meet the needs and address concerns raised by parents and school personnel to ensure the safety of children.²⁰⁰

- Zimbabwe: The collaboration between the Research and Advocacy Unit and the PTUZ will see an improved reporting and documentation of violations against education.²⁰¹ PTUZ has also conducted training on human rights for teachers. The information collected is being used for reporting and for advocacy to restrict the military and political use of schools as described above.²⁰²

Considerations for monitoring and reporting

There are security and ethical considerations for implementing monitoring and reporting systems in conflict-affected countries both for those collecting information in insecure areas and for those reporting attacks, since they might face backlash for drawing attention to the issue. There is also a concern with underreporting attacks in situations where they are frequent and therefore ‘normalized.’ Also, monitoring systems should be sensitive to potential bias in reporting and seek to objectively monitor violations from all parties to the conflict. Finally, there is a challenge to create a standardized monitoring system for attacks on education so that the information can be used in a systematic way across all country contexts.

Gaps in the knowledge base

By synthesizing examples of current field-based programmatic mechanisms to protect education from attack, this study also shows that there are gaps in the knowledge base that point to a need for more research to inform program planning. For example, the long-term effects of conflict sensitive policy and curriculum reforms have yet to be examined, pointing to a need for longitudinal studies. GCPEA has commissioned a research agenda on programmatic responses to attacks on education in order to promote evidence-based programming in the future.²⁰³ The country-specific example from Afghanistan below is a current research initiative that seeks to gather evidence about attacks on education in the Afghanistan context to help guide the design of programmatic measures.

- Afghanistan: Research project – school protection: Building on the *Knowledge On Fire* (2009) study, CARE International is conducting a research proposal to better understand how external affiliations, community-based protection mechanisms, and the use of schools as polling stations affect incidents of attacks. The research project is an exemplar of how an organization can use existing knowledge about the context of attacks on education to frame a research question that addresses the gaps in knowledge. To carry out the project, researchers will revisit the MoE database and conduct a quantitative analysis to determine if who builds, runs, or is otherwise affiliated with a school has an effect on attacks. They will also conduct a qualitative review to understand how community involvement might protect schools. Finally, researchers will conduct a quantitative review of how elections and the location of polling stations in schools might affect attacks on education. These three questions will help provide evidence to inform policy and programming in the future. UNICEF is supporting this research.²⁰⁴

ANNEX: COUNTRY PROFILES

The Annex of country profiles provides further information about attacks on education in 20 different countries. While many other countries have suffered attacks on education,²⁰⁵ the Annex focuses on those countries that have implemented significant programmatic responses to attacks. Some countries listed here are currently immersed in conflict and are in the process of responding to attacks, while others are in a post-conflict phase and are included for an historical perspective on the issue. Each country profile begins with a brief overview of the nature, scope, and motives of attacks on education and then provides a detailed description of the programmatic measures implemented in that context.

AFGHANISTAN

Overview of the nature, scope, and motives of attacks on education

Many of the attacks on education in Afghanistan since 2001 have been attributed to anti-government elements, such as the Taliban.²⁰⁶ The attacks are an attempt to weaken support for the government, undermine counter-insurgency and international military efforts, create instability, intimidate, oppose all perceived Western education, and stop girls' participation in schooling.²⁰⁷ According to CARE, only 19% of schools in Afghanistan are girls' schools, yet they suffer 40% of the attacks.²⁰⁸ Other known perpetrators of attacks on education include regional warlords and criminal gangs, who commit violence as a result of local power struggles or criminal activities.²⁰⁹

The exact number of attacks on education varies depending on the source of data, but the UNICEF and MoE databases indicate an increase in the total number of attacks in 2008 to 670, more than double the previous year.²¹⁰ According to data compiled by the Brookings Institute from the Afghan government, US government, and NATO sources, in the three-year period from April 2006 to March 2009, 238 schools were burned down, over 650 schools were closed due to threats, and 290 students and teachers were killed.²¹¹ There have also been reports of acid attacks on girls en route to school; poison gas attacks at several girls' schools; burning and rocket attacks on girls', boys', and mixed schools; threatening 'night letters' directed at teachers and female students; occupation of school buildings by international military forces; and burning of books.²¹²

According to the Secretary-General's report in 2011, while the south still suffered the majority of attacks on schools, attacks have also been reported in the northern and eastern provinces, and areas around the capital.²¹³ Of note is an increase in reported attacks during election periods in 2009 and 2010, when some schools were used as polling stations.²¹⁴

Programmatic measures to protect education from attack

Many actors are involved in protection, intervention, and response to attacks on education in Afghanistan. In its two most recent National Education Plans, the Ministry of Education (MoE) planned for a more 'holistic approach' to education that emphasizes - among other things - advocacy for the right to education, utilizing a community-based approach, increasing security, and integrating alternative education programs into the formal education system.²¹⁵ The examples below highlight currently active or recently concluded programs run by the MoE, non-governmental organizations (NGOs), and UN agencies.

Physical protection

- **Armed and unarmed guards:** Four programs for school guards in Afghanistan are described here.²¹⁶ In 2006 the MoE employed unarmed guards at schools that had experienced attacks, as part of the School Security Shura initiative.²¹⁷ Another program, the School Guards Project, was a separate,



Coats of students hang on the wall of a partially destroyed school in Kabul, where children attend as part of the “Back to School” campaign launched by the Afghan government with UNICEF’s support to bring 1.7 students back to school.

© 2006 UN Photo/Eskinder Debebe

donor-funded project implemented nationwide to provide unarmed guards to protect school property and ensure the safety of students and education personnel. In another program using unarmed guards, the Volunteer Adult Disciplinary Program sponsored by the MoE and the National Olympic Committee, volunteer students in their final years of study were trained in surveillance and search techniques. Finally, the Armed Guards program was implemented in some areas, assigning local police to watch the schools; however, it was commonly believed that the police were a target and this put the schools at increased risk.²¹⁸ While the Volunteer Adult Disciplinary Program is the only one of these programs still operating, some communities may provide their own night guards for their schools.²¹⁹

- **Boundary walls:** The MoE has begun building boundary walls around all existing schools, with the first priority being girls' schools.²²⁰ So far 8,327 schools have such walls, with 1,796 more planned.²²¹
- **Residential houses:** Pending funding, the MoE is planning a pilot program to build 50 small residential houses for teachers/caretakers, which will also help with protection on school campuses.²²²

Community involvement in protection

A survey of community members in 2009 shows a widely held belief in Afghanistan that protection is the responsibility of the local community.²²³ Highlighted here are several different types of community organizations working on issues of child and school protection, and school management. While the names of the committees and their roles may vary slightly, the common thread is participation of respected community members to support education as an important asset to the community.

- **Community shuras and protection committees:** Communities in Afghanistan commonly have a traditional shura or council. Save the Children has partnered with local organizations and worked with the community shuras to gain support for education projects; Save the Children also trains community members on children's rights and child protection.²²⁴ Community-based Child Protection Committees exist at the district-level to work for the protection of children's rights with the help of outreach coordinators in each province.²²⁵ At the school-level, School Protection Committees have replaced the School Security Shuras set up by the Ministry of Education (MoE) in 2006 in schools that had previously experienced attacks.²²⁶ Child protection committees and school protection committees are supported by an MoE project, the School Safety and Security Initiative, and implemented by an NGO, Welfare Association for the Development of Afghanistan (WADAN).²²⁷ Committees might take such actions as posting night guards at schools or engaging in negotiation with insurgents to protect schools.²²⁸
- **School Management Committees/Shuras (SMCs):** There are several types of school management committees that might also play a role in protection. SMCs are school-based committees that have a role in decision-making, safety and protection, communication, and providing contributions to provide learning space and teacher compensation.²²⁹ Some SMCs have been reported to negotiate for school safety, although in most cases with insurgents, not criminals.²³⁰ As of 2009, the MoE had established 8,000 SMCs out of 10,998 schools and planned to continue to set up and train more management committees.²³¹ NGOs have also been establishing management committees for many years. Other types of school management committees are Parent-Teacher Associations (PTAs) and Parent-Teacher-Student Associations (PTSAs).²³²

- Involvement of religious leaders: In collaboration with community shuras and protection committees, respected imams or religious mullahs sometimes use their Friday speeches to raise awareness about the importance of education in Islam.²³³

Alternative delivery of education

- Alternative or temporary sites: In some communities, education was taken out of traditional buildings and children were schooled in alternative spaces, such as villagers' houses, as a protective measure.²³⁴ The IRC began supporting clandestine home-based schools in 1997 in response to the Taliban's active repression of schooling for girls and women; in some cases the location of girls' classes were frequently moved and the arrival of the students was staggered to avoid unwanted attention.²³⁵ For more information on how this strategy evolved over time, see the section on Community-based schools below.
- Community-Based Schools (CBS): CBSs are classroom spaces set up in the community that employ trusted community members as teachers. The International Rescue Committee (IRC) describes the origins of its CBS program as a clandestine and community-initiated model of interim education provision outside of the formal system for children otherwise excluded from education.²³⁶ Over the past decade, CBS has evolved. Four NGOs (International Rescue Committee (IRC), Catholic Relief Services (CRS), CARE, and Aga Khan Development Network) that were implementing similar programs formed a partnership to also advocate for education policy reform.²³⁷ Slowly CBS started to be integrated into the MoE's formal education plans as a strategy to reach thousands of marginalized students. Community schools are considered protective because they maintain low visibility, are centrally located in a village, which minimizes commuting, and have community ownership, participation, and trust.²³⁸ Regarding quality, evidence from a mixed methods study on community-based schools in Afghanistan shows that they do in fact provide a quality education.²³⁹
- Distance education: As of 2009, the Education Radio and TV (ERTV) section of the MoE was broadcasting education programs for teachers, children and adult learners, such as "School Time," "Learn and Teach," and "Voice of Education." Education TV broadcasts daily for 6 hours in Kabul province and city; Education Radio broadcasts round-the-clock.²⁴⁰

Negotiations

- Community involvement: There are accounts of respected tribal elders taking on roles as mediators in local conflict, intervening in one case to negotiate a ransom when a teacher was threatened²⁴¹ and in another case to prevent an attack on a school.²⁴² (See also SMCs in the section above).

Conflict sensitive curriculum reform

- Peace education: New textbooks that integrate components of peace education, child rights, environmentalism, life skills, and civic education are being incorporated into the classroom.²⁴³ The lessons promote a behavior of social co-existence and non-violence.²⁴⁴ The change is coordinated from the Directorate of Curriculum Development, which has so far produced new textbooks from grades one to nine, eventually to be continued up to grade twelve.²⁴⁵ Plans for integrating peace education into the formal school setting also include credit points in teacher training programs for peace studies.²⁴⁶

Advocacy

- Rights radio program: Save the Children's radio program incorporated girls' rights messages. The MoE credits the radio program as having a much greater impact than a workshop or training.²⁴⁷

Monitoring and Reporting

- In addition to the formal UN 1612 MRM mechanism in Afghanistan, both UNICEF and the MoE keep databases of attacks on education, although the type of information collected is not standardized and therefore the two databases do not always match.²⁴⁸

Research

- Research project– school protection: Building on the *Knowledge On Fire* (2009) study, CARE International is undertaking a research project to better understand how external affiliations, community-based protection mechanisms, and the use of schools as polling stations affect incidents of attacks. The research project is an exemplar of how an organization can use existing knowledge about the context of attacks on education to frame a research question that addresses the gaps in knowledge. To carry out the project, researchers will revisit the MoE database and conduct a quantitative analysis to determine if who builds, runs, or is otherwise affiliated with a school has an effect on attacks. They will also conduct a qualitative review to understand how community involvement might protect schools. Finally, researchers will conduct a quantitative review of how elections and the location of polling stations in schools might affect attacks on education. These three questions will help provide evidence to inform policy and programming in the future. UNICEF is supporting this research.²⁴⁹

CENTRAL AFRICAN REPUBLIC (CAR)

Overview of the nature, scope, and motives of attacks on education

The Central African Republic has been plagued by a historically weak central government, political instability, and many attempted coups that have led to conflict, crisis, and the dubbing of CAR as one of the ‘silent emergencies’ in Africa.²⁵⁰ Many rebel armed groups including the Popular Army for the Restoration of the Republic and of Democracy (APRD), the Union of Democratic Forces for Unity (UFDR), and the Convention of Patriots for Justice and Peace (CPJP) have been fighting the national army, the Central African Armed Forces (FACA), and self-defense militias supported by the government since 2005. In addition, armed bandits, known as “zaraguinas” (*coupeurs de route*), take advantage of the insecurity in the North and terrorize civilians.²⁵¹ Even since the signing of a peace agreement between the government, APRD and UFDR in 2008, the northern part of the country is still particularly susceptible to violence and lacks many basic services.²⁵²

Tactics used by armed groups include the burning and looting of entire villages, including schools. Over 300,000 people have been forced to flee to the bush and fear keeps children from returning to their abandoned schools.²⁵³ Rebel groups and self-defense militias recruit children, and various armed groups including the national army have occupied schools.²⁵⁴ For example, in 2010, CPJP occupied several schools in the Haut-Kotto prefecture and forced schools to close in the town of Ippy, Ouaka prefecture. FACA also occupied a school, using it as a base in 2011, and APRD set up a camp near a school the same year.²⁵⁵ Education personnel have also been threatened, attacked, and forced to leave, leading to a lack of teachers in some areas.²⁵⁶

Finally, CAR suffers from cross-border violence at the hands of the Lord’s Resistance Army (LRA), an armed group originally from Uganda that has now spread its operations into several neighboring countries. In 2010, schools in several villages in Mbomou and Haut-Mbomou prefectures closed from mid-May to September because of LRA activities.²⁵⁷ Protecting education in CAR means protecting entire villages from violence and providing alternate means of education in times of insecurity.

Programmatic measures to protect education from attack

Physical protection

- International cooperation against the LRA: The African Union held a ministerial meeting in October 2010 about protecting the region from the LRA. They established a joint operations centre with officers from CAR, the Democratic Republic of the Congo, Sudan, and Uganda to patrol the borders. They also agreed to a protection-of-civilians mandate for all national forces.²⁵⁸

Alternative delivery

- Bush Schools: After entire communities were forced to flee into the bush, community members, parents, and teachers started working together to open bush schools. UNICEF, the UK Department for International Development (DFID), the European Community Humanitarian Aid Office (ECHO), NRC, COOPI, Caritas, and IRC help to mobilize communities and provide financial or technical support for the schools. In the first phase of establishing bush schools, NGOs encouraged the formation of school committees and identified parents who might serve as maître-parents, or teacher-parents. These teachers received training and then worked for payment-in-kind from the community, for example payment in agricultural products or help in their fields. Classes were taught in make shift shelters or under trees. Bush schools were intended as a temporary solution after the abandonment of schools in Northern villages, but attempts were made to develop and maintain a parallel system to the government schools. Eventually the schools gained the support of the Ministry, which was crucial for the students' future in the formal system and for the future of the teachers, who in some cases were able to start new careers with the Ministry.²⁵⁹

Negotiations

- In 2007, a group of armed bandits who were targeting schools reached out to an ordained Catholic priest and respected leader from the NGO Caritas to facilitate negotiations with the government. The armed bandits and government officials held face-to-face meetings to negotiate the bandits' disarmament and return home.²⁶⁰ In 2010, NGOs working in Beboursa, Kebe and Korozián negotiated with the People's Army for the Restoration of Democracy (APRD) and effectively ended the use and occupation of schools in these villages by the armed group.²⁶¹

Monitoring and reporting

- The UN 1612 MRM mechanism was inactive for some time in CAR. In January 2010, The United Nations Integrated Peacebuilding Office in the Central African Republic (BINUCA) replaced the previous United Nations Peacebuilding Support Office in the Central African Republic (BONUCA) and was charged with activating the Task Force on Monitoring and Reporting. There are still challenges to full implementation due to lack of resources and personnel.²⁶²

COLOMBIA

Overview of the nature, scope, and motives of attacks on education

Colombia's internal armed conflict results in serious abuses by irregular armed groups, including guerrillas and successor groups to paramilitaries. Leftist guerrilla groups, namely the Revolutionary Armed Forces of Colombia (FARC) and the National Liberation Army (ELN), have had a presence in the country since the 1960s, when they took up arms claiming to protest the inequity of wealth and lack of democracy they perceived in the country.²⁶³ Right-wing paramilitary groups started to form in the early 1980s with the purported aim of fighting the guerrillas. In 2003-2006, the Colombian government implemented a demobilization process in which more than

30,000 supposed members of the United Self-Defense Forces of Colombia (AUC) paramilitary coalition participated in disarmament ceremonies, although there is substantial evidence that many of the participants were not paramilitaries, and that a portion of the groups remained active.²⁶⁴ Immediately after the demobilization, successor groups to the paramilitaries, led largely by members of demobilized paramilitary organizations, began to grow throughout the country.²⁶⁵

As part of this ongoing conflict, education is under attack in Colombia. In 2011, the Secretary-General on Children and Armed Conflict reported that schools and students were targeted by armed groups for recruitment and use in the conflict.²⁶⁶ Schools have also reportedly been occupied by both armed groups and by government security forces in Antioquia, Arauca, Cauca, Córdoba, and Norte de Santander.²⁶⁷ Guerrilla groups frequently use antipersonnel landmines, and students and teachers are at risk in places where landmines or other explosives are planted near education facilities.²⁶⁸

In addition, the National Army had also reportedly held events at schools, such as “Soldier for a Day”, to familiarize students with the military.²⁶⁹

Teachers in Colombia have faced killings, threats, abduction, forced displacement and extortion at the hands of armed groups. The teachers’ federation in Colombia (FECODE), as cited in the 2010 UNESCO report *Education Under Attack*, counts 360 teachers murdered, 342 threatened, 50 exiled, and 25 “disappeared” in just a ten-year period from 2000-2010.²⁷⁰ In 2011, the BBC reported even greater numbers of teachers murdered, threatened, displaced, and disappeared in the past decade, according to FECODE.²⁷¹ According to government figures, 15 teachers were killed between January and October 2011, 12 of whom belonged to trade unions.²⁷² University professors belonging to trade unions have also faced threats and attacks.

More than 100,000 Colombians continue to be forcibly displaced each year. The government has registered 3.7 million displaced persons between 1997 and May 2011; the respected Colombian NGO the Consultancy on Human Rights and Displacement (CODHES) reports 5.1 million displaced persons as of May 2011.²⁷³ Many of the displaced are children, who then have difficulty accessing education in their new communities.

Programmatic measures to protect education from attack

Physical protection

- Protection for teachers: Under pressure from FECODE, the government has issued decrees regarding teacher protection, such as allowing teachers to relocate to different schools without loss of earnings.²⁷⁴ Special Committees (made up of representatives from the Ministry of Education, The Department of Educational Authority, FECODE, and the Regional Public Prosecutor) were designed to assess the risk to teachers on a case-by-case basis and determine what type of the protection measures would be provided.²⁷⁵ These Special Committees were developed further in 2003, through the formation of the Working Group on the Human Rights of Teachers (with representatives from FECODE, UNHCR, and Colombian state authorities).²⁷⁶ As of 2007, over 300 teachers had benefitted from physical protection measures such as radio phones, mobile phones, bulletproof vests, national or international travel tickets, temporary relocation support, and other forms of humanitarian assistance.²⁷⁷ While these protection measures are very much needed, researchers have noted that they do not address the underlying causes of violence, and in many places the committees are not functioning due to mistrust.²⁷⁸
- Boarding schools: Boarding schools have been opened for disadvantaged students in Putumayo to eliminate time spent on the long route to school where they face risks from armed groups, anti-personnel mines, and other hazards.²⁷⁹

- Community and police escorts: In areas of Medellín where rival gangs are at war, children gather in groups to be escorted to school by members of the *Oficina de Espacio Público de la Alcaldía* and *la Policía Comunitaria*. There are seven different routes in the city that escorts use to take children to school.²⁸⁰

Community involvement in protection

- Community Strengthening Strategy: This strategy aims to develop community protection networks through Practical Protection Projects (PPPs) supported by UNHCR. The projects develop infrastructure at schools in partnership with local actors and makes them responsible for specific protection actions at schools.²⁸¹

Alternative delivery

- Rewrite the Future: Save the Children provides child-centered teacher training and increases the number of alternative educational programs in order to provide an education for displaced children; more than 2,000 children affected by conflict and displacement have gained access to basic education.²⁸²
- Strategies for students displaced by armed conflict: Flexible education strategies, such as “Learning Circles” implemented by Escuela Nueva, allow displaced children to access education and catch up in school after being absent due to armed conflict. The programs are held in community spaces and provide education services for small groups of students in multiple grades.²⁸³

Conflict sensitive education reform

- Local Education Plans: Since 2008, the National Ministry of Education (MEN) has been working with UNHCR and other institutions to design and implement Local Education Plans for displaced populations. To date, 15 municipalities have developed their plans and nine more are in progress.²⁸⁴
- Human rights-based education: The MEN, with support from UNICEF, is developing projects at the sub-national level to develop more rights-based approaches to education in the context of violence through the “Classroom in Peace” program (*Programa Aulas en Paz (PAP)*) and the “Pedagogy, Protection and Children” program (*Pedagogía y protección de la Niñez (PPN)*). In 2009, the pilot PAP program trained 118 teachers in curriculum that develops citizenship competencies and in pedagogical strategies to protect the rights of children, which impacted more than 18,000 students in grades two, three, four, and five.²⁸⁵

Advocacy/ Awareness

- Human Rights Network and Training Programme for teachers: In the 1990s FECODE set up the National Human Rights Network with a commission in each of its affiliate organizations to represent teachers on the Special Committee (see physical protection above), work with other NGOs and human rights organizations domestically, raise awareness, and monitor incidents. In 2004, in conjunction with Education International and the (U.S.) National Education Association, they developed a Human Rights Training Programme for teachers and activists. The program teaches the history of the conflict in Colombia, background on Human Rights and International Humanitarian Law, and skills and strategies to defend human rights through local, national, and international mechanisms such as Colombian courts and the Inter-American Court of Human Rights.²⁸⁶
- Child rights/IHL training for military personnel: In 2009, UNICEF coordinated with the Human Rights Unit of the Colombian Army to train approximately 5,000 military personnel on International Humanitarian Law as it relates to children’s rights.²⁸⁷ UNHCR Child Protection Officers, ICRC, and the

Ombudsman Office also run trainings for the National Armed Forces on human rights, IHL, and forced displacement.²⁸⁸

- Coalition building for child rights: Child Soldiers International (formerly the Coalition to Stop the Use of Child Soldiers), known in Colombia as *COALICO*,²⁸⁹ is made up of twelve local and international NGOs who monitor the situation in Colombia and advocate for reducing the impact of conflict on children at the local and national levels.²⁹⁰
- Media use: Save the Children supports children in “Participation and Communication Centers” (*Centros de Participación y Comunicación – PACOs*) where young people receive training in media, radio, and TV production.²⁹¹ A radio program run by children educates their peers about child rights, recruitment, self-protection, and abuse.²⁹² Similarly, the Corporación Casa Amazonía (COCA) has a local weekly radio program in Putumayo called *La Tertulia*, which discusses themes such as human rights and international humanitarian laws to protect children and women.²⁹³
- Youth groups: There are many youth groups and organizations in Colombia. The Children’s Movement for Peace, although no longer active, was informally organized by children in the 1990s and nominated twice for the Nobel Peace Prize in 1998 and 1999.²⁹⁴ One of their activities, a book published in 2001 called *Out of War*, is still recommended as a tool for teaching international students about children’s experiences in Colombia.²⁹⁵

Monitoring and reporting

- Monitoring for early warning: The Office of the Human Rights Ombudsman monitors risks of violations of human rights against civilians, including killing of union and non-union teachers, and issues a risk report to an inter-institutional committee (Ministry of the Interior and Justice, the vice-presidency, the Ministry of Defense, the national army, and the national police) who assess the threat and whether or not to issue an early warning. In 2008, the system identified 71 risk situations in 145 municipalities of the country (66 percent of which were related to child recruitment).²⁹⁶

THE DEMOCRATIC REPUBLIC OF THE CONGO (DRC)

Overview of the nature, scope, and motives of attacks on education

The war in the Democratic Republic of the Congo, which has been called the deadliest in the world since World War II, involves government forces, several neighboring state forces, and numerous non-state armed groups who began vying for political power and control of the rich natural resources in the area in 1996.²⁹⁷ Two armed rebel groups have dominated the recent conflict in eastern Congo: a Rwandan Hutu militia called the Democratic Forces for the Liberation of Rwanda (FDLR), and the Congolese Tutsi-led National Congress for the Defense of the People (CNDP). At different times, both groups have been either allies or enemies of the Congolese government depending on its relationship with Rwanda.²⁹⁸ Other actors contributing to the violence and insecurity have been local defense forces known as *Mai Mai* and the foreign non-state armed group the Lord’s Resistance Army (LRA), who crossed the border from Uganda.²⁹⁹ Following a peace agreement, in 2003, Congolese armed groups formed a coalition government and a unified army, the Armed Forces of the Democratic Republic of the Congo (FARDC), but both rebel groups and the government troops continue to take part in violations against children.³⁰⁰

Attacks on education mostly occur in the Eastern provinces of the DRC where FARDC conducts military operations against foreign and Congolese armed groups in the region. There is widespread damage, arson, looting, and destruction of school buildings, as well as recruitment of children and instances of sexual violence against children en route to school.³⁰¹ In 2010, at least 14 schools were attacked by armed forces and armed groups.³⁰² From October 2008 to December 2009, there were 51 cases of attacks on schools, often along with the

recruitment of children.³⁰³ For example, three schools in Ntoto, Walikale territory, North Kivu were attacked twice at the hands of FARDC in July and September of 2009; FARDC also looted schools during clashes with the Patriotic Resistance Front in Ituri (FRPI) in March 2009; and the LRA attacked twenty-seven schools in the Oriental Province in December 2008 and January 2009.³⁰⁴ Schools have also been occupied by the military and armed groups, which further interrupts education services in affected areas.³⁰⁵ The conflict has caused the displacement of approximately two million people and a crisis in the education system.³⁰⁶

Programmatic measures to protect education from attack

Community involvement

- **Local Development Committees (CLDs) and Community Child Protection Networks:** Save the Children works with Local Development Committees (CLDs), a network of volunteers ensuring that children's rights are respected through a holistic approach to education, health, and child protection. In other areas, they work through Community Child Protection Networks, community volunteers working on prevention and response to child protection issues, particularly through sensitization on child rights and child protection (prevention of physical and sexual violence, recruitment into armed groups) and referral of cases of abuse to appropriate authorities.³⁰⁷
- **School Management Committees (COGES) and Parent-Teacher Associations (COPA):** Each school in the conflict zone has a focal point among the teachers or committee members in charge of referring violations of child rights.³⁰⁸
- **Children's Clubs:** Girls' clubs, boys' clubs, and children's (mixed gender) clubs in targeted schools encourage participation in creating a protective school environment. Save the Children trains the children on child rights and reporting violations in the school.³⁰⁹

Alternative delivery

- **Rapid Response Mechanism:** NGOs such as Solidarités, IRC, CRS, Mercy Corps, and NRC have a mechanism to respond to the IDP crisis (*Réponse Rapide aux Mouvements de Populations – RRMP*) that includes emergency education; the education activities distribute teacher and student education kits for temporary learning and help to rehabilitate classrooms.³¹⁰
- **Accelerated Learning Program (ALP):** The Accelerated Learning Program for children ages ten to fourteen condenses six years of primary education into three years. The MoE officially recognizes the ALP and students are awarded a national diploma after passing the national exams.³¹¹
- **Mobile Teacher Support Teams:** In order to reach shifting IDP populations, UNICEF helped set up Mobile Teacher Support Teams to train teachers, help raise funds for scholarships, and offer psycho-social support.³¹²
- **Summer school:** During holidays, summer schools organized by UNICEF, IRC, and AVSI to keep children in a safe and protective environment. The programs offered a combination of catch-up and recreational activities.³¹³

Conflict sensitive education reform

- **Elimination of school fees:** The Education Cluster has been advocating for the elimination of school fees to increase access to schooling, which also encourages military and armed militia groups to send their own children to school, thus reducing the likelihood of attacks on schools and increasing peace in the community. The government has agreed to make the first four grades of primary school

free for the 2011-2012 school year. Because the policy is not yet in effect in all schools, Save the Children pays some school fees or supports income-generating activities in some locations.³¹⁴

Advocacy/awareness

- Training government officials: UNICEF, Save the Children, and other cluster partners are regularly involved in training officials in the Ministry of Education, Social Affairs, Gender Division on key national and international legislation, such as the UN 1612 MRM.³¹⁵

Monitoring and reporting

- Monitoring for early warning: The UN peacekeeping force in the DRC (MONUC) was the first to deploy Child Protection Advisors to the field.³¹⁶ The child protection section was working with the MONUC military component to set up early warning centers and community liaison interpreters to protect children during military operations.³¹⁷

INDIA

Overview of the nature, scope, and motives of attacks on education

Attacks on education in India occur in areas affected by Maoist violence, mostly in rural areas of the eastern states of Bihar, Chhattisgarh, Orissa, and Jharkhand. Maoist rebels have taken up arms against the Government of India and appear to attack schools because they are often the only government building in remote areas.³¹⁸ Government security forces have occupied or partially occupied schools during counter-insurgency operations in these areas, putting children, teachers, and schools at risk.³¹⁹ In some cases, parents stop sending their children to school due to security risks associated with the presence of armed forces or due to the fear that the armed men staying at the schools might sexually harass girls.³²⁰

Damage and destruction of school buildings and the military use of schools denies children the right to education. When the government fails to repair damaged schools or when schools remain occupied or otherwise unsafe, displaced children have few alternatives but to crowd into the little usable classroom space available or to attend school in another community. As a result, neighboring schools become overcrowded and children in these host communities suffer.³²¹

Programmatic measures to protect education from attack

Alternative delivery

- Temporary learning spaces: At Dhornapal IDP camp in Chhattisgarh, camp schools are held in tents or huts. Pratham, a local NGO, holds remedial teacher training. The camp also has armed guards at night to protect it from Maoist attacks.³²²
- Temporary learning programs: The Residential Bridge Course (RBC) program offered catch up classes in conflict-affected villages, supported by the government. Unfortunately, the RBS program was discontinued, leaving many students stranded without having taken exams or received report cards from RBS schools that they can use to apply to other government schools. In one village, the village chief had taken in approximately 200 'conflict children' into his overcrowded RBS alternative school that he continued to run without state government support.³²³

Conflict sensitive policy reform

- Right To Education (RTE) Act: The Right To Education (RTE) Act of 2009 guarantees that all children have the right to free and compulsory education from ages six to fourteen. A provision also requires

private schools to reserve up to 25% of their seats for disadvantaged students.³²⁴ While intended for children from low income or low castes families, this provision could be used to demand that children in rural areas displaced by conflict receive an education or to encourage armed forces to vacate schools so children can attend classes.

Restricting the military use of schools

- **Monitoring:** The National Commission for the Protection of Child Rights (NCPCR) was established by Parliament in 2005³²⁵ and has carried out several investigations of violations of children's rights, including the military occupation of schools by security forces in Chhattisgarh.³²⁶ NCPCR recommends that armed forces vacate the schools immediately.³²⁷
- **Litigation:** There are cases in India of the courts intervening to force the military out of schools. For example, the Supreme Court in Chhattisgarh ordered the security forces to leave all schools by April 2011; the Chhattisgarh government has asked for an extension on this date.³²⁸

Advocacy

- **Youth advocacy:** The Bal Bandhu scheme is a pilot program for protecting the rights of children in states affected by Maoist violence, launched in December 2010 by NCPCR in ten districts of Andhra Pradesh, Assam, Bihar, Chhattisgarh and Maharashtra. The program trains youth volunteers (bal bandhu) to help mobilize the community, protect children's rights, and encourage enrolment in schools and day care centers.³²⁹
- **Child rights awareness training:** The MV Foundation Sukuma child rights training program, supported by UNICEF, brought teachers, headmasters, officials, and block and district level officers from Sukuma to attend child rights training at the MV Foundation headquarters in Hyderabad. The trainees made site visits to villages in North Andhra Pradesh where Child Rights Protection Forums were active. Back in Chhattisgarh, the MV Foundation assigned two resource people to regularly work with the trainees.³³⁰
- **Protest/ demonstration:** The students and teachers of the Lohia-Samata High School in Jharkhand organized a protest after Maoists blew up the school in June 2011. The school had been built with funds from community donations.³³¹
- **Village volunteers:** In thirty villages in Chhattisgarh that are still occupied or where people have started to return, UNICEF and Vanvasi Chetna Ashram (VCA) support a village volunteer for every 20-25 people to engage the community in discussions about education and health issues.³³²

Monitoring and reporting

- **Monitoring for action and accountability:** As part of its mandate to protect child rights in India, NCPCR investigates violations of those rights, including violations of the right to education due to occupation of schools or forced displacement, publishes reports, and recommends action.³³³

IRAQ

Overview of the nature, scope, and motives of attacks on education

Iraq is in a fragile period, where security is still a concern at all levels of the education system. According to UNICEF, in the early stages of the recent conflict from 2003 to 2004, more than one in six schools in Iraq were vandalized, damaged, or destroyed at the hands of insurgent groups, and many schools that were still able to operate were forced to deliver lessons in overcrowded classrooms in multiple shifts without many essential

teaching and learning materials.³³⁴ As recently as 2008, it was alleged that insurgents in Sadr City reportedly closed 86 schools and used some as bases for their operations.³³⁵

Threats against students from certain ethnic or religious groups, intimidation, and fear of abduction have kept some children home.³³⁶ In 2009 alone, the Ministry of Interior estimated that 265 children had been abducted, but verification of incidents remains difficult due to security concerns.³³⁷ Students and teachers have also been injured or killed by suicide bomb attacks at schools or from explosive devices placed in the vicinity.³³⁸

Higher education in Iraq has been especially hard hit since 2003. To date, more than 460 academics have been assassinated.³³⁹ Many more have been kidnapped and their families targeted or threatened in great numbers, leaving them with no option but to flee.

Programmatic measures to protect education from attack

Physical protection

- Security patrols: In response to the number of children abducted in 2009, the Ministry of Education instructed schools to take precautions, and security patrols and checkpoints around schools were increased.³⁴⁰

Protecting higher education from attack

- Physical Protection: The Scholar Rescue Fund (SRF) provides temporary relocation services to academics, including many Iraqis.³⁴¹
- Alternative delivery: The Scholar Rescue Fund Iraq Scholar Rescue Project (ISRP) includes components that foster linkages between Iraqi scholars abroad and in country. Iraq Bridging/Scholarship activities include the Iraq Scholar Lecture Series (ISLS), a distance learning program that screens recorded lectures from senior Iraqi scholars living abroad. Nearly 100 specialized lectures by SRF Iraqi scholar-grantees have been filmed and provided to 16 universities in Iraq, and to date more than 3,500 students and faculty have benefitted. A number of universities are putting the lectures on their websites as open courseware. The SRF Distance Learning strategic plan and funding will allow for the ISLP to expand its library to over 300 lectures in the next two years with an intended participation of more than 28,000 Iraqi students and faculty. In addition, the program implementation now includes a Live Lecture Series, which provides ‘real time’ course lectures by SRF scholar-grantees in the Diaspora to students and faculty colleagues at Iraqi universities.³⁴² Also, The Iraqi Ministry of Higher Education, with support from UNESCO, launched the Avicenna Virtual Campus for universities in 2009.³⁴³
- Research and development: The Council for Assisting Refugee Academics (CARA) provides funding to scholars both in-country and abroad through the Iraq Research Fellowship Programme to enhance research and teaching capacities, undertake and deliver innovative research outputs of relevance to Iraq’s future, nurture international research collaborations, and re-engage selected Iraqi academics in exile.³⁴⁴ The Research Exchange and Development Scheme (RED) provides an opportunity for young academics with Masters degrees to earn a PhD, spending the first two years of the program in the UK and the final year at their home institutions.³⁴⁵ The scheme encourages the development and rebuilding of higher education in Iraq following the brain drain.

Advocacy

- Child protection/ child rights training: Save the Children runs a major media campaign on child rights in each of the main regions of the country that includes TV and radio, posters, and community

events.³⁴⁶ In addition, over 8,000 booklets and 8,000 posters were printed for the Iraqi Child Rights Network in Arabic and Kurdish to promote child rights, child protection, and positive discipline; Save the children also organized trainings for NGOs to raise awareness of child protection issues and for children about the danger of landmines and unexploded ordinance (UXO).³⁴⁷

- Coalition building: The Iraqi Child Rights Network (ICRN) is a coalition of 56 NGOs working for the protection of child rights in Iraq that intend to expand its focus to an international level. Its mission is to raise the status of Iraqi children enabling them to enjoy a stable, safe, developed, and healthy life, and to coordinate with official bodies to set in motion the laws concerned with children in Iraq, according to humanitarian standards and international conventions.³⁴⁸ Save the Children supports the expansion of ICRN in 17 of 18 governorates.³⁴⁹

Monitoring and reporting

- UN 1612 MRM: The MRM Task Force was established in June 2010 in Iraq. Security remains an issue not only for educators, but also for UN representatives.³⁵⁰ The Government of Iraq established an intergovernmental committee on Security Council Resolution 1612 in April 2011. The committee is chaired by the Ministry of Human Rights, with representatives from the Ministries of Defense, Foreign Affairs, Justice, Labour and Social Affairs, Education, and the Interior.³⁵¹

IVORY COAST

Overview of the nature, scope, and motives of attacks on education

The Ivory Coast has been marred by insecurity and violence for over a decade. The 2002-2004 armed conflict, 2005-2010 military-political stalemate which separated the rebel-held north and government-held south, and, most recently, the 2011 violence stemming from the disputed 2010 elections have all profoundly impacted the right to education in Ivory Coast.

As a result of the 2002 armed conflict, nearly all primary and secondary schools ceased to function in the rebel-held Northern regions, primarily as a result of the flight of the majority of teachers. While a peace agreement in 2007 provided for the return of civil service workers to the north, few teachers went back to work and as a result hundreds of thousands of children were unable to attend school.

During the November 2010 election, schools were used as voting sites and therefore were closed for classes. There was also a high rate of teacher absence due to political campaigning, threats of violence, and the continued military occupation of teachers' houses.³⁵² After the election, the refusal of President Laurent Gbagbo to cede his office to the internationally recognized winner Alassane Ouattara sparked an outbreak of post-election violence and ultimately a brief return to armed conflict between armed forces of both sides. The Education Cluster has reported looting and burning of school buildings, the presence of unexploded ordinance on school grounds, occupation of schools by armed groups and the Republican Forces of Ivory Coast (FRCI), attacks against students and teachers, and military checkpoints located near schools.³⁵³ Schools had reopened as of March 28, 2010, yet INEE estimates that 800,000 children were without schooling for six to eight months.³⁵⁴

Programmatic measures to protect education from attack

Alternative delivery

- School kits for independent study: UNICEF delivered school-kits-in-a-bag to 500,000 students who were unable to attend school or displaced due to post-election violence. The kits provided materials

and workbooks so students could study independently and minimize the loss of study time.³⁵⁵ Teachers and host schools were also receiving educational and recreational kits to accommodate the influx of displaced students.³⁵⁶

- Alternative delivery for Ivorian refugees in the Liberian formal education system: See Liberia country profile.

Negotiations and the restriction of military use of schools

- Members of the Education Cluster (UNICEF, Save the Children, IRC), regional education officials, members of school management committees, and the United Nations Operations in Ivory Coast (UNOCI) Child Protection Officers have engaged in dialogue with members of the FRCI and Dozo militiamen in the western region of the country where 45 schools attended by 13,500 students and 270 teachers were affected by violence. The IRC and UNOCI organized training sessions for the armed groups to sensitize them to issues affecting children in armed conflict, emphasizing UNSC Resolutions 1612 and 1998, and International Humanitarian Law (IHL). In addition, a caravan of education officials, school management committee members, and child protection officers—with UN police and military escorts—visited 20 military checkpoints and 14 schools to sensitize the armed groups present. As a result of a better understanding of international humanitarian and human rights law, and UNSC resolution 1612, FRCI zone commanders have agreed to meet with child protection officers weekly to review reports of military occupation of schools. Military commanders have also dismantled checkpoints near schools, and armed groups have vacated all but five of the 45 previously occupied schools. These regional initiatives serve as a baseline for advocacy at the national level.³⁵⁷

Conflict sensitive curriculum reform

- Peace education: A plan for incorporating peace education into the formal curriculum is being developed by the Ministry of Education and the Education Cluster.³⁵⁸

Advocacy

- Back to School campaigns: As reported in August 2011, the Education Cluster organized “Back to School” workshops in the West, in collaboration with education authorities and other partners. The workshops resulted in the development of action plans, which included psychosocial training for teachers and distribution of educational materials. Similar workshops were also planned to take place in other locations in the region.³⁵⁹

Monitoring and reporting

- Monitoring for advocacy and action: Due to the post election violence in 2011, Ivory Coast became a situation of concern where grave violations occurred. The Education Cluster has been reporting MRM-related activities to the Special Representative of the Secretary-General’s Office on Children and Armed Conflict during 2011. The Education Cluster has developed a standardized tool and uses an informal network of education stakeholders to monitor and report on attacks against education. Data is logged into a database that categorizes attacks based on the categories listed in the UNESCO report *Education Under Attack*.³⁶⁰ Information is then used for advocacy with the Ministries of Education and Defense, is shared with appropriate agencies and organizations for action, and is published in the Education Cluster’s reports.³⁶¹

KYRGYZSTAN

Overview of the nature, scope, and motives of attacks on education

Ethnic and language differences between Kyrgyz and Uzbek communities, as well as inequities between rural and urban areas have caused tension and division in Kyrgyzstan. Uzbeks make up 15 percent of Kyrgyzstan's 5.5 million population, but in the south their numbers rival those of ethnic Kyrgyz.³⁶² In April 2010, nationwide protests of an election that the international community deemed as flawed led to the resignation of President Bakiev. Subsequent intercommunal violence between Kyrgyz and Uzbeks killed hundreds and damaged infrastructure in the southern provinces of Osh and Jalalabad. To escape the violence that included the burning of entire city blocks, approximately 100,000 Uzbeks fled across the border to Uzbekistan.³⁶³ Three schools were destroyed in the clashes – two in Osh province and one in Jalalabad province – and several other schools in violence-affected areas were damaged, according to UNICEF.³⁶⁴ In addition, an exodus of teachers to other parts of the country and to the Russian Federation worsened already existing teacher shortages. The fear of further attacks, particularly when children had to walk through different communities to get to school, made some parents hesitant to send their children back to classes.³⁶⁵

Programmatic measures to protect education from attack

Conflict sensitive reform and advocacy

- **Welcome to School initiative (WTS):** Immediately after the June 2010 violence, UNICEF, in collaboration with the Ministry of Education and Science (MoES), Save the Children, and many other partner organizations, initiated the Welcome to School program. The initiative contains many programmatic strategies to protect schools and students and prevent attacks on education including immediate advocacy to bring children back to school and a more long-term strategy of promoting safe and tolerant schools and communities through peace education. WTS also aimed to advance equity of access to education for the marginalized and build the capacity and preparedness of schools to respond to emergencies. Program activities included creating alternative learning spaces for schools that had been destroyed, which helped over 1,000 students return to classes. WTS also worked with local partner organizations to mobilize communities to provide safe transportation for students. In addition, a radio and TV campaign with the slogan “Together to School” promoted the return of many students to classrooms. The Education Cluster monitored violence against schools and setting key advocacy messages for the WTS campaign.³⁶⁶ Once students had returned to school, on September 1, lessons for the peace education program were taught nationwide in three languages - Russian, Uzbek, and Kyrgyz.³⁶⁷ The MoES chose “Unity, Friendship, and Tolerance” as the first lesson.³⁶⁸

LIBERIA

Overview of the nature, scope, and motives of attacks on education

The signing of a comprehensive peace agreement and the resignation of President Charles Taylor in 2003 ended 14 years of brutal armed conflict and political instability in Liberia. Ethnic divisions, endemic corruption, control of natural resources, and weak rule-of-law all contributed to the years of violence.³⁶⁹ In 2006 Taylor surrendered to face war crimes charges in the United Nations-backed Special Court for Sierra Leone for his role in supporting Sierra Leonean rebel groups; the charges include the use and recruitment of child soldiers.³⁷⁰

During Liberia's armed conflict, approximately 80% of schools in the country were destroyed.³⁷¹ Schools were also damaged in attacks, looted, and used as recruiting grounds. In 2002, parents in and around Monrovia had stopped sending children to school for fear that they would be abducted or recruited en route to or at schools.³⁷² At the end of the conflict in 2003, at least 47 schools were being used to house approximately 50,000 IDPs; an attack on one such school, the Newport Road School, which at the time housed 6,000 IDPs, resulted in the death of eight civilians and the destruction of the school.³⁷³

Today, as Liberia rebuilds its education system, it faces the new challenge of accommodating thousands of Ivorian refugees who fled an outbreak of post-election violence and a brief return to armed conflict in neighboring Ivory Coast. As of July 2011, there were an estimated 150,000 Ivorian refugees in Liberia,³⁷⁴ some being housed in schools, forcing the schools to stop classes once again.³⁷⁵

Programmatic measures to protect education from attack

Community involvement

- **Community Protection Committees:** During the armed conflict, the IRC helped communities in Nimba and Lofa counties to form protection committees to protect children from recruitment or rape on their way to schools.³⁷⁶

Alternative delivery

- **Alternative education for Ivorian refugees in the Liberian formal education system:** Liberian schools along the border are hosting hundreds of students and teachers who fled the 2011 post-election violence in Ivory Coast. For example, the Barker C. Gaye School, supported by the Liberian government, UNICEF, and Plan International, provides space for Ivorian students to study in an afternoon shift after the Liberian students have finished their classes. Ivorian teachers follow the Ivorian curriculum to ensure that the certificates being awarded to refugee students will be recognized when students return home.³⁷⁷

MYANMAR

Overview of nature, scope, and motives of attacks on education

In the eastern part of Myanmar (Karen, Mon, Karenni, Shan, and Kachin States) there is armed conflict between ethnic non-state armed groups and the state armed forces.³⁷⁸ According to Karen Human Rights Group (KHRG) data from November 2010, approximately 83,700 civilians were displaced and hiding from targeted military attacks in Karen and Mon States, and Bago and Tenasserim divisions.³⁷⁹ Government forces have reportedly burned schools as part of a policy of burning whole villages in order to force the population to relocate.³⁸⁰

Armed forces also abduct children on their way to or from schools in rural areas, according to the Human Rights Education Institute of Burma (HREIB).³⁸¹ HREIB also reported that state armed forces conducted military trainings at schools and occupied schools; for example, a school in Falam Township, Chin state was occupied for two months at the end of 2004.³⁸² In July 2010, state forces temporarily occupied a school in the village of Tha Dah Der, in northeastern Karen State apparently using it as shelter from the rain after burning most other structures in the village; just prior to leaving the area, they attempted to set the school on fire as well.³⁸³ And in May 2011, a village leader in Tanintharyi Region reported that when army units come to the village, the students cannot go to school because the soldiers use the school as barracks.³⁸⁴

Programmatic measures to protect education from attack

Community involvement in protection

- **Community preparedness:** Because international actors are prohibited from directly accessing conflict areas in eastern Myanmar, protection activities are mostly limited to the activities of local organizations and individual communities. Communities use a variety of strategies to evade attacks, including making preparations for flight ahead of expected attacks, monitoring troop movements, developing both formal and informal early warning systems and maintaining relationships with non-state armed groups that can provide warning of attack and/or limited physical protection.³⁸⁵ KHRG supports communities and builds villagers' capacity to strengthen their own self-protection efforts, including strategies related to physical protection and negotiation; measures include facilitating group discussions and sharing positive examples from other communities in eastern Myanmar, as well as abroad, and direct support for early warning systems and communication with non-state armed groups, including provision of inexpensive 2-way radios.³⁸⁶

Alternative delivery

- **Temporary learning spaces:** Individual communities, supported by local organizations, are the primary providers of educational assistance in conflict-affected areas. Communities frequently rebuild schools after attack, build schools in hiding places, or provide education in temporary facilities – even jungle clearings or along riverbanks – during displacement.³⁸⁷
- **Mobile Teacher Trainings:** The Karen Teachers Working Group (KTWG) maintains a team of Mobile Teacher Trainers who travel to schools in remote conflict affected area to provide trainings and other support to teachers who would otherwise not be able to receive it.³⁸⁸

Negotiations

- Communities are sometimes able to use negotiation and other forms of engagement to reduce threats of attacks, chiefly by requesting non-state actors to refrain from initiating conflict with state security forces or to do so far from populated areas.³⁸⁹

Monitoring and advocacy

- Monitoring and reporting by international organizations is limited by access restrictions, particularly for UN actors. A variety of local organizations monitor human rights conditions and/or conduct international advocacy in eastern Myanmar. One local organization, the Karen Human Rights Group, trains villagers in Mon and Karen states and Bago and Tenasserim Divisions to document human rights abuses, including incidents of attacks on education, using KHRG field research methodology.

³⁹⁰

NEPAL

Overview of nature, scope, and motives of attacks on education

From 1996-2006, Maoist insurgents waged a war against the Government of Nepal, using attacks on education to weaken the state, deepen divides in society, and strong-arm people into supporting their cause.³⁹¹ During the conflict, schools and teachers were attacked by both sides, schools were used for military purposes by both sides (as camps, parade or training grounds, weapons caches, and meeting sites);³⁹² armed groups abducted children from schools or en route to school, in one case during exams;³⁹³ and Maoists ran 'cultural programs' or

propaganda campaigns at schools to coerce students into joining their ranks through speeches, theatre, and song.³⁹⁴

Today, in post-conflict Nepal, there are still regions such as the *Terai* (plains) where political strife, crime, and ethnic conflict continue to flare up and disrupt the education system.³⁹⁵ Physical attacks have given way to political harassment.³⁹⁶ Strikes and protests continue, staged to disrupt infrastructure and force schools to close for days;³⁹⁷ political parties, other elites, and criminal groups take advantage of weak school management, so that school sites are used for non-educational events and extortion of school funds is common;³⁹⁸ Corruption and discrimination within the education system creates mistrust, while interference from outside the system threatens normal school operations. University student organizations are also highly politicized, with student unions and their leaders linked to political parties, putting them at the center of protests.³⁹⁹

Programmatic measures to protect education from attack

Schools as Zones of Peace (SZOP): The SZOP initiative, which started during the insurgency and continued after the peace accord, was initiated by UNICEF and has been implemented by many international, national, and local NGOs throughout conflict-affected areas.⁴⁰⁰ The goals of SZOP are to reduce school closures, limit the presence of armed forces in and around schools, prevent the misuse of school grounds, improve school governance, increase local ownership of schools, and increase inclusiveness in the school system.⁴⁰¹ The SZOP initiative encompasses many areas of programmatic response, but for the purposes of this study, its components are described below under community involvement, negotiations, restricting the military and political use of schools, conflict sensitive curriculum reform, and advocacy.

Community involvement

- **School Management Committees (SMCs):** School Management Committees existed in many schools prior to SZOP. However, in 2008, SMCs in some schools in the *Terai* (plains) region were highly politicized, corrupt and dominated by elite castes and landlords who used their positions on the committees for political or monetary gain.⁴⁰² To change this, World Education and local partner NGOs trained committee members on their respective roles, and ensured that members were properly elected and represented minorities and women; this led to greater transparency, improved governance, and better conflict resolution in the schools.⁴⁰³
- **Child clubs:** Child clubs exist in many communities in Nepal. Local NGOs support networks of child clubs so that youth are active participants in the SZOP program.⁴⁰⁴

Negotiations for Schools as Zones of Peace

- **Codes of Conduct (CoCs):** One of the key components of SZOP is writing and signing Codes of Conduct to define what is and is not allowed on school grounds in order to minimize violence, school closures, and politicization of the schools. Creating a CoC requires collaboration among diverse political and ethnic groups in the community. Different approaches have been used for developing Codes of Conduct, depending on the context. For example, in Western Nepal during the war, when dealing with an underground rebel group and government army interference, a bottom-up approach was used and negotiations were held at the school-level.⁴⁰⁵ After the war, when dealing with the Madesh movement in the Terai in 2008, a different approach was taken to negotiate at the district level because political groups at the local level did not have the autonomy to sign CoCs.⁴⁰⁶ In order to coordinate the negotiation process, UNICEF, the MoE, and World Education selected local partner NGOs in each of the eight districts that understood the context of the conflict and worked in the local language. Then they held informal meetings with representatives from political parties and armed

groups, schools teachers, SMC members, and others to choose a facilitator for the negotiations and invite appropriate participants to the mass meetings.⁴⁰⁷ The mass meetings were widely publicized hearings to negotiate the actual terms of the CoCs. The negotiation process allowed for some variation in the terms of the Codes of Conduct from school to school in order to address specific concerns of all stakeholders.⁴⁰⁸ Evaluations show that Codes of Conduct are improving the situation for a lot of Nepali schools. For example, schools are remaining open during strikes; during the 2009-2010 school year, they closed an average of only 13 days, down from 40 the previous year.⁴⁰⁹

Restricting the military and political use of schools

- Voluntary Codes of Conduct and national legislation: Recently all national stakeholders and political groups (except the Medeshi armed group) signed the national SZOP Code of Conduct.⁴¹⁰ And on May 25, 2011, the Cabinet of the government of Nepal declared that all educational institutions - including universities, colleges, and schools - are 'Zones of Peace', in an effort to promote the right to education.⁴¹¹ Strikes, protests, or other interference in schools is now punishable.⁴¹² This declaration addresses one of the key challenges in the SZOP initiative, namely that signing Codes of Conduct and respecting SZOP were voluntary. It remains to be seen whether or not this policy will deter the use of schools for political purposes and how it will be enforced.

Conflict sensitive curriculum reform

- Peace education: Save the Children in Nepal and UNICEF are supporting three MoE departments to integrate peace, human rights, and civic education (PHRC) into the formal education system: the Curriculum Development Center (CDC) is responsible for integrating PHRC into the formal education curriculum and textbooks, the National Center for Educational Development (NCED) is responsible for teacher training, and the Non-Formal Education Center is responsible for peace education in non-formal settings.⁴¹³ As of 2010, the CDC had integrated peace and human rights components into the curriculum in grades three, four, five, nine, and ten.⁴¹⁴ Textbook revisions were made starting with grade four and will continue in other grades as the books come due for periodic revisions.⁴¹⁵ They have also produced support materials for students and teachers, and teachers' guides for the secondary level (grades nine and ten).⁴¹⁶ Finally, the NCED and Save the Children developed teacher training modules and resource materials for a 5-day teacher professional development module.⁴¹⁷

The peace education program is in the early stages of implementation, but evaluations thus far have indicated both strengths and challenges. First, the development process was participatory, including national and international experts, civil society groups, women, minorities, and persons with disabilities; efforts were also made to be multi-disciplinary and to coordinate between all stakeholders.⁴¹⁸ One challenge identified is adopting new teaching methods to reflect the values of human rights and civics; it was also found that while children understood the new concepts, they were still struggling to apply them and create connections between the concepts and their immediate environment.⁴¹⁹

Advocacy

- Media use: CWIN has used a variety of media sources (modern media, folk media, and alternative media) to sensitize the public about SZOP.⁴²⁰ The district-level public hearings described above for negotiations of Codes of Conduct were broadcast on the radio, publicized in the newspapers, and in one district, shown on the television. In addition, billboards and posters were put up not only to spread awareness, but also to create social pressure to adhere to the Codes.⁴²¹ To build partnerships with the media, a one-day orientation meeting was held at the district-level to familiarize media

professionals with the details of SZOP; they committed to broadcasting and printing SZOP messages both locally and nationally.⁴²²

- **Coalition building: Children as Zones of Peace and Child Protection Network (CZOPP):** CZOPP Network is a national coalition of twenty-six member organizations, with NHRC and the Nepal Red Cross as observers, from the field of child rights and protection established in 2003 to advocate and coordinate for children affected by armed conflict. Member organizations have been integral to the SZOP initiatives described throughout this country profile.⁴²³

Monitoring and reporting

- **Monitoring for rapid response and advocacy:** The Partnerships for Protecting Children in Armed Conflict (PPCC) is a network of national and international organizations monitoring attacks on education in Nepal in the context of UNSC Resolution 1612 and using information gathered to immediately respond to attacks and advocate on behalf of children.⁴²⁴
- **Monitoring for accountability and adherence to Codes of Conduct:** A mechanism was planned for reporting and responding to violations of the CoCs at the local and the district levels. Any student, teacher, parent, or other member of the community can report a violation to SMCs, child rights groups, monitoring bodies, political representative at the school level, or officials at the district level. Consequences for the violation must be voluntarily carried out and can vary from a public apology to reparations, such as making repairs to the schools or providing voluntary labor.⁴²⁵
- **UN 1612 MRM:** Nepal is also monitored under the UN resolution 1612 Monitoring and Reporting Mechanism.

NORTH CAUCASUS

Overview of nature, scope, and motives of attacks on education

The people in the North Caucasus region of the Russian Federation, located on the Northern slopes of the Caucasus Mountains, have a history of conflict due to ethnic and religious differences and self-determination aspirations. The five republics in the region (Dagestan, Chechnya, Ingushetia, North Ossetia and Kabardino-Balkaria) are made up of diverse populations of different ethnic, religious, and linguistic groups. What started as a separatist insurgency in Chechnya in the early nineties gradually developed into a joint insurgency operating throughout the region. Insurgents perpetrate frequent attacks mainly at official targets but sometimes at civilian targets as well. The most notorious of insurgent attacks against civilians in the region occurred in September 2004 when Chechen and Ingush rebels held an entire school hostage in Beslan, North Ossetia. By the end of the siege, 330 people had died, most of them children. Over the past decade Russian forces have fought to suppress the insurgency through counter-terrorism operations.

Programmatic measures to protect education from attack

Conflict sensitive curriculum reform

- **Peace education:** UNICEF, local Ministries of Youth and Education, and NGOs ran a large-scale peace education program in the region from 2005-2011. Since 2009, the program was incorporated into the co-curricular activities of 300 schools across the five republics of the North Caucasus, and implemented through Mobile Training Groups, or teams of experienced trainers/psychologists. The trainers conducted a five-module program with children to promote peace and tolerance. Co-curricular activities included peace camps, youth peace forums, capacity building workshops for peace volunteers, a Peace Centers network, Peacemaker magazine, sport competitions, photo

exhibitions, and cinema festivals. The 20 Peace Centers, housed in schools and universities, reached approximately 6,000 students and 3,000 teachers. UNICEF closed its office in the region in September 2011, but there is promise that the peace education programs will continue through the Peace Centers.⁴²⁶

OCCUPIED PALESTINIAN TERRITORY (oPt)/ISRAEL

Overview of nature, scope, and motives of attacks on education

Recent conflict in Israel and the Occupied Palestinian Territory has sometimes involved teachers and students being killed and schools damaged or destroyed. From December 2008 to January 2009 increased fighting during Israeli Operation Cast Lead destroyed ten schools and eight kindergartens and damaged at least 262 other schools and kindergartens in the occupied Palestinian territory (oPt). In Israel, nine schools were hit and damaged by rockets launched by Hamas during the same period.⁴²⁷

According to the UN Secretary-General in his annual report on children and armed conflict, in 2010 there was an increase in the number of attacks on schools and education facilities by Israeli security forces and settlers to 20 cases, compared with nine in 2009; the majority of cases involved the presence of Israeli security forces within school compounds following raids, forceful entry, and search and arrest operations, including the use of tear gas on students.⁴²⁸ Also in 2010, Palestinian armed groups were responsible for eight incidents related to access to education, including a rocket that was fired into Israel and landed near a kindergarten in Ashkelon, and two attacks on UNRWA summer schools in Gaza.⁴²⁹ Of particular concern was the attack in May on UNRWA summer camps located in Gaza by masked assailants; the attack and intimidation against UNRWA officials, for which no group has claimed responsibility, was apparently intended to have a negative effect on the attendance of the quarter million boys and girls who participated in the summer camps.⁴³⁰

According to the Israel/oPt Working Group on Grave Violations against Children, between January and August 2011, there were 31 documented attacks on schools⁴³¹ in the oPt and four in Israel.⁴³² In April, a missile struck a school bus in Israel, critically wounding a 16-year-old boy, who later died of his injuries, and the driver.⁴³³ In late 2011, schools in oPt continue to be used periodically by Israeli forces as detention or interrogation centers.⁴³⁴

Palestinian students in the oPt also face risks en route to school; in the West Bank they may need to pass through checkpoints and endure harassment from Israeli armed forces and settlers as they travel to and from school; while in Gaza, children who live in or attend schools located in the “no-go” zone that extends as far as 1.5 kilometers from the Israeli border face the risk of being shot by Israeli forces stationed on Gaza’s perimeter.⁴³⁵ In Area C, which covers more than 60 percent of the West Bank and is under complete jurisdiction of the Israeli military,⁴³⁶ threats to demolish buildings, mainly because they lacked building permits, include school buildings.⁴³⁷ Demolitions in 2010 included the primary school in Khirbet Tana (near Nablus) two times, and in 2011, part of a school in Dkaika village (South Hebron).⁴³⁸ In late 2011, there were approximately 3,000 outstanding Israeli demolition orders against Palestinian structures in the oPt, including 18 schools in Area C of the West Bank and six schools in East Jerusalem.⁴³⁹ Rebuilding demolished schools in areas of the West Bank remains a challenge, as building permits are very difficult to obtain.⁴⁴⁰ The blockade on the Gaza Strip has hampered the availability, accessibility and quality of education in Gaza.⁴⁴¹ Aid agencies estimate that Gaza suffers a shortage of 250 schools due in part to long-term Israeli restrictions on imports of construction goods like concrete, which Israel considers a “dual use” material with civilian and military applications.⁴⁴² The blockade also prohibits students in Gaza from attending Universities in the West Bank.⁴⁴³

Programmatic measures described here focus on responses to the effects of forced displacement, harassment and attacks, the blockade of Gaza, and intermittent armed conflict on the education system in the occupied Palestinian territory of Gaza, East Jerusalem, and the West Bank.

Programmatic measures to protect education from attack

Physical protection

- **Protective accompaniment and safe transportation:** Protective presence groups comprised of international volunteers provide accompaniment to Palestinian schoolchildren as a means of protection from harassment and attacks by Israeli settlers and soldiers. In 2004, the Israeli Knesset confirmed an order to provide a daily military escort for schoolchildren in one particular area in Hebron following a series of attacks on schoolchildren, one of which caused serious injury to two international volunteers accompanying students. According to the UN Secretary-General and international observers, the military escorts are not always provided by Israeli authorities, are sometimes late, or fail to intervene when settlers attempt to attack the children.⁴⁴⁴ To address the hazards on the road, the Education Cluster has prioritized the provision of transportation as a humanitarian intervention in the 2012 UN Consolidated Appeals Process. Members of the Education Cluster are working closely with the Palestinian Authority Ministry of Education and Higher Education to ensure sustainable transportation initiatives for the most at-risk areas in the West Bank.⁴⁴⁵
- **Avoiding dangerous routes:** In the Gaza Access Restricted Areas (spanning as much as 1.5 kms from the northern and eastern land border with Israel) where 13 schools are located, some parents call teachers in the morning to see if a particular route is safe and only take designated routes to school. Also, the time children spend outside for recreational activities is limited.⁴⁴⁶ A Short Message Service (SMS) alert system has been put into place to facilitate quick information sharing among teachers and parents to ensure the safety of students going to and from school during armed hostilities.⁴⁴⁷
- **School protection and emergency preparedness:** As part of the program *Emergency Support to the Education System in Gaza*, supported by the Office of Her Highness Sheikha Mozah Bint Nasser of Qatar, UNESCO worked with NGO partners to implement a conflict-Disaster Risk Reduction project (cDRR) in 12 government schools from November 2010 to May 2011. The project is based on principles of DRR in situations of natural disaster adapted to a conflict setting, and in particular the Gaza context.⁴⁴⁸ The main objectives of cDRR are to support protective learning environments for children and youth in highly vulnerable areas of Gaza and to mitigate the occurrence of attacks through better preparedness and data collection.⁴⁴⁹ Specific activities in the cDRR project include safety assessment and risk analysis, school-based safety committees coordinated with the Ministry of Education and Higher Education, evacuation plans, an inventory of emergency resources, a phone tree or SMS alert system, and plans for the continuation of education in the event the school building is unsafe.

Alternative delivery

- **Summer games and camps:** Since 2006, UNRWA has supported community-based organizations to implement Summer Games in Gaza from June to August. In 2010 there were 1,200 summer camps providing 250,000 students with an opportunity to play sports, take arts classes, go on museum trips, and learn valuable life skills lessons including human rights education.⁴⁵⁰ Members of the Education Cluster, working in close coordination with the Ministry of Education and Higher Education, have organized summer camps in locations at high risk for school and house demolitions and forced displacement of residents. In 2010, a coordinated summer program was implemented by members of the Education Cluster in two West Bank villages in response to an emergency appeal to the Cluster. The summer program offered educational, recreational and psychosocial support inter-

ventions and most importantly allowed for educational facilities to remain open and in use throughout the summer months as a protective measure against their demolition.⁴⁵¹

- Accelerated learning: The MoE implements an Adult Education program for students who had been detained by Israeli forces and missed schooling, and a program for children wounded or hospitalized during the conflict to receive education services, sponsored by the Government of Japan.⁴⁵²
- Distance Learning: In the K-12 setting, a distance remedial learning project was developed by UNICEF, Palestinian teachers in Hebron and Khan Younis, and community members during the second intifada; it provided self-learning activities for primary and some secondary students to continue studying during curfews and disruptions in schooling, and broadcast catch-up lessons on TV.⁴⁵³ Other opportunities exist for homeschooling through TV and Internet programs, such as the Jerusalem Education station.⁴⁵⁴

Protecting higher education from attack

- Distance learning: An initiative for Open and Distance Learning (ODL) at Palestinian Universities helps students and academics avoid problems associated with school closures and travel risks. ODL, which builds on the framework of the Avicenna Project, will expand the Avicenna Knowledge Centre that was started at Al Quds Open University, and will enhance facilities and services for ODL at other Palestinian universities.⁴⁵⁵

Conflict sensitive curriculum reform

- Peace education: UNRWA, along with the Red Cross, human rights NGOs, and the academic community, has developed a human rights curriculum for its schools in Gaza. All 200,000 students have a dedicated human rights lesson each week. This is part of UNRWA's project to promote non-violence, conflict resolution, tolerance, and citizenship in all of its schools.⁴⁵⁶

Advocacy

- “Don’t Demolish My Future!” campaign: UNRWA has started an online advocacy campaign that includes a social media component to bring attention to schools facing demolition in oPt. The campaign website highlights the plight of the Khan al Ahmar elementary school in the West Bank – which was built out of used tires for children in a Bedouin community near Jerusalem, but faces demolition orders for being built without a permit – and urges visitors to spread the message by re-posting the story on their Facebook pages and their Twitter accounts.⁴⁵⁷ Schools in other countries can become “twin” schools with Khan al Ahmar by posting positive messages and sending drawings or letters of support to the school.⁴⁵⁸ A link to the Demolition Watch page from the UNRWA website connects visitors to statistics on school demolition of homes and other infrastructure that are updated monthly.⁴⁵⁹ The guiding principles behind the campaign are to represent the community’s voice, to do no harm, and to involve the Palestinian Authority.⁴⁶⁰ The campaign supports and is integrated into an overall advocacy strategy being implemented by the Humanitarian Country Team in the oPt. The Humanitarian Country Team (HCT) brings together UN agencies, International NGOs, Israeli and Palestinian NGOs working together on an overall advocacy strategy of which advocacy on attacks on education is one part. The oPt HCT Advocacy Group actively seeks international partners to support this work.⁴⁶¹
- Youth Advocacy: UNRWA has been active in sending youth advocates abroad to address international audiences on a broad range of youth and rights issues.⁴⁶²

Monitoring and reporting

- **Monitoring for rapid response, advocacy, and accountability:** In 2007, child rights and child protection actors established the Israel/oPt Working Group on Grave Violations Against Children, which submits voluntary bimonthly reports to the Office of the Secretary-General on Children and Armed Conflict, for inclusion in the Global Horizontal Note to the Security Council Working Group on Children and Armed Conflict, in line with the UN 1612 MRM. With the development of a database on grave violations against children, the Working Group is establishing an evidence base for both advocacy and accountability initiatives and to inform program responses. To address common recurrent violations against children, members of the Working Group, the Education Cluster, and the Child Protection Working Group developed an inter-cluster response framework outlining standard minimum responses in five areas: material support, academic support, psychosocial support, legal aid, and advocacy.⁴⁶³
- **Expanding monitoring in high risk areas:** The conflict-Disaster Risk Reduction (cDRR) program implemented in high-risk schools in Gaza (see Physical protection section above) contains a training component on human rights monitoring and reporting for school teachers, administrators and community members and the creation of an SMS alert system to allow school administrators to send timely information regarding attacks and incidents in the vicinity of the school to staff, parents and other community members. The initiative was designed with the involvement of the community to meet the needs and address concerns raised by parents and school personnel to ensure the safety of children.⁴⁶⁴
- **International Human Rights System:** UNRWA reports to the UN treaty body rapporteurs, including the Special Rapporteur on Education.⁴⁶⁵ The rapporteurs engage the Government of Israel and advocate for Palestinian Refugee rights.

PAKISTAN

Overview of nature, scope, and motives of attacks on education

Conflict in the Federally Administered Tribal Areas (FATA) and Khyber Pakhtunkhwa (KP) Province in the north-western part of Pakistan is mainly the result of the development of a Pakistan Taliban movement, and counter-insurgency efforts by government forces. At the end of 2008, the Taliban launched a campaign against schooling for girls.⁴⁶⁶ Local radio spread the Taliban doctrine, female teachers were shot at, girls were harassed, and school buildings were bombed or burned.⁴⁶⁷ Attacks on government schools were further motivated by negative messaging and targeting of religious schools by government and international forces.⁴⁶⁸ In addition, schools have been used as sites to launch offensives by both sides in the conflict, prompting pre-emptive strikes on schools in order to destroy potential enemy positions.⁴⁶⁹

In 2009, Pakistani Army operations to flush out the militants in Malakand Region, KP Province caused a mass exodus of displaced persons, including 2 million children.⁴⁷⁰ The army used schools as outposts, putting the buildings at even greater risk of attack.⁴⁷¹ In the year 2010, a reported 273 schools were destroyed and 367 schools were damaged in Malakand and another 70 schools were either damaged or destroyed in other affected areas.⁴⁷² In Balochistan Province, teachers and other education personnel who were seen as symbols of the government became victims of Beloch militant attacks or got caught in the crossfire of sectarian violence between Sunnis and Shiites.⁴⁷³

Programmatic measures to protect education from attack

Physical protection

- Protection for female teachers: Several strategies aim to protect female teachers from attacks en route to school, such as travel stipends for safe public transportation, the appointment of local teachers to minimize time spent commuting, and teacher housing.⁴⁷⁴
- Escorts, guards, and avoiding high risk: Some parents in areas of FATA and KP Provinces are making the trip to drop off/pick up their students, so students do not have to travel alone. Also, the school leaders are in better communication with the police, some school administrators have employed security guards, and some schools have sent children home in pairs at intervals to avoid a rush of children at once.⁴⁷⁵

Alternative delivery

- Temporary spaces: During displacement, UNICEF and other organizations set up temporary schools, tent schools, or child-friendly spaces for IDP children in host communities and camps; they also distributed school-in-a-box kits so that students can continue to study.⁴⁷⁶

Conflict sensitive curriculum reform

- Peace education: The National Ministry of Education and UNESCO developed a Plan of Action for Human Rights Education. The elementary and secondary curriculum was then reviewed and revised in 2006 in an attempt to depoliticize the curriculum and incorporate elements of human rights and peace education.⁴⁷⁷

Advocacy

- Welcome to School campaign: In 2011 a campaign was launched to encourage parents to send students back to school and to rehabilitate school buildings.⁴⁷⁸ The Education Cluster supports the campaign, encouraging girls' enrollment through advocacy for stipends, strengthening Parent Teacher Councils (PTC) to support enrollment campaigns, addressing the needs of female teachers, and providing incentive packages for students.⁴⁷⁹ The campaign also organized a seminar at the Peshawar Press Club in June 2011, supported by UNICEF and the National Institute of Research and Development, to promote education. Prominent Muslims from the community delivered speeches about the importance of education and of sending students back to school.⁴⁸⁰

PHILIPPINES

Overview of nature, scope, and motives of attacks on education

Intermittent violence in the Philippines is attributed to two main conflicts: the communist insurgency and the Moro conflict. Communist insurgents from the New People's Army are fighting against the Government of Philippines nationwide for the establishment of a socialist state. The Moro conflict is concentrated in the southern part of the country where the Moro National Liberation Front (MNLF), Moro Islamic Liberation Front (MILF) and the Abu Sayyaf Group (ASG)/ Jemaah Islamiyah (JI) are fighting the Government of the Philippines for self-rule.

Schools have been targets in the Moro conflict. In August 2008, MILF troops burned classrooms in the towns of Kauswagan and Kolambugan; between January and November 2009, seven incidents of attacks on schools and hospitals during conflict between the government and armed groups (except the New People's Army) were

verified.⁴⁸¹ In October 2009, the government and MILF signed an Agreement on the Civilian Protection Component of the International Monitoring Team, which confirms their obligations under international humanitarian law and human rights law to refrain from attacking schools, hospitals and relief distribution sites.⁴⁸²

The situation in Mindanao in the South of Philippines is worsened by rival clan disputes and a proliferation of criminal activity, including extortion, kidnapping, and ‘bombs-for-hire’.⁴⁸³ Election related violence also occurs. In some cases, teachers become victims of attacks while they are performing their election duties as required under the Omnibus Election Code. Reports indicate an increase in the level of violence surrounding the 2010 elections: 41 attacks on schools occurred by both the Armed Forces and rebel groups, and 11 teachers were reportedly killed.⁴⁸⁴

Finally, schools have been subjected to military occupation by the Armed Forces of the Philippines and the Citizens’ Armed Forces Geographical Unit, as reported by the Secretary-General on Children and Armed Conflict.⁴⁸⁵ Human Rights Watch also found five incidents in which the military had used schools as barracks or bases in the Cordillera Autonomous Region between 2009 and November 2011, sometimes for over a year.⁴⁸⁶

Programmatic measures to protect education from attack

Community involvement

- **Monitoring and reporting:** The Bantay Ceasefire is a group of thousands of local volunteers trained by the Mindanao Peoples Caucus to monitor and report on violations of the ceasefire agreement between MILF and the government, including attacks on schools.⁴⁸⁷

Restriction of military or political use of schools

- **National legislation:** A national law enacted in 1992 prohibits the use of school buildings for military purposes such as barracks, command posts, detachments, and supply depots.⁴⁸⁸ A new law is under consideration that would expand on this and impose criminal penalties for violations.⁴⁸⁹
- **Awareness raising, multilingual posters:** In order to increase awareness of and adherence to the 1992 national law that prohibits the military use of schools (see above), UNICEF distributed 2,000 multilingual posters to schools. Printing the message in seven different languages helped facilitate understanding and communication between soldiers and the school community regarding the law. It reminded armed groups and military personnel of the restrictions and helped school officials and community members maintain schools as zones of peace. UNICEF plans to print and distribute larger and more durable banners in the coming year.⁴⁹⁰
- **Election interventions:** The Commission on Elections is offering training and workshops for teachers and others assigned to election stations. In an effort to curb election violence, senior officials, police, or military are being assigned to polls in vulnerable areas and NGOs are being accredited for poll watching. When necessary, civil servants and members of the Integrated Bar of the Philippines are being deputized for election duty. To streamline the voting process, voter lists are being cleansed, automated machines are counting votes, and biometric machines are helping to identify voters and minimize voter fraud.⁴⁹¹
- **Advocacy:** A working group of the Teachers Dignity Coalition in the Autonomous Region of Muslim Mindanao (ARMM) and the Alliance of Concerned Teachers was started to create policy recommendations, advocate for separating elections from education institutions, and identify steps to change the law that authorizes the use of teachers as poll workers.⁴⁹²

Conflict sensitive policy reform

- **PRIME and BEAM programs:** In 2005, the Department of Education began a set of policy reforms, the Basic Education Sector Reform Agenda (BESRA) aimed at helping Philippines reach the Millennium Development Goals by 2015. While not specifically designed to address the conflict, two new programs supported by AusAid target inclusion and quality of education for marginalized groups, which could also have a long-term effect of easing tensions in the conflict. The Philippines' Response to Indigenous Peoples' and Muslim Education (PRIME) program was started in 2011 to improve equitable access to and quality of basic education for children in disadvantaged and under-served Muslim and Indigenous Peoples' communities; some of the planned components are adapted curriculum and learning materials and support for Indigenous education leaders, managers, practitioners, and other stakeholders.⁴⁹³ Similarly, an extension of the Basic Education Assistance for Mindanao (BEAM) program in the Autonomous Region of Muslim Mindanao (ARMM) will begin in 2012.⁴⁹⁴

Advocacy

- **Modeling of declaration of learning institutions as 'zones of peace':** This initiative will be implemented in selected sites in Maguindanao province, particularly in communities with cases of attacks of schools, in order to model the implementation of 'schools as zones of peace'.⁴⁹⁵ It seeks to use lessons learned from community declarations of Zones of Peace in the Philippines applied to schools.⁴⁹⁶
- **Use of media and Coalition building:** The Teachers Dignity Coalition (TDC) uses news media to advocate for teachers. In April 2011, it issued many press releases and held a prayer vigil to appeal to both the President and the kidnappers for the release of 16 people abducted from an elementary school and held hostage; the hostages were released after five days.⁴⁹⁷ The TDC is part of the Sulong CARHRIHL Network, a network of organizations and individuals that monitors attacks on education after the CARHRIHL Agreement made between the Government of the Philippines and the National Democratic Front.⁴⁹⁸
- **Youth advocacy:** The Mindanao Peoples Caucus runs the Youth Volunteers for Peace to actively engage young people, organize and strengthen the formation of a Mindanao-wide network of youth leaders, and generate support for peace process among youth through advocacy campaigns.⁴⁹⁹

SOMALIA

Overview of nature, scope, and motives of attacks on education

The most recent crisis in Somalia began after the collapse of the government in 1991, followed by two decades of conflict as warlords and clans competed for power. The violence has intensified since 2006, meaning that there is little access to basic education services for a large number of vulnerable displaced persons and refugees.⁵⁰⁰ Today, there is fighting between Transitional Government Forces (TGF) and armed Islamist groups, mainly al-Shabaab and newly emerged Hizbul Islama.⁵⁰¹

Schools in Somalia are suffering from both collateral damage and direct attacks, and students and teachers have been injured or killed. A recent suicide bombing outside the Ministry of Education on October 4, 2011 killed at least 40 students who had been lined up for scholarship information.⁵⁰² Children have been recruited from their schools by all parties to the conflict, sometimes forced into waiting vehicles outside; in at least one reported case a teacher was killed for resisting the recruitment of his students from the school.⁵⁰³ According to the UN Secretary-General, direct attacks on schools have been recently fueled in part by the perception that

recruitment practices at schools makes them legitimate military targets.⁵⁰⁴ In some cases, schools have been used for military purposes, such as a vantage point or refuge.⁵⁰⁵ Attacks have also targeted secular scholars in higher education; many Somali scholars fled al-Shabaab-controlled areas between 2001 and 2008.⁵⁰⁶

Programmatic measures to protect education from attack

Physical protection

- **Boarding schools:** Boarding schools are opening in TFG-controlled areas, which encourage the enrolment of students from al-Shabaab-controlled areas. They are expensive but effective alternatives for some parents.⁵⁰⁷

Community involvement

- **Community Education Committees:** In addition to providing materials and teacher training for displaced Somalis, UNICEF – with support of Governments of Spain, Netherlands, Japan – also trained volunteers to serve as intermediaries between the community and the school management as part of Community Education Committees.⁵⁰⁸ These committees help to reduce the influence of al-Shabaab in the schools, particularly when respected elders and religious leaders participate. So far they have been successful in the lower/middle Juba and middle/lower Shabelle regions.⁵⁰⁹
- **Involvement of religious leaders:** In addition to participating on Community Education Committees, religious leaders have gone on public radio in government-controlled areas and visited schools to advocate against the recruitment of children. Some religious leaders have been threatened for this work.⁵¹⁰

Alternate delivery

- **Distance learning:** The Education Development Center (EDC), with support from USAID, runs the Somali Interactive Radio Instruction Program (SIRIP), broadcast in both formal and non-formal settings. The program covers grades one to five and incorporates a life skills component based on INEE Peace Education Programme (PEP).⁵¹¹ Distance learning has also been an important means to access higher education, as many universities offer online learning opportunities, particularly in post-graduate degree programs.⁵¹²
- **Temporary school sites:** Make-shift schools for IDPs have been set up in the south-central region of the country. A big challenge the Education Cluster has faced is that students move with their parents from one camp to another as the families search for food.⁵¹³ The education cluster continues to plan for better use of IDP schools in the coming months.

Advocacy

- **Youth advocacy:** UNICEF helped train young people to be child protection advocates and speak to military and political leaders about child rights.⁵¹⁴

SOUTH SUDAN

Overview of nature, scope, and motives of attacks on education

The new nation of South Sudan was born in 2011 from the comprehensive peace agreement made in 2005, ending over 20 years of north-south conflict between the Sudan People's Liberation Movement (SPLM)/Sudan People's Liberation Army (SPLA) and the Government of Sudan (GoS). Religion, ethnicity, and control over natural resources, particularly oil, water, and grazing land, all played a role in the outbreak and perpetuation of

the armed conflict.⁵¹⁵ Education was also a contributing factor to the division, as the rebels in the South saw government control of education and the use of Arabic in schools as repressive and marginalizing.⁵¹⁶ During the conflict, military operations by the GoS and opposition forces targeted and looted schools.⁵¹⁷ As of 2008, attacks on schools in the South of Sudan had waned, while attacks in other conflict-affected areas of Sudan, particularly Darfur, had increased.⁵¹⁸

As the new government rebuilds the education system, conflict sensitive education policy and curriculum reform are being implemented to improve access, inclusion, and opportunities for the next generation of students in South Sudan, as well as remedial programs for the generation that missed out on schooling due to prolonged conflict.

Programmatic measures to protect education from attack

Conflict sensitive policy and curriculum reform

- **Language of instruction:** In Sudan, the language of instruction is Arabic, with English taught as a separate subject. The new language policy in South Sudan dictates that the language of instruction at the lower primary level is the mother tongue, followed later by English.⁵¹⁹ Save the Children supports the Ministry of Science, Education, and Technology (MOEST)'s English teacher-training course to prepare teachers for the transition.⁵²⁰
- **Accelerated learning:** The MOEST adopted the Accelerated Learning Program (ALP) started by Save the Children in 2001 into the formal education system, condensing eight years of primary education into four years.⁵²¹

SRI LANKA

Overview of the nature, scope, and motives of attacks on education

A twenty-five year internal armed conflict between the Sinhalese-dominated government and the secessionist Liberation Tigers of Tamil Eelam (LTTE) ended in 2009 with the complete defeat of the LTTE. Sri Lanka's Tamils, whether or not supporters of the LTTE, have had grievances against the government, particularly with respect to opportunities for education and employment.⁵²² During the conflict there were violations against education by both sides. Schools were turned into IDP camps, and in some cases attacked, with the government accusing the LTTE of using camp residents as 'human shields.'⁵²³ Schools were also occupied by police or army personnel, or military camps were set up nearby, putting children at risk of attack.⁵²⁴ At the height of the conflict in 2007, military attacks had damaged or destroyed 261 schools, and 291 were forced to close for security reasons.⁵²⁵ More than 250,000 children had their education disrupted and there was a shortage of teachers due to flight.⁵²⁶ Since the end of the armed conflict, the situation has improved considerably. As of 2010 there were only a few schools being used by security forces or displaced persons and the government was reportedly making an effort to clear all schools.⁵²⁷

Programmatic measures to protect education from attack

Conflict sensitive policy and curriculum reform

- **Peace education:** In the 1990s the Ministry of Education created a Social Cohesion and Peace Education Unit (SCPEU) and wrote a National Policy and Framework of Actions for Social Cohesion and Peace, with support from the World Bank and GTZ. The policy targeted six areas for reform: curriculum, teacher training, language instruction in the second national language, co-curriculum activities outside of the classroom, integration models to bring students of different backgrounds

into the same schools, and school culture.⁵²⁸ The new curriculum added two new classes at the secondary level for Life Competencies and Civic Education, and Civic Education and Governance. In addition, second language instruction in the students' non-native language (Sinhala or Tamil) was to begin in grade six for two periods per week. In 2005, a teacher-training course for Second National Language was started.⁵²⁹

A review of the program in 2010 recommends that the SCPEU, the learning and teaching of the second national languages, and the integration of peace and value concepts in secondary education - and in particular the language component - should be strengthened.⁵³⁰ Another evaluation of the initiative in 2009 indicated that textbooks remained 'exclusive'.⁵³¹

THAILAND

Overview of nature, scope, and motives of attacks on education

The separatist movement by ethnic Malay Muslims in Southern Thailand against the Thai Buddhist government has its roots in the annexation of the Sultanate of Patani by Thailand over a century ago and in the perceived repression of Malay Muslims that followed. In 2004 violence erupted again in the South, aimed at government officials and others associated with the state, especially schools and teachers.⁵³² Between January 2004 and August 2010, there were 327 arson attacks on schools; between January 2004 and September 2010, 108 government teachers and 27 education personnel were killed, and 103 teachers and 19 education personnel were injured.⁵³³ Insurgents reportedly attack teachers in order to undermine government authority, retaliate for government abuses, and provoke a government response.⁵³⁴ Attacks are not limited to Thai teachers, but also ethnic Malay Muslims working in government schools.⁵³⁵

The government has responded to the insurgency by increasing security forces in the area.⁵³⁶ The Thai Army, paramilitary groups, and Rangers have been documented to occupy schools in order to use them as bases for counterinsurgency operations.⁵³⁷ Thai security forces have also raided Muslim schools, looking for insurgents.⁵³⁸ As a result, education is highly politicized with one side accused of using it as a tool of oppression and the other accused of using it as a tool of rebellion.⁵³⁹

Programmatic measures to protect education from attack

Physical protection

- **Arming teachers:** The Thai government issues firearms licenses to teachers to carry weapons as means of protection and self-defense on the way to and from school.⁵⁴⁰ In 2010, the Thai Ministry of Defense was reportedly ready to hand out 4,700 firearms to educators and community-watch style defense volunteers.⁵⁴¹ Some teachers choose not to carry arms as it could make the situation more dangerous.⁵⁴² Teachers have also received self-defense training, bullet-proof vests provided by the education office, and free bullets for personal guns.⁵⁴³
- **Armed escorts:** Teachers are escorted to and from school by the Thai Army, paramilitary, or Rangers.⁵⁴⁴
- **Security guards on the roads:** In Yala, the governor changed security procedures in 2010, so that now security forces line the road to and from school, instead of escorting the teachers. This has the advantages of keeping the route to school safe for all and of not singling out individual teachers as targets.⁵⁴⁵

Conflict sensitive curriculum reform

- **Mother-tongue bilingual education:** Eighty-three percent of people living in the four southern Provinces of Narathiwat, Pattani, Songkla, and Yala in Thailand speak Patani-Malay at home, but the language of instruction in all Thai schools is Thai. This puts Patani-Malay speaking children at a disadvantage from the start of their schooling and marginalizes them both linguistically and culturally, according to Dr. Suwilai Premasri of Mahidol University. A mother-tongue bilingual pilot program, initiated by Mahidol University and a Patani-Malay speaking research team, instructs students using the Patani-Malay language in kindergarten and grade one, where they develop basic literacy skills. These skills in their native language will then provide a bridge to developing literacy skills in Thai over the course of the next several years. Educators, linguists, Islamic committee members, village scholars, and youth helped to create new curricula and materials in both languages - using Thai script for writing Patani-Malay. Teachers were trained in lesson planning, classroom management, and the Total Physical Response (TPR) method of second language instruction. Ultimately, the project aims at making students feel more secure and therefore more successful in the education system.⁵⁴⁶

Advocacy

- **Protection for teachers:** The Federation of Southern Teachers had petitioned the Asean Council of Teachers for help, but without a response. They are now petitioning an international teachers union for help with the ongoing risks and fears teachers face in the south.⁵⁴⁷

Monitoring and reporting

- **Monitoring for advocacy:** News media outlets, human rights organizations, and NGOs report on the conflict in Thailand. Deep South Watch in particular reports annual statistics of attacks against civilians.⁵⁴⁸ There is a lack of information, however, specifically regarding attacks on education.

ZIMBABWE

Overview of nature, scope, and motives of attacks on education

Attacks on education have intensified in Zimbabwe in recent years, as education continues to be politicized by the Zimbabwe African National Union-Patriotic Front (ZANU-PF) and the two factions of the former opposition party, Movement for Democratic Change (MDC). The parties agreed to a power sharing arrangement following the 2008 disputed elections. Teachers, who also served as poll workers, faced considerable violence in the period before, during, and after the 2008 elections. After the elections, 496 teachers were questioned by the police, 133 were assaulted, and 123 were charged with election fraud, according to the Progressive Teachers Union of Zimbabwe (PTUZ).⁵⁴⁹

Teachers report that they have received death threats, have been assaulted, forced to attend political meetings, disqualified from voting, and in some cases displaced from their jobs and their communities; observers link the violence to the electoral cycle and the politicization of education.⁵⁵⁰ In 2008, more than 2,700 teachers were fired or fled from their schools, causing massive decline in the quality of the education system and a 'brain drain' of academics from many universities.⁵⁵¹

Programmatic measures to protect education from attack

Physical protection

- **Safe houses:** Threatened teachers in Zimbabwe can be rescued and transferred to temporary safe houses through the work of the Progressive Teachers Union of Zimbabwe (PTUZ) and Students Solidarity Trust. The transfer of teachers is risky and requires a coordinated response and a communication network of trusted individuals.⁵⁵²
- **Teacher-Student-Parent Defense Units:** In six schools in Zimbabwe, students and community members formed voluntary Teacher-Student-Parent Defense Units. The members work together to protect education, so that, for example, parents warn teachers of imminent attack. Parents also get involved in school affairs, making inquiries of the administration about student participation in political camps at schools. All members work together to try to remove militia camps from school grounds.⁵⁵³

Alternative delivery

- **Community-based schools:** According to Amnesty International, at Hopley settlement for displaced persons, 2,000 children are attending unregistered community-based schools.⁵⁵⁴ The schools are run by untrained community volunteers and are not eligible for any government programs or services that provide materials or grants to schools and therefore student achievement is not recognized in the formal education system. Unregistered community schools are prevalent in Hatcliffe settlement as well. These informal schools still charge fees, but are more affordable because they allow parents to spread payment out over the semester. The quality of education, however, varies greatly. The schools risk closure by the government unless they can build permanent structures.⁵⁵⁵
- **Distance learning in higher education:** CARA and Econet, a telecommunications company, began the Virtual Lecture Programme in 2009 at the University of Zimbabwe. The program purchased, installed, and maintains equipment so that experienced academics abroad can deliver lectures via video to fill a gap in the faculty of Zimbabwean universities, particularly in the areas of health science, veterinary science, and pharmacy.⁵⁵⁶

Restricting military and political use of schools

- **Advocacy for policy change:** A recent study by the Research and Advocacy Unit and PTUZ that surveyed teachers nationwide is also informing the organization's advocacy strategy.⁵⁵⁷ The group plans to take the issue of protecting education to the Parliamentary Portfolio Committee on Education in the hopes of bringing about a systemic change and an eventual declaration of schools as 'politics-free' zones.⁵⁵⁸

Protecting higher education from attack

- **Zimbabwe Grants and Fellowships Programme:** CARA started the Zimbabwe Grant and Fellowship Programme in 2009, in response to the number of academics forced to flee the country. In 2011 it awarded thirteen grants and fellowships to faculties in several universities in Zimbabwe to provide funds for things such as materials, electronic equipment, specialized equipment, training for young academics, and support for distance learning (see Virtual Lecture Programme under alternative delivery for more details) to mitigate the effects of the 'brain drain' on higher education.⁵⁵⁹

Monitoring and reporting for advocacy

- The collaboration between the Research and Advocacy Unit and the PTUZ will see an improved reporting and documentation of violations against education.⁵⁶⁰ PTUZ has also conducted training on human rights for teachers. The information collected is being used for reporting and for advocacy to restrict the military and political use of schools as described above.⁵⁶¹

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