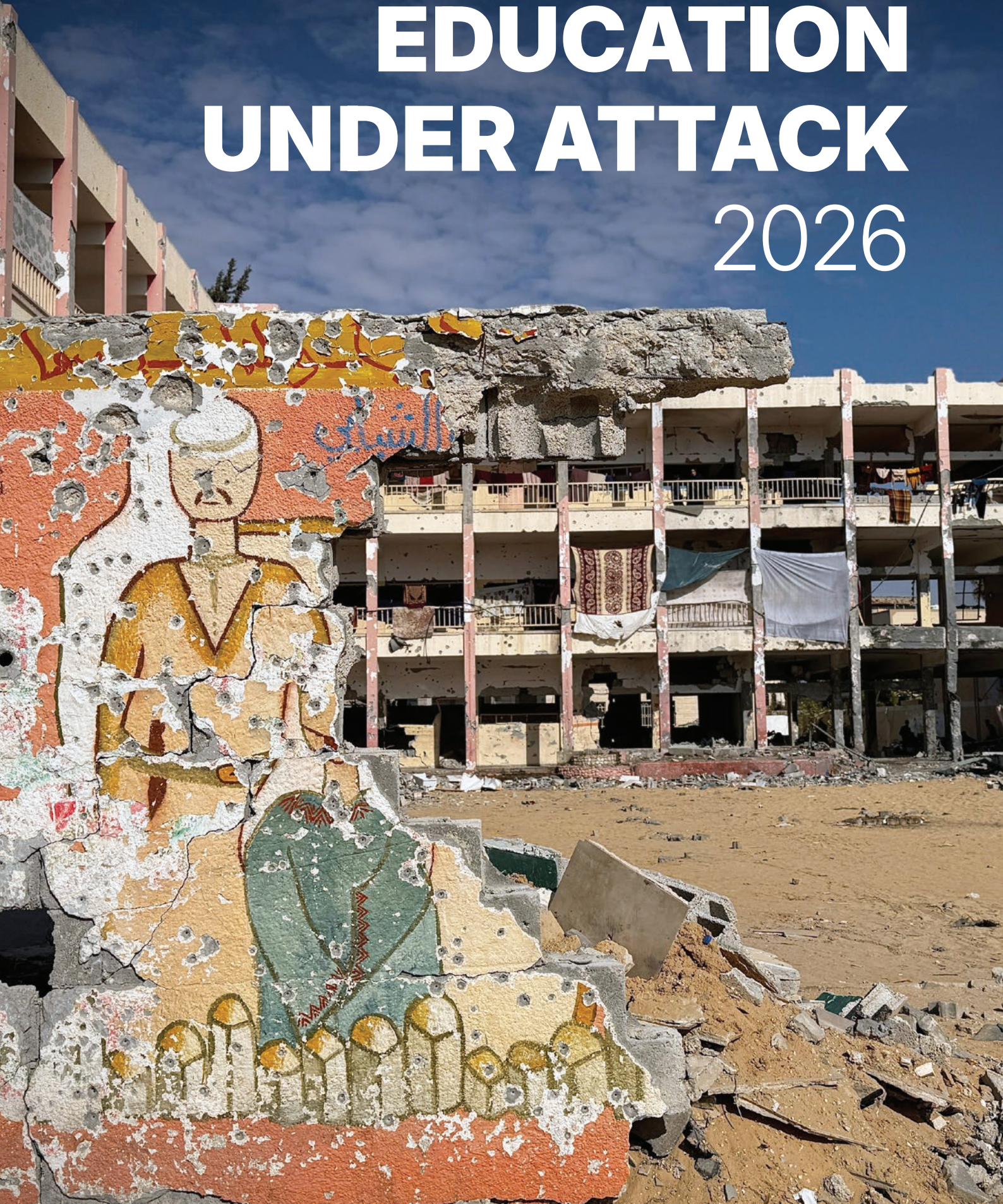




Global Coalition to **Protect**
Education from Attack

EDUCATION UNDER ATTACK

2026





Global Coalition to **Protect
Education from Attack**

Education Under Attack 2026

A Report by 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 project of the Tides Center, a non-profit 501(c)(3) organization.

Education under Attack 2026 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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Front cover photo: Gaza's education system lies in ruins. Some 88% of schools, or 496 out of 564, have been damaged or destroyed. © Plan International / Ahmed Salama

Abbreviations

ACLED	Armed Conflict Location and Event Data Project
AFP	French Press Agency (Agence France-Presse)
AGC	Gaitanist Self-Defense Forces of Colombia (Autodefensas Gaitanistas de Colombia)
AKP	Justice and Development Party (Turkey)
AQIM	Al-Qaeda in the Islamic Maghreb (Burkina Faso and Mali)
ASWJ	Al-Sunna wa Jama'a
AU	African Union
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao (Philippines)
BBC	British Broadcasting Corporation
CAAC	Children and Armed Conflict
CAR	Central African Republic
CIMP	Civilian Impact Monitoring Project
CNN	Cable News Network
COALICO	Coalition Against Involvement of Children and Youth in Armed Conflict in Colombia
CPC	Coalition of Patriots for Change
DRC	Democratic Republic of Congo
ECHO	European Civil Protection and Humanitarian Aid Operations
ECW	Education Cannot Wait
EHRC	Ethiopian Human Rights Commission
EiEWG	Education in Emergencies Working Group
ELN	National Liberation Army (Ejército de Liberación Nacional) (Colombia)
EPL	Ejército Popular de Liberación (Ejército Popular de Liberación) (Colombia)
ERW	Explosive Remnants of War

ESMAD	Mobile Anti-Riot Squadron (Escuadrón Móvil Antidisturbios) (Colombia)
EU	European Union
FACA	Armed Forces of the Democratic Republic of the Congo (Forces Armées Centrafricaines)
FARC-EP	Revolutionary Armed Forces of Colombia–People’s Army (Fuerzas Armadas Revolucionarias de Colombia–Ejército del Pueblo)
FARDC	Armed Forces of the Democratic Republic of the Congo (Forces Armées de la République Démocratique du Congo)
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
GCPEA	Global Coalition to Protect Education under Attack
GNS	Government of National Stability
GNU	Government of National Unity
HRC	Human Rights Council
ICG	International Crisis Group
ICRC	International Committee of the Red Cross
IDPs	Internally Displaced Persons
IEDs	Improvised Explosive Devices
IRG	Internationally recognized government of Yemen
INEE	Inter-Agency Network for Education in Emergencies
IOM	International Organization for Migration
IPOB	Indigenous People of Biafra (Nigeria)
IS	Islamic State
ISIL	Islamic State of Iraq and the Levant
ISGS	Islamic State in the Greater Sahara
ISIL	Islamic State of Iraq and the Levant (Iraq)
ISIL-K	Islamic State in Iraq and the Levant-Khorasan (Afghanistan)
ISWAP	Islamic State West Africa Province
JNIM	Group for the Support of Islam and Muslims (Jama’at Nusrat ul-Islam wal-Muslimeen) (Burkina Faso, Mali, and Niger)

LAAF	Libyan Arab Armed Forces
LGBT	lesbian, gay, bisexual, and transgender
MILF	Moro Islamic Liberation Front (Philippines)
MINUSCA	UN Multidimensional Integrated Stabilization Mission in the Central African Republic
MINUSMA	UN Multidimensional Integrated Stabilization Mission in Mali
MoE	Ministry of Education
MoES	Ministry of Education and Science (Ukraine)
MONUSCO	United Nations Organization Stabilization Mission in the Democratic Republic of the Congo
MPSR	Patriotic Movement for Safeguard and Restoration (Burkina Faso)
MRM	Monitoring and Reporting Mechanism
NAS	National Salvation Front (South Sudan)
NGO	Non-Government Organization
NPA	New People's Army (Philippines)
NRC	Norwegian Refugee Council
NRF	National Resistance Front (Afghanistan)
OCHA	Office for the Coordination of Humanitarian Affairs
OHCHR	Office of the High Commissioner for Human Rights
OLA	Oromo Liberation Army (Ethiopia)
OLF	Oromo Liberation Front (Ethiopia)
oPt	occupied Palestinian territory
OSCE	Organization for Security and Cooperation in Europe
PBS	Public Broadcasting Service
PCHR	Palestinian Centre for Human Rights
PKK	Kurdistan Workers' Party
PLM-N	Pakistan Muslim League-Nawaz
PMF	Popular Mobilization Forces (Iraq)
PRIO	Peace Research Institute Oslo

PTI	Pakistan Tehreek-e-Insaf
RFI	Radio France Internationale
RSF	Rapid Support Forces (Sudan)
RULAC	Rule of Law in Armed Conflicts Project
SAF	Sudanese Armed Forces
SDF	Syrian Democratic Forces
SDF	Sudanese Defense Forces
SDGs	Sustainable Development Goals
SPLM/A-IO	Sudan People's Liberation Movement-Army In Opposition
SPLM-IG	South Sudan People's Defense Army
SRSG CAAC	Special Representative of the Secretary-General for Children and Armed Conflict
SSD	Safe Schools Declaration
SSPDF	South Sudan People's Defense Forces
STC	Southern Transitional Council (Yemen)
TPLF	Tigray People's Liberation Front
TTP	Tehreek-e-Taliban Pakistan
UN	United Nations
UNAMA	United Nations Assistance Missions in Afghanistan
UNAMI	United Nations Assistance Missions in Iraq
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

EXECUTIVE SUMMARY

Education under Attack 2026 tracks attacks on education and military use of education facilities in situations of armed conflict from January 1, 2024, to December 31, 2025. Each of the 28 conflict-affected countries profiled in this report experienced a systematic pattern of attacks on education.

GCPEA identified reports of attacks on education in 83 countries during the reporting period. In addition to the 28 countries profiled in this report, GCPEA identified 55 other countries that experienced sporadic reports of attacks on education in 2024 and 2025, or experienced attacks on education, but were not in armed conflict.

Attacks on education are defined as any threat or actual use of force by state armed forces or non-state armed groups, on students, education personnel, or educational infrastructure or materials. This report also monitors the use of schools and universities for military or security purposes. Complete definitions of attacks and military use are included in the Methodology section of this report.





Homs, Syria – April 8, 2025. A destroyed school in Homs.
© UNICEF / UNI789920 / Ibarra Sánchez / MeMo

Key Findings

- 1.** Attacks on education rose globally in 2024 and 2025 against the backdrop of increasing conflict, decreasing restraint, and eroding global norms in several regions. The Global Coalition to Protect Education from Attack (GCPEA) recorded at least 8,566 attacks on education, more than a 40 percent increase compared to the 2022-2023 period covered in *Education under Attack 2024*. Attacks during 2024 and 2025 harmed at least 10,600 school and university students, teachers, professors, and education personnel.
- 2.** GCPEA recorded the highest incidence of attacks on education in **Colombia, Democratic Republic of the Congo (DRC), Ethiopia, Haiti, Palestine,** and **Ukraine** during the 2024-2025 reporting period. **Ukraine** experienced around 900 attacks on schools, and at least 2,400 attacks on school students, teachers, and personnel, were recorded in **Palestine**.
- 3.** **Myanmar, Nigeria, Yemen,** and **Cameroon** reported the highest numbers of people harmed or killed as a result of attacks on education in 2024 and 2025. GCPEA identified over 1,700 students and staff killed or injured in attacks in these four countries. Over 700 students and staff were reportedly kidnapped in **Nigeria**. In **Myanmar**, reports indicated that at least 80 students and staff were killed, and at least 240 were injured, during attacks on education.
- 4.** In 2024 and 2025, the number of cases of the military use of schools or universities increased to over 1,912, compared to around 1,000 in the previous reporting period. GCPEA identified over 100 cases in **Colombia, DRC,** and **Ethiopia**. In some contexts, reported cases of the military use of schools co-occurred with attacks on school facilities across multiple conflict contexts, including armed clashes at or near schools, or occupied schools being targeted by rival forces.
- 5.** Three countries not profiled in the last report are included in this one: **Haiti**, in the context of increasing violence targeting education, and **Israel** and **Lebanon**, in the context of intensifying armed conflict. Many attacks in **Israel** and **Lebanon** involved the use of explosive weapons. Three countries that were profiled in the last report did not meet inclusion criteria for *Education under Attack 2026*: **Egypt, Kyrgyzstan,** and **Libya**, owing to deescalation and/or decreases in reported attacks.

- 6.** In addition to the newly included countries listed above, GCPEA recorded notable increases in the number of reported attacks on education in **Cameroon, Colombia, DRC, Ethiopia, Haiti, India, Palestine,** and **Pakistan**. Some increases appear to be related to increased reporting.
- 7.** The use of explosive weapons in populated areas (EWIPA) in armed conflict, including drone-borne explosives, was frequently documented in attacks on education across multiple contexts, resulting in casualties, infrastructure damage, and school closures during 2024 and 2025. Unexploded ordnance, increasing conflict activity and intensity, and changing warfare increased civilian risks in multiple contexts during this reporting period. For example, GCPEA identified drone activity in about 300 incidents of attacks on education within both intra and interstate conflicts
- 8.** Reported attacks on education differentially impacted marginalized students, including girls and women, students with disabilities, and those from ethnic minorities, including indigenous communities. Countries where GCPEA identified many of these attacks, or where many students and teachers were impacted in attacks, included **Afghanistan, Colombia, Nigeria,** and **Pakistan**.
- 9.** Reported attacks on education were documented in several contexts of election-related violence and student and teacher protests, including **India, Kenya, Mozambique,** and **Pakistan**. Attacks included the use of excessive force and arrests during student and teacher protests, and some students were reportedly injured at, or on their way to or from, school, during election-related violence.
- 10.** Since the publication of *Education under Attack 2024*, three new states have endorsed the Safe Schools Declaration, bringing the total number of endorsing states to 123, as of February 2026. In November 2025, the Government of **Kenya**, together with the Governments of Argentina, Norway, and Spain, as well as COMESA, GCPEA, UNICEF, UNESCO, Plan International and Save the Children hosted the Fifth International Conference on the Safe Schools Declaration.¹ The Conference brought together over 400 participants in Nairobi from 57 Governments, UN agencies, civil society, academia and children and youth. The conference culminated in the presentation of the Nairobi Outcome Document by the Government of **Kenya**, an important tool for implementing the SSD moving forward.

Trends in attacks on education and military use of schools and universities in 2024-2025

Attacks on schools

During the 2024-2025 reporting period, GCPEA identified increases in reported attacks on education, cases of military use of schools, and numbers of students and educators harmed or killed. Over 8,566 reported attacks on education (6,650) and military use (1,912) were reported in the 28 profiled countries, more than a 40 percent increase compared to the 2022-2023 period covered in *Education under Attack 2024*. These attacks harmed at least 10,600 students and education personnel.

Attacks on schools remained the most prevalent form of attack on education with over 3,000, making up over one third of all reported attacks on education and military use, and harming over 1,000 students and staff. Attacks on schools were identified in all but one of the countries profiled in the report.

HAITI

"When they entered the school, the children were so afraid... When the children started screaming gang members pointed their guns at the children and said, 'If you continue screaming, we will kill you.' So, the children lay on the floor... In the night they took everything – our cars, our materials, our resources."

— a Senior staff member who was present at the time of the attack at Montfort Institute ²

In 2024 and 2025, **DRC, Haiti, Myanmar, Palestine,** and **Ukraine** experienced hundreds of attacks on schools, with **Ukraine** experiencing around 900 attacks and **Palestine** at least 590. In **Myanmar**, an airstrike hit a school in Daw Si Ei village, Demoso township, Kayah state, on February 5, 2024, that served 200 students. Four students were killed and at least 15 more children were injured.³ In **Sudan**, on March 14, 2024, three airstrikes hit the Al-Hadra Primary school in Hadra area, Delami County, South Kordofan State, killing ten students and two teachers, and injuring 44 other students.⁴ In **DRC**, on January 29, 2024, in Sake town, North Kivu province, M23-RDF reportedly fired explosive projectiles near a school, injuring at least eight civilians, including six children, according to the UN. A 12-year-old girl later died from her injuries.⁵

Attacks on schools also impacted education for hundreds of students. For example, in **Lebanon**, on October 9, 2024, a nearby airstrike heavily damaged an educational center in Kfar Joz, Nabatieh governorate, as reported by the UN. The attack forced the center to close and interrupted access to education and psychological support for over 400 children.⁶ In **Mozambique**, between October 10 and 11, 2025, in Napala village, Cabo Delgado province, a school was allegedly set on fire, interrupting access to education for more than 500 students, as reported by local media *Club of Mozambique*.⁷ In **Palestine**, as reported by the UN, in Khallet Amira, Hebron Governorate, West Bank on July 8, 2024, Israeli forces demolished a school, impacting the education of 49 students.⁸

Attacks on school students, teachers, and other education personnel

GCPEA collected around 2,990 reports of attacks on school students, teachers, and other education personnel in 2024 and 2025, representing just over one third of all attacks and affecting 25 of the 28 profiled countries. Around 6,520 students or educators were killed or harmed in these attacks; around 1,420 of them were reportedly killed, injured, or abducted, and over 5,100 were reportedly arrested or detained. **Palestine, Colombia,** and **Cameroon** experienced the highest number of this attack type. In **Cameroon**, on February 14, 2024, in Babungo village, Ngo-Ketunjia division, North-West region, members of one or more non-state armed groups allegedly attacked and vandalized a community school which served around 2,000 children, from nursery to high school, as reported by the UN, as well as allegedly assaulting students and school staff, kidnapping 17 teachers, and seriously injuring the school security guard.⁹ In **Nigeria**, on November 21, 2025, unidentified gunmen allegedly abducted 303 children and 12 teachers from a Catholic secondary school in the Papiri community, Agwara, Niger state, as reported by the UN and international and local media sources.¹⁰ In **Yemen**, on August 27, 2025, in Hayfan district, Taizz governorate, Houthi forces allegedly abducted at least 48 teachers from different locations, and took them to an unknown location, as reported by ACLED and local media.¹¹

In several conflict contexts, students, teachers, and other education personnel risked being injured or killed. In **Iraq**, on October 26, 2024, a student sustained injuries, and later died, from a landmine explosion near Mount Sanaa in Basra governorate, while on a school trip, as reported by ACLED and local media.¹² In **Mozambique**, on November 21, 2024, in Moma town, Moma district, Nampula province, police allegedly fired live ammunition which killed a student who was on his way home from school, as reported by a civil society organization; the incident occurred during a political protest in the context of post-election violence.¹³ In **Niger**, on January 10, 2024, suspected members of an armed group reportedly shot and killed a teacher near a school in Makalondi, Torodi department, Tillabéri region, as reported by international media *DW*.¹⁴ The teacher had been kidnapped, along with a colleague, from school in October 2023, as detailed in *Education under Attack 2024*.¹⁵ According to reports, the other teacher was released. Teachers in the area refused to work and, together with the National Union of Basic Education Contractual Workers (SYNACEB), demanded protection and security measures from the authorities. In **Palestine**, the UN and international media reported that, on May 21, 2024, Israeli forces allegedly fired live ammunition during a raid in Jenin Refugee Camp, in Jenin, West Bank, killing at least two male students and one teacher, as they were leaving school, which had closed as a result of the raid.¹⁶

Students, teachers and education personnel faced risks associated with their actual or perceived participation in civic activities during the reporting period, as well as providing education to girls and women in **Afghanistan**. On January 25, 2025, as reported by ACLED and *Kabul Now*, Taliban intelligence forces allegedly shut an English language training center in Lal Wa Sar Jangal district in Ghor province, and reportedly arrested its director and four teachers, including a female teacher. This center educated girls above the sixth grade.¹⁷



"One day we were starting class at 7:30 a.m. when we heard gunshots close to the educational facility. We confirmed it was about 500 meters above the school. They [an armed group] were in conflict with the Army...The children were extremely scared, they were even crying. I shut them in the classroom; they didn't even want to go to the bathroom."¹⁸

Military use of schools and universities

In 2024 and 2025, GCPEA identified around 1,912 reports of the military use of educational facilities, representing over one fifth of all attacks and affecting 25 of the 28 profiled countries.

In some contexts, military use of schools and universities placed students and educators in close proximity to armed forces or groups, increasing their exposure to munitions and their risk of child recruitment, sexual violence, and injury or death. In addition, the military use of schools and educational facilities increased the risk of damage and destruction by opposition parties, while depriving students of their schools. In **Burkina Faso**, on November 18, 2024, the Burkinabe air force allegedly carried out airstrikes against JNIM militants hiding in an abandoned school and an orchard in Sebba, Yagha province, Sahel region, killing a number of militants, as reported by ACLED and local media.¹⁹ In **Ethiopia**, in January 2024, a drone strike reportedly struck near a school in Merhabete woreda, Amhara region, allegedly targeting the base of an armed group that was stationed very close to the school, as reported by *BBC Amharic*. The school administration reported that the school was in session at the time, and that several students sustained injuries in their panic to escape. According to reports, over 2,600 students were registered at the school, and students did not return to school after the attack.²⁰ In **South Sudan**, between April 16 and October 1, 2025, the South Sudan People's Defence Forces continued to occupy school facilities in southern Abyei, as reported by the UN. In May 2025, United Nations Interim Security Force for Abyei (UNISFA) contacted the Government of South Sudan advocating for the withdrawal of these forces in line with the demilitarized and weapons-free status of Abyei, under the terms of the 2011 Agreement on Temporary Arrangements for the Administration and Security of the Abyei Area. As of October 2025, the schools were reportedly still occupied.²¹

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

GCPEA collected reports of child recruitment at, or on the way to or from, school in six profiled countries in 2024 and 2025: **CAR, Colombia, DRC, Somalia, Syria, and Yemen**. For example, in **CAR**, as reported by the Education Cluster on April 3, 2025, at Jacques Legendre high school in Kondo, Haut Mbomou Prefecture, armed groups recruited and abducted three students, one who was a minor and two who were over 18; the school closed afterwards.²² In **Colombia**, on both September 17 and 24, 2024, two female students were reportedly recruited from a secondary school in La Plata municipality, Huila department, according to the UN and local media.²³ In **Yemen**, on August 26, 2025, in Dhi Naim city, Al Bayda governorate, Houthi forces allegedly abducted a number of students from Omar Ibn Abdul Aziz school, after reportedly converting the school into a recruitment camp at some point in July or August 2025, according to reports from ACLED and local media.²⁴

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

In 2024 and 2025, GCPEA identified reports of sexual violence at, or on the way to or from, school or university in five countries profiled in this report: **Cameroon, CAR, Colombia, Haiti**, and **Nigeria**. For example, In **Cameroon**, the Education Cluster reported three cases of sexual violence against students or staff between January and August 2024.²⁵ Further details on the number of victims were not available. In **Haiti**, on January 26, 2024, in Drouillard area, Cité Soleil commune, Port-au-Prince, Ouest department, three Terre Noire gang members raped and killed a 17-year-old girl who was on her way to school, as reported by the UN.²⁶ Sexual violence at, or on the way to or from, school or university remained one of the most challenging attack types on which to collect data.

Attacks on higher education

In 2024 and 2025, GCPEA collected over 377 reports of attacks on higher education in 26 of the 28 profiled countries. More than 2,950 higher education students or staff were killed or harmed in these attacks; over 570 were reportedly killed, injured, or abducted, while around 2,380 were detained or arrested. This included attacks on higher education infrastructure, for example, in **Ukraine**, on July 12, 2025, a drone strike caused significant damage to the Lviv Polytechnic National University, in Lviv city and region.²⁷ In **Somalia**, as reported by ACLED, on May 1, 2024, Al-Shabaab detonated a remote-controlled improvised explosive device (IED) near Shabelle University area in Dayniile district, Mogadishu. Al-Shabaab claimed responsibility for this incident which targeted government security forces passing by the university. In addition to killing four soldiers and injuring two civilians, the IED also damaged a passing vehicle, injuring four passengers.²⁸ In **Syria**, on November 29, 2024, in Aleppo city and governorate, four male students were allegedly killed when shelling struck Aleppo University student housing, as reported by Syrian Network for Human Rights and the UN.²⁹

GCPEA also identified attacks on higher education students and staff during repression of education-related or on-campus protests, for example, in **India**, on July 10, 2024, police allegedly beat and detained around 15 students during a protest at Osmania University, Hyderabad city, Telangana state, as reported by Scholars at Risk.³⁰ In **Kenya**, as reported by ACLED, local media and Scholars at Risk, on October 22, 2024 in Starehe, Nairobi, police arrested 108 students who were protesting against the sudden increase of school fees outside the Nairobi Technical Training Institute campus. At least 102 students were released the following day. The training institute was closed indefinitely after this incident.³¹ In **Pakistan**, on March 11, 2025, as reported by ACLED and local media sources, in Muzaffarabad, Azad Kashmir district, Kashmir province, police allegedly used tear gas shells and batons to disperse University of Azad Jammu and Kashmir students protesting against university policies. Police reportedly detained 11 students.³²

In **Türkiye**, on February 21, 2024, as reported by Scholars at Risk, police forcefully intervened during a student protest regarding university policy decisions at Istanbul University. One student was reportedly injured and consequently hospitalized.³³

Attacks impacting marginalized students, including girls and women

Reported attacks on education differentially impacted marginalized students, including girls and women, during the reporting period. In 2024 and 2025, GCPEA identified at least 11 countries where girls and women were targeted in attacks on education because of their gender: **Afghanistan, Cameroon, CAR, Colombia, Haiti, India, Nigeria, Pakistan, South Sudan, Sudan, and Yemen**. For example, in **Nigeria**, on November 17, 2025, gunmen attacked a government girls' boarding school in Kebbi State, killing the vice principal and abducting 25 female students.³⁴

While outside the scope of attack classification, it is important to note that girls and females in **Afghanistan** face these same risks in relation to their exclusion from education beyond sixth grade by the Taliban. Finally, in many settings, damage to water and sanitation infrastructures further compounds barriers to girls and women's return to education following attacks.³⁵

Students with disabilities, who already face obstacles to accessing education, were also uniquely impacted by attacks on education. Amnesty International reported that on August 2, 2024, members of an armed group in Croix-des-Bouquets, Ouest department, **Haiti**, stormed and looted the Montfort Institute, a school for deaf and blind children and young adults. Sixty-one students, including 24 female students, and 18 staff members were present at the time. While no one was injured, children were threatened at gunpoint, and students were not able to take assistive devices, such as hearing aids, with them when they left the school.³⁶ On September 11, 2025 near Aita al-Shaab town, Al Nabatieh governorate, **Lebanon**, national media sources reported that the Israeli military conducted a controlled detonation of a school for students with special needs.³⁷

Recommendations

The ongoing, preventable assaults on education inflicted severe and unequal harm on learners, educators, and communities, making it clear that the current trajectory is indefensible.

The parallel rise in attacks on education and the apparent normalization of military use of schools and universities is causing irreversible damage with far-reaching consequences for social cohesion, human capital, and national development and security.

Urgent action to end attacks on education and reverse escalating harm

At a time of record numbers of attacks on education, open backlash against international law and the multilateral system, increases in military spending and rise to new warfare methods, the Safe Schools Declaration is not optional.

In light of this context, GCPEA urgently calls on states to:

- 1.** Close the Protection Gap through Domestication of International Standards
- 2.** End Military Use and Secure the “Right to be Safe in Education”
- 3.** Sustain and Protect the Global Monitoring Ecosystem
- 4.** Protect Education During Electoral Cycles
- 5.** Resource Anticipatory Action and Early Warning Systems (EWS)

Closing Appeal for 2026-2027: Holding the line on protecting education

Attacks on education are systematic, predictable, and preventable violations of international human rights, humanitarian and criminal law.

Failure to act is a choice — and its cost is generational.



Girls attend an informal outdoor lesson in a remote area of Afghanistan as communities continue to seek access to education amid ongoing barriers and insecurity. ©Diego Ibarra Sánchez, 2025.