



**Global Coalition to Protect Education from Attack Meetings
November 18-20, 2014 New York, NY**

Human Rights Watch

350 Fifth Avenue, 34th Floor, New York, NY, 10118

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ADMINISTRATIVE NOTE

GCPEA STEERING COMMITTEE AND WORKING GROUP MEETINGS

NOVEMBER 18-20, NEW YORK, NY

GCPEA welcomes you to our Steering Committee and Working Group Meetings. Thank you very much to Human Rights Watch for hosting us.

VENUE OF THE MEETINGS

The Working Group meetings on November 18, and the Steering Committee meeting on November 19-20 will be held at **Human Rights Watch**, which is located in the Empire State Building at 350 Fifth Ave. 34th Floor, New York, NY +1 212-377-9446. Please go to the reception desk in the main floor lobby to obtain your temporary building pass. A photo ID will be necessary. You will then be directed to the 34th floor where the HRW offices are located. We will collect you from the 34th floor to take you to the meeting room.

ACCOMMODATION

Here below is a short list of GCPEA recommended hotels. All hotels are located within two blocks of the meetings.

The Wolcott Hotel, 4 West 31st Street, New York, NY, 10011, +1 212-268-2900. <http://www.wolcott.com/> Rooms from **\$180/night**

La Quinta Inn Manhattan, 17 West 32nd Street, New York, NY 10001, +1 212-736-1600. <http://laquintamanhattanny.com/> Rooms from **\$190/night**

Hampton Inn Manhattan-Madison Square Garden Area, 116 West 31st Street, New York, New York, 10001, +1-212-947-9700 <http://hamptoninn3.hilton.com/en/hotels/new-york/hampton-inn-manhattan-madison-square-garden-area-NYCHSHX/index.html> Rooms from **\$243/night**

Hilton Garden Inn New York/West 35th Street, 63 West 35th Street, New York, New York, 10001, +1 212-594-3310. <http://hiltongardeninn3.hilton.com/en/hotels/new-york/hilton-garden-inn-new-york-west-35th-street-NYCTFGI/index.html> Rooms from **\$264/night**

MEALS

GCPEA will provide a light breakfast before the morning sessions.

Coffee, tea, and refreshments will be provided during the mid-morning and mid-afternoon breaks.

A simple lunch will be provided during lunch breaks. This will include vegetarian options.

A GCPEA dinner is planned for 7:00 PM on Tuesday, November 18, 2014 at Café China, a short walk from the HRW offices at 13 E. 37th St. New York, NY. www.cafechinanyc.com

GCPEA SECRETARIAT CONTACT INFO:

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INTERNET

At Human Rights Watch: *Network:* HRW-MERAKI WiFi | *Password:* Wire<@HRW

TRANSPORT TO/FROM AIRPORTS

JFK: <http://www.panynj.gov/airports/jfk-ground-transportation.html> JFK has many transportation options – from AirTrain, public subways and buses, to taxis and limousines. AirTrain JFK provides easy access to both the Long Island Rail Road and MTA’s New York City subway and bus system, with connections at both the Jamaica and Howard Beach station stops.

EWB: <http://www.panynj.gov/airports/ewr-ground-transportation.html> Whether you take AirTrain, rent a car, or ride with one of the numerous car and van services, Newark Liberty is conveniently located. AirTrain Newark provides speedy access to New Jersey Transit trains into Newark and New York City.

LGA: <http://www.panynj.gov/airports/lga-ground-transportation.html> Located just four miles from Manhattan, LaGuardia has a variety of transportation options to New York City. Public buses are available for easy connections to New York City subways. Plus, dozens of private buses, taxis, car, van and car rental services are also available.

EXTRAS

Empire State Observation Deck: Tuesday, November 18 6:00pm – 7:00pm. Charles von Rosenberg will be taking a group up to the Empire State Building. If you are interested in seeing New York from a unique perspective ***please RSVP to Charles*** at cvonrosenberg@protectingeducation.org. Please note that only five people are permitted in the group.

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Agenda for the
Global Coalition to Protect Education from Attack Meetings

November 18-20, 2014, New York

Human Rights Watch Offices
350 Fifth Avenue, 34th Floor, New York, NY, 10118

WORKING GROUP MEETINGS

Tuesday, November 18, 2014

9.30-11.30	Military Use Working Group –Diya, and Mark, with Bede, Veronique, and Sarah calling in
9.30-11.30	Higher Education Working Group –Stephen, Charles, Chris, Sarah, Rob, Daniela
11.30 -2.30	Monitoring and Reporting Working Group (with lunch) – Mark, Zama, Gary, Rob, Diya
2.30 – 4.30	Field-based Programs and Policies Working Group – Mark, Ita, Stephen, Brenda, Mari, Diya
4.30 – 5.30	Management Committee – Zama, Mark, Daniela, Diya (Stephen as Advisory Board Member)
7.00- 9.00	GCPEA Dinner at China Café - at 13 E. 37th St. New York, NY www.cafechinanyc.com

STEERING COMMITTEE MEETING

Wednesday, November 19, 2014

9.00 – 9.30 *Coffee*

9.30 – 10.00 **Welcome and Overview of Goals of the Meeting**

- Welcome and Introductions – *Zama*
- Goals of the SC meeting – *Zama presents*
 - To reflect upon the last six months of the Coalition’s work to identify lessons learned and to anticipate opportunities and challenges in the field in 2015-2016 so that we can integrate them into our planning.
 - To review and approve 2015 work-plans for our initiatives/working groups.
 - To brainstorm on what we would like to work on in the future if we had additional funding.
 - To approve the 2015 budget and develop a fundraising strategy.
 - To improve the functioning of the Coalition by clarifying the role of the Secretariat vis a vis the Steering Committee organizations and developing a process for determining whether new organizations should join the Steering Committee.
- Highlights of GCPEA’s work in the last 6 months –*Zama presents*
- Overview of the Agenda – *Diya presents*

10.00 – 11.45 **The Attacks on Education Landscape: Updates from Coalition Members on their Work on Attacks on Education in the Last 6 Months and Implications for the Coalition in 2015 and beyond - Stephen facilitates**

- Discussion of any changes in the attacks on education landscape in the last 6 months and anticipated changes in 2015 and beyond.
- What are Coalition members working on in the field of attacks on education and what do they plan to work on in 2015 and beyond? – *3 minutes per organization.*
- What opportunities and challenges lie ahead for us in 2015 and beyond given the attacks on education landscape, and what our individual organizations are working on? How will we take advantage of the opportunities and address the challenges?

Outcome of Session:

- ***Set the context for planning GCPEA's activities in the next year by understanding what our member organizations have been working on and will be working on related to attacks on education and identifying any anticipated opportunities and challenges in the field.***

(Break for 15 minutes during the session)

11.45 – 5.00 **Presentation of Working Groups**

For each presentation by the working group (15-20 minutes) and discussion with the larger group (30-40 minutes) please consider the following:

- Brief overview of the activities of the working group in the last six months
- The objectives of the working group in the next year and the plan in 2015 for achieving these objectives.
- Any particular questions/issues the working group would like to ask/discuss with the SC.
- Approval of the working group work plans.

11.45 – 12.55 **Presentation and Discussion of the Higher Education Working Group—Rob presents**

Outcome of Session:

- ***Understand the State Principles of Responsibility to Protect Higher Education from Attack Campaign and how to contribute towards it.***

12.55-2.00 *Lunch*

- Guest Speaker, Jo Becker, Advocacy Director, Children's Rights Division

2.00-3.10 **Presentation and Discussion of the Field-based Programs and Policies Working Group –Mark or Brenda presents**

Outcome of Session:

- **Understand what is included in the UNICEF proposal and plan for its implementation.**

3.10 – 3.25 *Break*

3.25 – 5.15 **Presentation and Discussion of the Monitoring and Reporting Working Group-**
Mark presents

Outcome of Session:

- **Understand and approve the plan for moving ahead with preparing Education under Attack 2017 and other MRWG activities**

5.15 – 5.30 **Wrap up of the Day – Zama facilitates**

Thursday, November 20, 2014

9.00 – 9.30 *Coffee*

9.30 – 9.35 **Introduction to the Day's Agenda – Diya presents**

9.35- 10.45 **Presentation and Discussion of the Norms and Accountability Working Group-**
Bede or Veronique present

Outcome of Session:

- **Understand the strategy for encouraging states to endorse the Lucens Guidelines and how to contribute to it.**

10.45 - 11.00 *Break*

11.00 – 11.15 **Update on Education Cannot Wait – Diya and Hiba (Save the Children) present**

11.15 – 11.45 **GCPEA's Communications Strategy–Brenda facilitates, Mari presents**

- Review of how our communications strategy has changed since our last SC face to face meeting
- Website update
- Communications plans for the future.

Outcome of Session:

- **Identify communications priorities for 2015**

11.45 – 12.45 **Budget and Other Financial Issues – Ita facilitates**

- Discussion and approval of the revised 2014 budget
- Discussion and approval of the 2015 budget
- Update on fundraising and plans for future fundraising efforts

Outcome of Session:

- **Approve the revised 2014 budget**
- **Approve the 2015 budget**
- **Approve use of reserve fund in 2015**

12.45 – 1.30 *Lunch*

1.30 – 3.45 **Reflections on the Working Group Goals and Plans for 2015**– *Zama facilitates*

Reflections on our Current 2015 2015 plans (1.30- 2.45)

- Do we have a solid overall plan for 2015? Is there anything missing?
- Do we need to modify initiatives, add new ones, or drop current ones? Should we continue the working groups as they are currently constituted or should we modify them to implement our plan?

What would we like to be working on, for example, if we suddenly received additional funding? (2.45-3.45)

- This is an opportunity to brainstorm about ideas that are not in our work plans but we think would be worth exploring further.

Outcome of Session:

- **Reflect on the overall plan for GCPEA in 2015 and ensure that it fits together and is feasible. Modify it if necessary.**
- **Have the opportunity to brainstorm about other ideas that may not be reflected in the 2015 plan and beyond that we may wish to fund raise for.**

3.45 – 4.00 *Break*

4.00 - 5.00 **GCPEA's Structure and Functioning**– *Daniela facilitates*

- What is the relationship between SC organizations and the Secretariat? Who should be responsible for what functions? – *Mark presents*
- What is our process for determining whether organizations can join GCPEA's Steering Committee?
- Selection of officers for 2015.

Outcome of Session:

- **Clarify the role of the SC members and the Secretariat**
- **Approve a process for determining if organizations can join the SC**
- **Select officers for 2015**
- **Select dates and location for the Spring 2015 meeting**

5.00- 5.30 **Any Other Business, Reflections on the Meeting and Closing** – *Zama facilitates*

2014 GCPEA Steering Committee Organizational Representatives and Deputy Representatives

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**Relations with individual advocacy targets within other states will be managed by the person who established the personal connection (e.g. Veronique with officials in Paris in Abidjan; Diya, Zama, or Bede with different officials at missions in New York; PEIC with officials in Doha; Bede with officials in Lisbon, Dublin, Helsinki; Save Australia with officials in Canberra; etc., etc.)*

2014 GCPEA Contacts

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Global Coalition to Protect Education from Attack

Steering Committee Meeting Minutes

May 8-9, 2014, London

Thursday, May 8, 2014

1. Welcome and Overview of Goals of the Meeting

Barbara G. Reynolds, Head of Education at Save the Children UK, welcomed the Steering Committee to London.

Zama also welcomed participants and previewed the goals of the meeting:

- To reflect upon the last six months of the Coalition's work, including *Education under Attack 2014*, to identify lessons learned, and to anticipate opportunities and challenges in the field in 2014-2015 so that we can integrate them into our planning.
- To review and approve two-year workplans (2014-2015) for our initiatives/working groups.
- To brainstorm on what we would like to work on in the future if we had additional funding.
- To develop a strategy for working with the Global Partnership for Education following its board decision to address the issue of attacks on education.
- To begin developing a vision for GCPEA's communications strategy as a communications officer joins the Secretariat.
- To agree on a process for resolving the issue of affiliates at GCPEA.

2. The Attacks on Education Landscape: Updates from Coalition Members and Implications for the Coalition in 2014-2015

Steering Committee members provided updates on their work in the field of attacks on education and plans for 2014-2015. See Annex I for detailed updates from each organization.

Opportunities:

- Networks and Membership:
 - Linking with other networks and ensuring that our issue is moving outside of GCPEA and our limited organizations.
 - Including 'global south' representation in our membership.
- Media:
 - Responding to increasing demands by media, education cluster, governments, and others for information from GCPEA.
 - How to encourage timely media coverage of current events without losing focus on important problems in Syria, Central African Republic, Afghanistan, Pakistan, and other countries.
 - Concern that increased media coverage of attacks may trigger more attacks. Malala and events in Nigeria have greatly increased media attention to the issue.
- Monitoring and Accountability:
 - Accountability for Nigeria, Syria, and others. Will we see actual penalties for those who attack or use schools for military purposes?

- Will the response to the situation in Nigeria set a precedent for responding to attacks in the future, and what does this mean for the MRM in the future? Boko Haram is still not listed under UNSC Resolution 1998 (but will be in the SG's next report).
- Maintaining momentum with the UN Special Representative of the Secretary-General (SRSG) for Children and Armed Conflict (CAAC), particularly by increasing advocacy efforts related to:
 - Release of the Annual Report of the UNSRSG on CAAC in June
 - The UN Security Council Open Debate on CAAC later in the year
- Getting the issues of attacks on education and military use in front of the UNSC more often.
- The UNSC demand for demilitarization of schools in Syria has provoked countries to look at this issue in a new way.
- Can GCPEA come up with a framework to monitor attacks on education beyond the MRM? EUA 2014 is a starting point, but how do we make it more consistent in order to have a baseline?
- Post-2015 Agenda:
 - How to embed attacks on education in the post-2015 agenda and also in the peace-building agenda?
 - Kate Moriarty has been working with the Global Campaign on Education, Lori Heninger with INEE, Jordan Naidoo and Nick Alipui with UNICEF, as well as Elin Martinez with GPE. All have been working on this from different angles.
 - GCPEA should work through these allies to ensure that attacks on education are included.
- Funding:
 - Secure funding from the Norwegian government. Norway is heavily scaling up funding on education, particularly in fragile situations. They met with GCPEA among other organizations to inform their white paper on the issue.
 - Working to bring in other new donors that are not yet on board with this issue.
- Other:
 - Geneva Call is using the *Lucens Guidelines* in their work with non-state armed groups (NSAG).
 - Inserting the *Lucens Guidelines* into military trainings (e.g. UK Trainers in Mali, NATO, UN Department of Peacekeeping Operations).
 - Helping to institutionalize protection in CAR. The decades-long conflict there is linked to the state of schools that have been under continuous threat of attack.

3. Collaboration with the Global Partnership for Education (GPE)

Joris van Bommel, Senior Country Operations Officer at GPE, presented an overview of the organization and opportunities for collaboration. Annex II contains full notes on the presentation and discussion.

Decisions and Action Items:

- There are three paths for collaboration between GCPEA and GPE:
 - Advocacy
 - Content of education sector plans
 - GPE replenishment event
- Diya will attend the replenishment conference in Brussels and participate in the Ideas Lab and Education Cannot Wait event.

- In advance, the Secretariat will reach out to donors/countries confirmed to attend the replenishment to encourage them to make a financial or policy pledge regarding education in emergencies.
- In July – August, GCPEA will work with GPE on providing input into the sector plan guidelines.
- GCPEA will develop a 1- to 2-page paper with additional ideas for collaborating at different levels.
 - Present the paper to the GPE Strategy and Policy Committee, chaired by Joseph O'Reilly of Save the Children UK.
 - Possibly present at the next Board of Directors meeting later this year.
 - Include reference to the Board statement from February 2014.
- GCPEA may participate in conversations of the community of interest on fragile states and conflict-affected countries, and present the aforementioned paper for discussion.

4. Discussion of Attacks on Schools and Colleges in Nigeria with Mausi Segun, Nigeria Researcher at Human Rights Watch (HRW)

HRW Researcher Mausi Segun joined the meeting via video conference from Abuja, Nigeria. She provided a detailed update on the situation within Nigeria related to the April 30th abductions in Chibok. See Annex III for full notes on Mausi's update.

5. Presentation and Discussion of the Monitoring and Reporting Working Group (MRWG)

Diya led a discussion of lessons learned from the process of developing and releasing *Education under Attack 2014*.

EUA 2014 Content:

Positives	Negatives
No complaints from UNICEF member states, although there were some from staff members.	Not all country offices were able to input. For example, Save the Children OPT would have had comments to share.
The disclaimer is important and effective, in particular for UN organizations.	Couldn't cite UNICEF anywhere in the report.
Progress was made since GCPEA has successfully released the report and none of the anticipated problems became reality.	There was wide variation in the presentation of data in the country chapters from straight data to interpreted analysis.
Internal advocacy was effective and the challenge of getting sign off was met.	EUA 2014 was much closer to capturing everything that's out there. This can be used as a baseline to a much more accurate measure than EUA 2010.
The report has had a wide influence. People are realizing that this is an important, global problem.	Lack of a gender focus is a big gap in this report.
It has affected UNICEF's and Save the Children's work on the ground.	

What could be done differently next time?

- An orientation statement for GCPEA member organizations would be helpful explaining what we have done in the past and how we expect the process to work. Perhaps even a short video explaining the report and the process.
- We might get better buy-in if there is a clear, formalized timeline and process beforehand.

- It is new for Save the Children to be involved in advocacy. GCPEA could capitalize on this growing interest in advocacy for the next report.
- If we can have a systematic way to record data that would give us a solid baseline to begin to identify trends.
- Can we separate out the thematic essays and have them printed on their own?
 - We will put each thematic paper up on the website under the respective initiatives.
- GCPEA should decide earlier how to organize data and how to present it consistently across country chapters. Analysis is good!
- Make the methodology clearer from the beginning.
- Must maintain definitions in *Education under Attack 2017* in order to have consistency with the 2014 baseline.
- Thematic chapters should include biographical information about the authors.
- Reduce the size of the overview and increase the size of the country profiles.
- In the future can we identify whether girls' schools are being specifically targeted? Boys' schools? Female teachers vs. male teachers?
- GCPEA could work to have more human profiles in the next report. Perhaps following a school community that is affected by attacks, or having an introduction written by a person who has experienced attacks. Including the voice of a child is also a possibility, though it was noted that security and safety concerns are very important to consider here.
- Could we add in a focus on responses to attacks on education next year?
- In the next edition we could mention countries that are no longer included, but had problems in the past, so as to highlight countries that have managed to end attacks on education.

EUA 2014 Process:

Difficulties	Lessons Learned / How can we improve?
The study required far more work and resources than previously foreseen.	How do we reconcile the various categories of collection and definition of attacks among reviewers and agencies?
There was a huge expansion of available information.	It would be helpful if UNICEF and Save the Children could collect a common subset of information.
There were not enough resources to cope with the amount of data.	Monitoring is a weakness at the country level. Unless it is mandatory, people won't do it.
There was disparity in the quality of intern researchers initially. Some required significantly more training than expected.	If people are collecting data and it's used for UN treaty bodies and used for accountability purposes, will people be worried about reporting information that could put them at risk?
Fact-checkers were all freelance consultants. It was very demanding to manage them. We were also very dependent on their availability.	Leadership at country level is really important. Sometimes you get someone who is very good. Sometimes people aren't up to speed and if it's not mandatory, people won't do it.
There were too many extra layers of review between drafts and not enough time between reviews.	We need to have a more systematic way of approaching agencies that are interested in collecting information.
Lack of common understanding among reviewers and among data collection agencies of the definition of attacks being used in the report.	It would be helpful if MRM teams could consistently provide disaggregated figures on attacks on schools and attacks on hospitals instead of reporting them together. It currently varies country by country whether the statistics are disaggregated.
There was a lack of information provided by some agencies (excluding HRW and UNICEF).	Could we learn from the health sector? How are they collecting data?
The project team had to donate over	Need to have at least one GCPEA Secretariat staff person dedicated

Difficulties	Lessons Learned / How can we improve?
half their time to the project over 18 months. This is a lot of unpaid labor. GCPEA did provide a bonus to the team, but it did not fully compensate for their labor.	to EUA 2017. This person's responsibilities would include: <ul style="list-style-type: none"> Managing consultants, contracts, and production. Building up a network of monitors, country-level contacts. Collecting data continuously and leveraging contacts for retrospective collection.
Overlap and gaps in roles of the project team.	Is it better to collect data continuously or retrospectively? <ul style="list-style-type: none"> Continuously: <ul style="list-style-type: none"> Easier for in-country reporters to list attacks in a smaller time frame. Lessens the amount of work in collecting and aggregating three years of data More difficult to verify and triangulate reports as they come in. Retrospectively: <ul style="list-style-type: none"> If we are analyzing UN reports, it takes time for information to come out. We don't want to be asking field offices too frequently for information.
Too many rounds of reviews.	Having a strong first draft is essential. The first draft was not strong enough for EUA 2014.
	We cannot credibly release a report in 2014 if data collection ended in 2012. We must figure out a way to collect data until as late as possible in the production process.

EUA 2014 Dissemination/Launch Event:

- There were perhaps too many speakers, but it is difficult to say who we would've taken off the panel.
- We could have used more fundraising for the release.
- The event should have been videotaped.
- We could work with partners to have regional launches of EUA 2014 in Geneva, London, Addis Ababa, Washington DC, and other locations if possible. The budget was fully spent with the launch, so we would need to fundraise for this.
- We missed an opportunity to engage with the Save the Children communications team as they had a parallel big event. In the future, we should be careful not to overlap with other big report releases.
- The materials provided to the media spokespersons were very useful.
- The video was a great tool. In the future we should translate the video into other languages. It would be useful to have more voices from the field included in the video. Perhaps contributing organizations and members of the coalition could be included as speakers.
- Next time we should make more of an effort to expand our audience beyond our close circle. A campaign aimed at the general public would increase pressure on governments.
- Consider making a greater effort to reach out to the general public and reaching out to schools and students.
- While it is a benefit to each organization that GCPEA can speak on behalf of the entire Coalition, there are times when individual organizations would like to receive a mention. GCPEA should discuss how to best manage this in the future.

Other Activities for the MRWG:

- Begin planning for EUA 2017.
- Continue advocacy at the Security Council on the CAAC agenda:
 - Release of the Guidance Note on May 21
 - Next open debate on children and armed conflict
- Continue submissions to the treaty-monitoring bodies.
- Additional ideas:
 - Explore whether there is a nexus with monitoring being done in higher education by Scholars at Risk (SAR).
 - Consider getting involved in advocacy at the Human Rights Council.

6. Presentation and Discussion of the Higher Education Working Group (HEWG)

Rob presented an update on recent activity and plans for a higher education campaign.

Update:

- The HEWG has continued to develop the idea of a campaign to raise the profile of attacks on higher education, based on an understanding that human rights work is first and foremost about establishing the legitimacy of claims, and then establishing and using process over time to realize gains on those claims.
- One of the challenges the group has had is that there is not a lot of activity in the higher education sector around protection. Furthermore, the motives or causes for attacks on higher education are in many cases content specific, and therefore motivations involving political, social, and cultural issues are brought into the mix. This can cloud the legitimacy of the attacks themselves.
- Simply establishing the legitimacy of the claim to the security, protection, and autonomy of this space would be an enormous gain for the higher education sector.
- An expert roundtable was held in Brussels on December 12-13, 2013, for higher education representatives and was well attended. It demonstrated that higher education professionals are interested in this issue, even though they don't really work on it. The challenge is to get their support so the HEWG can then go to states.

Draft Brochure Content and Campaign Plans:

- The campaign will try to lay out the core elements of security in the higher education sector.
- The main idea that came out of Brussels was to *not* create a big treaty or resolution. Instead the recommendation was to create something relatively simple (see box on page 6 of the draft brochure, "Principles of State Responsibility to Protect Higher Education from Attack").
- The four principles listed are so basic that they are almost unobjectionable. To get higher education buy-in, institutions need to know that they're not asking for something new but that the principles are already existing commitments of states.
- The draft brochure is organized as follows:
 - Making the case that higher education is important.
 - Making the case that there is a problem of attacks.
 - Setting out what is the harm when attacks happen and go unaddressed.
 - Emphasizing there's no new legal obligation.
 - Listing the core principles.
 - Setting out what we are asking states and the higher education community to do.
- Although the higher education community does not work on these issues, it *can* be a very

influential actor, particularly within the states where they work.

- HEWG envisions trying to enlist the higher education sector, and then moving on to supportive states to see if they would help to have the principles formally endorsed.
- HEWG identified three categories of states: those likely to be supportive; those likely to ignore it; and those in the middle that the HEWG will try to influence.
- The Brussels meeting covered Europe, Africa, and the Middle East. A second roundtable will be held in Washington DC in June to bring in North America and Latin America. For this particular issue, Latin America is crucial.
- It was recommended that the HEWG consult with University World News/Brendan O'Malley about how to reach out to the higher education community.

Monitoring and Reporting Update:

- SAR is recruiting individual researchers throughout their network to serve as monitors of attacks on higher education.
- They've also defined five categories of attacks on higher education, with a sixth "other" for flexibility: killings, violence, and disappearances; wrongful prosecution; wrongful imprisonment; discharge from position; and travel restrictions.
- There are about 20 monitors currently covering about 60 countries, with 400 incident reports, about half of which are public on the website (monitoring.academicfreedom.info).
- They had an annual meeting for the monitors in Amsterdam last month, which Diya attended.
- The group is now trying to define focused advocacy projects that they can do with the data and network.
- They hope to put out the first report of the monitoring project this fall. The report will be a baseline report articulating the categories of attacks, providing examples, and describing the range and nature of the attacks and causes.
- Subsequent reports will include more specifics, looking possibly at Pakistan and Egypt.

Questions from the Steering Committee:

- What is the strategy for securing agreement from institutions and states to these principles?
 - The HEWG seeks guidance from the Steering Committee (SC) organizations, especially those that have experience with state-focused campaigns.
 - Three ways to view a successful outcome for the Coalition and for the issue/sector from this type of campaign effort:
 1. By simply having the campaign document and put out a call for recognition of state responsibility, the Coalition draws a line in the sand.
 2. Get formal endorsements (see draft letter for circulation) from the higher education sector.
 3. Get supportive states or a group of supportive states to insert the concept of these principles into some kind of authoritative statement.
 - The endorsement process is flexible. An association could submit a letter applauding the work, or on the other extreme it might go through a formal process of committee review and have the full membership adopt it, which could take years.
 - Rather than do a big public advocacy campaign, the HEWG recommends that this is where the Coalition put its efforts. The principles provide something to refer to. There may be a time to do a more public campaign later.
- How do we explain how this process of endorsement of principles will reduce attacks on higher education?

- The HEWG sees this as a claim to the legitimacy of the claim for security: the space of higher education is critical to society; it serves the public good; and it has to be free from physical violence.
- How will you approach states to see whether there is traction?
 - The HEWG would like to find the best achievable, state-based endorsement of the concept, but it has not yet begun to approach states.
 - One of the HEWG's tools is that in its members' respective networks, there are entities that have access to their states. They might approach higher education sectors in Norway, UK, Canada, etc.
 - Ideally, when a state asks, "What does the higher education community think of this?", we can answer with the list of supporting institutions and associations.
 - It was suggested to try getting higher education sectors in key countries across different regions to write letters to their governments to sponsor a stand-alone resolution on state responsibility to protect higher education in the Human Rights Council using the language of the principles. Once the resolution is passed, then engage in advocacy in Geneva during the universal periodic review (UPR) process every time there's an attack on higher education in one of those countries. So it becomes a tool that is useful to an ongoing review process.
 - Need to talk to someone who knows more about the Human Rights Council. Or perhaps add to the education resolution run by Portugal and Qatar, suggesting that this year there be a higher education discussion at the council.
- Is it appropriate for GCPEA to take on a campaign for higher education, given the work going on and resources going toward the Lucens process?
 - The working group structure allows for various campaigns to be going on at the same time.
 - Given that the organizations in the Coalition, such as Save the Children and UNICEF, focus mainly on primary education, it is appropriate to include a higher education campaign to be looking at the education sector as a whole.

Decisions and Action Items:

- The Steering Committee expressed support for the core principles in the brochure; the two-pronged strategy of: 1) soliciting support from the higher education sector and 2) supportive states; and the associated budget.
- HEWG will hold a small meeting to discuss the goal and plan for the campaign, and consider how best to explain how the campaign strategy will lead to a reduction in attacks.
- Take "draft" off the brochure after approval at the meeting with the North American and Latin American higher education community in June in Washington DC.
- Distribute the brochure and conduct a quiet, preparatory campaign with higher education associations and then supportive states.
- The HEWG would like to hire a coordinator to take on logistical work, research, and strategizing in the fall, with members of the Steering Committee, Secretariat, and HEWG attending key meetings. There is space for the coordinator to sit at SAR.
- As funds from PEIC are on hold, hiring of new staff or trips for advocacy will have to be put off until the funding comes in. The letters can go out in the meantime, and the DC meeting can go forward, estimating expenditures of roughly \$3,000.
- Diya will meet with Jesse later to discuss advocacy plans for the monitoring work.

7. GCPEA Vision Statement

The group agreed to revisit the current vision statement, since it is exactly the same as PEIC. After a very brief brainstorming session, the Steering Committee agreed to change the current statement to a new, shorter statement.

Previous Statement	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.
New Statement	A world where all can teach and learn in safety and free from fear.

Friday, May 9, 2014

1. Update on Education Cannot Wait

Diya shared an update on the Education Cannot Wait campaign:

- Education Cannot Wait (ECW) is led by the International Network on Education in Emergencies (INEE).
- Lori Heninger left her position as INEE Director and moved on to Plan as Director of the US office. INEE is looking for a replacement director, but they have hired a coordinator for ECW. So the campaign is going through a reformulation.
- At present the sub-working groups still seem to be in place, with Brenda and Diya as the co-chairs of the protection sub-working group.
- The main focus now is on the GPE replenishment event; there will be a panel on each of the three P's: education sector planning, prioritizing funding for education in emergencies, and protecting education from attack.
- There will probably not be an event in September during the UN General Assembly as participants did not feel it would add value.

2. Presentation and Discussion of the Norms and Accountability Working Group (NAWG)

Bede shared the news that Norway agreed to be the lead country in the Lucens process, and facilitated discussion on other activities.

Lucens Process:

- Norway would like to “fast-track” the process and run it out of Geneva, instead of New York or Oslo, as they believe this will avoid politicization of the issue. The NAWG is fine with the site being Geneva, as long as it means the city of the Geneva conventions, not the site of the Human Rights Council.
- Norway would like to work with a cross-regional core group, in which the countries represent themselves, rather than the whole region. The seven countries identified are Argentina, Côte d’Ivoire, Jordan, Netherlands, New Zealand, Philippines, and of course Norway.

- They propose to have the first meeting in Geneva in June to develop a plan with working-level representatives from those core states, as well as Stephen Haines, the GCPEA representative in Geneva, and Bede.
- Subsequent events may include:
 - In September, an ambassadorial-level meeting in Geneva (not clear yet whether that would be for the core group or a broader group).
 - Later in the year, a preparatory conference.
 - Launch in February 2015.

Other Activity:

- In addition to the endorsement phase, another important aspect of the work is the implementation phase.
- The working group is thinking about more systematic ways to reach out to the military network.
- The working group welcomes any suggestions for other military organizations (e.g. NATO), or military academic institutions, where they might begin raising awareness about the guidelines.
- In addition to approaching sympathetic countries, how might we approach countries that are really facing issues of military use (e.g. DRC), bringing civil society, UN, government, and the military together to discuss the issue? Potentially this is something we could do elsewhere, such as Liberia and Pakistan, where there is interest.
- Perhaps out of that there could be an affected-states conference and maybe a report highlighting lessons learned, successful mechanisms in places where military use has been curbed.
- A World at School also wants to be engaged. They want to bridge from Nigeria to the bigger picture as soon as possible.

Questions from the Steering Committee:

- Norway has given the feedback that they would rather the Coalition *not* talk to militaries and ministries of defense because it might put a hold on the process. Should the working group consider this?
 - The working group feels advocacy with militaries is very valuable for making changes on the ground and wants to keep the current momentum going.
 - It was noted that the impact on larger countries (e.g. US, France, UK) will be more significant and pose greater challenges than smaller countries.
- Should the NAWG propose Nepal over the Philippines for the Asian country in the core group, since the Philippines still uses schools for military purposes?
- How to deal with the issue of Qatar not being on the list for the core group, given how much of GCPEA's funding comes from PEIC? Or other countries (e.g. Japan) that have already been engaged?
- What level of control does Norway expect in this process?
 - The message has been that they are very keen on GCPEA continuing to drive the process.
- Are both the working group and PEIC talking to Jonathan Summers and doing something on non-state groups?
- What date is being considered for a bilateral conference?
 - 2015. It could be a regional event. Perhaps Qatar could play a prominent role.

Decisions and Action Items:

- The working group agreed that these issues could not be fully understood without further discussion with Norway. The working group will talk to Norway about continuing advocacy with militaries and ministries of defense, the composition of the core group, and the involvement of Qatar.
- The SC agreed that it is important to balance maintaining the momentum of the *Lucens Guidelines* process, while also being careful not to jeopardize funding for GCPEA and the rest of its work.
- The working group will also contact Margaret and Courtney to discuss these issues.
- SC members should align strategies for working with non-state groups.

3. Presentation and Discussion of the Field-based Programs and Policies Working Group (FPPWG)

Brenda presented on the working group's activities on behalf of Margaret.

Briefing Papers:

- Briefing papers on the role of communities in protection and protecting teachers were pre-launched at the Comparative and International Education Society (CIES) conference in March 2014.
- A third briefing paper in the UNICEF proposal focuses on including language on protecting education from attack within education sector plans at all levels.
- Twelve of the 14 countries in UNICEF's Peace-building, Education and Advocacy (PBEA) Programme are also GPE countries.
- The paper has not been started yet and preparation for it will not begin until funding from UNICEF has been granted; the project will continue into 2015. It will be published and disseminated in French and English.

Scoping Paper:

- The current plan is to have a technical review event with experts, likely in the fall, to review the scoping paper.
- The SC determined that the current draft of the scoping paper could contribute to the discussion at the technical review or elsewhere but would not be published.
- Options for next steps include:
 - Holding a technical workshop with people from different fields, potentially at the UNICEF Innocenti Research Centre in Florence, facilitated by Neil Boothby.
 - Getting the discussion about a research methodology started at upcoming events (e.g. at the DFID meeting on education in emergencies research on May 21-22).

Contextualization Workshop:

- Bring together representatives from two to three countries from a region affected by attacks on education to contextualize the GCPEA resources for that particular setting.
- Ten of the 14 countries in UNICEF's PBEA project are in Africa. The workshop would be 2 to 3 days. Attendees would include a wide range of stakeholders, including teachers, ministry of education planners and policymakers, and staff from UNICEF and Save the Children.
- The idea is to utilize all of GCPEA's products as resources to develop a holistic action plan for addressing attacks on education within the particular context. This action plan could contribute to the education sector plan.

Advocacy with UN Security Council and Treaty-Monitoring Bodies:

- Ad hoc advocacy with the Security Council related to the CAAC agenda, as well as submission of materials on attacks on education and military use of schools and universities to treaty-monitoring bodies examining states affected by attacks and military use.

Decisions and Action Items:

- The group will work to quickly release the paper on community involvement, pinning it to the recent Boko Haram attacks in Nigeria.
- Mari will work on a press release for the paper that will be circulated to the SC for approval.
- The group will be in touch with Education International (EI) to release the paper on protecting teachers either at their upcoming conference in Montreal on May 28-29 or in the near future in order to maintain the momentum from the release of the community involvement paper.
- On the draft scoping paper, the committee was unable to come to a decision, but agreed that the paper should not be published in its current state. The FPPWG will convene again to decide on a plan, and the proposal to UNICEF will be revised accordingly.

4. Reflections on the Working Group Goals and Plans for 2014-2015

Zama led a discussion on current plans and ideas for additional activity.

Goals:

- Motivate the will to change by highlighting attacks
- Improve programs/policies in the field
- Restrict military use of schools
- Protect higher education
- Enhance monitoring and reporting
- Strengthen accountability

Activity: See calendar in spreadsheet attached.

Ideas for Other Activities if Funding Became Available:

- Lucens Guidelines:
 - Regional implementation conferences
 - Tailored advocacy materials, including multimedia
 - Training materials
 - Campaigner and UN outreach person
 - Gender analysis research
- Higher Education:
 - UC Davis/IIE field-based study on the Syrian conflict, refugee crisis, and higher education
- Field Programs and Policies:
 - More monitoring tools
 - Briefing paper on the gender dimension of attacks on schools
- Cross-Cutting:
 - Secretariat capacity
 - Communications:

- Improve interactivity of map on website
 - Funding for multimedia
- Regional hubs for monitoring/reporting and advocacy
- More linkages with community-level, civil society
- SC/working group representation and participation:
 - Grants to support SC participation
 - Ask NRC to join the SC or another WG?
 - Global South representatives?
- Outreach to the Child Rights International Network (CRIN) regarding their network making treaty submissions on protecting education from attack
- Include in recommendations:
 - Reparations
 - Gender analysis
 - Impact on people with disabilities
- More advocacy at the Human Rights Council
 - Should we have an advocate in Geneva?
- Advocacy with regional mechanisms:
 - Political, e.g. ministries of education
 - Judicial
 - Human rights
 - Ask a state to be a champion in a region?

5. Developing a Communications Strategy for GCPEA

Brenda facilitated discussion on communications priorities, targets, and mechanisms, as well as the process for obtaining approvals for press releases, op-eds, etc.

- People are beginning to look to GCPEA when attacks occur. We need to be prepared to respond.
- The Secretariat will work to create a regular blog feature, authored by members of the Secretariat and Steering Committee. We can also explore posting on other blogs, e.g. GPE's Education for All blog.
- All public documents must be approved by the full Steering Committee. Although this can be a challenge for larger organizations, it is important because public documents implicate each organization. While we need to balance efficiency, we cannot risk putting someone in danger at the country level or misrepresenting a Steering Committee member.
- It is also worth noting that the approval process doubles as an effective tool for internal advocacy.
- To streamline the process on approvals, it would be helpful if committee members can be made aware of what is coming in advance. It would also help to have a one-page document explaining the protocol for approval on public documents.

Questions from the Steering Committee:

- Is the GCPEA website currently structured as we need it?
- To what degree do we want a social media presence?
- Do people have comments on the newsletter? What could be improved?
- Is there a way to make the sign-off process more efficient?

Decisions and Action Items:

- Mari will pursue a social media strategy on a trial basis. In six months, the SC will reevaluate the

usefulness of having a social media presence.

- It's not realistic to get SC approval for social media posts. Blog posts can be signed off by Zama first, and then go to the SC as needed.
- SC members should send contacts of relevant communications staff within their organizations to Mari to facilitate collaboration and dissemination.
- To facilitate the sign-off process, the Secretariat will be clearer about what exactly is required for review, and committee members will identify a back-up contact for approvals.
- The Secretariat will create a one-page document explaining the protocol for approval on public documents.
- We will continue the current practice of identifying sensitive items in documents to be released and sending public documents to the entire SC for approval as needed.

6. Budget and Other Financial Issues

Diya led a review of the 2014 budget and discussion on GCPEA's financial status.

Qatar is scrutinizing all state funding, including to PEIC, and will not disburse any funds until the scrutiny is completed. We do not know when that will be. PEIC has committed \$400,000 to GCPEA in 2014, almost half of our total budget, and none of the funding has been received yet. As a result, GCPEA will run out of funds in June 2014. We will then have to use reserve funds, which will run out at the end of August 2014.

Decisions and Action Items:

- GCPEA will limit all activities that require an outlay of funds until we receive the outstanding grant or alternative funds are obtained.
- The Secretariat will pursue new sources of funding.
- The Secretariat will also look into getting bridge funding from Open Society Foundations and the anonymous donor.
- The Secretariat will keep Tides Center apprised of the financial situation.

7. The Future of GCPEA Affiliates

The Steering Committee revisited the issues of whether to continue having affiliates, and if so what to do with them:

- GCPEA continues to get requests for affiliates.
- It is difficult to verify and vet some of the organizations.
- If we're going to have affiliates, there is pressure to engage them somehow.
- In the current list, active Coalition members appear at the same level as distant affiliates.
- Options discussed include:
 - Continue to have affiliates but make it invitation-only. Continue sending newsletters and updates to current affiliates.
 - Write to current affiliates explaining that GCPEA will no longer have affiliates, but they can remain on our mailing list.
 - Make the eligibility criteria relatively robust to discourage organizations that just want to attach to the Coalition.
 - Create another category of members including supporters such as Norwegian Refugee Council and SAR. Have these members join a working group.

Questions from the Steering Committee:

- What are the advantages and disadvantages of having affiliates?
- What are the advantages and disadvantages of excluding some organizations?

Decisions and Action Items:

- Take the current list of affiliates down from the website.
- If interns are available this summer, have them review the list and vet the organizations.

Annex I: The Attacks on Education Landscape: Updates from Coalition Members and Implications for the Coalition in 2014-2015

Save the Children

- There has been a great amount of action within Save the Children on attacks on education, a big change from 2010.
- Schools as Zones of Peace/Learning Institutions as Zones of Peace (SZOP/LIZOP) work continues in West Central Africa focusing on contextualizing the programs to specific country contexts.
- The Emergencies Adviser for Save the Children in Syria recently reported that 8 schools supported by Save the Children were attacked. This is the first time this has happened to Save the Children supported schools. Save the Children staff are now documenting these attacks because they know about GCPEA.
- Elin Martinez put together a very good report on attacks on education, which has informed and engaged the country programs.
- Another report in collaboration with Oxford on civilian casualty recording, specifically regarding killing of children in Syria, worked with local non-governmental organizations (NGOs) in Syria and included mentions of attacks on education.
- Save the Children, as a member of the Global Partnership for Education (GPE), piggybacked on GCPEA's message to encourage the motion of the board to engage with GCPEA on the issue of protecting education from attacks.
- An advocacy group led by Philippa Lei, has prioritized attacks on education for internal advocacy.
- Save the Children has been involved with the development of INEE's guidance note on Conflict Sensitive Education (CSE). Cynthia Koons has been in contact with Save the Children about launching the CSE materials in several countries. Save the Children has included CSE materials in their briefings to give people tools on how to handle and prevent attacks on education.
- Veronique has been focused on military use of schools and the *Lucens Guidelines*. Since beginning with Save the Children she has worked strategically to advocate internally with Save the Children staff on the subject.
- Engagement with the guidelines in the field has been exciting:
 - In Cote d'Ivoire they are already photocopying, using, and distributing the guidelines
 - In Liberia a meeting with the Ministry of Defense turned into a meeting with 30 interested military officers and soldiers
 - In DRC the MONUSCO office in Goma is asking for 5,000 copies of the guidelines
 - OPT claimed that the guidelines were the biggest advocacy opportunity in 15 years.
- A challenge is to find a systematic way to distribute the guidelines and to effectively engage members. Veronique continues to work, with help from Charles, to distribute these materials:
 - At regional meetings in Laos and West Africa
 - With Save Offices in Cote d'Ivoire, Democratic Republic of Congo (DRC), Kenya, Liberia, Nepal, occupied Palestinian territories (OPT), Philippines, Pakistan, South Africa, South Sudan, and with countries
- Save the Children members have also helped with advocacy:
 - Save the Children Norway has engaged in advocacy on the guidelines
 - Save the Children Australia is engaging the Australian government to use their presidency at the UN Security Council in November of this year, in tandem with the 25th anniversary of the Committee on the Rights of the Child, to promote the guidelines

- Save the Children Addis Ababa office has been proactive in integrating the guidelines in African Union (AU) discussions
- Save the Children in Geneva was instrumental in facilitating the April 2 meeting on the guidelines
- Colleagues at Save offices in Italy, Spain, Sudan, UK, and USA are also engaging on the issue
- Save the Children in Brussels and New York will be helping with contacts for meetings in the near future.

Protect Education in Insecurity and Conflict (PEIC)

- Mark Richmond is the incumbent director of PEIC, beginning June 1, 2014
- PEIC continues activities previously reported in November including:
 - Research on the cost of conflict
 - A big project in collaboration with UNESCO/IIEP on curriculum and safety
 - The PEIC legal program, which has been involved heavily in GCPEA's work to restrict military use of schools
 - An in-depth, country-level study, to be prepared by Neil Boothby on protecting education from attack.
- PEIC highlighted that while most SC members focus part of their work on attacks on education, PEIC shares with GCPEA a singular focus on the issue. A challenge will be to see what the emphases are for each organization. The GCPEA partnership is critical to PEIC's work.
- PEIC also highlighted the challenge of helping members to institutionalize their commitment to GCPEA. It is worrying that Education International has de-institutionalized their commitment.
- PEIC is an international NGO, but also has a specific regional focus on the Middle East, which is an important distinction from GCPEA and could be mutually beneficial. PEIC is looking to fill gaps to complement GCPEA's work.
- PEIC's legal team hosted a regional strategy discussion in Doha on dissemination of legal resources, particularly EAA-PEIC's legal handbook.
- PEIC has also worked to raise their profile among other organizations in Qatar.
- PEIC advocated that GCPEA pay attention to inclusive education in conflict, in particular looking at disability.
- At what stage are the Neil Boothby studies? UNICEF had a very good meeting with Neil Boothby to look very specifically at what countries could be looked at in depth, to help suggest countries and to provide access to staff members on the ground.
- Question for military use group: Are you working with regional bodies other than African Union? Courtney was working with the Arab League. This was a connection through Qatari Military Forces about a resolution at the Arab League. Courtney's work will be passed on to Sarah and new involvement from NRC will help bolster the military use group.

Human Rights Watch (HRW)

- Bede has been working on military use, both as HRW and as GCPEA. In either case he mentions involvement with GCPEA.
- There has been great success raising awareness of attacks on education internally at HRW. There is greater coverage of attacks on education in reports coming from other divisions that haven't been as closely involved with GCPEA previously including recent reports on: Central African Republic (CAR), Nigeria, Southern Thailand, and Syria.
- Other successes include:

- In Yemen, two weeks ago (April 30) the Prime Minister received a draft new children's law to criminalize the use of schools. This was a main HRW recommendation.
- During both the recent elections in Afghanistan and India, HRW was able to put out information on the growth of violence at schools used as polling stations.
- Upcoming activities:
 - Report on military use of schools in DRC will be an effective advocacy tool in the country
 - Bede is always looking for new research ideas and suggestions. There has been a strong case for Iraq, OPT, among others.
 - The #EMUS (End Military Use of Schools) campaign continues to grow. This can help in advocacy with governments.
 - HRW can help shame countries, such as Germany or the United Kingdom (UK), that we think should be on board with the *Lucens Guidelines* but are not yet.
 - Elin Martinez, previously of Save the Children, will be joining HRW's Children's Rights Division as a researcher.

United Nations Children's Fund (UNICEF)

- UNICEF is proud to contribute not only education, but child protection, and humanitarian policy expertise to the coalition. This was especially valuable during the country level review of *Education under Attack (EUA) 2014*.
- A challenge in the next year will be negotiating the retirement of UNICEF Director of Programs Nicolas Alipui. He will move to take on the post-2015 agenda. He has been very supportive of GCPEA, and it will be interesting to see how the new Director takes on our issues.
- UNICEF Executive Director, Anthony Lake, has been increasingly interested in education in fragile states and 70 percent of the UNICEF budget goes to this area. Senior management is quite concerned with the situation in Syria.
- In October last year the education and protection clusters came together in Geneva, which gave a chance to talk about these issues across clusters.
- On the monitoring and reporting mechanism (MRM): The new guidance note and a new website will be up by the end of the month.
- The [UNESCO/IIEP and International Bureau of Education meeting on crisis-sensitive planning and curricula](#) was excellent. Bringing together many organizations, education cluster, and protection cluster to discuss integrating conflict and disaster risk reduction (C/DRR) into sector policies, plans and curriculum development processes.
- Schools as Zones of Peace – This is now taking off in South Sudan. A Ministry of Education colleague is part of reviving this movement on the ground and UNICEF will support this with an advocacy video.
- INEE CSE guidance note is supported closely by UNICEF.
- UNICEF works closely with GPE, an organization that controls inputs to education sector plans. It is critical that GCPEA be involved with GPE and talking on a regular basis.
- UNICEF Peace-building, Education and Advocacy Programme is solidifying and will be more involved with GCPEA moving forward.
- UNICEF has been distributing EUA 2014 extensively in the field.
- Brenda is hoping to have a new colleague who will add to her ability to contribute to GCPEA.
- GCPEA plans to take advantage of Brenda's contacts in Canada to advocate for the *Lucens Guidelines* and to potentially seek funding support for the coalition.

CARA (Council for At-Risk Academics)

- All strands of CARA's work have been heavily impacted by Syria:
 - 700 academics in the UK whose funding was cut off halfway through their course of study came to CARA for help.
 - CARA has helped them to find placement for those who were still inside Syria and needed to get out quickly.
 - CARA has been working on what they can do in the region to help Syrians. Stephen's deputy has been to Syria.
 - CARA is drawing on their response in Iraq to ensure that academic capital is not spread throughout the world.
- A record number of people are coming to CARA for help, many of them Syrian, more people than CARA has resources to help. Surprisingly fewer from Africa and none from Nigeria.
- Responding to attacks in Syria is currently the organization's priority.
- A challenge in advocacy is finding people that give a human face to this problem. CARA was able to suggest an excellent Syrian scholar to speak at the EUA 2014 launch event. GCPEA could consider working more closely with her in the future.

UNESCO

- Part of a working group supporting the office of the Special Representative of the Secretary-General (SRSG) for Children and Armed Conflict (CAAC) on development of a guidance note on UNSC resolution 1998. UNESCO Director General, Irina Bokova, will take part in the launch event; Zama is also presenting.
- Crisis in transition and response coordination has been established in the office of the Director General. Louise Haxthausen will be heading up this section. She would be a good partner for GCPEA, and we should be in contact with her as she transitions to this new role.

Global Coalition to Protect Education from Attack

Steering Committee Meeting

May 8-9, 2014, London

Decisions and Action Items

The Attacks on Education Landscape

Opportunities:

- **Networks and Membership:**
 - Linking with other networks and ensuring that our issue is moving outside of GCPEA and our limited organizations.
 - Including 'global south' representation in our membership.
- **Media:**
 - Responding to increasing demands by media, education cluster, governments, and others for information from GCPEA.
 - How to encourage timely media coverage of current events without losing focus on important problems in Syria, Central African Republic, Afghanistan, Pakistan, and other countries.
 - Concern that increased media coverage of attacks may trigger more attacks. Malala and events in Nigeria have greatly increased media attention to the issue.
- **Monitoring and Accountability:**
 - Accountability for Nigeria, Syria, and others. Will we see actual penalties for those who attack or use schools for military purposes?
 - Will the response to the situation in Nigeria set a precedent for responding to attacks in the future, and what does this mean for the MRM in the future? Boko Haram is still not listed under UNSC Resolution 1998 (but will be in the SG's next report).
 - Maintaining momentum with the UN Special Representative of the Secretary-General (SRSRG) for Children and Armed Conflict (CAAC), particularly by increasing advocacy efforts related to:
 - Release of the Annual Report of the UNSRSG on CAAC in June
 - The UN Security Council Open Debate on CAAC later in the year
 - Getting the issues of attacks on education and military use in front of the UNSC more often.
 - The UNSC demand for demilitarization of schools in Syria has provoked countries to look at this issue in a new way.
 - Can GCPEA come up with a framework to monitor attacks on education beyond the MRM? EUA 2014 is a starting point, but how do we make it more consistent in order to have a baseline?
- **Post-2015 Agenda:**
 - How to embed attacks on education in the post-2015 agenda and also in the peace-building agenda?
 - Kate Moriarty has been working with the Global Campaign on Education, Lori Heninger with INEE, Jordan Naidoo and Nick Alipui with UNICEF, as well as Elin Martinez with GPE. All have been working on this from different angles.
 - GCPEA should work through these allies to ensure that attacks on education are included.

- Funding:
 - Secure funding from the Norwegian government. Norway is heavily scaling up funding on education, particularly in fragile situations. They met with GCPEA among other organizations to inform their white paper on the issue.
 - Working to bring in other new donors that are not yet on board with this issue.
- Other:
 - Geneva Call is using the *Lucens Guidelines* in their work with non-state armed groups (NSAG).
 - Inserting the *Lucens Guidelines* into military trainings (e.g. UK Trainers in Mali, NATO, UN Department of Peacekeeping Operations).
 - Helping to institutionalize protection in CAR. The decades-long conflict there is linked to the state of schools that have been under continuous threat of attack.

GCPEA Vision Statement

The group decided to revise the current vision statement as follows:

Previous Statement	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.
New Statement	A world where all can teach and learn in safety and free from fear.

Higher Education Working Group (HEWG):

- The Steering Committee (SC) expressed support for the core principles in the brochure; the two-pronged strategy of: 1) soliciting support from the higher education sector and 2) supportive states; and the associated budget.
- HEWG will hold a small meeting to discuss the goal and plan for the campaign, and consider how best to explain how the campaign strategy will lead to a reduction in attacks.
- Take “draft” off the brochure after approval at the meeting with the North American and Latin American higher education community in June in Washington DC.
- Distribute the brochure and conduct a quiet, preparatory campaign with higher education associations and then supportive states.
- The HEWG would like to hire a coordinator to take on logistical work, research, and strategizing in the fall, with members of the Steering Committee, Secretariat, and HEWG attending key meetings. There is space for the coordinator to sit at SAR.
- As funds from PEIC are on hold, hiring of new staff or trips for advocacy will have to be put off until the funding comes in. The letters can go out in the meantime, and the DC meeting can go forward, estimating expenditures of roughly \$3,000.
- Diya will meet with Jesse later to discuss advocacy plans for the monitoring work.

Norms and Accountability Working Group (NAWG)

- The working group agreed that these issues could not be fully understood without further discussion with Norway. The working group will talk to Norway about continuing advocacy with militaries and ministries of defense, the composition of the core group, and the involvement of Qatar.

- The SC agreed that it is important to balance maintaining the momentum of the *Lucens Guidelines* process, while also being careful not to jeopardize funding for GCPEA and the rest of its work.
- The working group will also contact Margaret and Courtney to discuss these issues.
- SC members should align strategies for working with non-state groups.

Field-based Programs and Policies Working Group (FPPWG)

- The group will work to quickly release the paper on community involvement, pinning it to the recent Boko Haram attacks in Nigeria.
- Mari will work on a press release for the paper that will be circulated to the SC for approval.
- The group will be in touch with Education International (EI) to release the paper on protecting teachers either at their upcoming conference in Montreal on May 28-29 or in the near future in order to maintain the momentum from the release of the community involvement paper.
- On the draft scoping paper, the committee was unable to come to a decision, but agreed that the paper should not be published in its current state. The FPPWG will convene again to decide on a plan, and the proposal to UNICEF will be revised accordingly.

Collaboration with the Global Partnership for Education (GPE)

- There are three paths for collaboration between GCPEA and GPE:
 - Advocacy
 - Content of education sector plans
 - GPE replenishment event
- Diya will attend the replenishment conference and participate in the Ideas Lab and Education Cannot Wait event.
- In advance, the Secretariat will reach out to donors/countries confirmed to attend the replenishment to encourage them to make a financial or policy pledge regarding education in emergencies.
- In July – August, GCPEA will work with GPE on providing input into the sector plan guidelines.
- GCPEA will develop a 1- to 2-page paper with additional ideas for collaborating at different levels.
 - Present the paper to the GPE Strategy and Policy Committee, chaired by Joseph O'Reilly of Save the Children UK.
 - Possibly present at the next Board of Directors meeting later this year.
 - Include reference to the Board statement from February 2014.
- GCPEA may participate in conversations of the community of interest on fragile states and conflict-affected countries, and present the aforementioned paper for discussion.

Communications

- Mari will pursue a social media strategy on a trial basis. In six months, the SC will reevaluate the usefulness of having a social media presence.
- It's not realistic to get SC approval for social media posts. Blog posts can be signed off by Zama first, and then go to the SC as needed.
- SC members should send contacts of relevant communications staff within their organizations to Mari to facilitate collaboration and dissemination.
- To facilitate the sign-off process, the Secretariat will be clearer about what exactly is required for review, and committee members will identify a back-up contact for approvals.
- The Secretariat will create a one-page document explaining the protocol for approval on public

documents.

- We will continue the current practice of identifying sensitive items in documents to be released and sending public documents to the entire SC for approval as needed.

Budget and Other Financial Issues

- GCPEA will limit all activities that require an outlay of funds until we receive the outstanding grant or alternative funds are obtained.
- The Secretariat will pursue new sources of funding.
- The Secretariat will also look into getting bridge funding from Open Society Foundations and the anonymous donor.
- The Secretariat will keep Tides Center apprised of the financial situation.

The Future of GCPEA Affiliates

- Take the current list of affiliates down from the website.
- If interns are available this summer, have them review the list and vet the organizations.

Global Coalition to Protect Education from Attack
2014-2015 Calendar of Activities

Initiatives/Activity	2014												2015				
	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August
Military Use/Lucens Guidelines																	
NATO Brussels Meeting																	
Lucens Process Meeting in Geneva																	
Lucens-Belgium Advocacy Meeting																	
Lucens-Canada Advocacy Meeting																	
Ambassadorial level meeting in Geneva																	
Preparatory Conference																	
Lucens Guidelines Launch																	
Lucens Implementation Conference																	
Field-based Policies and Programs																	
Teacher paper distributed at EI Conference																	
Release communities paper																	
Release teacher paper																	
GPE Replenishment Event																	
GPE Sector Planning Advocacy																	
Treaty Body Submissions																	
Complete Education Sector Planning Paper																	
Complete 4th Paper: Checklist for Sch Mgmt Committees*																	
Contextualization Workshop																	
Higher Education																	
Meeting with North/South America Reps in DC																	
Letters of support for campaign requested from orgs																	
Brainstorm meeting on strategy for the campaign																	
Advocacy trips to promote the Principles																	
Follow-up meeting to the Brussels and DC meetings																	
Monitoring and Reporting																	
Guidance Note on SC Resolution 1998 Launch																	
Statement on SRSG's report on CAAC																	
Begin EUA 2017 Planning																	
CAAC SC Debate																	
Cross-Cutting Activity																	
Steering Committee Meeting																	
Fundraising																	
Communications																	
*Following the SC meeting, the FPPWG decided to scrap the scoping paper and develop a fourth briefing paper instead.																	

GCPEA Highlights – May through October 2014

New Publications

Title	Release Date	Highlights
The Role of Communities in Protecting Education from Attack: Lessons Learned	5 June	<ul style="list-style-type: none"> Released in English and French 3,632 downloads (English version) through October
Protecting Education Personnel from Targeted Attack in Conflict-Affected Countries	14 July	<ul style="list-style-type: none"> Released to coincide with Malala Day in English and French 5,045 downloads (English version) through October Distributed at the Education International Unite for Education conference in Montreal in May and through EI's networks.
Questions and Answers on the Draft Lucens Guidelines	14 October	<ul style="list-style-type: none"> 1,636 downloads in October 2nd most downloaded PDF on the site in October

Top 5 Previously Released Publications

Title	Downloads (May-Oct)
Education under Attack 2014 (English Report)	13,959
Institutional Autonomy and the Protection of Higher Education from Attack	7,500
Draft Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict (English PDF)	3,718
Lessons in War: Military Use of Schools and Other Education Institutions during Conflict	2,890
Study on Field-based Programmatic Measures to Protect Education from Attack	1,325

Media Releases and Blog Posts

Title	Date	Highlights
Nigeria Abductions a Call to Action	6 May	<ul style="list-style-type: none"> The op-ed received over 1000 tweets
Protecting Schools from Attack in Nigeria and Beyond: How to Support Community-Based Responses	5 June	<ul style="list-style-type: none"> 2,052 hits to this page on the website in June alone 2nd most visited page on the website in June
Norway Leading the Way to End Military Use of Schools	13 June	
Attacks on Schools Commonplace in Conflicts Around the World: UNSG Report	4 July	

Protect Teachers from Wartime Attacks: New Report Shows Educators Are Targeted in Armed Conflict	14 July	<ul style="list-style-type: none"> • 2,035 hits to this page on the website in July alone • 4th most visited page on the website in July
Protecting education from attack: What can be done?	27 July	<ul style="list-style-type: none"> • Published on A World at School blog and distributed through their newsletter
All Parties Should Protect Schools and Children in Gaza Conflict	31 July	
Teachers Under Attack: Why educators face wartime attacks and what can be done	20 August	<ul style="list-style-type: none"> • Published on GPE blog in English and French, and distributed through their newsletter • Featured on the Malala Fund website for World Teacher's Day in October
UN Security Council Should Build on its Momentum in Protecting Schools from Attack and Military Use	5 September	
Global Coalition Joins CHARGE, New Clinton Global Initiative Commitment to Protect Girls' Education in Conflict	24 September	
Nobel Peace Prize Win for Malala Is a Message to All Students Living in Conflict - Yes You Can	14 October	
Protecting Education Newsletter	22 October	<ul style="list-style-type: none"> • New e-newsletter format

Key Advocacy Events, Meetings, and Activities

- Military Use:
 - In May, Bede, Steven Haines and Veronique presented on the Lucens Guidelines at a children and armed conflict conference hosted by NATO in their Supreme Headquarters in Mons, Belgium. Diya and Bede held meetings with representatives from the Ministry of Foreign Affairs, as well as NGOs in Oslo, and Bede held meetings with the ministries of defence and foreign affairs in Berlin.
 - In June, the Norwegian Mission hosted a meeting of interested states in Geneva attended by members of the WG.
 - In July, the WG held meetings with the missions of Pakistan, Nigeria, Liberia, Nepal, Australia, and the US in Geneva to encourage them to join the Lucens Process. Diya briefed the USIP civilian/military group on the Lucens Guidelines in Washington DC. This group includes members of the State Department and Department of Defense.
 - In September, the Mission of Argentina hosted a meeting of interested states on the Lucens Guidelines in Geneva. In addition, Bede presented on the Lucens Guidelines in Gaza at a workshop of Palestinian government officials and international and local organizations that work on children's rights, organized by Save the Children OPT.
 - In October, the Save the Children Director in Geneva and the Norwegian Ambassador presented the Guidelines to the Nordic Group. Steven Haines incorporated comments from the US, Netherlands, and France and prepared the final *Guidelines on Protecting Schools and Universities from Military Use during Armed Conflict*. These finalized

Guidelines will be released at a meeting hosted by the Permanent Missions of Argentina and Norway at the UN in Geneva on December 16.

- Higher Education:
 - In October, the HEWG had briefings with higher education experts in Washington DC, including representatives of the American Association of University Professors, Association of American Universities, and the World Bank, to garner support for the Principles of State Responsibility to Protect Higher Education from Attack. Letters of support have been received by at least three organizations thus far.
- Monitoring and Reporting
 - Submissions were made to the Committee on the Rights of the Child ahead of its examination of state reports from Ethiopia, Nepal, and Mexico.
 - A submission was made to the Committee on the Elimination of Discrimination against Women ahead of a half-day consultation on a General Recommendation on the right to education for girls and women.
 - Submissions were made to the Committee on Economic, Social, and Cultural Rights ahead of its examination of state reports from Thailand and Sudan.
- Field-Based Programs and Policies and Other:
 - In June, Diya spoke at a roundtable on Promoting Safe Learning Environments at the Brookings Institute in Washington, DC. The other speaker was Justin van Fleet, the chief of staff for the UN Special Envoy on Global Education. The audience included representatives from the US government, UN agencies, and NGOs.
 - In July, Diya presented GCPEA's work to the Global Campaign on Education.

Some Advocacy Successes

- Norway committed to leading the Lucens Guidelines process in June and has been holding a series of events encouraging states to endorse the Guidelines.
- In advance of the UN Security Council Open Debate on Children and Armed Conflict on September 8th, GCPEA sent letters to 74 missions and Diya presented at the Friends of Children and Armed Conflict meeting hosted by the Mission of Canada, highlighting key advocacy messages. At the debate, these messages were incorporated by states as follows:
 - 9 mentioned the Lucens Guidelines; Montenegro and Estonia were added to our list of supportive states
 - 5 called for concrete measures to protect schools from military use
 - 17 mentioned attacks on education and/or military use of schools
- Ahead of the Global Replenishment Conference in Brussels in June, GCPEA sent letters to key states encouraging them to express support for the Lucens Guidelines within the pledging framework, which is usually limited to making financial commitments. South Sudan made a supportive statement and the Minister of Education for Liberia mentioned the Guidelines in her key note address at the ministers' lunch.
- In its Concluding Observations issued on June 13, the Committee on the Rights of the Child mentioned attacks on education and occupation of schools by armed forces in North-east India, perhaps as a result of the submission that GCPEA and HRW jointly made in August 2013.

Collaborations

- **A World at School (AWAS)** – As part of the #EducationCountdown campaign, AWAS implemented an online letter-writing action promoting the Lucens Guidelines among UN missions in Geneva. In response to complaints from several missions about the overwhelming

number of incoming emails, the online action was terminated. GCPEA is working with AWAS to develop the next phase of the campaign.

- **Clinton Global Initiative and the Center for Universal Education at Brookings** – GCPEA joined more than 30 organizations in the CHARGE commitment for girls’ education, announced by Hillary Clinton and Julia Gillard at the CGI conference in New York in September; GCPEA committed to providing technical support to at least 10 states in incorporating the Lucens Guidelines into domestic policy and military doctrine.
- **Education Cannot Wait** – At the GPE Replenishment Conference in June in Brussels, ECW organized a panel discussion with high level speakers. Protection of education from attack and schools from military use was highlighted. Jan Egeland spoke about the Lucens Guidelines specifically. In addition, GCPEA has been invited to contribute to a policy paper on conflict being developed jointly by INEE/ECW and the UNESCO Global Monitoring Report in advance of the 2015 GMR release.
- **Malala Fund** – GCPEA contributed to the #StrongerThan social media campaign on Malala Day; one particular GCPEA tweet was seen by nearly 30,000 Twitter users. Malala Fund featured GCPEA’s paper on protecting teachers on their website.
- **Global Partnership for Education (GPE)** –Following GPE’s board decision in March to collaborate with GCPEA, Diya has presented about the Coalition at the Global Replenishment Conference in Brussels, GCPEA has been featured in GPE blogs, and Julia Gillard has referred to the Lucens Guidelines. The FBWG has the opportunity to comment on GPE’s Guidelines for Education Sector Plan Appraisal, and Jesper Andersen, the new GCPEA liaison, has committed GPE support in our advocacy, the preparation of our briefing paper on incorporating protection from attack in education sector plans, and the convening of our contextualization workshop. Jesper will also work with GCPEA to incorporate protection into the new strategic plan that GPE is developing.
- **Office of the Special Representative on Children and Armed Conflict** – GCPEA contributed input on the Guidance Note on Security Council Resolution 1998 and the Lucens Guidelines are featured in the Note; GCPEA Chair Zama Coursen-Neff spoke on the launch panel at the UN on May 21, where other speakers included the Permanent Representatives of Luxembourg and Germany to the UN, the Director General of UNESCO, the Deputy Executive Director of UNICEF and the SRSG-CAAC.
- **UN Education Envoy Gordon Brown’s Office** – GCPEA provided guidance on the Safe Schools Initiative and has been contacted since to provide advice on responding to attacks in Nigeria.
- **USAID** – GCPEA participated in the Let Girls Learn campaign along with A-list celebrities and at least 17 other partners; an action item leading to the GCPEA “Get Involved” page was featured on USAID’s website, encouraging visitors to help raise awareness about attacks on education
- **Watchlist on Children in Armed Conflict** – GCPEA engaged in joint advocacy with UN Missions leading up to Open Debate on Children in Armed Conflict; Watchlist included GCPEA advocacy points on military use and the Lucens Guidelines in their advocacy brief and in their telephone calls to about 40 missions.

Media Coverage

- Between May and October 2014:
 - At least 146 mentions of GCPEA’s work online and in the media
 - 9 inquiries from journalists
 - EUA 2014 was cited or featured as a resource in at least 51 online sources
- GCPEA was invited to submit blog posts for A World at School, GPE, and CUE at Brookings
- Articles featuring GCPEA’s work include:

- *ABC News*: How to Help in Effort to Bring Back Kidnapped Nigerian Girls
- *NBC News*: Not Just Nigeria: Girls' Education Threatened Across the Globe
- *Huffington Post*: Mothers of the Missing, op-ed by Jamie Lee Curtis
- *IRIN News*: Soldiers in schools - the impact of military occupations on education
- *Glamour Magazine*: Actually, Let's Bring Back All Our Girls
- *Dawn.com*: The war on teachers
- *The Conversation*: Attacks on UN schools in Gaza clearly breach international law
- *The Guardian*: We must ensure that schools are never targeted in armed conflict, op-ed by Gordon Brown
- *The Atlantic*: Where Girls Get Kidnapped on Their Way to School
- *Global Post*: Why it's so important to protect schools during wartime
- *University World News*: Grave found near site of mass student abduction

Website Improvements

- Update to home page to embed Twitter feed [ready but on hold]
- Update to News section to distinguish between types of news and allow sorting [in progress]
- Updated Lucens Guidelines web pages, including vanity URLs (LucensGuidelines.org; qna.lucensguidelines.org); and updated web page for the Military Use video in various languages - video.lucensguidelines.org
- Updated Get Involved page with rationale and suggested actions
- Removed Affiliates page, added search function, and added social media share links to the bottom of pages

Web/Social Media Engagement

- Average monthly visits to the GCPEA website increased by 61%
- Number of contacts on the GCPEA mailing list increased from 1,981 to 2,337
- More than doubled the number of followers on Twitter (288 to 634)
- Number of followers on Facebook increased by 53% (221 to 377)

Staffing

- Mari joined GCPEA's Secretariat as our Program and Advocacy Officer on May 2. She will be leaving for another position on July 21.
- Chris Tatara joined as a consultant in September to coordinate support for the Principles of State Responsibility to Protect Education from Attack.
- The Norwegian Refugee Council (NRC) is in the process of hiring a consultant to help GCPEA develop a civil society mobilization strategy on the Lucens Guidelines.
- Save the Children is in the process of hiring a Project Coordinator to implement the civil society mobilization strategy on the Lucens Guidelines.

Steering Committee and Working Group Members

- Kerstin Holst joined the Steering Committee as the UNESCO representative
- NRC, SAIH and Article 36 joined the Military Use Working Group and Amy Kapit joined the Field-based Programs and Policies Working Group.
- Chris Talbot has been invited to join the Field-based Programs and Policies Working Group.
- Geneva Call has joined GCPEA as an affiliate and is awaiting information from GCPEA about how to join as a Steering Committee member.

Organizational Documents

Global Coalition to Protect Education from Attack

Vision

A world where all can teach and learn in safety, free from fear.

Mission

We advocate for the protection of students, teachers, schools, and universities from attack.

Goals

- To highlight the incidence and impact of attacks on education in conflict and insecurity among key actors and cultivate public support for safe education.
- To promote better systems for monitoring and reporting attacks on education.
- To promote effective programmes and policy to protect education from attack, 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.

Global Coalition to Protect Education from Attack: Management and Decision-making Structure, Roles, and Responsibilities – Revised November 7, 2014

Tides Advisory Board Members: Tides requires all projects to have an Advisory Board with a minimum of three members. GCPEA's Steering Committee and Advisory Board will function as one body except that the Tides Advisory Board members will also perform any official tasks that Tides requires of its Advisory Board, such as signing conflict of interest forms.

Roles and Responsibilities of the Tides Advisory Board Members - taken from the Project Advisory Board Member Responsibilities Form

- Developing project mission and programs
- Strategic thinking and planning
- Fundraising, or assuring financial resources to carry out the project mission.
- Approving the annual budget
- Ambassadorship
- Supporting the project director in fulfilling project goals.
- Annually providing a confidential evaluation of the project director to Tides HR Department.

Tides Advisory Board Members in 2014 are:

Zama Coursen Neff, Human Rights Watch

Stephen Wordsworth, Council for At-Risk Academics

Mark Richmond, Protect Education in Insecurity and Conflict

The Steering Committee: GCPEA is guided by a Steering Committee made up of representatives from the following eight organizations, appointed for a minimum term of one-year (Council for At-Risk Academics, Human Rights Watch, Save the Children, Institute of International Education's Scholar Rescue Fund, Protect Education in Insecurity and Conflict, UNESCO, UNHCR, and UNICEF). Each representative will identify two alternate representatives from their organization to serve in their stead if need be.

Criteria for Institutional Membership on the Steering Committee

Membership of the Steering Committee is voluntary and free except for funding members' participation in meetings. Criteria for membership is that the organization:

- Supports the vision and mission of GCPEA and the key advocacy goals.
- Must have a direct concern with legal, protection or operational aspects of education in situations of conflict and insecurity and commitment to advocacy work.
- Offers a representative who brings a level of personal expertise and level of authority within the institution.
- Makes the following commitments:
 - Provides travel and per diem costs for a representative from the organization to attend meetings at different venues twice a year for a meeting duration of approximately three days.

- Provides additional working time for the representative(s) to complete collaborative/individual tasks related to the Coalition (on average, 2-4 days a month)
- Is willing to allow the representative to attend additional events on behalf of GCPEA in order to promote and advocate for increased support for protecting education from attack
- Seeks funding for specific GCPEA activities or makes voluntary contributions, including hosting Steering Committee or Working Group meetings

Roles and Responsibilities of the Steering Committee Members

- Developing project mission and programs
- Strategic thinking and planning
- Supporting the director in fundraising and securing financial resources to carry out the project mission.
- Approving the annual budget
- Ambassadorship
- Supporting the project director in fulfilling project goals
- Mandatory attendance and participation at bi-annual face-to-face Steering Committee meetings
- Serving as an active member on Working Groups delegated to perform certain tasks, and performing tasks associated with the Working Groups, including preparing draft documents for discussion, reviewing documents within stipulated time frames, and communicating in a timely fashion with other Steering Committee members and Secretariat staff.

Officers of the Steering Committee

The Steering Committee will be led by a Chair and one or two Vice-Chairs, elected by majority vote of the Steering Committee. Their terms of office will be for one calendar year. They will be eligible for re-election.

Decision making within the Steering Committee

Decision-making is by consensus of Steering Committee members, including the Chair. If a consensus cannot be reached, the Chair can call for a majority vote. In the event of a tie, the Chair will cast the deciding vote.

Roles and Responsibilities of the GCPEA Chair

- Preside over all meetings of the Steering Committee and of the Management Committee.
- In consultation with Steering Committee Members and the Secretariat, set the dates, times, and locations of meetings of the Management Committee, and face to face and teleconference meetings of the Steering Committee,

- Assure that all members of the Steering Committee and Management Committee and the Director are properly informed concerning activities of the Coalition.
- Following discussions with the Director, recommend, for Management Committee action, contractual terms and conditions for the Director's employment.
- Support the Director in recruiting required staff and consultants in accordance with established policies for such recruitment as well as executing her role as Director.
- Exercise such authority as may be vested in the Chair by law, by constitution, and or by delegation of the Steering Committee or the Management Committee.
- Make decisions for the Coalition in emergency situations when the Management Committee or Steering Committee cannot be consulted.
- Fulfill the following roles and responsibilities of the Tides Advisory Board Chair:
 - Sign new Project Supplemental Personnel Policy and sign subsequent changes to the policy.
 - Sign Project Benefit Elections Forms
 - Represent the Advisory Board by signing Tides Forms for Project Director Oversight
 - Sign Hiring Authorization Requests and Project Director Job Offers
 - Sign Project Director status changes including involuntary furlough and termination
 - Sign adjustments to Project Director salary including increases, decreases, and bonuses
 - Sign the Project Director's annual performance review
 - Review your Project's financial statements at least annually
 - Meet with the Project Director and a member of Tides governance department at least annually
 - Annually sign a conflict of interest disclosure statement and manage any conflicts if they arise, in collaboration with the Management Team and Steering Committee.

Roles and Responsibilities of GCPEA Vice Chairs

- Represent GCPEA in absence of the Chair
- Serve as acting Chair in the event that the Chair is unable to fulfill her duties
- Serve as a member of the Management Committee

The Management Committee: There are five members of the Management Committee:

1. Chairperson – Zama Coursen-Neff (Human Rights Watch)
2. Vice-Chairpersons – Mark Richmond (PEIC) and Stephen Wordsworth (CARA)
3. Emily Echessa (Save the Children)
4. Daniela Kaisth (Institute of International Education)
5. GCPEA Director is ex officio – Diya Nijhowne

Roles and Responsibilities of the Management Committee:

- Contract for the professional services of a Director and delegate to the Director such duties, responsibilities, and authority as shall be deemed appropriate.
- Exercise general managerial responsibilities over the work of the Director.
- Support the director in carrying out her functions including fundraising.
- Provide financial oversight of the Coalition by reviewing the operational budget on an annual basis and recommending approval to the Steering Committee, and approving modifications to the line items in the budget between 5% and 10%.
- Oversee the recruitment and management of professional staff.
- Hiring of a professional staff member should be approved by a hiring committee that consists of Steering Committee members.
- Perform all other duties and assume all other responsibilities as directed by the Steering Committee, and ensure that all Coalition actions are in line with legal requirements.

Decision Making of the Management Committee

The Management Committee shall endeavour to reach consensus on all issues before it. Minutes from the Management Committee will be circulated to the Steering Committee.

Delegations of Responsibility from the Steering Committee to the Director and the Management Committee

The Steering Committee is ultimately responsible for the governance and decision making of the Coalition and delegates certain tasks to the director and the Management Committee.

In the case of delegation of the day to day management of the Coalition the Steering Committee delegates the following:

To the Director

- The power delegated to the director shall be to manage the Coalition by implementing the policy and strategy adopted by and within a budget approved by the Steering Committee and (if applicable) to advise the Steering Committee, the Management Committee and any working groups, in relation to such policy, strategy, and budget;
- The Steering Committee shall provide the director with a description of his or her role and the extent of his or her authority; and
- The director must report regularly to the Steering Committee on the activities undertaken in managing the Coalition and provide them regularly with management accounts which are sufficient to explain the financial position of the Coalition.
- The director has authority to spend GCPEA funds as set out in the approved annual budget, including approving invoices, purchasing contracts and contracts for consultants.
- Any modification of any line item in the annual budget beyond 5% must be approved by the Management Committee and any modification beyond 10% must be approved by the Steering Committee.

- The director has authority to approve ordinary communications in the name of the Coalition but the newsletter must be approved by the Chair of the Steering Committee. Publications will be circulated to the Steering Committee requesting approval within a specified period. The Steering Committee must also approve the operational plan of the Coalition.

To the Management Committee

- The Management Committee is delegated authority by the Steering Committee to approve financial allocations within the broad parameters approved by the Steering Committee.
- The Management Committee is delegated authority to approve modification of any line item in the annual budget from 5% to 10%. Any modification beyond this must be approved by the Steering Committee.
- The Management Committee is delegated authority to approve modification of the annual operating plan provided that the modification does not result in over a 10% change in a line item in the annual budget.

Note on Membership in the Coalition's Working Groups

Working Group Membership vis a vis Steering Committee Membership and Affiliate Status

- The Coalition will continue to be comprised of affiliates, a subset of which will constitute the Steering Committee.
- Decision-making related to the Coalition will continue to reside within the Steering Committee as described in the Management and Decision-making Structure, Roles, and Responsibilities document.
- Working Group members will not necessarily be Steering Committee members or affiliates.
- Affiliates will continue to retain affiliate status and receive communications from the Coalition. The call to affiliate with the Coalition will remain on our website.

Invitation to Join a Working Group

- Affiliates, non-affiliates, and even individuals with no organizational affiliation can be invited by the Secretariat to join one or more working groups. Before such an invitation is extended, it must be approved first by the working group, and secondly by the Steering Committee, based on the criteria for invitation described below.
- If an organization or individual joins a working group, they must accept the terms of reference for the working group, attached in Annex 1, and agree to fulfill the responsibilities of working group members, as set out below.

Criteria for Inviting Organizations or Individuals to join a Working Group

- The representative of an organization or an individual on the working group has technical expertise in the substantive area that the working group is focused on.
- The individual or organization brings a perspective or knowledge base that is under-represented on the working group or will substantially contribute to achieving the goals of the working group.
- The total number of members of the working group will not exceed ten if the new member joins. (If there are extenuating circumstances, the Steering Committee may accept a recommendation to expand the working group beyond ten).

Responsibilities of Working Group Members

- All members of working groups must sign a form agreeing that they endorse the vision, mission, and advocacy goals of the GCPEA (if their organization is not already an affiliate and thus has not already signed this form).
- Working group members must agree to make every good effort to participate in working group meetings, which will be held approximately once a month, and more frequently when

required, and to contribute to the development and implementation of the workplan for the working group.

- Members must commit to participation in the working group for at least a 12 month period

Representation on the Website

- The website will list Steering Committee members, and include a description of the organization and a link to its website.
- The website will list GCPEA's working groups, including the members of each working group, as well as a link to the organization's website, if applicable.

Representation on Communications and Publications

- GCPEA's communications materials and publications (op-eds, press releases, reports etc.) will include the following language: ***The Global Coalition to Protect Education from Attack (GCPEA) is a unique coalition of leading international organizations including CARA (Council for Assisting Refugee Academics), Human Rights Watch, the Institute of International Education- IIE's Scholar Rescue Fund, Protect Education in Insecurity and Conflict, Save the Children International, the Scholars at Risk Network, UNESCO, UNHCR, and UNICEF (ADD ANY OTHER ORGANIZATIONS THAT BELONG TO WORKING GROUPS).***
- Steering Committee members will continue to be asked to approve communications (other than the newsletter which the Secretariat currently produces without requiring approval). Working group representatives of organizations that are not on the Steering Committee will be asked if they would like their organization to be listed on the communication, but will not be asked to review or approve the communication. In other words, they will simply be given the option of reading the communication and opting to be referenced in it or not.
- Similarly, Steering Committee members and members of the working group producing a publication will be asked to review and approve the publication, while members of other working groups who are not Steering Committee members will not be asked to approve the publication. Instead, they will simply have the option of reading the final draft and opting to include their name on the publication or not.
- If there is a need for a shorter list of organizations on a communication or publication, or there is a strategic reason to do so, reference will be made only to GCPEA's Steering Committee, as follows: ***GCPEA's Steering Committee is comprised of CARA (Council for Assisting Refugee Academics), Human Rights Watch, the Institute of International Education- IIE's Scholar Rescue Fund, Protect Education in Insecurity and Conflict, Save the Children International, UNESCO, UNHCR, and UNICEF.*** Reference to GCPEA's Steering Committee members rather than to organizations that are included in the Coalition will be the exception rather than the rule.

- The benefit of this approach is that if some organizations do not want to be associated with a publication, they can be left off the list. At the same time, as members of the working groups will be more numerous than just the Steering Committee members, we will be able to list many more organizations than our eight Steering Committee members, showing more widespread support for our advocacy messages, publications, and activities.

Annex 1: Terms of Reference for GCPEA's Working Groups.

- 1.Role of Secretariat. The Director is responsible for the management of GCPEA activities, including both the substantive and administrative aspects of the Coalition in its entirety and is ultimately responsible for the deliverables set out in the Coalition's grants. The Secretariat also comprises other staff members, who may provide support to WGs or project-specific support or undertake other activities, as assigned by the Director. The Director informs the WGs of relevant developments and seeks technical guidance from them. The director is a member of all the WGs, participating directly and/or represented by a secretariat staff member. The Director/secretariat undertakes representational work, fund-raising, and preparation/management/reporting on contracts for the WG's areas of concern among other duties, although this work may be designated to WG members in agreement with the Director/secretariat.
- 2.Role of the Working Groups. The WGs constitute technical reference groups for the strategic development of GCPEA's work in identified areas (its initiatives) with the aim of achieving GCPEA's goals. The WGs offer strategic vision for the initiatives and also assist in implementing the projects that GCPEA is funded to implement with regard to the particular initiative. While the Director/Secretariat has ultimate responsibility for implementing the funded project, the WG provides support in this implementation, including by completing agreed upon tasks such as preparing TORs or editing reports. The working group will develop an annual work plan in consultation with the Director/secretariat. The workplan is to be approved by the Steering Committee and any significant modification in the workplan over the year should also be approved by the Steering Committee.
- 3.Role of the WG members. The WGs are comprised of a Chair and a small number of members, all of whom are specialists in the respective field of activity. The WG chair is from an SC member organization, as are some other members. Other organisations/specialists may also be invited to participate as WG members. In accordance with the functions of WGs, its members propose strategic objectives to the SC; provide technical inputs to the associated substantive work; and, implement advocacy actions, including through undertaking representational roles, as well as perform other tasks as agreed upon with the Director/secretariat, including advising on the selection of specialist project consultants and staff. WG member participation is subject to the member institution's approval and individual availability.

- 4. Role of WG Chairs. The WG ensures technical excellence and relevance in GCPEA activities. The Chair is a technical specialist in the area of concern. The Chair sets the agenda for meetings, in consultation with the Director/secretariat, and acts as the WG's focal point in liaison with the Director/secretariat. In [the case of the Monitoring and Reporting WG, which is guiding the production of *Education under Attack 2013*, the quality control work has been contracted out to Mark Richmond (ex-SC), as part of his role as senior editor, and Diya is chairing the group *pro tem*.] Technical guidance based on WG discussion is finalized through the leadership of the Chair in collaboration with the Director/secretariat. Minutes are kept of WG meetings and of decisions taken. In case of serious doubt, e.g. where there is disagreement within the WG on a substantive issue, the matter is referred to the Steering Committee or its Chair.
- 5. WG project-specific consultants. These consultants undertake activities in accordance with their terms of reference, reporting directly to the project lead or the Director, as agreed, and administratively to the Director.
- 6. Ad hoc groups. Ad hoc groups may be formed to undertake specific time-limited tasks.

Guidelines for Spending the Reserve Fund

GCPEA is seeking to raise \$200,000 as a reserve fund. Salaries and benefits for the Secretariat and rent are approximately \$25,000 per month, so the reserve would allow the Coalition to cover its most basic operational costs for approximately eight months. The reserve fund will be managed as a revolving fund and will be replenished once our grants arrive and will be drawn upon again the following year if there is a delay in our grants being disbursed or a need to access the fund.

There are four aims of the reserve fund in descending order of importance:

- 1) To enable the Coalition to pay salaries and basic operational expenses, as well as meet contractual obligations , including to staff (e.g. sick, disability and parental leave), for at least six months when donor funding has not been secured;
- 2) To enable the Coalition to pay salaries and basic operational expenses, as well as meet contractual obligations , including to staff, and hire replacement staff when needed (e.g. during parental leave), when a contract with a donor has been signed but there is a lag in disbursement;
- 3) To enable the Coalition to continue its programming beyond simply meeting salaries, basic operational expenses, and contractual obligations when a contract has been signed with a donor but there is a delay in disbursement of the funds; and
- 4) To take advantage of opportunities that may arise that we have not anticipated in our work plans or annual budgets.

The intention of creating a reserve fund is to have the flexibility to respond to unforeseen circumstances. Nonetheless, the following guidelines for spending the reserve are proposed:

- a) The Steering Committee must approve spending of the reserve fund. The Director should submit a request to the Steering Committee to spend a portion of the reserve fund, providing a budget detailing how the funds will be spent.
- b) As a general rule, spending for opportunistic purposes, as described in the fourth aim above, should not occur unless there is a signed contract with a donor to provide funds that can be used to reimburse the reserve for funds that will be spent. In exceptional cases, if there is no signed contract for replenishing funds, the reserve can be used for opportunistic purposes, but not if it will fall below \$150,000 after the contracted funds for the year have been disbursed.
- c) When spending occurs for the third aim mentioned above, some effort should be made to limit spending on programming until the disbursement arrives. Spending from the reserve fund should only occur after an analysis has been conducted and it has been deemed very difficult to delay spending on programming, or particularly strategic to proceed with the programming as originally scheduled.

- d) If the reserve fund is reduced due to spending on contractual obligations that have not been budgeted for, including sick, disability, and parental leave, or to hire replacement staff, funds should be raised to replenish the reserve fund so that it is maintained at the \$200,000 level.

If the above guidelines are adhered to, there should always be funds remaining in the reserve for aims one and two, which are the primary aims of the reserve fund.



Dear Colleague,

In dozens of countries across the globe students, educators, schools, intellectuals, aid workers, education institutions and education opportunities are threatened by armed attacks, assassinations, abductions, forced recruitment, looting, destruction of property and other violence. In these settings the right to education is at risk, as is the physical, cognitive and psychosocial well-being of students and their teachers and communities. This significant problem requires urgent attention.

A unique inter-agency coalition, the Global Coalition to Protect Education from Attack (GCPEA), has been formed to lead an international effort to respond to this need. The goals of GCPEA are to:

- To highlight the incidence and impact of attacks on education in conflict and insecurity among key actors and cultivate public support for safe education.
- To promote better systems for monitoring and reporting attacks on education.
- To promote effective programmes and policy to protect education from attack, 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.

GCPEA is governed by a steering committee made up of the following international organizations: CARA (Council for At-Risk Academics), Human Rights Watch (HRW), Institute of International Education/ IIE Scholar Rescue Fund, Protect Education in Insecurity and Conflict (PEIC), Save the Children, UNICEF, UNESCO, and UNHCR. GCPEA is a project of the Tides Center, a nonprofit 501(c)(3) organization.

GCPEA is inviting organizations at global, national and local levels to join as affiliated organizations in order to expand the network of organizations working toward achievement of GCPEA's goals. As an affiliated organization, you will:

- Become part of an advocacy network of peer organizations to strengthen protection of education
- Have the opportunity to take part in selected temporary working groups
- Have an opportunity to contribute to the body of knowledge of the incidence of attacks on education
- Receive periodic updated information on attacks against education worldwide

Attached you will find an application for organizational affiliation and our advocacy messages. Please take the time to review both documents and complete the application form.

Please return the attached application to GCPEA. For more information about GCPEA and for an electronic copy of our member application, visit our website at www.protectingeducation.org. We thank you for your participation in advance and ask that you direct any questions or comments to gcpea@protectingeducation.org or via telephone at 1.212.377.9446.

Sincerely,

Zama Coursen-Neff

Secretariat Office

350 Fifth Avenue, 34th Floor

New York, NY 10118-3299

1.212.377.9446

www.protectingeducation.org



Application to join GCPEA as an affiliated organization

Organization Name

is applying to join the Global Coalition to Protect Education from Attack (GCPEA) as an affiliated organization.

Endorsement of Vision, Mission and Advocacy Goals

(please place a check mark to indicate your organization's endorsement)

- ☐ Our organization believes in the vision of GCPEA: A world where all can teach and learn in safety, free from fear.
- ☐ Our organization supports the mission of GCPEA: We advocate for the protection of students, teachers, schools, and universities from attack.
- ☐ Our organization endorses the advocacy goals of GCPEA:
- To highlight the incidence and impact of attacks on education in conflict and insecurity among key actors and cultivate public support for safe education.
 - To promote better systems for monitoring and reporting attacks on education.
 - To promote effective programmes and policy to protect education from attack, 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.
- ☐ Our organization agrees with the content of the advocacy messages document of GCPEA: This document has been provided to our organization by GCPEA. We have reviewed its contents and agree with the advocacy messages therein.

Signed

Date

Title

Address

I. GCPEA Advocacy Goals:

- To **highlight the incidence and impact** of attacks on education in conflict and insecurity among key actors and cultivate public support for safe education.



- To promote better systems for **monitoring and reporting** attacks on education.
- To promote effective **programmes and policy** to protect education from attack, 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**.

II. Advocacy messages:

What constitutes an attack on education?

Attacks on education are any intentional threat or use of force—carried out for political, military, ideological, sectarian, ethnic, religious, or criminal reasons—against students, educators, and education institutions.

Attacks on education may be perpetrated by:

- State security forces, including armed forces, law enforcement, paramilitary, and militia forces acting on behalf of the state.
- Non-state armed groups.

Attacks on education include attacks on:

- Students of all ages.
- Educators, including school teachers, academics, other education personnel, members of teacher unions, and education aid workers.
- Education institutions: *any* site used for the purposes of education, including all levels of education and non-formal education facilities, and buildings dedicated to the work of ministries of education and other education administration.

Attacks on students and educators include:

- Attacks directed at students and educators at education institutions, including abduction, recruitment into armed groups, forced labor, sexual violence, targeted killings, threats and harassment, and other violations.
- Attacks while going to or coming from an education institution or elsewhere because of their status as students or educators.
- Attacks on pro-education activists, including teacher unions or any teaching group, because of their activism.
- Attacks on education personnel, such as administrators and maintenance workers, and education aid workers.

The occupation or use of education institutions by armed forces or other armed groups can lead to attacks on education institutions and can displace educators and students, denying students access to education.

What international law is violated by attacks on education?

Attacks on education violate the right to education and other internationally protected human rights applicable at all times:

- Attacks on education undermine, prevent, or deter realization of the fundamental right to education, a right enshrined in key international human rights treaties, including the International Covenant on Economic, Social, and Cultural Rights and the Convention on the Rights of the Child.
- Attacks on education may also entail other violations of other human rights, including the rights to life; freedom from torture and other cruel, inhuman or degrading treatment; freedom of expression; and freedom of association enshrined in international treaties including the International Covenant on Civil and Political Rights; the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; and the International Convention for the Protection of All Persons from Enforced Disappearance.

During situations of armed conflict, attacks on education may violate international humanitarian and criminal law and constitute war crimes (or crimes against humanity during war or peacetime) as set out in the 1907 Hague Regulations, the 1949 Geneva Conventions and their Additional Protocols, the Rome Statute of the International Criminal Court, and customary international humanitarian law, which include the following prohibitions:

- Deliberate attacks on civilians, including students and educators.
- Deliberate attacks on civilian objects, which include education institutions not being used for military purposes.
- Failing to take all feasible precautions to minimize harm to civilians, such as using education institutions for military purposes while students and teachers remain present.
- Using students and educators as human shields by preventing civilians from leaving from education institutions that are being controlled by a military force.

The occupation or use of education institutions by armed forces and other armed groups may:

- Undermine, prevent, or deter students from realizing their right to education.
- Place students and educators at unnecessary risk of attack in violation of international humanitarian law.
- Place students and educators at unnecessary risk of abuses of their fundamental rights to personal security by occupying forces.

Recommendations:

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.

Proposal for Process for Accepting New Steering Committee Members

Criteria for Institutional Membership on the Steering Committee (taken from the Management Structure Document)

Membership of the Steering Committee is voluntary and free except for funding members' participation in meetings. Criteria for membership is that the organization:

- Supports the vision and mission of GCPEA and the key advocacy goals.
- Must have a direct concern with legal, protection or operational aspects of education in situations of conflict and insecurity and commitment to advocacy work.
- Offers a representative who brings a level of personal expertise and level of authority within the institution.
- Makes the following commitments:
 - Provides travel and per diem costs for a representative from the organization to attend meetings at different venues twice a year for a meeting duration of approximately three days.
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- Supporting the project director in fulfilling project goals
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The Steering Committee will be led by a Chair and one or two Vice-Chairs, elected by majority vote of the Steering Committee. Their terms of office will be for one calendar year. They will be eligible for re-election.

Decision making within the Steering Committee

Decision-making is by consensus of Steering Committee members, including the Chair. If a consensus cannot be reached, the Chair can call for a majority vote. In the event of a tie, the Chair will cast the deciding vote.

Joining the Steering Committee (Proposed New Language to be added to the Management Structure Document)

Membership in the Steering Committee is by invitation for an initial period of five years. When the five year period is completed, the organization may submit a request to the Steering Committee to continue its membership for another five years. The request must be approved by the Steering Committee. There is no limit to the number of renewals possible.

If an organization expresses an interest in becoming a Steering Committee member, or a Steering Committee member requests that an organization be considered for membership, the request shall be considered by the full Steering Committee and a decision made whether or not to accept the member based upon the following criteria.

- The organization must become an affiliate of GCPEA and complete the Affiliate Application.
- The organization must sign a form expressing a willingness to fulfill the requirements for institutional membership detailed above as well as a willingness to fulfill the roles and responsibilities of a Steering Committee member as set out above.
- The organization must have participated in at least one GCPEA working group for one year. (This requirement can be waived by the Steering Committee in extenuating circumstances).
- The organization must bring a perspective or knowledge base that will substantially contribute to achieving the goals of the Coalition.
- The total number of organizational members of the Steering Committee must not exceed ten if the new organization joins. (If there are extenuating circumstances, the Steering Committee may consider expanding the working group beyond ten).

Working Group Documents

Template for Developing GCPEA's 2015 Workplan

Name of Working Group:	
Budget for 2015:	
<i>Vision of the Working Group (what you want to see change in the next 5-10 years):</i>	
OBJECTIVES (what you want to achieve in 2015)	
1.	
2.	
2015 DELIVERABLES	
1.	
2.	

OBJECTIVE	2015 ACTIVITIES (For each objective, list the activities that you plan to carry out).	TIMELINE	PERSON RESPONSIBLE FOR THE ACTIVITY
1.			

HIGHER EDUCATION WORKING GROUP

Name of Working Group: Higher Education Working Group (HEWG)	
<p><i>Vision of the Working Group (what you want to see change in the next 5-10 years):</i></p> <ul style="list-style-type: none"> • <i>Broad public recognition by States and within the higher education sector of State responsibility to protect higher education from attack.</i> • <i>More active participation in the HEWG by key partners with resources/time to contribute.</i> • <i>Development of strong working relationships with States and inter-state entities on protection of higher education, including accountability for attacks</i> • <i>More comprehensive coverage of attacks on higher education in future GCPEA reports</i> • <i>More resources for GCPEA higher education related activities, and to reinforce relevant protection-related activities of HEWG members</i> 	
OBJECTIVES (what you want to achieve in the next 1-2 years)	
<ol style="list-style-type: none"> 1. Increased recognition and implementation of State responsibility for protecting higher education including: <ol style="list-style-type: none"> a. Increased public support from higher education sector for HEWG campaign to promote State responsibility to protect higher education from attack. b. Resolution at the Human Rights Council including language recognizing States' responsibility either in 2015 or 2016. c. Inclusion of language recognizing State responsibility in a report of UNSRSG on the Right to Education, Expression, or Association. d. Increased protection for victims/targets e. Concrete progress on accountability measures (investigation, transparent reporting of findings, holding perpetrators accountable) 2. Increased higher education presence throughout GCPEA, including: <ol style="list-style-type: none"> a. Increasing participation in HEWG b. Increasing integration of higher education throughout all GCPEA's work 3. Increased monitoring and reporting of attacks on higher education 	
2015 DELIVERABLES	
<ol style="list-style-type: none"> 1. NGO submission and/or statement for the June 2015 Human Rights Council Session 2. June 2015 Resolution at the Human Rights Council including language recognizing States' responsibility, if not possible then 2016. 3. Post Human Rights Council Evaluation and Assessment of HEWG strategy, July 2015. 4. Track A / Track B strategy and timeline, August 2015. 5. Follow-up expert roundtable, late 2015, Brussels, Geneva or Paris 6. Summary report on progress (Nov-Dec) 	

OBJE CTIV E(S)	2015 ACTIVITIES (For each objective, list the activities that you plan to carry out).	TIMELINE	PERSON RESPONSIBLE FOR THE ACTIVITY
1.	1. Outreach travel to Geneva, Brussels, other as necessary.	Jan – March 2015	HEWG
1.	2. DRAFT NGO submission/statement for June HRC session. Solicit co-signatories	Jan – March 2015	Chris Tatara, Charles von Rosenberg, Rob Quinn
2.	3. Consult with higher education sector partners who have indicated interest in more active participation in the HEWG	Jan – May 2015	HEWG
1. / 3.	4. Submit NGO submission/statement for June HRC session a. Deadline is usually 3 weeks prior to HRC Session	April – June 2015	Chris Tatara, Rob Quinn
1.	5. Circulate statement, talking points to supportive States & Special Rapporteurs	April – June 2015	Chris Tatara, Rob Quinn
2.	6. As appropriate, propose new HEWG members to the SC for approval	May 2015	HEWG
1.	7. Evaluate progress on HRC resolution given results of 2015 HRC session	July 2015	Chris Tatara, Rob Quinn
1.	8. TRACK A: If language on State responsibility is included in HRC resolution: a. Develop a strategy to use this resolution as an incentive to get more States to publically recognize the principles. b. Use the HRC resolution as a tool to demand accountability from states to protect higher education from attack. c. Advocacy visits with State representatives and UN organizations on Principles	July – August 2015	HEWG
		September – December 2015	HEWG
1.	9. TRACK B: If language on State responsibility is not included in HRC resolution: a. Assess the impact of advocacy efforts to date and feasibility of obtaining this language in 2016. b. Discussion of other potential strategies for public recognition by States of responsibility to protect higher education. c. Develop strategy for renewed push targeting states to support language on protecting higher education in an HRC resolution. d. Work with higher education sector partners to increase pressure on States to publically support the principles e. Consult with State representatives to build support for the Principles. f. Re-evaluation of strategy based on November HRC election results	July – August 2015	HEWG
		September – December 2015	HEWG
		November 2015	Chris Tatara, Rob Quinn

OBJE CTIV E(S)	2015 ACTIVITIES (For each objective, list the activities that you plan to carry out).	TIMELINE	PERSON RESPONSIBLE FOR THE ACTIVITY
	g. Assess progress to date and strategy for spring.	December 2015	HEWG
1. / 2.	10. Follow-up expert meeting (Brussels, Geneva or Paris) a. Track A: Geared more towards State representatives. b. Track B: Geared more towards higher education sector partners.	Late 2015	Charles & HEWG with input from key participants in activities to date.

2015 HEWG Draft Budget		Footnotes:
		[1]
<i>Total Budget</i>		
		2015
		\$55,000
Expenditures		
Line	Total	
Consultants		
Consultant coordinator (through mid-June)	\$	35,000
Subtotal	\$	35,000
Printing and production of materials		
Photos and other media materials	\$	2,000
Additional printing of brochures and reports	\$	1,000
Subtotal	\$	3,000
Mailing and distribution		
Postage and shipping charges	\$	3,000
Subtotal	\$	3,000
Advocacy travel costs: leading up to HRC resolution in June		
North / South America	\$	5,000
Europe / Africa / Asia	\$	7,000
Subtotal	\$	12,000
Advocacy at existing higher education sector events		
Attendance and travel costs at 2-3 events	\$	7,000
Subtotal	\$	7,000
GCPEA hosted events		
Follow-up expert roundtable in Brussels, Geneva or Paris	\$	15,000
Subtotal	\$	15,000
Total	\$	75,000
Variance	\$	(20,000)
		[2]

Footnotes:

[1] The 2015 budget amount of \$55,000 is based on the 2014 budget. This was recommended as a base figure by the GCPEA Director.

[2] The \$20,000 variance represents a carry-over of unspent funds from 2014. This underspending is due to late receipt of funding, which resulted in a late start to program activities, combined with a lack of staffing support prior to September 2014. Since the start of the HEWG consultant, there has been a significant uptick in activity. Given this increased activity the WG fully expects to have sufficient programming to spend the entire 2015 budget request.



**Summary of consultations on HEWG project on
“Principles of State Responsibility to Protect Higher Education”,
Washington, DC, October 14, 2014**

- On October 14, 2014, Sarah Willcox, Rob Quinn, Charles von Rosenberg and Chris Tatara traveled to Washington to hold meetings with representatives from higher education associations and networks, human rights organizations and the government and policy sector. 37 organizations were invited, 19 responded, 8 were unable to attend but expressed interest in learning more, 11 organizations participated in 4 meetings (**Appendix A**). The meetings were rescheduled from an earlier planned event in June, and paralleled prior outreach to European, African and Arab higher education representatives at a meeting in Brussels in December 2013 (**Appendices B & C**).
- The DC meetings demonstrated a good level of interest and support from the higher education sector for the project aimed at raising awareness of state responsibility to protect higher education.
- As in Brussels, questions were raised about the scope of the problem. It was very helpful to be able to point to the map and supporting data from *Education Under Attack 2014*, summarized in the meeting slides, draft advocacy brochure and talking points handout. Similarly, and again as in Brussels, we discussed questions about the Coalition’s definition of an “attack.” For example a question was raised about gender-based violence and rape, with a preference expressed for including rape explicitly in the Coalition’s definition rather than including it under the catch-all of “violence.” Without resolving the specific point, we discussed the challenge of drafting a definition that was suitably inclusive, yet without a bulky, comprehensive list of every possible manifestation of violence that would make the definition unwieldy. The result was the succinct definition included in the advocacy brochure. Finally, and again as in Brussels, we discussed questions about conduct which might be inappropriate but would not rise to the level of an “attack” within the definition of the Coalition, such as general discrimination without a violent or coercive element.
- Questions were raised about what sort of commitment the HEWG was expecting from the higher education community and other organizations. For example, it was asked whether organizations would automatically join the HEWG if they endorse the Principles, to which we answered that endorsement was unrelated to participation in the coalition or HEWG. We discussed our reasons for seeking organization endorsement and emphasized that we only ask that organizations return a letter of endorsement, modeled after the one provided in our invitation to the meeting. We further discussed that if organizations were interested in getting involved in the project beyond the initial endorsement, including participation in the HEWG or other Coalition projects, they were welcome share their interest with us. A question was also raised about the relationship between the Lucens Guidelines and the Principles, and whether endorsement of the Principles implied endorsement of the Lucens Guidelines. The Lucens Guidelines came up in the discussion because of its mention on the last page of the draft advocacy brochure. We resolved this point by explaining the differences between the

two projects and clarified that the Lucens Guidelines are mentioned in the draft advocacy brochure to raise awareness of the Coalition's other projects.

- Throughout the meetings, a number of speakers asked about the end goal of the project. It was explained that the first goal of the project is to raise awareness of the problem of attacks on higher education. This will be achieved through consultations both with the higher education sector and, over the coming months, with states. The second goal is currently, subject to feedback along the way, a United Nations Human Rights Council (UNHRC) resolution that includes the substance of the Principles. We discussed the benefit such a resolution would provide in terms of formally recognizing the legitimacy of local actors' demands for greater protection and related need for academic freedom and autonomy. We discussed how prior to approaching states, the HEWG was consulting with and hoping to secure endorsement from the higher education community and other organization, so as to anticipate questions by states as to whether the higher education sees a need for such recognition. The third goal of the project is to develop contacts and experience from the process of seeking a supportive resolution which can be used to support future HEWG and Coalition initiatives, including, for example, future advocacy efforts following any HRC resolution to encourage states to adjust domestic behaviors accordingly.
- As in Brussels, we discussed which states the HEWG expected to respond positively to the project. We discussed states as belonging to three loosely defined groups: generally well-behaving states that are most likely to be supportive, generally poorly-behaving states that are unlikely to be influenced by the project, and a group in the middle of states with mixed behavior that may be influenced. It is hoped that supportive states might exert positive pressure to encourage this middle group to support adoption of the substance of the Principles. We discussed that higher education as a sector is particularly reputation-sensitive, and therefore it is possible that some in this middle group of states may be susceptible to pressure to endorse so as to reinforce the positive reputation of their higher education sector.
- Some participants anticipated possible concern from their members that support of the Principles could potentially result in hostility from states opposed to the project (hypothetically, China), including potentially endangering academic and financial relationships their organization's members have with partner states. We discussed that similar concerns have been raised since the inception of the scholar protection work of both SAR and SRF, yet no such backlash has ever materialized. We then discussed that the Principles are intentionally not an accusatory message targeted at specific states. Rather, it is an affirmative request that all states merely recognize the importance of protecting their higher education sector.
- We also discussed the international elements of the consultations, emphasizing the participation in Brussels of representatives of European, African and Arab university networks.
- Finally, a number of participants while personally supporting the aims of the project, made clear that seeking formal endorsement by their organizations would be complex. Several

nevertheless offered to look for opportunities to promote the project and GCPEA's work in this area, in general terms, to their members. Further discussion revealed that several also stated that their organization might be interested in substantive involvement in the project if formal endorsement was approved.

Next Steps

- Following the DC meetings, the HEWG prepared a joint email/letter to all respondents (Brussels and DC) and all nonresponsive DC and Brussels invitees updating them on the consultations and inviting them to communicate one of three actions:
 - Return a letter-endorsement of the project from their organization;
 - Reply indicating that they are presenting the project for such endorsement through internal channels, and indicating the likelihood of approval and a timeframe; or
 - Reply indicating their inability to endorse the project, ideally indicating their reasons.

Recipients were also invited to share any interest in participating in future consultations within the higher education sector and/or with states as the project progresses, and to share any interest in participating in the HEWG or other Coalition projects (**Appendix D**).

- Formal letters of endorsement have already been received from the American Association of University Professors and the Hispanic Association of Colleges and Universities.
- The HEWG has prepared a model letter to the UN missions of potentially supportive states requesting a meeting to discuss the issue of attacks on higher education and the possibility of their cooperation in the project (**Appendix E**). At such meetings supportive states will be asked to:
 - Pass on a formal request and materials to the appropriate official in their government;
 - Communicate their support or endorsement of the Principles;
 - Assist in recruiting other states to support a submission to the HRC; and
 - Work with the HEWG on such submission.

Appendix A: DC respondents and attendees

Name	Organization
Ms. Julie Ajinkya	Institute for Higher Education Policy
Mr. Gary Bittner*	United States Agency for International Development
Ms. Lisa Blonder*	United States Department of State - Bureau of International Organizations
Mr. Peter Darvas	World Bank
Mr. Dan Davidson*	American Councils for International Education
Ms. Emilienne Baneth-Nouailhetas*	Embassy of France in Washington
Mr. Brad Farnsworth	American Council on Education
Mr. Antonio R. Flores*	Hispanic Association of Colleges and Universities
Mr. Mark Frankel	American Association for the Advancement of Science
Ms. Theresa Harris	American Association for the Advancement of Science
Mr. Kevin Hovland	NAFSA: International Association of Educators
Ms. Anne Charlotte Lindblom*	Royal Norwegian Embassy in Washington
Mr. Robert Quinn	Scholar's at Risk Network
Ms. Alyson Reed	Linguistic Society of America
Mr. Joel Reyes	World Bank
Ms. Amirah Salaam	NAFSA: International Association of Educators
Ms. Maricy Schmitz*	Embassy of Brazil in Washington
Mr. Gregory Scholtz	American Association of University Professors
Ms. Sarah Staton	AAAS Science and Technology Fellow
Mr. Paul Smith	British Council
Ms. Amy Scott	American Association of Universities
Mr. Christopher Tatara	Global Coalition to Protect Education from Attack (GCPEA)
Mr. Charles von Rosenberg	Global Coalition to Protect Education from Attack (GCPEA)
Ms. Joyce Warner	International Research and Exchange Board
Mr. Wayne Wheeler*	American Association of Community Colleges
Ms. Sarah Willcox	Institute of International Education's Scholar Rescue Fund
Ms. Jessica Wyndham	American Association for the Advancement of Science
Mr. Karwan Zebrai	Kurdistan Regional Government-Iraq

*Denotes inability to attend a meeting, but interest in engaging with the HEWG

Appendix B: Brussels respondents and attendees

Name	Organization
Mr. Paal Aavatsmark	Mission of Norway to the European Union
Dr. Sultan Abu-Orabi	Association of Arab Universities
Ms. Gabriela Bergan	European Students' Union
Mr. Helge Brochmann	Norwegian Agency for Development Cooperation
Mr. Peter Cooper*	Alliance of Universities for Democracy
Dr. Kris Dejonckere	Network of Universities from the Capitals of Europe
Ms. Marit Egner	Oslo University
Dr. Assem Faress	American University
Dr. Jean-Pierre Finance	European University Association
Ms. Dorothy Garland	The Association of Commonwealth Universities
Dr. Cornelius Huppertz	Federal Republic of Germany to the European Union
Dr. Berend Jonker	University Assistance Fund
Ms. Kari Lindemann	Norwegian Students' & Academics' International Assistance Fund
Ms. Elke Löshhorn	Freie Universität Berlin
Mr. Jim Miller	Institute of International Education / IIE's Scholar Rescue Fund
Mr. Mansoureh Mills*	Amnesty International, International Secretariat
Dr. Maria Helena Nazaré	European University Association
Ms. Diya Nijhowne	Global Coalition to Protect Education from Attack (GCPEA)
Dr. Sijbolt Noorda	Magna Charta Observatory
Dr. Mario Novelli	University of Sussex
Ms. Sinead O'Gorman	Scholar's at Risk Network
Dr. Olusola Oyewole	Association of African Universities
Mr. Fernando Miguel Galán	European Students' Union
Mr. Robert Quinn	Scholar's at Risk Network
Mr. John Ryder*	Alliance of Universities for Democracy
Dr. Luciano Saso	Network of Universities from the Capitals of Europe
Ms. Monika Steinel	European University Association
Mr. Jef Van der Perre	International Association of University Presidents
Dr. Hilligje van 't Land	International Association of Universities
Ms. Silje Vevatne	Norwegian Agency for Development Cooperation
Mr. Charles Von Rosenberg	Global Coalition to Protect Education from Attack (GCPEA)
Mr. Jens Vraa-Jenson	Education International
Ms. Lesley Wilson	European University Association
Mr. Stephen Wordsworth	Council for At-Risk Refugees

*Denotes inability to attend a meeting, but interest in engaging with the HEWG

Appendix C: Combined nonresponsive DC and Brussels invitees

Name	Organization
Mr. Rober Bever	Permanent Mission of Luxembourg to the European Union
Ms. Chiara Biscaldi	International Crisis Group
Ms. Astrid-Christin Koch	Delegation of the European Union to the United States
Ms. Carol Corillon	National Academy of Sciences
Mr. Dan Davidson	American Councils for International Education
Mr. Erik de Feijter	Ministry of Education of the Netherlands
Mr. Daniel Denecke	Council of Graduate Schools
Mr. Roberto Escalante Semerena	Association of Universities of Latin American and the Caribbean
Ms. Patrícia Galvão Teles	Portuguese Permanent Representation to the European Union
Ms. Paulina Gonzalex-Pose	UNESCO, Paris Headquarters
Ms. Patricia Gudino	Inter-American Organization for Higher Education
Mr. Thomas Guibert	Permanent Mission of France to the European Union
Ms. Claire Ivers	Human Rights Watch, Brussels
Ms. Arlene Jackson	American Association of State Colleges and Universities
Ms. Viviana Krsticevic	Center for Justice and International Law
Ms. Lotte Leicht	Human Rights Watch, Brussels
Ms. Elizabeth Lyons	National Science Foundation
Mr. Michael McCarry	Alliance for International Educational and Cultural Exchange
Ms. Maureen McLaughlin	United States Department of Education
Mr. Peter Mcpherson	Association of Public and Land-grant Universities
Mr. Pereyra-Rojas Milagros	Latin American Studies Association
Ms. Leslie Nucho	America-Mideast Educational and Training Services, INC.
Mr. Edward Peck	Association of Jesuit Colleges and Universities
Mr. Martin Pertsch	German Embassy, Washington
Mr. Jonathan Rothwell	Brookings Institution
Mr. Mohamed Tabit	Permanent Mission of France to the European Union
Mr. Geof Thale	Washington Office on Latin America
Ms. Marieke Timmermans	Ministry of Education of the Netherlands

Appendix D: Letter to all Brussels/DC invitees



via email to: [email address]

[NAME]

[TITLE]

[Institution name]

[ADDRESS]

[CITY, COUNTRY, POSTCODE]

[DATE]

Re: Update on ‘Principles of State Responsibility to Protect Higher Education’

Dear [NAME]:

We are writing to update you on our efforts to promote recognition of ‘Principles of State Responsibility to Protect Higher Education’ and to ask for your organization’s endorsement of the same.

As we noted in our earlier communications, the Global Coalition to Protect Education from Attack (GCPEA) is a unique coalition of leading international organizations whose common mission is to protect education at all levels. GCPEA’s Higher Education Working Group (HEWG) focuses on developing information about attacks against higher education, including both direct violence and coercive force in conflict, post-conflict, authoritarian, and/or fragile states. Such attacks can have a devastating impact on targeted individuals and institutions, on the quality of research outputs and teaching, and on access to higher education. They can also undermine higher education values, including academic freedom and institutional autonomy, and more concretely can undermine cross-border institutional partnerships and student and faculty exchanges.

While non-state actors are often implicated in such attacks, states and state-entities bear primary, sovereign responsibility to protect higher education against such threats. Recognizing this, in October 2013, GCPEA released [*Institutional Autonomy and the Protection of Higher Education from Attack*](#), a HEWG report examining for the first time the interdependence of institutional autonomy and security. The report’s recommendations included calls for raising awareness and developing shared principles. The need for such action was further emphasized in February 2014, when GCPEA released [*Education Under Attack, 2014*](#), which documented attacks on higher education in 28 of 30 countries covered.

Over the last two years, the HEWG has conducted a wide ranging consultation with higher education institutions, associations and experts from Europe, Africa, the Middle East and the Americas, including consultations in Brussels in December 2013, Amsterdam in April 2014, and Washington, D.C. in October 2014. These resulted in the attached guide on ‘*Principles of State Responsibility to Protect Higher Education from Attack*,’ which articulates a need for affirmative, public recognition of the on-going and widespread problem of attacks on higher education and of existing state obligations to respond. Importantly, the effort does not seek any new legal obligations, and is not framed in an accusatory way against any individual states. Rather, it seeks a positive statement of commitment, ideally from all states, to the importance of protecting their higher education sector.

Following this productive consultation period, the HEWG is preparing to approach representatives of states likely to support the effort to ask for their assistance in assembling a larger group of supportive states to endorse the content of the principles and to submit the same for formal recognition by the United Nations Human Rights Council as early as the spring of 2015. As we take this step, we would find it extremely

helpful to be able to reference the support of [Institution name] for this effort. Specifically, we ask you to review the attached guide and to:

1. Return a letter from your organization endorsing the effort (model letter enclosed);
2. Reply indicating that you are presenting the project for endorsement through your organization's internal channels (if any), and indicating the likelihood of approval and timeframe; OR
3. In the unfortunate event you are unable to return an endorsement, reply indicating any reason or concerns so that we may take these into consideration as the project proceeds.

To be clear, returning an endorsement DOES NOT:

- authorize GCPEA or its HEWG to speak on behalf of your organization
- require your organization to approve in total every element of the project guide
- commit your organization to participate in any follow-up activities related to raising awareness of the project, including future consultations with states or others; OR
- commit your organization to joining the Coalition or its HEWG.

Returning your organization's endorsement DOES allow GCPEA and its HEWG to list your organization among those that:

- have been consulted about the project
- are supportive of increased protection for higher education communities under attack, and
- are supportive of wider recognition of the principles of state responsibility, as articulated on page 6 of the project guide, as one step toward achieving such increased protection.

In addition, we invite your organization to share with its endorsement any interest in participating in future consultations with the higher education sector or states, as well as any interest in learning more about participation in the HEWG or other Coalition projects.

Thank you for your consideration and support of this important effort.

To return your endorsement, or for any questions, please feel free to contact us through Christopher Tatara, HEWG Coordinator at: ctatara@protectingeducation.org or +1-212-998-2179.

Sincerely,



Diya Nijhowne
Director, GCPEA

Robert Quinn
Executive Director, Scholars at Risk Network
Member, GCPEA Higher Education Working Group

Sarah Willcox
Director, IIE Scholar Rescue Fund
Member, GCPEA Higher Education Working Group

Stephen Wordsworth
Executive Director, Council for At-Risk Academics
Member, GCPEA Higher Education Working Group



Global Coalition to **Protect
Education from Attack**

[NAME]
[TITLE]
[ORGANIZATION]
[ADDRESS]
[CITY, COUNTRY, POSTCODE]

-DRAFT-

[DATE]

Re: Protecting higher education from attack

Dear [NAME]:

We are writing on behalf of the Global Coalition to Protect Education from Attack (GCPEA) to request a meeting regarding the problem of attacks on higher education and our call for wide recognition of four 'Principles of State Responsibility to Protect Higher Education from Attack.'

GCPEA is a unique coalition of leading international organizations including CARA, Human Rights Watch, the Institute of International Education's Scholar Rescue Fund, Protect Education in Insecurity and Conflict, Save the Children International, Scholars at Risk, UNICEF, UNESCO, and UNHCR, whose common mission is to protect education at all levels from attack. GCPEA's Higher Education Working Group (HEWG) focuses on developing information about attacks against higher education, including both direct violence and coercive force in conflict, post-conflict, authoritarian, and/or fragile states. Attacks can have a devastating impact on targeted individuals and institutions, on the quality of research outputs and teaching, and on access to higher education. They can also undermine higher education values and more concretely cross-border institutional affiliations and student and faculty exchanges.

While non-state actors are often implicated in attacks, states and state-entities bear primary, sovereign responsibility to protect higher education, including responsibility to investigate incidents and hold perpetrators accountable. Recognizing this, in October 2013, GCPEA released [*Institutional Autonomy and the Protection of Higher Education from Attack*](#), a HEWG report examining for the first time the interdependence of institutional autonomy and security. The report's recommendations included calls for raising awareness and developing shared principles. The need for action was further emphasized in February 2014, when GCPEA released [*Education Under Attack, 2014*](#), which documented attacks on higher education in 28 of 30 countries covered.

Following these reports the HEWG has developed, in cooperation with a wide range of higher education associations from Europe, Africa, the Middle East and the Americas, the attached 'Principles of State Responsibility to Protect Higher Education from Attack.' The Principles do not seek any new legal obligations, but merely seek affirmative state recognition of the on-going and wide spread problem of attacks on higher education and of existing obligations to respond.

We request a meeting to discuss the problem and content of the Principles with you, and to invite the help of [name of state]. Specifically, given [name of state's] recognized commitment and leadership in the areas of human rights and higher education, we are seeking your help in assembling a group of supportive states to endorse the content of Principles and to submit the same for formal recognition by, for example, the United Nations Human Rights Council. We look forward to discussing this possibility with you, and to answering any questions you may have.

We thank you in advance for your consideration, and look forward to hearing from you soon. You may reach us by contacting Christopher Tatara, GCPEA-HEWG Coordinator, at ctatara@protectingeducation.org or +1-212-998-2179.

Sincerely,

/s/
Robert Quinn
Executive Director, Scholars at Risk Network
Member, GCPEA Higher Education Working Group

/s/
Sarah Willcox
Director, IIE Scholar Rescue Fund
Member, GCPEA Higher Education Working Group

FIELD-BASED PROGRAMS AND POLICIES WORKING GROUP

FIELD-BASED WORKING GROUP (FBWG)			
Budget for October 1, 2014 – September 30, 2015: \$250,000 from UNICEF			
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.			
OBJECTIVES			
1. Promoting Effective Programs and Policies at the National and Community Level to Protect Education from Attack			
2. Strengthening Monitoring and Reporting of Attacks on Education			
2014 – 2015 DELIVERABLES			
1. Third Briefing Paper (Education Sector Plans)			
2. Fourth Briefing Paper (School-Based Measures)			
3. Contextualization Workshop			
ACTIVITIES		TIMELINE	RESPONSIBLE
Deliverable 1: Third Briefing Paper (Education Sector Plans)			
1. GCPEA/FBWG select consultant to prepare briefing paper		October – November 2014	FBWG
2. Consultant completes preliminary mapping of evidence and recommendations, including a literature review		December 2014 – January 2015	Consultant
3. Consultant completes first draft and submits to FBWG for review		February 2015	Consultant
4. FBWG reviews first draft and provides feedback to consultant		February 2015	FBWG
5. Consultant incorporates feedback from the FBWG and produces second draft of paper		March 2015	Consultant
6. FBWG reviews second draft and provides feedback to consultant		March 2015	FBWG
7. Consultant incorporates feedback from the FBWG and produces third and final draft of paper		April 2015	Program Officer
8. Final draft is reviewed and signed off by the Steering Committee		April 2015	Steering Committee
9. Paper is designed, laid out, printed, and translated into French		May 2015	Program Officer
10. GCPEA implements advocacy activities, including launch event		June – September 2015	Program Officer
Deliverable 2: Fourth Briefing Paper (School-Based Measures)			
1. GCPEA/FBWG select consultant to prepare briefing paper		October – November 2014	FBWG
2. Consultant completes preliminary mapping of evidence and recommendations for school-level initiatives to protect education from attack and military use, including a literature review		December 2014 – January 2015	Consultant
3. Consultant prepares recommendation for the case study location; FBWG reviews and approves		January 2015	Consultant
4. Consultant completes and submits written narrative of mapping and prepares to conduct case study		February 2015	Consultant
5. Consultant travels to selected country and conducts case study research		February – March 2015	Consultant

ACTIVITIES		TIMELINE	RESPONSIBLE
6.	Consultant integrates case study research into narrative and submits first draft of the briefing paper to the FBWG for review	April 2015	Consultant
7.	FBWG reviews first draft and provides feedback to consultant	April 2015	FBWG
8.	Consultant incorporates input of the FBWG, produces second draft, and submits to FBWG for review	May 2015	Consultant
9.	FBWG reviews second draft and provides feedback to consultant	May 2015	FBWG
10.	Consultant incorporates input of the FBWG and produces a third and final draft	May 2015	Consultant
11.	Final draft is reviewed and signed off by the Steering Committee	June 2015	Steering Committee
12.	Paper is designed, laid out, released, and distributed	June 2015	Program Officer
Deliverable 3: Contextualization Workshop			
1.	FBWG determines in consultation with UNICEF and other stakeholders where to hold the workshop and which countries to invite	October – December 2014	Working Group
2.	FBWG selects and invites participants	December – February 2015	Working Group
3.	FBWG develops workshop activities (incorporating Briefing Papers 3 and 4), distributes agenda to participants, and prepares for the workshop	February – May 2015	Working Group
4.	GCPEA and FBWG conduct workshop	June 2015	Working Group
5.	GCPEA produces workshop report	July – September 2015	Program Officer
6.	GCPEA conducts follow up and assessment with participants	July – September 2015	Program Officer
7.	Program Officer monitors implementation of action plans developed at workshop	September 2015 – December 2015	Program Officer

FBWG Budget from the UNICEF Proposal

Annex A

Activity/Project Title: Global Coalition to Protect Education from Attack Budget October 1, 2014 – September 30, 2015.

Type of expenditure	Estimated Unit Cost	Quantity	UNICEF Contribution per line				UNICEF Contribution Total	Partner Contribution	Total Budget	Details
			2014	2015	2015	2015				
			Oct.-Dec.	Jan. - Mar.	Apr.-Jun.	Jul.-Sep.				
Programme Costs										
PC1 Activity costs (travel workshops/trainings /venue rental/logistics)										
Third Briefing Paper										
	17,000	lumpsum	17,000				17,000		17,000.00	Airfare, accommodation and all-in country costs associated with case study including logistics
	5,000	lumpsum						5,000	5,000.00	Launch event venue rental and refreshments
Regional Contextualization Workshop										
	2,700	15		40,500			40,500		40,500.00	Airfare and accommodation for participants (\$2700 is the average estimated cost per person)
	8,500	lumpsum		8,500			8,500		8,500.00	Workshop venue rental and meals/ refreshments
PC 2. Supplies										
	3,000	lumpsum	3,000				3,000		3,000.00	Supplies for workshops, and other events included in this overall project. Supplies include flip charts, markers, as well as printing and distribution of resource materials to participants.
PC 3. Materials Production and Distribution										
Third Briefing Paper										
	8,000	lumpsum			8,000		8,000		8,000.00	Translation into French and graphic design of the briefing paper
	5	600			3,000		3,000		3,000.00	Printing of paper (per paper)
	4,000	lumpsum						4,000	4,000.00	Dissemination and advocacy on paper (advocacy meetings with policy makers and mailing of paper)
PC 4. Technical Assistance										
	7,000	12	42,000	42,000			84,000		84,000.00	Technical expertise to provide project management and offer technical support to the entire project (salary for a project manager for 12 months)
	1,750	12	11,000				11,000	10,000	21,000.00	Technical expertise to provide communications and advocacy support to all aspects of this project, including advocacy at the UN Security Council and at treaty monitoring bodies. The total amount represents 15 % of the time and benefits of the director. UNICEF will only contribute a portion of this. (contributions per month for 12 months)
Third Briefing Paper										
	50	500	25,000				25,000		25,000.00	Technical expertise to research and write third briefing paper (40 days at \$500 per day)
Fourth Briefing Paper - Checklist for School Management Committees										
	40	500	20,000				20,000		20,000.00	Technical expertise to research and write fourth briefing paper (40 days at \$500 per day)

FBWG Budget from the UNICEF Proposal

Type of expenditure	Estimated Unit Cost	Quantity	UNICEF Contribution per line			UNICEF Contribution Total	Partner Contribution	Total Budget	Details
PC 5. Reviews, consultations and evaluations									
PC 6. Communications Costs									
	5,000	lumpsum	5,000			5,000		5,000.00	Communications costs for organizing all events associated with the project and managing consultants (telephone, internet and mailing fees)
Total Programme Costs			123,000	91,000	11,000	0	19,000	244,000	
Direct Programme Support Costs (directly						0		0.00	
DPSC1 Management and Administration (incorporated)	1,083	12				0	12,996	12,996.00	This represents 10% of salary and benefits of the director who will contribute to the management of the project.
DPSC2 Salaries of implementing staff								0.00	
DPSC3 Administrative Support/ Information Resources Management	1,490	12					17,880	17,880.00	This represents 25% of the salary and benefits of the program officer who will contribute to the administrative aspects of the program.
DPSC8 Financial Management	416	12	3,500			3,500	1,492	4,992.00	
DPSC9 Rent of Premises/ utilities/ Telecommunications/ office supplies/mail	1,500	12	4,000			4,000	14,000	18,000.00	The total amount represents 20% of the total rent/telecommunications/ IT/ supplies/ travel of Secretariat per month for 12 months. UNICEF will contribute to IT costs.
DPSC10 Planned audits						0		0.00	
Total Support Costs (Up to 25%)			7,500	0	0	7,500	46,368	53,868	
Indirect Programme Costs			17,500			17,500	20,000	37,500.00	
Total Indirect Programme Related Costs (Up to 7%)			17,500	0	0	17,500	20,000	37,500	Indirect charges UNICEF 15% of total grant in management fees. Partners will contribute the remaining 8% that UNICEF will not cover.
Quarterly Disbursements (UNICEF Budget)			148,000	91,000	11,000	0	85,368	335,368	

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other funders, enabled GCPEA to host the Knowledge Roundtable on Programmatic Measures to Protect Education under Attack in Phuket in November 2011. The roundtable, and the publications that UNICEF supported, form the foundation of the field programs and policies work that GCPEA conducted in 2013, and will be continuing in 2014 and 2015.

UNICEF has been a Steering Group member and has provided funds to GCPEA since its inception as a coalition in 2010. Funded activities have been completed on time and with a high degree of quality. UNICEF contributions have resulted in a growing interest in the work and the issues of GCPEA as witnessed in the GPE Board Statement in February, 2014 regarding the importance of addressing issues surrounding attacks on education. The advocacy work of the GCPEA is contributing to a robust global discussion on attacks on education.

Activities in the Current PCA

In 2013, under the current PCA, GCPEA produced briefing papers examining good practices in implementing national and local level programs and policies to protect education from attack, as well as a scoping paper intended to develop a methodology for conducting evaluative research on the effectiveness of programs and policies.

These activities sought to address the dearth of rigorous research evaluating which programs and policies are effective in protecting education from attack and which measures are less effective, ineffective, or may even place students and educators at greater risk. While there is anecdotal evidence about what works and what does not, these assumptions have not been formally tested. Lessons learned from implementation have not often been synthesized into practical guidance for future use. Evidence of the effectiveness of certain measures and direction on carrying them out will be an important advocacy tool for educating policy makers and implementing agencies about the importance of funding and supporting implementation of certain measures. Evidence will also save lives by ensuring that attacks upon education are countered with the most impactful responses.

More specifically, in 2013, GCPEA prepared two briefing papers that document the lessons learned in implementing select measures. The first examines community-based responses to attacks on education, such as parent-teacher associations, school management committees, and community based schools and includes a case study from Cote d'Ivoire. The second explores measures for protecting teachers from attack and includes a case study from the Philippines. Both papers include: an overview of how the measures have been implemented in different contexts; an in-depth case study based on visits to the field; and recommendations directed at both policy makers and practitioners.

In addition to the briefing papers, GCPEA contracted with the Institute for Effective Education at York University to prepare a research scoping paper on evaluating the effectiveness of select programs and policies to protect education from attack. This paper summarizes what evaluations have already been conducted and what is already known about the effectiveness of select measures; where there are gaps in this knowledge; and priorities and ways of conducting future research to better evaluate the effectiveness of these measures. This scoping paper builds on GCPEA's research agenda on programmatic measures produced

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in 2011, and sets out a more detailed agenda for evaluating the effectiveness of certain measures, including providing recommendations of evaluation design and methodology that could be implemented in different contexts and the types of indicators and outcome measures that should be included.

During the first quarter of 2014, the briefing papers were published in both English and French, using funding already allocated by UNICEF for this purpose through the 2013 grant. The papers have been distributed widely through GCPEA's partner's networks, including UNICEF's Learning for Peace website and social media, which reaches over 30,000 people. The paper on community involvement was officially released on June 5 with a press release that included recommendations directed at protecting education in Nigeria, and the paper has been downloaded from the GCPEA website 2,589 times since release. The press release for the paper on teacher protection was issued on July 14, Malala Day, and the paper was featured on the Malala Fund's website and in their social media. In one day it was downloaded from GCPEA's website 1,044 times and has been downloaded 4128 times to date from the GCPEA website. It is too soon to tell what the impact of these papers has been on policy makers, but both papers were presented at the Comparative International Education Society Conference in March 2014, a pre-eminent event for education practitioners and policy makers. In addition, the Global Partnership for Education, which has extensive access to policy makers, published a blog on the teachers' paper in August, which was widely distributed through their social media.

To produce these papers, in the first year of the PCA, GCPEA was granted \$279,375. In accordance with the budget initially submitted, all was spent in 2013 other than \$23,000 which was allocated in the original budget for expenditure from January – February, 2014, for printing and translation.

Purpose of this Amendment

GCPEA has a Project Cooperation Agreement (PCA) with UNICEF beginning April 1, 2013, and valid through February 28, 2015. The initial proposal was only for the first year of activities during the PCA, and it was expected that amendments would be submitted for activities in future years of the PCA. As this amendment will include activities that extend beyond February 2015, we request that the PCA be extended to December 31, 2015. The activities described in this amendment will build upon GCPEA's activities in 2013 and 2014 to continue promoting effective programs and policies at the national and community level to protect education from attack, as well as strengthening monitoring and reporting of attacks on education, into 2015.

In this amendment, GCPEA is seeking support for activities to be implemented from October 1, 2014, to September 30, 2015. During this period, GCPEA will produce two new briefing papers which will add to the knowledge base on effective measures for protecting education from attack by examining further ways in which attacks can be prevented, mitigated or responded to. GCPEA will also build on the work completed in 2013 and some of the products prepared in 2014/2015, by holding a regional contextualization workshop in 2015, likely in East Africa, that will target a range of government and civil society stakeholders from two to three countries in the region. This workshop will take the full compendium of

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GCPEA's publications—the 2013 briefing papers and the new briefing papers, *Education under Attack 2014*, and the *Lucens Guidelines to Protect Schools and Universities from Military Use during Armed Conflict*—as a starting point for discussion. Participants will reflect on the relevance of this work in their own contexts and will develop action plans for addressing attacks on education in their own countries. The overarching goal and strategic results to be achieved are a translation of the monitoring, awareness, and advocacy activities into both better global level policy initiatives to protect education institutions, education personnel, teachers, students, and school community members from attack, and to change policies and practices at the national level to ensure that education institutions are no longer targets for attacks. This will be ensured by the development of a holistic approach to protecting education from attack within the participating countries that can serve as a model for others.

Above-mentioned results will help to fill the existing gap of guidance notes and exchange opportunities needed by practitioners to operationalize education protection measures. They thus support the PBEA's Outcome 5 on generation and use of evidence for conflict-sensitive education programming purposes.

Key Activities, Future Outlook or Phase-Out Strategy:

Describe 3-5 main activities detailing UNICEF's and partner's responsibilities for each of the proposed activities and their respective key milestones of the joint work plan.

The following represent the new activities that are being proposed in the amendment to the PCA.

Activity	UNICEF's Responsibilities	Partner's Responsibilities
<p><u>Activity # 1</u> <u>Third Briefing Paper: Education Sector Plans</u> GCPEA will produce a third briefing paper in its ongoing series on the implementation of programs, plans, and policies that protect education. Each paper in the series addresses a different component of how attacks on education can be prevented, mitigated or responded to as the issue is multi-faceted and context-specific and requires a range of different approaches. The topic of the paper will highlight how to incorporate protection of education from attack into education sector plans, with a focus on how to strengthen resiliency and contribute to peacebuilding. Like the first two papers, the third will include an overview of how the measure has</p>	<p><u>Activity #1</u> <u>Third Briefing Paper:</u> UNICEF will cover the costs of hiring a consultant to prepare the paper, and the travel associated with including a case study in the paper. UNICEF will also cover the costs of translating the paper into French, to reach communities in West Africa, particularly, having it laid out by a graphic designer, and printing 600 copies (300 in English and 300 in French). UNICEF will</p>	<p><u>Activity #1</u> <u>Third Briefing Paper:</u> GCPEA's other donors, particularly PEIC, will cover the costs of the dissemination of the third briefing paper and implementing a communications/advocacy plan for the release of the paper, including a launch event. The Secretariat will prepare a press release for the paper and op-eds and work to secure media coverage of the report when it is released. Each Steering Committee member will also be asked to distribute the papers through their own social media channels.</p>

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<p>been implemented globally, a case study investigating in-depth its implementation in a particular country, and recommendations for the relevant stakeholders, including implementing agencies and ministries of education. The paper will be published in French and English and a strategy developed to disseminate it widely, reaching over 30,000 individuals and organizations through its partners' networks.</p>	<p>participate in a launch event for the paper and assist in distributing it to regional and country offices. UNICEF will also feature the paper on its Learning for Peace website and reach an audience of approximately 30,000 people through its website, social media, and targeted outreach.</p>	
<p><u>Activity # 2</u> <u><i>Fourth Briefing Paper – Checklist for School Management Committees (SMCs) to Protect Education from Attack.</i></u></p> <p>GCPEA will prepare guidance for SMCs or other school administration structures, about how they can better ensure that their schools are safe. The paper will include actions they can take to increase the physical security of their schools, as well as plans and processes that they should have in place to reduce the risk of attack and to mitigate the impact of attacks if they do occur. The paper will also specifically address how SMC's can restrict military use of their schools, and limit the detrimental impact of such use when it occurs. Like the other briefing papers, this paper will include a literature review to identify effective measures that SMCs are already taking, and will draw on case studies from different settings. [Printing and dissemination of the paper is not included within the budget for this grant period but will be carried out after the end of this grant period.]</p>	<p><u>Activity #2</u> <u><i>Fourth Briefing Paper – a Checklist for SMCs to Protect Education from Attack</i></u></p> <p>UNICEF will cover the costs of hiring a consultant to prepare the paper, and help identify good practices that can be highlighted in the paper. UNICEF will also facilitate collaboration with the SRSG-CAAC's office to help operationalize aspects of the Guidance Note on Security Council Resolution 1998 in the plans and responses of SMCs.</p>	<p><u>Activity #2</u> <u><i>Fourth Briefing Paper – a Checklist for SMCs to Protect Education from Attack.</i></u></p> <p>GCPEA will supervise the consultant's research and writing of the paper. While printing and dissemination of the paper is not included in the budget for this grant period, it will be covered by other donors after the end of this grant period, and dissemination of the briefing paper will constitute part of GCPEA's strategy to encourage states to endorse and implement the <i>Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict</i>. In particular, GCPEA will draw upon the briefing paper to recommend how the Guidelines can be implemented at the field level by involving school administrations in advocating for an end to military use of schools. As the Government of Norway is leading the Lucens Process, which is expected to culminate in states endorsing the Guidelines in a ceremony in</p>

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<p><u>Activity # 3</u> <u>Contextualization Workshop:</u> <u>Building a Holistic Approach to</u> <u>Protecting Education</u></p> <p>Recognizing that responding to attacks on education requires a coordinated response between different actors, GCPEA will organize a three-day workshop aimed at integrating different elements of GCPEA's work and contextualizing it to particular national settings. Held in the East and Southern Africa region, it will invite participants from 2-3 countries in the region affected by attacks on education, including countries where the PBEA program is being implemented. The overarching goal of the workshop will be to encourage the approximately 15 participants from a range of stakeholder groups, including ministries of education and defense, armed forces, teachers unions, and international and local organizations working in the affected area, to develop a holistic and contextualized approach to addressing attacks on education. The workshop will include sessions featuring GCPEA's work, including, the community involvement and teacher protection briefing papers, and GCPEA's 2011 Study on Field-based Programmatic Measures to Protect Education from Attack, as well as the appropriate <i>Education under Attack 2014</i> country profiles, and the <i>Lucens Guidelines on Protecting Schools and Universities from Military Use during Armed</i></p>	<p><u>Activity #3</u> <u>Contextualization</u> <u>Workshop: Building a</u> <u>Holistic Approach to</u> <u>Protecting Education</u></p> <p>UNICEF will fund the contextualization workshop as well as work closely with GCPEA to identify the countries to focus on and participants to invite to the meeting, and to develop a workshop agenda. UNICEF, along with our Steering Committee members with a field presence, will be asked to assist GCPEA in following up with countries to assess lessons learned in the process of implementing action plans developed at the workshop.</p>	<p>the first quarter of 2015, there may be an opportunity to leverage support from the Norwegian Ministry of Foreign Affairs to support dissemination of the briefing paper and even support for SMCs to implement some of the measures highlighted in the briefing paper.</p> <p><u>Activity #3</u> <u>Contextualization Workshop:</u> <u>Building a Holistic Approach</u> <u>to Protecting Education</u></p> <p>GCPEA will lead the process of identifying participants for the workshop and developing an agenda for the meeting, and will develop a way of continuing to support implementation of action plans following the meeting. GCPEA will also draw on its partnership with the GPE to engage the Local Education Groups in participant countries in the workshop and the development of action plans.</p>
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<p><i>Conflict.</i> When the 2014 papers are completed, they will also be discussed at the workshop. Participants will identify which issues and materials are relevant to them, as well as how they can adapt them to their own contexts, and develop action plans or strategies for addressing attacks on education, including by strengthening their state's education sector plan to better protect education from attack</p>		
<p><u>Activity # 4</u> <u><i>Advocacy with the UN Security Council and treaty monitoring bodies:</i></u></p> <p>GCPEA will continue to advocate with permanent and non-permanent members of the Security Council and the Friends of Children and Armed Conflict, as well as in collaboration with Human Rights Watch, the Watchlist on Children and Armed Conflict, the Office of the SRSG on children and armed conflict, amongst other organizations, to strengthen the UN monitoring and reporting mechanism on children and armed conflict's approach to attacks and threats of attack on schools and school personnel, as well as military use of schools. In particular, GCPEA will provide language protecting against military use and attacks on education to be used in statements at the annual debate on children and armed conflict and in the outcome document. GCPEA will also seize on opportunities that arise on an ad hoc basis to advocate for stronger protective language within UN documents and fora. In addition, GCPEA will continue submitting reports to treaty monitoring bodies when they examine states where attacks on education or military use of schools are taking place. The submissions will identify attacks and military use that is occurring, and suggest questions for the Committee</p>	<p><u>Activity # 4</u> <u><i>Advocacy with the UN Security Council and treaty monitoring bodies:</i></u></p> <p>UNICEF will provide some support to the salary of the GCPEA Secretariat director who will conduct advocacy with UN Security Council members and to prepare submissions to UN treaty monitoring bodies, as well as to prepare press releases, op-eds and other communications materials to strengthen protections for education against attack.</p>	<p><u>Activity # 4</u> <u><i>Advocacy with the UN Security Council and treaty monitoring bodies:</i></u></p> <p>GCPEA's other donors are providing support to the Secretariat in the form of salaries to staff, and communications support, including funds to upgrade our website, to enable GCPEA to advocate at relevant fora and to disseminate our materials more widely and spread our message in a more effective and compelling manner.</p>

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to put to the state and language to include in their concluding observations. The strategic results to be achieved will be a translation of these activities into both better global level policy initiatives to protect education institutions from attack and to change policies and practices at the national level to ensure that education institutions, personnel, students, and school community members are no longer targets for attacks.		
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Describe the continuity or phase out strategy after this PCA comes to an end.

In 2016 and beyond, GCPEA will build on its earlier work. In particular, GCPEA will seek funding to produce a fifth briefing paper in the series offering guidance to policy makers and practitioners on effective strategies for protecting education from attack. In addition, GCPEA will utilize the briefing paper on education sector plans to advocate with states, likely in collaboration with GPE, to revise their plans to incorporate better protection of education from attack. As the Lucens Process advances in 2015 and states endorse the Lucens Guidelines and work to integrate them in their legislation and military doctrine, in 2016 GCPEA will utilize its fourth briefing paper, a check-list for school management committees to protect education from attack, to call on SMCs to use the Guidelines in advocacy with armed forces or armed groups to end military use of schools. GCPEA will also translate the fourth briefing paper into French, print the paper in both languages and develop a dissemination strategy for the paper. In 2016, GCPEA also intends to monitor the implementation of action plans by participants in the regional contextualization workshop, and may seek funding from other funders and partners to convene a second workshop in another region. Finally, GCPEA will continue advocating with the UN Security Council and UN member states to strengthen the protection of schools and school personnel through the children and armed conflict agenda, as well as encouraging treaty monitoring bodies to raise the issue of attacks on education and military use of schools and universities in their examination of states and their concluding observations.

For amendments, describe the results achieved to date.

The following outcomes were achieved:

- Preparation, publication, launch and dissemination of *Education under Attack, 2014*
- Preparation, publication, and dissemination of two briefing papers:
 - *The Role of Communities in Protecting Education from Attack*
 - *Protecting Education Personnel from Targeted Attack in Conflict-Affected Countries*
- Preparation of a Scoping Study developing a research framework for assessing the protection of education

Results are cited below in more detail.

PCAs signed with this partner in HQNY:

GCPEA has a PCA with UNICEF beginning April 1, 2013, and valid through February 28, 2015. Previously, UNICEF partnered with GCPEA from February 1, 2011 until December 31, 2012 under the Education in Emergencies and Post Crisis Transition programme, on a

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results. Particular attention will be paid to how we are able to gain traction with new audiences that are not already heavily invested in our activities. Indicators used for evaluation will be both quantitative, such as estimating the number of people consuming our publications and qualitative, measuring the quality of language on the protection of education used in international documents and on new audience generation (see indicators of success, below).

Evaluation Mechanisms	UNICEF	Partner
Determine whether the activities achieve their goals as per the indicators detailed below.	Verify final reports of GCPEA to determine whether the indicators listed below have been achieved.	Report on achievement of the indicators listed below.

Indicators of Success:

Describe how success of **this partnership** is defined. List the indicators and respective targets to be used for this purpose (i.e. long-term commitment reflected)

Indicators	Targets
<i>The below indicators will be used to determine successful implementation of activities, process quality, and achievement of intended outcomes</i>	
Outcome 1: Promoting Effective Programs and Policies at the National and Community Level to Protect Education from Attack	
Activity 1. Third Briefing Paper: Education Sector Plans	
1.1 Production of third GCPEA briefing paper by the end of the third quarter of the PCA	1
1.2. Launch event held for GCPEA briefing paper in the fourth quarter of the PCA	1
1.3. Number of individuals or organizations informed of the briefing paper through GCPEA's and partners social media and websites.	10,000
1.4. Adherence of the final paper to the terms of reference.	90% adherence
Activity 2. Fourth Briefing Paper: Checklist for School Management Committees to Protect Education from Attack	
2.1 Production of fourth GCPEA briefing paper by the end of the third quarter of the PCA	1
2.2. Adherence of the final paper to the terms of reference	90% adherence
Activity 3. Contextualization Workshop	
3.1 3-day Contextualization Workshop held in the third quarter of the PCA	1
3.2 Number of participants in contextualization workshop	15
3.3 Percentage of participants implementing action plans developed during the contextualization workshop by the fourth quarter of the PCA	65%
3.4. Evaluation of the workshop by participants	80% rank the workshop as valuable or highly valuable.
Outcome 2: Strengthening Monitoring and Reporting of Attacks on Education	
Activity 4. Advocacy with UN Security Council and Treaty Monitoring Bodies	
4.1 Number of advocacy meetings with individual UN member states encouraging stronger protections against military use of schools and attacks on schools and education	10 meetings per targeted event (i.e. for the UN Security Council Debate or for the

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personnel in the outcome document for the debate on children and armed conflict and countries' statements at the debate, or in relation to other UN events such as the release of the Secretary General's report on children and armed conflict.	release of the SG's report on children and armed conflict)
4.2 Number of states using the language recommended by GCPEA or calling for stronger protections against attacks on schools and education personnel or military use of schools at targeted UN fora.	10 states adopting recommended language per targeted UN event
4.3 Number of submissions by GCPEA to treaty monitoring bodies encouraging examination of attacks on education and military use of schools and universities by the end of the PCA.	6
4.4 Number of documents, reports, concluding observations, statements, etc., issued by the UN Security Council or Treaty Monitoring Bodies that include language on protecting education from attack, particularly any language incorporating GCPEA's advocacy messages by the end of the PCA	6

Budget and funding

Main cost elements:

Describe 3-5 main cost elements of the budget in terms of their importance and need to accomplish the objectives of the activity, including any other funding mobilised for the activity.

	<u>Main Cost Elements</u>	<u>Amount (from UNICEF and partners)</u>
1	Third briefing paper	\$62,000
2	Fourth Briefing Paper (translation, printing and dissemination are not included in the budget for this grant period)	\$20,000
3	Three day contextualization workshop for 15 participants.	\$49,000
4	Technical Guidance – full time program officer with expertise in field programs and policies, dedicated to coordinating and managing all the activities included in this initiative	\$84,000

Cost-effectiveness:

GCPEA holds specific legal, technical, and advocacy expertise in the field of protecting education from attack and is a strategic partner for UNICEF globally. Through the partnership, GCPEA contributes USD \$85,368 through its other donors, PEIC, an anonymous donor, and the Open Society Foundation, particularly to cover the operational costs of the

Timeline for Activities from the UNICEF Proposal

Organization: Global Coalition to Protect Education from Attack

Project Title: Peacebuilding and Education

	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
	Oct. '14	Nov. '14	Dec. '14	Jan. '15	Feb. '15	Mar. '15	Apr. '15	May '15	Jun. '15	Jul. '15	Aug. '15	Sep. '15
Outcome 1: Promoting Effective Programs and Policies at the National and Community Level to Protect Education from Attack												
<i>Output 1: Third Briefing Paper: Education Sector Plans</i>												
Activity 1.1: GCPEA selects consultant to prepare briefing												
Activity 1.2: Consultant completes preliminary mapping, including a literature review												
Activity 1.3: Consultant prepares recommendation for the case study and the Field Programs and Policies Working Group approves it												
Activity 1.4: Consultant completes and submits written narrative of mapping and prepares to conduct case study												
Activity 1.5: Consultant travels to selected country and conducts case study research												
Activity 1.6: Consultant integrates case study research into briefing paper and submits first draft of the paper to the Field Programs and Policies Working Group for review												
Activity 1.7: Consultant incorporates feedback from the Working Group and produces the final paper												
Activity 1.8: Final paper is revised by Secretariat's Program Officer												
Activity 1.9: Final paper is reviewed and signed off by the Steering Committee												
Activity 1.10: Paper is designed, laid, out, printed, and translated into French												
Activity 1.11: GCPEA implements advocacy activities, including launch event												
<i>Output 2: Fourth Briefing Paper: Checklist for School Management Committees on Protecting Education from Attack</i>												
Activity 2.1: GCPEA selects consultant to prepare briefing paper												

Timeline for Activities from the UNICEF Proposal

[illegible]



TERMS OF REFERENCE

Consultant to develop a briefing paper on school-based measures to protect education from attack and schools from military use. (50 days including about 10 days field based research in a country that has been affected by attacks on education)

Description

This briefing paper will focus on actions that can be taken at school level to mitigate the risks associated with insecurity and armed conflict. The aim is to show how school principals, teachers, other education personnel, and school management committees, working in conjunction with staff, students and with other local bodies, can develop and implement a school safety and security plan. The paper will show how this can be included in school development plans or school improvement plans, where these exist.

In collaboration with the Field-Based Working Group (FBWG) of the Global Coalition to Protect Education from Attack (GCPEA), the consultant will:

1. Review the evidence and recommendations on school-level initiatives to protect education from attack, documented in existing GCPEA publications (including the [*Study on Field-based Programmatic Measures to Protect Education from Attack*](#), [*The Role of Communities in Protecting Education from Attack: Lessons Learned*](#), and [*Protecting Education Personnel from Targeted Attack in Conflict-Affected Countries*](#)), as well as the INEE Guidance Note on Conflict Sensitive Education, and publications from Save the Children and other organizations.
2. Identify overviews of current education development literature on (a) school management committees and (b) school development plans/school improvement plans that focus on experience in low-income, fragile states, and conflict- and violence-affected states.
3. Submit a five-page outline for the briefing paper, showing how the head of a school (principal/other authorities) can work with staff, students, and other local bodies, to develop and implement a school safety and security plan (including training). The paper should also briefly show how the local education authorities, parents, and community can support the school in this regard. The paper will use a variant of the structure outlined below.
4. Contact organizations known to have implemented school-level safety and security programs in situations of insecurity and conflict (e.g. UNESCO's program in Gaza) to identify innovative, viable, and effective approaches.
5. Conduct a field study of good practice in one country (to be identified).
6. Ensure that a gender-safety dimension is included in all aspects of the study, particularly, how gender affects: the types of attacks that male and female teachers and students are subject to, the consequences of attacks or military use, and the responses that are required.

Though not the focus of the study, the paper can touch upon risks to female students and teachers from within the school (sexual harassment) and prevention and response measures to protect against sexual exploitation and abuse. Likewise, make note of any linkages between safety from insecurity and from disaster, criminality, and violence. Additionally the paper should also consider children and youth vulnerabilities overall (children with disabilities, children affected by armed conflict, unaccompanied minors, child mothers, children without parental care, displacement, violence, working children, etc.). These will not be the main focus of the study, but will form part of an integrated safety and security plan at school level.

The report should be about 20 pages in length, written in reader-friendly style including bullet points, with an accompanying PowerPoint presentation. In-country field research will be required for the case study, during which the consultant should take high-quality photographs for use in the final publication, presentation, and online media.

Preliminary Outline

1. Introduction: schools should be safe places of learning; brief review of problems during insecurity and conflict, with a focus on attacks on education and military use of schools.
2. Foundation and principles on which effective measures are based, e.g., [INEE Minimum Standards](#), [Minimum Standards for Child Protection in Humanitarian Action](#), [Mental Health Guidelines](#), [Sphere](#), [Guidelines on Gender-Based Violence Interventions](#), etc.
3. Key actors at school level (principal, staff, school management committee/parent-teacher association, students, local bodies, local education office), and their specific roles in school-level planning and management, e.g. school development/improvement plans in low-income and fragile states. Do the plans include an integrated safety and security component, for gender/ disasters/ insecurity (as applicable)?
4. Description of good practice measures that schools take to promote safety and security in times of insecurity and conflict:
 - Physical protection: armed or unarmed school guards; reinforcing school buildings; protection of teachers; safety en route; emergency warnings and preparedness; safety drills, etc.
 - Alternative delivery of education: changed timings; use of community/home premises; learning at home (distance), etc.
 - School management committee safety and security work (or separate committee); how issues of safety for girls, disasters, insecurity are integrated; code of conduct for teachers, etc.
 - Negotiations (where applicable)
 - How to limit the military or political use of the school
 - Support from local education authorities and others
 - Psychosocial support activities to support students and teachers



- Preparing and implementing a school safety and security plan, and incorporating this element in the school development/improvement plan (where applicable)
5. Case study based on in-country field research.
 6. Recommendations for good practice , written in the imperative, separated out for principles, school management, and teachers. Recommendations for donors/UN and for NGOs and other education providers may be included but the paper is intended to be a practical manual for school administrators, principles, and teachers).

Timeline

ACTIVITIES	TIMELINE
1. Consultant completes preliminary mapping of evidence and recommendations for school-level initiatives to protect education from attack, including a literature review, and submits 5-page outline	December 2014 – January 2015
2. Consultant makes recommendation for the case study location; FBWG reviews and approves	January 2015
3. Consultant completes and submits written narrative of mapping based on FBWG feedback on the outline, and prepares to conduct the case study	February 2015
4. Consultant travels to selected country and conducts case study research	February – March 2015
5. Consultant integrates case study research into narrative and submits first draft of the briefing paper for FBWG review	April 2015
6. Consultant incorporates FBWG input and submits second draft for FBWG review	May 2015
7. Consultant incorporates FBWG input and produces third and final draft	May 2015
8. Final draft is reviewed and signed off by the GCPEA Steering Committee	June 2015
9. Paper is designed, formatted, released, and distributed	June 2015



TERMS OF REFERENCE

Consultant to develop a briefing paper on including protection from attack and military use of schools in national education planning and management (40 days)

Description

This briefing paper will focus on actions that can be taken by the ministries responsible for education to mitigate the risks associated with insecurity and armed conflict. The paper will show how protection from attack and military use of schools can be promoted through inclusion in national and sub-national education planning, management, and programs.

In collaboration with the Field-Based Working Group (FBWG) of the Global Coalition to Protect Education from Attack (GCPEA), the consultant will:

1. Review the evidence and recommendations on system-level initiatives to protect education from attack documented in existing GCPEA publications (including the [*Study on Field-based Programmatic Measures to Protect Education from Attack*](#), [*The Role of Communities in Protecting Education from Attack: Lessons Learned*](#), and [*Protecting Education Personnel from Targeted Attack in Conflict-Affected Countries*](#)), the, [*Draft Lucens Guidelines on Protecting Schools and Universities from Attack*](#) as well as the [*INEE Guidance Note on Conflict Sensitive Education*](#), the INEE Minimum Standards, the 2011 Education for All Global Monitoring Report, publications from Save the Children, and other organizations.
2. Liaise with UNESCO International Institute for Education Planning (IIEP) regarding its draft Guidance Note (*Integrating conflict and disaster risk reduction into education sector planning*) piloting in Chad, Burkina Faso, and elsewhere; liaise with Global Partnership for Education (GPE), the World Bank, USAID, and other agencies engaged in this area, including review of GPE guidance on education and fragility and protection from attack, and [*INEE's work on contingency planning*](#).
3. Submit a five-page outline for the briefing paper showing how an education ministry can contribute to school safety and security through national plans, training and capacity development, and field management (regional and district education offices, etc). The paper will use a variant of the structure outlined below.
4. Contact education ministries, other relevant ministries and departments, and partner organizations known to have initiated safety and security programs in situations of insecurity and conflict (e.g. UNESCO program in Gaza) to identify innovative, viable, and effective approaches at system and subsystem levels.
5. Ensure that a gender-safety dimension is included in all aspects of the study, including measures to reduce the risks to female students and teachers (en route to school, in school, including from teachers and fellow students). Likewise, take note of any linkages between safety from insecurity and from disaster, criminality, and violence. These will not be the



main focus of the study, but will form part of a national integrated school safety and security plan for the education sector.

The final report should be about 20 pages in length, written in reader-friendly style including bullet points, with an accompanying PowerPoint presentation.

Preliminary Outline

1. Introduction: schools should be safe places of learning; brief review of problems during insecurity and conflict, with a focus on attacks on education and military use of schools. National education plans and programs should include a safety and security component, including issues related to insecurity and conflict, as well as gender, disasters, etc.
2. Description of what education policy, planning, and programming measures can be considered to protect education from attack and military use, taking account of contextual factors (drawn from GCPEA reports and working group recommendations, as well as other sources; including physical protection, community involvement, conflict sensitive education; disaster risk reduction, etc.)
3. Guidance on:
Assessment of official education policies and plans to see whether they reflect protection of education from attack, including:
 - Review of selected education sector plans and policies, including Palestine and South Sudan, to help develop indicators of whether they incorporate needed protective measures that may be needed in the countries concerned.
 - Checklist/indicators for assessing plans and policies in terms of protecting education in times of insecurity and conflict (drawing on the IIEP-PEIC planning booklets and GCPEA guidance).

Measures at the education system level, including:

- Reducing bias in access to the different levels of education by different identity groups (a key preventive element for education plans)
 - Policies for teacher recruitment and deployment
 - Adopting language of instruction policies that meet local concerns (as well as pedagogic criteria)
 - Strengthening curricula to support social cohesion (key points only, refer to other sources)
 - Enhanced access to distance education at secondary and tertiary education level
4. Good practice at local level that the ministry of education and subnational education offices can support through resource allocation in plans; through in-service training of school principals, teachers, parents, and students; and through management practices, including:

- Policies and programs for enhanced physical protection in general¹
 - Policies and programs for teacher protection; codes of conduct for teachers
 - Policies and programs for early warning systems
 - Negotiations (where applicable)
 - Policies and programs to support psychosocial support activities for students and teachers
 - Requirements and support to schools for preparing and implementing a school safety and security plan, and incorporating this element in the school development/ improvement plan (where applicable).
 - Requirements and support for school management committees/relevant community-based groups to prepare and implement safety and security plans, including how issues of safety from attacks are linked with safety for girls and disaster risk reduction.
5. Inter-sectoral system-level support for safety from attack and military use of schools, where the education ministry can provide information, motivation, or leadership, including:
- Strengthening monitoring and reporting systems for attacks on education and military use of schools, including child recruitment from schools)
 - Accountability mechanisms (including MRM)
 - Legislative frameworks that protect education from attack, including both domestic law and international law such as international human rights treaties
 - Dialogue and negotiations (including with religious leaders, political groups)
 - Restricting the political use of schools and their use for elections (if likely to provoke violence)
 - Reducing the military use of schools, including by influencing military doctrine.
6. Recommendations for good practice written in the imperative for education authorities (ministries of education). Recommendations can also be added for donors/UN; for NGOs and other education providers but the paper is intended to be a practical manual for planners at ministries of education.

Timeline

ACTIVITIES	TIMELINE
1. Consultant completes preliminary mapping of evidence and recommendations, including a literature review, and submits 5-page outline	December 2014 – January 2015
2. Taking into account FBWG feedback, consultant completes first draft of the paper and submits to FBWG for review	February 2015
3. Consultant incorporates feedback from FBWG and produces second draft of paper	March 2015
4. Consultant incorporates feedback from FBWG and produces third and final draft of paper	April 2015

¹ E.g. Armed or unarmed school guards; reinforcing school buildings; safety en route; emergency warnings and preparedness; safety drills; changed timings; use of alternative premises; relocation...



Global Coalition to **Protect**
Education from Attack

5. Final draft is reviewed and signed off by the GCPEA Steering Committee	April 2015
6. Paper is translated, designed, formatted, and distributed	May 2015
7. Release of paper and launch event	June 2015

MONITORING AND REPORTING WORKING GROUP

MRWG Working Group 2015 Plan

Name of Working Group: Monitoring and Reporting Working Group	
Budget for 2015: To be determined	
<i>Vision of the Working Group (what you want to see change in the next 5-10 years):</i> Establishment of a system of monitoring and reporting mechanisms that contribute to ending attacks on education and military use of schools and universities.	
OBJECTIVES (what you want to achieve in the next 1-2 years)	
<ol style="list-style-type: none"> 1. Increased focus of the MRM on attacks on education and education personnel and military use of schools. 2. Increased reporting of attacks on education and education personnel, as well as military use of schools, in the Secretary General's annual report on children and armed conflict, due to more information on attacks and military use being collected by the MRM. 3. Greater media attention on the issue of attacks on education and military use of schools 4. Increased monitoring and reporting of attacks on higher education. 5. Greater monitoring and reporting of attacks on education and military use of schools by treaty monitoring bodies. 	
2015 DELIVERABLES	
<ol style="list-style-type: none"> 1. A plan for producing <i>Education under Attack 2017</i> and implementation of activities slated in the plan for 2015. 2. Strong wording on protecting education from attack and schools from military use in the resolutions of the Security Council on the children and armed conflict agenda; strong statements by states at these debates; and strong wording in the Secretary General's annual report. 3. GCPEA statements or op-eds about attacks on education or military use of schools are released, on average, twice a month (assuming that we have a communications officer to help do this). 4. Statements by treaty monitoring bodies calling for better protection of education from attack and schools from military use. 5. Inclusion of data from <i>Education under Attack 2014</i> in the education in conflict policy paper produced by UNESCO's Global Monitoring Report. 6. Collaborative framework developed between GCPEA (secretariat and members) and PEIC regarding the ongoing M&R of attacks on education via PEIC's Global Data Hub/Service (GDH/S), with linkage to the preparation of <i>Education under Attack 2017</i> as appropriate. 	

MRWG Working Group 2015 Plan

OBJECTIVE	2015 ACTIVITIES (For each objective, list the activities that you plan to carry out).	TIMELINE	PERSON RESPONSIBLE FOR THE ACTIVITY
1- 4, 6	Develop a plan for producing <i>Education under Attack 2017</i> to be developed at the WG meeting on November 18, 2014 in New York.	November 2014	WG
1-3	Strengthen the MRM system's reporting on attacks on education and military use of schools. a) Advocate with missions to the UN for incorporation of the recommendations in <i>Education under Attack 2014</i> and other GCPEA publications into the outcome document ahead of the SC open debate on children and armed conflict, as well as in states' oral and written statements at the debate. b) Advocate for inclusion of GCPEA recommendations in the SG's report on children and armed conflict.	Ahead of release of the SG's report and the annual debate (dates to be determined)	WG
5	Prepare submissions to treaty monitoring bodies. a) Prepare submissions on states that experience attacks on education or military use of schools. b) Inform our partners when states that experience attacks or military use are being examined and encourage them to produce submissions to these treaty monitoring bodies before the deadlines.	Ongoing	WG

MRWG Working Group 2015 Plan

OBJECTIVE	2015 ACTIVITIES (For each objective, list the activities that you plan to carry out).	TIMELINE	PERSON RESPONSIBLE FOR THE ACTIVITY
3	Prepare statements, and op-eds to place in the media to coincide with the Security Council Open Debate on Children and Armed Conflict and other events where attacks on education and military use can be highlighted.	Ongoing	GCPEA Communications Officer (to be hired)
3	Provide GMR with data to incorporate into its conflict policy paper and participate in the launch of the paper	November 2014 to contribute data and February 2015 for the launch of the report.	WG
6	Develop collaborative framework regarding M&R of ongoing attacks on education via PEIC's GDH/S	Ongoing	WG

Education Under Attack Costs 2012-2014

Footnotes

Item	2012 TOTAL	2013 TOTAL	2014 TOTAL	2012-2014 TOTAL	[1]
EUA Project Team Costs					
Mark Richmond	\$ 17,000	\$ 16,500	\$ -	\$ 33,500	
Jane Kalista	\$ 11,200	\$ 43,750	\$ 10,500	\$ 65,450	
Brendan O Malley	\$ 20,000	\$ 65,900	\$ -	\$ 85,900	
<i>Subtotal</i>	<i>\$ 48,200</i>	<i>\$ 126,150</i>	<i>\$ 10,500</i>	<i>\$ 184,850</i>	
Additional Consultant Costs					
Country Researchers	\$ -	\$ 68,850	\$ -	\$ 68,850	
Thematic Chapters	\$ -	\$ 27,000	\$ -	\$ 27,000	
<i>Subtotal</i>	<i>\$ -</i>	<i>\$ 95,850</i>	<i>\$ -</i>	<i>\$ 95,850</i>	
<u>Production</u>					
Copy-Editing	\$ -	\$ 5,250	\$ -	\$ 5,250	
Fact checking	\$ -	\$ 17,400	\$ -	\$ 17,400	
Photo Sourcing	\$ -	\$ 2,580	\$ 2,169	\$ 4,748	
Graphic Design	\$ -	\$ 2,100	\$ -	\$ 2,100	
Printing of report (2000)	\$ -	\$ -	\$ 18,263	\$ 18,263	
<u>Launch</u>					
Launch Consultant	\$ -	\$ -	\$ 5,558	\$ 5,558	
Launch Event(s)	\$ -	\$ -	\$ 15,202	\$ 15,202	
<u>Executive Summaries</u>					
Translation (3 Languages)	\$ -	\$ -	\$ 4,036	\$ 4,036	
Vetting Translations	\$ -	\$ -	\$ 780	\$ 780	
Layout and Design	\$ -	\$ -	\$ 2,600	\$ 2,600	
Maps of Attacks	\$ -	\$ -	\$ 775	\$ 775	
Printing (1,900 copies in 4 Languages)	\$ -	\$ -	\$ 1,849	\$ 1,849	
<u>Media/Web/Dissemination</u>					
Video	\$ -	\$ -	\$ 12,000	\$ 12,000	
Media Consultant	\$ -	\$ -	\$ 10,000	\$ 10,000	
IT/Web Services	\$ -	\$ -	\$ 5,000	\$ 5,000	
Postage and Shipping	\$ -	\$ -	\$ 3,948	\$ 3,948	
Bank Fees	\$ -	\$ 78	\$ -	\$ 78	
<i>Subtotal</i>	<i>\$ -</i>	<i>\$ 27,408</i>	<i>\$ 82,180</i>	<i>\$ 109,587</i>	
<i>SUBTOTAL DIRECT COSTS</i>	<i>\$ 48,200</i>	<i>\$ 249,408</i>	<i>\$ 92,680</i>	<i>\$ 390,287</i>	
Management and Fees	\$ 7,230	\$ 37,411	\$ 13,902	\$ 58,543	[2]
TOTAL	\$ 55,430	\$ 286,819	\$ 106,581	\$ 448,830	

[1] Figures for 2014 include expenses through July 31, 2014.

[2] Estimated management and fees based on 15% of direct costs. Actual fees charged to donors were not broken down by program area and were likely less than shown here.

GMR 2015 CONFLICT POLICY PAPER

Tentative launch date: February

Concept note:

1. Conflict and education

- a. Out of School children, pre-primary and primary education (access, participation and completion)
- b. Adolescents: secondary education (tbc) (access, participation and completion)
- c. Youth Literacy and conflict
- d. Protracted and non-protracted countries since 1999 and whether protracted status has severe negative impact on education outcomes.

Comment [DN1]: GCPEA will provide two paragraphs summarizing the findings from Education under Attack 2014 to include the issue of attacks on education and military use into the context of conflict and education.

2. Funding for education in conflict affected countries - Qualitative analysis:

- a. Public financing of education in conflict affected countries
- b. Relationship between development and humanitarian aid in conflict-affected countries over time (tbc)
- c. Aid delivery: the role of NGOs and pooled funding mechanisms
- d. Varied shares of appeals for education, and the imbalance in funding between them.
- e. The division of humanitarian appeals and aid between different education levels (pre-primary, primary, secondary etc...). Look at types of education expenditure (eg. school construction versus teacher training).

3. Advocacy messages for post-2015:

- a. How should we define what counts as humanitarian funding for education? (assessing CERF's current definition)
- b. Using this definition, show that the 4% target for humanitarian aid to education is too low, by giving a few country examples as evidence.
- c. What principles should be set for countries/donors? Eg. How should education's share of humanitarian aid – the 4% - be divided between different levels of education? How can we ensure countries in conflict do not suddenly lose development funding? What principles for humanitarian aid delivery?
- d. Apart from finance, what other elements or conditions need to be addressed?

Comment [DN2]: How to respond to attacks on education and military use of schools and universities.

Scoping study for the design of a ‘Global Data Hub’ for attacks on education

Consultant: Jane Kalista
7 August 2014

1. Background

This scoping study is undertaken with the aim of contributing to future work on the monitoring and reporting of attacks on education, and related issues. Its purpose is to elaborate potential modalities and important considerations for the design and implementation of a ‘Global Data Hub’, which would be tasked with gathering, sorting, analysing, storing and sharing information about ongoing attacks on education around the world. This Global Data Hub would be based at PEIC, which has a longstanding commitment to strengthening the monitoring and reporting of attacks on education, and would be developed and operated in close partnership with the Global Coalition to Protect Education from Attack (GCPEA) and its member organisations.

The concept of a Global Data Hub responds to the call by the recent GCPEA report, *Education under Attack 2014*, for a range of stakeholders to improve the collection and use of information about attacks on education to hold perpetrators to account, devise effective prevention and response measures, and address the impact of such attacks. The data hub aims to act as a catalyst for such improvements, as well a means for amplifying the work of others in strengthening the monitoring, reporting and use of data.

The proposed functions and modalities of such a data hub – and reflections on the challenges it may face – take into account existing processes of monitoring and reporting and build upon the experience of preparing *Education under Attack 2010* (UNESCO) and *Education under Attack 2014* (GCPEA), which were, respectively, funded and partially funded by the Office of Her Highness Sheikha Moza bint Nasser and PEIC. Additionally, they reflect several of the findings of a feasibility study commissioned by Education Above All on global surveillance of education-related attacks and prevention and protection measures.¹ The ideas presented are intended as a starting point for discussions within PEIC and eventually with GCPEA and other partners, whose buy-in and ongoing support are critical to the success and added value of any such initiative.

The paper begins with an overview of the purpose of a Global Data Hub, the roles it might play and the potential parameters of its operations. It then proposes modalities for the collection, vetting, analysis, storage and dissemination of data. A number of challenges and considerations are subsequently raised, as are options for addressing or mitigating them; these are meant to highlight, and inform, some of the key practical decisions that will need to be taken as the Global Data Hub is established. Suggestions for building the credibility of the Global Data Hub and ensuring its independence and impartiality are also offered. Finally,

¹ See Education Above All and the Columbia Group for Children in Adversity, *Feasibility study for improved global monitoring of attacks on education* (Doha: Education Above All, October 2011).

a number of recommendations are provided to guide further reflection and decision-making in the design and implementation of the data hub.

2. The need for improved collection, aggregation, analysis and sharing of information

Conflict and insecurity are denying children and young people their right to quality education. According to UNESCO, at least 28.5 million, or 50 per cent, of the world's primary school age children who are out of school live in contexts affected by violent conflict.² Millions more youth are missing out on meaningful opportunities for learning and skills development in these contexts. The physical and psychosocial impacts of war impede access to education and adversely impact its quality; they also impinge on the ability of students to learn, teachers to teach, and administrators to plan and manage the delivery of education services.

Not only are education systems impacted by the general destruction and danger that conflict brings or the climate of fear it creates, but they also frequently become targets themselves. A growing body of research, including the recent GCPEA publication *Education under Attack 2014*, demonstrates that attacks on learning facilities, students and education personnel by both armed non-state groups and state armed forces are a widespread tactic of war – and one that has adverse consequences for the communities directly affected, as well as the wider systems of which they are a part.

Both the recent experience of preparing the latest volume in the *Education under Attack* series and evolving discussions since the publication of the first study in 2007 have underscored the need for improved and continuous collection, aggregation, analysis and sharing of information related to attacks on education and efforts to improve the protection of education in situations of conflict and insecurity. This information is critical, not only for triggering immediate responses and raising public awareness, but also for purposes of strengthening accountability and improving the prevention of future attacks. Data collected over time are key to understanding patterns of attacks and informing efforts to stop them; the aggregation of data to give a global perspective can also be an important tool for advocacy and may help to encourage political and resource commitments to improve prevention and response.

While several channels for monitoring and reporting of incidents exist, and are key contributors to better understanding the nature, scope and impact of attacks and catalysing and/or informing action to stop them, there is no single source or system which gives a complete picture of the full range of reported violations occurring worldwide on a regular basis. At present, no central repository of information – no ongoing, 'real-time' collation of media coverage or UN, NGO or government reporting at global level – exists.

² UNESCO, *Education for All Global Monitoring Report 2013-4 – Teaching and learning: Achieving quality for all* (Paris: UNESCO, 2014).

GPCEA features news items and resources or reports on its website, but the details of these reports are not recorded, tallied or analysed in a continuous way nor are they a reflection of an ongoing, comprehensive trawling of available media reports. The UN Secretary-General's annual report on children and armed conflict provides figures of UN-verified attacks on schools and military use of educational facilities, but this report does not cover every country where attacks are occurring, is typically limited to primary and secondary education, and reports only those incidents it is able to verify, which are necessarily fewer than the actual number of attacks committed. Individual agencies may publish detailed country reports or situation updates that monitor attacks in a given country or against a particular level of an education system (such as higher education). Media reporting from local media outlets to international press agencies is plentiful but nowhere is it aggregated over time and, depending on the profile of a given incident, may easily go unnoticed at global or regional levels. The GCPEA *Education under Attack* publication comes closest to fulfilling this function, but the report is only produced every several years and, given the vast and increasing quantity of available information, it has become incredibly labour-intensive to trawl through multiple years' worth of reporting from a historical distance.

Given the increasing volume of information available, and the ongoing importance of current, consolidated data for a variety of uses, the potential contributions of a 'data hub' or 'information centre' that pulls together information about attacks and makes it available for these purposes are numerous. Not least, the data collected would facilitate the preparation of future *Education under Attack* reports and free up resources for more in-depth, in-country research to strengthen the report. Moreover, they would potentially serve PEIC as well as GCPEA, UN and NGO partners and others in their advocacy, policy and programmatic work, in securing funding for prevention and response programmes, in providing valuable information for academics and other researchers, in potentially encouraging legal investigations, and in strengthening media reporting of these issues.

3. Functions and modalities of a 'Global Data Hub'

3.1. Purpose and scope

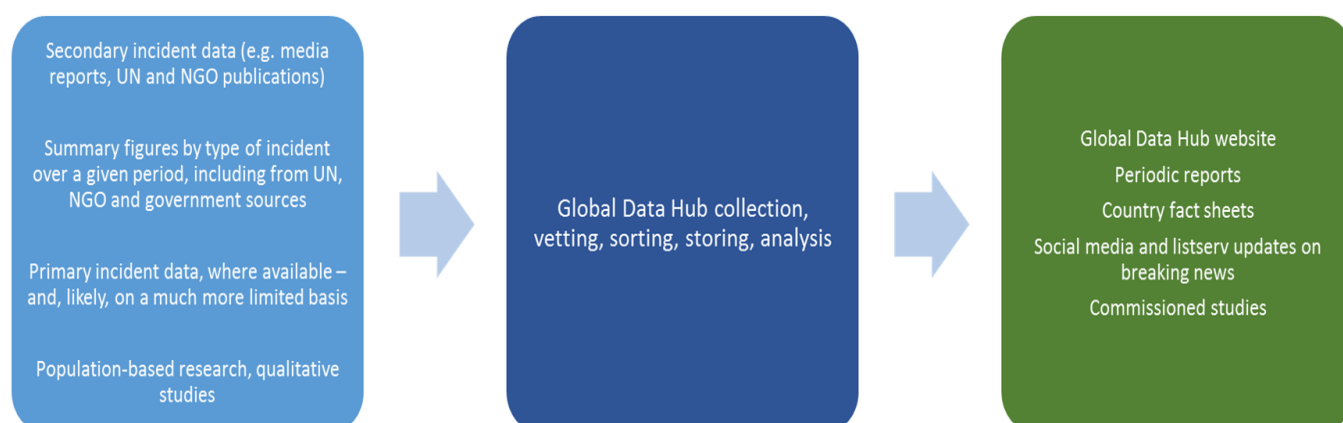
The purpose of the 'Global Data Hub' would be to improve the aggregation, analysis and dissemination of information about attacks on education in a consistent and continuous way – gathering, sorting and synthesizing data collected through existing monitoring and reporting channels (e.g. the UN MRM, UN and NGO reports, reports of relevant UN treaty bodies, media coverage) in 'real time'. Establishing this data hub would fill a current gap in the information landscape and, in turn, contribute to ongoing global advocacy and knowledge-sharing work undertaken by GCPEA as well as by individual organisations. It could additionally serve as a helpful resource for compiling and sharing information with international treaty bodies, field practitioners, academic researchers, media outlets and other interested parties. The Global Data Hub would not undertake to be a comprehensive system of global surveillance, but through its work over time, and through formalized collaboration with partners on the ground, could evolve in terms of its monitoring capabilities and capacity.

While conceived primarily as a contribution to collective efforts to improve knowledge and understanding of attacks on education, the hub would also strengthen PEIC’s own research, analysis and advocacy and support the achievement of its goals regarding this issue.

At least initially, the scope of the data hub primarily would be limited to secondary data collection and analysis and would necessarily have to deal with the practical limitations of its ability to verify information or to present data as fully-verified. There are avenues that could be explored as the data hub becomes more established – some of which were elaborated in the feasibility study EAA commissioned – to increase the types of information it might be able to collect and share (for example, supporting improved primary data collection and analysis, periodically commissioning population-based research to measure prevalence in given countries or regions, and undertaking qualitative studies of impacts). However, initially, the focus would be on collecting and analysing available data from media, UN, NGO and government sources.

The Global Data Hub might eventually also explore the possibility of collecting, storing and analysing information on responses to attacks. However, doing so would require a different approach than the one proposed for the monitoring of attacks, and one that would need to be built up over time. The potential informants or sources for response data would differ to a large extent, with data coming primarily from the education development and humanitarian community, rather than from the media, civil society, and UN and NGO reports that would be used for collecting information on attacks. The range of responses – both in terms of type and time frame – is extremely wide, and would make it challenging to collect information systematically that would capture everything being undertaken in a given context to respond to attacks. It would also be difficult, in many cases, to isolate responses that specifically address the impact of attacks on education versus the impact of conflict on an education system more generally. Given these challenges, collecting response information is something that should be considered only after the data hub becomes operational and its work on attacks monitoring has been solidified.

Figure 1. The Global Data Hub process



3.2. Modalities

The sequence portrayed schematically in Figure 1 is elaborated in more detail within the sections that follow.

3.2.1. Main types of information

The main types of information to be collected and analysed by the Global Data Hub would be:

- 1) **Detailed incident data** regarding individual attacks on education facilities, students, teachers, academics or other education personnel, or instances of military use of educational facilities, in any country where an event that fits the agreed definition of an ‘attack on education’³ occurs; and
- 2) **Aggregate country-level data** gathered from existing formal monitoring processes (such as the MRM), UN and NGO partners, and governments (where available), which provide composite figures of the number of attacks documented in a given context over a particular period of time.

With respect to the first type of information, this would include the ‘what’, ‘when’, ‘how’ and ‘where’ of a given incident as reported by a given source or number of sources and would be collected in ‘real time’ (with the recognition that figures might change as more information becomes available). Where the ‘who’ and/or ‘why’ of an incident are clearly known or can reasonably be imputed, this information would also be recorded; however, it is often the case that perpetrators of an attack may be unknown or the motives for attacking may be unclear, unless a group or government has issued an explicit statement or warning that clearly ties the perpetrator to the incident and/or articulates a motive.

If immediate impacts are known, this information would also be collected. Other information, where available, would additionally be included to document, for example, that attacked education facilities were being used as polling stations, or were occupied by military forces or armed non-state groups, or by IDPs, or to catalogue the particular type of education facility targeted (i.e. government vs. community or religious school/public vs. private school).

With respect to the second type of information, these data would be used to complement any figures generated from the collection of individual incident data. Data provided through existing monitoring channels may not be disaggregated by type of incident and often do not

³ This refers to the definitions agreed for the preparation of *Education under Attack 2014* – i.e. “Threats or deliberate use of force against students, teachers, academics and any other education personnel, as well as attacks on education buildings, resources, materials and facilities, including transport. These attacks may be carried out for political, military, ideological, sectarian, ethnic or religious reasons...The study additionally reports on the use of schools for military purposes or security operations by armed forces, or police or other security forces, or by armed non-state groups, including rebel forces or any other armed military, ethnic, political, religious or sectarian group.” For a detailed explanation of definitions and terms, please see *Education under Attack 2014*, pp.34-35.

provide individual incident details for reasons of confidentiality but, rather, give tallies of certain types of reported attacks – or simply tallies of attacks, in general, and instances of military use. Most often, it is therefore impossible to combine such data with any incident data that might be generated from recording and analysing individual cases as reported by media or other sources.

3.2.2. Main sources of information

Initially, the principal sources of information gathered and analysed by the Global Data Hub would be media reports, UN and NGO reports and studies (including, for example, HRW country reports, UN situation updates, UN treaty body reports, Education Cluster briefing notes and advocacy documents, EI studies, US State Department annual human rights reports), information provided by higher education organisations (notably, SRF, SAR and CARA), and country-level education clusters (depending on the willingness of partners to share information and the partnerships/avenues for collaboration that might be built).

Eventually, direct support for monitoring initiatives might be envisaged that would support improved primary data collection across affected contexts while increasing the quantity and standardization of data that could then be analysed and used for a variety of purposes at global level. For example, a possible partnership with the Global Education Cluster could be explored to provide additional support to information management in country-level clusters and to develop standard tools for collecting information across clusters on attacks, as well as training to support the consistent collection and verification of data regarding attacks on education, which could then, in turn, be shared with the Global Data Hub.

The data hub could also consider commissioning and funding periodic population-based research in a selection of countries that would give reliable prevalence and incidence rates and could help for comparison over time that would add more depth to current analyses of patterns of attacks; it could additionally undertake qualitative studies that would provide richer information on impacts and, potentially, on the context of and motives underlying attacks. If a decision is made to undertake data collection and analysis regarding responses to attacks, even in a more limited way, population-based research could also be used to examine the effectiveness of programmatic interventions in particular contexts. To contribute to the deepening of historical knowledge of these issues, in particular the question of long-term impact, the data hub might eventually consider commissioning ‘whole crisis’ studies of particular countries where attacks have occurred, instead of snapshots that do not manage to capture the organic, historical character of conflicts and their educational effects. These kinds of initiatives would be more resource-intensive and would require time to put into place (unlike the trawling, sorting and aggregating of existing, secondary source information) and would therefore be best considered as future options, to be pursued once the data hub is up and running.

3.2.3. Main methods of information gathering

Information to be analysed could be gathered through a variety of means. Email alerts to receive articles and updates from search engines, relevant media sources, news aggregators

and humanitarian information networks (such as ReliefWeb) could be set up using key words; this would provide a daily check to capture any breaking news items or humanitarian updates. A schedule for regular trawling of media outlets, UN and NGO websites and other internet sources by data hub staff could also be set; countries where attacks are known to be occurring or with a history of attacks should be the primary focus of these searches, as it would be too labour intensive to do so for every country in the world, but a wider search should be carried out periodically (e.g. semi-annually or quarterly) to be sure to catch isolated incidents or patterns that might be emerging in countries not previously among the 30 countries profiled in the last *Education under Attack* study, or even the 40 additional countries in which isolated attacks were documented by the study. Periodic literature reviews could also be undertaken to capture any new narrative information that might be published.

Lastly, the possibility of sending out periodic information requests, using a standard format, to a network of contacts in different organisations would be important to explore. This would require close collaboration with GCPEA, and the question of how to encourage the sharing of information collected by individual organisations or coordination mechanisms (such as education clusters or MRM task forces) without it being overly burdensome or hindered by territorial, political or other issues would have to be carefully thought through. Given that the data collected eventually would be used for a GCPEA product (i.e. *Education under Attack*) and in the meantime would be intended to support the work of the Coalition and its members, it might be easier to secure the participation of Steering Committee member agencies at a minimum in such an ongoing process, provided mutually-agreed protocols were put in place regarding the collection and use of data. Though it would not be a precondition for getting started with data collection and analysis, securing the participation of partners in information-sharing over time would enhance the data hub's utility and strengthen its contributions to advocacy and other efforts to improve protection.

Eventually, additional data might also be gathered through the commissioning of specific quantitative or qualitative research into prevalence and incidence rates, impacts of attacks, or effectiveness of responses, as mentioned above.

3.2.4. Accessing non-English medium information

Access to non-English medium information would be an essential component of any data collection undertaken. Language research capabilities have been recognized as a limitation – and an inherent selection bias – in each of the processes of preparing *Education under Attack*. The preparation of the last study included trawling of sources in French and Spanish and some in Arabic, but would have benefited from additional resources to do, at a minimum, a more complete search of Arabic language sources. It is unrealistic to envision that research might be undertaken in every relevant language group but it would be important to foresee at least periodic trawling of non-English sources in a feasible set of languages to be determined (for example, at a minimum, Arabic, French and Spanish).

Ideally, staff involved in the functioning of the data hub might have sufficient fluency to undertake research in at least one additional language besides English – but for those selected languages not able to be covered in-house, consultant researchers might be

engaged to conduct periodic searches using set keywords and to record information found in additional language sources (which would then need to be compared against English-medium information already collected). If it is determined that a number of attacks may be occurring in a particular country where a language gap is thought to be limiting the data hub's ability to collect or triangulate data, the commissioning of one-off research in that language might be considered, depending on available resources.

Thought also needs to be given to the languages in which the Global Data Hub makes information available and in which it undertakes its outreach. While it may be difficult to translate all items into multiple languages, resources should be allocated for the translation of at least a selection of materials produced by the data hub (e.g. periodic reports, country fact sheets, executive summaries of commissioned studies) into an agreed set of languages (at minimum, Arabic, French and Spanish). Ideally, all materials, including the website, would be available in multiple languages – but this may not be practicable, depending on the availability of resources for translation, given that the website will be continually updated.

3.2.5. Key research terms for literature review

Rather than reinventing the wheel, it would be advisable that the Global Data Hub use the key research terms that were developed, tested and refined in preparing the last *Education under Attack* study (please see Annex I) – both in manual searches for information and the review of published literature and in setting up alerts for gathering news and information through search engines, humanitarian information networks and media websites. These key words were articulated, based on the experience of the research team, to account for the fact that words used to describe attacks and targets may vary across contexts (for example, the terms 'principal', 'headmaster', 'headmistress' and 'head teacher' may be used interchangeably to refer to the lead administrator of an individual school), and correspond to the definition of attacks as agreed by the GCPEA Steering Committee member organisations. Given that the Global Data Hub's work is envisioned, in part, to support the preparation of future *Education under Attack* reports, using the same search terms would be helpful for reasons of consistency over time as well.

3.2.6. Categories for sorting information

The information collected by the Global Data Hub would be sorted using an agreed set of indicators that would capture detailed information about each incident. A system would be put in place whereby information entered into a database, after having been checked carefully (with the most reliable and, when in doubt, conservative figures used for database entry if multiple sources exist for a given incident), could then be sorted and total figures calculated by the range of categories related to:

- 1) the **location** of attacks (e.g. country, region);
- 2) the **time period** (e.g. year, month, dates);

- 3) the **nature** of attacks (e.g. type of attack/target; method of attack; level of education targeted; type of perpetrator, where clearly known – i.e. state armed forces vs. armed non-state groups; type of motive, where clearly known; information about the type or use of education facilities or personnel – e.g. school used as polling site, public vs. private/government vs. community or religious school); and
- 4) the **impact** of attacks (e.g. number of deaths – of students, of personnel; number of injuries – of students, of personnel; number of facilities destroyed/ damaged; number of materials destroyed/damaged; number of students recruited from schools/school routes; number of incidents of sexual violence, related to conflict and insecurity, in schools or en route to/from school; number of learning facilities closed, where known; number of days of schooling lost, where known).

The possibility of sorting by ‘validated’ vs. ‘non-validated’ or some such hierarchy regarding the quality of information – for example, a system signalling the level of reliability of the information based on the nature of the source or the number of available sources or some combination thereof – might also be explored to enable a wider capture of information but one that allows for variance in the quality of that information.

3.2.7. Data analysis

Careful quantitative analysis and synthesis of the information collected would be undertaken to provide up-to-date figures on a regular basis. Data would be handled through a multi-step process – beginning with cataloguing all sources found describing a particular incident, then vetting and entering incident information into a tailor-made database according to agreed quality criteria and using standard coding, and finally, using the database to generate tallies (for example, by country, by region, by type of attack). Composite figures from UN, government and other sources would also be collected, synthesised and presented alongside the incident data from media and NGO reports. Since it is not always clear from the composite figures provided by some sources (such as the MRM) which are the individual incidents that have been included in the count or which types of attack and how many of each are included in their counts, these figures will need to be analysed and presented separately to avoid double-counting – a procedure followed in the last *Education under Attack* report.

Should more in-depth, in-country studies be commissioned, they would also become a valuable part of the data hub’s analysis. For example, population-based research undertaken in a particular set or sample of countries enabling the documentation of incidence and prevalence rates, if repeated over time, could eventually enable the data hub to analyse trends longitudinally and regionally or by type of conflict, depending on how the sample of countries might be selected.

3.2.8. Storing information

The information collected by the Global Data Hub should be stored using several different methods. All reports accessed should be copied and saved (including their web links) into

clearly organized files set up within a reliable and secure cloud storage system, which would enable their contents to be shared with approved users as needed. This step is critical, as media reports in particular (but also other grey literature) may only be accessible for a limited period of time on a given website. Some record of the actual content of the articles, their links and access dates must be kept, not only to facilitate the work of future researchers for the *Education under Attack* report but also to ensure there is a trail of the actual information consulted which can then be referred back to and re-checked as needed. All PDFs of UN and NGO reports should also be stored in this filing system for ease of access and reference.

A sophisticated database should be built into which incident information, once vetted, can be entered using standard coding. The database would serve simultaneously as a site for storing information as well as a powerful tool for analysing that information. Each entry in the database would include all available information corresponding to agreed indicators, as well as the bibliographic information of the sources substantiating it (once these sources have been vetted and culled to the agreed maximum number – see Section 4.3. below).

Lastly, a method for tracking and storing incident tallies from other monitoring channels such as the UN Secretary-General's annual reports on children and armed conflict, education cluster briefing notes and advocacy documents, higher education organisations, and governments – whether using a spreadsheet or including some component in the database, if possible – should be developed. Since these figures cannot readily be combined with individual incident data, unless they are clearly disaggregated with detailed information that allows for a cross-check against recorded incidents, they will need to be stored separately so as to avoid double-counting and inadvertently misrepresenting total numbers of attacks.

All means used for storing data would need to be secure, with controls restricting access to confidential information. A process to ensure that the database and files are automatically and continually backed up would also need to be put in place to prevent the loss of information.

This data collection and storage would begin from the creation of the Global Data Hub, going forward; chronologically, it would start where *Education under Attack 2014* left off – i.e., the second half of 2013. The data hub would not seek to include data already collected and analysed in the previous *Education under Attack* reports. The process of data collection has evolved considerably since the first *Education under Attack* study was published in 2007, and would make it difficult, for reasons of comparability and continuity, to catalogue information from the 2007 and 2010 editions. While individual incident data from the period 2009 to 2013 could be entered using the sourcing from *Education under Attack 2014*, this would be extremely labour intensive and could inadvertently introduce errors in an attempt to enter incident details into the same format the data hub would be using going forward. The 2014 study itself provides totals (and sourcing) for comparison, from which the Global Data Hub could draw when producing materials – and which the research team for the next edition of *Education under Attack* will be able to use as a reference point when analysing developments that have occurred since the last report was published.

3.2.9. Sharing information

The role of the Global Data Hub as an active provider of information for those working to improve prevention and response is as important as the role it stands to play in collecting and serving as a central repository for data on attacks worldwide. The modalities for sharing information with a range of stakeholders may evolve over time but most immediately could include any combination of the following:

- 1) A separate **Global Data Hub website**, cross-linked with the PEIC site, that aggregates and organises media reports by country, makes available all data hub products – such as periodic updates synthesizing findings from data analysis, country fact sheets or report cards (as suggested by the EAA feasibility study), and commissioned research – and links to GCPEA and the relevant pages of other partners' sites. The possibility of creating a Global Data Hub app might also be explored;
- 2) **Periodic reports** (i.e. monthly or quarterly) that synthesize data on attacks worldwide using a standard format and agreed set of indicators;
- 3) **Country fact sheets** or report cards (as suggested by the EAA feasibility study) that summarize developments in each country generated through data collection, made available on an annual or semi-annual basis;
- 4) A **listserv** to distribute monthly email digests that give titles and links to relevant articles and reports, and to share data hub products (e.g. country fact sheets, periodic reports, publications), as well as information on major events as they are unfolding;
- 5) A **restricted access version of the database** that could be made available online to researchers and practitioners upon request (while ensuring the confidentiality of any primary data shared); and
- 6) **Social media** use to disseminate news of attacks in 'real time' and findings of data analysis to raise awareness about the incidence and impact of attacks.

The Global Data Hub might also think about establishing strategic channels for sharing particular types of information, for example, to support the preparation of briefings for international treaty bodies, to provide evidence that might support or prompt legal investigations or to inform conflict analysis work being undertaken at country-level as part of the preparation of education sector policies, plans and programmes. Outreach with journalists and other media partners might also be undertaken to build a network of media contacts with whom synthesized information can regularly be shared for use in articles, videos, and other forms of reporting.

3.2.10. Linkage with monitoring and reporting processes

As mentioned briefly above, the Global Data Hub would seek to build linkages with existing monitoring and reporting processes and to amplify the dissemination of data made available

through these processes. In addition to these initial information-sharing linkages, the Global Data Hub could also contribute to efforts to improve the collection of primary data – for example, through work with the global-level Education Cluster to systematize the collection of information on attacks by country-level education cluster information officers, or by working with GCPEA and the OSRSG-CAAC to further support improved country-level data collection through the MRM.

Media analysis, outreach and training could also be undertaken with journalists, as well as communication specialists in UN agencies and NGOs, that would seek to sensitize them to the issue of attacks on education and to encourage more consistent and deeper, more demanding reporting while building relationships that would increase the flow of information between the data hub and the media. Given the potential for over-reliance, of necessity, on media coverage in many cases, the data hub should seek to strengthen the multifaceted quality of media reporting on this issue.

3.2.11. Linkage with *Education under Attack* process

The idea for a Global Data Hub was conceived with clear contributory links to the production of future *Education under Attack* reports in mind. Not only would the design and implementation of this hub build on lessons learned from the preparation of the last study, but it would seek consistency in its collection and vetting of data, in its use of sources (which were carefully reviewed as part of its preparation, including by country experts familiar with the objectivity and reliability of local media sources) and in its definitions and terms (all of which were agreed by GCPEA member organisations).

One of the principal challenges in preparing the last two versions of the report – and particularly the 2014 edition – was the sheer and unexpected volume of available information to be collected, sifted through, synthesized and analysed. Attempting to find online data from a distance of four years also posed a challenge in some cases. The idea would be that this time-consuming but critical part of the research be done incrementally, over time, by the data hub, and could then be analysed by the *Education under Attack* project team in preparing the next study.

This would free up resources for the study's researchers to do more in-depth work on case studies and particular thematic foci, for example, as well as to undertake in-country research to complement the incident data and add richness to the scope of future reports. Using the research terms, methods and standards for data developed over the course of preparing *Education under Attack 2014* would also enable GCPEA, even if with caveats, to be able to say how the figures have changed over time from one report to the next.

3.2.12. Multimedia component

As a complement to its collection and analysis of written data, the Global Data Hub might also consider amassing multimedia documentation of attacks on education and their impact – namely, photos and videos that document incidents in a visually powerful way. While it would not be possible to provide a publicly accessible photobank or multimedia stream, as

such, for reasons of copyright and ownership, an internal collection of image thumbnails, video links and source details could be maintained and updated with the aim of capturing multimedia documentation in ‘real time’. Selections from this collection could be used by the data hub in producing its own materials but could also be used to respond to enquiries for images – and would be particularly helpful for the preparation of future *Education under Attack* studies and related communications materials.

In a later phase, the Global Data Hub should also consider how it might use multimedia as an additional tool to disseminate its findings and as a complement to any in-depth, country-focused research it might undertake.

4. Considerations and challenges for the collection, analysis and dissemination of data on attacks on education

4.1. The variable quality of information

One of the principal challenges in any collection and analysis of data regarding attacks on education will be dealing with the variable quality of available information. Much of the information accessible by secondary data collection – upon which the Global Data Hub would, in large part, rely, at least initially – comes from media sources, which vary significantly in terms of their objectivity, accuracy and completeness. Media outlets are likely to have internal editorial review processes for vetting reported stories in advance of publication to ensure their quality but this may not always be the case. In relying on media available online, it can be difficult to have a good handle on what the potential biases and popular perceptions of given media sources might be – particularly at national and local level. Balancing the accuracy of information against collecting data in ‘real time’ can also be challenging – initial reports, for example, may cite casualty figures that are eventually revised significantly. Furthermore, a clear selection bias is inherent in a heavy reliance on media sources for information. International media may be more likely to cover incidents in countries that are of geopolitical interest to those in which they are owned and operated; languages in which research can be undertaken are limited; and incidents occurring in countries where media freedoms are restricted may go un/under-reported.

Variable quality can also be a challenge in using UN and NGO figures and reports, as well as government-provided information – whether because of actual or perceived bias, reliance on second-hand information or limitations imposed by security and/or resource constraints. For example, the objectivity of information provided by an NGO sympathetic to (or explicitly established to defend the rights of) a particular minority group might be difficult to know, particularly in settings where a government or majority group tightly controls information. In the case of data provided by the Education Cluster, some of these data may be collected in connection with school surveys and may be self-reported with no means of verification – or may not make a clear distinction between whether a school or its supplies were damaged during a direct attack or as a result of the conflict more generally. While the UN – and particularly the MRM – are invaluable sources for verified information, the number of incidents they are actually able to verify because of security or other constraints may be very few relative to the number of incidents actually occurring.

A recognition of these challenges in vetting the completeness, accuracy, objectivity and reliability of available data needs to be reflected in all aspects of the design and functioning of the Global Data Hub – from the conception of its standards for including information to its categories of analysis and its sharing of information. Building on the experience of the last *Education under Attack* report, the process of collecting data and making decisions about whether or not to include it should adhere to established criteria (including fit with definition of attacks, considerations regarding the objectivity of language used in the report, corroboration by other sources, and nature of source).

Where multiple sources report different casualty figures, the most conservative figures should be used (although some thought might be given to whether there would be a way to capture the range of counts reported in the database to be able to say, for example, ‘at least X were reportedly destroyed but some sources put the number as high as Y’). All reports of incidents concerning the same named victim, or same named target in the same location within several days, should be compared to remove duplication and ensure reliable reporting. As relates to ‘real-time’ data, it will also be critical to make sure to update any information in the database about an attack for which casualty figures or other details subsequently have been revised in reliable sources since the incident was entered.

Given that the sources of information used in the last report were scrutinized by reviewers, including country researchers familiar with local media and NGOs, the sourcing for *Education under Attack 2014* could potentially be used as a check against sources being considered in future data collection. It may also be useful to think about including some type of category in the database that either indicates the number of sources independently reporting an incident or rates the quality of available information; this would allow for a more inclusive approach to the collection of information but would also enable a more restrictive analysis of the information for particular uses requiring higher standards of verification. The limitations of the data should be acknowledged in all materials produced (e.g. website, publications, country fact sheets, periodic reports) to ensure transparency and provide a disclaimer for any potential inaccuracies arising from these limitations.

4.2. The challenge of validating information

Validating information presents a significant challenge and one that cannot be overcome completely, particularly if relying principally on secondary data collection for gathering information. As mentioned above, it would be advisable to develop internal quality standards that need to be met in order for an incident to be recorded in the database and included in any analysis undertaken – particularly with respect to the question of how many, and of which kinds, of sources are needed to substantiate the inclusion of an incident. The decision regarding how high to set these standards for inclusion should be taken in close consultation with GCPEA, not least as it relates to future *Education under Attack* studies.

In some cases, it is much easier to validate information because multiple sources exist – especially in the case of incidents that capture considerable attention from media and human rights organisations. However, for other incidents – particularly those occurring in countries where media and/or UN and NGO presence or activity may be restricted or limited

for political or other reasons – there may only be one source available. While a system for checking each incident with field colleagues is not realistic, it may be that GCPEA partners would be willing to nominate country focal points who could be consulted on a case-by-case basis with respect to specific incidents that may have little coverage online but may actually have occurred and are thus important to record. The idea of including a category in the database that deals with the level of validation might be another way to ensure that potentially valuable information is not lost in an attempt to achieve higher standards of verification.

As touched upon previously, the language used to present information collected and analysed by the data hub should be cautious and should avoid referring to data as ‘verified’ unless they clearly come from a UN-verified source (i.e. are included as verified in the UN Secretary-General’s reports or are reported by the MRM having been UN-verified). Disclaimers or caveats explaining the constraints of the data hub’s ability to verify information and outlining the established process for reaching the figures cited should be a clear part of any materials produced. In vetting and validating information and entering it into a database as well as into document storage, a system of checks also needs to be put in place to minimize human error.

4.3. The challenge of marshalling increasing amounts of information

Since the publication of the first *Education under Attack* study in 2007, the amount of information available has increased exponentially owing to a number of factors, not least growing awareness and interest among UN agencies, NGOs, rights groups and media. A greater number and more diverse mix of local, national and international media are now accessible online. The number of reports and case studies published that focus specifically on attacks on education has grown significantly. Because of ongoing advocacy by GCPEA and its member organisations, coverage of attacks on schools by the UN MRM has also increased. Similarly, education clusters are increasingly collecting and publicising data about attacks in the countries where they operate. The net result is a tremendous volume of available information to be collected, sorted and used effectively.

However, as became apparent during the preparation of the most recent *Education under Attack* study, dealing with this massive expansion in available information required an unforeseen quantity of human resources and made the process of preparing the report almost unwieldy for the time frame and staffing allotted. The concept of a Global Data Hub will necessarily help to make the collection and analysis of data more manageable by operating in real time. But there will still be challenges for marshalling such quantities of information from a wide (and increasing) number of possible sources – particularly for incidents that gain significant international attention, such as the shooting of Malala Yousafzai and her classmates or the recent abduction of hundreds of Nigerian schoolgirls by Boko Haram militants.

For incidents that gain wide coverage, it would be advisable to set a ceiling for the number of sources collected and to prioritize inclusion of those that meet the highest standards of reliability and objectivity, given the diminishing returns of collecting sources beyond a

reasonable number that substantiate the details of the incident. As mentioned previously, with multiple sourcing available, there will also be the question of which figures to use; it is recommended that the most conservative figure be recorded but that the option of a way to capture the reported range of casualty (whether human or material) figures be explored so that any future analysis can reflect possible discrepancies in these figures. Lastly, how to make sure that information collected is kept current as a situation evolves or as more information becomes available will be an important consideration.

4.4. The growing importance of social media

Social media are growing in importance as a tool for sharing information and amplifying its reach, and should be harnessed by the Global Data Hub for disseminating information regarding attacks. Not only can social media such as Facebook and Twitter be used to publicise the results of the data hub's analysis among a potentially wider audience and to connect people to its website (and to those of GCPEA and its member organisations), but they can also be utilized to share 'real time' information to draw attention to individual incidents, as well as to the release of relevant reports and other news related to attacks on education. This would need to be handled carefully, with agreed standards and procedures put in place that would govern what types of information and what sources might justify releasing 'real time' announcements about particular incidents, so as to maintain the reputation of the Global Data Hub as an independent, neutral and reliable source of information.

Although social media may also be potential sources of information about attacks for the Global Data Hub, their use for purposes of collecting data should be approached with caution. Because they are open forums, the reliability and quality of information shared via social media may not be clear unless it comes from a known source (e.g. HRW, UNICEF, Save the Children) and the risks of organised misinformation are considerable. However, social media can also be useful 'real time' tools that can complement ongoing monitoring. For example, it may be that an attack reported via social media can be a flag to data hub staff to look into an incident that might not yet have surfaced in more traditional media. It may also be the case that incidents are reported via social media that never appear in any other sources; a decision needs to be made about whether or not these should be included in the database and under what circumstances (i.e. pending confirmation from a field contact, with a low reliability designation in the database).

4.5. Consistency and compatibility in the definition and use of key terms

Consistency in the definition and use of key terms and compatibility with those used by existing initiatives are essential to the design, operation and, ultimately, the utility of such a data hub. Consistency must be assured within the collection and analysis undertaken by the Global Data Hub to allow for data to be comparable across countries and over time. Consistency and compatibility with the definitions and terms used in *Education under Attack 2014* should also be ensured, as these reflect the consensus and agreement of the GCPEA Steering Committee member organisations and will maximize the potential contributions of

the data hub to the work of GCPEA and its partners – particularly in the preparation of future *Education under Attack* studies but also in ongoing advocacy.

As was found in the preparation of the last *Education under Attack* study, a lack of consistency in the definition and use of terms across organisations may pose difficulty for presenting disaggregated figures from some sources and/or for combining them into tallies by specific indicators. For example, the MRM or UNICEF may provide an ‘attacks on schools’ figure that includes more than simply direct attacks against education buildings but may differ slightly from GCPEA’s ‘attacks on education’ definition. Some partners may collect numbers of occupied schools to record the impact of a conflict on education but do not always disaggregate them by type of occupation (notably, military use vs. IDP shelters).

Eventually, in collaboration with the GCPEA working group on monitoring and reporting, the data hub might consider attempting to promote standardized use of terms and indicators across partners for collecting data. In the meantime, however, the only possible workarounds are either to make direct contact with a data source to try to clarify the composition of a given total – which may not be possible in every case – or to present these figures separately. If doing the latter, care should be exercised, in particular, not to take the term ‘attacks on schools’ at face value and mistakenly present ‘attacks on schools’ figures as direct attacks on school buildings.

4.6. Data gaps

A number of gaps in available data exist, rendering it impossible to have a complete picture of the scale and impact of attacks on education and necessarily imposing limits on the Global Data Hub’s ability to collect information of the same quality and quantity across countries and even across levels of education or types of attack. For example, higher education lacks formalized local or national monitoring structures, and, consequently, there is much less systematically collected data available regarding attacks on higher education facilities, students, academics and other personnel. Both the MRM and the Education Cluster have become increasingly useful sources of data, but these mechanisms are not present in every country where a pattern of attacks may be occurring – and, in the case of the MRM, capture only those incidents that can actually be verified by the UN, which may be a small subset of the total number of attacks. Particularly insecure areas – which are often the most likely sites of attacks – may be most difficult for journalists and UN and NGO staff to reach or may discourage local civil society from reporting incidents for fear of retribution; coverage in such areas may be extremely limited or, at best, second- or third-hand. In countries where information is tightly controlled and where governments may themselves even be the perpetrators of attacks, reliable data about attacks are also likely to be quite limited.

More generally, there are observed gaps in data about motives, perpetrators and impacts (particularly over the long-term); there are also specific gaps related to particular categories of incident. For example, the data collected on child recruitment and sexual violence do not necessarily specify where these violations occur, making it difficult to ascertain the frequency with which they are occurring in connection with education. In cases where

students or personnel are injured, killed or arrested, information is often lacking that would help to clarify whether or not they were targeted because of their status or activities as students or education personnel or for unrelated reasons that fall outside the scope of the definition of ‘attacks on education’. Similarly, it can be difficult in some cases to determine whether damage or destruction of education facilities is intentional or results from crossfire.

To deal with these particular ambiguities about targeting, it would be advisable to follow the approach taken in the preparation of the last *Education under Attack* study: the information should be recorded but an indicator should be included in the design of the database (e.g. ‘Known to be targeted?’) that excludes incidents that cannot be clearly established as ‘targeted’ or ‘deliberate’ from the overall tallies of relevant categories. This would enable them to be tallied separately and reported with the caveat that it is unknown whether or not they are targeted incidents.

For the other data gaps discussed above, over which the Global Data Hub has little control, it would be useful to include an acknowledgment and an explanation of these gaps in any materials produced, including the website and any published reports, country fact sheets, and periodic updates.

4.7. Methodological limitations

The proposed model inevitably contains several methodological limitations – many of which echo those experienced in producing *Education under Attack 2014*. In relying heavily on secondary data collection, the quality of the information the Global Data Hub will be able to produce will only be as good as that of the information it is able to collect and analyse. As discussed above, the selection bias inherent in using media reporting and in only being able to conduct research in a particular subset of languages necessarily risks skewing the data. In the absence of systematic population-based research across all countries that would be generalizable to give a reliable baseline and ongoing monitoring of incidence/prevalence rates, it will be impossible for the data hub to analyse trends over time – other than to observe increases or decreases in the reported number of incidents, provided research methods and key search terms were used consistently. As with previous *Education under Attack* studies, there inevitably will be uncertainty, in some cases, as to whether increases or decreases in the number of reported attacks are a reflection of changes in the scale of incidents or simply of increases, decreases or other inconsistencies in the reporting of attacks in a given country; this uncertainty will be a particular limitation in looking at changes in global incident totals over time. The inability to verify data first-hand, or to obtain comprehensive data that have been verified by a reliable source (such as the UN), is also a limitation, which can be addressed to some extent by the vetting and careful presentation of data but which inherently make the data less authoritative.

4.8. Ethical issues

There are a number of ethical concerns that need to be taken into consideration in the design and operation of the data hub and that will impact upon how it shares certain kinds of data. Not only do concerns for the safety and well-being of those who monitor/report

attacks and questions of what follow-up there is, if any, when attacks are reported pose challenges for the primary data that might be collected and shared, but also, they will likely impact on the willingness of partners to collect and share data. Whether for political and/or safety reasons, in some cases it may be inadvisable to make the sourcing of particular data publicly available – and the risks of endangering community members and staff or jeopardizing the opportunity to work in a given context may therefore discourage contributions to monitoring and reporting or the inter-agency sharing of data.

Safeguards and protocols will need to be put into place, in conversation with key partners, to encourage their participation and guarantee that their requests for confidentiality be respected. For example, some UN agencies and NGOs may need guarantees that any information they provide – or that certain types of information – will not be cited individually. A record of the original sourcing of data will need to be kept, but this should be housed in a restricted access version, made available exclusively to staff within the Global Data Hub and eventually to the *Education under Attack* research team with a requirement that it be cited anonymously (e.g. ‘Information provided by the UN, date.’). It will also be important to ensure that there is a clear benefit to partners in providing data and assistance and that the process of collecting and sharing data remains responsive to identified needs among partner organisations.

5. Building the credibility of the Global Data Hub as an independent and impartial source of information

In view of the highly-sensitive and political nature of collecting and publishing information on attacks on education, ensuring the independence and transparency of the Global Data Hub’s operations will be of utmost importance. It must be clear to the public that the Global Data Hub functions completely autonomously and without political influence. Deliberate steps should be taken to build a reputation for being an objective consolidator of information that operates without any underlying political agenda. Even the slightest opportunity for critics to conclude that information is biased or controlled, or to blame perceived bias on the political positions of the government with which it is linked, would be detrimental to the functioning of the data hub.

Such independence and transparency will also be vital for encouraging partners to share data with the Global Data Hub and to use the information it produces in their advocacy, programming and reporting. UN, NGO and government sources of information are likely to be reluctant to provide data to the hub if they have any doubts about how it might be used or how their contributions to such an entity might be perceived if there are any potential red flags about quality, objectivity, independence or transparency. Media outlets – as well as UN and NGO partners – may be reluctant to cite or use information coming from the data hub if there is any possibility that the information may be politically biased or if there are unanswered questions about how it was obtained and/or analysed.

In order to build the reputation of the Global Data Hub as an independent and reliable source of information, the following elements are critical:

- **Transparency about methodology, sources and possible limitations**
- **Careful use of language**
- **Periodic external review**
- **Involvement of partners**

First, the data hub's methods for collecting and analysing data should be made completely transparent, and should be readily apparent in all of its products. The website and all published materials should include a clear mention of how data have been gathered and studied and should explicitly mention the potential limitations of such collection and analysis.

Second, caution should be exercised in wording the presentation of the data and in making sure that coverage does not appear to be one-sided or biased – for example, by making sure to cite government figures, where they are available, in addition to tallies generated from media and human rights reports and other UN or NGO sources; by ensuring that attacks are recorded and presented on all sides of a conflict; and by adhering to set quality standards for the types of reports and data used.

Third, a process of periodic review by an independent, external board of experts should be put in place to provide regular quality control and assess opportunities for improvement, which will in turn, reinforce the legitimacy of the Global Data Hub as an independent and reliable source of information.

Fourth, the possibility of secondments of personnel and/or of co-funding for the Global Data Hub's operations might also be considered to reinforce the openness and independence of its functioning and operations and to further build confidence among partners and end users of the data hub.

Lastly, while the idea would be to house the Global Data Hub within PEIC, an affiliation with GCPEA or some other independent entity, such as a university or other research institution, may help to build its credibility, particularly in its initial stages. The involvement of key partners in its development and in any established process of periodic review should also be pursued to encourage their buy-in and to reassure them of the Global Data Hub's independence and its neutral approach to the collection, analysis and dissemination of information regarding attacks.

In setting up the Global Data Hub, it would also be advisable to seek formal legal counsel on questions related to the use of data, including issues of copyright, possible charges of defamation, and use of social media, to be sure that any potential pitfalls are anticipated and avoided.

6. Conclusions

The proposed model for a Global Data Hub to be housed within PEIC responds to a clear need for ongoing, 'real time' collection, consolidation and analysis of data, and builds on the experience gained from the preparation of previous *Education under Attack* studies. While it

does not purport to undertake comprehensive global monitoring of attacks on education, it stands to make a valuable contribution to efforts to improve monitoring and reporting and to provide information that can be used on a regular basis for advocacy, fundraising, programming, research and other purposes. Moreover, the Global Data Hub is intended to reinforce PEIC's work on the issue of attacks on education and to complement the ongoing work of GCPEA and its member organisations, as well as of other relevant partners.

The collection, vetting, validation, analysis and dissemination of information on attacks will necessarily pose a number of challenges, particularly with respect to the use and reporting of data in 'real time'. These range from the varying quality of available information and the difficulty of verifying such information to gaps in existing data and inevitable methodological limitations. While unavoidable, many of these challenges can be anticipated and addressed, or at least controlled for, to some extent, in the data hub's design and operation. Independence, transparency and partnerships will be essential elements in building and maintaining the Global Data Hub's credibility – and, ultimately, for maximising its contributions to improving the protection of education in conflict and insecurity.

7. Recommendations

The following recommendations are offered to guide decision-making for the design and implementation of the Global Data Hub:

- 1) A phased approach to establishing the scope of the Global Data Hub should be adopted. It would be advisable to start with a narrower range of functions, which will allow the data hub to get off the ground more smoothly and, in turn, to gain credibility and visibility more immediately; the scope can then gradually be expanded or deepened in relevant directions:
 - The initial focus of the data hub should be on secondary collection and analysis of incident data regarding attacks and on partnership-building aiming to increase the hub's access to primary data collected by organisations operating at field level and/or to have support for the validation of incidents reported by others, e.g. the media.
 - When ongoing data collection is well-established, the Global Data Hub should seek to commission in-country research to generate incidence and prevalence data and to increase the availability of qualitative information, for example, related to the impact of attacks and the experiences of those students, education personnel and communities directly affected.
 - Once in operation, the Global Data Hub should also join its efforts with those of GCPEA and its member organisations to strengthen existing monitoring and reporting channels, whether through advocacy and outreach, training or funding of initiatives to promote better, more consistent collection and use of data regarding attacks.

- 2) Challenges related to the collection, vetting, validation, analysis and dissemination of information on attacks should be anticipated and addressed, or at least controlled for, to the maximum possible extent. Consideration of these challenges should be reflected in: a) the design of the database; b) the development of indicators, standards and procedures for the inclusion of reported incidents; c) the inclusion of a system of quality control, which involves not only an internal system of checks to minimize human error but also a process of external periodic review; and d) the presentation of data in Global Data Hub products (e.g. website, periodic reports, and social media posts).
- 3) Both to support the preparation of future *Education under Attack* studies by GCPEA and to benefit from the experience and consensus that informed the last study, the Global Data Hub should use the agreed definitions and key research terms and should draw from the sources and protocols reviewed and approved by GCPEA for *Education under Attack 2014*.
- 4) Independence, transparency, impartiality and partnership-building should be cornerstones of the Global Data Hub's work:
 - All aspects of the design and implementation of the Global Data Hub should reflect and reinforce an effort to collect and provide information objectively and impartially.
 - The data hub's methodology and sourcing, as well as the respective limitations of each, should be completely and readily transparent (while respecting the confidentiality requirements and ethical concerns raised by contributing partners).
 - A process of periodic review by external experts, as part of ongoing monitoring and evaluation of the Global Data Hub's operations, should be put in place, and the findings of these reviews taken on board to continually improve the relevance and quality of its functioning.
 - The consultation and involvement of GCPEA and other partners as the data hub is established, and in its ongoing operations, should be prioritized to ensure that it responds to identified needs and concerns and to increase its value and utility to stakeholders – which will, in turn, encourage buy-in and facilitate information-sharing.
 - Outreach to media outlets should also be pursued to amplify the use and reach of the information generated.

ANNEX I

Education under Attack 2014: Online incident research method

Please carry out the following online searches for each country we have requested you to focus on.

1. Find relevant articles/reports from the following sources:

(i) Key word search

Using Google Chrome/Google, please do a separate search for each key word in the first line alongside each key word in the second line for each country for each year. Please provide a separate document per country per year. In each document include the text of every article or document that comes up in the search, along with the headline, date, internet link at the top and with the correct bibliographic reference at the end. The articles should be placed in chronological order with the latest at the end of the document.

Please note that the key words used cover students and staff and facilities at all levels of education including pre-school, primary school, secondary school, vocational education, colleges, universities.

Before beginning please read the accompanying sheet on the terms of reference of the study to see the full definitions of what we mean by attacks on education including the range of types of attack and target covered. Where in doubt about whether an incident constitutes an attack on education please include the information anyway and we will edit it out later if it is inappropriate.

A. (12 x 12 x 1 x1-4) x Google/Google Chrome/ (try a few terms on Firefox/Safari/Explorer to see if they are coming up with stories not found on Chrome, otherwise stick with Chrome)

student/schoolchildren/pupil/teacher/headteacher/principal/headmaster/headmistress / education staff/lecturer/academic/professor/scholar/education officials/education director/ janitor

+

killed/murdered/assassinated/injured/wounded/shot/abducted/kidnapped/raped/sexual violence/recruited/persecuted/disappeared/detention/child soldiers/combatants/ attacked/seized/tortured/arrested/prison/detained/disappearance

+

Country name

+

2009/2010/2011/2012/

B. (4 x 12 x 1 x4) x Firefox/Safari/Explorer

School/college/university/nursery/kindergarten/education district/education ministry/
office education/education materials/examination/textbooks/

+

attack/bomb/explosion/detonated/IED/destroyed/damaged/blown up/fire/burned
down/burnt down/arson/mine/occupied/used as base for military/used as a base for
security

+

country name

+

2009/2010/2011/2012/

For example, you would begin by looking at 'teacher killed in Afghanistan in 2009' followed by 'teacher murdered in Afghanistan in 2009' and running through the combination of 'teacher' with each variation in line 2 for that year, then do that for each year; then move on to 'schoolmaster killed in Afghanistan in 2009' and follow the same procedure again, etc.

Please note that all articles should be inserted into the document in chronological order, ending with the most up to date, i.e. starting in January and ending in December for each year. Please do not insert a separate selection under each combination of search words, but run all articles together in chronological order. Please check off the search combinations you have completed on a separate table (see sample checklist table).

(ii) Key site search

Some human rights sites/trade union/specialist news sites provide more detailed coverage of this issue across a range or all countries. These should also be trawled for the country you are working on. For each site we are suggesting the best way to search that site. If you find a better way, let us know:

IRIN News: www.irinnews.org (use advance search, select key word combinations as in 1(i) above and select country)

Relief Web: www.reliefweb.int (use key search combinations from 1(i) above)

AlertNet: <http://www.trust.org/alertnet/>, this is Reuter's humanitarian news site, use the search facility with key words from this tool and the country name.

State Department annual human rights reports, go to the relevant country: <http://www.state.gov/j/drl/rls/hrrpt/>; (look up 'teacher', 'student', 'academic', 'professor', 'school', 'college', 'university' in your country)

University World News: www.universityworldnews.com (for higher education) (go to archive by country and trawl through headlines for that country for relevant stories; or go to advanced search and use key words such as university bomb, university attacks, academics attacks, etc., and the country name)

Education International: <http://www.ei-ie.org/> (for teachers, trade unionists, academics etc., type in country's name into their search facility and a google list of their stories and links to them will come up, look through the headlines to find relevant stories).

NEAR: <http://www.nearinternational.org/alerts.asp>. This provides alerts on attacks on higher education, although it ceased adding new material about a year ago. Select your country and check each story listed, as they are mostly relevant.

The Observatory for the Protection of Human Rights Defenders (OBS), International Federation for Human Rights (FIDH), and World Organisation Against Torture (OMCT), together have produced *Steadfast in Protest: Annual Report 2010* and *Steadfast in Protest: Annual Report 2011*, which contain useful country by country listing of violations check for 'teacher', 'student', 'academic', 'professor', 'school', 'college', 'university' in your country:

(2010) <http://www.fidh.org/IMG/pdf/2010/OBS2009UK-full.pdf>;

(2011) http://www.fidh.org/IMG/pdf/obs_2011_uk-complet.pdf

The Amnesty International, *The State of the World's Human Rights, Annual Reports* (look up 'teacher', 'student', 'academic', 'professor', 'school', 'college', 'university' in your country):

(2012) http://files.amnesty.org/air12/air_2012_full_en.pdf

(2011)

<http://allafrica.com/download/resource/main/main/يداتس/00020904:62e42cc96e37b20d6d3f6750caf4e3dc.pdf>

(2010)

<http://reliefweb.int/sites/reliefweb.int/files/resources/C9B7A59582DC46DE492577300006AC91-amnesty-annual2010.pdf>

Refworld: <http://www.unhcr.org/cgi-bin/texis/vtx/refworld/rwmain> (Pick the region, then then the country, then use the filter within the country to search key words teacher', 'student', 'academic', 'professor', 'school', 'college', 'university')

Asian Human Rights Commission: <http://www.humanrights.asia/countries> (for Asia: this site is a bit hit and miss but use key search words and country name in search facility)

(iii) Search of reports by the Secretary-General on Children and Armed Conflict

UN Secretary General's Annual Reports

Check to see if your country is in the Annual Report. Different countries appear in different years' reports. These only cover children up to age 18, so not higher education. But check for 'school', 'teacher', 'student' and to find relevant material. Mostly it will come under paragraphs on 'attacks on schools and hospitals' but the subject will be covered is some other paragraphs and lists of parties to conflict as well. An alternative way to find these is to go to: <http://childrenandarmedconflict.un.org/library/> and click on the year in the year list and on 'annual reports' and 'secretary-general'.

Secretary-General (SG)'s Annual Report on Children and Armed Conflict (CAAC) 2012 (covering 2011):

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N12/320/83/PDF/N1232083.pdf?OpenElement>

SG Annual Report on CAAC 2011 (covering 2010):

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/275/33/PDF/N1127533.pdf?OpenElement>

SG Annual Report on CAAC 2010 (covering 2009):

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/311/28/PDF/N1031128.pdf?OpenElement>

SG Annual Report on CAAC 2010 (covering 2008)

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/282/44/PDF/N0928244.pdf?OpenElement>

UN Secretary-General's country reports:

Check any of the following reports covering your country for 'school', 'teacher', 'student' to find relevant material on attacks on schools and other violations affecting teachers and students.

2012:

Report of the Secretary-General on the situation of children and armed conflict affected by the Lord's Resistance Army (South Sudan, DRC, CAR), S/2012/365, 25 May 2012

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N12/348/12/PDF/N1234812.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Colombia, S/2012/171, 12 Mar 2012

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N12/253/50/PDF/N1225350.pdf?OpenElement>

2011:

Report of the Secretary-General on children and armed conflict in the Sudan, 5 July 2011, S/2011/413

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/388/76/PDF/N1138876.pdf?OpenElement>

Report of the Secretary General on children and armed conflict in Iraq, 15 June 2011, S/2011/366

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/350/96/PDF/N1135096.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in the Central African Republic, S/2011/241, 13 Apr 2011, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/297/69/PDF/N1129769.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Chad, S/2011/64, 16 Feb 2011
<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/217/50/PDF/N1121750.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Afghanistan, S/2011/55, 11 Feb 2011, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/217/44/PDF/N1121744.pdf?OpenElement>

2010:

Report of the Secretary-General on children and armed conflict in Somalia, S/2010/577, 11 Sep 2010,
<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/629/94/PDF/N1062994.pdf?OpenElement>

Report of the Secretary-General on Children and Armed Conflict in the Democratic Republic of the Congo, S/2010/369, 09 Jul 2010
<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/418/02/PDF/N1041802.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Nepal, S/2010/183, 13 Apr 2010
<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/275/78/PDF/N1027578.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in the Philippines, S/2010/36, 21 Jan 2010
<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/216/24/PDF/N1021624.pdf?OpenElement>

2009:

Report of the Secretary-General on children and armed conflict in Uganda, S/2009/462, 15 Sep 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/506/74/PDF/N0950674.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Burundi, S/2009/450, 10 Sep 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/494/21/PDF/N0949421.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Colombia, S/2009/434, 28 Aug 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/488/73/PDF/N0948873.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Sri Lanka, S/2009/325, 25 Jun 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/351/86/PDF/N0935186.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Myanmar, S/2009/278, 01 Jun 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/350/00/PDF/N0935000.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in the Sudan, S/2009/84, 10 Feb 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/233/88/PDF/N0923388.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in the Central African Republic, S/2009/66, 03 Feb 2009
<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/219/11/PDF/N0921911.pdf?OpenElement>

2. Highlight relevant information

Entitle the document by name of country and year: e.g. 'Afghanistan 2009.' Highlight in red all the relevant bits of information related to:

1. Incidents (what happened, where, when, by whom, to whom, how)
2. Evidence of perpetrator and motives (why it happened)
3. Immediate impact (number of deaths, injuries; number of buildings/facilities/education transport vehicles or supply vehicles or convoys/damaged or destroyed; extent of destruction, etc.)
4. Long-term impact (any references to how many killings, injuries/damaged destroyed buildings that year or over a period of time; any reference to number of schools closed for how long, number of students unable to attend school, number of teachers no longer attending/extent of teacher shortages.
5. Any measure taken (by the military, the community, or ministries) to protect schools/student and teachers, avert attacks, help schools carry on giving classes, help repair/rebuild schools, address motives (e.g. by changing the language of instruction, changing what is taught, hiring local teachers or teachers from other ethnic/religious backgrounds, negotiating with the armed opposition or attackers,

negotiate respect for schools as zones of peace, address the issue in peace agreements, etc.)

5. Accountability measures: trials, prosecution, charges relating to attacks on education.

3. Summarise key information:

Then at the top of the document summarise key information on serious incidents, the short- and long-term impact of attacks, motives, the range of responses and interesting trends and developments in each country.

Repeat this for each of the years of the reporting period, so you will create separate documents entitled Afghanistan 2009, Afghanistan 2010, Afghanistan 2011, Afghanistan 2012, each of which include all sources for the year concerned, organized in chronological order with relevant information highlighted (see point 2 above), and key information summarised at the top.

As you complete each document, put your name, as the researcher, and the date, at the top send it to the project team for checking and storage.

4. Dealing with new countries:

In some cases we already know a country has a history of attacks (see any country listed in the annex of Education under Attack 2010 and most Arab Spring countries). In other cases we don't know at all whether attacks have taken place and we are looking because the conditions for attacks exist, such as ongoing conflict, ethnic tension, or there is a repressive government/regime (which makes Higher Education attacks more likely). In those cases (which we will let you know about when we ask for you to research them), try this basic search first of key violations before investing a lot of time on them:

Shorter test for countries not already known to have had attacks

A. Student/teacher/head teacher/academic/professor/scholar/teacher trade unionist

+

Killed/injured/shot/kidnapped/abducted/persecuted/child soldiers

B. School/college/university

+

Attack/bomb/destroyed/damaged

If this doesn't yield any results, stop researching this country and move on to another one.

Research guidance:

Searching via Google on Google Chrome seems to provide more results than searching via Internet Explorer.

Searching via individual terms e.g. professor killed seems to work better than searching by as string of terms, e.g. professor killed OR detained OR abducted, although this may not be the case for all countries.

Please note that if you find a number of stories from one country on a particular news site e.g. www.bbc.co.uk/news/world/, you should also trawl that site using the same key words, as it may be a quicker or more effective way to find stories. Then go back to your Google search.

If you find a specialist site dealing with the country you are looking at and it provides a lot of information on incidents, search it thoroughly and let us know about it.

Some countries have mainly school attacks and some have mainly higher education (HE) attacks, so make sure you are covering all of the key words.

Be realistic. If you get a large number of stories on the same incident, take four or five stories that you think are reliable and cover all the angles between them. Don't waste time cutting and pasting every single story on the same incident.

Similarly if you find after three or four pages of Google searches that no stories are coming up, switch to another search word. Sometimes the stories run out after a couple of pages, sometimes after ten, sometimes after 40. It just depends on the country.

Please note that the incident tool is meant to help you carry out the research. It is not meant to replace your own judgement. If you have access to useful information from reports or documents without having to do a search, please add that information to your research documents. If you face a particular problem and want some advice, get in touch.

A Global Data Hub/Service on Attacks on Education¹

1.1 Conceptualisation: a service for partners

Before designing the Global Data Hub, we need to understand its purpose. What will it do and why?

The notion of a hub could be misinterpreted. In one sense, a hub is the central part of a wheel into which the spokes are inserted. In another, it is the centre, around which other things revolve or from which they radiate, a focus of activity, authority, commerce, transportation. Either meaning could be seen as unhelpful for the role of the GDH. In the case of the GDH, it would be better to think of it, or even rename it, as a Global Data Service (GDS), acting like a vital organ, driving a process of collection, analysis, storage and dissemination of data for use by a wider body of organisations.

The GDS should be designed to serve the interests of all those organisations who are trying to take action to protect education in conflict and that could make use of timely reliable information about attacks on education collected on an on-going basis.

Its creation would represent a significant attempt by PEIC, and all those organisations that collaborate on it, to respond to the call in GCPEA's study, *Education under Attack 2014*, for a range of stakeholders to improve the collection and use of information about attacks on education. Its impact should also be to help all interested stakeholders provide more and better quality reporting of such attacks, their **impact and responses** to them.

It follows that the work of the GDS will be a collaborative process, requiring the seeking of buy-in from partner organisations at every stage of the service's development and use, including agreement on definitions, methods of collection, types of sources and standards of verification. In addition, the GDH/S should be able to provide advice and training, where requested, to support the development of more and better M&R on attacks on education by partner organisations who might feed information into the GDH/S and UN reports.

Comment [MR1]: Just how much the hub/service would address impact and responses remains to be determined; PEIC would welcome GCPEA members' views on this matter

¹ Based on a paper prepared for PEIC by Brendan O'Malley in November 2014; this version incorporates changes and comments by Jane Kalista as well as revisions, comments and editing by Mark Richmond. Though prepared for PEIC's use, it is being shared in order to stimulate discussion. Some elements of the original have been omitted or adjusted for sharing with a wider audience. Note that the paper should not be assumed to reflect PEIC's final thinking or full agreement.

A significant caveat to any prescription that follows in this report, therefore, is that the process of developing the scope, methods and standards of the GDH/S should involve consultation with potential partner organisations at every stage, including, very early on, a survey of their views on the uses to which such a service should be put and their feedback on the methods, standards and verification procedures suggested in this report. The proposals made in this report should therefore be seen merely as an initial step in that process.

Comment [MR2]: PEIC intends to undertake such a survey

It is very important, that partner organizations such as the members of GCPEA, the Office of the Secretary General's Special Representative on Children and Armed Conflict (OSRSGCAC), MRM Country Task Forces (CTFMRs), the Global Education Cluster, and individual INGOs such as UNICEF/Save the Children/Human Rights Watch/scholar rescue organisations come to see the GDS as a valuable service complementing and supporting, rather than competing with, their work.

Therefore, at this stage, it is not possible to give a definitive answer on what the purposes of the GDH/S will be, since it will adapt its purpose to meet the interests of its future partners. At the core of its mission, however, is the aim to provide more and better M&R of attacks on education on an ongoing basis to support the work of all those who seek to improve the prevention of and response to such attacks.

1.2 Uses of the GDH/S

The initial suggestions for the range of uses to which the GDH/S can be put are based on the scoping paper, conversations with PEIC, and suggestions from OSRSGCAC, but can be adapted/restricted/expanded in response to consultation with external stakeholders and depending on the budget and capacity. Its potential uses include:

Core functions:

- provide timely and reliable data on incidents on education and military use of education facilities on an ongoing basis
- provide reliable data on the impact of such incidents on an ongoing basis
- provide reliable data on responses to such incidents on an ongoing basis
- provide timely analysis of data and trends over time for the above purposes to inform responses
- enable the aggregation of data using consistent specifications over time to allow comparison
- store information offline in perpetuity so that comparisons over time can be made (without risk of information being lost when links to the information are taken off the Internet)
- disseminate data in a timely way to the relevant audiences, expand the geographical reach of current monitoring and reporting, and provide the most extensive ongoing collection of such data globally

Comment [MR3]: To be further discussed

- engage a global audience in the subject of attacks on education

Services to partners:

- provide data for use in the next *Education under Attack* study (GCPEA, 2017)
- provide timely, ongoing reliable data for use by or to alert the OSRSGCAC and treaty bodies to strengthen UN reporting and accountability
- provide timely reliable data for specific advocacy campaigns for partners
- provide reliable data to media, academic and research organisations/individual journalists and researchers on request
- provide reliable data to meetings of experts/conferences on request
- provide expert advice and training on monitoring and reporting of attacks on education to partners/potential partners interested in or currently monitoring such attacks on request

EXAMPLE OF POSSIBLE SERVICES TO A POTENTIAL PARTNER:

For example, the GDH/S could complement the work of the OSRSGCAC and MRM CTFs by:

- Seeking to join forces with Country Task Forces on Monitoring & Reporting (CTFMRs) and their international and local partners to provide more accurate MRM information on a wider body of abuses and with greater depth.
- In situations where there is no or only a weak CTFMR, support the SCR 1612 MRM system and partner organizations with PEIC advocacy *products*, such as “alerts” and snapshot reports to UN country teams, GCPEA and partner NGOs.
- Where there is no MRM, providing “heads up” alerts, even if with less verified information, especially in lesser-known or more politically sensitive situations and conflicts.
- In situations where there is weak or no M&R by the CTFMRs on attacks on schools, provide advice and training, possibly via joint training programmes, on aspects of M&R on attacks on schools.
- In all situations provide advice/briefings for CTFMR members on reporting on long-term impact on education and why M&R is needed.

Initially, the GDH/S will seek to provide information using the same standards and types of sources as *Education under Attack 2014*. It will be able to help the OSRSGCAC a good deal on the third option, to a limited extent on the second option and perhaps least of all on the first option. It would require sufficient resources to align methods in any single situation before the GDH/S could meaningfully contribute to the first option above.

However, where the GDH/S will be able to help is in providing guidance and feedback on methods and definitions used in collecting data on education attacks, as opposed to the MRM’s methods in general. GDH/S team members would also learn a

lot about M&R methods and standards through interaction with CTFMRs, so the relationship would be mutually beneficial.

CTFMRs would also be able to provide guidance on the reliability and political sensitivity of GDH/S information related to their country. Joint training would be one good way to start to build an enriching two-way relationship leading to information flow and feedback even if there was no formal engagement. In the long run in non-MRM countries, joint training of NGO actors including the Education Cluster by CTFMRs and GDH/S may be a helpful way to build up interest in and knowledge of how to carry out M&R on attacks on education.

Ongoing M&R by the GDH/S in situations in which there are large numbers of attacks on school-level education but no MRM or no UN reporting of the problem, would further encourage the UN and MRM to engage with those countries on the issue, even if MRM standards of verification were not as strong as those of the MRM.

2. Specifications

What data will be collected? At the heart of the GDH/S will be the process of collecting data using certain specifications in order to ensure consistency and relevance. The following specifications are suggested as a first draft requiring further consultation with stakeholders to ensure there is a consensus.

2.1 Definition of attacks on education

The scope of the GDH/S is wider than that of some organisations who monitor some attacks on education. The UN's Monitoring and Reporting Mechanism (MRM) on grave violations against children in situations of armed conflict, for instance, monitors attacks on school-level education only; scholar rescue organisations, such as the Scholars at Risk, the Scholar Rescue Fund and CARA, provide information on attacks at the higher education level. There is no need to reinvent the wheel, however. The starting point for discussion of the scope of the GDH/S is that it should cover the same breadth of attacks as GCPEA's *Education under Attack 2014* study, with only subtle changes if they are required at all. This would enable comparison between the data collected by the GDH/S and the data collected for the GCPEA study. It would also build on the consensus reached before.

The GDH/S should therefore cover:

Violent attacks on education: threats or deliberate use of force against students, teachers, academics and any other education personnel, including education officials and education trade unionists, as well as attacks on education buildings, resources, materials and facilities, including transport. These attacks may be carried out for political, military, ideological, sectarian, ethnic or religious reasons by armed groups or armed forces.

The common thread is that these incidents involve 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.

It is important to note the following guidance on which types of incident do fall within the definition of attacks on education in some cases.

‘Attacks on education’ include attacks on all levels of education, both formal and non-formal, from day care centres and kindergarten to higher education. They cover any recognizable education facility or place of learning, even if they are not housed within a building. They cover attacks on students, teachers, academics, education officials, education trade unionists and other education personnel. A ‘student’ refers to anyone being taught or studying at any level of education in both formal and non-formal programmes. The term ‘education personnel’ includes contractors working at an education facility, such as builders building or repairing a school. There is a case that it should also include security personnel, guards or troops assigned to protect education facilities, students or personnel, because they are protecting the right to education. However, there is also an argument against including them because targeting troops is not an offence under international law and assailants would not necessarily know that they are engaged in protecting education. This is the type of issue that should be examined by potential stakeholders and a consensus reached before data collection begins.

The definition does *not* require evidence of an intention to *harm education* (i.e. the concept of education), merely that the violence was intentionally *targeted at education facilities or actors* (i.e. students, education staff or education buildings or transport) and *did* harm them. A requirement to establish the motive is not included, because of the practical problem that it is very difficult to find evidence of the exact motive or motives in the vast majority of cases.

The definition of being targeted includes the targeting of other objects in a way that can reasonably be expected to cause harm to education. In particular, this definition includes the explosion of bombs in the vicinity of education facilities or en route to or from them, where it can reasonably be expected that it would put students, education staff or the facilities themselves at risk of harm or damage. For example, if a bomb is planted outside a school wall or gate and triggered as a military vehicle passes, in an attempt to kill troops, it is still an attack on education because it can reasonably be expected to damage the school and kill or maim any students in the vicinity.

The definition of being an attack on education includes:

- the use of excessive force/arbitrary arrest against protesters who are protesting in any location about an education issue

- the use of excessive force/arbitrary arrest against protesters who are students or education staff protesting about any issue while they are in or in the vicinity of education facilities.
- the use of excessive force/arbitrary arrest against students or staff while located in/within the vicinity of education facilities because of their involvement in non-education related protests that took place away from education facilities. An example of this would be the use of excessive force/arbitrary arrest by security forces in raids on student dormitories with the aim of rounding up individuals who had participated in anti-government protests elsewhere.

The definition includes incidents against students, education personnel, education officials and education trade unionists *en route to or from education facilities or elsewhere*, where there is a pattern of them being targeted. In other words a lone murder of a teacher at home with no evidence of a motive would not count as an attack on education, but if there was a pattern of teachers being murdered outside of school, those killings would be counted.

Although the definition refers to incidents carried out by armed groups or armed forces, it also includes incidents by armed mobs, provided they are carried out for political, military, ideological, sectarian, ethnic or religious reasons. For instance, if an armed mob attacks a school of different religious or ethnic group in the context of a conflict or tension between religious or ethnic groups, it would be counted.

The definition includes threats of violence, not just acts of violence. This is because the threat of violence can do just as much harm to the provision of education as actual violence. For instance, if teachers are warned by an armed group not to go to school or face the consequences, they can reasonably assume that their life is at risk and for that for their own safety they should not return to work. This will have the effect of depriving children of access to education.

It is helpful to note which types of incident do not fall within the definition of attacks on education in some cases:

The GDH/S will not count general collateral damage as an attack on education, except regarding incidents in the vicinity of education buildings and facilities where the likely effect of intentional violence is harm to students, education personnel or facilities (as explained above).²

² The GDH/S may decide to collect data on collateral damage, as it becomes available, but this will not be classified as an attack on education.

The GDH/S will not include one-off, non-politically motivated violence by students or individual adults, such as the killing of 20 children and six staff members at Sandy Hook Elementary School by a lone gunman in Newtown, Connecticut, United States in December 2012. Such incidents are not carried out by armed groups or armed forces, or individuals associated with them, for ideological, political, military, religious or sectarian motives.

There are some types of incident that the GDH/S will report on that may not fall within the definition of an 'attack' on education. They would be reported on *in addition* to attacks on education and counted separately to avoid any confusion:

Therefore GDH/S will also collect data on the use of schools and other education facilities for military purposes or security operations by armed forces, or police or other security forces, or by armed non-state groups, including rebel forces or any other armed military, ethnic, political, religious or sectarian group. This is important data to collect because the military use of education buildings and facilities can turn them into a target for attack and can displace students, teachers, academics and other education personnel, thereby serving to deny students access to education.

The GDH/S would also report on some aspects of systematic denial of right to education by the state or armed non-state groups, for instance, where a government punishes student involvement in political protests by preventing participants from continuing their studies or where armed groups issue edicts ordering schools to close or stay closed.

The GDH/S would also report on incidents that do not involve direct violence but do represent denial of education imposed by force. An illustrative example is the unilateral imposition by the Israeli Defence Forces (IDF) of a firing range within a few hundred metres of a school in Janiba in the West Bank in 2012, putting children at risk and the future of the school in doubt.

Comment [MR4]: Note that PEIC has commissioned a scoping study on the question of the political and electoral use of education institutions in situations of insecurity and armed conflict. A similar concern – that such use may put such education institutions at risk of being targeted for attack – applies in this area too.

2.2 Specifications of data to be collected

The data to be collected on attacks should cover the following types of target, types of attack and types of perpetrator. There should a system established whereby if additional types are found they should be checked with the programme director/an assigned expert to see if they should be included.

2.21 Legitimate targets of attacks that should be covered

(i) People

Students, teachers (including headteachers, principals), academics (including lecturers, researchers, professors), all other education personnel (including teaching assistants, voluntary parent teachers,

janitors/caretakers, bus drivers, building contractors, local and national education officials, education trade unionists, and education aid workers). Education personnel is defined as anyone working to support education, paid or unpaid, short-term or long-term. The targets may be at the educational facility when attacked, but attacks on them they will also be included if they occur en route to or from school or in any other place if there is a pattern of them being targeted. For clarity, we propose to define a pattern as meaning three or more incidents against that type of target in a given year, or four or more incidents within 1-3 consecutive years, ie if this is the first year in which they occur the threshold is three incidents. **If they also occurred in the previous 1-3 consecutive years, it is four.** Normally this would be the threshold within any single country, but there may be cases where it represents a pattern by a particular armed group in a single geographical area which cuts across borders. A judgment call and explanation in the text is needed in those instances.

Comment [JK5]: Is this a high enough threshold for a period of 3 years? For example, what happens if 4 incidents occur in the first year, 0 in the second and 0 in the third. Do we have enough to stand on? It may have been a pattern in the first year but by the fourth, the killing may be totally unrelated to professional status....

(ii) Facilities and resources

Educational buildings and structures (e.g. temporary learning spaces, schools, colleges, universities, district education offices, education ministry officers, temporary and permanent examination halls, educational printers' and publishers' offices, warehouses or printing works); educational resources, materials and facilities; and transport and supply vehicles.

(iii) Education-related occasions and special events

These may or may not take place in recognized education buildings, but they include graduation ceremonies, school/university festivals or celebrations

(iv) Education conferences. These may or may not take place in recognized education buildings

(v) Education protests, sit-ins, and demonstrations. These may or may not take place in recognized education buildings or their grounds.

2.22 Legitimate types of attack to cover

Any type of violence or threat of violence that harms or disrupts education.

This includes:

- (i) shooting, shelling, bombing, aerial bombing, detonation or planting of explosives or any other form of weapon or threat of such use of any type of force against any education target or in the vicinity of any education facility where it can reasonably be assumed it risks harming education personnel or facilities (eg within 50 feet/a road's width). In other words

- if you intentionally plant a bomb outside a school's gates it will be counted as an attack on education regardless of whether the intention was to harm the school/school students or someone else passing by.
- (ii) killing, injury, beating, kidnapping, abduction, arbitrary arrest, arbitrary imprisonment, torture or threat of such incidents against any education target.
 - (iii) recruitment of child soldiers at school, or any incidents en route to or from school ; or threat of such incidents against any education target.
 - (iv) sexual violence by armed groups or armed forces at school, or any incidents en route to or from school ; or threat of such incidents against any education target.

2.23 Types of perpetrator of attacks on education

Armed groups, armed forces (including international armed forces), police forces, intelligence services, paramilitaries and militias acting on behalf of the state; and armed non state groups, including rebel forces or any other armed military, ethnic, political, religious or sectarian group. Perpetrators may also include violent mobs that are not organized as an armed group but are animated by similar motives, ie they may be acting for *political, military, ideological, sectarian, ethnic or religious* reasons. Perpetrators may include organized armed criminal groups, including drug cartels, where there is a pattern of attacking education targets. (In some situations, organized armed criminal groups operate on a scale comparable to some armed groups, using military grade weapons, seeking to control or dominate areas of territory and provoking a military response.)

Note that we do not include attacks by an individual not associated with an armed group or armed forces and not carrying out an attack for political, military, ideological, sectarian, ethnic or religious reasons. Where an individual not associated with an armed group or armed forces *does* carry out an attack for political, military, ideological, sectarian, ethnic or religious reasons, a judgment call is needed – or we should set a policy.

2.24 Targets of military use

Temporary learning spaces, day care centres where learning takes place, kindergarten, primary schools, secondary schools, madrasas, vocational schools, religious seminaries, further education colleges, technical colleges, universities, and any other recognizable place of learning whether part of a formal or informal education programme or system.

2.25 Types of military use

The types of military use that should be included are use as:

- barracks to house soldiers/fighters
- bases to mount security operations

- fighting positions
- prisons or detention centres
- training grounds for soldiers/members of armed groups
- places to store weapons
- places to indoctrinate and recruit students

However, there may be other types of use that we have not come across before, in which case a judgment call is needed.

2.26 Perpetrators of military use

The range of potential perpetrators of military use is the same as the range of perpetrators of attacks on education in general (see paragraph: Types of perpetrator of attacks on education)

2.27 Motives

Where available, information on proven motives should be collected. Information on reported motives should also be collected but indicated as a 'reported motive'. Note that there may be more than one motive/reported motive for any single incident.

2.28 Immediate impact data

Data should be collected on both the immediate impact and long-term impact.

Immediate impact data would include the number of deaths, injuries, disappearances of individuals resulting from an incident of attack on education or military use; or the number of education facilities destroyed, partially destroyed, closed by force, in an incident of attack on education or military use.

Key indicators are:

Number of students killed
 Number of students injured
 Number of students abducted
 Number of students recruited as child soldiers (at or en route to or from school)
 Number of student victims of sexual violence (at or en route to or from school)
 Number of students arbitrarily arrested
 Number of students/personnel arbitrarily imprisoned
 Number of students/personnel tortured
 Number of teachers killed
 Number of teachers injured
 Number of teachers abducted
 Number of education trade unionists* killed
 Number of education trade unionists injured
 Number of education trade unionists abducted
 Number of all education personnel killed

Comment [JK6]: Should there also be indicators to capture threats?

Number of all education personnel injured
 Number of all education personnel abducted
 Number of all education personnel arbitrarily arrested
 Number of all education personnel arbitrarily imprisoned
 Number of all education personnel tortured

Number of schools/universities partially destroyed
 Number of schools/universities destroyed

* Although teacher trade unionists are included in 'other education personnel', it is helpful also to look at them as a distinct group.

2.29 Long-term impact data

Long-term impact data should include information that illustrates the degree of denial of access/attendance, reduced access/attendance, reduced quality of provision (teacher-pupil ratio/school supplies), and reduced attainment (exam grades/marks). This requires collection of as many as feasible of the following data:

- number of days of school/university closure
- number of days in which students or staff did not attend school/university
- number of students permanently dropping out of school/university
- number of teachers and other education personnel permanently giving up their job
- rate of decline of enrolment of students
- rate of decline of recruitment of staff
- increases in class sizes due to loss of staff
- length of time students are missing out on education due to trauma
- number of textbooks, chairs, desks lost or destroyed
- amount of time it takes to replace the textbooks, chairs and desks
- length of period in which officials are unable to visit schools to inspect them/provide oversight/assist with management due to threats to the school/education personnel
- change in frequency or timeliness of government supplies to schools
- period for which international aid to education is suspended due to the threats to education
- rate of decline of recruitment of teacher trade unionists
- rate of decline in attainment (exam marks)
- length of time it takes to repair partially damaged schools
- Length of time it takes to rebuild destroyed schools

Conflicts in poor countries continue for an average of 12 years. For analytical purposes and the purposes of comparison, a set of **key indicators of long-term impact** could be used:

Comment [JK7]: Does the distinction 'all' mean that these figures include teachers as well or should these instead read 'Number of other education personnel...' – i.e. all personnel besides teachers, who are counted separately above? Also, does this include academics? Do we want to think about having separate indicators for higher ed (i.e. HE students/HE personnel/HE facilities) so that we can easily tally separate HE figures from the MIS/database?

Comment [JK8]: I think it would be great to be able to collect this data more systematically. I wonder whether the consultations with partners (and any training at field-level) could think through how to obtain this type of information more consistently from primary sources. Sometimes UNICEF or clusters will include it in their situation reports or other publications, but it would be great if we could work towards something more systematic.

- number of schools/universities closed for one week/one month/one year in each year
- length of time it takes to repair partially damaged schools/universities
- length of time it takes to rebuild destroyed schools/universities
- changes in the average number of days students attended per year in areas where there is a pattern of attacks, comparing the rate before attacks with the rate after attacks became frequent
- changes in the number of students enrolled year by year in areas where there is a pattern of attacks, comparing the rate before attacks with the rate after attacks became frequent

Comment [JK9]: This will need to be teased out a bit more in practical guidance for the collectors of data so as to be sure that data capture closures specifically linked to attacks/mil use/threats of either rather than general insecurity (which may not always be clear from reports)

Comment [MS10]: It may not always be possible to distinguish conceptually between closure due to insecurity and damage to education premises, etc., and general insecurity which makes it dangerous to leave the home. Both factors may influence a given closure decision.

3. Method of data collection and quality control

3.1 Methodology:

1. (i) Continual/periodic web trawling of online information on each country using the research tool developed under *Education under Attack 2014* (see Annex 1), but updated. Note that social media (Facebook/Twitter/Linkedin) cannot be used as source. A disadvantage of using this approach for ongoing data collection used to be that Google did not select by date, but there is a new functionality that allows this. We would have to test how good it is. (Once you run your search, there is an option along the row of words just under the search bar at the top of the page called 'search tools'. When you click on 'Search tools', you can delimit the time period, e.g. past day, past week, past month, etc., and can sort search results by date or relevance). Assuming that the GDH/S will start with a small team, it may be impractical to trawl every day or week every country of the 70 in which incidents were found previously or even the 30 in which a pattern was found. But it would be feasible to start by concentrating ongoing research on the 13 heavily and very heavily affected countries and any significant new conflict situations. Retrospective research on the other countries can be carried out quarterly or annually depending on resources and the need. We should talk to Google to see what capability there is to hone searches that we might not be aware of. In addition, the team should adopt the quick search method specified in the research tool to keep an eye out for new situations in which attacks are taking place.
(ii) Periodic information requests using a standard format (adapting the one used for EUA2014) to CTFMRs/other partners in the field on a time scale agreed with them, to collect information on a) incidents; b) impact; c) responses.
2. The team should test different options for setting up online alerts to see if some collection of initial material can be automated to save on keying in. They should also test short cuts on using the full research tool, since if you are checking certain countries everyday it might be quicker simply to search

terms like school and student and a chronological limit and see what stories come up rather than many alternatives in a long list of keywords.

3. The team should build up a portfolio of reliable sources in each country by using or consulting journalists and human rights researchers working in those countries. This involves building and updated a consensus on sources on an ongoing basis and noting in the database when material is from a vetted/'recognized as good quality' source.
4. The team should also build up/update the list of reliable international sources.
5. The team should periodically review literature, using a literature review tool, perhaps once a quarter but certainly annually (see Annex II, for *Education under Attack 2014* literature review tool, which needs updating).
6. The team should adapt the research/literature review tools as they go along in the light of experience, and to the period they are instructed to cover. The researcher should always put a date and their name of the file.
7. Population based field research carried out by partner organisations/academic institutions such as Columbia University's Mailman School of Public Health can be used to provide alternative data in key countries and to compare with the data collected by the GDH/S.
8. Where sources are weak or confusing, in-country researchers (journalists or human rights researchers) should be hired to investigate further and clarify data.

Comment [JK11]: I realize there was some difference of opinion in terms of sources of the last report but since they ultimately did receive final sign-off from all agencies, the citations from the last report might be a helpful start in generating a list of reliable local and international sources around which there was a final consensus....

NB data should be collected from 1 January 2013, if GCPEA agrees to its use in EUA 2017, as the 2013 data collected for EUA 2014 did not represent the result of a comprehensive search, unlike the data collected for 2009-2012.

3.2 Ways to widen the range and improve the quality of data collection and analysis for both primary and secondary data

Widen the range (secondary)

- More extensive research in Spanish in Latin America, i.e. in more countries, and other Spanish-speaking countries
- More extensive research in Arabic in Arabic-speaking countries
- More extensive search of reliable local/national sources once reliability is ascertained
- Building up a portfolio of reliable media/human rights sources in each significantly affected country and trawling those on a regular basis
- Use of names of armed groups/forces in search terms
- Use of area names in search terms
- Regular requests for information on long-term impact

Widen the range (primary)

- Build on-going relationship with CTFMRs/M&R partners, including Education Clusters, in each country to check for new sources

- Send researchers (consultants) to key countries or hire in-country consultants to carry out firsthand research on certain topics

NB. Widening the range via Arabic has serious implications for staffing and quality control because you need the layers of staff who understand Arabic to cross-check and even then it may not be possible for GCPEA partners to cross-check. So although it would seem a logical thing to do for a Qatari-based organization it may not be possible to provide the same level of quality control and partner buy-in on the research. This requires a significant decision.

Improve the quality (secondary)

- Wherever possible hire staff who have experience of living and working in key affected countries. (We found this invaluable in researching Education under Attack, because they are more familiar with nuances of the conflict and the potential sources of information and better able to judge their reliability - and this type of data collection relies very heavily on judgment). Moreover it would be helpful if the team is made up of members with experience (working, living or at least visiting) in a mixture of different key countries
- Wherever possible employ journalists or human rights researchers who have worked in key countries and who have an interest in and demonstrated command of human rights issues/education/child protection.
- Building in adequate time for researchers to spend on analysis
- Systematic cross checking of reliability of resources with field experts via periodic meetings/communication with MRM CTF teams/HRW country experts
- Also hire some staff with knowledge of how to present information in different ways, eg by using infographics

Improve the quality (primary)

- Wherever possible use researchers (journalists or human rights researchers) who have experience of living and working in or visiting the affected country. (We found this invaluable in researching Education under Attack, because they are more familiar with nuances of the conflict and the potential sources of information and better able to judge their reliability and know how people and organisations operate in that culture).
- Build on-going relationship with CTFMRs.
- Build on-going relationship with GCPEA and other INGO/NGO potential partners in the field.
- Build on-going relationship with the Global Education Cluster.
- In-depth in-country research on particular topics.
- In heavily affected countries that do not have the MRM and where the situation is complex, periodically/annually engage a consultant in country who understands the nuances of the conflict and biases of potential sources to do research to clarify confusing data and fill gaps (ie a journalist or human rights researcher).

- Commission population based surveys to establish prevalence
- Undertake qualitative studies on the range of impacts, including long-term impact on education
- Undertake qualitative studies on responses

Improve searchability

Searchability does not improve the quality of the data itself, but it does improve the quality of the GDS, making analysis easier. For this technical advice must be sought on how we can establish a database in a way that information can be retrieved on an agreed set of characteristics, topics or indicators, e.g. location, time, nature and impact of incident, plus verified vs non-verified. Searchability also involves ensuring non-duplication, which requires a system for ensuring variations on names of schools/locations are not included.

3.3 System of quality control and oversight

- Sound judgment is required at every stage of research and cross-checking.

1. Gather research/flag up queries

Researchers should gather information according to the method indicated in the research tool, leaving in borderline cases/borderline quality/biased material but adding comments to flag up where they think cases are borderline and why.

2. Cross check/flag up queries

All information should be cross-checked by a team co-ordinator. Only material from reliable sources and which fits the definition should be inputted on to the raw version of the database. In most borderline cases, further advice should be sought from the team leader. Material from unreliable sources/that does not seem to fit the definition should be removed and stored separately in case it needs to be re-read. Reasons for removing material or questioning material should be flagged up in comments in track changes. Special attention should be given to rooting out unreliable/biased/propaganda material and re-checking for objective material for the same incidents. (NB: In many cases during EUA 2014 when material was judged biased/unreliable, we were able to find other objective accounts, so it is not just a case of taking out material but seeing if there is better material to replace it)

3. Cross check again

The raw material should then be double-checked by the senior individual in the GDS research team. Special attention should be given to rooting out unreliable/biased/propaganda material and re-checking for objective material for the same incidents.

Comment [JK12]: May be useful to spell out – either here or in the previous step – that the info needs to be checked for fit with definition/reliability of sourcing but also to be sure that the figures/indicators are entered correctly in the database to control for human data entry error. I think some database technology is sophisticated enough to be able to pull out or flag up duplication and possible errors but making sure that figures, locations, etc. are entered accurately will require at least one layer if not two of human checking.

4. Cross check with in-country experts or via researchers

Drawing on the experience of the MRM oPt team, there should be regular meetings/communication with CTFMRs/or a committee of GCPEA partners in each country to discuss questionable cases. In countries where there is no CTFMR or Cluster working actively on monitoring attacks on education, hire a consultant researcher (journalist or human rights researcher) to cross check and further investigate debatable/politically sensitive material. Where population-based research is being carried out, compare the data with GDH/S research.

5. Cross check changes

Changes should be made in the light of the consultation/research and cross checked by the team coordinator, flagging up remaining decisions. Then it should be checked by the senior individual in GDS to make final decisions. Special attention should be given to rooting out unreliable/biased/propaganda material and re-checking for objective material for the same incidents.

6. Input on database

At this stage the material can be input into the final draft data on the database. At every stage of input into the database there should be a history of authors of the input, so that we know who has previously entered or changed the information to make checking queries/changes easier.

7. Pre-publication review

Before publication a focal point from each country (CTF or GCPEA partners) should review any material relevant to their country to be published. The final draft should be signed off by the head of any key partners (GCPEA etc) and PEIC. Where a publication is time sensitive, eg has to be rushed to be topical, short cuts in the process may have to be agreed in advance to meet the deadline. Signing off by GCPEA should advisedly mean one person signing off on behalf of all GCPEA members, otherwise the process will be too lengthy for most purposes. All published copy should be subject to legal checks for defamation/libel etc

8. Periodic review by external experts

A process of periodic review by external experts, as part of ongoing monitoring and evaluation of the Global Data Hub/Service's operations, should be put in place, and the findings of these reviews taken on board to continually improve the relevance and quality of its functioning.

9. Strategic oversight

Comment [JK13]: One thing that needs to be addressed somewhere is what to do if/when figures are subsequently revised down or up from a given incident. This won't be an issue for countries where data is collected retrospectively but it is a question for those heavily affected countries on which data might be collected more regularly.

Strategic oversight of the work of the GDH/S should be provided by a board comprising members of PEIC and all the partner organisations supporting the GDH/S, including a representative of GCPEA, the MRM CTFs (UNICEF), OSRSGCAC, a representative of the scholar rescue organisations, and a representative of the Global Education Cluster.

4. Services

4.1 Engagement and dissemination

4.1.1 Channels for online engagement and dissemination

- emailed newsletters
- text alerts
- Facebook alerts/debates/Q and As
- Twitter alerts
- Website news and views
- Online community forums hosted by GDH/S website/PEIC website
- Events (e.g. webinars, online photo exhibits, etc.)
- Partnerships with media organisations for dissemination

NB Media partnerships are an important vehicle for ongoing dissemination and engagement.

Channels of offline engagement

- Experts meetings
- Conferences/roundtables/exhibitions
- Training/advice missions
- Input into GCPEA
- Information requests
- Meetings with partners on standards/verification/advocacy campaigns, etc.
- Dialogue with editors/ journalists/ to try to engage them on the subject
- Media interviews
- Media training

4.2 'Website design'

First, it is important to note that the website is merely one tool at the disposal of the GDH/S and one means of engaging with partners and interested parties. While it has become common for organisations to view posting content on the web as the main deliverable on communication, media savvy organizations think instead of creating a process of engagement, of which a website is just one tool. Facebook, twitter and real life events, as well as online reporting of them are others.

Second by 'website design' we do not mean web development. Rather we will use this heading to discuss the possible uses of a website. Further ideas should be sought from potential partners.

Rather than thinking of website design, it is better to think in terms of 'online engagement' design.

Website requirements [will develop this section more later]

It must be:

- tablet/mobile phone friendly, e.g. using Wordpress content management system (CMS)
- secure (special measures need be taken, such as implementing security checks, anti-hacking preventive measures, separation of the newsletter/email database from the website, etc.)
- one of several vehicles for disseminating of information
- a vehicle for signing up members to get access to newsletter
- a place where the public can find an email address to provide initial information on incidents in confidence
- a place where analysis of trends and key incidents can be found
- a place where information on advocacy campaigns is posted
- a place where people can discuss issues and responses on a forum
- promoted on social media via Facebook and twitter and links in media coverage
- a place where GDH/S products can be found

The site could be separate from the PEIC website but hosted by it, allowing cross-branding/promotion and branding/promotion of GDH/S partners.

4.3 Computer storage of information

The website may not be the place for storage of raw data, for security reasons. It may be best to store raw data on an internal MIS separated from the website and linked to partners, that enables them to feed in information if we have the capacity to do that. It is critical to seek expert advice on this issue, both to ensure security, searchability and the ability to analyse the information using analytical computer tools. There are two levels of raw data, one is the original source material from each source used for each incident; the other is the summary of facts about each incident gleaned from all the sources available (the first draft data and final draft data). Any MIS needs to be able to cope with both (able to store them and able to make them easily retrievable and clearly separated/defined). In addition, it would be helpful to develop the ability to merge data from different approved sources, as the MRM database in OPT does, although this requires a lot of buy-in and consensus, as

Comment [JK14]: This is an interesting idea – but would have to be able to make sure that data inputted by partners could somehow first be vetted by the GDH/S before being mixed in with other GDH/S data... Also, if they have access to feed data into the MIS, would that mean that they could also search it?

common identity methods have to be used, e.g. the way a school is named in the database to avoid duplication.

5. Global Data Hub/Service products and services

A range of services has been outlined in 1.2, and products have been outlined in 4.11 and 4.12 but are summarized here. They include potential services to complement existing M&R, encourage more M&R and aid capacity building of M&R on attacks on education and potential products involve different types of presentation of information and analysis, in digital, printed or spoken form.

Products

- E-newsletter providing updates/information on available products/development of email database to send to
- Periodic reports on each country (annually).
- Analysis of global trends annually.
- Analysis of particular types of attack/attacks on particular types of target across countries.
- Commissioned studies on particular types of attack/situation/responses, etc.
- One-off reports geared to particular developing situations in the news.
- One-off reports/alerts/commissioned studies geared to alerting the media/partners to developing situations not being covered by the media
- Country fact sheets available annually
- Analysis of media reporting to encourage more and better reporting by the media
- Interviews with the media by the team leader/a spokesperson based on findings
- Constantly updated website
- Facebook alerts
- Twitter alerts
- Facebook group
- Facebook Q and As
- LinkedIn articles
- LinkedIn group aimed at field programmes/partner members staff
- Roundtable debates in partnership with media organisations to promote discussion of GDS findings publicly
- Supply of information for media partnerships/hubs/microsites
- Hosted forums
- data for use in the next *Education under Attack* study (GCPEA, 2017)
- briefing papers for use by or to alert the OSRSCAC and treaty bodies to strengthen UN reporting and accountability
- briefing papers for specific advocacy campaigns for partners
- briefing notes to media, academic and research organisations/individual journalists and researchers on request
- one-off reports for meetings of experts/conferences on request

- expert advice/briefings/training on monitoring and reporting of attacks on education to partners/potential partners interested in or currently monitoring such attacks on request
- qualitative studies on impacts (short-term and long-term)
- qualitative studies on responses
- whole crisis studies on attacks, impact and responses
- in-house store of pictures culled from cuttings as reference for picture researchers (need photographer/agency details/date/location) for use in advocacy materials/publications
- in-house store of video witness footage, where date/location/incident information/objectivity/copyright is clear) for use in advocacy campaigns/online publications/social media campaigns

Services to partners (as previously mentioned in 1.2)

- provide data for use in the next *Education under Attack* study (GCPEA, 2017)
- provide timely, ongoing reliable data for use by or to alert the OSRSCAC and treaty bodies to strengthen UN reporting and accountability
- provide timely reliable data for specific advocacy campaigns for partners
- provide reliable data to media, academic and research organisations/individual journalists and researchers on request
- provide reliable data to meetings of experts/conferences on request
- provide expert advice and training on monitoring and reporting of attacks on education to partners/potential partners interested in or currently monitoring such attacks on request

6. Capacity development for organisations involved/interested in being involved in M&R at country level

The GDH/S, once it has established its operation, should offer its services to organisations carrying out or interested in carrying out/improving M&R of attacks on schools/education to try to encourage more and better collection of data. The service could include:

- establishing an ongoing dialogue with partners including GCPEA, CTFMRs, the Global Education Cluster and the SAR monitoring network on definitions and methods of collection/issues arising, to support the development of M&R on attacks on education in particular situations
- training workshops for potential partners in particular situations (eg, education district officials, NGOs, teacher unions) on the impact of attacks on education, why they need to be monitored, and the range of possible responses. If it was done in partnership with say the Global Education Cluster, it could be geared to creating action plans and including follow-up on their progress. This was done successfully in Pakistan and the Philippines for the Global Cluster Project on Protecting Education in Conflict-Affected

Countries (2012) and it seemed to provoke genuine interest in improving M&R on attacks on education and military use of education facilities in both countries. The relationship could be two-way, with the recipients going on to become feeders of information to the GDS and UN country teams.

- Partnerships with local M&R actors on awareness/media campaigns on situations in particular locations where working with partners on researching a particular set of incidents could produce better material for an advocacy campaign on the issue than working separately. This would enable the GDH/S to get better information and local partners to get their information disseminated.

NB: This list may seem presumptuous at such an early stage, but is a glimpse at the potential for the GDH/S to contribute in the long term to capacity building in M&R on this issue. The GDH/S itself will first need capacity development, particularly in its first year but ongoing after that. Therefore the relationship should be symbiotic with CTFMRs, with the latter able to provide the expertise to help train/advise the team in data collection, verification, prior debate on definition issues, political and cultural sensitivities, data storage, data merging, etc. It would be reasonable to expect the GDH/S to take 6-12 months to get up to speed on collecting data to the level of *Education under Attack*, depending on resources, as it is a constant learning process and should always be so, aided greatly by feedback and review of information, advice and training from partners.

Annex I

Incident research tool

Education under Attack 2014:

Online incident research method

Please carry out the following online searches for each country we have requested you to focus on.

1. Find relevant articles/reports from the following sources:

(i) Key word search

Using Google Chrome/Google, please do a separate search for each key word in the first line alongside each key word in the second line for each country for each year. Please provide a separate document per country per year. In each document include the text of every article or document that comes up in the search, along with the headline, date, internet link at the top and with the correct bibliographic reference at the end. The articles should be placed in chronological order with the latest at the end of the document.

Please note that the key words used cover students and staff and facilities at all levels of education including pre-school, primary school, secondary school, vocational education, colleges, universities.

Before beginning please read the accompanying sheet on the terms of reference of the study to see the full definitions of what we mean by attacks on education including the range of types of attack and target covered. Where in doubt about whether an incident constitutes an attack on education please include the information anyway and we will edit it out later if it is inappropriate.

A. (12 x 12 x 1 x1-4) x Google/Google Chrome

student/schoolchildren/pupil/teacher/headteacher/principal/headmaster/headmistress/education staff/lecturer/academic/professor/scholar/education officials/education director/janitor

+

killed/murdered/assassinated/injured/wounded/shot/abducted/kidnapped/rape d/sexual violence/recruited/persecuted/disappeared/detention/child soldiers/combatants/attacked/seized/tortured/arrested/prison/detained/disappearance

+

Country name

+

2009/2010/2011/2012/

B. (4 x 12 x 1 x4) x Firefox/Safari/Explorer

School/college/university/nursery/kindergarten/education district/education ministry/ office education/education materials/examination/textbooks/

+

attack/bomb/explosion/detonated/IED/destroyed/damaged/blown up/fire/burned down/burnt down/arson/mine/occupied/used as base for military/used as a base for security

+

country name

+

2009/2010/2011/2012/

For example, you would begin by looking at 'teacher killed in Afghanistan in 2009' followed by 'teacher murdered in Afghanistan in 2009' and running through the combination of 'teacher' with each variation in line 2 for that year, then do that for each year; then move on to 'schoolmaster killed in Afghanistan in 2009' and follow the same procedure again etc

Please note that all articles should be inserted into the document in chronological order, ending with the most up to date, ie starting in January and ending in December for each year. Please do not insert a separate selection under each combination of search words, but run all articles together in chronological order. Please check off the search combinations you have completed on a separate table (see sample checklist table).

(ii) Key site search

Some human rights sites/trade union/specialist news sites provide more detailed coverage of this issue across a range or all countries. These should also be trawled for the country you are working on. For each site we are suggesting the best way to search that site. If you find a better way, let us know:

IRIN News: www.irinnews.org (use advance search, select key word combinations as in 1(i) above and select country)

Relief Web: www.reliefweb.int (use key search combinations from 1(i) above)

AlertNet: <http://www.trust.org/alertnet/>, this is Reuter's humanitarian news site, use the search facility with key words from this tool and the country name.

State Department annual human rights reports, go to the relevant country: <http://www.state.gov/j/drl/rls/hrrpt/>; (look up 'teacher', 'student', 'academic', 'professor', 'school', 'college', 'university' in your country)

University World News: www.universityworldnews.com (for higher education) (go to archive by country and trawl through headlines for that country for relevant stories; or go to advanced search and use key words such as university bomb, university attacks, academics attacks etc and the country name)

Education International: <http://www.ei-ie.org/> (for teachers, trade unionists, academics etc, type in country's name into their search facility and a google list of their stories and links to them will come up, look through the headlines to find relevant stories).

NEAR: <http://www.nearinternational.org/alerts.asp>. This provides alerts on attacks on higher education, although it ceased adding new material about a year ago. Select your country and check each story listed, as they are mostly relevant.

The Observatory for the Protection of Human Rights Defenders (OBS), International Federation for Human Rights (FIDH), and World Organisation Against Torture (OMCT), together have produced *Steadfast in Protest: Annual Report 2010* and *Steadfast in Protest: Annual Report 2011*, which contain useful country by country listing of violations check for 'teacher', 'student', 'academic', 'professor', 'school', 'college', 'university' in your country:

(2010) <http://www.fidh.org/IMG/pdf/2010/OBS2009UK-full.pdf>;

(2011) http://www.fidh.org/IMG/pdf/obs_2011_uk-complet.pdf

The **Amnesty International, *The State of the World's Human Rights, Annual Reports*** (look up 'teacher', 'student', 'academic', 'professor', 'school', 'college', 'university' in your country):

(2012) http://files.amnesty.org/air12/air_2012_full_en.pdf

(2011) <http://allafrica.com/download/resource/main/main/idadcs/00020904:62e42cc96e37b20d6d3f6750caf4e3dc.pdf>

(2010) <http://reliefweb.int/sites/reliefweb.int/files/resources/C9B7A59582DC46DE492577300006AC91-amnesty-annual2010.pdf>

Refworld: <http://www.unhcr.org/cgi-bin/txis/vtx/refworld/rwmain> (Pick the region, then then the country, then use the filter within the country to search key words teacher', 'student', 'academic', 'professor', 'school', 'college', 'university')

Asian Human Rights Commission: <http://www.humanrights.asia/countries> (for Asia: this site is a bit hit and miss but use key search words and country name in search facility)

(iii) Search of reports by the Secretary-General on Children and Armed Conflict

UN Secretary General's Annual Reports

Check to see if your country is in the Annual Report. Different countries appear in different years' reports. These only cover children up to age 18, so not higher

education. But check for 'school', 'teacher', 'student' and to find relevant material. Mostly it will come under paragraphs on 'attacks on schools and hospitals' but the subject will be covered in some other paragraphs and lists of parties to conflict as well. An alternative way to find these is to go to:

<http://childrenandarmedconflict.un.org/library/> and click on the year in the year list and on 'annual reports' and 'secretary-general'.

Secretary-General (SG)'s Annual Report on Children and Armed Conflict (CAAC) 2012 (covering 2011):

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N12/320/83/PDF/N1232083.pdf?OpenElement>

SG Annual Report on CAAC 2011 (covering 2010):

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/275/33/PDF/N1127533.pdf?OpenElement>

SG Annual Report on CAAC 2010 (covering 2009):

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/311/28/PDF/N1031128.pdf?OpenElement>

SG Annual Report on CAAC 2010 (covering 2008)

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/282/44/PDF/N0928244.pdf?OpenElement>

UN Secretary-General's country reports:

Check any of the following reports covering your country for 'school', 'teacher', 'student' to find relevant material on attacks on schools and other violations affecting teachers and students.

2012:

Report of the Secretary-General on the situation of children and armed conflict affected by the Lord's Resistance Army (South Sudan, DRC, CAR), S/2012/365, 25 May 2012

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N12/348/12/PDF/N1234812.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Colombia, S/2012/171, 12 Mar 2012

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N12/253/50/PDF/N1225350.pdf?OpenElement>

2011:

Report of the Secretary-General on children and armed

conflict in the Sudan, 5 July 2011, S/2011/413

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/388/76/PDF/N1138876.pdf?OpenElement>

Report of the Secretary General on children and armed conflict in Iraq, 15 June 2011, S/2011/366

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/350/96/PDF/N1135096.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in the Central African Republic, S/2011/241, 13 Apr 2011, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/297/69/PDF/N1129769.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Chad, S/2011/64, 16 Feb 2011

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/217/50/PDF/N1121750.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Afghanistan, S/2011/55, 11 Feb 2011, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/217/44/PDF/N1121744.pdf?OpenElement>

2010:

Report of the Secretary-General on children and armed conflict in Somalia, S/2010/577, 11 Sep 2010,

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/629/94/PDF/N1062994.pdf?OpenElement>

Report of the Secretary-General on Children and Armed Conflict in the Democratic Republic of the Congo, S/2010/369, 09 Jul 2010

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/418/02/PDF/N1041802.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Nepal, S/2010/183, 13 Apr 2010

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/275/78/PDF/N1027578.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in the Philippines, S/2010/36, 21 Jan 2010

<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/216/24/PDF/N1021624.pdf?OpenElement>

2009:

Report of the Secretary-General on children and armed conflict in Uganda, S/2009/462, 15 Sep 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/506/74/PDF/N0950674.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Burundi, S/2009/450, 10 Sep 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/494/21/PDF/N0949421.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Colombia, S/2009/434, 28 Aug 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/488/73/PDF/N0948873.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Sri Lanka, S/2009/325, 25 Jun 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/351/86/PDF/N0935186.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in Myanmar, S/2009/278, 01 Jun 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/350/00/PDF/N0935000.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in the Sudan, S/2009/84, 10 Feb 2009, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/233/88/PDF/N0923388.pdf?OpenElement>

Report of the Secretary-General on children and armed conflict in the Central African Republic, S/2009/66, 03 Feb 2009
<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N09/219/11/PDF/N0921911.pdf?OpenElement>

2. Highlight relevant information

Entitle the document by name of country and year: e.g. 'Afghanistan 2009.' Highlight in red all the relevant bits of information related to:

1. Incidents (what happened, where, when, by whom, to whom, how)
2. Evidence of perpetrator and motives (why it happened)

3. Immediate impact (number of deaths, injuries; number of buildings/facilities/education transport vehicles or supply vehicles or convoys/damaged or destroyed; extent of destruction etc)
4. Long-term impact (any references to how many killings, injuries/damaged destroyed buildings that year or over a period of time; any reference to number of schools closed for how long, number of students unable to attend school, number of teachers no longer attending/extent of teacher shortages.
5. Any measure taken (by the military, the community, or ministries) to protect schools/student and teachers, avert attacks, help schools carry on giving classes, help repair/rebuild schools, address motives (eg by changing the language of instruction, changing what is taught, hiring local teachers or teachers from other ethnic/religious backgrounds, negotiating with the armed opposition or attackers, negotiate respect for schools as zones of peace, address the issue in peace agreements etc)
5. Accountability measures: trials, prosecution, charges relating to attacks on education.

3. Summarise key information.

Then at the top of the document summarise key information on serious incidents, the short- and long-term impact of attacks, motives, the range of responses and interesting trends and developments in each country, but include the relevant footnotes for every figure/incident report.

Repeat this for each of the years of the reporting period, so you will create separate documents entitled Afghanistan 2009, Afghanistan 2010, Afghanistan 2011, Afghanistan 2012, each of which include all sources for the year concerned, organized in chronological order with relevant information highlighted (see point 2 above), and key information summarised at the top.

ADDITIONAL ADVICE: Where numbers used in data conflict err on the side of caution and use the lower number or explain that the numbers range between x and y, but you must cite all sources for each number. Also, note that attempts to provide 'real time' data on incidents with large numbers of casualties will be hampered by the fact that the final numbers affected are often not known until some time after the event, hence the need to review information at a distance.

As you complete each document, put your name, as the researcher, and the date, at the top send it to the project team for checking and storage.

4. Dealing with new countries:

In some cases we already know a country has a history of attacks (see any country listed in the annex of Education under Attack 2010 and most Arab Spring countries). In other cases we don't know at all whether attacks have taken place and we are looking because the conditions for attacks exist, such as ongoing conflict, ethnic

tension, or there is a repressive government/regime (which makes Higher Education attacks more likely). In those cases (which we will let you know about when we ask for you to research them), try this basic search first of key violations before investing a lot of time on them:

Shorter test for countries not already known to have had attacks

A. Student/teacher/headteacher/academic/professor/scholar/teacher trade unionist
+
Killed/injured/shot/kidnapped/abducted/persecuted/child soldiers

B. School/college/university
+
Attack/bomb/destroyed/damaged

If this doesn't yield any results, stop researching this country and move on to another one.

Research guidance:

Searching via Google on Google Chrome seems to provide more results than searching via Internet Explorer.

Searching via individual terms eg professor killed seems to work better than searching by as string of terms, eg professor killed Or detained Or abducted, although this may not be the case for all countries.

Please note that if you find a number of stories from one country on a particular news site e.g. www.bbc.co.uk/news/world/, you should also trawl that site using the same key words, as it may be a quicker or more effective way to find stories. Then go back to your Google search.

If you find a specialist site dealing with the country you are looking at and it provides a lot of information on incidents, search it thoroughly and let us know about it.

Some countries have mainly school attacks and some have mainly higher education (HE) attacks, so make sure you are covering all of the key words.

Be realistic. If you get a large number of stories on the same incident, take four or five stories that you think are reliable and cover all the angles between them. Don't waste time cutting and pasting every single story on the same incident.

Similarly if you find after three or four pages of Google searches that no stories are coming up, switch to another search word. Sometimes the stories run out after a couple of pages, sometimes after ten, sometimes after 40. It just depends on the country.

Please note that the incident tool is meant to help you carry out the research. It is not meant to replace your own judgment. If you have access to useful information from reports or documents without having to do a search, please add that information to your research documents.

If you come across a site you find has a lot of stories on incidents in any particular country, send me a note to let me know for future reference.

If you have any guidance tips from your own experience, share them with me, as we will develop this tool as we go along in the light of your experience in using it.

If you face a particular problem and want some advice, get in touch.

Brendanomalley.journalist@gmail.com

Annex II

Education under Attack 2014: Literature search method

The aim is to search for academic literature as well as relevant reports commissioned/authored by UN agencies, NGOs, think-tanks, etc. that address the problem of violence targeted against education (as defined within the methodological framework) and/or present/analyse measures aimed at prevention and response. This research will complement the more specific country incident research, focusing on literature that is global in nature.

Phase 1

Using a combination of Google Scholar, your university's academic search engine (researching both publications and journals) and regular Google, carry out searches that cull reports, journal articles and/or relevant chapters/publications in the specified period (quarter/year) related to the following:

- 1) Attacks on education (please refer to definition of terms) - trends and key emerging issues in the specified period (quarter/year)
 - 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 will be given particular emphasis;

- historical comparison/context of attacks.

NB: Please don't cover news stories, as these also are covered by the incident research. What we are looking for from the literature review is any analysis that has been made of this type of data.

2) Responses (Prevention, protection, recovery, risk reduction) and emerging issues and lessons learned:

- monitoring and reporting (extent, challenges, progress, best practice);
- law and accountability (new measures, existing framework, implementation);
- military duty to protect (protection/military use/training);
- community-based/derived protection and prevention;
- education curriculum/policy/planning for risk reduction/protection/recovery/peace-building.

NB: Responses will only be covered in passing by the incident researchers, so we are very much relying on the literature review to tell us what information and analysis is being published on responses. Requests for information directly from field programmes will be made separately.

For useful keywords, particularly regarding trends and key emerging issues, please also refer to the incident research tool. Please be sure that your searches are inclusive of students, staff and facilities at all levels of education including pre-school, primary school, secondary school, vocational education, colleges and universities. Before beginning please read the full definitions of what we mean by attacks on education including the range of types of attack and target covered and what we mean by 'responses'. Where in doubt about whether an article or publication is relevant, please consult the Project Team Coordinator.

If your searches bring up any country-specific information, please forward these to the Project Team Coordinator, who will give it to the staff member focusing on that country.

Phase 2

Please review and save all relevant documents in the corresponding topic folders. Please also prepare an annotated bibliography giving full citations (with links, as relevant) and summarizing each study/journal article in one to two paragraphs. This bibliography should be organized by category (i.e. attacks on education – analysis and trends, responses) with relevant sub-categories, particularly under 'responses'. If publications are relevant for more than one category/sub-category, please cross-list and highlight page numbers that pertain to the relevant category. The review should also highlight the key points of interest related to issues 1) and 2) enumerated above.

PEIC options for engagement with data collection for *Education under Attack 2017*¹

1. Introduction: collaboration between PEIC and GCPEA

PEIC's decision to create the Global Data Hub/Service (GDH/S), providing ongoing collection, analysis, storage and dissemination of data on attacks on education, will pose an immediate question about whether and how the data collected could be used for future *Education under Attack* studies, starting with *Education under Attack 2017*, to avoid duplication.

From GCPEA's point of view, the key question is likely to be to what extent should *Education under Attack* rely on the GDH/S for the collection of its data and what input would GCPEA need to have on the design, operation and oversight of the GDH/S to ensure the GDH/S data specifications/collection methods/standards and systems of quality control and oversight fit the standards and requirements that GCPEA seeks to achieve for the *Education under Attack* studies or any other use of the data.

When GCPEA took on responsibility for publishing the *Education under Attack* series from UNESCO, its objective was to make EUA the flagship publication of GCPEA, thereby providing an opportunity 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.

It also aimed 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 contributing to more effective and informed measures of prevention, protection, monitoring and reporting, especially at country and community levels.

Through *Education under Attack* it sought to promote the inclusion of the attacks-on-education 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).

To meet these objectives, GCPEA wanted to ensure that throughout the process of researching and reviewing *Education under Attack 2014*, great attention was paid to ensuring that data used came from reliable, objective sources, was thoroughly fact-checked and was reviewed by field/in-country experts, particularly from

¹ Based on the outcomes of a consultancy by Brendan O'Malley, this paper has been edited and modified by Mark Richmond. In its present form, it is being made available as a stimulus to discussion. It does not represent the full or final position of PEIC.

UNICEF/CTFMRs and Human Rights Watch, and was signed off by heads of member organisations.

It follows, therefore, that if PEIC sees the GDH/S as becoming the main and ongoing provider of data for the EUA studies, it will have to persuade GCPEA that it will be able to cover the same ground and adhere to the same specifications, methodology and standards of verification and with a similar level of involvement by GCPEA stakeholders in the review of data. It also follows that a similarly inclusive approach would be required for the GDH/S to be used for any other purposes by GCPEA.

GCPEA has a legitimate interest in attacks-related data collection, by whom it is undertaken, how it is undertaken, with what quality controls and with what potential uses, particularly with a view to making EUA data available for use by all GCPEA partners and other interested parties. In this regard, it is worth noting that PEIC is clearly aware that the GDH/S itself can only function well through collaboration with GCPEA partners and will only have a true purpose if it provides data that supports the work of GCPEA partners. Moreover, any concerns about ensuring GCPEA access to the data could be addressed through, for example, legal agreements to make the GDH/S data used for GCPEA products available for other uses by GCPEA under appropriate conditions, e.g. without breaching copyright, causing libel or breaching any arrangements to maintain the confidentiality of sources. In addition, a structure of oversight of the GDH/S by an independent strategic board including GCPEA members, if agreed, would offer a guarantee that PEIC will operate independently of any sources of political pressure.

How GCPEA and other partners should be involved in the various stages of design, operation and oversight of the GDH/S to ensure that these concerns are addressed and GCPEA's interests are met has been partially addressed by Jane Kalista's paper and subsequently by Brendan O'Malley's paper. The following table summarises the steps of engagement of GCPEA in decision-making/review of GDH/S data collection with particular regard to EUA:

Stages of consultation with/review by GCPEA for GDH/S data collection

Stage	Process	GCPEA involvement
1. Conceptualisation, agreeing functions and services	Consultation to determine partners' needs	Via survey/meetings
2. Design of specifications	Establish definitions of attacks, specifications of data to be collected,	Consulted and agreement sought on draft via email.
3. Design of methods of data collection and quality control	Outline methodology, plans for improving quality and breadth, system of oversight	Consulted and agreement sought on draft via email.
4. Raw data source/quality	Ongoing dialogue on reliability/bias of	Ongoing calls, discussions with

assessment	sources/politically sensitive incidents	CTF/Cluster/HRW and other partner members in country
5. First draft	Cross-check first draft with in-country experts	Review by in-country focal points from CTF/Cluster/HRW
6. Pre-publication in GDH/S publications	Pre-publication checks	Final review by CTF/Cluster/HRW country focal points; plus global sign-off by GCPEA representative
7. Strategic oversight	Periodic review of GDH/S operations by Review Board	Membership of Review Board, along with representatives of MRM CTFs, OSRSGCAC, scholar rescue organisations and Global Education Cluster
8. Storage and access to data	Planning for storage and access	GCPEA consulted on plans

One area that may need further discussion is the range of products produced and functions carried out by the GDH/S, since GCPEA may feel that some of them overlap with their own products or functions, causing duplication. For instance, if PEIC carries out media or advocacy campaigns, some of them may overlap with plans of GCPEA or other GCPEA members. By the same token, if GCPEA did not use GDH/S data for *Education under Attack*, PEIC would feel that the GDH/S's work was being duplicated, which would be unacceptable

GCPEA will be understandably cautious about embracing a provider whose system of data collection has yet to be established. Key questions for EUA 2017 are: what will the GDH/s's capacity be, what level of experience will its staff have, how long will it take to establish the operation and how long will it take to get over the initial learning curve and achieve the standards required for publication?

Another factor to consider is the date when EUA 2017 will be published. If it is in early 2017, comprehensive data collection will not be possible for the whole of 2016 – this applies regardless of how the data is collected. Because of the time taken to recruit staff, consult and reach agreement with GCPEA on specifications/standards of verification and system of review, and get the operation up to speed, the GDH/S may not be able to collect data on an ongoing basis to the required standard until an unspecified number of months into 2015. Researching, investing in and introducing an MIS may take a significant amount of time and could delay operations if it is required before starting. The GDH/S would probably benefit from orientation, guidance and review by members of the EUA research team and if both GCPEA and GDH/S teams are to be involved in

collecting data from different years, they could be involved in the review of each other's work to ensure consistency.

The advantage for GCPEA of the GDH/S taking over the data collection work is that it would free up time and resources for GCPEA's EUA research team to concentrate on the other contents of the study, notably the thematic chapters and general overview of developments during the period.

2. Options for collaboration

These are summed up in this table and explained in more detail below.

Options for GDH/S and GCPEA collaboration on *Education under Attack 2017*

Option A	Option B	Option C
GDH/S collection of data for 2013-2016 with GCPEA agreement on specifications, involvement in review and oversight, plus sign-off	GDH/S collection of data for part or all of 2015 plus all of 2016, with guidance from EUA 2014 team. Follow GCPEA specifications. GCPEA involvement in review and oversight, plus sign-off	GCPEA collects own data for 2013-2016, duplicates effort of GDH/S for 2015-2016, with PEIC funding the GDH/S data collection and other donors covering the GCPEA work..

Option A: The ideal scenario from a PEIC point of view, and arguably from GCPEA's point of view, is to have all EUA data collected by the GDH/S under the same framework with the same system of review. This would ensure consistency. This would require collaboration between the GDH/S and GCPEA from the beginning to ensure GCPEA's requirements are met. Full GCPEA involvement in processes for the establishment of the GDH/S would be highly advantageous, too, since it would avoid the GDH/S starting in one direction and having to change to meet GCPEA requirements for EUA later.

Under this option, the 2013 and 2014 data would be collected retrospectively. A significant portion of 2015 data may also have to be collected retrospectively. Plus additional research would be required by the GDH/S at the end of 2015 and 2016 to collect retrospective data from annual sources such as the CTFMRs. The GDH/S would need to hire freelance consultants and researchers to carry out the 2013 and 2014 data collection and may find it needs extra help on 2015 and 2016 as it goes along. If the EUA 2014 team was involved in guiding and reviewing the GDH/S's work, at least for an initial period, it would help gear the GDH/S to the standards/methods that GCPEA requires. If the GCPEA EUA14 team was hired to run the collection of the 2013-2014 data for the GDH/S and was involved in the review of GDH/S data for 2015-2016, that would ensure maximum consistency.

Option B: An alternative would be for GCPEA to organize collection of data for 2013 and 2014 and all or part of 2015 if GDH/S has been unable to cover the whole year due to the time needed to get established. This would lighten the load on the GDH/S in the year that it is being set up, but may make it more difficult to ensure consistency of approach and may involve some duplication of effort. However, if the same team that led the research last time led the research on 2013 and 2014 and reviewed the GDH/S methods and materials, that might be a better way to ensure consistency and help the GDH/S get off the ground in a way that met GCPEA requirements. It might also be the most practical arrangement, rather than place a heavy workload on the GDH/S as it is trying to set itself up.

Option C: GCPEA could decide to ignore the GDH/S altogether and produce its own data for 2013-2016. However, we will assume that this option is not being considered since it would lead to wasteful duplication of effort on a grand scale and lead to disillusion by senior EAA management. There would be no point in PEIC funding a separate GCPEA effort to collect data when it is already funding its own version and offering to reach agreement with GCPEA on specifications and involve GCPEA fully in review, oversight and sign-off.

Key lessons to take on board from *Education under Attack 2014*²

The planning for data collection for EUA 2017 needs to take into account the experience of EUA 2014, which was the first time that it had been produced for a coalition of partners, which adds many layers of complexity to the production and review process.

In addition, we need to recognise that the revision and review of copy are extremely complex and take a long time – because of the need to check back through sources and cross-check with other sources every time a query is raised.

The overwhelming problem during the EUA 2014 process was the lack of time available to do the job properly due to the pressures of unforeseen quantities of data and unforeseen complexity and volume of work required in the review and re-checking of data. Difficult and sensitive research tasks, impractical deadlines and tiredness due to extreme workload/hours of work (i.e. up to 12 hours a day up to seven days a week) are not good conditions for producing high quality research that requires clarity of thought.

It is important to take on board the lessons learned during the production of EUA 2014 and build any necessary changes into the schedule of any arrangement between GCPEA and the GDS for EUA 2017. These are the key lessons from last time:

- Every review by the GCPEA Secretariat should be treated as a whole extra layer of review and time must be built in for it.

² This section very much reflects the views of Mr O'Malley

- We have to build in much more time for review of changes by the research team of their own changes at every stage.
- Fact-checking must be carried out twice, in the first instance before sending the first draft to GCPEA, to significantly improve the quality of the first draft.
- If two teams are going to be working on different periods, the GDH/S team leader and the GCPEA lead researcher should review all drafts to ensure consistency between the two.
- Significant gaps have to be built into the timetable to allow for the likelihood of increases of workload due to more information being found than before. This has happened with EUA 2010 and EUA 2014, so should be expected and planned for. Not doing so caused considerable scheduling problems last time as well as financial hardship for the research team.
- The funding must allow for additional payment to the research team if the workload significantly increases above the time envisaged.
- If the publication is being launched in 2017, GCPEA should consider the merits of launching in September 2017 rather than early 2017 to allow for systematic collection of information on 2016. This would then allow coverage of four complete years, making the findings comparable with the findings for 2009-2012 last time (when incomplete data for part of 2013 was added at the end). Otherwise, you will be comparing three years with four, which makes it much harder to get across the message of the findings to the media.
- The planning of content and methodology should be carried out bearing in mind what type of news story you want to produce from it. Media coverage was severely handicapped last time by the inability to put hard figures across on the changing scale. But the opportunity is there this time to make sure there are comparable figures over time for reported number of attacks, for instance.
- It would be better to provide for research in-country of case studies to make the study and press coverage more accessible to a general audience.³
- Thematic chapters written like an academic research paper may work for the INGO audience but do not work for the general audience. If the goal remains to reach a general audience, it might be best to commission professional writers who write for a general audience, i.e. informed journalists, and ensure they contain human interest material telling an engaging story.
- Commissioning chapters by committee is tempting for a coalition, but does not work and is time-consuming. If you have thematic chapters, they should be commissioned by an informed professional commissioning editor who is used to commissioning journalists (see previous para) and the budget should allow for some research to be undertaken in-country.

³ Here and in what follows, we need to be better informed about who reads *Education under Attack* and for what purposes. To be considered is whether EUA 2017 should have two iterations: a short, readable, media-friendly version for the general audience (not a summary as such) and a longer, meatier version for 'professionals'.

- If you *do* want academic style papers, the academic researcher should be funded to carry out research in-country.
- Research should be carried out by experts on attacks on education, human rights researchers or journalists, and not by interns, because you cannot rely on interns to do a good job in work of this complexity.
- The schedule should build in time for training and commissioning (as opposed to the issue of contracts) of researchers/fact-checkers by the lead researcher. This was missing last time but took up a lot of the lead researcher's time. Making use of EUA 2014 researchers would save time.
- Much more time needs to be built in for fact-checking.
- It would be helpful to have constructive feedback from GCPEA partners including those in the field, to see what they found useful in EUA 2014 and to what extent the study should be pitched at INGOs as well as the general audience. It would be interesting to know how they have used the study since it was published.
- Next time we should get Malala to write something for the study or be interviewed for it. Her stock and visibility have risen so high that it is imperative to have her on board to ensure media coverage. Again, whatever she does should be commissioned by a professional commissioning editor, not an internal committee.

Days worked on EUA 2014 data collection:

To calculate how much time is required for data collection for EUA 2017, it is necessary to look at the figures for time actually spent on EUA 2014 (as opposed to time envisaged in the contracts) and build in some expectancy of an increased amount of data and allow some contingency gaps in case the increase is more than expected. It is hard to tell if it is realistic to limit growth of data to any particular figure. The options outlined later in this document allow for a 20% increase, but given that the amount of data in the world in general is rocketing each year, as any article on Big Data will tell you, one must allow for the possibility that there will be much more available. For example, many more national or local media sources may have launched online or more may have been launched online in English. And more national or local human rights NGOs may be using a website to publish their findings. What cannot be afforded is a repetition of the EUA 2014 situation where the cost of dealing with the increase was borne almost entirely by the project team, who ended up working more than three times the number of days they were being paid for, at great personal cost.

Actual days worked for EUA 2014 are estimated as below:

Literature review

Intern: 25-30 days

Data collection and summarizing.

Desk researcher COS: 54 x300

Desk researcher PR: 58 x 300

Desk researcher DL: 25x 300
Desk researcher SF: 7 x 300
Desk researcher WH: 31 x 250
Desk intern WH: 42 x0
Desk intern AK : 66 days x 0
Desk Intern: AM 30 days

Sub-total of desk research:

Literature review 30 days
Desk research 313

In-country researcher Colombia SB: 9 x300 + 300 exes
In-country researcher Colombia JG: 9.5 x300
In-country researcher Mexico PV: 6 x300
In-country researcher Yemen FR: 6 x300
In-country researcher Zimbabwe CM: 3.5 x300
In-country researcher Egypt RK: 0.5 x300

Sub-total of in-country research:

34.5 days in-country research

Fact-checking and subbing:

Desk researcher COS: 38.5 x300
Desk researcher PR: 25.5 x 300
Desk researcher DL: 1 x 300
Desk researcher WH: 10 x 250
Desk researcher SH: 3.5 x 300
In-country researcher Thailand FP: 2 x 0
Sub-editor AR: 2 x 300

Sub-total of fact-checking/subbing:

82.5 days

Citations formatting

Researcher 3 days approx x flat fee 750

Thematic papers

3 x flat fee of 900

Project team:

Researcher/production coordinator: 355 days on the study+43 days on
production=398 days in total
Lead Researcher: 410 days
Team leader: 135 days

(All team members worked three times or more the number of days for which they were paid. The figures for the project team include all work on the study,

not just data collection/country profiles, although that took up most of the time involved)

5. Schedules for data collection for EUA 2017

This is an attempt to chart the sequence of activities and the amount of days allotted to each task. The aggregate figure (if that is the correct term) is the amount of time taken by the team as a whole to the end of this stage (i.e. some tasks overlap in time and therefore the collective figure for the team is lower than the number of days for each task added together). Please note also that Option A and Option B(ii) involve the same annual schedule but in the case of option A it is repeated four times, whereas for Option B (ii) it is repeated twice. This gives a clear idea of the workload on attacks data only. The workload for data on long-term impact and responses would be additional and could be undertaken initially by freelance consultants until it is possible to gauge how much time it will take each year. (See last section).

Option A:

Schedule for collection of 2013 to 2016: repeat this schedule for each year

Monthly tasks			
WHAT	WHO	No. of days per task per month	Aggregate time in working days (not including weekends)
Country research Trawl for raw data, assemble raw data, write summaries with citations. Add citation for every figure counted in any composite figure.	Two researchers, one French-speaking, one Spanish-speaking	8 days total	8
Country research+ training researchers, cross-checking work of researchers, send info requests to CTFMRs/Clusters/other GCPEA partners	Coordinator	8 days	
Cross-checking researchers work, commissioning, training researchers,	Team leader	8 days	16

researching bias/quality of sources, cross-checking work of researchers, Send info requests to CTFMRs/Clusters/other GCPEA partners			
Fact-check first draft	Two researchers	8 days total	24
Cross-check fact check+revise	Coordinator	8 days	26
Cross-check fact check+revise	Team leader	8 days	32
Review of monthly material	In-country focal points of GCPEA (UNICEF/HRW/CTFMRs/Cluster)	3 days	35
Revision of draft post focal points review	Coordinator	2 days	37
	Team leader	1 day	38
Annual tasks			
In country research six countries	Freelance in-country researchers	15 days per year	15
Review of in-country research and revision of text	Coordinator	5 days in Dec	
Commission and review of in-country research and revision	Team leader	10 days in Dec	25
Review and revision of first year draft report	Team leader	5 days in Jan of second year	30
Review first draft year	GCPEA lead researcher	5 days in January	35
Review first draft by PEIC Director		10 days in January	45
FIRST DRAFT COMPLETE UP TO HERE			

Literature review+request and review of CTFMR data for year + incorporation into second draft of any new data for previous year	2 researchers	20 days+ 5 days in Jan	58
Preparation of second draft	2 Researchers	5 days each	
	Team coordinator	10 days	68
Review of second draft changes	GCPEA lead researcher	5 days	73
Review of second draft	GCPEA SC and legal experts	5 days	78
Revision of post GCPEA SC review	Team coordinator	3 days	81
Revision post GCPEA SC review	Team leader	3 days	84
Review of second draft	In-country focal points of GCPEA (UNICEF/HRW)	5 days	
Review of second draft	GCPEA stakeholders	10 days	94
Preparation of third draft+review of changes	Researchers	8 days	
Preparation of third draft+review of changes	Team coordinator	8 days	82
Fact check of third draft changes from first draft	Researchers	10 days	92
Final in-country checking	In-country freelance researchers	6 days total	
Review of fact checking	Team coordinator	5 days	
Review of fact checking and commission of final in-country checking	Team leader	8 days	97
Review of third draft changes	GCPEA lead researcher	3 days	100

Review of third draft changes	GCPEA steering committee	5 days	105
Review of third draft by country focal points	GCPEA country focal points (UNICEF/HRW)	5 days	105
Revision of third draft	Coordinator	5 days	
Revision of third draft	Team leader	5 days	110
Review of third draft changes	GCPEA lead researcher	2 days	112
THIRD DRAFT COMPLETE			
Proof read third draft and make citations consistent	Freelance proof reader	3 days	117
Check proof marks	Team coordinator		
Review GCPEA heads of organisations	GCPEA heads of organization for sign-off	5 days	120
Revision post review	Team leader	2 days	122
Revision check	Coordinator	1 day	123
Revision final check	GCPEA lead researcher	1 day	124
Final check of changes by GCPEA SC	GCPEA SC	1 day	125
Proof read final draft	Freelance proof reader	1 day	126
FINAL DRAFT COMPLETE [half way through the next year]			NB The number of days does not include weekends, ie 126 days = 25 weeks and one day

Option B:

(i) Schedule of collection of 2013 and 2014 data by GCPEA researchers with review by GDH/S

WHAT	WHO	No. of days per task	Aggregate time in working days (not

			including weekends and allowing for overlaps)
Literature review	One freelance researcher	20	
Country research Trawl for raw data, assemble raw data, write summaries with citations. Add citation for every figure counted in any composite figure.	Six freelance researchers	160 days total	90
Country research+contracts+training Francophone researchers, cross-checking work of researchers, send info requests to CTFMRs/Clusters/other GCPEA partners	Researcher	90 days	120
Cross-checking researchers work, hiring and interviewing, commissioning, training researchers, researching bias/quality of sources, cross-checking work of researchers, Send info requests to CTFMRs/Clusters/other GCPEA partners	Lead researcher	90	120
Fact-check first draft	Freelance researchers	40 days	160
Cross-check fact check	Researcher	40 days	170
Commission and cross-check fact check	Lead researcher	40 days	170
In-country research in six countries	Freelance in-country researchers	20 days	190
Review of in-country research	Researcher	5 days	
Commission and review of in-country research	Lead researcher	15 days	205
Review first draft by GDH/S team leader		15 days	220

Review first draft by GCPEA SC		15 days	235
FIRST DRAFT COMPLETE Contingency gap		20 days	255
Preparation of second draft	Researcher	20 days	
	Lead researcher	20 days	275
Review of second draft	GDH/S team leader	5 days	280
Review of second draft	GCPEA SC and legal experts	10 days	290
Revision of post GCPEA SC review	Researcher	5 days	295
Revision post GCPEA SC review	Lead researcher	5 days	295
Review of second draft	In-country focal points of GCPEA (UNICEF/HRW)	10 days	
Review of second draft	GCPEA stakeholders	20 days	315
SECOND DRAFT COMPLETE Contingency gap		10 days	325
Preparation of third draft	Researcher	15 days	
Preparation of third draft	Lead researcher	15 days	340
Fact check of third draft changes from first draft	Freelance researchers	20 days	360
Final in-country checking	In-country freelance researchers	12 days total	370
Review of fact checking	Researcher	10 days	380
Review of fact checking and commission of final in-country checking	Lead researcher	15 days	380
Review of third draft changes	GDH/S team leader	5 days	385
Review of third draft changes	GCPEA steering committee	10 days	415
Review of third draft by country focal points	GCPEA country focal points (UNICEF/HRW)	10 days	425
Revision of third draft	Researcher	10 days	435
Revision of third draft	Lead researcher	10 days	435
Review of third draft changes	GDH/S team leader	3 days	438
THIRD DRAFT COMPLETE Contingency gap		10 days	448
Review GCPEA heads of organisations	GCPEA heads of organization for sign-off	10 days	458

Revision post review	Lead researcher	3 days	461
Revision check	Researcher	1 day	462
Revision final check	GDH/S team leader	1 day	463
Final check of changes by GCPEA SC	GCPEA SC	1 day	464
Proof reading/citation check	Freelance proof reader	6 days	470
Check of proof marks	Researcher	1 day	471
FINAL DRAFT COMPLETE			NB This figure does not include weekends ie 471 days = 94 weeks and two days*

* Production time (subbing, design and printing) is additional to this schedule. Also this schedule does not include the work on the contents other than country profiles, ie summary/overview/thematic chapters.

(ii) Schedule of collection of 2015 and 2016 data by GDH/S with GCPEA collaboration

Monthly tasks			
WHAT	WHO	No. of days per task per month	Aggregate time in working days (not including weekends)
Country research Trawl for raw data, assemble raw data, write summaries with citations. Add citation for every figure counted in any composite figure.	Two researchers, one French-speaking, one Spanish-speaking	8 days total	8
Country research+ training researchers, cross-checking work of researchers, send info requests to CTFMRs/Clusters/other GCPEA partners	Coordinator	8 days	
Cross-checking	Team leader	8 days	16

researchers work, commissioning, training researchers, researching bias/quality of sources, cross-checking work of researchers, Send info requests to CTFMRs/Clusters/other GCPEA partners			
Fact-check first draft	Two researchers	8 days total	24
Cross-check fact check+revise	Coordinator	8 days	26
Cross-check fact check+revise	team leader	8 days	32
Review of monthly material	In-country focal points of GCPEA (UNICEF/HRW)/CTFMRs/Cluster	3 days	35
Revision of draft post focal points review	Coordinator	2 days	37
	Team leader	1 day	38
Annual tasks			
In country research six countries	Freelance in-country researchers	15 days per year	15
Review of in-country research and revision of text	Coordinator	5 days in Dec	
Commission and review of in-country research and revision	Team leader	10 days in Dec	25
Review and revision of first year draft report	Team leader	5 days in Jan	30
Review first draft year	GCPEA lead researcher	5 days in January	35
Review first draft by PEIC director		10 days in January	45
FIRST DRAFT COMPLETE UP TO HERE			

Literature review+request and review of CTFMR data for year + incorporation into second draft of any new data for previous year	2 researchers	20 days+ 5 days in Jan	58
Preparation of second draft	2 Researchers	5 days each	
	Team coordinator	10 days	68
Review of second draft changes	GCPEA lead researcher	5 days	73
Review of second draft	GCPEA SC and legal experts	5 days	78
Revision of post GCPEA SC review	Team coordinator	3 days	81
Revision post GCPEA SC review	Team leader	3 days	84
Review of second draft	In-country focal points of GCPEA (UNICEF/HRW)	5 days	
Review of second draft	GCPEA stakeholders	10 days	94
Preparation of third draft+review of changes	Researchers	8 days	
Preparation of third draft+review of changes	Team coordinator	8 days	82
Fact check of third draft changes from first draft	Researchers	10 days	92
Final in-country checking	In-country freelance researchers	6 days total	
Review of fact checking	Team coordinator	5 days	
Review of fact checking and commission of final in-country checking	Team leader	8 days	97
Review of third draft	GCPEA lead researcher	3 days	100

changes			
Review of third draft changes	GCPEA steering committee	5 days	105
Review of third draft by country focal points	GCPEA country focal points (UNICEF/HRW)	5 days	105
Revision of third draft	Coordinator	5 days	
Revision of third draft	Team leader	5 days	110
Review of third draft changes	GCPEA lead researcher	2 days	112
THIRD DRAFT COMPLETE			
Proof read third draft and make citations consistent	Freelance proof reader	3 days	117
Check proof marks	Team coordinator		
Review GCPEA heads of organisations	GCPEA heads of organization for sign-off	5 days	120
Revision post review	Team leader	2 days	122
Revision check	Coordinator	1 day	123
Revision final check	GCPEA lead researcher	1 day	124
Final check of changes by GCPEA SC	GCPEA SC	1 day	125
	Freelance proof reader	1 days	126
FINAL DRAFT COMPLETE [half way through the next year]			NB The number of days does not include weekends, ie 126 days = 25 weeks and one day*

* Production time (subbing, design and printing) is additional to this schedule. Also this schedule does not include the work on the contents other than country profiles, ie summary/overview/thematic chapters.

6. Implications of GDH/S operation for timing of launch of EUA17

In the section on annual tasks, under the schedule 25 days of the 126 can be carried out in December, therefore the schedule envisages 99 days (20 weeks) of review work the following year. In addition to these, time for production (subbing, checking subbing, design and printing) has to be added, although subbing could also be carried out at the end of the third draft, while heads of

organisations are looking at it. The schedule, therefore, envisages publication around the end of June each year of any annual country fact sheet. For EUA 2017, extra time would have to be added to allow the findings for 2016 to be incorporated into the summary and overview. The implication is that if EUA 2017 is to cover four years of systematic data collection, as last time, it would be unwise to schedule publication before September 2017.

Note also that this is an initial schedule and does not include collection of two types of data that the GDH/S should build into its work in the long term. These are long-term impact data and collection of data on responses. When the GDH/S is up and running, freelance consultants can assist the increase in workload by taking it on as part of the January review of data.

Regarding long-term impact data, some preliminary research into where, when and by whom long-term impact data are collected would be required along with a campaign of advocacy with the Cluster and CTFMRs to encourage further collection by CTFMRS, working groups and local and national government departments. Until that happens, it can be collected by information requests each January at the same time as the requests to CTFMRs for annual data and freelance consultants can assist the increase in workload by taking it on.

Regarding data on responses: this can be done by annual information requests each January too, and we would expect an extremely patchy response, based on last time, but freelance consultants can assist the increase in workload by taking it on.

Examination of States by Treaty Monitoring Bodies

Treaty Bodies	Countries to be reviewed	Deadline for submission	Countries LOI	Deadline for submission	GCPEA Submissions
CRC 12 Jan - 6 Feb 2015	Colombia, Dominican Republic, Gambia, Iraq, Jamaica, Mauritius, Sweden, Switzerland, Turkmenistan, Tanzania, Uruguay OPSC: Cambodia, Iraq, Switzerland, Turkmenistan, Uruguay OPAC: Cambodia, Iraq, Turkmenistan, Uruguay	No formal deadline; end of October recommended (25 hard copies)	Pre-session WG 2 - 6 Feb 2015: Bangladesh, Brazil, Central African Republic, Chile, Eritrea, Kazakhstan, Poland, Timor-Leste, United Arab Emirates OPSC: Israel, Madagascar OPAC: Brazil, Madagascar	Deadline 1 November, max 20.000 words (approx 30 pages), 25 hard copies	Colombia, Iraq Pre-Session: Central African Republic
CEDAW 9 Feb - 29 Feb 2015	Azerbaijan, Denmark, Ecuador, Eritrea, Gabon, Kyrgyzstan, Maldives, Tuvalu	Deadline 26 January, 10 pages, 30 hard copies	Pre-session WG 9 - 13 March 2015 : France, Lebanon, Liberia, Madagascar, Malawi, Portugal, Slovakia, Slovenia, Timor-Leste, United Arab Emirates, Uzbekistan, Yemen	Deadline 26 January, 10 pages, 15 hard copies	Pre-Session: Yemen
HRCtee 16 March - 9 April 2015	Cambodia, Côte d'Ivoire, Croatia, Cyprus, Monaco, Russian Federation	Deadline 13 February, 20 hard copies	Task force for adoption of LOI: Austria, Benin, Greece, Iraq, Republic of Korea, South Africa, Suriname	Deadline 26 December 2014, 6 hard copies	Cote d'Ivoire, Russian Federation Pre-Session: Iraq
CESCR 23 Feb - 6 March 2015	Gambia, Paraguay, Tajikistan	Deadline approx 10 Jan, 20 hard copies	Pre-session WG 9 - 13 March: Burundi, Canada, France, Greece, Guyana, Iraq, Italy, Morocco	Deadline approx 23 Dec, 12 hard copies	Pre-Session: Iraq
CRC 25 May - 12 June 2015	Ethiopia, Ghana, Mexico, Nepal, Netherlands OPSC: Honduras OPAC: Cuba, Honduras, Nepal, Netherlands	No formal deadline; end of February recommended (25 hard copies)	Pre-session WG 15 - 19 June 2015: Benin, France, Gabon, Haiti, Iran, Ireland, Kenya, Maldives, Oman, Peru, Saint Vincent and the Grenadines, Senegal, Sierra Leone, Zambia, Zimbabwe OPSC: Lao People's Democratic Republic, Latvia OPAC: Lao People's Democratic Republic, Latvia	Deadline 1 March, max 20.000 words (approx 30 pages), 25 hard copies	Mexico, Nepal Pre-Session: Iran, Zimbabwe
CESCR 1 June - 19 June 2015	Chile, Ireland, Kyrgyzstan, Mongolia, Thailand, Uganda, Venezuela	Deadline a month and a half before (around mid-April), 20 hard copies	not announced yet	Deadline 2 months before (around 1 April), 12 hard copies	Thailand, Uganda
CEDAW 2 July - 24 July 2015	Bolivia, Croatia, Gambia, Namibia, Saint Vincent and the Grenadines, Senegal, Spain, Viet Nam	No formal deadline : beginning of June recommended, 10 pages, 35 hard copies	Pre-session WG 26 Oct - 20 Nov 2015 : France, Lebanon, Liberia, Madagascar, Malawi, Portugal, Slovakia, Slovenia, Timor-Leste, United Arab Emirates, Uzbekistan, Yemen	No formal deadline: beginning of June recommended	
HRCtee 29 June - 24 July 2015	Canada, France, Spain, Macedonia, UK, Uzbekistan, Venezuela	Deadline mid June; 20 hard copies	Task Force for Adoption of LOI: Bosnia and Herzegovina, Costa Rica, Rwanda, Slovenia Task Force for Adoption of LOI prior to reporting: Belarus, Bulgaria, El Salvador	Deadline mid-April, 6 hard copies	
CRC 14 Sept - 2 Oct 2015	Bangladesh, Brazil, Central African Republic, Chile, Eritrea, Kazakhstan, Poland, Timor-Leste, United Arab Emirates OPSC: Israel, Madagascar OPAC: Brazil, Madagascar	No formal deadline; end of June recommended, 25 hard copies	Pre-session WG 05 Oct - 09 Oct 2015: Barbados, Bulgaria	Deadline 1 July, max 20.000 words (approx 30 pages), 25 hard copies	Central African Republic
CESCR 21 Sept - 9 Oct 2015	Burundi, Greece, Guyana, Iraq, Italy, Morocco, Sudan	Deadline a month and a half before (around beginning of August), 20 hard copies	Pre-session 12 Oct - 16 Oct 2015: Angola, Honduras, Kenya, Sweden, Macedonia, UK, Yemen	Deadline 2 months before (around 12 August), 12 hard copies	Iraq Pre-Session: Honduras, Kenya, Yemen
HRCtee 19 Oct - 6 Nov 2015	Austria, Benin, Greece, Iraq, Republic of Korea, Suriname	No formal deadline, end of September 20 hard copies	Non reporting State : South Africa Task forces for adoption of LOI : Ghana Task forces for adoption of LOI prior to reporting: Bosnia and Herzegovina, Guatemala, Norway	No formal deadline, end of July recommended, 6 hard copies	Iraq
CEDAW 26 Oct- 20 Nov 2015	France, Lebanon, Liberia, Madagascar, Malawi, Portugal, Slovakia, Slovenia, Timor-Leste, United Arab Emirates, Uzbekistan, Yemen	No formal deadline, end of September recommended, 10 pages, 35 recommended	not mentioned yet	not mentioned yet	Yemen
CRC 11 Jan- 29 Jan 2016	France, Gabon, Iran, Ireland, Kenya, Maldives, Senegal OPSC: Lao People's Democratic Republic, Latvia OPAC: Lao People's Democratic Republic, Latvia	No formal deadline; end of October recommended, 25 hard copies	not mentioned yet	not mentioned yet	Iran

NORMS AND ACCOUNTABILITY WORKING GROUP

Name of Working Group: Norms and Accountability Working Group	
Budget for 2015:	
<i>Vision of the Working Group (what you want to see change in the next 5-10 years): There is greater global awareness and condemnation of military use of schools and universities; wide endorsement and implementation of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict by states and non-state actors; better monitoring and reporting on military use of schools during conflict; and fewer incidents of military use during armed conflict.</i>	
OBJECTIVES (what you want to achieve in 2015)	
1. Official launch and endorsement of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.	
2. Concrete steps toward implementation of the Guidelines by lead states in their domestic military doctrine and policy	
2015 DELIVERABLES	
1. Advocacy events (e.g., bi-lateral meetings, side events to and presentations at international and regional events)	
2. Meeting of supportive states	
3. Endorsement and implementation (formal as well as pledges) from lead states	

OBJECTIVE	2015 ACTIVITIES (For each objective, list the activities that you plan to carry out).	TIMELINE	PERSON RESPONSIBLE FOR THE ACTIVITY
1. Bi-lateral advocacy with states	Briefings in capitals and at regional summits, both prior to international conference in Oslo and then with key states for first implementation. Also at regional conferences, such as AU Regional Meeting.	2015	Global: Bede, Veronique, various Save the Childrens Netherlands: +War Child Holland Norway: +SAIH Qatar: +PEIC
Advocacy through multi-lateral mechanisms	Side event at AU Regional Meeting.	February	Veronique
Civil society engagement	Pending		
State	International conference in Oslo	June?	All

OBJECTIVE	2015 ACTIVITIES (For each objective, list the activities that you plan to carry out).	TIMELINE	PERSON RESPONSIBLE FOR THE ACTIVITY
commitment			
Implementation of Guidelines	Advocacy with both individual countries for implementation, and with supportive countries to host 1 – 3 regional workshops to advocate for implementation.	July to December	DRC, Africa, Asia, or Europe: Bede and Veronique, and various Save the Childrens PEIC or Special Consultant for Middle East?
Non-State Armed Groups advocacy	Pending outcome of upcoming event with ANSAs.		



Redd Barna

Ministry of Foreign Affairs (MFA)
Section for Humanitarian Affairs
Att: Yngvild Berggrav
Box 8114 Dep.
0032 Oslo

Our ref. #281839

Oslo, 22nd October 2014

APPLICATION: "Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict"

Reference is made to existing dialogue between MFA, Yngvild Berggrav, and Save the Children Geneva Advocacy Office, Anita Bay and we hereby submit the application **"Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict"** for the period November 2014 to July 2015 totaling 1,310,000 NOK.

Acting as a Founding Member and Steering Committee Member of the Coalition to Protect Education from Attack (GCPEA), Save the Children will in the proposed project carry out activities to support Norway's leadership of the process to finalize, launch and implement the Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict (the Guidelines). The Lucens Guidelines will contribute to safeguarding education during war-time by assisting armed forces and armed groups to make decisions that better protect schools during military operations, and are less likely to put students, teachers, and other educational staff at risk.

We welcome a dialogue with the Ministry of Foreign Affairs related to the activities and budget presented in this application in order to further elaborate and enhance the application.

For further questions please contact Elisabeth Eggen:

elisabeth.eggen@reddbarna.no

Tel.: 90 73 71 97

Best regards,

Save the Children Norway

Sigurd Johns
Director Institutional Partners

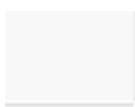
Attachments:

-Application and budget

**Leadership of the Process to Finalize, Launch and Implement the
Lucens Guidelines for Protecting Schools and Universities from
Military Use during Armed Conflict**

Proposal Submitted to the Norwegian Ministry of Foreign Affairs

Applicant: Save the Children Norway (SCN)



1. Introduction

Acting as a Founding Member and Steering Committee Member of the Global Coalition to Protect Education from Attack (GCPEA), Save the Children is kindly requesting NOK 1,310,000 from the Norwegian Ministry of Foreign Affairs to implement activities from November 1, 2014, to July 1, 2015, to support Norway's leadership of the process to finalize, launch and implement the [Lucens Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict](#) (the Guidelines). The Guidelines will contribute to safeguarding education during war-time by assisting armed forces and armed groups to make decisions that better protect schools during military operations, and are less likely to put students, teachers, and other educational staff at risk.

In the proposed project, Save the Children will act as support office to GCPEA for the Lucens Guidelines process.

Activities to be supported

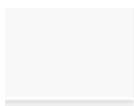
1. Civil Society Mobilization
2. Support for the Lucens Process

Civil Society Mobilization

A strategy for engaging civil society in supporting the Lucens Process is currently under development. The objective is to give a strategic line for how GCPEA members can work most effectively with the view to increasing the number of states adopting and implementing the Lucens Guidelines. This will involve educating civil society about the practice of military use of schools and universities and its consequences, and then supporting them to advocate with their own governments to participate in the Lucens Process, and ultimately endorse and implement the Guidelines. Identified key states will be prioritized for advocacy and outreach, taking into consideration the presence and networks of GCPEA members in the country, the likelihood of state receptiveness, the scale of the military use problem, and the potential for leverage with other states. The different GCPEA members will use their strengths and capacities, presence and extended networks towards contributing to an increased adoption of the Lucens Guidelines.

GCPEA will provide its resources, including a [video](#) on military use available in 11 languages, a [brochure](#), and the [Lessons in War](#) report, to assist its partners in educating civil society, as well as assist civil society in advocating with their governments to support the Guidelines. Moreover, GCPEA will develop additional tools, such as talking points, or power point presentations, to further encourage civil society engagement and subsequent advocacy efforts.

Supporting the Process with States to Commit to Implementing the Guidelines (the Lucens Process)



Save the Children, on behalf of GCPEA, will support the Permanent Mission of Norway to the UN in Geneva (the Mission of Norway) in convening a series of consultative meetings with interested states to establish an appropriate process for states to commit to support and implement the Guidelines. The series of meetings began on June 12 with the Mission of Norway inviting six regionally diverse states (Argentina, Côte d'Ivoire, Jordan, Netherlands, New Zealand, and the Philippines), as well as key UN agencies and NGOs, to discuss the content of the Guidelines, strategies for eliciting commitments from other states to support the Guidelines, and appropriate endorsement or adoption processes. A second meeting, hosted by the Mission of Argentina, took place in Geneva on September 19. Along with Norway and Argentina, representatives of the Philippines, Netherlands and Côte d'Ivoire, as well as representatives from the International Committee of the Red Cross (ICRC), UN agencies and NGOs, participated in the discussion and agreed to finalize the Guidelines, to consolidate the outreach to other States and to elaborate the content of a Declaration that would be attached to the Guidelines as a way of endorsing them. A third meeting, with wider state representation, is now planned for late October in Geneva and is likely to be followed by a number of meetings leading up to the official launch and endorsement ceremony for the Guidelines planned for the spring of 2015 in Oslo.

Between the consultative meetings, Save the Children, on behalf of GCPEA, will support the Mission of Norway in facilitating meetings between the interested states, to encourage a wider circle of states to join the Lucens Process. GCPEA's experts on military use of schools and universities will participate in some of these meetings. Moreover, GCPEA will provide talking points and other resource materials to assist states in advocating with other states on the imperative to support the Guidelines.

GCPEA, in coordination with the Mission of Norway, will continue to encourage states to support the Lucens Process, ensuring the expansion of the number of countries supporting the Guidelines.

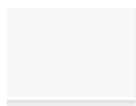
Finalizing the Guidelines

Save the Children, on behalf of GCPEA, will provide technical expertise to incorporate final comments on the content of the Guidelines from states by end of October 2014.

Launch of the Final Guidelines and Endorsement Ceremony

The launch event and endorsement ceremony planned for the spring of 2015 in Oslo will be funded by Norway directly and not through this request for support. Nonetheless, GCPEA will provide logistical and technical support for the event and will engage in a media strategy to maximize civil society and state awareness of the importance of supporting and implementing the Guidelines.

Implementation of the Guidelines



Following the launch of the Guidelines and the endorsement ceremony, GCPEA will provide technical support to states to assist them in implementing the Guidelines within their own domestic legislation and military doctrine. The exact nature of the support will depend on the particular circumstances and needs of the states that endorse the Guidelines. It could include preparing a manual that includes sample rules of engagement that incorporate the Guidelines, and identifying good practice that can be adapted to other contexts. Support may also include providing training to armed forces and, in partnership with Geneva Call, possibly even armed groups, on how to incorporate the Guidelines into their practice. GCPEA will also engage civil society to advocate with their governments to ensure implementation of the Guidelines.

Coordination of All Activities

In order to carry out the support activities that are highlighted in this proposal, Save the Children, on behalf of GCPEA, will hire a Project Coordinator based in Save the Children's office in Geneva who will lead on the coordination of all activities associated with the Lucens process. This will include in priority:

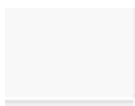
- organizing and implementing the consultative meetings in support of the Mission of Norway;
- supporting the outreach to states, in close collaboration with the smaller group of interested states led by Norway;
- coordinating and supporting the implementation of the civil society mobilization strategy with GCPEA members;
- liaising with Geneva Call and others where relevant on the engagement strategy with armed non-state actors;
- preparing for the launch and endorsement ceremony;
- and finally, following up with states to ensure implementation of the Guidelines and coordinating requests for technical advice where needed.

The project coordinator will provide GCPEA's member organizations engaging civil society with data on military use, good practices and other resources to assist them in their mobilization of civil society.

The project coordinator will work in very close collaboration with GCPEA and its members, notably those based in Geneva. S/he will travel in the framework of the outreach to states and mobilization of civil society actors, both in Europe and in the identified key states. Moreover, other GCPEA experts on military use will travel to Geneva and key states to participate in advocacy meetings to ensure a wide base of support for the Lucens Guidelines.

3) Summary of the Support Requested

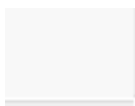
In this proposal, Save the Children, on behalf of GCPEA, is kindly requesting financial support for the following:



- The salary of a coordinator based in Geneva to contribute to all the above activities.
- Advocacy visits for GCPEA experts to participate in the consultative meetings and advocacy meetings in Geneva and in the key states. As part of these advocacy visits, GCPEA representatives will meet with civil society to mobilize their support for the Lucens Process.
- Technical assistance from GCPEA to states to ensure implementation of the Guidelines following adoption.
- Support for campaign to mobilize civil society support for the Guidelines.
- Costs associated with producing, printing and disseminating resource materials for advocacy with states and mobilization of civil society to support the Guidelines.
- Salary support for Save the Children Director and Advocacy Adviser

Attached is a budget for the support that Save the Children, on behalf of GCPEA, is seeking.

GCPEA would like to thank the Norwegian Ministry of Foreign Affairs for its commitment to leading the international community in supporting and implementing the Guidelines.



Annex 1

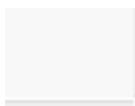
Background to the Guidelines

Save the Children participated in 2010 in the creation of the Global Coalition to Protect Education from Attack (GCPEA), along with other 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. Since then, Save the Children is an active member of GCPEA Steering Committee and active in two of its working groups, namely the military use of schools working group and of the norms and accountability working group. GCPEA is comprised of international organizations that include: Council for At-Risk Academics, Human Rights Watch, the Institute of International Education's Scholar Rescue Fund, Norwegian Refugee Council, Protect Education in Insecurity and Conflict, Scholars at Risk Network, UNESCO, UNHCR, and UNICEF.

In 2011, GCPEA commissioned groundbreaking research on the nature, scope, and consequences of the military use of schools and universities during armed conflicts around the world: *Lessons in War*. In 2012, GCPEA initiated a multi-year international expert consultative process to review the research and respond to its findings through discussions about strategies for protecting schools and universities from military use, including the development of international guidelines. Participants included representatives from governments, militaries, UN agencies, and international humanitarian and human rights inter-governmental and nongovernmental organizations, some of which had direct and indirect contact with non-state armed groups. The Lucens Guidelines derive their title from the second expert consultation, which was held at the Château de Lucens in Lucens, Switzerland, in November 2012, and attended by 12 states, including Norway.

The consultation process identified the urgent need for clear and simple guidance on the obligations of armed forces and groups to protect students' and teachers' safety, and the right to education during times of conflict. GCPEA contracted with a former British military commander and international law professor to prepare the Draft Guidelines, which was subsequently revised by a drafting committee comprised of several state representatives and other experts.

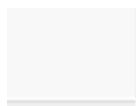
The Guidelines will assist soldiers in their decision-making during battlefield situations and other military operations, and commanders and military planners in preparing in advance to lessen the need to use and endanger schools. They will also help governments and international and domestic organizations in monitoring and assessing the conduct of national armed forces and armed groups; negotiating with parties to a conflict using schools; and mitigating the harmful consequences when parties to a conflict do use schools and universities.



GCPEA released the Draft Guidelines in June 2013 with the aim of obtaining wider consultation on their content before they are finalized and endorsed by states through an endorsement process and official launch. Since their release, GCPEA has conducted visits to over 20 state capitals to discuss the Guidelines with representatives from the ministries of education, defence, and foreign affairs, as well as civil society, to encourage them to support the Guidelines. To date, 24 states have made statements in support of the Guidelines.

On April 2, the Mission of Norway to the UN, together with the Mission of Argentina, hosted a meeting on the Lucens Guidelines in Geneva. At this event, there were 84 participants, including representatives from 34 states, 18 international organizations and academic institutions, and 7 UN agencies. On June 13, Norway formally announced its commitment to lead the Lucens Process in a white paper on global education.

On June 12, 2014, the Mission of Norway hosted a first consultative meeting with five regionally diverse States, as well as UN agencies and NGOs, to discuss the content of the Guidelines, strategies for eliciting commitment from other States to support the Guidelines, and next steps. On September 19, a second consultative meeting was convened as a follow-up of the June meeting, and during which the next steps of the Lucens process were discussed, including the finalization of the Guidelines and the consolidation of the outreach to other states.



GCPEA Budget Submitted to the Norwegian Ministry of Foreign Affairs

Project period: 01 November 2014 - 31 July 2015.

Exchange rate: 1 USD = 6.55 NOK

Direct Program Costs		USD	NOK
1: Protecting Schools and Universities from Military Use			
	*Travel to support advocacy with states and civil society mobilization (10 * trip within Europe per 1,200 USD - 6 * intercontinental trip per 3000 USD)	30 000	196 500
	* Support for Implementation of the Lucens Guidelines - production of a training manual and other implementation activities	10 000	65 500
	*Graphic Design, purchase of photographs for production of new advocacy materials, and printing of final Guidelines as well as new and existing advocacy materials and reports	7 000	45 850
	*Costs of disseminating the guidelines and advocacy materials (mailing)	2 500	16 375
	* Maintenance and upgrading of website on the Lucens Guidelines	5 000	32 750
Subtotal Protecting Schools and Universities from Military Use		54 500	356 975
2: Personal costs			
	*Project Coordinator to coordinate all activities associated with the Lucens process, including mobilization of civil society support (9 months salary + pensions, tax)	88 000	576 400
	*Save the Children Geneva Advocacy Office - Staff salaries and benefits to support the Lucens Process (10% Director + 15% advocacy adviser)	37 500	245 625
	Subtotal Personal costs	125 500	822 025
3: Administration costs			
	*Telephone and other communications	2 500	16 375
	*USD200 per month office costs for project coordinator	2 000	13 100
	*audit (for SC Norway and Geneva Advocacy Office)	6 000	39 300
Subtotal Admin costs		10 500	68 775
Total program costs		190 500	1 247 775
4: Indirect costs			
5% of the total program costs: ICR to Save the Children Norway		9 500	62 225
TOTAL		200 000	1 310 000

EDUCATION CANNOT WAIT

Objective: Sustain education in humanitarian crisis, especially conflict					
Objective	Priority Activities	Outcome	WG Focal Point	Deadline Current Status	Collaboration with:
Increased funding for EIE	1. Write a two pager on the 4 % target for an increased understanding of it (what it is/what it not is/what is needed). Includes arguments for the 4%.	Paper written and shared with the WG	Ellen	December 1	Philippa Randi
	2. Develop a framework/concept note on gaps in information/analysis on financing for education in emergencies and criteria to have a broader set of data	Framework developed	Philippa		Ellen Potentially GMR
	3. Raise nr 2 with GMR (+ additional action points for collaboration as written in the Note, dated August 2014)	Expanded policy paper on funding	Ellen Philippa	November 1	GMR
	4. Develop note for advocacy use towards OCHA for influencing their support and inclusion of (financing) EIE	Advocacy note written	Ellen Philippa	November 15	Randi Ronit
	5. Support EIE champions in their advocacy on ECW issues, including MFA Norway.	Meeting and note shared with NMFA	Randi	December 15	Ronit
	6. Follow up from Brussels Replenishment: Reports on relevant ECW pledges to be shared with the ECW WG (in line with the Call to Action).	Information on EWC pledges shared	GPE	Ongoing	
Sector plans	1. Develop a framework for the analysis (audit framework) and	Framework for the	Lyndsay/	February 1	Ellen, Diya

ECW WG Work plan
(July 2014 to March 2015) ~~~ Last Updated: October 20, 2014

are crisis sensitive	the baseline study started – sample TBD.	analysis developed	GPE	2015	Claire/Philippa GPE?, Zeynep (And EF WG?)
	2. Continue advocacy within organisations and governments to ensure sector plans and policies are crisis-sensitive	Advocacy with x stakeholders	Lyndsay/ GPE	2015	All
	3. Advocate for the usage of the PPAG guidelines (according to INEE recommendations.		All WG members		
Schools are protected from attack	1. Support the GCPEA in its efforts to have the Lucens Guidelines endorsed and implemented including by collaborating with GCPEA to conduct advocacy with ministries in target states.	Advocacy with Ministries in x countries	Diya		NRC RET
	2. Develop a list of target countries where ECW members can support advocacy efforts and share this with ECW members	List of countries developed and shared	Diya	January 15, 2015	Ronit to share this list with the WG
	3. Organizations who will contribute to nr. 1 to send their country contacts to Diya	Country contacts of x organizations shared	Diya	February 15, 2015	All ECW WG members
	4. Prepare a background document to GMR on protection issues a)	Background document written and shared	Diya	a) TBC based on the GMR schedule	GMR
Overall WG activities Events	1. Develop and update an events calendar/agree with WG members on future interventions and plan these accordingly (Define the objective/outcome/follow up in advance of each	Events calendar updated and shared	Ronit	Ongoing	INEE Director

ECW WG Work plan
(July 2014 to March 2015) ~~~ Last Updated: October 20, 2014

WG management admin	event)					
	2. Explore the possibilities and define the way forward for engagement including possible side events: World Humanitarian Summit/regional consultation and Korea 2015	TBC	Ronit	Ongoing		
	3. Plan, coordinate and invite ECW WG members to monthly calls. Document the calls and share the minutes with all members	Minutes from ECW monthly calls	Ronit	Monthly	All ECW WG members	
	4. INEE communications/dissemination of information: share updates and press releases in the BWB, Twitter, Facebook, listserv messages to all INEE members. Update the ECW WG webpages (new reports, advocacy success stories etc.)	BWB messages, listserv, and webpages updated Face/Twittering	Ronit All WG members	Monthly	Peter and Alena (INEE) All ECW WG	
	5. PP and other visibility information to be shared and updated (ECW WG brochure, power point with talking points etc)	PP and ECW brochure	Ronit	November		
	6. Share updates and relevant information from the other WG/include these updates in the monthly calls and/or send updates when relevant (research, events, changes relevant for ECW messaging)	Increased information of the other WGs	Ronit	Ongoing	WG MS WG EF	
	7. Monitor and share information of the WGs works and results with WG members and INEE Secretariat (and other relevant stakeholders).	Reports of progress tracked and shared	Ronit	Ongoing	ECW WG INEE Secretariat	



CONCEPT NOTE

The changing humanitarian landscape

Almost 25 years after UN General Assembly resolution 46/182 created the present humanitarian system – around the ERC, the IASC and a set of established core and guiding principles – the landscape of humanitarian action has changed considerably. Inter-related global trends, such as climate variability, demographic change, financial and energy sector pressures or changing geo-political factors have led to increased demand for humanitarian action. This focuses around three types of humanitarian realities: armed conflicts, disasters caused by natural hazards, and ‘chronic crises’ where people cyclically dip above and below acute levels of vulnerability. Each scenario has its own characteristics and challenges.

There has also been an important shift in the number and nature of actors involved in humanitarian action. The deepening consequences of disasters on long-term development have led many governments to boost national and regional capacities for disaster management, prompting a more prominent role for affected states, regional organizations and neighboring countries in responding to emergencies. As more countries reach middle income status, their governments become donors or providers of in-kind assistance and share their experience and expertise, including through increased South-South cooperation. In addition, the number of NGOs operating in major emergencies has grown, with the largest recent increases being in the number of actors from the Global South. In recent years, national and foreign militaries and the private sector have also taken on greater disaster response roles, and new forms of communication enabled by fast-moving technologies have meant that humanitarian needs are detected and communicated faster, information

The changing humanitarian landscape

- In each of the last three years, international humanitarian organizations have targeted over **100 MILLION** people for assistance
- The population in humanitarian focus countries is expected to **NEARLY DOUBLE BETWEEN 1990 AND 2025**. This and other demographic changes – including rapid urbanization – will put pressure on resources for humanitarian assistance and require changes to how it is provided
- From 2006-10, only **3%** of official humanitarian aid was spent on disaster prevention and preparedness
- It is estimated that over **3,000 NGOs** were operating in the Haiti emergency
- People (and therefore, responders) are able to connect more quickly and easily than ever before – in **105** countries, there are more mobile phone subscriptions than people, and **50%** of people in developing countries will be using the internet by 2015

is better consolidated, and affected people are able to express their needs and interests more strongly. We need a better understanding of the impact of these interconnected trends and approaches. We need humanitarian systems, which are more inclusive, effective, responsive and interoperable.

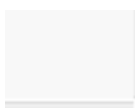
In response to the challenges, humanitarian actors have sought to improve their services and maximize their impact on people in need. In particular, the 2005 Humanitarian Reform and more recently the IASC Transformative Agenda developed new approaches to working more accountably, predictably and effectively, and discussions to update international humanitarian legislation take place each year in the General Assembly. But there has been no collective exercise to take stock of the achievements and changes that have occurred since the current system was formed. Nor has a structured dialogue taken place between the four major constituencies that contribute to humanitarian action today: Member States (including affected countries, donors and emerging and interested partners); the global network of humanitarian organizations and experts; associated partners, (including private sector, religious charities, etc.); and, affected people themselves – as first responders, communities and civil society organizations, to think through how to address the current challenges. While the fundamental principles enshrined in General Assembly Resolution 46/182 will continue to guide our work, we need to explore how to create a more global, effective, and inclusive humanitarian system.

The UN Secretary-General is convening a global humanitarian summit in 2016 to take stock of where we are, discuss the changing humanitarian landscape, share knowledge and best practices, and set a forward-looking humanitarian agenda. Extensive consultations on four key themes to facilitate an inclusive discussion will form the core of the process leading up to the Summit. Regional meetings will bring together the experiences of the four constituencies and build legitimacy and support for the outcomes of the summit. This exercise will set an agenda for work beyond 2016 to ensure humanitarian action is fit to respond to the challenges of the future and provide input into the post-2015 development agenda.

Summit objectives and process

The Summit will set an agenda to make humanitarian action fit for the challenges of the future, by broadening and deepening partnerships to assist those in need. The Summit will be the mid-point in a process of consultation beginning in 2014 and extending after the 2016 Summit has concluded. It is anticipated that through the consultations, a set of core issues will be identified for discussion at the Summit.

The discussions will start in 2014 with technical consultations in the four thematic areas, complemented by regional and global consultations, focused on learning from field-based perspectives through mid-2015. In addition, United Nations and other meetings in 2013, 2014 and 2015, including ECOSOC and the General Assembly, will be used to facilitate wide-ranging dialogue. It is intended that the preparatory process will build up the partnerships required to take the agenda forward after the Summit. Consultations will benefit from the experience of Member States that are affected and deeply involved in humanitarian response and will be informed by the views of affected communities and civil society organizations.



At the Summit itself, plenary discussions will address the recommendations of a report from the Secretary-General that summarizes the outcomes of the regional, global and online consultations. These will be turned into a set of concrete proposals on how to improve the capacity and effectiveness of humanitarian response, to better serve people affected by crisis and disaster. This Secretary-General's report will be provided to UN Member States and summit participants in the months prior to the Summit. Summit participants could announce new policy commitments, innovations or partnerships that they plan to implement after the Summit. There will also be opportunities for side events to facilitate focused discussions around Summit themes and expected outcomes, and for humanitarian organizations to showcase new approaches and initiatives in an interactive way.

Themes

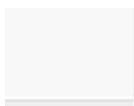
The Summit will focus on four thematic areas, to be further refined through the 2014-2015 consultation process. The themes are based on current analysis of what is needed to build a more inclusive, accountable, transparent, interoperable and effective humanitarian system. The themes are:

Humanitarian effectiveness

The Secretary-General's Five-Year Action Agenda prioritizes strengthening humanitarian aid and promoting a global agenda on humanitarian aid transparency and effectiveness. Humanitarian organizations agree that the system-wide response to emergencies must improve, and evidence from evaluations and performance monitoring points to the need for more innovative approaches to strengthen response efforts and improve effectiveness. Several initiatives, including IATI, the Good Humanitarian Donorship initiative, the SPHERE project, and the IASC Transformative Agenda have contributed to change in elements of humanitarian action, for example on accountability, transparency, performance monitoring, professionalization, standardization and data collection and sharing. The consultations taking place in the lead-up to the summit will be an opportunity to develop a joint understanding of what we understand by humanitarian effectiveness and what its constituent elements and key indicators are.

Reducing vulnerability and managing risk

Recent food security and nutrition crises in the Horn of Africa and the Sahel have shown the urgent need for a new model of cooperation between humanitarian and development actors, financial institutions, bilateral partners, and affected Governments and communities - one that is based on coordinated humanitarian and development approaches to understanding and reducing risk and a more systematic, joined-up approach to information sharing and analysis, planning, prioritizing and funding programmes. Disaster risk reduction, disaster response, resilience, preparedness and capacity building are core components of this agenda. It is an opportunity to explore ways to reduce and manage risks in the interest of building more resilient communities and limiting the need for humanitarian assistance. Organizations like the World Bank, IMF, OECD, UNDP and UN ISDR, as well as key affected and donor Member States, need to be part of this discussion.



Transformation through innovation

There are many examples where humanitarian response systems have been innovative, but we need to work on how best to sustain change. Work under this theme will address two key areas: how we can create systems that are self-critical and open to risk and experimentation, and how we can ensure that new products, processes, and positions are identified and integrated to address operational challenges. Work under this theme will contribute to summit outcomes aimed at creating systems which support a proactive, and not just reactive, response.

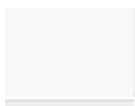
Serving the needs of people in conflict

The scale, intensity and duration of armed conflicts, including the massive displacement of people, continue to create immense humanitarian need. Equitably offering assistance and protection to all people affected by conflict, in particular in zones of active combat, remains a critical challenge. Work under this theme will include identifying more effective strategies and methods of providing assistance to people affected by conflict and other forms of violence across lines of combat or hostility. It will also focus on finding more durable solutions to displacement, including displacement to and within urban areas, which exacerbates developmental challenges such as urban planning, lack of essential services and unemployment, as well as the unique and emerging challenges posed by conflict and other forms of violence in urban settings. It will explore strategies and mechanisms to coordinate work across the system on these issues post-2016.

Partnerships for effective humanitarian action: Broadening partnerships for humanitarian assistance underpins all of the thematic discussions described above. With the increase in capacities and expertise of Member States and the proliferation of operational actors and aid providers, humanitarian action and how it is done is changing rapidly. A forward-looking humanitarian agenda must incorporate the interests and experiences of a broader range of actors than those who have traditionally participated in this type of discussion, particularly given that many long-standing and active contributors to humanitarian response efforts have often not been recognized as such in the formal humanitarian system. The preparatory process for the summit could identify new forums for collaborating and coordinating policies and responses with these partners (governments, agencies, private sector and NGOs/charities and foundations). The consultations will be essential to set up and strengthen the partnerships required to advance the agenda after the summit.

A consultative process

OCHA is seeking the views of humanitarian partners on the nature and scope of the preparatory process. In order to ensure that the consultative process is inclusive and cost-effective, existing humanitarian forums and networks, as well as regional and global consultations, will be used to facilitate a structured dialogue. Discussions in these forums will help refine and validate the themes for the summit and reflect the views of a broad base of constituents – so that everyone agrees on the summit themes and works together to implement any recommendations arising from the summit. Intergovernmental processes will be one of the avenues of consultation, in-



cluding the General Assembly proceedings (GA) and the Economic and Social Council (ECOSOC). Other forums will include the Dialogue on Humanitarian Partnership (DHP), OCHA Donor Support Group (ODSG), Humanitarian Liaison Working Group (HLWG), World Economic Forum (WEF), Good Humanitarian Donorship Initiative (GHD), the Inter-agency Standing Committee (IASC), International Red Cross and Red Crescent Movement, the planning processes for the post-2015 Hyogo Framework and post-2015 MDGs, and others.

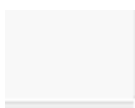
To date, partners have demonstrated strong interest and support for the Summit, and many have pledged to participate actively in the preparations leading up to 2016. They have also helped to shape the development of the thinking about the summit by raising constructive questions about the aims, process and structure of the event. The Summit is meant to build on current best practices to find ways for humanitarian organizations to work together more effectively and coherently. It is not intended to challenge the long-standing core principles that continue to guide humanitarian work.

The road to the summit

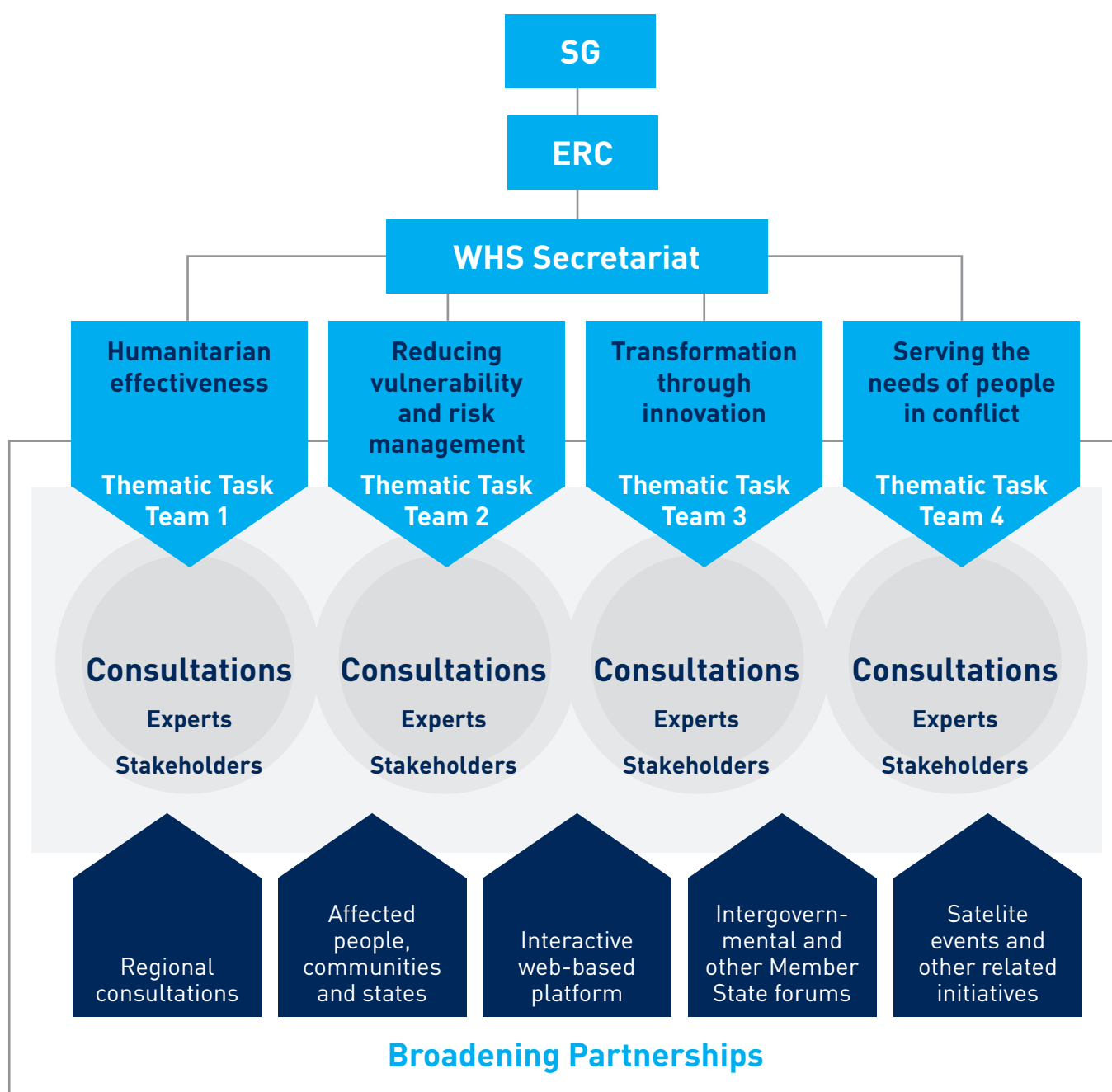
Timing and location: The Summit will take place in Istanbul in May of 2016. OCHA is coordinating with partners to ensure Summit preparations are complementary with major initiatives culminating in the same timeframe, including the post-Hyogo and post-2015 development agenda events, the International Red Cross/Red Crescent conference and others. Logistical, financial and political factors will be considered in determining the location of the Summit. It is intended to host a number of preparatory consultations in the Global South.

Participation: The summit is targeted to all four humanitarian constituencies (Member States, the global network of humanitarian organizations and experts, associated partners and affected people). These include a diverse range of actors: governments of affected countries, donors and partner countries, NGOs and civil society networks, the Red Cross and Red Crescent movement, humanitarian and development agencies, regional, national and local operating partners, technical subject experts and academics, and associated partners like the private sector and militaries, and most importantly, people affected by crises.

Technical consultations: The work of the General Assembly, ECOSOC and other inter-governmental forums will contribute to the outcome of the summit. It will also be important to reflect the views of affected people and communities, utilize the expertise of subject-matter experts and academics and incorporate the operational experience of humanitarian agencies and responders. Inputs from the private sector and civil society will also contribute to delivering successful outcomes of the Summit. Consultations will take place through regional and global conferences, an online communication platform, and through key humanitarian meetings already in the pipeline for 2013, 2014 and early 2015. Technical consultations will take place on each of the themes, to bring together and interpret analytical work taking place across the system and set up the communities of practice that will be necessary to take recommendations forward after the summit. This will be done by task teams of experts from interested humanitarian organizations for each theme.



Regional and global consultations: Regional consultations in 2014 and the first half of 2015 will provide an opportunity to seek the views of regional, national and local-level practitioners. Each meeting will help refine thinking on the four broad themes of the Summit. The agenda will be designed to reflect the realities and priorities of the region and the consultations will help shape the outcomes of the Summit. A report on the key findings and recommendations will be drafted after each meeting and used to contribute to the final agenda for the Summit. These findings will be brought together at the global level in late 2015. Background and outcome documents will be posted online for comment through an online dialogue.



Interactive web-based platform: In order to expand the reach of the consultations and engage a broader audience in the preparations for the Summit, OCHA has established a dedicated web presence: www.worldhumanitariansummit.org. Initially, the website will enable people to learn about progress in the preparations for the Summit. At a later stage, users will be able to comment and share contributions, such as research or opinion pieces. Web-based contributions will be integrated into consultation outcomes to feed into the Summit preparations.

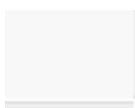
Opportunities for broader participation: A common calendar of events will be regularly updated and posted on the official WHS website. Discussions of the Summit themes will also take place in thematic meetings and conferences of humanitarian networks, regional academic or practitioner meetings, and national events. Civil society actors, Member States, academic institutions, NGOs and others are encouraged to contribute to the preparations by hosting consultative events and feeding their outcomes back into the overall preparatory work. The Summit itself will be an opportunity to showcase innovative humanitarian work at interactive side events.

Funding: Adequate support will be essential to ensure that the Summit preparations move forward in a timely and cost-effective way. Options for financial or administrative support to the Summit preparations could include agreement to host, co-host or help coordinate regional and global preparatory consultation events, and commitments to make or sponsor secondments to the Summit Secretariat. OCHA is considering opening a special designated contributions account to support a secretariat, travel, consultations, and conference costs. A budget and a resource mobilization strategy are being developed.

Organizational architecture: Preparations for the summit require a clearly defined structure to support thematic work and consultations leading up to 2016. Current thinking on how to organize the work within the United Nations and with the broader humanitarian community includes a Summit Secretariat and task teams made up of experts from a range of organizations to develop substantive work on each theme. The task teams would draw on the expertise of leaders from the relevant branches of OCHA and other interested humanitarian organizations to provide guidance and align support to keep summit preparations on track. Partnerships with two sets of stakeholders (networks of technical experts and of humanitarian stakeholders from various constituencies) will be essential to ensure that consultations are inclusive and productive.

Summit outcomes

The outcomes from the consultations will be presented to Summit participants in a report from the Secretary-General summarizing findings and recommendations with a suggested 'road map'/ Plan of Action for post-2016. The intergovernmental process will be one of the avenues for work after the summit, to give shape to any relevant recommendations leading from the S-G's report or the summit itself. Though it is too early to identify specific outcomes, the intention is to set an agenda and make recommendations with the aim of improving humanitarian response.



World Education Forum 2015 (WEF)

19-22 May 2015, Incheon, Republic of Korea

Nearly a quarter century ago, the [Education for All \(EFA\) movement](#) was born in Jomtien, Thailand. Delegates from around the world signed the [Declaration on Education for All](#), an historic commitment to “meet the basic learning needs of all” by universalizing primary education and slashing illiteracy rates.

Ten years later, in 2000, the [six EFA goals](#), covering all aspects of basic education from early learning and adult literacy to education quality, were formalized at the [World Education Forum in Dakar](#) and a deadline to reach those targets of 2015 was set.

Since 2000, the year 2015 has emerged as the horizon toward which the world projects its aspirations to achieve the [Education for All and Millennium Development Goals](#). While accelerating efforts to achieve these goals, the United Nations has been mobilizing the world to define the post-2015 development agenda. In this process, UNESCO and UNICEF have been working with a wide array of stakeholders to reflect on education beyond 2015.

The consultations so far have indicated that the direction of the post-2015 education agenda is to be anchored in a lifelong and sector-wide perspective, addressing access and results, equity and quality for all – children, youth and adults - from early childhood care and education to higher education and adult learning, and in formal, non-formal and informal learning. UNESCO’s General Conference, which met in November 2013, also committed itself to promote an overarching goal for education “based upon key principles of access, equity, quality, in the perspective of lifelong learning” as part of the future global development agenda.

Five major regional conferences in the lead up to the World Education Forum, May 2015

UNESCO, in close collaboration with other UN Agencies as co-conveners, will organize from 19-22 May 2015 the World Education Forum 2015 (WEF 2015) which will be hosted by the Republic of Korea, in the city of Incheon. The WEF’s outcome will be fully aligned to the education goal and targets of the global development agenda to be adopted at the UN High-Level Summit in September 2015, in order to have one single education agenda for 2015-2030. To achieve this consensus UNESCO is facilitating consultations at various levels and with the UN Secretariat. This also requires continued strong engagement and support from governments and other education partners to ensure that the final targets for education post-2015 are transformative, achievable and measurable. And so five major regional conferences will take place in the lead up to the WEF 2015:

- **Asia Pacific Region**, Bangkok, Thailand : 6-8 August 2014, [UNESCO Office in Bangkok](#) - Regional Bureau for Education in Asia and the Pacific and Cluster Office to Thailand, Myanmar, Lao PDR, Singapore, Viet Nam and Cambodia. [Bangkok Statement](#)
- **Latin America and Caribbean (LAC)**, Lima, Peru: 30-31 Oct 2014 [UNESCO Santiago](#) – Regional Bureau for LAC and [UNESCO Office in Lima](#) - National Office to Peru. [Lima Statement](#)
- **Pan-European and North America Region**, Paris, France: 3-4 December 2014 UNESCO HQ
- **Arab Region**, January/February 2015 (location tbc) [UNESCO Office in Beirut](#) – Regional Bureau... and [UNESCO Office in Doha](#) - Cluster Office to Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates and Yemen.
- **African Region**, Kigali, Rwanda : 9-10 February 2015 [UNESCO Office in Dakar](#) and [UNESCO Office in Nairobi](#) - Multi-sectoral Regional Office for East Africa : Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Mauritius, Rwanda, Seychelles, Somalia, South Sudan, Uganda, United Republic of Tanzania.

These five regional meetings will be attended by education ministers and high-level officials, representatives from civil society organizations, UN agencies, development banks, the private sector, research institutions, and other stakeholders.

The objectives of the regional meetings are to:

- take stock of regional progress in education, in particular EFA, yield lessons learnt for the future and examine persisting and emerging issues, challenges and priorities for education beyond 2015; and
- provide regional perspectives and recommendations for the post-2015 global education and development agendas and to contribute to the elaboration of the Framework for Action to be adopted at the WEF 2015 in Incheon, Republic of Korea.



**No Lost Generation Initiative
'One Year On' Meeting
24th September 2014, UNICEF HQ**

The UK Secretary of State for International Development, Justine Greening, UNICEF Executive Director, Anthony Lake, European Commissioner Kristalina Georgieva and USAID Administrator Dr Rajiv Shah co-hosted a high-level meeting on 24th September 2014 to mobilise continued international support for the No Lost Generation Initiative (NLGI) across Syria and neighbouring countries. The meeting was an opportunity for host country governments, donors and partners to review how the No Lost Generation Initiative has helped meet the needs of refugee and vulnerable children affected by the Syria crisis and to set out the key challenges to address in 2014/15 with a particular focus on protection and education. Over 6.6 million children in Syria and across the region are in need including almost 1.5 million children who are now refugees. At the same time, poor and vulnerable children in host countries need support to access protection and quality basic services. The international community has a clear responsibility to support these children now – they are Syria's and the region's future.

The meeting had three substantive sessions, one focused on education, one on protection and one for participants to pledge concrete commitments or funding pledges.

'One Year On'

Anthony Lake opened the meeting thanking those that have championed NLGI over the past year, the Governments of the neighbouring countries and the support of so many other partners in helping to move NLGI from an idea to a real movement. NLGI has received over \$300 million and as a result there have been real changes achieved in children's lives.

The headline results are that in Syria, ahead of the launch of NLGI, approximately 3.24 million children were enrolled in school, and this year the number is 440,000 more. This past year the number of children, receiving formal or informal education, in neighbouring host countries has grown from 170,000 to 500,000, an increase in 200% from the preceding year. Thus far in 2014, nearly 660,000 children in Syria and in host countries have been provided with support to overcome the distress caused by the violence and the displacement. This is double the number from the previous year.

There are huge challenges ahead that are however, outstripping capacity – nearly 2 million children have been affected inside Syria since October 2013 and there are now 1.5 million child refugees in host countries with 400,000 more children have become refugees since October 2013. Inside Syria between 1.5 and 2 million school age children are out of school and 460,000 outside of school in neighbouring countries. These challenges are set alongside the final challenge that only a third of the NLGI target of \$885 million has been raised.

Dr Rajiv Shah said that offering the children affected by the Syria crisis real opportunities to learn and grow, would help to eliminate risks to the region in the long run. The number of refugees in the region places extraordinary stresses on water, jobs and basic resources, but above all it places extreme pressure on the 1.5 million children refugees with only half of whom are attending school.

Justine Greening thanked the generosity of the host country governments in opening their borders and recognised that the strain that the influx of refugees on their governments and on the day to day life is immense. The complexity and predicted longevity of the crisis means donors and countries need to work together to deliver not only a humanitarian response but also address the developmental needs of the region.

Kristalina Georgieva spoke of the concern of the future generation of children and call on all to recognise and accept that in crisis situations, the international community bear a huge responsibility for the children who are impacted and who may turn into disfranchised, disillusioned people or who may grow up and be able to contribute to their communities.

Antonio Guterres spoke about the protection work that UNHCR is doing and emphasised that this needs to sit alongside education as a comprehensive approach to tackling the problems the children are facing.

Education

Gordon Brown, the UN Special Envoy for Global Education chaired the education session opening with a powerful message; 'You can survive for 40 days without food, 8 without water, 8 minutes without air, but you cannot survive a minute without hope. Education, the opportunity to learn, the chance to plan the future, and the idea that there is something beyond conflict, that gives young people hope.'

His Excellency Minister Ibrahim Saif, Minister of Planning and International Cooperation from the Government of Jordan appealed for more resources for education. Investment in the education system will not only provide stability, but also support the host community in responding to the crisis. He thanked the international community for their continued support.

His Excellency Minister Elias Bou Saab, Minister of Education from Lebanon reaffirmed the magnitude of the crisis and the reality that it is not ending any time soon. Minister Bou Saab described the severe funding gap to allow children to be educated in Lebanon and said that a solution has to be found otherwise an entire generation of disenfranchised children will affect the entire region and eventually the world.

The World Bank Lebanon Country Director, Ferid Belhaj, outlined the design of a multi-donor trust fund that has been created alongside the Government of Lebanon. He described the trust fund as a clear mechanism to move money through without a middle man, with no extra costs and will be used for education. In Jordan, the World Bank are working with the Government of Jordan on an immediate fix, but also the longer term problems looking at policy reform and building for the future.

Justin Forsyth, Chief Executive of Save the Children UK highlighted the worsening situation in Syria and that despite the Security Council resolutions, there are still large parts of Syria that cannot be accessed with aid. He talked of the importance that Syrian organisations, the teachers and organisations working in Syria are backed more with innovative aid models.

Ertharin Cousin, Executive Director of World Food Programme brought to light the important work that WFP do on school feeding programmes and said that the reality is that school meals, food, is part of the opportunity that education provides.

Protection

Anne Richard, Assistant Secretary of State at US State Department chaired the Protection session, opening with some accounts of the horror that the children of Syria have experienced. She described how some children have been sexually abused, tortured, recruited to fight and used as human shields and as this initiative enters its second year, more must be done especially within Syria's borders. Every day that the conflict drags on, more children and their families are affected and each day further strains are put on the host nations. The host countries are struggling to provide protection for their own children, as well as for refugees. Protection for children should be considered a core part of humanitarian response. Protection from harm and exploitation is as essential as food and water for children.

Malcolm Brown, Deputy Minister of International Development, Canada spoke about the importance of using NLGI to inform lessons learnt, capturing successes and our failures and using that information to reproduce this initiative in other conflict zones. He noted that in Iraq, 1.7 million are displaced. This is one of the largest in terms of internal displacement in the world and host communities are being overwhelmed.

Mr Basat-Ozturk from AFAD (Disaster and Emergency Management Presidency of Turkey) said that the largest donors to the crisis have been the countries in the region and it is important that they continue to be part of the discussions on NLGI.

Kevin Jenkins, President and CEO of World Vision hoped this initiative would bring real hope and the truth, however hard to hear. He said that the children affected are in fear that they are going to be forgotten and that the international community cannot let this happen.

Neal Keny-Guyer, CEO of Mercy Corps outlined the findings of a recent survey of Syrian adolescents both inside Syria and in the region. The survey confirms that there are too many young Syrians experiencing social and physical isolation. Too many Syrians are not getting the kind of skills they need or opportunities to be productive citizens. One of the urgent needs for next year is to do better with all children and especially adolescents that make up 15% of the population.

Summary of pledges

<u>Country</u>	<u>Pledge</u>	<u>Amount (\$m)</u>
United States	Lebanon: \$45 million over the next several years with \$10 million to be provided immediately for education. Jordan: \$45 million over the next five years with \$9 million provided immediately for an early reading and math program (RAMP).	90
United Kingdom	£15 million over the next three years to RAMP in Jordan, alongside USAID Up to £20 million over three years to support the implementation of reaching all children with education program in Lebanon. Up to £11 million over the next two years for NGOs to support non formal education in Lebanon. This will be implemented in line with the reaching children education plan in Lebanon. Up to £4 million for mental and psychosocial support for children within Syria and the region.	81
European Commission	€112 million for education and protection of children in Syria and the neighbouring countries.	142
Korea	\$1 million for NLGI.	1
Norway	\$10 million to the crisis in Syria and Iraq.	10
Netherlands	€7 million will be channelled through UNICEF for NLGI.	9
Germany	€8 million for UNICEF's work in Lebanon.	10
TOTAL		344

BUDGET DOCUMENTS

2014 GCPEA Financial Statement Detail

GCPEA Year 4 January 1 - December 31, 2014 Expenses through September 30, 2014									
ESTIMATED INCOME									
Donor resources	BUDGET	2014				Carry Forward from 2013 [1]	Actuals	Difference	
		Budget Without Carry Over	PEIC	Anonymous	OSF	UNICEF			
General Fund	\$0	\$0							
	\$408,547	\$400,000	\$400,000	\$195,000		\$8,547	\$408,547	\$0	(1)
	\$245,788	\$195,000				\$50,788	\$470,788	-\$225,000	(2)
	\$37,179	\$24,610				\$12,569	\$200,000	\$0	
	\$200,000	\$200,000					\$200,000	-\$225,000	
Total Estimated Income	\$891,514	\$819,610	\$400,000	\$195,000	\$200,000	\$24,610	\$71,904	-\$225,000	
EXPENDITURE									
Direct Program Costs	BUDGET	Budget Without Carry Over	PEIC	Anonymous	OSF	UNICEF	Carry Forward from 2013	Actuals	Difference
Programmatic Initiatives	\$96,236	\$66,800	\$17,000	\$27,800	\$22,000		\$29,436	\$92,680	\$3,557 (3)
	\$71,000	\$71,000	\$48,000			\$23,000		\$25,515	\$45,485 (4)
	\$97,000	\$97,000	\$55,000	\$22,000	\$10,000			\$32,875	\$64,125 (5)
	\$55,000	\$55,000	\$55,000					\$9,459	\$45,541 (6)
	\$319,236	\$289,800	\$185,000	\$49,800	\$32,000	\$23,000	\$29,436	\$160,529	\$158,708
Subtotal programmatic initiatives									
Staff costs	\$214,000	\$214,000	\$107,000	\$82,000	\$25,000			\$149,260	\$64,740
	\$66,600	\$66,600	\$21,100	\$26,500	\$19,000			\$41,077	\$25,523
	\$280,600	\$280,600	\$128,100	\$108,500	\$44,000	\$0	\$0	\$190,336	\$90,264
Subtotal Staff Costs									
Other Direct Costs	\$5,850	\$5,850	\$5,250	\$600				\$2,745	\$3,105
	\$14,500	\$14,500	\$12,500	\$1,000	\$1,000			\$10,661	\$3,839
	\$6,000	\$6,000	\$2,000	\$4,000				\$21	\$5,979
	\$24,000	\$24,000	\$10,000	\$14,000				\$0	\$24,000
	\$6,000	\$6,000	\$4,000	\$2,000				\$285	\$5,715
	\$16,000	\$16,000	\$8,000	\$3,000	\$5,000			\$18,311	-\$2,311
	\$2,500	\$2,500	\$2,500					\$2,462	\$38
	\$2,000	\$2,000	\$1,600	\$400				\$134	\$1,866
	\$1,050	\$1,050	\$1,050					\$686	\$364
	\$77,900	\$77,900	\$46,900	\$25,000	\$6,000	\$0	\$0	\$35,306	\$42,594
	\$130,000	\$100,000	\$0	\$0	\$100,000	\$0	\$30,000	\$0	\$130,000
	\$807,736	\$748,300	\$360,000	\$183,300	\$182,000	\$23,000	\$59,436	\$386,171	\$421,566
Subtotal Other Direct Costs									
Reserve Fund									
Total Direct Program Costs									
Indirect Costs	\$83,778	\$59,042	\$40,000	\$11,700	\$18,000	\$1,610	\$12,468	\$100,045	-\$16,267 (7)
Management Expenses (9%-15%)(Tides charges)									
Total Program Costs	\$891,514	\$807,342	\$400,000	\$195,000	\$200,000	\$24,610	\$71,904	\$486,216	\$405,299 (8)
Liabilities	-\$6,206	\$0	\$0	\$0	\$0	\$0	-\$6,206	\$5,401	-\$11,607 (9)
Net Total	\$885,308	\$807,342	\$400,000	\$195,000	\$200,000	\$24,610	\$65,698	\$491,617	\$393,692 (10)

Footnotes:

- [1] The Anonymous donor funds of \$225,000 for 2015 have been received but are not included in this budget for 2014 so there appears to be a surplus of \$225,000.
- [2] The UNICEF funds are split into two categories for budgeting purposes. \$24,610 was originally budgeted for 2014, this has been included under UNICEF funds. \$12,569 remained after having received the second and third installments of UNICEF funds (\$75,931), this has been categorized under Carry Forward from 2013. \$12,468 of this surplus will be applied to management expenses, the remaining \$101 will be allocated to the Monitoring and Reporting initiative.
- [3] All activities for the Monitoring and Reporting initiative in 2014 have been completed. Any unaccounted for carry forward funds from 2013 have been allocated to the Monitoring and Reporting initiative to supplement the originally budgeted \$57,000.
- [4] As UNICEF funds for field based activities have not yet been received, no activities were implemented. The budget will be revised down to \$48,000 to include \$23,000 for printing and translation of briefing papers from the 2013 UNICEF grant, and \$20,000 of activities to be funded by the new UNICEF grant in 2014. In the revised budget, PEIC is not allocating funds to the field based initiative.
- [5] It is expected that there about \$30,000 of funds for the military use initiative will be unspent in 2014.
- [6] It is expected that \$20,000 of higher education funds will be unspent in 2014
- [7] The difference column shows a negative amount of \$16,267 because the management costs for the new anonymous donor grant have been deducted by Tides.
- [8] 10% of total direct costs (\$40,000) have been budgeted for management expenses for the 2014 PEIC grant. Tides will only charge 9% (\$36,000). Therefore there will be a surplus of \$4,000 in this line.
- [9] 10% of total direct costs (\$19,500) were budgeted for management expenses for the 2014 Anonymous Donor grant. Tides only charged a 6% management fee (\$11,700) as the total cash deposits for GCPEA surpassed \$1,000,000. The surplus of \$7,800 has been allocated to the Monitoring and Reporting initiative.
- [10] 10% of total direct costs (\$20,000) were budgeted for management expenses for the 2014 Open Society Foundations grant. Tides only charged a 9% management fee (\$18,000). The surplus of \$2,000 has been allocated to the Monitoring and Reporting initiative.
- [11] The carry forward from 2013 included a larger than expected amount of management fees (\$12,468). This was because the second installment of UNICEF funding was received in 2014 and not 2013. All funds have now been received and all management fees have been appropriately charged.
- [12] Tides Center accounts for the liability owed to staff vacation accrual in the General Fund. All other staff costs are allocated to other funding sources.

2014 GCPEA Revised Budget (revised October 7, 2014)

ESTIMATED INCOME									
		2014							
Donor resources	BUDGET	Budget Without Carry Over	PEIC	Anonymous	OSF	Norway	UNICEF	Carry Forward from 2013 [1]	
General Fund	\$0	\$0							
EAA - Core Grant and Education under Attack	\$408,547	\$400,000	\$400,000	\$195,000				\$8,547	\$50,788
Anonymous Donor Fund	\$245,788	\$195,000						\$50,788	\$12,569 [1]
UNICEF	\$84,329	\$71,760			\$200,000		\$71,760		
Open Society Foundation	\$200,000	\$200,000							
Norway	\$0	\$0							
Total Estimated Income	\$938,664	\$866,760	\$400,000	\$195,000	\$200,000	\$0	\$71,760	\$71,904	
EXPENDITURE									
Direct Program Costs	BUDGET	Budget Without Carry Over	PEIC	Anonymous	OSF	Norway	UNICEF	Carry Forward from 2013	
Programmatic initiatives									
Monitoring and Reporting Initiative	\$92,436	\$63,000	\$33,000	\$30,000				\$29,436 [2]	
Field Based Programmatic Measures Initiative	\$43,000	\$43,000						\$43,000 [3]	
Protecting Schools from Military Use Initiative	\$97,000	\$97,000	\$97,000						
Protecting Higher Education from Attack Initiative	\$55,000	\$55,000	\$55,000						
Subtotal programmatic initiatives	\$287,436	\$258,000	\$185,000	\$30,000	\$0	\$0	\$43,000	\$29,436	
Staff costs									
Salaries	\$214,000	\$214,000	\$106,000	\$82,000	\$5,000		\$21,000		
Payroll Taxes and Benefits	\$66,600	\$66,600	\$26,100	\$40,500					
Subtotal Staff Costs	\$280,600	\$280,600	\$132,100	\$122,500	\$5,000	\$0	\$21,000	\$0	
Other Direct Costs									
Telephone/Postage	\$5,650	\$5,650	\$5,050	\$600					
IT Web Services	\$14,500	\$14,500	\$13,500	\$1,000					
Printing	\$6,000	\$6,000	\$2,000	\$4,000					
Office Rental	\$24,000	\$24,000	\$10,000	\$14,000					
Meetings and Receptions	\$6,000	\$6,000	\$4,000	\$2,000					
Secretariat Travel	\$16,000	\$16,000	\$7,200	\$8,800					
Insurance Fees and Charges	\$2,500	\$2,500	\$2,500	\$2,500					
Supplies	\$2,000	\$2,000	\$1,600	\$400					
Bank Fees	\$1,050	\$1,050	\$1,050						
Subtotal Other Direct Costs	\$77,700	\$77,700	\$46,900	\$30,800	\$0	\$0	\$0	\$0	\$0
Reserve Fund									
	\$207,000	\$177,000	\$0		\$177,000	\$0	\$0	\$30,000	
Total Direct Program Costs	\$852,736	\$793,300	\$364,000	\$183,300	\$182,000	\$0	\$64,000	\$59,436	
Indirect Costs									
Management Expenses (9%-15%)(Tides charges)	\$85,928	\$61,192	\$36,000	\$11,700	\$18,000		\$7,760	\$12,468 [4][5][6][7]	
Total Program Costs	\$938,664	\$854,492	\$400,000	\$195,000	\$200,000	\$0	\$71,760	\$71,904	

Footnotes:

[1] The UNICEF funds are several categories for budgeting purposes. \$24,610 was originally budgeted for 2014, this has been included under UNICEF funds. In 2014, GCPEA received the second and third installment of 2013 funds (\$75,431). Of this, all was spent in 2013 except \$12,569 which has been categorized as carry forward from 2013. \$12,468 of this surplus will be applied to management expenses, the remaining \$101 will be allocated to the Monitoring and Reporting initiative. In this revised budget, all expenses from the new UNICEF grant from October-December have been included in this budget. This includes \$20,000 to prepare the third briefing paper, 3 months of the UNICEF contribution to the communications officer salary (21,000); and 15% of \$41,000 (the new UNICEF funds allocated to 2014) in management fees, as well as \$1610 allocated to management fees for the earlier UNICEF grant.

[2] PEIC must allocate less than \$60,161.5 to EUA to ensure that it has paid less than 50% of the full cost of producing the report from 2012-2014.

[3] The UNICEF figure includes \$23,000 for printing and dissemination of briefing paper 1 and 2 from the original UNICEF budget and \$20,000 for producing briefing paper 3 with the new grant.

[4] 9% of total direct costs (\$36,000) have been charged for management expenses for the 2014 PEIC grant.

[5] 10% of total direct costs (\$19,500) were budgeted for management expenses for the 2014 Anonymous Donor grant. Tides only charged a 6% management fee (\$11,700) as the total cash deposits for GCPEA surpassed \$1,000,000. The surplus of \$7,800 has been allocated to the Monitoring and Reporting initiative.

[6] 10% of total direct costs (\$20,000) were budgeted for management expenses for the 2014 Open Society Foundations grant. Tides only charged a 9% management fee (\$18,000). The surplus of \$2,000 has been allocated to the Monitoring and Reporting initiative.

[7] The carry forward from 2013 included a larger than expected amount of management fees (\$12,468). This was because the second installment of UNICEF funding was received in 2014 and not 2013. All funds have now been received and all management fees have been appropriately charged.

2015 GCPEA Draft Budget with Committed Funds (revised November 7, 2014)

ESTIMATED INCOME									
Donor resources		2015							
	BUDGET	Budget Without Carry Over	PEIC	Anonymous	OSF	Norway	UNICEF	Carry Forward from 2014	
Carry forward EAA - Core Grant and Education under Attack Anonymous Donor Fund UNICEF Open Society Foundation Norway	\$267,000	\$0							\$267,000 [1]
	\$0	\$0							
	\$225,000	\$225,000		\$225,000					\$225,000
	\$202,850	\$202,850							\$202,850 [2]
	\$0	\$0							
Total Estimated Income	\$694,850	\$427,850	\$0	\$225,000	\$0	\$0	\$202,850	\$267,000	
EXPENDITURE									
Direct Program Costs	BUDGET	Budget Without Carry Over	PEIC	Anonymous	OSF	Norway	UNICEF	Carry Forward from 2014	
Programmatic Initiatives									
Monitoring and Reporting Initiative Field Based Programmatic Measures Initiative Protecting Schools from Military Use Initiative Protecting Higher Education from Attack Initiative Subtotal programmatic initiatives	\$0	\$0							
	\$105,000	\$105,000					\$105,000		
	\$0	\$0							
	\$0	\$0							
	\$105,000	\$105,000	\$0	\$0	\$0	\$0	\$105,000	\$0	
Staff costs									
Salaries Payroll Taxes and Benefits Subtotal Staff Costs	\$224,000	\$214,000		\$140,000			\$74,000	\$10,000	[3]
	\$67,250	\$64,750		\$64,750				\$2,500	
	\$291,250	\$278,750	\$0	\$204,750		\$0	\$74,000	\$12,500	
Other Direct Costs									
Telephone/Postage IT Web Services Printing Office Rental Meetings and Receptions Secretariat Travel Insurance Fees and Charges Supplies Bank Fees Subtotal Other Direct Costs	\$2,000	\$0							
	\$5,000	\$5,000					\$5,000		\$2,000
	\$2,000	\$0							\$2,000
	\$18,000	\$4,000					\$4,000		\$14,000
	\$3,000	\$0							\$3,000
	\$4,500	\$0							\$4,500
	\$2,500	\$0							\$2,500
	\$2,000	\$0							\$2,000
	\$1,000	\$0							\$1,000
	\$40,000	\$9,000	\$0	\$0	\$0	\$0	\$9,000	\$31,000	[4]
Reserve Fund									
	\$207,000	\$0	\$0	\$0	\$0	\$0	\$0	\$207,000	[5]
Total Direct Program Costs	\$643,250	\$392,750	\$0	\$204,750	\$0	\$0	\$188,000	\$250,500	
Indirect Costs									
Management Expenses (9%-15%)(Tides charges)	\$54,600	\$22,832		\$20,250			\$14,850	\$16,500	[6]
Total Program Costs	\$694,850	\$415,582	\$0	\$225,000	\$0	\$0	\$202,850	\$267,000	

Footnotes:

[1] GCPEA is expecting to have a carry over from 2014 of \$267,000. This includes \$207,000 in reserve funds and \$60,000 in unspent funds (that are not being allocated to the reserve fund).

[2] The UNICEF funds includes only the part of the grant allocated from January- September 2015. The 7% management fees for the grant are included in this budget. The additional \$16,500 in management fees that Tides requires UNICEF to pay but which another donor will cover, is not included in this budget.

[3] 2015 salaries include a 3% increase from 2014.

[4] Full direct costs budgeted in 2014 were \$77,900

[5] At the beginning of 2014 we were expecting to have a reserve fund of \$130,000 so this is an increase in reserve fund of \$77,000

[2] 9% of total direct costs were budgeted for management expenses for the 2014 Anonymous Donor grant. For UNICEF indirect costs, included is \$3500 for financial management and \$17,500 in the budget for indirect costs minus the \$6150 that was already allocated to the 2014 budget for indirect costs. The remaining \$16500 for UNICEF direct costs due to Tides will be paid by the carry over.

2015 GCPEA Revised Budget (revised November 6, 2014 including PEIC and Norway funds)

ESTIMATED INCOME						
Donor resources	BUDGET	2015				
		Budget Without Carry Over	PEIC	Anonymous	OSF	Norway
						UNICEF
						Carry Forward from 2014
Carry forward	\$267,000	\$0				
PEIC	\$350,000	\$350,000	\$350,000			\$267,000
Anonymous Donor Fund	\$225,000	\$225,000		\$225,000		
UNICEF	\$202,850	\$202,850				\$202,850
Open Society Foundation	\$0	\$0				
Norway	\$49,500	\$49,500				\$49,500
Total Estimated Income	\$1,094,350	\$827,350	\$350,000	\$225,000	\$0	\$49,500
						\$202,850
						\$267,000
EXPENDITURE						
Direct Program Costs	BUDGET	Budget Without Carry Over	PEIC	Anonymous	OSF	Norway
						UNICEF
						Carry Forward from 2014
<u>Programmatic Initiatives</u>						
Monitoring and Reporting Initiative	\$93,700	\$93,700	\$93,700			
Field Based Programmatic Measures Initiative	\$105,000	\$105,000				\$105,000
Protecting Schools from Military Use Initiative	\$79,500	\$79,500	\$30,000			\$49,500
Protecting Higher Education from Attack Initiative	\$75,000	\$75,000	\$75,000			
Subtotal programmatic initiatives	\$353,200	\$353,200	\$198,700	\$0	\$0	\$49,500
						\$105,000
						\$105,000
Staff costs	\$292,850	\$282,850	\$68,850	\$140,000	\$0	\$74,000
Salaries	\$87,900	\$85,400	\$20,650	\$64,750		\$2,500
Payroll Taxes and Benefits						
Subtotal Staff Costs	\$380,750	\$368,250	\$89,500	\$204,750	\$0	\$74,000
						\$12,500
Other Direct Costs						
Telephone/Postage	\$5,850	\$3,850	\$3,850			\$2,000
IT Web Services	\$14,500	\$14,500	\$4,500			\$5,000
Printing	\$6,000	\$4,000	\$4,000			\$2,000
Office Rental	\$24,000	\$10,000	\$6,000			\$4,000
Meetings and Receptions	\$6,000	\$3,000	\$3,000			\$3,000
Secretariat Travel	\$16,000	\$11,500	\$11,500			\$4,500
Insurance Fees and Charges	\$2,500	\$0	\$0			\$2,500
Supplies	\$2,000	\$0	\$0			\$2,000
Bank Fees	\$1,050	\$50	\$50			\$1,000
Subtotal Other Direct Costs	\$77,900	\$46,900	\$32,900	\$0	\$0	\$9,000
						\$31,000
Reserve Fund	\$207,000	\$0	\$0	\$0	\$0	\$207,000
Total Direct Program Costs	\$1,018,850	\$768,350	\$321,100	\$204,750	\$0	\$54,500
						\$188,000
						\$250,500
<u>Indirect Costs</u>						
Management Expenses [9%-15%][Tides charges]	\$80,499	\$51,731	\$28,899	\$20,250		\$14,850
						\$16,500
Total Program Costs	\$1,099,349	\$820,081	\$349,999	\$225,000	\$0	\$54,500
						\$202,850
						\$267,000

Footnotes:

[1] The UNICEF funds include just the part of the grant allocated from January- September 2015.

[2] These are the funds that Norway will allocate to Save the Children to contribute to GCPEA activities. The proposal is for November 2014 to July 2015 but as the funds have not yet arrived, they have all been allocated to 2015 in this budget. An additional budget of \$30,000 has been allocated from PEIC to military use to cover the period August - December 2014. In the Save the Children proposal to Norway there is an additional \$90,500 to pay for a consultant on military use and telephone communications that is not included in this budget.

[3] The salary from PEIC is for someone to provide communications support to the Coalition.

[4] Norway will contribute \$5000 for updates to the website on the Lucens Guidelines. UNICEF is providing \$5000, for updates on field based activities.

[5] 9% of total direct costs are budgeted for management expenses for the PEIC and the 2015 Anonymous Donor grant. For UNICEF indirect costs, included is \$3500 for financial management and \$17,500 in the budget for indirect costs minus the \$6150 that was already allocated to the 2014 budget for indirect costs. The remaining \$16500 for UNICEF direct costs due to Tides that is not included in the UNICEF budget will be paid by the carry over. No indirect costs are allocated for Norway because Save is paying them.

