



Global Coalition to **Protect**  
**Education from Attack**

**Global Coalition to Protect Education from Attack Meetings**  
**May 20- 22, 2013, New York City**

Institute of International Education (IIE)  
809 United Nations Plaza, New York, NY 10017



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**Agenda for the**  
**Global Coalition to Protect Education from Attack Meetings**

**May 20- 22, 2013, New York City**

Institute of International Education (IIE)  
 809 United Nations Plaza, New York, NY 10017  
 Diya's Cell: 202-746-1339

**Monday, May 20, 2013**

**WORKING GROUP MEETINGS AND PANEL DISCUSSION/RECEPTION**

- |               |   |
|---------------|---|
| 9.00- 11.00   | Field-based Working Group   |
| 11.30 - 12.30 | Management Committee Meeting  |
| 1.00 – 3.00   | Monitoring and Reporting Working Group (lunch will be served in the meeting).                           |
| 4.30 – 6.30   | Panel Discussion on Attacks on Education and Military Use of Education Institutions and GCPEA Reception |

*All meetings will be held at IIE on the 9<sup>th</sup> floor, the panel and reception will be on the 12<sup>th</sup> floor. Please bring photo ID to enter the building.*

**STEERING COMMITTEE MEETING**

**Tuesday, May 21, 2013**

9.00 – 9.30      **Coffee and Pastries**

9.30 - 9.50      **Welcome and Overview of Goals of the Meeting**

- Welcome - *Zama*
- Overview of the agenda and summary of the survey results- *Diya*
- Goals of the SC meeting – *Diya*
  - To reflect on the role and substantive focus of the Coalition in light of developments in the education under attack landscape and expectations of the Coalition members to determine if calibrations are needed to remain relevant and to respond to current needs.
  - To examine the activities in the working groups and discuss their compatibility with our vision, mission and goals and Coalition members' expectations.
  - To examine the Coalition's organizational and decision-making structures and modify them, if necessary, to ensure that we are able to advance our mission and reach our goals.

- To consider the Coalition's financial situation and to explore options for becoming more financially secure.

9.50 – 11.30                    **The Attacks on Education Landscape: Updates from Coalition Members on their Work on Attacks on Education and Implications for the Coalition of Developments in the Field** - *Zama facilitates*

*Survey Question 2.*

- What are Coalition members working on in the field of attacks on education?
- How does the issue fit within your own organization's structure, strategy, and work?

***Break (15 min - around 11.00)***

- Based on the work that Coalition members are doing in their own organizations and our knowledge of the field, what is the attacks on education landscape at present? What are new developments? What implications do these developments have for our work? How do we stay relevant? What opportunities and challenges lie ahead for us?

11.30 – 12.15                    **Expectations of Coalition Members** – *Kate facilitates*

*Survey Question 5*

- Why are organizations members of the Coalition? What is the added value they would like to see from being a Coalition member and are they seeing it?
- What changes could the Coalition make to more effectively meet the needs and expectations of the Coalition members?

12.15 – 1.15                    ***Lunch***

1.15 – 2.15                    **Mission, Vision and Goals of the Coalition** – *Diya facilitates*

*Survey Question 3*

- Do our stated mission, vision, and goals align with what we see as valuable as members of a Coalition and what we want to do and achieve? If not, what is missing or what needs to be clarified?
- If we need to revise our mission, vision and/or goals, should we establish a committee to do so?

2.15 - 5.30                    **Presentations of Working Groups.**

For each presentation by the working group (15 minutes) and discussion with the larger group (30 minutes) please consider the following:

- What is the overall goal of the working group?
- What is the plan for the group in 2013 and beyond?
- To what degree do the goals and plans fit with the larger mission, vision and goals of the Coalition?

2.15 -3.00	<b>Presentation and Discussion of the Monitoring and Reporting Working Group</b> – <i>Diya, Zama, Margaret or Kate present</i>
3.00- 3.45	<b>Presentation and Discussion of the Norms and Accountability Working Group-</b> <i>Bede and Courtney present</i>
3.45 - 4.00	<b><i>Break</i></b>
4.00 –4.45	<b>Presentation and Discussion of the Field-based Working Group</b> – <i>Hind presents</i>
4.45-5.30	<b>Presentation and Discussion of the Higher Education Working Group</b> – <i>Jim, Rob or Sarah present</i>
6.30– 8.30	<b><i>Dinner at Bocca NYC</i></b> <i>39 E 19th St # 1 New York, NY 10003</i> <i>(between Park and Broadway)</i> <i>(212) 387-1200 <a href="http://www.boccanyc.com">www.boccanyc.com</a></i> <i>Reservation Under: Charles von Rosenberg</i>

### **Wednesday, May 22, 2013**

9.00 – 9.30	<b>Coffee and Pastries</b>
9.30 – 10.15	<b>Presentation and Discussion of Education Cannot Wait-</b> <i>Diya presents</i>
10.15 - 11.15	<b>Reflections on the Initiatives and the Working Group Goals and Plans for 2013, including Education Cannot Wait: Do they Fit with our Vision and Mission, and Members’ Expectations for the Coalition?</b> – <i>Stephane facilitates</i>

### ***Survey Question 4***

- Is our focus on our four initiatives the correct focus for meeting our expectations as Coalition members and achieving our mission, vision and goals? At present, the initiatives seek to implement one or more of our goals. Is this the correct approach and if so, do the initiatives reflect our current goals, or what we think our goals should be?
- Do we need to modify initiatives, add new ones or drop current ones? Should we be reframing our initiatives?
- Are the activities that we are conducting within the initiatives (in the working groups) the correct activities that we should be focusing on to achieve our vision and mission and goals?

11.15 – 11.30	<b><i>Break</i></b>
11.30 – 12.45	<b>Structure of the Coalition: Roles and Responsibilities of the Steering Committee and the Secretariat</b> – <i>Margaret facilitates</i>

*Survey Question 5*

- What is the role the Steering Committee *vis a vis* the Secretariat?
- What is the role of the Steering Committee Chair
- What is the relationship between the Steering Committee and the Tides Advisory Board?
- What is the role of the Management Committee?

12.45 – 1.45                      *Lunch*

1.45 – 3.15                      **Structure of the Coalition: Working Groups** – *Daniela facilitates*

- What is the role of the working groups?
- What are the roles of the secretariat and the chairs of the working group in the working groups?
- At present, the working groups support the initiatives of the Coalition. Does this need to change? If so, how?
- One proposal is to create a legal working group and an education working group and to merge the monitoring and reporting working group and the field-based programmatic measures working group. Is this feasible?
- What working groups should the Coalition have moving forward?

3.15– 3.30                      ***Break***

3.30 – 4.30                      **Budget and Other Financial Issues** – *Jim facilitates*

- Discussion and approval of the 2013 budget – *Diya presents*
- Discussion of the fund-raising strategy for 2014 including the need for a reserve fund. *Diya presents*

4.30 – 5.00                      **Reflections on the Meeting and Closing** – *Zama facilitates*



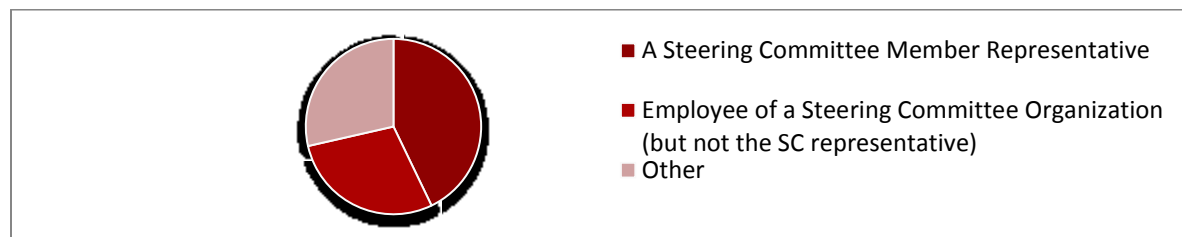
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## SURVEY RESPONSES

# SURVEY RESPONSES

## 1) WHICH OF THE FOLLOWING BEST DESCRIBES YOU?

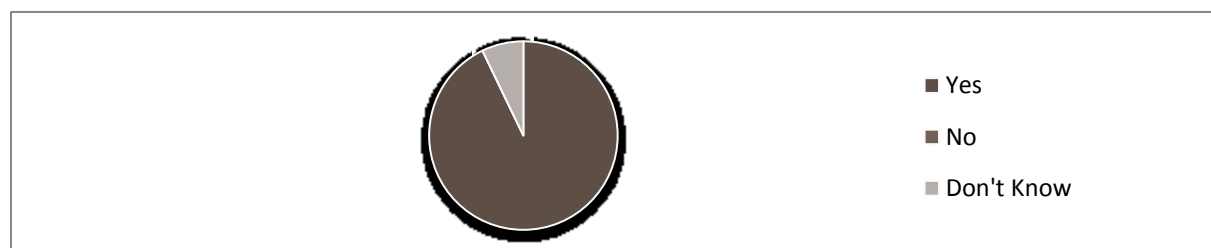
	Total	Pct.
A Steering Committee Member Representative	6	43%
Employee of a Steering Committee Organization (but not the SC representative)	4	29%
Other	4	29%



## 2) THE ATTACKS ON EDUCATION LANDSCAPE

A) DO YOU THINK THERE HAVE BEEN KEY DEVELOPMENTS IN THE FIELD OVER THE LAST FEW YEARS THAT HAVE IMPLICATIONS FOR OUR WORK?

	Total	Pct.
Yes	13	92%
No	0	0%
Don't Know	1	8%



B) IF YOU THINK THERE HAVE BEEN SIGNIFICANT DEVELOPMENTS, PLEASE DESCRIBE THEM AND THE KEY OPPORTUNITIES AND/OR CHALLENGES THEY MAY BRING TO OUR WORK.

<b>Response #1</b>	Increasing attention to issues from media and UN are opportunities for the Coalition to feed information to put new events into the broader perspective.
<b>Response #2</b>	<p>Visibility- Attacks on education institutions, educators and children are increasingly being reported. GCPEA is gradually raising awareness on the issue of attacks on education however this has not reached full potential. There is room for improvement and to room to broaden its audience. For example the education clusters in a number of countries have taken on documenting and reporting attacks as part of their responsibility. This move has ensured that attacks on education are reported hot from the press. A case in point is the education reports from Ivory Coast and South Sudan. GCPEA member agencies are also documenting and reporting attacks - Save the Children and UNICEF reports on Syria and DRC is a case in point. There is however a need to educate and sensitize the media on the issue so that they can report widely and bring the issue into the limelight. Faith based organizations are also addressing this issue through conference, for example the Lambeth conference held in London. IRC has also held several talks on attacks on education here in London which have attracted diverse range of stakeholders including the government and politicians and INGOS.</p> <p>At the UN level several resolutions have also been passed - with a degree of attribution from GCPEA lobbying and Advocacy. Some government such the South Sudan one have jointly with the education clusters developed tools and trainings to mitigate attacks on education.</p> <p>GCPEA has also posted press releases condemning attacks on education institutions and on high profile cases -such as the Malala case- Pakistan.</p> <p>GCPEA has attracted funding and resources from diverse sources but it has not exploited the full range of potential donors such as Norway governments, DFID UK, Swedish and other corporate institutions</p> <p>The work on Military use has raised awareness amongst many international and national stakeholders. Awareness on the fact that it is not OK for Military or rebels or any armed groups to occupy schools is slowly reaching various groups.</p> <p>Finally, due to the limitation in the definition of attacks on education, other cases of schools being attacked by lone terrorists and irrational people in the North are not picked up by the coalition. This falsely gives the impression that attacks are rife only in the South. This is a bias GCPEA cannot afford to propagate and more needs to be done to illuminate issues on any attacks anywhere in the world. Secondly, GCPEA membership appears exclusive to those not engaged. There is need to expand the membership and ensure that its tentacles stretch out to all the regions and continents - to give it the Global mandate that it claims. Thirdly, GCPEAs global advocacy image is weak, there is need to speak out loudly against attacks on education, to be in every press conference, media coverage, conferences and forums speaking on the issues. All quality publications must be extended in hard copies to regional conferences as most countries cannot access online copies due to internet limitations. Fourthly, GCPEA needs to get out there and engage both North and South based governments without reservations.</p>

<b>Response #3</b>	Increased recognition of the problem.
<b>Response #4</b>	The lifting up of the legal aspects of protecting education, the expanded definition of attacks on education, getting attacks on education on the international agenda.
<b>Response #5</b>	More visibility to the issue in multiple sectors; more tools and resources available; more initiatives dedicated to this issue; more high level commitment (e.g., Gordon Brown, SG's Global Education First Initiative).
<b>Response #6</b>	Absolutely.  The Education under attacks publications  Creation of the Global coalitions, and its working groups  1882 trigger for attacks on schools
<b>Response #7</b>	1. Issue much more on the radar. Somewhat more in the public eye because of the shooting of Malala Yusefzai and definitely more on the agenda of UN and humanitarian agencies. Also, much more reporting on attacks on schools and military use, particularly in conflicts in MENA.  2. more agencies taking up the issue - not just coalition members.  3. translating a growing awareness into action remains a huge challenge. We don't want this issue to be the "flavor of the month."
<b>Response #8</b>	Yes, one important development is that Education Cannot Wait includes protecting education from attack (and against military use) as one of its three pillars. This is a great vehicle for promoting our issue as the members are well connected and attend every significant education in emergencies event. However, it raises the issue of duplication of efforts. If they are working on protecting education, what is our value added? As more organizations begin advocating to protect education from attack, they will be looking to us to provide statistics on attacks. Should we be moving towards becoming a clearing house for this type of information? If so, what resources will we need to do this
<b>Response #9</b>	At the very least - it has certainly contributed to raising awareness around attacks on education which will contribute to better advocacy about the key issues
<b>Response #10</b>	There has been more emphasis on the field of education as part of state rebuilding post-conflict. This education development has been expanded from post-conflict to include fragile states.  As well, there is a relatively new interest in making education a stronger pillar of humanitarian aid in conflict and emergency situations.
<b>Response #11</b>	This issue has been put on the map - more attention is now given to the issue.
<b>Response #12</b>	Yes resolution 1998 and education in CAFS recognized as critical in EFA/GMR 2011  Gives more weight to advocacy

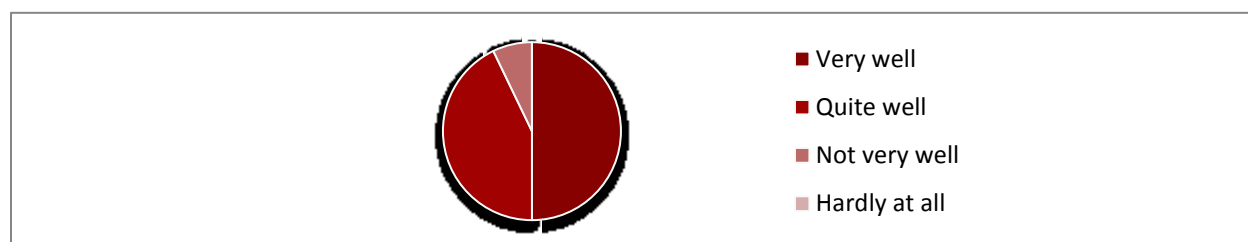
### 3) MISSION AND VISION OF THE ORGANIZATION

GCPEA's Vision: We seek to establish a world in which all who wish to learn, teach and research, at all levels and in all forms of education, and all those who support them, can do so in conditions of safety, security, dignity and equality, free from fear, consistent with the principles of mutual understanding, peace, tolerance and academic freedom. GCPEA's Mission Statement: To catalyse enhanced prevention of attacks on education, effective response to attacks, improved knowledge and understanding, better monitoring and reporting, stronger international norms and standards and increased accountability. GCPEA's Goals:

- To highlight the incidence and impact of attacks on education in conflict-affected and fragile situations among key actors, and cultivate public support for education in safe and secure environments
- To promote the strengthening of existing monitoring and reporting systems as well as the creation of new systems where needed
- To promote effective, coherent, timely and evidence-base programmatic measures, including prevention and response
- To encourage adherence to existing international law protecting education and the strengthening of international norms and standards as needed.
- To fight impunity for attacks on education by promoting and supporting a range of accountability measures.

A) TAKING INTO ACCOUNT THE CHANGES IN THE ATTACKS ON EDUCATION LANDSCAPE, HOW WELL DO YOU THINK GCPEA'S VISION, MISSION STATEMENT, AND GOALS GENERALLY CAPTURE WHAT WE ARE STRIVING TOWARDS AND WHAT WE ARE HOPING TO ACHIEVE?

	Total	Pct.
Very well	7	50%
Quite well	6	43%
Not very well	1	7%
Hardly at all	0	0%



B) IF YOU THINK THERE COULD BE IMPROVEMENT IN OUR VISION, MISSION, OR GOALS, WHAT IS MISSING, AND WHAT NEEDS TO BE MODIFIED OR CLARIFIED?

<b>Response #1</b>	At present, the 'fighting impunity' goal is difficult due to the inability of humanitarian organizations to engage in that field. Perhaps as a result of this, the Coalition is not working in a judicial capacity.
<b>Response #2</b>	<p>Goal 1- Attacks on education are not only confined to Conflict affected States - need to expand this coverage to any country where attacks on education occur - be it a CAF, a developed country, Middle or low income country.</p> <p>Some clarity on how affected communities and children are included in these processes and provided with a platform to raise their voice and to address such concerns must be provided within the goals statements.</p>
<b>Response #3</b>	I think that the mission and vision are very well crafted and take into account a broad range of organizational interests. This is central to the value of the coalition.
<b>Response #4</b>	I think the use of compound goals and sentences dilutes the power and slips toward jargon. For example, try: Mission: "To protect education communities from violent or coercive attacks through monitoring, reporting and accountability practices." The general message tries to include too much and becomes foggy.
<b>Response #5</b>	Too long, repetitive. I'd like to see the vision and mission turned into a single, concise statement. For example, that we are a global advocacy coalition dedicated to promoting protection for schools and universities, teachers, and students from targeted attacks during armed conflict and insecurity. (Might also say that this includes making schools and universities off limits to warring parties.) The goals are good but no need for the mission to reflect them as well. Our longer recs have stood the test of time -- I think they're still the right recs for us.
<b>Response #6</b>	<p>The vision is much too wide while the mission is too specific and just lists the goals. I think our mission should be something like ""to protect schools and universities, students, teachers, and education personnel from targeted attack during situations of armed conflict or insecurity."" I think the goals are actually strategies for how we will achieve our mission and can change depending upon the attacks on education landscape.</p> <p>I also wonder to what degree the mission and vision captures our focus on military use. This is not an attack although it can lead to an attack but we are concerned about it also because of the deleterious impact of students coming into contact with soldiers in their schools and universities and the effect it has on learning. Maybe we should focus language on protecting education and keeping schools safe rather than attacks.</p>
<b>Response #7</b>	<ul style="list-style-type: none"> <li>• To promote the strengthening of existing monitoring and reporting systems as well as the creation of new systems where needed</li> <li>• To encourage adherence to existing international law protecting education and the strengthening of international norms and standards as needed.</li> </ul> <p>These two aspects need to be further unpacked in relation to what that means beyond the theory aspects.</p>
<b>Response #8</b>	Advocacy could be added in the mission statement and in the goals.

<b>Response #9</b>	I would like to see "communications" to the public sector more clearly visioned and emphasized and the articulation of the "audiences" that GCPEA strives to work with to meet the vision, mission, and goals.
<b>Response #10</b>	Shorter and tighter
<b>Response #11</b>	seems fine

## 4) GCPEA'S ACTIVITIES

A) DO YOU THINK THE FOUR INITIATIVES THAT GCPEA FOCUSES UPON, MONITORING AND REPORTING, NORMS AND ACCOUNTABILITY, FIELD-BASED PROGRAMMATIC MEASURES, AND HIGHER EDUCATION, ARE THE CORRECT CATEGORIES OF INITIATIVES TO ADVANCE OUR VISION, MISSION AND GOALS?

	Total	Pct.
Yes, for the most part	8	62%
Somewhat	4	31%
Not really	1	8%



B) IF YOU THINK THERE COULD BE IMPROVEMENT, WHAT IS MISSING OR WHAT INITIATIVES SHOULD BE ADDED, REMOVED, OR CHANGED?

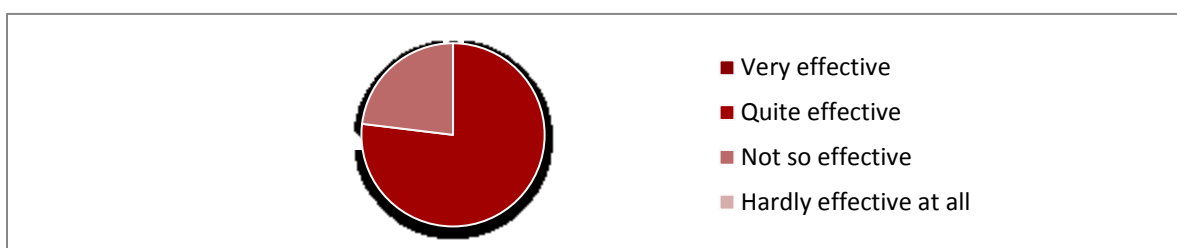
<b>Response #1</b>	Too soon to say.
<b>Response #2</b>	Gender sensitivity and awareness needs to be factored in throughout the Vision, Mission, Goals and activities of GCPEA.
<b>Response #3</b>	Monitoring and reporting and Norms and Accountability are clear cut categories. The work of each working group reflects this clear vision.  Field-based programmatic measures and higher education are poorly defined.  For field-based work, I think that it would be beneficial to examine the focus of the group and

	<p>to adjust the name accordingly. However, I do think that the group has a distinct purpose. It would be interesting if the group perhaps were to spearhead efforts to communicate more actively with our affiliates.</p> <p>For higher education - it is back to the debate as to whether there needs to be a separate initiative working on higher education or whether it should be integrated into all work of the coalition. I think that the interests of the higher education group would be well served by having one person from each organization sit on the other three working groups. In this case the higher education working group would meet not to discuss activities, but to strategize how they can best ensure that higher education is addressed within the other working groups. In this case, the project on autonomy and security would need to be overtaken by one of the other working groups.</p>
<b>Response #4</b>	I think it's important to ensure that we remember to "streamline" the higher-education concerns also into all of the work done by the other initiatives as well.
<b>Response #5</b>	This may have been discussed before, but Advocacy is a major component of the Coalition, and it is not in the mission statement, in the goals or in the activities.
<b>Response #6</b>	<p>Each initiative is based on achieving one or more of the goals of the Coalition. I think the goal for the field based work does not really capture what we want to do. It should be re-phrased to say something like ""to establish an evidence base that shows the effectiveness of programmatic measures to protect education from attack, and to use this evidence base to advocate with development partners and policy makers to support these measures (both financially and through implementation). The initiative should then be focused on achieving this goal.</p> <p>We are not doing much on accountability or strengthening monitoring and reporting goals. We need to do one of the following: revise these goals; simply agree that we will focus on them in future years; or develop activities to advance these goals.</p>
<b>Response #7</b>	Yes, I think these are right. At some point we may find the opportunity to develop an initiative specifically around accountability, but for now, I think we have our hands full. Monitoring and reporting also contributes to this goal.
<b>Response #8</b>	It seems counterintuitive for higher education to be a stand alone as if this sector has little or no relationship to the other three initiatives.
<b>Response #9</b>	Attention to early childhood and non formal education
<b>Response #10</b>	there should be more frequent advocacy messages- at a general level



C) HOW EFFECTIVE DO YOU THINK THAT GCPEA'S ACTIVITIES, BOTH WITHIN EACH INITIATIVE AND ACROSS INITIATIVES, ARE AT ADVANCING OUR VISION, MISSION AND GOALS?

	Total	Pct.
Very effective	0	0%
Quite effective	10	77%
Not so effective	3	23%
Hardly effective at all	0	0%



D) IF YOU THINK THERE COULD BE IMPROVEMENT, WHAT IS PRIORITY ACTION FOR IMPROVING THE EFFECTIVENESS OF OUR ACTIVITIES IN ADVANCING OUR VISION, MISSION AND GOALS?

<b>Response #1</b>	I think that there should be great engagement with the non-SC members/affiliates. There could be more outreach to legal organizations if the Coalition wants to enhance its legal activities (but not necessary if it decides not to go in that direction).
<b>Response #2</b>	Our goals are too much for 8 people to achieve, and we haven't addressed how to bring in other actors.
<b>Response #3</b>	As indicated earlier - expanding geographical and global coverage, expanding membership - broadening the definition of attacks on education to cover all forms of attacks and not only those confined to the North.
<b>Response #4</b>	<p>Monitoring and Reporting - Clear successes (e.g. UNSC Res 1998), current work will greatly advance the mission of the coalition.</p> <p>Norms and Accountability - Clear successes (e.g. DPKO restricts military use of schools, increasing support for guidelines), has become the flagship initiative of the coalition, current work will greatly advance GCPEA mission</p> <p>Field-based programmatic measures - Some success and many outputs (Roundtable, Study, Report, Research Agenda), but it is unclear what lasting effect this had. (Lack of follow-up on November 2011 roundtable, no interaction with affiliates, Study lacks quality, research agenda is not entirely clear.) I am unsure whether the production of briefing books will help to accomplish our mission - especially when they are being produced on programs that we are unsure whether or not they are effective.</p>

	Higher Education - It remains unclear to me whether current work of the higher education group fits within the mission of GCPEA. The advocacy strategy is unclear and even if we achieve autonomy and security on campuses, what part of GCPEA's mission has been achieved?
<b>Response #5</b>	Greater outreach and advocacy to international actors, including UN and humanitarian NGOs.
<b>Response #6</b>	<p>I think the coalition, for structural reasons more than anything else, has yet to find itself. I think it would be better off finding 2-3 specific advocacy goals and focusing on those. e.g.</p> <ul style="list-style-type: none"> <li>■ end military use of schools / make schools safe from conflict</li> <li>■ end impunity for attacks / make students/teachers/academics safer</li> <li>■ hold states accountable / strengthen legal protection for education everywhere</li> </ul> <p>The only undertake projects that serve these goals, and that members want to work whether or not the coalition exists, but which benefit from the coalition's coordination (rather than fishing around for consensus-based projects to create).</p>
<b>Response #7</b>	If we agree that the field based goal is an important goal for the coalition then the FBWG needs to think about how to achieve this goal - what activities do we need to implement to achieve this goal? We should do this without considering what we have already committed to do with UNICEF but think freshly about what we should be doing.
<b>Response #8</b>	I think some parts of our work have been quite effective. For example, getting a good catalogue out there of field-based responses, advocating (with others) for attacks on schools and teachers to trigger the MRM, and developing international guidelines to restrict military use of schools. And I'm excited about the work on security an autonomy. I think we still struggle to narrow and concentrate our focus for the greatest effect.
<b>Response #9</b>	<p>I suggest that the major studies be more current and broader in scope and at the time of each significant crisis against education a briefing study is done, released on a timely basis, and communicated externally to a wide audience.</p> <p>GCPEA should be the first and foremost voice in attacks against education. Being small, agile, not politically risk avert, wide ranging, GCPEA should be at the front lines of disseminating information about attacks on education. The calls for awareness and action should be timely, aggressive, wide-reaching, and constant.</p>
<b>Response #10</b>	More publicity and sharing of evidence

## 5) STEERING COMMITTEE MEMBERSHIP

### A) WHAT IS THE VALUE TO YOUR ORGANIZATION OF BEING PART OF THE COALITION?

<b>Response #1</b>	we know what is happening with the protection of education -we get to liaise with groups outside of our "usual suspects"
<b>Response #2</b>	Visibility and credibility. Partnership in activities (more successful in catalyzing action).

<b>Response #3</b>	Being a member of GCPEA adds value to our organization in the sense that hyper sensitive issues on attacks that cannot be addressed by a single organization are channeled through GCPEA - i.e. Military use of schools. Learning and sharing with other likeminded organisations expands our vision on how to address issues of attacks on education from our end. Contributing to research and publications deepens our understanding of the root causes of attacks. Representation in various GCPEA Seminars and forums by a wide range of our staff from different countries across the globe - provides us with a chance to bring attacks on education issues directly from the grassroots on to the global table and thus the international radar.
<b>Response #5</b>	Sharing a common objective.
<b>Response #6</b>	Still trying to assess that. Great potential, but not yet realized.
<b>Response #7</b>	Greatly expanding our advocacy beyond what we could do as a single organization, including both a wider audience, methods we don't usually use, and dedicated resources far beyond what we have access to; the possibility of much wider impact than we could have alone; taking up important issues that are beyond our mandate; and collaboration with partners who have expertise that we lack.
<b>Response #8</b>	Communication, cooperation, collaboration, stronger advocacy outreach
<b>Response #9</b>	Sitting at the same table with experts on the issues from a wonderful variety of organization types.
<b>Response #10</b>	Saying things as a coalition is stronger than just saying them from one organization. Sharing information and thinking together produces strong results
<b>Response #11</b>	reduces political sensitivities

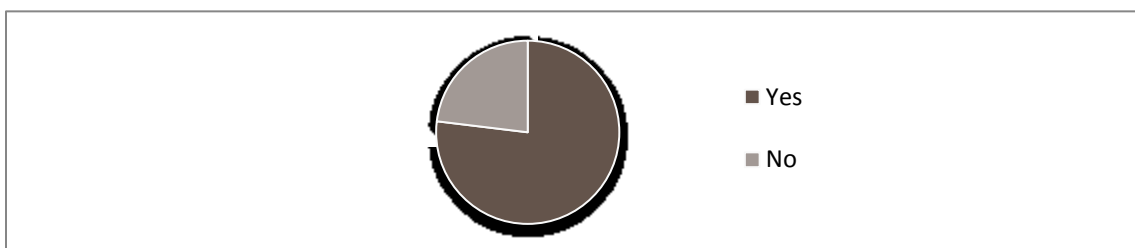
**B) WHAT NEEDS TO CHANGE OR WHAT DOES THE COALITION NEED TO DO IN ORDER FOR YOUR ORGANIZATION TO BETTER REAP THIS VALUE?**

<b>Response #1</b>	Stronger links/engagement with national members/affiliates.
<b>Response #2</b>	As indicated earlier - Expand membership Expand reach to regions Pick all issues of attacks across the world - in both North and South to eradicate the divide
<b>Response #4</b>	Resolve the ambiguity over membership structure.  Resist the temptation of putting the coalition out in front (vs. positioning the coalition as amplifying the work of members)  Resist the temptation to turn the coalition into its own entity (which competes with members for funds and makes it difficult to contribute in a volunteer fashion)
<b>Response #5</b>	We're getting a lot of value, but perhaps a somewhat tighter focus for more impact.
<b>Response #6</b>	Expand for more inclusion, be on top of breaking information, and have a clearer delineation of the work and responsibilities of the Secretariat vs. the volunteer SC Membership.
<b>Response #7</b>	Higher profile, more evidence generated and shared widely

## 6) MEMBERSHIP CONTRIBUTIONS

A) IS PARTICIPATION IN THE COALITION INCLUDED IN YOUR JOB DESCRIPTION?

	Total	Pct.
Yes	10	71%
No	4	29%



B) IF YOUR PARTICIPATION IN THE COALITION IS INCLUDED IN YOUR JOB DESCRIPTION, WHAT PROPORTION OF YOUR TIME IS EXPECTED TO BE DEDICATED TO COALITION WORK?

<b>Response #1</b>	This is not clearly defined.
<b>Response #2</b>	Time allocation is not specified, but it is a priority task.
<b>Response #3</b>	10% of my representations time in external networks and coalition.
<b>Response #4</b>	Percentage of time not described. In reality, it is about 20-30 minutes per week.
<b>Response #5</b>	None
<b>Response #6</b>	100%
<b>Response #7</b>	About 25%.
<b>Response #8</b>	Yes it is in my job description about 10%

C) WHAT DO YOU CONSIDER TO BE THE KEY ROLES AND RESPONSIBILITIES OF A COALITION STEERING COMMITTEE MEMBER?

<b>Response #1</b>	Strategic vision setting, decision making, governance and accountability, leadership on initiatives/activities.
<b>Response #2</b>	Thinking about goals and strategies as well as ensuring implementation of plans and projects.
<b>Response #3</b>	Thought leadership Setting a vision, mission and goals of the coalition's Providing oversight and steer on the coalition's future directions Endorsing/ approving the coalition's processes and key

	deliverables Providing an image to the coalition through representation in high level meetings and forums at the global, regional and national platforms when required Ensuring credibility and profiling of the coalition Drawing in relevant members and addressing issues as they arise or as they envisaged
<b>Response #4</b>	Provide guidance and direction to the coalition, both on public projects and internal administration. I put emphasis on guidance and direction, I do not read this to mean approval of every budget, personnel or project decision. Provide technical expertise to the initiatives and projects of the coalition. Promote the work of the coalition in external activities. Assist in identifying and pursuing fundraising opportunities. Support the director.
<b>Response #5</b>	To be part of developing the strategic vision of the Coalition. To ensure good use of resources. To participate to SC coordination calls and F2F meetings. To participate to the activities of the coalition when feasible.
<b>Response #6</b>	Helping provide vision and set strategy; representing the coalition when needed; pitching in to do the work.
<b>Response #7</b>	The SC should provide a governance role; manage the director; provide financial oversight and approve the budget; offer strategic vision for the Coalition; represent the Coalition at events; and provide fund raising support. All day to day management of Coalition activities should be the responsibility of the Director. In the WGs the members should also provide vision and develop a strategy for advancing the particular goal of the Coalition associated with the initiative. The implementation and management of the projects implemented by the Coalition should be the responsibility of the director though certain tasks can be delegated to the WG and advice and support of the WG in implementing the activities is welcome. The chair of the WG should lead the WG in the visioning and strategy development for the initiative.
<b>Response #8</b>	strategic thinking and guidance, ensuring activities are carried out in a timely and effective manner
<b>Response #9</b>	strategic direction, planning, management, advocacy

## 7) ADDITIONAL ISSUES

A) ARE THERE ANY ADDITIONAL IDEAS OR THOUGHTS REGARDING THE COALITION THAT YOU WOULD LIKE TO SHARE?

<b>Response #1</b>	Yes - the coalition needs to grow and mature- take its work to the next level - as indicated earlier be a force to reckon with in the global arena - intensify its lobbying, campaigning and advocacy work
<b>Response #2</b>	I think that it will be extremely important to walk away from this SC meeting with a written document(s) that defines roles and responsibilities at every level of the coalition. The chain of command should be clear, and decision making authority should be clear. This document(s) need to be put together and distributed before the discussion gets lost and forgotten. For the working groups, I think it will be very interesting to discuss the purpose and necessity of each group and initiative. I would remind coalition members that these initiatives were identified as multi-year initiatives to achieve certain goals of the coalition. They are not permanent, and they

	are not intended to achieve every goal of the coalition.
<b>Response #3</b>	Great job so far!!!
<b>Response #4</b>	<p>I appreciate the hard work of the SC and Sect. and understand I do not have a full perspective, so all comments are subject to error and improvement. That said, beyond EUA, the rest of the coalition appears to have originated not as a natural outgrowth of organizations realizing a need to work together, but as an the idea of an outside actor brought to the "members" with the lure of additional funding for work being done or long-desired. This is an unnatural state for a well-functioning coalition. I think the coalition would do well to ask what is the work that each member would like to see happen but can't take on alone, and put those projects at the heart. EUA is a good example. What else? That will solve a lot of the problems.</p>
<b>Response #5</b>	<p>There is such a wealth of expertise within the Coalition and we need to be able to harness it better. In particular, I feel that the SC members need to have more opportunity to work on visioning and strategy. How to enable this to happen is difficult given that we work by phone and everyone has so many other commitments. Maybe the WGs need to have more face to face meetings. I think that clarifying the roles of the SC, Secretariat and WGs will also be helpful.</p>
<b>Response #6</b>	<p>The Coalition needs to jump to center stage. To do this the organization needs to tackle the immediate education emergencies, gather data quickly, process and communicate it outwardly, and be the "go to" expert voice on the issues. As an example, the civil war in Syria has greatly impacted all levels of education. he war has raged for over two years now and hundreds of students have lost access to education, facilities and personell have ben attacked, and there has been barely a murmur from the Coalition yet alone a substantial study released along with regular press releases, etc..</p> <p>Fundraising by the Secretariat must be a priority. Too much time and attention in 2013 has been about the financial issues of GCPEA all of which stems from the funding delays from the three sources of GCPAE funding. This has been a distraction from forward work pertaining to the vision, mission and goals of the organization.</p> <p>Pardon spelling mistakes in this submission!</p>
<b>Response #7</b>	more face to face and less phone calls would be useful
<b>Response #8</b>	the issue of membership and building a movement are important and need revisiting

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## MISSION, VISION, AND GOALS OF THE COALITION

## Global Coalition for Protecting Education from Attack (GCPEA)

### Our vision

*We seek to establish a world in which all who wish to learn, teach and research, at all levels and in all forms of education, and all those who support them, can do so in conditions of safety, security, dignity and equality, free from fear, consistent with the principles of mutual understanding, peace, tolerance and academic freedom.*

### Our mission

*To catalyse enhanced prevention of attacks on education; effective response to attacks; improved knowledge and understanding; better monitoring and reporting; stronger international norms and standards; and increased accountability.*

Our key objectives within this mission are:

- To highlight the incidence and impact of attacks on education in conflict-affected and fragile situations among key actors and cultivate public support for safe education;
- To promote the strengthening of existing monitoring and reporting systems as well as the creation of new systems where needed;
- To promote effective, coherent, timely and evidence-based programmatic measures, including prevention and response;
- To encourage adherence to existing international law protecting education and the strengthening of international norms and standards as needed; and
- To fight impunity for attacks on education by promoting and supporting a range of accountability measures.

## Steering Committee Membership Criteria, Roles and Responsibilities (from 2011)

### Criteria for Institutional Steering Committee Membership

- The organization supports the vision and mission of GCPEA
- The organization must have a direct concern with legal, protection or operational aspects of education in situations of conflict and insecurity and commitment to advocacy work
- The organization makes the following commitments:
  - Provides travel and per diem costs for the organisation's representative to attend meetings at different venues 2 times per year (meeting duration: typically 2-3 days)
  - Provides additional working time for the representative(s) to complete collaborative/individual tasks (average of 2-4 days total per month)
  - Makes contribution to pooled funding of \$5,000 (U.S. dollars) per year or equivalent in-kind contribution
  - Allows the representative to attend additional events on behalf of GCPEA, in order to promote and advocate increased support for protecting education from attack
  - Seeks funding for specific GCPEA activities and/or make voluntary contributions, including hosting of Steering Committee or Sub-Committee meetings



### **Criteria for institutional membership of the Steering Committee**

Membership of SC is voluntary and free except for funding members' meeting participation. There is an expectation that members will contribute \$5000 in cash or in-kind to achieve collective purposes and outcomes of the Coalition. However, organizations will not be denied access to membership based on their ability to meet this expectation.

The organization:

- Supports the vision and mission of GCPEA and the key advocacy goals adopted in 2011
- Must have a direct concern with legal, protection or operational aspects of education in situations of conflict and insecurity and commitment to advocacy work
- Brings a level of personal expertise and level of authority within the institution
- Makes the following commitments:
  - Provides travel and per diem costs for the organisation's representative to attend meetings at different venues 2 times per year (meeting duration: typically 2-3 days)
  - Provides additional working time for the representative(s) to complete collaborative/individual tasks (average of 2-4 days total per month)
  - Is willing to allow the representative to attend additional events on behalf of GCPEA, in order to promote and advocate increased support for protecting education from attack
  - Seeks funding for specific GCPEA activities and/or make voluntary contributions, including hosting of Steering Committee or Sub-Committee meetings
  - Keeps an account of cash and in-kind contributions

### **Duties of Individual Steering Committee representatives**

- Actively and consistently participates in Steering Committee meetings, including face-to-face events and monthly telephone conference calls
- Serves as an active member of Sub-Committees delegated to perform certain tasks
- Prepares draft documents for discussion, reviewing documents within the time requirements of the committee, communicating in timely fashion with other Steering Group members and Secretariat staff
- Attends events to ensure GCPEA presence, or representing GCPEA at high level meetings as needed

### **GCPEA Initiatives (from the website)**

*GCPEA is currently focusing its efforts in three major areas: Promoting evidence-based programmatic measures in prevention and protection; strengthening monitoring and reporting of attacks on education; and restricting military use of education institutions by both state security forces and non-state armed groups. These major initiatives respond to specific areas of unmet need in protecting education from attack.*

For each initiative a working group is in place, outcomes have been identified over a multi-year time frame, and plans have been developed for a range of activities. The initiatives involve research, publication of reports, convening of knowledge roundtables, and the use of advocacy to strengthen prevention, protection, monitoring and reporting, and adherence to international law and standards to protect education from attack during armed conflict.

### **STRENGTHENING MONITORING AND REPORTING**

During 2010 and 2011 GCPEA, working closely with other groups, advocated for the Security Council to improve its monitoring of attacks on schools, teachers, and students in armed conflict. On July 12, 2011, the Security Council adopted resolution 1998, asking the UN Secretary-General to report to it about parties to armed conflict that attack schools and hospitals or threaten and attack their personnel. It also requested UN monitoring of the military use of schools and hospitals. Parties that attack these institutions will be required to negotiate with the UN to create time-bound action plans to stop these abuses.

### **PROMOTING PROGRAMMATIC MEASURES FOR PROTECTION AND PREVENTION**

One of GCPEA's organizational goals is to promote effective, coherent, timely, and evidence-based programmatic measures, including prevention and response. Education sector actors in affected countries have expressed a need to receive information on good practices that could be adapted to their particular country contexts. Toward this end GCPEA has undertaken a multi-year initiative to:

- Build and strengthen a network of key field-based prevention and response actors in affected countries
- Establish a knowledge baseline of field-based protection and response programs and initiatives and identify gaps
- Identify research needs to evaluate effective practice
- Foster communication among practitioners in affected countries to share best practices

### **RESTRICTING MILITARY USE AND OCCUPATION OF SCHOOLS**

The initiative is intended to restrict, in both policy and practice, use of education institutions by military and other armed actors during conflict and insecurity. In order to develop evidenced-based advocacy and identify best practices in programming, protection, and legal work, the initiative will promote the following:

- Building knowledge around and facilitating information exchange about the use of education institutions by armed forces
- Ensuring collaboration among multiple and diverse stakeholders, including those engaged in research and field operations
- Initiating advocacy that applies the research toward developing domestic and international policies and programs aimed at restricting use of education institutions by armed forces.

#### GCPEA Recommendations (from the website)

### 1. Incidents and Impact of Attacks On Education

- The international community, states, non-state groups, and other actors should acknowledge that conflict limits educational opportunities for millions of students worldwide, and that attacks on education are a common tactic in conflict that requires a concerted response at both the country and international levels. When educators, students, and education institutions are attacked and education institutions are used for military purposes, the damage to societies as well as individuals is severe and long-lasting.

### 2. Monitoring and Reporting

- States, local organizations, and relevant international agencies should rigorously monitor attacks against education and use that information to devise effective, coordinated responses, including preventive interventions, rapid response, and both legal and non-legal accountability measures for perpetrators.
- UN human rights monitoring mechanisms, including the Committee on Economic, Social, and Cultural Rights; the Human Rights Committee; the Committee on the Rights of the Child, and the Human Rights Council and its mechanisms, including the Special Rapporteur on the Right to Education, should give greater attention to monitoring and reporting on attacks on education.
- Country task forces of the UN-led Monitoring and Reporting Mechanism (MRM) on grave violations against children in situations of armed conflict should enhance the monitoring and reporting of attacks on schools, students, teachers and other persons related to the school (protected persons); threats of attacks against protected persons; and actions by parties to the conflict which impede children's access to education, including the military use of schools, as requested by the Security Council in Resolution 1998 of July 2011.

### 3. Programmatic Measures

- **Relevant ministries and education actors** in countries where attacks on education occur should establish preventive measures, such as early warning systems, and a rapid response system for attacks. International organizations should offer support for these efforts.
- **Education service providers and education policy practitioners** should be encouraged to develop best practices in protecting education from attack.
- **States and other relevant actors** should ensure that educators and their families whom attacks force to flee are offered protection, that the impact on education systems of their departure is addressed, and that, when possible, they are able to return.

#### **4. Adherence To and Strengthening of International Law**

- **All parties to an armed conflict** should abide by their obligations under international humanitarian law and not commit attacks against education. Redress should be provided where violations have occurred.
- **Government officials and leaders of non-state armed groups** should take all necessary steps to prevent attacks on education, including making clear public statements that attacks on education are prohibited, issuing clear military orders to this effect, and refraining from using education institutions for military purposes.
- **States** should ensure that their domestic law criminalizes all elements of attacks on education in line with international humanitarian and human rights law, and institute policies, formalized in military and law enforcement manuals, training, and rules of engagement, that prohibit or at least minimize the use of education buildings and sites for military or law enforcement purposes. Similarly, UN and regional peacekeepers should ensure that their rules of engagement in military manuals include such prohibitions.
- **All parties to peace agreements and mediators** should ensure that issues concerning the right to education be included in any post-conflict agreement, and that international legal protections for education are explicitly articulated.

#### **5. Accountability**

- **States** should systematically investigate and prosecute in accordance with international standards those individuals responsible for ordering, taking part in, or bearing command responsibility for the range of violations of international human rights, humanitarian, and criminal law that constitute attacks on education.

- **Tribunals at the domestic, regional, and international levels** should give specific consideration to violations that constitute attacks against education during relevant investigations and pursue and prosecute cases of sufficient gravity over which they have jurisdiction.
- **Informal and transitional justice mechanisms**, such as commissions of inquiry and truth and reconciliation commissions, should, where relevant, specifically recognize and concretely address attacks on education.

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## OPERATIONAL PLAN:

### OVERVIEW OF THE WORKING GROUPS' WORK PLANS

## GCPEA Operational Plan 2013

<p align="center"><b>Monitoring and Reporting Working Group (MRWG): \$286,535</b></p> <p align="center">The MRWG will focus 2013 activities on producing the Education under Attack 2013 (EuA) report.</p>	
<p><i>The vision of the MRWG in 2014 is for the issue of attacks on education to be recognized as a significant concern and for effective monitoring and reporting mechanisms to be set up to document the issue.</i></p>	
<b>OBJECTIVES</b>	
<ol style="list-style-type: none"> <li>1. To build greater awareness, knowledge and understanding of attacks on education in the public at large and within key constituencies, notably governments, international and regional organizations, civil society organizations, research/academia and the media;</li> <li>2. To contribute to more effective and informed measures of prevention, protection, monitoring and reporting, especially at country and community levels;</li> <li>3. To make available new information covering four years of attacks on education (2009-2012 inclusive) and fresh analysis of patterns, trends, developments and significance, building on and ensuring the continuity of the series of earlier studies (2007 and 2010);</li> <li>4. To make EuA the flagship publication of GCPEA, thereby providing an opportunity to publicize not only the issues surrounding attacks on education but also the goals and role of GCPEA;</li> <li>5. To provide a platform for highlighting some specific thematic issues of key importance to GCPEA's current strategy, notably attacks on higher education; military use and occupation of educational premises; and field-level programmatic responses;</li> <li>6. To promote the inclusion of the education-under-attack agenda not only within other educational frameworks (e.g. EFA; education in emergencies; education and armed conflict; education for peace) but also within wider processes supportive of development, human rights, humanitarian assistance and peace-building (e.g. MDGs; CAAC; CRC; IASC; PBC).</li> </ol>	
<b>2013 DELIVERABLES</b>	
<ol style="list-style-type: none"> <li>1. Final Version Education under Attack 2013 Report               <ol style="list-style-type: none"> <li>a. 2000 Print copies of the EUA 2013 Report</li> <li>b. PDF "soft-copy" of the EUA 2013 Report for digital distribution</li> </ol> </li> <li>2. Global launch event for the EUA 2013 Report</li> <li>3. A media kit including a summary of the global introduction with key recommendations and selected case studies, plus the full study</li> <li>4. Targeted media strategy including: media kit distribution, interviews during launch event, seeding press releases, arranging for talks with global media.</li> <li>5. Launch of the EUA 2013 Report</li> </ol>	

## GCPEA Operational Plan 2013

ACTIVITIES	TIMELINE	RESPONSIBLE
1. Preparation of Thematic Papers	Potential writers identified and reviewed by end-December, 2012/January, 2013; papers commissioned by early February, 2013, with deadline of March, 29 2013 for submission of final draft for the military use paper, April 30, 2013 for the higher education paper and May 17, 2013 for the community-based responses paper.	Brendan O'Malley (BOM) / Jane Kalista (JK)
2. Review of HR reports, media trawl of 2009-2011 and 2012	October-mid-March, 2013	BOM/JK/interns and commissioned researchers
3. Chronological consolidation of 2009-2011 data	Completed by March 14, 2013	BOM/JK/interns and commissioned researchers
4. Follow-up interview transcripts and 'gap' reports	Completed by March 14, 2013	BOM/JK, using in-country researchers and journalists, agency researchers
5. Review of thematic papers	Completed by May 31, 2013	BOM/JK and Mark Richmond(MR)
6. Preparation and review of country profiles (first draft)	Prepared and reviewed on rolling basis; finalized to be sent to SC/IAC on May 31, 2013	MR, BOM, JK
7. Review of country profiles and summaries by HRW/UNICEF country focal points	Sent on a rolling basis throughout the month of May; comments integrated where possible before May 31, 2013, but all feedback to be addressed during preparation of second draft	Country focal points
8. Introduction, global overview and recommendations (first draft)	Draft completed by June 14, 2013	BOM
9. Review of introduction, global overview and recommendations (first draft)	Review completed by JK and MR by 21 June 2013, with revisions completed by BOM by June 28, 2013	JK and MR
10. Review of complete first draft, including introduction, global overview and	First draft of country profiles section and thematic chapters sent on May 31, 2013,	Secretariat, SC and International Advisory Committee (IAC)



## GCPEA Operational Plan 2013

ACTIVITIES	TIMELINE	RESPONSIBLE
recommendations, thematic chapters and country profiles [in two parts]	with review/comments received by June 24, 2013; First draft of intro, global overview and recs sent on June 28, 2013, with review/comments received by July 12, 2013	
11. Preparation of second draft, including updated country profiles	Completed by July 26, 2013	BOM and JK
12. Review of second draft	Completed by August 2, 2013	MR
13. Review of second draft	Sent on August 6, 2013 and consolidated comments received by August 30, 2013	Secretariat, SC, legal experts
14. Fact-checking of second draft	Begun on August 6, 2013 and completed by August 30, 2013	Interns
15. Review of fact-checking and correction of text	Completed by September 7, 2013	BOM, JK, MR
16. Preparation of third and final draft	Completed by September 9, 2013	BOM, JK, MR
17. Production	Sept 9 – Sept 27: copy-editing; Sept 18 – Oct 18: layout;	Project Team and commissioned copy-editor and designer
18. Final approval of third draft (page proofs)	Sent out on October 21, 2013 and approvals received by November 4, 2013; corrections inserted by graphic designer and double-checked by Project Team by November 11, 2013	SC
19. Printing	November 11 – 29, 2013	JK, Printer
20. Pre- and post-publication advocacy	Nov/Dec, 2013 and Jan, 2014	Secretariat
21. Launch event	December 10, 2013	
22. Regional launches and distribution	December, 2013-February, 2014	

## GCPEA Operational Plan 2013

<b>Field-based Working Group (FBWG): \$123,000</b>		
<i>The vision of the FBWG is to develop a suite of evidence-based resources on appropriate programmatic measures to be applied in different situations to protect education from attack.</i>		
<b>OBJECTIVES</b>		
<b>New Objectives</b>		
<ol style="list-style-type: none"> <li>1. Develop an evidence base to show the effectiveness of programmatic measures in protecting education from attack.</li> <li>2. Use this evidence-base to attract support from donors, policy-makers, NGOs, education systems at all levels, lawmakers, and communities to implement these measures.</li> </ol>		
<b>Previous Objectives</b>		
<ol style="list-style-type: none"> <li>1. <i>Highlight lessons learned in developing these types of measures to encourage successful adaptation in different conflict-affected contexts</i></li> <li>2. <i>Gather and examine evidence on community-based measures to protect education from attack and evaluate these measures to have an objective idea of what is effective in preventing and protecting education from attack</i></li> <li>3. <i>Contribute to the body of research on, and advance the understanding of, measures that have been identified by practitioners as effective in preventing attacks on education and protecting education from attack</i></li> <li>4. <i>Use knowledge to attract support from donors, policy-makers, NGOs, education systems at all levels, lawmakers, and communities to implement good practice in protecting education from attack.</i></li> </ol>		
<b>2013 DELIVERABLES</b>		
<ol style="list-style-type: none"> <li>1. Final versions of two (2) briefing papers on field-based programmatic responses to attacks on education               <ol style="list-style-type: none"> <li>a. 250 print copies of each briefing paper</li> <li>b. PDF “soft-copy” of each briefing paper for digital distribution</li> <li>c. Launch events</li> <li>d. Dissemination strategies</li> <li>e. Webinars</li> </ol> </li> <li>2. Final version of scoping paper for research on the effectiveness of programmatic measures               <ol style="list-style-type: none"> <li>a. Plan for implementation of research methodology</li> </ol> </li> </ol>		

<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>RESPONSIBLE</b>
<i>DELIVERABLE 1: Series of Briefing Papers ( \$103,000)</i>		
1. GCPEA’s FBWG determines the topics to be addressed in the first two briefing papers and	March, 2013	FBWG

## GCPEA Operational Plan 2013

ACTIVITIES	TIMELINE	RESPONSIBLE
develops terms of reference (TORs) for the consultants		
2. Consultants to prepare the briefing papers are hired	March, 2013	Secretariat
3. Consultants complete preliminary mapping including a literature review for each paper.	April – June 30, 2013	Consultants
4. Consultants prepare recommendations for case studies for each paper and the Field-based Programmatic Measures Working Group approves.	By June 30, 2013	Consultants
5. Consultants complete the mappings and prepare to conduct case studies.	By July 31, 2013	Consultants
6. Consultants travel to select states, write the case studies and integrate the mapping sections and case-studies into each briefing paper.	July – August, 2013	Consultants
7. Consultants submit the first draft of the papers to the FBWG for review.	August – September, 2013	Consultants
8. FBWG circulates the first drafts of the papers to the Steering Committee for review.	September – October, 2013	
9. Consultants submit second drafts to the FBWG and then the Steering Committee	October, 2013	Consultants
10. Consultants incorporate the input from the Working Group and Steering Committee and produce final papers.	October, 2013	Consultants
11. The briefing papers are published and widely disseminated through a launch event, through GCPEA's and partners' networks, and	November, 2013 – February, 2014	

## GCPEA Operational Plan 2013

ACTIVITIES	TIMELINE	RESPONSIBLE
through a webinar in collaboration with INEE and other organizations.		
<i>DELIVERABLE 2: Scoping Paper on Evaluating the Effectiveness of Programmatic Measures (\$20,000)</i>		
1. Terms of reference for the consultant to prepare the scoping paper on research on the effectiveness of programmatic measures is completed and GCPEA hires a consultant to prepare a scoping paper on evaluating the effectiveness of select programmatic measures.	March – April, 2013	FBWG
2. The consultant prepares first draft of scoping paper and presents it to the Working Group.	May – July, 2013	Consultants
3. The consultant incorporates the comments of the Working Group and presents second draft to the Working Group.	August, 2013	Consultants
4. Steering Committee reviews second draft of scoping paper.	August – September, 2013	SC
5. The consultant incorporates comments of the Steering Committee and produces final draft of the scoping paper.	October, 2013	Consultants
6. The Working Group and Steering Committee prepare to implement the research methodology set out in the scoping paper, including hiring the necessary consultants.	November 2013 – February, 2014	FBWG, SC

## GCPEA Operational Plan 2013

<b>Norms and Accountability Working Group (NAWG): \$65,300</b>		
<i>The NAWG's vision is that by 2015 there is greater awareness of the negative consequences of military use of education institutions and global recognition of the need—and commitment—to restrict the practice.</i>		
<b>OBJECTIVES</b>		
<ol style="list-style-type: none"> <li>1. Raise awareness about the practice and negative consequences of military use of schools and universities within key stakeholder groups.</li> <li>2. Build knowledge and facilitate information sharing on military use of schools and universities within key stakeholder groups.</li> <li>3. Motivate and support individuals and organizations—and facilitate collaborations between them—within key stakeholder groups to champion the Guidelines to ensure broad political support.</li> <li>4. Motivate governments to implement and endorse the Guidelines.</li> <li>5. Motivate governments to enact domestic and international policies and laws that restrict military use of schools and universities in line with the Guidelines.</li> </ol>		
<b>2013 DELIVERABLES</b>		
<ol style="list-style-type: none"> <li>1. Draft international guidelines for protecting schools and universities from use by parties to an armed conflict</li> <li>2. 750 print copies of “Lessons in War” Report               <ol style="list-style-type: none"> <li>a. Translation in Arabic, French, and Spanish.</li> <li>b. Global dissemination of Report</li> </ol> </li> <li>3. Advocacy around draft guidelines               <ol style="list-style-type: none"> <li>a. Multi-year advocacy plan</li> <li>b. Advocacy brochure</li> <li>c. Public panels and briefings</li> <li>d. Bilateral relations with regionally and internationally influential countries</li> <li>e. Bilateral relations with influential UN bodies and Country Missions</li> <li>f. Submissions to UN human rights processes (e.g., treaty bodies, Universal Periodic Review)</li> </ol> </li> </ol>		

<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>RESPONSIBLE</b>
<i>DELIVERABLE 1: International Guidelines</i>		
1. Revised guidelines (post-Lucens expert meeting) to Working Group	January 28, 2013	Steven
2. Guidelines sent to Lucens drafting committee and the International Committee of the Red	February 19, 2013	Bede

## GCPEA Operational Plan 2013

ACTIVITIES	TIMELINE	RESPONSIBLE
Cross (ICRC) (informal consultation)		
3. Comments back from drafting committee	March 12, 2013	Drafting Committee
4. Revised draft sent back to drafting committee and all Lucens participants and SC members	April 22, 2013	Bede
5. Comments back from the committee	May10, 2013	Drafting Committee, Lucens participants, SC
6. Final draft guidelines circulated to SC and all Lucens participants	May 24, 2013	Bede
7. Follow up conversations with all Lucens participants	May – June, 2013	Bede, Courtney, Diya, Zama
<i>DELIVERABLE 2: Lessons in War report</i>		
1. Translation of report “Lessons in War” in Arabic, French, and Spanish.	By May 20, 2013	Charles
2. Printing of report “Lessons in War”	By May 20, 2013	Charles
3. Targeted mailing of report “Lessons in War” to selected states, intergovernmental organizations, and non-governmental organizations	June, 2013	Charles
<i>DELIVERABLE 3: Advocacy around draft guidelines</i>		
1. Presentation at Oxford University	February 12, 2013	Steven
2. Presentation, Education Cannot Wait Advocacy Working Group	March 2013	Diya
3. Presentation, SZOP meeting in Liberia	April 2013	Charles
4. Printing of advocacy brochure	May 2013	
5. Presentation, UNSC Group of Friends	May 14	Diya and Bede

## GCPEA Operational Plan 2013

ACTIVITIES	TIMELINE	RESPONSIBLE
6. Presentation, IIE	May 20	Zama, Diya, Bede, Courtney
7. Advocacy Visits (including presentations and briefings) in Geneva and Oslo	June 3-11, 2013	Diya, Courtney, Bede
8. Presentation at the Committee of the Rights of the Child	June 4	Bede and Diya
9. Advocacy Visits (including presentations and briefings) in New York and DC	July 22-30, 2013	Diya, Courtney, Bede
10. Advocacy Visits (including presentations and briefings) in Europe	September, 2013	Diya, Courtney, Bede
11. Advocacy Visits (including presentations and briefings) in Middle East and Asia	October, 2013	Diya, Courtney, Bede
12. Advocacy Visits (including presentations and briefings) in the Americas	November, 2013	Diya, Courtney, Bede
13. Advocacy Visits (including presentations and briefings) in Africa	December, 2013	Diya, Courtney, Bede

## GCPEA Operational Plan 2013

<b>Higher Education Working Group (HEWG): \$30,000</b>	
<b>OBJECTIVES</b>	
<ol style="list-style-type: none"> <li>1. Better monitoring and reporting of attacks on higher education</li> <li>2. Increased recognition and understanding of the specific additional factors leading to attacks on higher education, and how to counter these</li> <li>3. Increased awareness of the impact of attacks on higher education on the wider education system</li> <li>4. Increased integration of higher education throughout all aspects of GCPEA's work</li> </ol>	
<b>2013 DELIVERABLES</b>	
<ol style="list-style-type: none"> <li>1. Report: Institutional autonomy and the protection of higher education from attack               <ol style="list-style-type: none"> <li>a. 500 print copies of report</li> <li>b. PDF "soft-copy" of report for digital distribution</li> </ol> </li> <li>2. Expert roundtable on autonomy and security</li> <li>3. Advocacy at the UN on autonomy and security               <ol style="list-style-type: none"> <li>a. Media packet</li> <li>b. Advocacy strategy</li> </ol> </li> </ol>	

<b>ACTIVITIES</b>	<b>TIMELINE</b>	<b>RESPONSIBLE</b>
1. Complete changes to autonomy and security paper; circulate to subjects and experts, soliciting comment and distribution/publication ideas.	By January 31, 2013	Rob Quinn
2. Request for comment on autonomy and security Paper from subjects due by this date (experts will need longer)	By February 7, 2013	HEWG, selected experts
3. Final revisions to autonomy and security paper after any expert comments.	By March 15, 2013	Rob Quinn
4. Approval of publication / distribution strategy by SC	By March 15, 2013	
5. Final review of autonomy and security paper by SC.	By April 15, 2013	



## GCPEA Operational Plan 2013

ACTIVITIES	TIMELINE	RESPONSIBLE
6. Incorporation of comments to final autonomy and security paper	By May 15, 2013	Rob Quinn
7. Design and printing of autonomy and security paper	By June 15, 2013	
8. Develop advocacy strategy for the autonomy security paper and roundtable	May – July, 2013	
9. Implement distribution plan for autonomy and security paper	July – August, 2013	
10. Expert roundtable on autonomy and security.	Fall, 2013 (exact dates TBD)	
11. Advocacy at the UN around the autonomy and security paper	Fall, 2013 (exact dates TBD)	

## GCPEA Operational Plan 2013

Communications and Outreach	
OBJECTIVES	
<ol style="list-style-type: none"> <li>1. To highlight the incidence and impact of attacks on education in conflict-affected and fragile situations among key actors, and cultivate public support for education in safe and secure environments</li> <li>2. To develop an effective communications and outreach strategy for GCPEA</li> <li>3. To increase international recognition of attacks on education as a widespread, global problem.</li> <li>4. To work coherently and efficiently within and between all GCPEA member organizations, working groups, secretariat, and consultants.</li> </ol>	
2013 DELIVERABLES	
<ol style="list-style-type: none"> <li>1. External Communications               <ol style="list-style-type: none"> <li>a. PDF “soft-copy” of biannual newsletter distributed to GCPEA network of over 1,000 email addresses</li> <li>b. Updated and accurate interactive map includes all approved new documents and resources</li> <li>c. Final Communications and Outreach Strategy</li> </ol> </li> <li>2. Internal Communications               <ol style="list-style-type: none"> <li>a. Successful transition to Tides Center</li> <li>b. Internal calendar accessible on the website with username and password</li> </ol> </li> </ol>	

ACTIVITIES	TIMELINE	RESPONSIBLE
<i>External Communications</i>		
1. Resources added to the interactive map including over 30 new documents, concluding observations from the CRC, and relevant domestic laws and policies	By February 28, 2013	Charles
2. Review of GCPEA biannual Newsletter	April – May, 2013 / August – September 2013	Secretariat
3. Distribution of GCPEA biannual newsletter	By May 15, 2013 / By September 31, 2013	Charles
4. Development of Communications and Outreach Strategy	June – August, 2013	Program and Communications Consultant
5. Communications and Outreach Strategy	November, 2013	SC

## GCPEA Operational Plan 2013

ACTIVITIES	TIMELINE	RESPONSIBLE
reviewed and finalized by SC		
<i>Internal Communications</i>		
1. GCPEA transition to Tides Center as fiscal sponsor complete	January 1, 2013	
2. Development of GCPEA Internal calendar	January – February, 2013	Charles / Antigravity web design
3. GCPEA Internal calendar published on the web	By February 28, 2013	Charles
4. Steering Committee face-to-face meetings	May, 2013 / November, 2013	

## GCPEA Operational Plan 2013

Fundraising and Donor Relations	
OBJECTIVES	
1. Diversify funding sources 2. Create a 'cash reserve' of 10% of the total budget if possible	
2013 DELIVERABLES	
1. Fundraising <ul style="list-style-type: none"> <li>a. Fundraising strategy and prospectus</li> <li>b. List of potential funders and contact information</li> </ul> 2. 2013 Funders <ul style="list-style-type: none"> <li>a. Quarterly financial reports and narratives</li> <li>b. Final financial report and narrative</li> </ul>	

ACTIVITIES	TIMELINE	RESPONSIBLE
<i>Fundraising</i>		
1. Development of fundraising strategy and prospectus	April – June, 2013	Diya
2. Suggestions for potential funders and contacts and donor organizations shared with the Secretariat	April – June, 2013	SC
3. Pursuit of potential new funders	June – August, 2013	Diya
<i>2013 Funders</i>		
1. Proposal to Wellspring for multiyear funding	August, 2013	Diya
2. Proposal to UNICEF for continued funding	August, 2013	Diya
3. Submission of quarterly reports (financial and narrative) to EAA	January / April / July / October, 2013	Diya
4. Submission of final report to Wellspring	January, 2014	Diya

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## WORKING GROUP DOCUMENTS

- Members of Working Groups
- Education under Attack Project Summary
- Norms and Accountability Working Group Advocacy Strategy
- TORS for Briefing Paper for the Field-based Working Group

## 2013 GCPEA Working Group Members

GCPEA Monitoring and Reporting Working Group			
Representative	Organization	Email	Phone
Diya Nijhowne ( <b>CHAIR</b> )	GCPEA Secretariat	dnijhowne@protectingeducation.org	<b>(+01) 212-377-9413 (W)</b> (+01) 202-746-1339 (M)
Margaret Sinclair	Education Above All	msinclair@educationaboveall.org	<b>(+974) 44528152 (W)</b> (+974) 44121197 (H) (+974) 66160530 (M)
Kate Moriarty	UNESCO	k.moriarty@unesco.org	<b>Tel: +33(0)1 45 68 06 32</b>
Rob Quinn	Scholars at Risk Network	rquinn@nyu.edu	(+1) 212-998-2179 (general line) <b>(+1) 212-998 -2215</b>
Zama Coursen-Neff	Human Rights Watch	neffzc@hrw.org	<b>(+01) 212-216-1826 (W)</b> (+01) 347-401-3645 (M)
Gary Risser	UNICEF	grisser@unicef.org	<b>+1-212-303-7952 (W)</b>

GCPEA Field-based Programmatic Measures Working Group			
Representative	Organization	Email	Phone
Hind El Mughira ( <b>CHAIR</b> )	Education Above All	hind.elmughira@gmail.com	
Diya Nijhowne	GCPEA Secretariat	dnijhowne@protectingeducation.org	<b>(+01) 212-377-9413 (W)</b> (+01) 202-746-1339 (M)

### 2013 GCPEA Working Group Members

Kate Moriarty	UNESCO	k.moriarty@unesco.org	<b>Tel: +33(0)1 45 68 06 32</b>
Stephen Wordsworth	CARA	wordsworth.cara@lsbu.ac.uk	(+44) (0)790 378 6659 (M) <b>(0)207 021 0882 (W)</b>
Margaret Sinclair	Education Above All	msinclair@educationaboveall.org	<b>(+974) 44528152 (W)</b> (+974) 44121197 (H) (+974) 66160530 (M)
Emily Echessa	Save the Children	E.Echessa@savethechildren.org.uk	<b>(+44) (0) 20 7012 6647</b>
Brenda Haiplik	UNICEF	bhaiplik@unicef.org	<b>(+01) 212-326-7409</b>
Lori Heninger	INEE	lori@ineesite.org	<b>(+01) 212-551-3107</b>
Ita Sheehy	UNHCR	sheehy@unhcr.org	<b>(+41) 22 739 8346</b>

### GCPEA Norms and Accountability Working Group

<b>Representative</b>	<b>Organization</b>	<b>Email</b>	<b>Phone</b>
Bede Sheppard <b>(Co-Chair)</b>	HRW	sheppab@hrw.org	<b>(+01) 212-216-1826 (W)</b> (+01) 917-664-3727 (M)
Courtney Erwin <b>(Co-Chair)</b>	Education Above All	cerwin@educationaboveall.org	<b>(+974) 445208154 (W)</b> (+974) 66316223 (M)
Diya Nijhowne	GCPEA Secretariat	dnijhowne@protectingeducation.org	<b>(+01) 212-377-9413 (W)</b> (+01) 202-746-1339 (M)

## 2013 GCPEA Working Group Members

Elin Martinez (Observer)	Save the Children	E.Martinez@savethechildren.org.uk	<b>(+44) (0) 207 012 6448</b>
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### GCPEA Higher Education (*Ad-hoc Working Group*)

Representative	Organization	Email	Phone
Rob Quinn	Scholars at Risk Network	rquinn@nyu.edu	(+1) 212-998-2179 (general line) (+1) 212-998 -2215
Stephen Wordsworth	CARA	wordsworth.cara@lsbu.ac.uk	(+44) (0)790 378 6659 (M) <b>(0)207 021 0882 (W)</b>
Sarah Willcox	IIE	swillcox@iie.org	<b>(+1) 212.205.6488 (W)</b>
Charles von Rosenberg	GCPEA Secretariat	cvonrosenberg@protectingeducation.org	<b>(+1) 212-377-9446</b>

### GCPEA Interactive Map (*Ad-hoc Working Group*)

Representative	Organization	Email	Phone
Zama Coursen-Neff ( <b>CHAIR</b> )	Human Rights Watch	neffzc@hrw.org	<b>(+01) 212-216-1826 (W)</b> (+01) 347-401-3645 (M)
Elin Martinez	Save the Children	e.martinez@savethechildren.org.uk	<b>(+44) (0) 207 012 6448</b>
Charles von Rosenberg	GCPEA Secretariat	cvonrosenberg@iie.org	(+1) 212-377-9446



## **Preparation of *Education under Attack 2013*: An Overview**

### ***Purpose of the study***

The 2013 edition of *Education under Attack* aims to:

- Build greater awareness, knowledge and understanding of attacks on education in the public at large and within key constituencies, notably governments, international and regional organizations, civil society organizations, research/academia and the media;
- Contribute to more effective and informed measures of prevention, protection, monitoring and reporting, especially at country and community levels;
- Make available new information covering four years of attacks on education (2009-2012 inclusive) and fresh analysis of patterns, trends, developments and significance, building on and ensuring the continuity of the series of earlier studies (2007 and 2010);
- Make *Education under Attack* the flagship publication of GCPEA, thereby providing an opportunity to publicise not only the issues surrounding attacks on education but also the goals and role of GCPEA;
- Provide a platform for highlighting some specific thematic issues of key importance to GCPEA's current strategy, notably attacks on higher education; military use and occupation of educational premises; and field-level programmatic responses;
- Promote the inclusion of the education-under-attack agenda not only within other educational frameworks (e.g. EFA; education in emergencies; education and armed conflict; education for peace) but also within wider processes supportive of development, human rights, humanitarian assistance and peace-building (e.g. MDGs; CAAC; CRC; IASC; PBC).

### ***Structure of the publication***

*Education under Attack 2013* will begin with an **introductory section** which outlines the terms of reference of the study and key definitions as well as its methodology. The second part of the study will include a **global overview** of approximately 20,000 – 25,000 words, which covers 1) trends and key emerging issues since 2009 (including analysis of the scale, types, methods, motives, short- and long-term impact of attacks as well as the conditions in which attacks occur, patterns across regions and sectors and across types of conflict/situation, explanations of increases/intensifications or reductions, widening or narrowing of attacks and some historical comparison/context, building on knowledge from earlier editions of the study); 2) responses (i.e. prevention, protection, recovery and risk reduction), emerging issues and lessons learned particularly with respect to monitoring and reporting, law and accountability, military duty to protect, community-based/derived protection and prevention, and education curriculum, policy and planning (for risk reduction, protection, recovery, peace-building); 3) the international agenda for change (including advocacy and action taken and needed); and 4) a range of case studies interspersed throughout to illustrate the analysis. Key recommendations that emerge from this analysis will also be elaborated. This overview will be followed by three **thematic chapters**, each a length of approximately 5,000 – 7,000, addressing specific issues related to community-based/derived responses, military use of schools and attacks on higher education in greater detail. These chapters will be based on background papers commissioned specifically to inform their preparation, which will also be complemented with other material gleaned from the wider research. Part three of the study will comprise a series of **Country Profiles** that provide a concise overview of the conflict and education context, education's role in the conflict and in resolving conflict, attacks on education during the reporting period, and responses to attacks and their impact. This approach will have the advantage of acknowledging any positive steps taken by countries and avoid concerns by countries that attacks on education have been taken out of context and given disproportionate emphasis.

### ***Methodological Framework***

#### **1) Definitions of terms for data collection purposes:**

This study focuses on targeted violent attacks, carried out for political, military, ideological, sectarian, ethnic, or religious reasons, against students, teachers, academics and all other education personnel, as well as on educational buildings, resources, materials and facilities, including transport.

“Violent attacks” refers to any actual or threatened hurt or damage by use of force, such as killing, torture, injury, abduction, illegal incarceration, kidnapping, laying of landmines around or approaching educational buildings, burning of buildings, and assaults with any kind of weapon from knives to bombs or military missiles. It also includes recruitment of child soldiers and sexual violence where it is part of a political, military, or sectarian attack on students or education personnel at or on the way to or from a school or other educational institutions, or while taking part in or conducting an educational activity elsewhere. “Violent attacks” encompasses both actual and threatened looting, seizure, occupation, closure or demolition of educational property by force where there is not a justifiable military objective, for example if civilians, such as students, teachers and other education personnel, are present, which would constitute use of civilians as human shields. The term includes prevention of attendance at school or any other education institution by armed or military groups, except for their own safety. It also includes the imposition of political programmes in schools and other education institutions under threat of force by armed groups.

The study additionally reports on the closure of schools or their occupation/use for military or security operations by state armed forces or armed police, or by rebel forces, occupying troops or any armed, military, ethnic, political, religious, or sectarian group in pursuit of a military objective. Although not necessarily a breach of international law, this is an issue of concern because the military use of education buildings and facilities can turn them into a target for attack and can displace teachers, lecturers and students and other education personnel, thereby serving to deny students access to education. Using school buildings without providing an alternative place for education provision constitutes a breach of international human rights law, which applies in both conflict and non-conflict situations.

The common thread is that these are incidents involving the deliberate use of, or threat to use, force in ways that disrupt, harm, or deter the provision of education and enjoyment of the right to education. Mostly, such attacks occur in conflict-affected countries. But many, particularly in regard to higher education, occur in non-conflict countries, particularly those where democratic rights are restricted.

The study does not include general collateral damage, except regarding incidents in the vicinity of education buildings and facilities where the likely effect will be to harm students, education personnel or facilities. Military forces and armed groups have a duty of care to avoid causing such harm during military operations. Nor does it include non-politically motivated gun, knife or arson attacks by students or individual adults (up-to-date examples will be given) or the killing of the spouses, children or parents of education victims unless there is clear evidence that they are being targeted as a means of threatening a student, teacher, academic or other education personnel.

For the purposes of this study, “school” denotes a recognizable education facility or place of learning. “Student” refers to anyone being taught or studying at any level, from kindergarten to university, or in adult learning, in both formal and non-formal programmes. The short form ‘schools and colleges’ is used to refer to the whole gamut of early learning centres, schools, colleges and universities.

**Context:** This study will cover attacks carried out in any country, regardless of whether they are rich or poor, powerful or weak. It covers conflict and non-conflict situations. Thus no country is excluded. All countries where known attacks have been committed in the specified period (2009-2012) will be

included in the study. However, we will set a criterion for inclusion of a country in the 'country profile' section, such as a pattern of five attacks per year in the reporting period; also, we may refer to severe or significant incidents that are not part of a pattern in the 'global overview' chapter rather than the 'country profile' section.

**Types of victim/target covered:** Human targets include students, teachers, academics, and all other education personnel, including support and transport staff (e.g. janitors, bus drivers, building contractors); education officials (local and national), education trade unionists; and education aid workers. 'Personnel' includes anyone working to support education, paid or unpaid, short-term or long-term. Non-human targets include educational structures and buildings (e.g. temporary learning spaces, schools, colleges, universities, district offices, ministry offices, temporary and permanent examination halls, educational printers and publishers), resources, materials and facilities, including transport and supply vehicles. Targets also include education-related occasions or special events which may or may not take place in a recognised education building, such as graduation ceremonies; school/university festivals or celebrations; education conferences; or education protests, occupations and demonstrations. Although they are covered by attacks on buildings and students/personnel, incidents involving such occasions may have special symbolic importance and put high numbers at risk and therefore are worth highlighting for that reason.

The inclusion of incidents in the database of the study is not dependent on establishing motive, since this is virtually impossible to prove in many cases via simple data collection, unless there are published or publicly broadcasted orders or threats. Instead, data collection will focus on the type of target and effect or likely effect. However, where it is possible to ascertain motives, the study will certainly include motivation as part of its coverage of incidents, whether the motive is political (e.g. to destroy schools that are privately run); ideological (e.g. to destroy schools offering perceived 'western-style' education); military (e.g. occupation in order to use a school as a base, or attacks to prevent the use of a school by enemy forces, or recruitment of students to increase an armed group's numbers); sectarian (e.g. attacks on schools attended by another religious group); ethnic (e.g. attacks on schools attended by pupils from a minority group); religious (e.g. attacks on schools that teach girls, which may be against certain religious precepts); or criminal reasons (e.g. criminality connected with a context of political and military violence, such as kidnap for ransom by armed groups or attacks on schools to hide the theft of materials/salary funds). For any single incident, of course, there may be multiple or overlapping motives at work.

**Types of perpetrator covered:** State security forces, including armed forces, law enforcement, paramilitary, and militia forces acting on behalf of the state; and armed non-state actors. The study will not include criminal attacks on schools that are unrelated to political or military violence (e.g. non-political robbery of a school safe by armed criminals without any relation to any armed group, conflict or political struggle). But it will look at the phenomenon of attacks by armed drugs gangs and the impact of related security operations in narco wars. Unless we find a large-scale pattern of this, this will be dealt with in the overview. The study does cover political acts by individuals where the type of target and associations of the individual imply a deliberate political act, but these are likely to be only exceptional cases.

## 2) Methodology of data collection

Preparation of the study will follow a strict and detailed timeline to allow sufficient time for thorough data collection, verification, writing and editing. Data will be collected from a range of primary and secondary sources, verified and triangulated to ensure that it is accurate. For countries known to have had attacks on education or to have experienced conflict or unrest over the reporting period, information requests will be made to a selection of the following (depending on the relevance to the situation): SC Res 1612 Monitoring and Reporting Mechanism Country Task Force/Children and Armed Conflict Working Groups; humanitarian Education Clusters or leading education agency (country coordinator/information manager/response expert in lead agency);

education ministries/departments/district offices (key staff involved in monitoring and reporting as well as policy and planning response); human rights organisations/partnerships; and higher education student and academic unions. Published sources will also be trawled, including: UN reports (e.g. SG's Annual Report on CAC, Country reports, HRC reports, OCHA, EFA GMR), human rights/trade union reports (e.g. Watchlist country reports, HRW reports, US Federal Bureau of Labor annual report, etc.), scholar rescue organisation reports, academic studies and reports, specialist sites and aggregators (CRIN, IRIN, defence/security sites, University World News) and trusted (e.g. AP, AFP) media sources (via web using key words). For countries not previously known to have attacks, we will send information request notes to UNESCO regional bureaux for education and country offices, UNICEF regional and country offices, and offices belonging to other GCPEA member organizations to ask if there have been any attacks and any responses to them. Follow-up interviews with several key people per country (the actual number will vary depending on the country situation), will be conducted by email, telephone or in person if the interviewer/ees are in the same country (e.g. via country visits or extension of planned visits by the interviewee or interviewer). These interviews will be semi-structured, i.e. seeking follow-up information on scale, method, motive, short- and long-term impact, accountability, prevention, protection and recovery and fair access measures, education's contribution to conflict and peace, etc., but allowing the freedom to explore in more detail key points of interest that emerge. Where in-country researchers are used, they will be fully briefed on what questions to ask.

### **3) Verification**

Researchers will be given guidance and instruction on how to identify trusted sources and make sound judgements about sources. The greatest importance will be given to information from primary sources (victims, senior field education/protection personnel involved in carrying out responses) and trusted sources involved in monitoring attacks on education with verification procedures in place (MRM CTFs/CAC WGs, field studies by academics), and trusted HR monitoring reports and studies (e.g. SG Annual Report, OCHA, Watchlist reports). Where possible, for potential case studies primary sources will be interviewed, but past experience shows that the vast majority of information about incidents used in country profiles will come from monitoring organizations, education district or ministry offices, and published sources.

Reports will be gathered together chronologically by country and triangulated (cross-checked with each other) to check for discrepancies and potential errors. Where good information cannot be triangulated, it will be openly attributed or couched in such terms as "reported" or "according to". Where information seems questionable because it conflicts with other reports, it will either be further investigated or discarded.

Follow-up interviews will form part of the verification process. This is to check all aspects, i.e. not just queries over incidents but queries on information regarding conflict analysis, education response, etc. Conflict analysis specifically may be sent to neutral historians/political scientists for cross-checking.

Trusted in-country journalists/researchers chosen by the Project Team will be hired on an ad hoc basis to research information where interviewees are hard to get hold of/there are language or communications problems, or there are contradictions in the available information which needs cross-checking independently.

All information will be triangulated by one project team member and reviewed by another. The information will also be reviewed by the Chief Editor, after which it will be further reviewed by a relevant country office, the MRWG, the Steering Committee, and the IAC, all of which will be able to raise any questions of reliability, soundness, and accuracy via comments on the document.

#### **4) Choice of countries**

We are committed to covering all countries where significant attacks or significant numbers of attacks take place during the period covered by the study but it may make sense to limit country profiles to countries where there is a pattern of attacks. The MRM uses five attacks per reporting period (approx. one year). We could follow that example but also include in the global overview any interesting one-offs (e.g. Toulouse killings, Northern Ireland pipe-bombings) if there is no pattern of attacks. The country profile for a country with few attacks could be much less detailed and much shorter, unless there have been interesting responses to education's role in conflict (e.g. curriculum changes in Northern Ireland).

#### **5) Language issues**

As mentioned earlier, standard notes and questions will be translated into the relevant international language. Where necessary, replies will be translated into English. Ad hoc hiring of in-country researchers will be used where language barriers prevent communication and where there are gaps in information or contradictions/uncertainties that need investigating. We may, for instance, require additional research assistance or ad hoc hiring of journalists/researchers to increase coverage of French-speaking Africa, Arab states or Latin America.

#### **6) Assistance from partners**

We will seek support from partners to send covering letters requesting staff to assist us with our enquiries by supplying requested information, making themselves available for interview, etc., and for country focal points to review the relevant country profile. Steering Committee member organizations will provide contacts and appoint relevant focal points for each country for this project to open an initial channel of communication.

#### ***Project Team***

The Project Team is comprised of Mark Richmond, Project Leader/Chief Editor; Brendan O'Malley, Lead Researcher; and Jane Kalista, Project Coordinator/Researcher. Expert consultants will be commissioned to prepare background papers for the three thematic chapters and ad hoc in-country researchers may be engaged to provide additional information where there are gaps and/or language barriers impinge on communication and accuracy. A number of interns will support the project, particularly during the research phase, to assist with data collection and verification. The GCPEA Secretariat and Monitoring and Reporting Working Group will provide ongoing oversight.

#### ***Advocacy and Dissemination Strategy***

The proposed advocacy and dissemination strategy is designed to achieve the main objectives of the publication, as outlined at the beginning of this document. A main international launch of EuA 2013 will be held on the occasion of Human Rights Day, 10 December 2013. Though the details will become clearer as the project progresses, this launch is likely to be held in New York and may include a presentation of the overall study followed by a high-level panel discussion addressing issues and challenges from various perspectives. Opportunities for follow-up launches in other cities through the world, in conjunction with key events and/or targeting particular regional and global hubs, will also be pursued.

A media kit will be prepared, including a summary of the global introduction with key recommendations and selected case studies, plus the full study. A targeted media strategy will also be developed, possible elements of which may include inviting media to the launch of EuA 2013, distributing the media kit, making panelists available for interview in conjunction with launches, sending embargoed press releases on the key findings of the report and arranging for contacts to talk to global and national media, providing a standard global feature based on EuA 2013 for use by new media/low-cost media as well as regionalized features based on the analysis of country profiles

by region, developing relations with a global-reach media outlet/agency in advance to encourage in-depth coverage, and developing a strategy for specialist correspondents/press/outlets.

Much depends on the budget available, but the following possible targets for the distribution of the report include: national education ministries and provincial ministries/district departments in worst-affected countries; military training institutions; heads of parliamentary education committees (or their equivalents), plus heads of regional federations of parliamentarians committed to promoting education; editors of annual human rights reports (to encourage their focus on these violations in the future); international and regional associations of universities; coordinators of MRM country task forces and CAAC WGs; Education and Child Protection Cluster Coordinators; and specialist journals (e.g. International Journal of Educational Development; Comparative Education Review; Compare; Comparative Education; Harvard Education Review; etc.).

## **An Advocacy Strategy for Dissemination, Implementation, and Endorsement of the Global Coalition to Protect Education from Attack's (GCPEA) Guidelines on Military Use of Schools and Universities**

*For the 2013-2015 Period*

### **Introduction**

In anticipation of the Global Coalition to Protect Education from Attack's (GCPEA or Coalition) release of 'Guidelines on Protecting Schools and Universities from Military Use' (the Guidelines), the Coalition's Norms and Accountability Working Group (NAWG) developed this advocacy strategy (the Strategy).

The Guidelines have been drawn up with the aim of reducing the negative impact that conflict has on education in general. They are intended for the guidance of military commanders to inform their decisions over the use and targeting of institutions dedicated to education, such as schools and universities.

However, this advocacy strategy recognizes the critical role of actors outside of the principal intended beneficiary of these Guidelines, namely, the military. Accordingly, the Strategy has been designed to catalyze support across sectors and amongst diverse partners for the dissemination, implementation, and endorsement of the Guidelines.

At the **global level**, advocacy will be needed to increase awareness of the practice and consequence of military use of schools and universities, prompt recognition of the need for and benefit of guidelines on this issue, and increase the political will of countries to adopt and implement the Guidelines.

At the **national level**, advocacy will be needed to secure buy-in from government decision-makers and key stakeholders to implement and endorse the Guidelines. An important objective of GCPEA advocacy is to mobilize a wide range of stakeholders critical to ensuring that the Guidelines are adopted and successfully translated into implementation at the national level to restrict military use of schools and universities and reduce the practice and associated negative effects of such use. Ideally, advocacy would go beyond implementation of the Guidelines to effect behavior change by military actors, which may lead to relevant legal development.

At all times, the advocacy actions proposed in this strategy seek to facilitate partnerships, generate individual and organizational support and momentum, and foster connections between diverse stakeholders to achieve common goals.

This document begins by providing the overarching advocacy objectives related to disseminating, implementing, and endorsing the Guidelines. It then lists general categories of activities and events that are mechanisms for distributing the Guidelines and supporting materials and implementing them. Advocacy tools for use in dissemination and implementation are next presented followed by a detailed description of target

audience groups, which includes specific advocacy objectives, key messages, and recommended approaches, and specific actions/activities at international, regional, and national levels. They seek to maximize opportunities to build on existing opportunities and enlist other potential advocates to the extent feasible. The document ends by recommending illustrative indicators to measure the success of the advocacy. Annex 1 provides a calendar of 2013 advocacy activities; Annex 2 provides a list of 2013 target states; Annex 3 provides a 2013 budget; Annex 4 provides a tentative 2014-15 calendar of advocacy activities; Annex 5 provides a list of 2014-15 target institutions; and Annex 6 provides a projected 2014-15 budget.<sup>1</sup>

This advocacy strategy describes current known opportunities for advocacy. While meetings and conferences listed may become obsolete and will need to be updated, the general approach to military use advocacy should generally remain consistent. New opportunities may present themselves and further development of the Strategy through each advocacy stage will occur; both will require revision of the Strategy. This is a living document that can and should be changed to reflect the changing landscape.

### **Objectives**

1. **Raise awareness** about the practice and negative consequences of military use of schools and universities within key stakeholder groups.
2. **Build knowledge and facilitate information sharing** on military use of schools and universities within key stakeholder groups.
3. **Motivate and support** individuals and organizations—and facilitate collaborations between them—within key stakeholder groups to champion the Guidelines to ensure broad political support.
4. **Motivate** governments to implement and endorse the Guidelines.
5. **Motivate** governments to enact domestic and international policies and laws that restrict military use of schools and universities in line with the Guidelines.

### **Moving To National Adoption**

Political will and high-level commitment are critical for the implementation of the Guidelines. Ministries of Education, Foreign Affairs, and Defense are key national level stakeholders in this advocacy strategy. Their joint and coordinated support for the Guidelines is essential for their implementation in the relevant policies and laws of their respective countries.

Accordingly, the **first stage of advocacy** targets ‘sympathetic’ states, primarily, those with strong restrictions on the use of education institutions in law and/or policy and whose practice exemplifies ‘good practice.’ Sympathetic states may also be those with less-restrictive law and policy but that are receptive to dialogue and, possibly, legal or policy reform. The objective of this first stage of advocacy is to secure at least one or two influential states from each region (Africa, the Americas, Asia, Europe, and the Middle

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<sup>1</sup> Annexes 4-6 are in development.



East) as ‘lead’ or ‘champion’ states that are, themselves, willing to advocate on behalf of the Guidelines to other states. Specifically, we would look to the champion states to provide technical and diplomatic support to the initiative.

In addition to targeting these ‘first tier’ states, this initial stage of advocacy targets international/multilateral mechanisms and agencies with influence over states as well as international NGOs with significant global influence.

The **second stage of advocacy** targets less receptive states, including those with the least restrictive law and policy and whose wartime practice may have included use of education institutions. This is primarily done through advocacy by lead states, continued engagement with international/multilateral mechanisms, and engagement with regional mechanisms and processes to build regional awareness and support. This stage also focuses on preliminary engagement with institutions that run capacity building, training, and education programs for local militaries and non-state armed groups. The objective of this stage of advocacy is to build the international and regional foundation for the third stage of advocacy.

Having built political will and international support for the Guidelines, the **third stage of advocacy** focuses on integrating the Guidelines into military doctrine, education, training, and sanctions.<sup>2</sup> This is primarily done through partnerships with international, regional, and national institutions to implement national legislation; integrate the Guidelines into military doctrine at the strategic, operational, and tactical levels; develop the requisite supporting education and training structures, and enforce penal or disciplinary measures (sanctions).

Targeted awareness raising is incorporated into all stages of advocacy through use of international and local media and events held in partnership with civil society organizations, including academic institutions.

### **Advocacy and Dissemination Channels**

Opportunities to disseminate the Guidelines, supporting research, and associated messages to target audiences include the following general categories of activities and events. This is not an exhaustive list, but represents key mechanisms for wide distribution of the Guidelines and support for their implementation.

#### **A. International Human Rights Day**

Military use messages could be incorporated into the overall messages designed for this annual event.

#### **B. Meetings**

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<sup>2</sup> See Integrating the Law (International Committee of the Red Cross), p. 17 at <http://www.icrc.org/eng/resources/documents/publication/p0900.htm>.

One on one meetings with representatives of target institutions can build trust and relationships critical for long-term advocacy. They can also allow for critical information gathering at the early stages of advocacy, which can assist in shaping overall strategy for greater effectiveness.

### **C. Seminars, Conferences, and Events**

Seminars and conferences at international and national levels can provide opportunities to sensitize large audiences to the issues related to military use. These presentations should be followed with requests for action to produce the desired results.

### **D. Large-scale Endorsement Event**

After an initial advocacy phase, and once lead states are confirmed, a large-scale endorsement event, developed in cooperation with the lead states, may provide global visibility, additional momentum, and concrete commitments.

### **D. Briefings and Submissions to International Bodies**

Invited briefings and submissions to decision-makers on the issue of military use are opportunities to bring attention to the negative consequences of this practice and the need for its greater restriction.

### **E. Media**

Utilization of different forms of media (social, web-based, traditional) allows for the transmission of information about and demand for restriction of military use and pressure to general and policy-making audiences.

### **Advocacy Tools**

**Supporting research/evidence:** Reports and other pieces of research that evidence the issues related to the problem and/or provide additional support for the Guidelines, such as GCPEA's *Lessons in War*, an annotated version of the Guidelines, *Education Under Attack 2013*.

**Briefing Notes:** Informative documents intended for different multiple and broad audiences (e.g., protection and education humanitarian actors). These may differ from an 'advocacy brochure' (below) in that they may be more technical and operational in nature, intended to encourage specific use or implementation.

**Models/Templates:** Templates designed for use by specific target audiences to facilitate easy implementation of the Guidelines, such as model Rules of Engagement, model policy, and model legislation.

**Suggested recommendations:** Succinct texts of recommended actions tailored to specific target audiences with supervisory mandates.

**Advocacy Brochure:** A one to two page summary of the problem, the need for Guidelines, the major features of the Guidelines, and the benefits of adopting and implementing the Guidelines.

**Calls to Action:** A set of ‘Calls to Action,’ each tailored to specific target audiences. These one-page documents will clearly outline the desired goals and specific actions that can be taken by each targeted audience to promote adoption of the Guidelines.

**Talking Points:** A list of essential messages that would be effective for a given target audience and can be provided to people who are presenting the Guidelines to colleagues at meetings, conferences, or other settings where they may be able to solicit partnership and support. As much as possible, these should be linked to specific actions that individuals and groups can take to facilitate successful implementation.

**Press Releases:** A press release template that can be adapted for use by GCPEA members and other advocates and implementers with their specific logo and messaging. The press release can be used for events, to mark advances (i.e. adoption of the Guidelines by states), or other occasions where the Guidelines may be highlighted.

**Website:** A dedicated website, or page on the GCPEA site, housing all relevant research, supporting materials, resources to facilitate implementation, and media.

### **Target Audiences**

A detailed description of different audience segments and specific target groups is provided below, with recommended generic objectives, messages, approaches, and activities.

#### **I. STATE DEFENSE MINISTRIES AND ARMED FORCES**

As militaries are the primary targets of this advocacy, the principle bodies to enlist to support implementation of the Guidelines are national ministries of defense and their armed forces.

#### **Priority targets (2013)<sup>3</sup>**

- Qatar Armed Forces (Legal Advisor)
- Philippines Armed Forces

#### **Advocacy Objectives**

- Militaries integrate the Guidelines into military doctrine at the strategic, operational, and tactical levels (directives, policies, procedures, codes of conduct, and reference manuals or their equivalents)
- Militaries become advocates of restricting use of schools and universities, including through promoting adoption of the Guidelines, with other militaries

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<sup>3</sup> Targets for 2014 and 2015 will be identified through 2013 advocacy.

### **Key Messages**

- The Guidelines are realistic and pragmatic and based on what is practically achievable.
- The Guidelines are intended to help militaries comply with their obligations under international humanitarian law and human rights laws. Although the Guidelines draw upon international law, they encourage practice that remains well within the limits of what the law requires or allows.

### **Recommended Approaches**

- Initial sensitization to the issue through hard copy dissemination of *Lessons in War*
- Face to face meetings with legal advisors to present on the issue and introduce the Guidelines
- Presentation at international and regional trainings, conferences, or seminars conducted by specialist military multilaterals and NGOs

### **Specific Actions to Request**

- Include the issue of military use of schools and universities to trainings, in seminars, and at conferences
- Implement Guidelines in relevant directives, policies, procedures, codes of conduct, and reference manuals or their equivalents
- Enforce sanctions for the violation of directives, policies, procedures, codes of conduct related to military use
- Share good practice with other countries

### **Advocacy Opportunities and Entry Points**

- Face to face meetings coordinated through other state ministry contacts (i.e., MFA)
- Military conferences and seminars
- Military capacity building, training, and education programs

### **Identified Actions/Activities**

- Send copies of *Lessons in War*
- Schedule face to face meetings with first tier (2013) militaries
- Participate in ongoing international and regional military training programs
- Develop projects, in partnership, to work with state militaries to implement, educate, and train with respect to the Guidelines

2. STATE MINISTRIES (FOREIGN AFFAIRS, EDUCATION, DEVELOPMENT)
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### **Priority Targets (2013)<sup>4</sup>**

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<sup>4</sup> Targets for 2014-15 will be identified through 2013 advocacy.

See Annex 2 for list of priority states and identified ministries for initial engagement.

### **Advocacy Objectives**

- Secure ‘lead’ states
- ‘Lead’ states will endorse and implement the Guidelines in national laws and relevant policies, including military doctrine
- ‘Lead’ states will advocate on behalf of Guideline implementation with other states

### **Key Messages**

- The Guidelines acknowledge the law as it stands; they do not propose changes to it. They are not legally binding and they do not affect states’ existing obligations under either conventional or customary international law. The Guidelines are, however, intended to lead to a shift in military behaviour to provide better protections for schools and universities in times of conflict and, in particular, to reduce their use for military purpose.
- The Guidelines are realistic and pragmatic and based on what is practically achievable.
- The Guidelines are intended to help militaries comply with their obligations under international humanitarian law and human rights laws. Although the Guidelines draw upon international law, they encourage practice that remains well within the limits of what the law requires or allows.
- The Guidelines reflect what is perceived as good practice already in evidence during conflict, or stated as intended practice in military doctrine and manuals. If they are already applied by some, it means they should be capable of adoption by others.

### **Recommended Approaches**

- Initial sensitization to the issue through hard copy dissemination of *Lessons in War*
- Face to face meetings with legal advisors or other representatives as identified by the state ministries to present on the issue and introduce the Guidelines. These meetings may first take place via missions to UN bodies but then followed up with meetings in capitals.

### **Specific Actions to Request**

- Support for the Guidelines, generally.
- Role as a ‘lead’ state (select states) willing to encourage support by other states.
- Implementation of Guidelines in national laws and relevant policies, including military doctrine.
  - Education ministries in countries where military use of education institutions occurs should establish preventative measures, through co-ordination with their ministries of defense and armed forces, to avoid the

- military use of education institutions, and to return them expeditiously to use as schools where they are being used by armed forces.
  - Education ministries and education actors working in contexts where military use of education institutions occurs should develop rapid response systems to establish adequate temporary learning spaces for students displaced by military use of their education institutions, and to advocate immediately for the return of the occupied facility. International organizations should support these efforts.
  - Defense ministries and armed forces should establish preventative planning measures to minimize or eradicate the need to use education institutions during military operations.
- Monitor military use of education institutions to devise effective, coordinated, responses, including preventative interventions, rapid response, and both legal and non-legal accountability measures for those individuals or groups who contravene existing laws, judicial orders, or military orders.

### **Advocacy Opportunities and Entry Points**

- Initial contact developed through GCPEA member organizations' pre-existing relationships

### **Identified Actions/Activities**

- Send hard copies of *Lessons in War*
- Advocacy visits and one on one meetings scheduled in 2013
- Briefings via regional meetings with tier two states in 2014-15

## **3. STATE MEMBERS OF PARLIAMENT**

### **Advocacy Objectives**

- Parliaments revise existing legislation or implement new legislation in line with the Guidelines
- Parliamentarians become advocates of restricting use of schools and universities, including through promoting adoption of the Guidelines, with other parliamentarians

### **Key Messages**

- To be developed

### **Recommended Approaches**

- Coordinate with Education Above All's Parliamentary Advocacy Project, administered through a partnership with the Parliamentarians for Global Advocacy

### **Specific Actions to Request**

- Parliamentarians should enact legislation in line with identified good practice identified, including the prohibition of armed forces and armed groups using schools and education institutions.
- Parliamentarians should encourage parliamentarians in other states to adopt legislation in line with identified good practice.

#### **Advocacy Opportunities and Entry Points**

- Regional workshops and forums organized in line with EAA's Parliamentary Advocacy Project

#### **Identified Actions/Activities**

- Inclusion of military use issue in action plans with parliamentarians in accordance with EAA's Parliamentary Advocacy Project

### **4. NON-STATE ARMED GROUPS (NSAGs)**

#### **Priority Targets (2013)**

- NSAG targets to be identified in consultation with specialist groups working with NSAGs
- UN agencies and NGOs working with NSAGs, including the following:
  - Geneva Call
  - UN Office of the Special Advisor to the Secretary General on Children and Armed Conflict (OSRSG-CAAC)
  - The Geneva Academy of International Humanitarian Law and Human Rights (ADH)
  - The International Committee of the Red Cross (ICRC)

#### **Advocacy Objectives**

- UN agencies and civil society organizations that engage with NSAGs include the issue of military use and implementation of the Guidelines in their trainings, codes of conduct, and negotiated agreements with NSAGs.
- NSAGs integrate the Guidelines into their doctrine at the strategic, operational, and tactical levels (directives, policies, procedures, codes of conduct, and reference manuals or their equivalents)

#### **Key Messages**

- The Guidelines are realistic and pragmatic and based on what is practically achievable.
- The Guidelines are intended to help NSAGs comply with international humanitarian law and human rights laws. Although the Guidelines draw upon international law, they encourage practice that remains well within the limits of what the law requires or allows.

- Compliance with the Guidelines may afford greater credibility to NSAGs and may serve to greater compliance among states.

### **Recommended Approaches**

- Work with UN agencies and civil society organizations to include attention to military use in their work with NSAGs (negotiations, codes of conduct, deeds of commitment).
- Work with UN agencies and civil society organizations to encourage their assistance to NSAGs in implementing the Guidelines into NSAG doctrine (policies and manuals)

### **Specific Actions to Request**

- UN and NGOs: Include the issue of military use of schools and universities to trainings, in seminars, and at conferences
- NSAGs: Implement Guidelines in relevant directives, policies, procedures, codes of conduct, and reference manuals or their equivalents

### **Advocacy Opportunities and Entry Points**

- Current endorsement process around Geneva Call's Deed of Commitment on the Protection of Children in Armed Conflict.
- Drafting of action plans through the UN-led MRM-CAAC process (led by the OSRSG-CAAC and country task forces).
- ADH-hosted NSAG roundtables

### **Identified Actions/Activities**

- Send hard copies of *Lessons in War* to UN agencies and NGOs
- Meeting with Geneva Call about how to integrate the Guidelines in its work around the Deed of Commitment on the Protection of Children in Armed Conflict
- Meeting with OSRSG-CAAC on inclusion of Guidelines in MRM-related actions plans
- Meeting with ADH on inclusion of Guidelines discussion in their NSAG roundtables

<h2><b>5. INTERGOVERNMENTAL/MULTILATERAL INSTITUTIONS</b></h2>
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### **Priority Targets (2013)**

- Military Multi-lateral
  - NATO
  - EU Military Committee
  - ICRC (legal and military divisions)
- UN Agencies
  - DPKO
  - OSRSG-CAAC
  - OCHA



- OHCHR
  - Research and Right to Development Division
  - Rapid Response Unit
- UNICEF
- UNESCO
- UNHCHR
- UN Education and Protection Clusters
- UN monitoring and supervisory mechanisms
  - UN Security Council Working Group on Children and Armed Conflict
  - Human Rights Council
  - UN Treaty Bodies
    - CRC
    - CESCO
    - Human Rights Committee
    - CEDAW
  - UN Special Procedures
    - Right to Education
    - Violence against women, its causes and consequences
    - Independent expert on the situation of human rights in Cote d'Ivoire
    - Special Rapporteur on the situation of human rights in the Palestinian territories occupied since 1967
    - Independent Expert on the situation of human rights in Somalia
    - Independent Expert on the situation of human rights in the Sudan
    - Special Rapporteur on the situation of the human rights in the Syrian Arab Republic
- Regional Multi-laterals
  - ASEAN
  - Asia Pacific Forum (APF)
  - AU
    - Economic, social, and cultural rights unit
  - OAS
  - ECOWAS
  - GCC
  - Arab League
  - OIC
- Regional monitoring and supervisory mechanisms
  - African Committee of Experts on the Rights and Welfare of the Child
  - European Commission
  - Inter-American Commission on Human Rights
  - Inter-American Commission's Special Rapporteur on the Right of the Child

## Advocacy Objectives

- All multilaterals streamline attention to the issue of military use in engagement and processes with members states
- Military multilaterals incorporate the Guidelines in their policies and promote their adoption and implementation through trainings and other capacity building activities
- UN agencies support advocacy for adoption and implementation of Guidelines by creating linkages with key constituencies, developing and disseminating information and tools for implementation, and coordinating support for country-level implementation

### **Key Messages**

- All multilateral/intergovernmental actors should acknowledge that military use of schools and other education institutions is a common tactic in conflict that requires a concerted response at both the national and international levels. When education institutions are used for military purposes, the damage to societies, as well as to individuals, can be severe.
- All multilateral/intergovernmental actors should incorporate attention to the issue of military use and responses to it based on the Guidelines into their work with member states.

### **Recommended Approaches**

- Initial sensitization to the issue through hard copy dissemination of *Lessons in War*
- Face to face meetings with representatives as identified by the relevant agency to present on the issue and introduce the Guidelines. These meetings may first take place in HQ and may involve multiple representatives from the same institutions
- Following in person meetings, tailored briefings in coordination with the agency targeting its constituencies

### **Specific Actions to Request**

- Country task forces of the UN-led Monitoring and Reporting Mechanism (MRM) on grave violations against children in situations of armed conflict should enhance the monitoring and reporting of military use of schools, as requested by the Security Council in Resolution 1998 of July 2011. Documentation of attacks on schools and other education institutions should also examine whether the schools were being used by a military force or armed group either at the time of the attack, or recently before the attack.
- International and regional monitoring mechanisms should rigorously monitor military use of education institutions to devise effective, coordinated, responses, including preventative interventions, rapid response, and both legal and non-legal accountability measures for those individuals or groups who contravene existing laws, judicial orders, or military orders.
- UN agencies experienced in negotiating with armed forces and armed groups to stop or prevent their use of schools, should internally evaluate the effectiveness of their efforts, and then share their good practice both internally and externally.

### **Advocacy Opportunities and Entry Points**

- Meeting of UN Treaty Body Chairs (Geneva)
- Meeting of UN Special Procedures (Vienna)
- OSRSG-CAAC process related to development of guidelines and action plans for ‘attacks on schools’ violations related to Security Council Resolution 1992
- Identified review cycles for Human Rights Council UPR and UN Treaty Bodies
- Identified reports for UN Special Procedures
- Identified fact finding missions and commissions of inquiry

### **Identified Actions/Activities**

- Send hard copies of *Lessons in War* to all listed agencies
- Advocacy visits and one on one meetings scheduled with New York and Geneva-based entities in 2013
- Briefings via regional meetings in 2014-15

## **6. NONGOVERNMENTAL INSTITUTIONS**

### **Priority Targets (2013)<sup>5</sup>**

- Military
  - International Institute of Humanitarian Law, San Remo
  - Military training institutes in target countries (e.g., Defense Institute of International Legal Studies,
- Education
  - Save the Children
  - INEE (through Education Cannot Wait campaign)
  - Education First
- Human Rights
  - Human Rights Watch
  - Amnesty International

\*Additional NGOs located in target country capitals will be identified during 2013 advocacy visits to state capitals.

### **Advocacy Objectives**

- Enhanced monitoring and reporting of military use
- Advocacy for implementation of the Guidelines
- Inclusion of Guidelines in educational, training, and other capacity building activities targeting militaries and engagements with states

### **Key Messages**

- Raising awareness about the incidence and consequence of military use and promoting adoption of the Guidelines is in line with the mandates of the NGOs.

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<sup>5</sup> International NGOs are targets in 2013. Regional and national NGOs are targets in 2014-15 and will be determined in consultation and coordination with international NGOs during 2013 advocacy.

- Participating in this advocacy will support and facilitate other related advocacy actions (e.g., compliance with other humanitarian and human rights laws)

### **Recommended Approaches**

- Work with and through GCPEA member organizations
- Focus on education and protection humanitarian NGOs and human rights NGOs
- Engage them in GCPEA military use advocacy primarily through encouraging attention to military use and the Guidelines in their own work

### **Specific Actions to Request**

- Support GCPEA military use advocacy by participating in GCPEA hosted events
- Integrate military use advocacy into their own advocacy actions and other engagements with states and militaries where relevant
- Integrate attention to military use and responses based on the Guidelines into submissions to international and regional monitoring and supervisory mechanisms
- Identify and facilitate development of additional tools and materials for the implementation of the Guidelines
- Organizations that have successfully brought domestic court cases to have armed forces ordered out of schools, should advise others interested in pursuing similar strategies.<sup>6</sup>

### **Advocacy Opportunities and Entry Points**

- One on one meetings and/or briefings during 2013 advocacy visits
- Presentations at identified steering committee or other planning meetings

### **Identified Actions/Activities**

- Send hard copies of *Lessons in War*
- Advocacy visits and one on one meetings scheduled in 2013
- Education Cluster coordination meeting

<h2><b>7. ACADEMIA AND POLICY ('THINK TANKS')</b></h2>
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### **Priority Targets (2013)**

- Leading universities, human rights centers, and think tanks in countries identified for advocacy visits (see Annex 2)<sup>7</sup>
  - Brookings Institution's Center for Universal Education, US
  - Oxford University's Institute for Ethics, Law, and Armed Conflict (ELAC), UK
  - Irish Centre for Human Rights, National University at Galway, Ireland
  - Norwegian Center for Human Rights, Norway

<sup>6</sup> This action should be undertaken in 2014 or 2015 with national NGOs. This could also be undertaken in collaboration with EAA's Strategic Impact Litigation Support Unit (in development).

<sup>7</sup> Identification will be done in consultation with contacts at state ministries, GCPEA member organizations, and other partner entities.

- New York University Law School, US
- Geneva Academy of International Humanitarian Law and Human Rights (ADH), Switzerland

### **Advocacy Objectives**

- Disseminate *Lessons in War* and draft Guidelines
- Raise awareness about military use and options for implementation of the Guidelines
- Encourage research and other publications related to military use and the Guidelines

### **Key Messages**

- Raising awareness about the incidence and consequence of military use and promoting adoption of the Guidelines is in line with the research and/or policy objectives of the academic and/or policy institution
- Addressing this issue will support and facilitate other related research and policy activities (e.g., compliance with other humanitarian and human rights laws, greater protection of educators and education facilities, etc.)

### **Recommended Approaches**

- Consult with contacts at states and with GCPEA members and other partners to identify and connect with academic and policy institutions in states targeted for advocacy in 2013
- Coordinate small briefings/presentations/roundtables during 2013 advocacy visits

### **Specific Actions to Request**

- Host briefing/presentation/roundtable on military use and implementation of Guidelines
- Disseminate *Lessons in War* to faculty and students
- Consider conducting research and publishing on the issue of military use
- Consider including attention to military use in legal clinic advocacy or policy briefings

### **Advocacy Opportunities and Entry Points**

- To be identified

### **Identified Actions/Activities**

- Schedule events during 2013 advocacy visits

<b>8. MEDIA</b>
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### **Priority Targets (2013)**

- International media outlets

- CNN
  - Al Jazeera
  - International Herald Tribune
- Media outlets in target countries
- Web-based media
  - Huffington Post
  - Blogs
- Social media
  - Twitter
  - Facebook

### **Advocacy Objectives**

- International and national media outlets report on military use

### **Key Messages**

- The international community, states, non-state armed groups, and other actors should acknowledge that military use of schools and other education institutions is a common tactic in conflict that requires a concerted response at both the national and international levels. When education institutions are used for military purposes, the damage to societies, as well as to individuals, can be severe.

### **Specific Actions to Request**

- Pay more attention to military use in reporting from the field
- Publish editorials relating to military use

### **Advocacy Opportunities and Entry Points**

- Launch of Guidelines (at an endorsement event)
- Identified conflicts in which military use is occurring

### **Identified Actions/Activities**

- Submit op-eds to international media related to military use during high level processes (e.g., HRC, UNGA, NATO meetings)
- Submit op-eds to national media in target states where use is occurring
- Submit op-eds during regional briefings/events (in 2014-15)

### **Measuring Success**

Success in implementing this global advocacy strategy will be measured by monitoring the actions that have been taken by target audiences in support of implementing the Guidelines. Monitoring institutional websites for the publication of information, positions, policies, programs and materials on military use can produce evidence that institutions are adopting the Guidelines, especially at the international level.

Listed below are illustrative indicators that can be used to determine if military use advocacy is having the desired outcomes.

**Global Advocacy Indicators:**

- Number of references to military use and/or the Guidelines in concluding observations of UN treaty bodies.
- Number of references to military use and/or the Guidelines in reports by UN special procedures.
- Number of international organizations (multilateral and intergovernmental) that include reference to military use and/or the Guidelines in their training materials or other work.
- Number of international organizations (non-governmental, including those that work with militaries and/or NSAGs) that have incorporated reference to military use and/or the Guidelines in their work.
- Number of references to military use and/or the Guidelines in new legal research/publications.
- Number of websites including links to the Report or Guidelines.
- Number of times the media mentions military use and/or the Guidelines.

**Country Level Advocacy Indicators:**

- Number of countries confirmed as ‘lead’ or ‘champion’ countries in support of the Guidelines.
- Number of state ministries of foreign affairs that have formally or informally endorsed the Guidelines.
- Number of state ministries of defense (and associated armed forces) that have adopted policies consistent with the Guidelines.
- Number of countries that have revised or implemented new legislation consistent with the Guidelines.
- Number of state ministries of education that have included reference to or adopted policies consistent with the Guidelines in their education sector plans.
- Number of non-state armed groups that have committed to prohibiting or restricting the military use of education institutions, including by incorporating military use and/or the Guidelines in their training manuals and/or by signing Geneva Call’s Deed of Commitment for Protecting Children from the Effects of Armed Conflict.<sup>8</sup>

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<sup>8</sup> Geneva Call works with non-state armed groups and the Deed of Commitment for Protecting Children from the Effects of Armed Conflict includes a commitment not to use schools for military purposes.  
[http://www.genevacall.org/resources/deed-of-commitment/f-deed-of-commitment/CANSA\\_DoC\\_EN.pdf](http://www.genevacall.org/resources/deed-of-commitment/f-deed-of-commitment/CANSA_DoC_EN.pdf)

## DRAFT TERMS OF REFERENCE

for a

### Consultant to Prepare a Briefing Paper on Community Involvement in Protecting Education from Attack

June-October, 2013

#### ***SCOPE OF WORK***

**Objective:** The Global Coalition to Protect Education from Attack (GCPEA) is seeking a consultant to prepare a briefing paper that will contribute to the body of research on, and advance the understanding of, community involvement in protecting education from attack; as well as identify lessons learned in developing this type of programmatic measure to encourage successful adaptation in different conflict-affected contexts.

**Types of community involvement in protecting education that may be examined:** Parent teacher associations; school management committees; and other community involved protection mechanisms.

**Target Audience:** Field based practitioners and policy makers working in the education in emergencies and child protection fields. The paper is intended to contribute to an evidence-base that select field-based programmatic measures for protecting education from attack are effective. This evidence gathered will be presented through two sets of recommendations targeted at policy makers and practitioners to support implementation of these measures.

**Final Product:** A 20 -25 page, fully edited and finished document comprised of the following:

- *An Overview* –a mapping of how the programmatic measure has been implemented. This will involve conducting a literature review of studies on community involvement in protection of education from attack, including evaluations of how effective this measure has been in different contexts. The mapping should include an examination of studies of community protection mechanisms that may not necessarily be focused on protecting education from attack, but which are transferable to this context, including community protection of human rights and community child protection mechanisms.
- *Case Study* – an in-depth case-study illuminating how community protection of education has worked in practice. Production of the case study will involve travelling to one or more countries and interviewing organizations involved in implementing the measure as well as community members who have been impacted by the measure.
- *Lessons learned / Recommendations*– lessons learned from the mapping and the case study to inform the basis for recommendations to a) policy makers and b) practitioners.
- *Executive summary*- a concise summary of the report.



**Deliverables:**

- a) A brief document recommending in what state(s) to conduct a case study(ies) for inclusion in the paper and reasons for this recommendation, as well as a plan for carrying out the case study(ies) in the state(s).
- b) A first draft of the briefing paper
- c) A second/final draft of the briefing paper, which should be a fully edited and finished version of the final product described above, including recommendations directed both at policy makers and practitioners

**Schedule for Completing the Project:**

- **June:** Consultant completes preliminary mapping including a literature review for the paper.
- **July:** Consultant prepares recommendations for case studies for the paper and the Field-based Programmatic Measures Working Group approves them.
- **July -** Consultant completes the mappings and prepares to conduct case studies.
- **July- August:** Consultant travels to selected countries, writes the case studies and integrates the mapping sections and case-studies into the briefing paper.
- **September:** Consultant submits the first draft of the paper to the Field-based Programmatic Measures Working Group for review. The consultant incorporates the comments and circulates the second draft to the Working Group and Steering Committee for review.
- **October:** Consultant incorporates the input from the Working Group and Steering Committee and prepares a final draft that is reviewed by the Steering Committee.
- **November – February 2014,** the briefing paper is published and widely disseminated through a launch event and, through GCPEA's partners' networks, and through a webinar in collaboration with INEE and other organizations.

**Budget Approximation:**

Consultant shall be paid a fee of \$50 a day for 48 days for a total of \$24,000. The days of work are estimated to be allocated as follows:

- 7 days to complete the preliminary mapping
- 3 days to complete the final mapping and prepare for the case study
- 33 days to conduct research for the case study (including travel), write it, and prepare a first draft of the briefing paper
- 5 days to provide the second/final draft of the paper

**Travel:**

GCPEA will provide the consultant with a return, economy-fare plane ticket to the selected state(s) in which the consultant will document a case-study of community involvement in protection of education from attack. GCPEA will also provide for approximately 20 days of

travel including accommodation and per diem. In addition, GCPEA will pay for reasonable expenses associated with conducting the research, such as the costs of a translator or expediter, and transportation within the state. Receipts will be required for payment of such expenses. A total of \$16,000 is allocated to travel expenses.

## ANNEX

### ***1) INTRODUCTION TO GCPEA***

The Global Coalition to Protect Education from Attack (GCPEA) was established in 2010 by organizations from the fields of education in emergencies and conflict-affected fragile states, higher education, protection, international human rights, and international humanitarian law who were concerned about on-going attacks on educational institutions, their students, and staff in countries affected by conflict and insecurity.

GCPEA is governed by a steering committee made up of the following international organizations: the Council for Assisting Refugee Academics (CARA) Education Above All (EAA), Human Rights Watch (HRW), Institute of International Education (IIE), Save the Children International (SCI), UNESCO, UNHCR, and UNICEF. GCPEA is a project of the Tides Center.

#### **Our Vision**

We seek to establish a world in which all who wish to learn, teach and research, at all levels and in all forms of education, and all those who support them, can do so in conditions of safety, security, dignity and equality, free from fear, consistent with the principles of mutual understanding, peace, tolerance and academic freedom.

#### **Mission Statement**

To catalyse enhanced prevention of attacks on education, effective response to attacks, improved knowledge and understanding, better monitoring and reporting, stronger international norms and standards, and increased accountability.

#### **Our Goals**

- To highlight the incidence and impact of attacks on education in conflict-affected and fragile situations among key actors, and cultivate public support for education in safe and secure environments
- To promote the strengthening of existing monitoring and reporting systems as well as the creation of new systems where needed
- To promote effective, coherent, timely and evidence-based programmatic measures, including prevention and response
- To encourage adherence to existing international law protecting education and the strengthening of international norms and standards as needed
- To fight impunity for attacks on education by promoting and supporting a range of accountability measures.

## 2) **BACKGROUND TO THE PROJECT**

In December 2011, GCPEA commissioned a paper entitled *Prioritizing the Agenda for Research for the Global Coalition to Protect Education from Attack: Why Evidence is Important, What we Know and How to Learn More*. The paper identified the need for further research on the effectiveness of programmatic measures to protect education from attack. While practitioners have anecdotal evidence regarding the efficacy of certain measures, there has been limited rigorous research conducted to evaluate what works and what does not, and how the context impacts upon the outcome of a measure. As a first step towards embarking upon this type of research, GCPEA plans to produce a series of briefing papers that will examine different programmatic measures identified in another GCPEA publication, the *Study on Field-based Programmatic Measures to Protect Education from Attack*. While the Study surveys the types of programmatic measures that are being implemented, the briefing papers will delve much deeper into specific measures and assess how they function. The papers will map studies that have been conducted on the particular measure and identify any evaluations that have already been conducted on its effectiveness; and secondly, conduct a case study that gathers in-depth information about what has contributed to the success or failure of the measure and how it can be adapted to different contexts.

GCPEA's *Study on Field-based Programmatic Measures to Protect Education from Attack* identified the following programmatic measures being implemented to protect education from attack in twenty different countries around the world:

- Alternative delivery of education (e.g. temporary school sites, community-based schools, etc.)
- Community involvement in protection (e.g. community protection / monitoring of attacks, parent teacher associations (PTAs) or school management committees, etc.)
- Curriculum reform (e.g. introducing peace education programs, mother tongue language instruction, etc.)
- Education policy reform (e.g. elimination of school fees, introducing free and compulsory public education, etc.)
- Negotiations with armed groups to end attacks on schools (e.g. establishing codes of conduct)
- Physical protection of schools/teachers/students (e.g. armed or unarmed school guards; providing student/teacher housing; alternate transportation for students/teachers to reach education institutions; protective accompaniment for students/teachers in travelling to schools, etc.)
- Restricting the military use of education institutions (e.g. preventing armed groups from occupying schools, using them temporarily for training or other activities, or storing weapons or supplies in the education institution)
- Restricting the political use of schools (e.g. for elections, political meetings, etc.)

GCPEA circulated a survey to its practitioner-focused contacts asking them to rank which of these programmatic measures they were most interested in learning how to better implement. Among those who responded, the greatest interest was in community involvement in protecting

education from attack. GCPEA's Field-based Programmatic Measures Working Group (FBWG) members agreed that this is an area that other organizations are not paying much attention to and which fits squarely within GCPEA's mandate. The first paper in a series of briefing papers on good practices in implementing programmatic responses to attacks on education will thus focus on community involvement in protecting education institutions. Future briefing papers in the series will address some of the other programmatic measures listed above. It is envisioned that each briefing paper will be launched at an event and disseminated widely. In addition, GCPEA will host a webinar in collaboration with INEE at which a practitioner involved in the practice featured in the paper will share his or her experiences and participants will interact virtually over the internet. The series of briefing papers will include two sets of recommendations, one directed at policy makers, and the other directed at field-based practitioners.