



SECTION 4. INDICATORS ON ATTACKS ON EDUCATION

Toolkit for Collecting and Analyzing Data on Attacks on Education

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SECTION 4.

INDICATORS ON ATTACKS ON EDUCATION

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DOMAIN 1: ATTACKS ON SCHOOLS

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

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

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

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

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

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

Sub-Domain 1.1: Incidents of attacks on schools

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

Indicator 1.1.1: Number of reported attacks on schools

Purpose

To count the number of attacks on schools reported¹ annually.²

Definition

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

¹ The comprehensiveness and reliability of data on attacks on education varies from country to country because there is no standardized mechanism for collecting such data and because collecting data on attacks on education depends significantly on capacity, resources, security, and access. Therefore, this framework uses the words “reported” and “reportedly” throughout to indicate that the statistics are based on the data available, which may not reflect the full scope of the attacks occurring.

² The Indicators on Attacks on Education (also referred to as the Framework) uses the term “annually” throughout, which generally refers to a calendar year. However, users may wish to perform analyses over shorter periods of time (e.g., six months) depending on their context and needs. The analyses in this *Toolkit* are also useful for different time periods. GCPEA recommends that, when sharing data or reports, users are clear about the timeframe chosen, especially if it deviates from a calendar year.

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

Calculation

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

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

Suggested disaggregation

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

Limitations

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

Additional information

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

Feasibility and data sources

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

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

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

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

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

Indicator 1.1.2 Proportion of schools reportedly attacked

Purpose

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

Definition

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

Calculation

The numerator is the number of reported attacks on schools in a given country during a given year. The denominator is the total number of functioning and non-functioning³ schools, including those attacked (i.e., the numerator), in the same country for that same year.

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

³ Functioning and non-functioning schools are included in the denominator because cases in which schools that are attacked while they are not functioning as schools are still included as incidents of attacks on schools.

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

Sub-Domain 1.2: Damage and destruction

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

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

Purpose

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

Definitions

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

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

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

Calculations

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

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

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

Suggested disaggregation

By: level of destruction (damaged/destroyed)

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

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

Limitations

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

Feasibility and Data Sources

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

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

Sub-Domain 1.3: Casualties

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

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

Purpose

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

Definition

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

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

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

Calculation

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

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

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

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

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

Suggested disaggregation

By: casualty type (injured/harmed)

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

Limitations

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

Feasibility and data sources

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

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

Sub-Domain 1.4: Impact on education

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

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

Purpose

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

Definition

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

Calculation

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

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

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

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

Suggested disaggregation

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

Limitations

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

Feasibility and Data Sources

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

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

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

Purpose

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

Definition

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

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

Calculation

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

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

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

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

Suggested disaggregation

By: impacted group (student/education personnel)

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

Limitations

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

Feasibility and Data Sources

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

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

Definition:

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

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

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

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

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

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

Sub-Domain 2.1: Incidents

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

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

Purpose

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

Definition

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

Calculation

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

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

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

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

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

Purpose

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

Definition

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

Calculation

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

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

Sub-Domain 2.2: Students or education personnel harmed

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

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

Purpose

To count the number of students and education personnel reported annually as injured, killed, or abducted in attacks targeted against them for their profession or that occur at, or on the way to or from, school.⁴

⁴ This indicator is distinct from Indicator 1.3.1 (number of students and education personnel reported injured or killed in attacks on schools); it covers attacks directed at

Definition

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

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

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

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

Calculation

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

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

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

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

Suggested disaggregation

By: harm type (injured/killed/abducted)

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

Limitations

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

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

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

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

Feasibility and data sources

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

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

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

Purpose

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

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

Definition

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

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

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

Calculation

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

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

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

Suggested disaggregation

By: harm type (injured/killed)

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

Limitations

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

Feasibility and data sources

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

Information on the incidents of repression of students and education personnel is often vague or limited. Incidents reports of repression often do not indicate how many people were injured or killed as a result of excessive use of force and do not always distinguish between student and education personnel deaths and other deaths.

Therefore, it is most feasible to report a *minimum* number of students, teachers, or personnel injured or killed in such incidents.

Sub-Domain 2.3: Arrests and detentions

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

2.3.1 Number of students or education personnel reportedly arrested or detained

Purpose

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

Definition

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

Calculation

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

Suggested Disaggregation

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

Limitations

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

Feasibility and Data Sources

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

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

DOMAIN 3: MILITARY USE OF SCHOOLS AND UNIVERSITIES

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

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

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

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

Sub-Domain 3.1: Incidents of military use

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

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

Purpose

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

Definition

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

Calculation

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

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

Suggested disaggregation

By: detailed location (subnational region, district, and city/village/area); gender of the children served by the school (boys/girls/mixed); level of school (preschool/kindergarten/primary/secondary/tertiary/nonformal); school operator (government/private/NGO/religious institution); military use subcategory (base/barracks/checkpoint/detention center/fighting position/training/threat/weapons storage/other); level of use of educational facility (total use/partial use/presence nearby);⁵ perpetrator (state forces/paramilitary/nonstate armed group/foreign state/multinational forces/other)

Limitations

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

Feasibility and data sources

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

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

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

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

⁵The distance for determining whether a base or camp is near an educational facility depends on the context. When developing such criteria, *Toolkit* users should consider whether students and educators must pass by the base or camp on their way to or from the educational facility. As a point of departure, in the Philippines, the Department of Education National Policy Framework on Learners and Schools as Zones of Peace states, “There shall be no military detachment or patrol base constructed within 460 meters from a school.” For more details, see *Protecting Schools from Military Use (2021): Law, Policy, and Military Doctrine* (p. 81).

Indicator 3.1.2 Total number of days affected by military use

Purpose

To count the cumulative number of days that all schools and universities were used for military purposes reported annually. This indicator does not calculate whether a school was closed due to military use; see indicator 3.4.1 to calculate the number of school days lost due to military use.⁶

Definition

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

Calculation

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

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

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

⁶ These indicators are separated since the number of days a school or university is used is distinct from the number of days it was closed due to use. A school or university may be used for military purposes but remain open (e.g., an armed force or group may occupy only part of the school) or a non-functioning school may be occupied by an armed force or group, meaning the school was not closed due to military use and no school days were lost.

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

Purpose

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

Definition

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

Calculation

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

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

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

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

Sub-Domain 3.2: Damage and destruction

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

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

Purpose

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

Definition

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

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

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

Calculation

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

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

Suggested disaggregation

By: level of destruction (damaged/destroyed)

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

Limitations

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

Feasibility and data sources

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

Sub-Domain 3.3: Casualties

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

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

Purpose

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

Definition

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

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

Calculation

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

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

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

Suggested disaggregation

By: harm type (injured/killed)

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

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

Limitations

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

Feasibility and data sources

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

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

Sub-Domain 3.4: Impact on education

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

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

Purpose

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

Definition

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

Calculation

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

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

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

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

Purpose

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

Definition

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

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

Calculation

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

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

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

Suggested disaggregation

By: role (student/education personnel)

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

Limitations

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

Feasibility and Data Sources

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

Sub-Domain 3.5: Intersection with attacks on education

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

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

Purpose

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

Definition

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

Calculation

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

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

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

Purpose

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

Definition

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

Calculation

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

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

Suggested disaggregation

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

Limitations

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

Feasibility and Data Sources

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

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

Purpose

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

Definition

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

Calculation

The numerator is the number of educational institutions reportedly targeted for attack while being used for military purposes by an opposing armed force or non-state armed group in a given country during a given year. The denominator is the total number of military use incidents, including those targeted for attack (i.e., the numerator), in the same country for that same year.⁷

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

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

Suggested disaggregation

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

Limitations

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

Feasibility and Data Sources

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

⁷An educational institution that is used for military purposes and targeted for attack more than once (i.e., one armed force or group vacates and another enters and attacks occur during both), should be counted in the calculation each time both violations occur during the time period. On the other hand, an educational institution that is targeted for attack more than once by the same armed force or non-state armed group during continuous military use by their rival, should only count once in the calculation. Finally, in limited cases, an armed force or non-state armed group may attack an educational institution it is using (or recently used), for instance to destroy evidence or if explosives are unwittingly detonated. Such cases can be included or excluded from the calculation, but if applicable, the write-up should clearly state which sets of incidents are included.

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

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

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

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

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

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

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

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

Purpose

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

Child recruitment at, or on the way to or from, school is under-reported. When information is available, it is often in the form of a general description, rather than a count or incident report.⁸ The description may be the only piece of information available, or one of very few. In instances when only qualitative descriptions are available, a binary assessment of the existence of education-related child recruitment is necessary.

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

⁸ The following is a representative example: A Colombian weekly news magazine reported, “The mayor of San Vicente del Caguán, Humberto Sánchez, had also warned that [FARC] dissidents from the 62nd front, under the command of Cucho, were going to schools and rural districts to recruit [children]...” The report is evidence that school-related child recruitment occurred in the country in 2019, along with a reported location and perpetrator, but crucially it gives no sense of the number of incidents and, were the number estimated, risks significantly under- or over-counting them. As such, this report cannot be used to measure the number of school-related child recruitment incidents (indicator 4.1.1). GCPEA translation. Citation: “What is known about the army bombing in which at least eight children died (Lo que se sabe del bombardeo del Ejército en el que murieron al menos ocho niños),” *Semana*, November 12, 2019.

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

Definition

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

Calculation

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

Suggested disaggregation

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

Limitations

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

Note on confidentiality

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

Feasibility and data sources

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

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

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

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

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

Purpose

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

Definition

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

Calculation

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

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

Suggested disaggregation

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

Limitations

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

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

Additional information

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

Feasibility and data sources

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

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

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

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

Sub-Domain 4.2: Children recruited

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

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

Purpose

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

Definition

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

Calculation

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

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

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

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

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

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

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

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

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

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

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

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

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

Purpose

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

Sexual violence at, or on the way to or from, school or university is under-reported. When information is available, it is often in the form of a general description, rather than a count or incident report.⁹ The description may be the only piece of information available, or one of few. In instances when only qualitative descriptions are available, a binary assessment of the existence of education-related sexual violence is necessary.

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

Definition

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

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

Calculation

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

Suggested disaggregation

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

Limitations

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

Note on confidentiality

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

Feasibility and data sources

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

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

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

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

Purpose

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

Definition

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

Calculation

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

Suggested disaggregation

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

Limitations

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

Additional information

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

Note on confidentiality

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

Feasibility and data sources

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

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

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

Sub-Domain 5.2: Students or education personnel harmed

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

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

Purpose

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

Definition

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

Calculation

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

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

Suggested disaggregation

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

Limitations

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

Note on confidentiality

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

Feasibility and data sources

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

DOMAIN 6: ATTACKS ON HIGHER EDUCATION INSTITUTIONS

Definition:

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

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

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

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

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

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

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

Indicator 6.1.1: Number of reported attacks on higher education institutions

Purpose

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

Definition

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

Calculation

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

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

Suggested disaggregation

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

Limitations

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

Additional information

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

Feasibility and data sources

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

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

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

Indicator 6.1.2 Proportion of higher education institutions reportedly attacked

Purpose

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

Definition

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

Calculation

The numerator is the number of reported attacks on higher education facilities in a given country during a given year. The denominator is the total number of functioning and non-functioning¹⁰ higher education institutions, including those attacked (i.e., the numerator), in the same country for that same year.

Limitations

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

Suggested disaggregation

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

Feasibility and data sources

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

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

Sub-Domain 6.2: Damage and destruction

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

¹⁰ Functioning and non-functioning higher education institutions are included in the denominator because cases in which higher education infrastructure is attacked while not functioning are still included as incidents of attacks on higher education.

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

Purpose

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

Definition

The reported number of higher education institutions damaged or destroyed as a percentage of all higher education institutions in the country or sub-national region. Damage may be to boundary walls or gates, libraries, research facilities, furniture, or teaching and learning materials; damage may be minor or significant. Higher education facilities include any building housing a university, vocational, technical, or other tertiary learning center. In higher education systems with multiple campuses, damage or destruction need only occur at one campus to count.¹¹

Calculation

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

Suggested disaggregation

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

Limitations

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

Feasibility and Data Sources

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

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

¹¹ In the case of schools, damage and destruction are calculated individually and may be analyzed separately (indicator 1.2.1). For higher education institutions, however, the two calculations are combined, since (a) the proportion of higher education institutions fully destroyed annually is small in most conflicts; (b) the destruction of one facility (e.g., library, faculty of engineering) does not necessarily mean that all university education activities cease; and (c) it is conceptually difficult to distinguish and categorize far-reaching damage from limited destruction (e.g., serious damage to most of a campus compared to the destruction of one nonessential building).

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

Sub-Domain 6.3: Casualties

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

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

Purpose

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

Definition

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

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

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

Calculation

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

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

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

Suggested disaggregation

By: harm type (injured/killed)

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

Limitations

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

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

Feasibility and data sources

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

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

Sub-Domain 6.4: Impact on education

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

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

Purpose

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

Definition

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

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

Calculation

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

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

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

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

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

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

Purpose

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

Definition

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

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

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

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

Calculation

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

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

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

Suggested disaggregation

By: role (student/education personnel)

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

Limitations

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

Feasibility and data sources

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

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

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

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

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

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

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

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

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

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

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

Purpose

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

Definition

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

Calculation

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

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

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

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

Purpose

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

Definition

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

Calculation

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

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

Suggested disaggregation

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

Limitations

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

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

Feasibility and data sources

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

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

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

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

Purpose

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

Definition

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

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

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

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

Calculation

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

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

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

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

Suggested disaggregation

By: harm type (injured/killed/abducted)

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

Limitations

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

Feasibility and data sources

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

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

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

Purpose

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

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

Definition

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

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

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

Calculation

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

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

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

Suggested disaggregation

By: harm type (injured/killed)

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

Limitations

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

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

Feasibility and data sources

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

Sub-Domain 7.3: Arrests and detentions

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

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

Purpose

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

Definition

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

Calculation

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

Suggested disaggregation

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

Limitations

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

Feasibility and data sources

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

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

DOMAIN 8: OVERALL ATTACKS ON EDUCATION

Definition:

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

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

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

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

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

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

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

Purpose

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

Definition

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

Calculation

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

Limitations

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

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

Feasibility and data sources

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

Indicator 8.1.2 Number of reported attacks on education related to repression

Purpose

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

Definition

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

Calculation

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

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

Limitations

See Indicator 8.1.1.

Feasibility and data sources

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

Sub-Domain 8.2: Damage and destruction

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

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

Purpose

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

Definition

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

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

Calculation

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

The numerator can be found by adding the numerators from indicators 1.2.1 (damaged *and* destroyed disaggregations) and 6.2.1 together with indicator 3.2.1; the denominator can be found by adding together the denominators for indicators 1.2.1 and 6.2.1. (Note: the denominators for indicators 1.2.1 and 6.2.1 provide the total number of schools and universities, so no additional information is needed from 3.1.3, schools and universities experiencing military use). If a total for military use (3.2.1) is unavailable, or no educational facilities were damaged or destroyed by military use, the calculation can be performed with only the numbers for attacks on schools and higher education facilities. In that case, only the result for damage or destruction of schools and universities is reported (and military use is omitted from the label).¹²

Limitations

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

Feasibility and data sources

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

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

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

¹² Damage and destruction are combined, rather than calculated separately, for two reasons. First, as discussed in the footnote in indicator 6.2.1, separating damage from destruction for higher education is conceptually challenging, so the two are combined in that indicator. As such, it makes sense for a calculation containing indicator 6.2.1 to also combine the two. Second, as the total number of *all* educational facilities (i.e., the denominator) is likely a very large number, combining damage and destruction (i.e., the numerator) is useful so that the resulting percentage is larger and, thus, more intelligible. For instance, “1.2% of all educational facilities were damaged or destroyed in [year],” is more accessible than the alternative, in which they are separated: “.9% of all education facilities were damaged and .3% of all facilities were destroyed in [year].”

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

Purpose

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

Definition

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

Calculation

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

Limitations

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

Feasibility and data sources

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

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

Purpose

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

Definition

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

Calculation

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

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

Limitations

See Indicator 8.3.1.

Feasibility and data sources

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



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Toolkit for Collecting and Analyzing Data on Attacks on Education

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