Global Coalition to Protect Education from Attack





EXECUTIVE SUMMARY

EDUCATION UNDER ALLACK 2020



Global Coalition to **Protect**Education from Attack

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

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

Education under Attack 2020 is the result of independent research conducted by GCPEA. It is independent of the individual member organizations of the Steering Committee of GCPEA and does not necessarily reflect the views of the Steering Committee member organizations.

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Norwegian Ministry of Foreign Affairs

EXECUTIVE SUMMARY



A Global Study of Attacks on Schools, Universities, their Students and Staff, 2017-2019

Attacks on education and military use of schools and universities in profiled countries, 2015-2019

Very heavily affected

Reports documented 1,000 or more incidents of attacks on education or military use of educational facilities or 1,000 or more students and education personnel harmed by attacks on education

Heavily affected

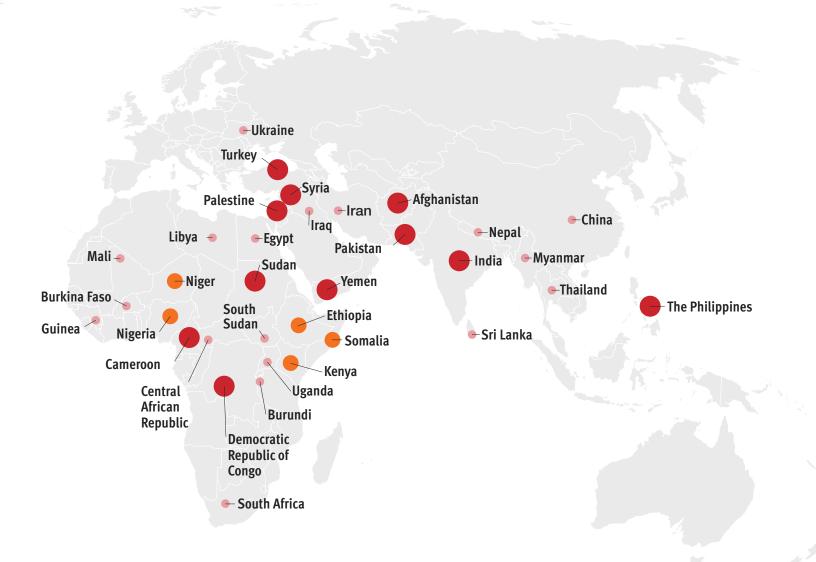
Reports documented 500-999 incidents of attacks on education or military use of educational facilities or 500-999 students and education personnel harmed by attacks on education

Affected

Reports documented 499 or fewer incidents of attacks on education or military use of educational facilities or 499 or fewer students and education personnel harmed by attacks on education Nicaragua

Venezuela

🗕 Colombia



My father says he will buy me toys and get me a new school bag. But I don't want a new school bag. I hate school bags. I don't want to go anywhere near a bus. I hate buses, I hate school and I can't sleep. I see my friends in my dreams begging me to rescue them. So, from now on, I'm going to stay at home.

MOKHTAR, 8-YEAR-OLD SURVIVOR OF THE AUGUST 9, 2018 AIRSTRIKE ON A SCHOOL BUS IN YEMEN¹

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Boys inspect the wreckage of a school bus where an airstrike killed at least 30 children in Saada province, Yemen, on August 9, 2018.

© 2018 Naif Rahma/Reuters

On the morning of August 9, 2018, more than 50 students from a religious school boarded a school bus for a field trip to a religious shrine and cemetery near Saada, in Houthi-controlled northern Yemen. Like children across the world going on a field trip, they filmed each other on cellphones and waved goodbye to parents through the bus windows. An adult chaperone took attendance, checking off names with a red pen. Backpacks were filled with picnic lunches and pocket money from parents.²

Only a few hours later, the field trip devolved into a radically different scene, one that no teacher or student should ever experience. When the bus stopped in the Dahyan market to purchase water, an airstrike by the Saudi Arabia-led coalition in Yemen hit the bus.³ The attack killed at least 51 people,⁴ including at least 26 students and four teachers, and wounded another 19 children and a teacher, according to Human Rights Watch.⁵

A week later, students once again travelled together to a gravesite, this time to attend the funeral of their classmates.⁶ A year after the attack, media and non-governmental organizations (NGOs) found that students, teachers, and communities were still grappling with the attack's devastating impact on their physical and mental wellbeing.⁷

Yet the victims of this airstrike were only a fraction of the students, teachers, and educational institutions in Yemen affected by attacks on education as the war there continued into its sixth year. **The Global Coalition to Protect Education from Attack (GCPEA) found that between 2015 and 2019, an average of one attack on education was reported each day in Yemen, just over 2,000 incidents in the five-year period.** These attacks affected every level of the education system and violated the right to education and other human rights of students, teachers, and education personnel.

GCPEA found that Yemen was one of the countries most heavily affected by attacks on education and military use of schools and universities between 2015 and 2019. But during that period, students, teachers, school personnel, as well as the educational institutions that served them, suffered some form of violence in **at least 92 countries** and in every region of the world.

GCPEA compiled over 11,000 reports of attacks on education or mili-



tary use of educational facilities globally between 2015 and 2019. These incidents harmed over 22,000 students, teachers, and education personnel. *Education under Attack 2018* documented 12,700 attacks on education between 2013 and 2017. While the overall number of reported attacks has fallen in the 2015-2019 period, *Education under Attack 2020* details how attacks have emerged in new geographic regions and increased in others since the last report.

Education under Attack 2020 documents attacks on education in situations of armed conflict and insecurity between January 1, 2017, and December 31, 2019. **Each of the 37 countries profiled in** *Education under Attack 2020* **experienced at least ten reported attacks on education or military use of educational facilities in 2017 and 2018,**



the first two years of the period covered. In addition, the Global Overview and Executive Summary sections analyze trends over the five-year period between 2015 and 2019, to facilitate comparisons with the five-year period included in *Education under Attack 2018*.

Attacks on education take various forms and may be carried out for political, military, ideological, sectarian, ethnic, or religious reasons. In some cases, attackers use explosive weapons, arson, or gunfire to damage or destroy school or university facilities. In other cases, attackers directly target students and education personnel with force or threats of force, including sexual violence. Armed forces, law enforcement, other state security entities, and non-state armed groups, also use schools and universities for military purposes, sometimes while students and teachers continue to attend, or use schools, or school routes, to recruit children to their groups. These attacks have devastating effects on human lives, educational systems, and long-term peace and development.

Profiled Countries 2017-2019

Education under Attack 2020 describes violence and threats of violence against students, teachers, professors, and education personnel, and military use of schools and universities, in 37 countries where GCPEA documented at least 10 reports of attacks on education in the first two years of the reporting period:

Afghanistan Burkina Faso Burundi Cameroon Central African Republic China Colombia Democratic Republic of Congo Egypt Ethiopia Guinea India Iran Iraq Kenya Libya Mali Myanmar Nepal Nicaragua Niger Nigeria Palestine Pakistan The Philippines Sri Lanka Somalia South Africa South Sudan Sudan Syria Thailand Turkey Uganda Ukraine Venezuela Yemen

Education under Attack tracks five types of attacks on education, as well as the military use of educational facilities:

- Attacks on schools
- Attacks on students, teachers, and other education personnel
- Military use of schools and universities
- Child recruitment at, or on the way to or from, school
- Sexual violence at, or on the way to or from, school or university
- Attacks on higher education

This executive summary highlights key trends in each of these areas from 2015 to 2019.





KEY FINDINGS (2015-2019)

Attacks on schools

Over two-thirds of the attacks on education between 2015 and 2019, or over 7,300 incidents, were direct attacks on schools. These attacks included intended or actual use of force by armed forces, law enforcement, other state security entities, and non-state armed groups, on school infrastructure, including arson, use of improvised explosive devices (IEDs), airstrikes, ground strikes, raids, and looting.

The Democratic Republic of Congo (DRC) and **Yemen** were the most heavily affected by attacks on schools, each with more than 1,500 incidents reported between 2015 and 2019. In **Yemen**, airstrikes, ground strikes, artillery, gunfire, or mortar, damaged or destroyed schools, with al-Hudaydah and Taizz governorates particularly im-

pacted.⁸ In **DRC**, armed forces and non-state armed groups damaged and destroyed schools, with the Kasai greater region, and Tanganyika and Ituri provinces, each experiencing hundreds of attacks during the period.

Afghanistan, Palestine, and **Syria** were each heavily affected by attacks on schools, with between 500 and 999 total reported incidents during the 2015-2019 period. In Afghanistan, attacks on schools peaked in 2018, when over 100 schools were targeted with threats, arson, explosive devices, and other forms of violence, while being used as polling places during national elections.

In **Syria**, the United Nations reported that 40 percent of the country's schools were damaged or destroyed by fighting between 2013 and 2019.⁹ In the first three quarters of 2019 alone, the UN verified 145 attacks on schools.¹⁰

"The school was the target"

On November 24, 2018, Human Rights Watch and the UN found that progovernment forces in Syria launched three rocket-assisted mortar projectiles toward Al-Khansaa elementary school in Jarjanaz, Idlib governorate, in Syria. About 200 students, ages 8 to 13, were there at the time. The attack killed one teacher and five students, injured another nine students, and damaged the school building.

"The sound of the explosion, it's the first time we hear something like that, it was huge, very, very terrifying, and very harmful," a school employee told Human Rights Watch. "We tried to control the situation. We put everyone in between two buildings. We closed the doors, we didn't want to let them go outside. Some, however, left along with the teacher, and the second [projectile] fell where they were, 25 meters away. The school was the target."

Following the attack and subsequent ones on the town, many residents fled, forcing the school to close. One school administrator told Human Rights Watch, "There is no one left. If there are no citizens and there are no students, who will open the schools?"

A farmer observes the ruins of a girls' school that was one of 14 schools set ablaze in one night in 2018 in the Gilgit-Baltistan region of Pakistan.

© 2018/ Danial Shah



Attacks on students, teachers, and other education personnel

Armed forces, law enforcement, other state security entities, and non-state armed groups killed, injured, abducted, threatened, arrested, and detained more than 8,000 students, teachers, and other school personnel between 2015 and 2019 in all 37 profiled countries. These attacks were either directly targeted towards school students and personnel because of their status as learners, teachers or education personnel, or specifically impacted them.

The highest recorded numbers of teachers and students harmed by direct attacks were in **Afghanistan, Cameroon, Palestine**, and **the Philippines**. In **Cameroon**, separatist armed groups threatened, abducted, beat, and, in some instances, killed students and school personnel for breaking the groups' boycott on education in the Northwest and Southwest regions.¹¹ In one attack, on February 16, 2019, suspected separatists abducted 170 students, a teacher, and two other children from a Catholic school in the town of Kumbo, in Northwest region. Church officials reportedly closed the school as part of negotiations for the hostages' release.¹²

In the West African countries of **Burkina Faso, Mali**, and **Niger**, armed groups threatened teachers for using the secular state curriculum, producing a chilling effect that led to thousands of school closures in the region.¹³ In **Colombia**, GCPEA identified dozens of threats made to teachers, some of which forced them to stop work. In other countries, such as **Guinea, Iran, Pakistan**, and **Sudan**, police used excessive force against students and teachers protesting education policies in their countries, and detained or injured hundreds.

"Every day, we live with the fear of being attacked and kidnapped"

A teacher from Djibo, **Burkina Faso**, described to journalists of *Le Monde* how armed assailants abducted and killed two of his colleagues. As a result, his school closed for two months, both as a precautionary measure and because people in the community were afraid to send their children to school. The school later reopened, but, the teacher said: "In class, we are always on high alert. The slightest sound can make us jump up, ready to run. Some children have trouble concentrating, some are traumatized and have nightmares. Every day, we live with the fear of being attacked and kidnapped."¹⁴

"I have not gone to school again"

In **Cameroon**, students and teachers who broke a boycott imposed by separatist groups in the Northwest and Southwest regions were routinely kidnapped, threatened, injured, or killed. A 17-year old student told a local journalist that suspected armed separatists "seized my bag, removed all my textbooks and tore them into pieces. One of them who had an 'Amba flag' [a flag used by separatists] around his neck warned me that if they catch me going to school again, they will flog me with the machete. I returned home and since that day I have not gone to school again."¹⁵

Military use of schools and universities

From 2015 to 2019, military use of schools or universities was reported in 33 countries, including 27 countries profiled in the report: Afghanistan, Burkina Faso, Burundi, Cameroon, Central African Republic (CAR), Colombia, DRC, Ethiopia, India, Iraq, Libya, Mali, Myanmar, Niger, Nigeria, Pakistan, Palestine, the Philippines, Somalia, South Sudan, Sri Lanka, Sudan, Syria, Turkey, Ukraine, Venezuela, and Yemen. Armed forces and armed groups also used schools in Indonesia, Lebanon, Mozambique, Republic of Congo, Saudi Arabia, and Zimbabwe, countries which are not profiled in this report.

"They kept us in the hot sun at a school compound"

In **Myanmar**, the UN found that the national armed forces, known as the Tatmadaw, used schools as military bases, barracks, and detention and interrogation facilities in Rakhine state, sometimes for weeks at a time. Schools sometimes closed as a result of the Tatmadaw's presence in villages. An ethnic Rakhine man reported that he was detained in a school after being accused of supporting a Rakhine armed group: "They kept us in the hot sun at a school compound, and we were beaten with the barrel of a gun by Tatmadaw soldiers of the 55th LID [light infantry division]."¹⁶

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

Child recruitment at, or on the way to or from, school was reported in at least 16 profiled countries from 2015 to 2019: **Afghanistan, Burundi, Colombia, DRC, Iraq, Kenya, Nigeria, Pakistan, the Philippines, Somalia, South Sudan, Syria, Turkey, Ukraine, Venezuela**, and **Yemen**. For example, in **Yemen**, the UN verified that Houthi forces recruited and mobilized children from 20 schools in 2018, including four girls' schools.¹⁷ By comparison, between 2013 and 2017, GCPEA identified reports of school-related child recruitment 18 countries. Due to challenges inherent to collecting this type of data, the apparent decline may be related to changes in availability of information.

Sexual violence at, or on the way to or from, school or university

GCPEA found that armed forces, law enforcement, other state security entities and non-state armed groups committed sexual violence during, or in the aftermath of, attacks on schools, primarily against female students and teachers.¹⁸ Between 2015 and 2019, GCPEA identified 17 countries in which such attacks occurred, including 15 of those profiled. Profiled countries included: **Afghanistan, Burundi, Colombia, DRC, Egypt, Iraq, Myanmar, Nicaragua, Nigeria, the Philippines, Somalia, South Sudan, Sudan, Venezuela**, and **Yemen**. GCPEA also identified incidents of sexual violence at, or on the way to or from, school or university, in **Indonesia** and **Zimbabwe**. Similarly, between 2013 and 2017, school-related sexual violence was documented in 17 countries.

A student of Jawaharlal Nehru University (JNU) detained by police during a protect against a proposed fee hike, in New Delhi, India, November 18, 2019. © 2019 Danish Siddiqui/Re



"Each one of us was raped by a militiaman"

During conflict in the greater Kasai region of DRC in 2016 and 2017, GCPEA documented multiple cases of sexual violence by armed groups during and after attacks on schools. A 12-year old girl recounted how members of a militia raped girls as they fled from their school in 2017: "[O]n April 15, we were at school and heard that the militia was coming. Teachers came and told us to run. We all ran out, but we did not know where to go. [...]. We ran into the bush, but the militia captured [five of us girls]. They said they wanted us to join the militia and be baptized, but we resisted. Then I and my classmates were raped. Each one of us was raped by a militiaman."¹⁹

Sexual violence by armed forces, law enforcement, other state security entities, and non-state armed groups at, or on the way to or from, schools or universities remained one of the most difficult areas to collect data. Stigma surrounding sexual violence prevented survivors, both children and adults, from reporting these attacks. When this type of violence is reported, details on the location of events are rarely included, making it difficult to determine whether or not they occurred at school or along school routes.

Attacks on higher education

GCPEA found over 1,200 reported attacks on higher educational facilities and their students and personnel between 2015 and 2019, in all but one of the countries profiled. Of these, 75 percent involved armed forces, law enforcement, or paramilitary groups detaining, arresting, or using excessive force against university students or personnel. These incidents were most prominently reported in **Ethiopia, Colombia, India, Nicaragua, Palestine, Sudan, Turkey**, and **Venezuela**. In **India, Sudan**, and **Turkey**, over 1,000 university students and personnel were injured, killed, or detained as a result of such attacks.

The remaining 25 percent of attacks on higher education, over 300 reported incidents between 2015 and 2019, involved attacks on university facilities. These included arson, use of explosive devices, and raids, by armed forces, law enforcement, other state security entities, or non-state armed groups. Attacks on higher education facilities were most frequently reported in Yemen during this period, where the UN, NGOs, and media sources reported over 130 attacks on higher education facilities.





Students in their classroom in Zhari district, Khandahar province, Afghanistan. Many of the school's buildings were destroyed in airstrikes, leaving classrooms exposed and bullet riddled. Part of the school continues to be occupied by the local police.

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A ten-year-old student in a classroom in Marinka, Donetsk Oblast, Ukraine. After one child was shot in the arm in the playground, children were prohibited from playing outside.

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Gendered dynamics of attacks on education

Between 2015 and 2019, GCPEA found that women and girls were directly targeted or more exposed to attacks because of their gender in at least 21 of the 37 countries profiled: **Afghanistan, Burundi, Colombia, DRC, Egypt, India, Iran, Iraq, Libya, Myanmar, Nicaragua, Nigeria, Pakistan, the Philippines, Somalia, South Sudan, Sudan, Syria, Turkey, Venezuela**, and **Yemen**. These attacks generally took the form of sexual violence or violent repression of women and girls' education.

GCPEA more deeply examined **the impacts of attacks on education on women and girls** in both **Nigeria** and **DRC**. GCPEA found that girls were less likely than boys to return to school following the conflict because they were less able to pay school fees, with families prioritizing education for boys, and they feared sexual violence and general insecurity at school or on the way to or from school.²⁰ GCPEA also found that girls who had been recruited by armed groups faced stigma and social exclusion as a result of harmful social norms that made them feel ashamed or afraid to return to school.²¹ In Nigeria, the abductions and forced marriages of school girls with Boko Haram fighters prevented girls from attending school and completing their education.²²

Positive developments

During this reporting period, international and local actors took significant actions to protect students, teachers, schools, and universities from attack. Momentum increased around the endorsement and implementation of the Safe Schools Declaration, a voluntary political declaration opened for signature in 2015 to protect education from attack.

As of May 2020, 104 countries had endorsed the Safe Schools Declaration. These countries promised to take measures to prevent attacks on education and the military use of schools and universities, to collect and report data on attacks, to establish systems to prevent and respond to attacks, and to hold to account those responsible for these abuses.

Since 2015, countries such as **Denmark, New Zealand, Norway, the Philippines, Switzerland**, and **the United Kingdom**, have amended their military manuals and policies or enacted legislation to prohibit or restrict the use of schools by armed forces.²³ In **Yemen**, government armed forces began to withdraw from some schools after it signed the Safe Schools Declaration, according to the Group of Experts on Yemen.²⁴ Among the 12 countries that endorsed the Safe Schools Declaration in 2015 that had experienced at least one incident of military use of schools, GCPEA found a decline from approximately 160 reported cases of military use of schools in 2015, to 80 in 2018.²⁵

In **CAR**, an armed group signed an Action Plan with the UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict (SRSG CAAC), which included a commitment to refrain from attacks on schools, the first such action plan to include the commitment to end this violation.²⁶ **Mali, Nigeria**, and **Yemen**, among other countries, established national committees to implement the Declaration in order to strengthen protections for education.²⁷

High-level officials have expressed support for the Safe Schools Declaration, including UN Secretary-General António Guterres, who urged all states to endorse the Declaration in his annual reports on children and armed conflict in 2018 and 2019, as well as the former UN High Commissioner for Human Rights, Zeid Ra'ad Al Hussein. The Declaration has also been highlighted by states and partners during the UN Security Council Open Debates on Protection of Civilians, Children and Armed Conflict, and Women, Peace, and Security, as well as at the Human Rights Council.²⁸

The Safe Schools Declaration also gained recognition during the Third International Conference on Safe Schools, hosted by the Government of Spain, which was attended by 80 countries and 35 UN and civil society organizations.

RECOMMENDATIONS

While advancements in protecting education from attack are notable, GCPEA recognizes that much work remains to be done to protect students, educators, and personnel, as well as educational institutions at all levels, from attack. The following are GCPEA's key recommendations:

- States should endorse, implement and support the Safe Schools Declaration to ensure that all students and educators can learn and teach in safety.
- Armed forces and armed groups should refrain from using schools and universities for military purposes, including by implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.
- States and other monitoring bodies should strengthen monitoring and reporting of attacks on education, including disaggregating data by type of attack on education, sex, age, location, person or group responsible, number of days the institution was closed, and type of institution, to improve efforts to prevent and respond to attacks on education.
- States and international justice institutions should systematically investigate attacks on education and fairly prosecute those responsible.
- States and other institutions should provide nondiscriminatory assistance for all survivors of attacks on education, regardless of gender, ethnicity, socio-economic background, or other attributes, while taking into account their distinct needs and experiences based on gender, and potential vulnerabilities such as disability and forced displacement.
- Education providers should ensure that education promotes peace and provides physical and psychosocial protection for students, including by addressing gender-based stereotypes and barriers that can trigger, exacerbate, and result from attacks on education.
- Where feasible, states should maintain safe access to education during armed conflict, including by working with school and university communities and all other relevant stakeholders to develop strategies to reduce the risk of attacks, and comprehensive safety and security plans in the event of these attacks.



An empty classroom at the school in Dapchi, Nigeria, where Boko Haram abducted over 100 girls in February 2018.

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¹ Ahmad Algohbary and Faisal Edroos, "Yemen bus massacre: How a joyful excursion ended in sheer horror," Al Jazeera, August 16, 2018.

² Nima Elbagir, Salma Abdelaziz, Sheena McKenzie, and Waffa Munayyer, "The schoolboys on a field trip in Yemen were chatting and laughing. Then came the airstrike," CNN, February 27, 2019; "A Year After His School Bus Was Attacked, a Little Boy In Yemen Is Still Dreaming of a Safe Future," Save the Children, August 2019; "Yemen: Coalition Bus Bombing Apparent War Crime," Human Rights Watch news release, September 2, 2018; Ahmad Algohbary and Faisal Edroos, "Yemen bus massacre: How a joyful excursion ended in sheer horror," *Al Jazeera*, August 16, 2018.

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⁴ Eric Schmitt, "U.S. Commander Urges More Transparency in Yemen Strike on School Bus," *The New York Times*, April 27, 2018.

⁵ "Yemen: Coalition Bus Bombing Apparent War Crime," Human Rights Watch news release, September 2, 2018; See also: The Civilian Impact Monitoring Project partners verified a total of 51 civilian fatalities and 79 civilian injuries in the attack, the majority of whom were children.

⁶ Eric Schmitt, "U.S. Commander Urges More Transparency in Yemen Strike on School Bus."

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¹⁵Amos Fofung, "'I've not gone to school again': The student victims of Cameroon's crisis," African Arguments, May 14, 2019.

¹⁶ UN Human Rights Council, "Detailed findings of the Independent International Fact-Finding Mission on Myanmar," A/HRC/42/CRP.5, September 16, 2019.

¹⁷ UN Security Council, "UN General Assembly and Security Council, "Children and armed conflict: Report of the Secretary-General," A/73/907–S/2019/509, June 20, 2019, para. 194.

¹⁸ GCPEA, "It Is Very Painful to Talk About": Impact of Attacks on Education on Women and Girls, (New York: GCPEA, 2019), pp. 39-41.

¹⁹ GCPEA, "All That I Have Lost": Impact of Attacks on Education for Women and Girls in Kasai Central Province, Democratic Republic of Congo, (New York: GCPEA, 2019), p.38.

²⁰ GCPEA, "All That I Have Lost".

²¹ GCPEA, "All That I Have Lost".

²² GCPEA, "I Will Never Go Back to School: The Impact of Attacks on Education for Nigerian Women and Girls," (New York: GCPEA, October 2018), p. 42.

²³ Swiss Armed Forces manual on the law of armed conflict, addition of May 1, 2019; Ministry for Defense, Human Security in Military Operations, Part 1; Directive, JSP 1325, v. 1.0, January 2019, secs. 3:14, 6:1, 6:13, & 6:19-22; New Zealand Defense Force; Manual of Armed Forces Law of Armed Conflict; OM 69 (2 ed). Volume 4, January 8, 2019, as cited in Human Rights Watch, Protecting Schools from Military Use: Laws, Policies, and Military Doctrine, (New York: Human Rights Watch, May 2019, pp. 88; GCPEA, "Use the Guidelines for Protecting Schools and Universities from Military Use," May 2020; Report of the Oslo Conference on Safe Schools, Ministry of Foreign Affairs, Oslo, Norway, 2015, p. 19; Unpublished GCPEA documents.

²⁴ UN Human Rights Council, "Report of the detailed findings of the Group of Eminent International and Regional Experts on Yemen," A/HRC/42/CRP.1*, September 3, 2019, para. 722.

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²⁶ Office of the SRSG for Children and Armed Conflict, "Action Plan to Protect Children Signed in the Central African Republic," Press release, June 14, 2018.

²⁷ GCPEA, "Practical Impact of the Safe Schools Declaration," GCPEA Fact Sheet, October 2019.

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(Cover) A boy writes on the board of a damaged classroom in Idlib governorate, Syria, in July 2019. © 2019 Save the Children's partner in Syria, Hurras Network

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