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

This study is the result of independent research conducted by GCPEA. It is independent of the individual member organizations of the Steering Committee of GCPEA and does not necessarily reflect the views of the Steering Committee member organizations.

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On April 14, 2014, a group of fighters from Boko Haram came to my hometown in Chibok at night while people were asleep. They shot guns as they entered the town, but I was sleeping at the school where I study, and I didn’t hear it.

My friend woke me up. She said to me, “Joy, can’t you hear what is going on outside the gate?” …That was the first time I heard the voices of the Boko Haram fighters. They were shouting and shooting their guns.

We were all scared. We prayed for our families at home, and we asked God to protect them wherever they were.

As we were deciding what we should do, a man came in. We tried to escape, but he told us he was a policeman and we could trust him—that he was there to protect us from what was going on outside. He asked us to come, and we did.

But he lied! He wasn’t a policeman. He was one of the Boko Haram people. Afterwards, many of the people from Boko Haram began coming in from different directions. They told us that we had to cooperate with them because they are people who kill without mercy. They told us to follow them, and they loaded us into three big trucks to take us away from our school.

I prayed and asked God to save me. He answered my prayer. I jumped out of the truck and ran for hours and hours to get away. On my way, I met two of my classmates who also jumped out. We continued running together.

As we were running, a man passed us on a motorcycle. We stopped him and asked for help. He took us back to Chibok.

Whenever I think of that horrible night, I pray for the safety of every student at school everywhere. I know what it feels like—it doesn’t feel good at all—when all you ever wanted was to study and achieve your dream, and then all of a sudden, in just a few minutes, your hopes and dreams fell like a leaf from a tree.

—JOY BISHARA, SPEAKING BEFORE THE UN SECURITY COUNCIL, OCTOBER 13, 2017
On the night of April 14, 2014, Joy Bishara and more than 270 of her classmates were kidnapped by members of the armed extremist group Boko Haram from a government-run secondary school for girls in Chibok, Nigeria. The men who attacked the school, some wearing police uniforms, claimed they had received information that the school was going to be attacked and that they were there to take the girls to a safe location. Instead they abducted them and destroyed the school.1

Fifty-seven of the girls—including Joy—were able to escape soon after being kidnapped, but more than two hundred remained captive for years.2 In the months and years that followed, the kidnapping gained international attention and sparked the campaign, ‘Bring Back Our Girls.’ Negotiations led to approximately one hundred girls being released in 2016 and 2017, but more than one hundred were still missing as of the time of writing.3

The girls at the secondary school in Chibok were not alone in risking their lives in order to study and learn. Attacks on students, teachers, professors, schools, and universities, as well as the use of schools and universities for military purposes, are commonplace in many countries. In some, the situation is getting worse.

The fourth in a series, this current edition of Education under Attack examines the threatened or actual use of force against students, teachers, education personnel, or educational facilities and materials. The report, which tracks attacks on education and the military use of schools and universities across the globe, shows that, between 2013 and 2017, attacks on education and military use of schools and universities killed or injured thousands of students and educators and damaged or destroyed hundreds of schools and higher education facilities.
Each of the 28 countries profiled in this report experienced at least 20 attacks on education between 2013 and 2017, the period covered by the current study: Afghanistan, Bangladesh, Burundi, Cameroon, Central African Republic (CAR), Colombia, Democratic Republic of the Congo (DRC), Egypt, Ethiopia, India, Iraq, Israel/Palestine, Kenya, Libya, Mali, Myanmar, Nicaragua, Pakistan, the Philippines, Somalia, South Sudan, Sudan, Syria, Thailand, Turkey, Ukraine, Venezuela, and Yemen. Including the 28 countries profiled in the report, GCPEA found attacks on education in 74 countries. At least 5 but fewer than 20 incidents of attacks on education, in which at least one incident was a direct attack or killed at least one person, were reported in 13 countries. Isolated incidents of attack on education were documented in 33 other countries.

Attacks on education may be committed for political, military, ideological, sectarian, ethnic, or religious reasons. As Joy’s story shows, students and education staff have been killed, injured, and traumatized, and school and university buildings damaged and destroyed. The use of schools and universities for military purposes can make the buildings targets of attack by opposing forces, putting the lives of students and teachers in danger. In addition to the risk of death and injury, military use of educational facilities often prevents students from accessing education. Beyond these immediate impacts, attacks on education and military use of schools and universities limit access to educational opportunities, diminish the quality of education, and obstruct social progress and development.

This fourth edition of Education under Attack builds on two studies published by UNESCO in 2007 and 2010, and a third study published by the Global Coalition to Protect Education from Attack (GCPEA) in 2014. In the last decade since this series was begun, reporting on attacks has improved significantly in many places. Accordingly, analyzing trends in attacks over the time period was challenging because apparent trends may reflect changes in access to information rather than actual increases or decreases in the number of attacks. Nevertheless, this study compares global patterns of attacks on education during the 2013-2017 period to those reported in the previous study, to the greatest extent possible. It does so by employing a methodology similar to that used for the 2014 edition, which relies on three methods of research: a search of reports by UN agencies, nongovernmental organizations (NGOs), and human rights and monitoring organizations; a search of media reports; and interviews with groups collecting data in the countries profiled and with country experts.

The overall number of attacks on education documented in Education under Attack 2018 suggests that violence directed at students, educators, and their institutions increased worldwide between January 2013 and December 2017 from the 2009 to mid-2013 period covered in Education under Attack 2014.

This study found that there were reports of more than 1,000 individual attacks on education or cases of military use of schools or universities, or of 1,000 or more students, teachers, or other education personnel being harmed, in 9 countries: DRC, Egypt, Israel/Palestine, Nigeria, the Philippines, South Sudan, Syria, Turkey, and Yemen.

Each country profile includes information on six categories of attacks on education, as relevant:

- Physical attacks or threats of attacks on schools
- Physical attacks or threats directed at students, teachers, and other education personnel
- Military use of schools and universities
- Child recruitment at, or en route to or from, school or university
- Sexual violence by armed parties at, or en route to or from, school or university
- Attacks on higher education

Attacks on schools were most commonly reported in DRC, Israel/Palestine, Nigeria, and Yemen. For example, OCHA reported in December 2017 that 256 schools had been fully destroyed and another 1,423 schools partially damaged in Yemen.4

“The whole school shook.”

Muhammad al-Anadani, a teacher at the Center for Children’s Training and Rehabilitation in Aleppo, Syria, described to journalists what happened on May 3, 2015, when his school was struck by a barrel bomb: “It was recess time and I was at the administration office. I heard people in the street screaming ‘Be careful! They are dropping!’ We didn’t realize that they would target us. We were sort of calm, but the sound of the barrel bomb was getting closer, and then we heard a terrifying explosion. The whole school shook, and I flew to the other side of the room. I heard the kids screaming. I rushed out of the office and what I saw was horrifying. For a moment, I thought that everyone was killed. Then I rushed to help paramedics and get the survivors out of school. As I learned later, nine kids and two teachers were killed.”6

Reports suggested that students and educators were individually targeted most frequently in Afghanistan, Israel/Palestine, Nigeria, and the Philippines. In Afghanistan and Nigeria, these attacks included targeted killings, abductions, and threats. In Israel/Palestine, students, teachers, and education staff were most commonly injured or arrested when they protested military and settler presence in and nearby schools. In the Philippines, indigenous students faced intimidation and harassment by armed forces and paramilitary groups. The indigenous advocacy network Save Our Schools documented an intensification of threats and harassment by the Armed Forces of the Philippines and associated paramilitary groups, which targeted students and teachers in indigenous communities.

“We will chop you up and kill you.”

At the Mindanao Interfaith School Foundation Academy’s Talainogod campus in the Philippines, Human Rights Watch reported in 2015 that soldiers had been intimidating and harassing students and teachers since 2012. One teacher told Human Rights Watch that a group of soldiers and members of the Alamara paramilitary stopped him while he was on his way to school on January 5, 2015. He reported that they told him, “If you go through, we will chop you up and kill you.”7
Military use of schools or universities was reported at least once in 29 countries, including 24 of those profiled in this report: Afghanistan, Burundi, CAR, Cameroon, Colombia, Côte d’Ivoire, DRC, Ethiopia, India, Iraq, Israel/Palestine, Kenya, Lebanon, Libya, Mali, Myanmar, Niger, Nigeria, Pakistan, the Philippines, Saudi Arabia, Somalia, South Sudan, Sudan, Syria, Turkey, Ukraine, Yemen, and Zimbabwe. These included cases in which armed forces or non-state armed groups used schools as bases, barracks, temporary shelters, fighting positions, weapons storage facilities, detention and interrogation centers, or military training facilities.

“*They used our school grounds as their toilet.*”

In 2016 and 2017, Human Rights Watch documented the occupation of schools in CAR by Seleka fighters, anti-balaka fighters, and UN forces. One school official described to Human Rights Watch the lasting effects anti-balaka fighters had on his school when they occupied it from late 2014 to October 2016: “They destroyed desks and chairs. We were able to get them to vacate one of the buildings so we could restart the school, but they still occupied half of the school and ruined the building. They would smoke marijuana all day and they said they were waiting for DDR [Disarmament, Demobilization and Reintegration]. They would go out on the main road and put up roadblocks on the street, stop vehicles and take money from them at gunpoint. They used our school grounds as their toilet. They used the desks for firewood and destroyed at least 75 of them. When the building is repaired we will use it again.”

Seleka MPC (Central African Patriotic Movement) fighters use a desk they removed from the local school in Mbom, Nana-Grébizi province, Central African Republic, in March 2017. All three schools in the town had been closed since 2013 because of the presence of fighters, a lack of teachers, and tensions between armed groups.
Limitations in the information reported made it difficult to assess the extent to which schools served as locales for child recruitment or sexual violence. Nevertheless, GCPEA found reports of child recruitment in 16 of the countries profiled in this report: Afghanistan, Colombia, DRC, Iraq, Kenya, Mali, Nigeria, Pakistan, the Philippines, Somalia, South Sudan, Syria, Thailand, Turkey, Ukraine, and Yemen.

Both male and female children and adults were victims of sexual violence perpetrated by armed parties in school or university settings. GCPEA found reports that parties to conflicts were responsible for sexual violence occurring at, or en route to or from, school or university in 17 countries profiled in the report: Afghanistan, Burundi, Cameroon, CAR, Colombia, DRC, Egypt, Ethiopia, India, Iraq, Mali, Myanmar, Nigeria, the Philippines, South Sudan, Venezuela, and Yemen. In DRC, for example, the Education Cluster reported that militiamen abducted 17 girls from primary schools in 2017 and raped them over the course of several months.8

Girls and women were uniquely targeted because of their gender, not only as victims of sexual violence but also where armed groups opposed female education. Girls and women were targets of attacks on education because of their gender in at least 18 of the 28 countries profiled in this report: Afghanistan, Cameroon, CAR, Colombia, DRC, Egypt, Ethiopia, India, Iraq, Libya, Mali, Myanmar, Nigeria, Pakistan, the Philippines, South Sudan, Syria, Venezuela, and Yemen. These attacks included sexual violence and other forms of attacks on education. For instance, in July 2016, an unidentified attacker on a motorcycle threw acid into the eyes of three female high school students in Herat province in Afghanistan.9
Attacks on higher education staff and infrastructure were widely reported in every country profiled, including attacks on higher education buildings in 20 countries: Afghanistan, Bangladesh, Cameroon, Colombia, Egypt, Ethiopia, India, Iraq, Israel/Palestine, Kenya, Libya, Nigeria, Pakistan, the Philippines, Somalia, Syria, Thailand, Ukraine, Venezuela, and Yemen. In Bangladesh, for example, approximately 28 explosive attacks were reported at the University of Dhaka during the first three months of 2015 alone. Higher education personnel were attacked in every country profiled in this report, which included violent repression of education-related protests that harmed students or education staff.

As reporting on attacks on education and their devastating effects has become more common, so have efforts to prevent such attacks and address their impact. This attention was perhaps most evident in specific commitments that more than one-third of the UN member states (so far) have made to protect students, teachers, schools, and universities from attack. As of April 2018, 74 states had endorsed the Safe Schools Declaration, an intergovernmental political commitment to protect education during armed conflict. Widespread endorsement has been accompanied by an increasing number of states implementing the promises made in the declaration by changing laws or changing military or education policies.

The UN Security Council, UN General Assembly, UN treaty bodies, international courts, and aid and humanitarian organizations in turn gave considerable attention to attacks on education and military use of schools and universities. These gains are laudable, yet there is still significant work to be done to protect students, educators, and educational institutions from attacks on education and military use.

University students shot in their rooms
On the morning of December 1, 2017, Taliban gunmen attacked the Agricultural Training Institute in Peshawar, Pakistan. One student told the Dawn newspaper, “I was asleep. When we heard the gunshots, we quickly shut our room’s door and made phone calls to find out what was happening. We were told that the people outside are terrorists and that we should keep our room’s door shut ... The terrorists shot at everyone who was roaming around and they were breaking doors down to attack students. Thankfully security personnel reached the hostel before those men came to our room—that is why we are alive.” Although many students had gone home for a holiday when the attack occurred, 9 people were killed, including at least 6 students, and at least 35 injured.

EXECUTIVE SUMMARY

WHEN SPEAKING TO THE UN SECURITY COUNCIL ON OCTOBER 13, 2017, JOY BISHARA CALLED FOR THE PROTECTION OF EDUCATION

Schools need to be protected. Students need to feel safe. They need to study and work towards their dreams without fear. This is the only way they will be able to go out and make a change in the world. I hope and pray that no more students will go through what I went through.

RECOMMENDATIONS

To protect education more effectively, GCPEA urges states, international agencies, and civil society organizations to:

- Endorse, implement, and support the Safe Schools Declaration to ensure that all students and educators, male and female, can learn and teach in safety.
- Avoid using schools and universities for military purposes, including by implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.
- Strengthen monitoring and reporting of attacks on education, including disaggregating data by type of attack on education, sex, age, and type of schooling, in order to improve efforts to prevent and respond to attacks on education.
- Systematically investigate attacks on education and prosecute perpetrators.
- Provide nondiscriminatory assistance for all victims of attacks on education, taking into account the different needs and experiences of males and females.
- Ensure that education promotes peace instead of triggering conflict, and that it provides physical and psychosocial protection for students, including by addressing gender-based stereotypes and barriers that can trigger, exacerbate, and follow attacks on education.
- Where feasible, maintain safe access to education during armed conflict, including by engaging with school and university communities and all other relevant stakeholders in developing risk-reduction strategies and comprehensive safety and security plans for attacks on education.
T
his report is the fourth edition of Education under Attack. It builds on the 2014 study published by the Global Coalition to Protect Education from Attack and the 2007 and 2010 publications by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The present edition covers the five-year period from January 2013 to December 2017. The previous edition included profiles of 30 countries that had experienced at least five incidents of attacks on education in which students or education personnel were harmed, including at least one direct attack or one person killed, between 2009 and mid-2013. The current study includes profiles of 28 countries that experienced at least 20 attacks on education during the 2013-2017 reporting period, regardless of the severity of the incidents. Although significant data gaps remain and data quality varies, reporting of attacks on education has become more comprehensive and systematic over the last five years.

**Definition of attacks on education**

This study examines violent attacks on education, defined as any threatened or actual use of force against students, teachers, academics, education support and transport staff (e.g., janitors, bus drivers), or education officials, as well as attacks on education buildings, resources, materials, or facilities (including school buses). These actions may occur for political, military, ideological, sectarian, ethnic, or religious reasons. Attacks on education not only kill, maim, and traumatize students and personnel but also disrupt students’ right to education. They impede the ability of instructors and educational institutions to offer inclusive, quality education, and they restrict students’ access to schools and universities.

The study focuses on attacks against education that were intentionally directed at schools or universities, or at students, teachers, academics, or other education personnel. It also examines attacks that did not necessarily target education but in which armed actors did not take precautions to protect educational institutions, students, or education staff. Perpetrators of these attacks included national and international armed forces, police forces, intelligence services, regional and UN peacekeeping forces, paramilitaries and militias affiliated with a state, and rebel forces or any other non-state armed group. This report uses some of these terms interchangeably. For example, “armed forces,” “military,” and “security forces” are all used to refer to any national armed force, paramilitary group, paramilitary police, police, intelligence or security services, multinational forces, or peacekeeping forces. The terms “non-state armed group” and “armed group” are also used interchangeably to refer to organized groups that sought various goals, often related to political or social control. The term “armed opposition group” applies only to non-state armed groups that were fighting against the government in power. The term “armed separatist group” is only used to refer to non-state armed groups that sought to establish autonomous territory.

Importantly, this report does not look systematically at gang or criminal violence, both of which may affect the safety of school for students and staff. These groups sometimes employ violent tactics or use military-grade weapons to gain control over territory, and this violence can appear similar to the types of attacks on education included in this report. For example, criminal groups may target students and teachers for extortion, or use educational institutions for the purposes of criminal activity or to gain territorial control. Recognizing this impact on education, this report includes a text box in which criminal violence in El Salvador, Guatemala, and Honduras is examined.

Despite this distinction, there is frequently a nexus between non-state armed groups and criminal activity—conflict and fragility often provide opportunities for crime—and the perpetrators of attacks are not always specified. Therefore, although studying criminal violence systematically was beyond the scope of this research, it is possible that criminal groups were responsible for some of the attacks that took place in conflict-affected settings and that are described in this report.

This report also does not include one-time incidents perpetrated by a single gunman, such as the shootings that occur all too commonly at schools and universities in the United States. While devastating, these events do not meet the criteria for inclusion in this report in that they typically lack a connection to an organized group and they are not carried out in a systematic manner.

Attacks on education occur for diverse reasons, such as to secure a military advantage or objective (including child recruitment or rape), to target or persecute an influential member of an opposing group, or to repress a specific form or mode of education. This report focuses on attacks that had a clear nexus with education. However, motivations for individual incidents are often difficult to identify without a public announcement or specific threat. Therefore, the report also includes incidents that followed a pattern of attack that was established in a specific context, even if the reason for the specific attack was not clear. The researchers have tried to avoid incidents that occur for reasons unrelated to education, but it is possible that some are included in the report.

In some cases, attacks on education violate international human rights law, international humanitarian law (also known as the laws of war), or international criminal law, depending on which legal frameworks are contextually applicable. International human rights law guarantees the right to education in both conflict and nonconflict states that have ratified the relevant treaties. International humanitarian law prohibits the targeting of civilians, including civilian students and education staff, and civilian institutions, including schools that are not being used for military purposes. International criminal law prohibits acts such as the willful killing of civilians, torture, and attacks on civilian objects. The Rome Statute of the International Criminal Court specifically prohibits attacks on educational institutions that are not military targets. While this report recognizes that these legal frameworks may apply to the contexts described, it is beyond its scope to assess whether the incidents described constitute violations of human rights law, war crimes, or criminal acts under international criminal law.

This report instead classifies attacks on education into the following six categories: attacks on schools; attacks on students, teachers, and other education personnel; military use of schools and universities; sexual violence by armed parties at, or en route to or from, school or university; child recruitment at, or en route to or from, school; and attacks on higher education. These categories are defined as follows:

- **Attacks on schools** include targeted violent attacks on schools or other education infrastructure (e.g., school playgrounds or libraries, storage facilities, examination halls) by state security forces or non-state armed groups.
- These may take the form of arson; suicide, car, or other bomb attacks aimed at a school; or artillery fire directed at a school. In addition, with the rising use of aerial bombardment in some conflict-affected countries, this edition of Education under Attack also includes indiscriminate attacks that result in the damage or destruction of education infrastructure, the death or injury of students and educators who are present, and explosions that occur in close proximity to a school or other education facility that may affect the students, education personnel, or infrastructure.
- The attacks on schools category applies to all types of primary and secondary institutions, as well as to kindergartens, preschools, and nonformal education sites.
Crumbling schools, destroyed textbooks, and torn school uniforms can make it difficult for children to continue their education, particularly during and after conflicts. In some cases, armed forces or armed groups may seize control of schools and use them for purposes that support a military effort, such as bases, barracks, and temporary command centers. This can include the use of classrooms as dormitories, stores as weapons depots, and schoolyards as training grounds. Moreover, armed forces or armed groups may use schools as a cover or a means of concealment, hiding behind the guise of education. A study by the United Nations Human Rights Council found that armed forces or armed groups have repeatedly used schools for military purposes, including training, storing weapons, and conducting operations. This use can lead to the displacement of students and teachers, as well as the destruction of educational infrastructure. In one incident, armed forces in Yemen used a school as a base for attacks on civilians, including children. The international community must take action to prevent the use of schools for military purposes, and to protect students and teachers from violence and intimidation. The World Health Organization (WHO) has emphasized the importance of maintaining schools as safe havens for children, especially in areas affected by conflict. The UN Security Council has also called for the protection of schools and universities as a means of upholding the right to education and preventing the recruitment of children into armed forces or other groups. The use of schools by armed forces or armed groups can lead to a loss of trust in the education system, as well as to a loss of access to education for children in conflict-affected areas. It is important that international and local authorities take action to prevent the use of schools for military purposes, and to ensure that schools are safe havens for children. This can include the provision of adequate resources, such as security measures and training for teachers, to prevent the use of schools by armed forces or armed groups. Additionally, it is important to ensure that schools are accessible to all children, regardless of their background or situation. This can include the provision of free transportation, as well as the provision of educational materials and resources. The protection of schools and the right to education are fundamental human rights, and must be upheld in all circumstances.
data-collection process began at the beginning of 2016, the middle of the reporting period, the research team sufficient information was available by the first quarter of 2017. This approach excluded countries that experienced only a few attacks on education, defined as at least 20 attacks on education from the beginning of 2013 until the first quarter of 2017. This category includes violent repression of demonstrations related to education matters such as policies and primary, and secondary school levels, including bombings, air strikes, or other methods of targeting university campuses, as well as killings, abductions, or threats directed at university students, faculty, or staff. Sexual violence committed against university campuses in an educational setting is categorized as sexual violence by armed parties. GCPEA did not identify any cases of children below the age of 18 who were conscripted in a higher education setting, but such violations would be categorized as child recruitment. Attacks on higher education also include deliberate acts of coercion, intimidation, or threats of physical force that create a climate of fear and repression that undermines academic freedom and educational functions. This report excludes violations such as infringement on academic freedom that does not consist of either physical violence or the threat of physical violence. While the detention of academics is included when imprisonment occurs in relation to their scholarship because this is a physical punishment, the report does not track violations such as the suspension of academics, censorship of research, travel bans, or revocation of citizenship.

Country profile criteria
This report includes profiles of 28 countries where attacks on education have occurred. The countries were selected based on two criteria. First, they either were affected by conflict or experiencing a significant level of political violence during the reporting period. For example, the Fund for Peace’s 2016 “Fragile States Index” classified all countries included in this report as being at elevated risk of state collapse or above. Second, they all experienced a pattern of attacks on education, defined as at least 20 attacks on education from the beginning of 2013 until the first quarter of 2017. This approach excluded countries that experienced only a few attacks on education, even if those attacks harmed a significant number of people. It also excluded several countries that may have experienced rising levels of violence affecting education during the reporting period but for which insufficient information was available by the first quarter of 2017.

Data sources
The research team collected data using three approaches, each focused on different data sources. Because the data-collection process began at the beginning of 2016, the middle of the reporting period, the research team cycled through each phase of data collection repeatedly throughout the process. The first approach consisted of a desk study of reports released by UN agencies, development and humanitarian NGOs, human rights organizations, government bodies, and think tanks. For this phase, the research team compiled a list of sources and searched each of them for every country profiled. These searches were conducted in English; Arabic, French, or Spanish searches also were conducted for the relevant countries. Main sources included the UN Secretary-General’s annual and country-specific reports on children and armed conflict, although these sources focus only on country situations where there is an established UN-supported Monitoring and Reporting Mechanism (MRM); reports from other UN agencies and bodies, such as the United Nations Children’s Fund (UNICEF) and the United Nations Human Rights Council (HRC); reports by human rights organizations and NGOs, including Human Rights Watch, Amnesty International, Watchlist on Children and Armed Conflict, and Save the Children; reports from scholar rescue organizations, such as the Scholars at Risk Network’s Academic Freedom Monitor; and Education Cluster reports, meeting minutes, and other documents. In addition to the sources relevant to many of the countries profiled in the study, the research team also identified country-specific sources, including the UN or UN missions, such as the UN Assistance Missions in Afghanistan (UNAMA), UN Multidimensional Integrated Stabilization Mission in the Central African Republic (MINUSCA), UN Mission on Children and Armed Conflict in the Democratic Republic of the Congo (MONUSCO), UN Assistance Missions in Iraq (UNAMI), and UN Mission in the Republic of South Sudan (UNMISS). Other country-specific resources included the monthly Humanitarian Monitor in Israel/Palestine published by the UN Office for the Coordination of Humanitarian Affairs (OCHA), and reports from the organization Airwars, which tracks and verifies air strikes on civilians and civilian institutions in Iraq, Libya, and Syria.

The second approach consisted of media searches conducted in English, as well as in Arabic, French, or Spanish where relevant. For each country studied, the research team used 12 combinations of different keywords to conduct a series of searches in Google News, then scanned the results to identify relevant articles. The research team used the Global Terrorism Database (GTD) at the University of Maryland’s National Consortium for the Study of Terrorism and Responses to Terrorism (START) as a complementary source for news articles to identify attacks on education that could be further investigated. The GTD is an open-source database that draws on media reports of attacks or threats perpetrated by non-state armed actors who use fear, coercion, or intimidation to achieve political, economic, religious, or social objectives.

The third approach included outreach to staff members of international and national organizations working in the countries profiled in this study. This outreach was conducted through requests for general information, and by soliciting feedback on drafts of the country profiles. The goal of this approach to collecting data was twofold: first, to verify and gather additional information on attacks GCPEA already had identified from media sources, and second, to identify additional data sources and attacks. Through this outreach the research team was able to access several databases of information collected by local NGOs and international agencies working in the countries profiled.

Each approach yielded three types of data on attacks on education: individual incidents, summary statistics, and qualitative information. This information was entered into a country-specific Microsoft Excel database, which included one tab for each type of data. Information on individual incidents was categorized into one of the six types of attacks described above. The team then recorded the date and location of the attack, as well as details on the individuals and institutions harmed, disaggregated by gender if possible. The research team carefully reviewed records of individual incidents to prevent duplication and double-counting.

Summary statistics included information reported by UN agencies or NGOs on the total number of attacks occurring in a particular location during a particular period of time. The statistics were treated as independent data points. Comparisons between these data points were limited by the fact that, even within a single country, summary statistics often were produced by different mechanisms with diverse procedures for collecting information on attacks on education, covered different periods of time, and did not necessarily follow the same definition for an attack on education. Some external summary statistics may have included incidents that did not meet GCPEA’s definition of an attack on education or a subcategory. Furthermore, some data-collection mechanisms had different subcategories of attacks on education, did not disaggregate by the different types of attacks, or called all types of attacks on pre-secondary education “attacks on schools,” making it difficult to know how many attacks were on infrastructure rather than on people. This ambiguity made it challenging to categorize summary statistics into the subcategories used in this report. Accordingly, where this report presents summary statistics from the UN, NGO, or other sources, the language of the category and time period covered are clearly specified. It also was not possible to aggregate summary statistics from different sources covering the same period, as the research team could not determine how much overlap there might be between the incidents identified.
Data reliability

This report draws on information that was reported but not necessarily verified, therefore the reliability of the data included varies. The research team sought to corroborate the information reported as much as possible, particularly that from media sources, but was not always able to do so. Therefore, this study clearly indicates the sources for all attacks documented and whether those sources indicated that the information was verified. Moreover, the reliability of the information included in this report varies by country. The profiles rely on different information sources, which are determined in part by whether a country has any established mechanisms for monitoring and reporting. For example, profiles of countries in which there is no formal UN monitoring mechanism or Education Cluster, or where the Education Cluster does not systematically report attacks on education, depend more heavily on media reporting.

Several sources have their own requirements for verifying information. For example, data included in the UN Secretary-General’s annual reports on children and armed conflict typically adhere to the standards of verification used by the UN’s children and armed conflict, which are based on the source of the information, triangulation or cross-checking, and analysis by contextual specialists. The UN Secretary-General’s minimum standards of verification are that testimony has been obtained from a primary source, that the information has been designated credible by a trained monitor, and that a designated member of the Country Taskforce on Monitoring and Reporting has verified the information. The report indicates where the UN was unable to verify information. The GTD draws solely from media sources and rates each source from "one" (poor validity or biased) to "three" (substantively independent), based on its reliability. Only incidents based on at least one source that had a rating of three are included in their online database, which was where GCPEA gathered data.

Data analysis

This report seeks to identify global trends in attacks on education and military use of educational institutions to the greatest extent possible. Nevertheless, it should be noted that the conclusions drawn are based on the information available. This study analyzes trends in reports of attacks on education, which may not always precisely reflect the reality of such attacks. Although monitoring of attacks on education and of military use of educational institutions has improved in recent years, there is still no comprehensive and systematic mechanism for reporting these violations. Furthermore, insecurity in the places where attacks on education take place often makes it challenging to collect information. As a result, data collection varied significantly from country to country, even within a single country, over the reporting period. Importantly, while this report’s monitoring of attacks on education was more systematic and comprehensive than for previous editions of Education under Attack, the extent of reporting still differed drastically between countries, and thus this study likely underreports violations. Nevertheless, using these different incident counts enabled GCPEA to present an overall picture of attacks on education in the countries profiled in this report.

The report analyzes global trends in reports of attacks on education and in each subcategory of attack; this analysis is presented in the Global Overview section. GCPEA sometimes chose to present summary statistics based on information on individual incidents collected, on an external summary statistic reported by another entity, or on a combination of the two, meanwhile taking precautions to prevent double-counting. Each decision was made based on which statistic or combination of statistics was most comprehensive and most reliable for a particular country.

The research team categorized country situations according to three levels of severity, which accounted for the number of incidents of attacks on education in the number of students and education personnel harmed by such attacks. These combined criteria allowed the team to account for contexts in which many attacks on education were reported but little information was provided to indicate whether people were harmed in these attacks, and for contexts in which fewer incidents were reported but the incidents that did occur harmed many people. This twofold method of accounting for severity also addressed some of the limitations posed by gaps in information. For example, in some cases, significant information was available on the number of schools attacked but little information on whether these attacks harmed students and education personnel and, if so, how many.

The three levels of severity were:

- **Very heavily affected:** 1,000 or more incidents of attacks on education or military use, OR 1,000 or more students and education personnel harmed by attacks on education or military use
- **Heavily affected:** 500 to 999 incidents of attacks on education or military use, OR 500 to 999 students and education personnel harmed by attacks on education or military use
- **Affected:** 499 or fewer incidents of attacks on education or military use, OR 499 or fewer students and education personnel harmed by attacks on education or military use

Where the research team used information on individual incidents in its analysis of severity, incidents and people harmed were defined and counted as follows:

- **Incidents:** the number of discrete incidents reported. Incidents of military use were accounted for in this total, but these were likely slightly biased because these facilities were often used for varying periods of time. The total number of institutions in military use are typically reported at a particular point in time, and even when a single source provides repeated counts of military use, it is difficult to determine how much overlap there is between reports. All data sources tend to report either summary statistics of military use or anecdotal examples, making it difficult to extract individual incidents and avoid duplication. The number of cases of military use included in the total incident count was based on the highest total reported by a single source for a single period of time. This approach likely underrepresents the extent of military use. Furthermore, it is important to note that these numbers may be biased, depending on the length of time under consideration. In some cases, for example, the research team was able to identify reports that tracked military use over just a couple of months, while in other cases it identified reports that tracked military use over a year or more. Reports focused on a shorter time period almost always documented fewer incidents than sources focused on a longer period. Nevertheless, because military use is underreported, this bias likely does not significantly change how this report classifies countries in terms of how severely they experience attacks on education.
- **Students and education personnel affected:** the total number of students and education personnel killed, injured, or threatened in any form of attack, whether it targeted the people or an institution. Where reports mentioned that a certain number of people were killed or injured, among them students or education personnel, but no information was available on how many of those killed or injured were students or education personnel, the numbers were not included. Individual students or education staff members targeted by specific threats were included in the count. However, if no information was available on the number of individuals affected by such a threat, the threat was included as an incident of attack on education, but the number of people affected was not counted. This information was disaggregated by gender where possible, and individuals associated with female education were included in the count of female students and educators affected. For example, if the headmaster of a girls’ school was killed, that individual was included in the count of attacked personnel affiliated with female education, even if the person killed was male. Reports often did not disaggregate by gender, so this category likely undercounted the number of females affected.
This study is the fourth in a series of publications examining attacks on education, including the threat of or actual use of force against students, teachers, professors, and other education personnel, or educational facilities and materials. The previous editions of *Education under Attack* were published in 2007, 2010, and 2014, the first two by UNESCO and the third by GCPEA. The research carried out for this report suggests that violence against students, educators, and their institutions has spread geographically and appears to have increased in some countries since the period from 2009 to mid-2013 covered in the last edition of *Education under Attack*. From January 2013 to December 2017, the period covered in this report, 41 countries experienced more than 5 attacks on education in which at least one incident was a direct attack or killed at least one person. This represents 11 more countries than in the previous report.

**Main Trends 2013-2017**

This report describes violence and threats of violence committed against students, teachers, professors, education personnel, schools, and universities in the 28 countries where GCPEA documented more than 20 attacks on education between January 1, 2013, and December 31, 2017. These countries are:

- Afghanistan
- Bangladesh
- Burundi
- Cameroon
- Central African Republic
- Colombia
- Democratic Republic of the Congo
- Egypt
- Ethiopia
- India
- Iraq
- Israel/Palestine
- Kenya
- Libya
- Mali
- Myanmar
- Nigeria
- Pakistan
- The Philippines
- Somalia
- South Sudan
- Sudan
- Syria
- Thailand
- Turkey
- Ukraine
- Yemen
- Venezuela
- Vietnam
- Zimbabwe

On September 13, 2014, prior to the start of the new school year, Palestinian women assess the extent of damage at a school in Shujayah district, Gaza City, caused by fighting during Israeli Operation “Protective Edge.”

© 2014 Ashraf Amra/Anadolu Agency/Getty Images
The spread of violence targeting education occurred within a global context that was significantly less stable than during the previous reporting period, one that saw a greater number of armed conflicts that were more protracted and harmed more people than those in the past. According to the Peace Research Institute Oslo (PRIO), the number of armed conflicts increased markedly between 2013 and 2016, from 34 in 2013 to 41 in 2014 and to 52 in 2015, before declining slightly to 49 in 2016. The years from 2014 to 2016 were three of the five most violent and deadly since 1989.

PRIO data showed that the proliferation of groups affiliated with the ‘Islamic State’ (‘IS’), was the main reason the number of conflicts rose after 2014. ‘IS’ or ‘IS’ affiliates contributed widely to attacks on education over the course of the reporting period, reportedly conducting at least 1 attack on education in 12 out of the 28 countries profiled in this report: Afghanistan, Bangladesh, Cameroon, Egypt, Iraq, Libya, Nigeria, Pakistan, the Philippines, Syria, Turkey, and Yemen. Syria, where ‘IS’ controlled significant territory for much of the reporting period, was one of the countries most heavily affected by attacks on education and also the site of the deadliest conflict since the end of the Cold War. ‘IS’ and ‘IS’ affiliates were also responsible for a large number of gender-based attacks against girls and women.

Several countries experienced new outbreaks of violence that were unrelated to ‘IS.’ For example, attacks on education occurred in the context of a new political crisis in Burundi, fighting between newly-formed armed groups and government forces in Ukraine, escalating repression in Venezuela, and renewed violence in the eastern DRC, as well as a new conflict in DRC’s Kasai region.

At the same time, the world saw a marked improvement in the awareness of attacks on education and their devastating impacts, as well as a growing global consensus around the imperative of preventing and mitigating such attacks. At the time of writing, 74 states had endorsed the Safe Schools Declaration, an intergovernmental political commitment that enables states to express support for protecting students, teachers, schools, and universities from attack during times of armed conflict; for continuing education during armed conflict; and for implementing concrete measures to deter military use of schools. The endorsing states included 11 of the 28 countries profiled in this report: Afghanistan, CAR, DRC, Kenya, Mali, Nigeria, Palestine, Somalia, South Sudan, Sudan, and Yemen.
Motivations for attacks
The reasons students, educators, and educational facilities are targeted vary from country to country, and there may be multiple reasons for attacks on education within a single country, or even for a single attack. Because schools are one of the most visible symbols of state authority, non-state armed groups may target educational institutions to delegitimize the government. This is particularly likely if the school curriculum includes subjects, languages, values, or cultures that the armed group rejects—such as educating women and girls—or if the school is being used for political purposes, such as polling during national or subnational elections. Non-state armed groups may also target schools being used as military or police bases. Alternatively, non-state armed groups may themselves seek to turn schools and universities into military bases in order to control territory or to prevent government forces from using them, in turn making them military targets. Armed forces and armed groups may further view educational institutions as convenient places to recruit children as combatants. State military and non-state armed groups may perpetrate sexual violence in, and along the route to and from, schools or universities as part of broader patterns of conflict-related sexual violence. In higher education, students, academic staff, or universities may come under attack because their research is seen as being in opposition to government control or extremist dogmas.

Impact of attacks on education
Attacks on education harm students, educators, and education systems. While it is challenging to quantify the impact of attacks on education—for instance, it is difficult to determine how many children are out of school because of attacks on education specifically, as opposed to conflict-related violence in general—it is clear that attacks on learners, educators, and educational institutions have significant short- and long-term consequences. Attacks on education have the potential to increase student dropout and teacher attrition; lead to extended school and university closures; diminish the quality of education; and cause physical and psychological harm to those affected.39 Attacks also compromise schools’ capacity to protect students from social risks, which leaves learners more vulnerable to sexual and other forms of exploitation, recruitment as child laborers or child soldiers, or early marriage and pregnancy.40 Attacks on higher education undermine research and teaching, and often result in self-censorship and “brain drain.” More broadly, attacks on higher education may affect access to and the quality of education at all levels, as a trained teaching force and high-quality teaching materials are dependent on higher education.41

All forms of attack on education can result in significant financial costs for governments, contribute to state fragility, and impede social development.42 For example, in an analysis quantifying the financial cost of attacks on education, the Education Development Trust (formerly CfBT Education Trust) and Protect Education in Insecurity and Conflict estimated that attacks targeting education cost the governments of DRC, Nigeria, and Pakistan a combined total of $733 million between 2009 and 2013.43 A global financing gap in education means that making up these losses may be a significant challenge.44 Conflict and crisis, including attacks on education, often exacerbate existing vulnerabilities and social exclusion and reinforce discriminatory norms and social practices. Although there is limited evidence showing the precise impact attacks on education and military use of schools have on disadvantaged groups, it is likely that minority groups, learners with disabilities, and girls and women are disproportionately affected. Some information shows that, when insecurity increases or a school is occupied by armed forces or armed groups, families typically are more reluctant to continue to send girls to school than boys, for reasons including fear of sexual harassment and violence. For instance, one teacher in Mali reported that parents kept their daughters home from school to prevent them from being assaulted.45 This occurs particularly in conflict-affected contexts. Save the Children found Syrian refugee families took their daughters out of school early to have them marry, with the hope that doing so would protect them from sexual violence.46

Attacks on education have devastating immediate and lifelong physical and psychosocial consequences for both male and female survivors, including ones that are distinct to each gender.47 There is evidence that girls who leave school early are less likely than boys to return to learning and may instead be forced to marry.48 In some contexts, particularly where there are financial constraints, families prioritize the education of boys over that of girls.49 This suggests that when keeping children safe increases the cost of education for families—for example, when parents have to pay for transportation to a more distant school if the local school is destroyed—those with limited finances may prioritize educating boys. Girls who become pregnant from rape in war often face discrimination, sometimes leaving school, especially if they do not have access to sexual and reproductive health services.50 Conversely, boys may be more likely to be targeted to prevent them from fighting or being recruited by opposing forces. For example, in several cases in Iraq and Syria, “IS” visited schools, separated the boys from girls, and abducted or killed the boys.51

Education is critical for gender equality, and for social and economic recovery from conflict and crisis. Therefore, reduced access to education has significant social consequences for all children, damaging their future outcomes as well as those of society as a whole. Education is widely recognized as being key to a range of other social, economic, and political rights, which attacks on education can take away from girls, boys, women, and men. These include health outcomes, as well as livelihood opportunities or participation in political processes. Lower levels of female education in particular are linked to higher rates of maternal and infant mortality.52 Women also may not be able to participate meaningfully to influence politics, police, or peace and transitional justice processes if they drop out of school at a young age.53 Conversely, there is some evidence that having a higher level of education increases women’s power in household decision-making.54

A global overview of attacks on education
Each of the 28 countries profiled in this report saw at least 20 attacks against students, teachers, professors, other education personnel, or educational institutions over the course of the reporting period. In addition to the 28 countries profiled, GCPEA found reports of isolated or occasional attacks on education in 46 other countries.55 These attacks were most commonly bombings or arson targeting primary or secondary schools, and violent repression of education-related protests, the latter often at the higher education level.

The 46 countries where GCPEA identified isolated attacks on education included the following:

<table>
<thead>
<tr>
<th>Algeria</th>
<th>Ecuador</th>
<th>Malawi</th>
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<tr>
<td>Angola</td>
<td>France</td>
<td>Malaysia</td>
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<tr>
<td>Armenia</td>
<td>Georgia</td>
<td>Mexico</td>
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<tr>
<td>Azerbaijan</td>
<td>Haiti</td>
<td>Mozambique</td>
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<tr>
<td>Bahrain</td>
<td>Indonesia</td>
<td>Nepal</td>
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<tr>
<td>Belarus</td>
<td>Iran</td>
<td>Niger</td>
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<tr>
<td>Brazil</td>
<td>Ireland</td>
<td>Papua New Guinea</td>
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<tr>
<td>Burkina Faso</td>
<td>Jordan</td>
<td>Russia</td>
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<td>Chad</td>
<td>Kosovo</td>
<td>Saudi Arabia</td>
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<tr>
<td>Chile</td>
<td>Lebanon</td>
<td>Senegal</td>
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<tr>
<td>China</td>
<td>Liberia</td>
<td>Sierra Leone</td>
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<td>Côte d’Ivoire</td>
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<td>South Africa</td>
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<td>Côte d’Ivoire</td>
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GLOBAL OVERVIEW
EDUCATION UNDER ATTACK 2018
This study seeks to analyze global trends in attacks on education to the greatest extent possible, and to make comparisons with the previous editions of Education under Attack. To that end, it uses similar definitions for what constitutes an attack on education and its subcategories and follows a methodology similar to that used in the 2014 edition to identify incidents and statistics.

However, there are several limits on analyzing trends between the two reports:

- This study covers a five-year period, 2013 to 2017, whereas the 2014 study categorized countries according to severity of attacks on education experienced during a four-year period from 2009 to 2012. Accordingly, while it is possible to note general trends—such as which countries were most heavily affected by attacks on education during each time period—and to compare annual rates of reported attacks, it is not possible to make direct comparisons between the number of attacks the two reports found in individual countries.
- This study examines countries with 20 or more reported incidents, whereas the 2014 study profiled countries with 5 or more attacks, in which at least one incident was a direct attack or killed at least one person. Had the 2014 criteria been applied to this report, at least 13 additional countries would have been profiled, based on the reported number of attacks on education from 2013 to 2016, representing the same number of years as the previous report: Bahrain, Burkina Faso, Chad, Indonesia, Iran, Lebanon, Nepal, Niger, Russia, South Africa, Sweden, the United Kingdom, and Zimbabwe.
- Access to data changes over time, even within a single country. For example, changing security conditions in attacks may be the result of improved monitoring rather than an escalation of violence. Accordingly, some findings in this report could reflect changes in the availability of information rather than actual fluctuations in the number of attacks.

Regardless of these limitations, the overall number of incidents collected in this study is higher than in the 2014 study, and attacks on education occurred in more locations. Even recognizing changes in data availability, there is evidence that attacks on education became more common during the period covered by this report. From 2013 to 2017, 41 countries experienced more than 5 attacks on education in which at least one incident was a direct attack or killed at least one person, compared with the 30 countries profiled in the previous report.

### Countries with more than five attacks on education between 2013 and 2017, including one that was either a direct attack or killed at least one person

<table>
<thead>
<tr>
<th>Afghanistan</th>
<th>Iraq</th>
<th>Somalia</th>
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<tbody>
<tr>
<td>Bahrain</td>
<td>Iran</td>
<td>South Africa</td>
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<tr>
<td>Bangladesh</td>
<td>Israel/Palestine</td>
<td>Sudan</td>
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<td>Burundi</td>
<td>Kenya</td>
<td>Tanzania</td>
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<tr>
<td>Burkina Faso</td>
<td>Lebanon</td>
<td>South Sudan</td>
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<tr>
<td>Cameroon</td>
<td>Libya</td>
<td>Sweden</td>
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<tr>
<td>CAR</td>
<td>Mali</td>
<td>Syria</td>
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<td>Chad</td>
<td>Myanmar</td>
<td>Thailand</td>
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<td>Colombia</td>
<td>Nepal</td>
<td>Turkey</td>
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<td>DRC</td>
<td>Niger</td>
<td>United Kingdom</td>
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<td>Egypt</td>
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<td>Ethiopia</td>
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<td>India</td>
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<td>Indonesia</td>
<td>Russia</td>
<td>Zimbabwe</td>
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Five countries are covered in this study that were not featured in the 2014 report: Bangladesh, which experienced a rise in political violence, particularly during national elections in January 2014; Burundi, which faced an escalating political crisis beginning in 2015; Cameroon, which saw increasing violence perpetrated by the Nigeria-based violent extremist group, Boko Haram as well as escalating tensions between the country’s French-speaking majority and its English-speaking minority; Ukraine, where armed groups took control of areas in the country’s east after former president Viktor Yanukovych was ousted from power; and Venezuela, where increasing student protests were met with violent repression. Although there was a global spread of violence, the places most affected by attacks on education shifted. The most affected countries—where reports indicated that 1,000 or more incidents of attacks on education occurred or 1,000 or more students, teachers, or other education personnel were harmed—were DRC, Egypt, Israel/Palestine, Nigeria, the Philippines, South Sudan, Syria, Turkey, and Yemen. Only one of these countries—Syria—was on the list of most affected countries in the 2014 report.

- In DRC, education was heavily affected by renewed conflict in the country’s east and the exacerbation of a new conflict in the Greater Kasai region. This upsurge in violence resulted in more than 1,000 incidents in which schools were attacked or used for military purposes. In 2016 and 2017 there were at least 639 reported attacks on schools in the Greater Kasai region alone, of which more than 400 were verified. In addition, several hundred attacks on schools were reported in the Tanganyika region and close to 100 attacks on schools were reported in North and South Kivu during those same years.
- In Egypt, a large number of students were reported harmed in a small number of incidents. NGO and media sources reported that, as university students expressed dissent against President Abdel Fattah El-Sisi, Egyptian security forces allegedly used force against large groups of protesters on university campuses, killing and injuring dozens of students and arresting more than 1,000. This violence peaked during the 2013-2014 academic year, before dying down later in the reporting period.
- Large numbers of educational facilities, students, and personnel were harmed in the context of the conflict between Israel and Palestine, reportedly through attacks on education. According to information compiled by GCPEA, more than 1,000 educational facilities in the West Bank and Gaza Strip were documented as being attacked or used for military purposes. Attacks included damage or destruction by air strikes, arson, or vandalism, and demolitions on the grounds of not having a building permit, which is nearly impossible for Palestinians to obtain in Area C of the West Bank, which is administered by Israel. Additionally, more than 2,000 Palestinian primary, secondary, and tertiary students were reportedly injured, killed, detained, arrested, or otherwise harmed in attacks on education. Much of this violence occurred during Israel’s Operation Protective Edge in the Gaza Strip in June and July 2014, and Operation Brother’s Keeper in the West Bank in June 2014. In Israel there were approximately 12 attacks on education; most were attacks on schools.
- In Nigeria more than 1,500 schools and universities were reportedly attacked, most by Boko Haram, or used for military purposes by Nigerian security forces. Information compiled by GCPEA indicated that attacks on education, most perpetrated by Boko Haram, led to the abduction, killing, or injury of more than 1,000 students and educators at all levels of the education system.
- According to media reports and local advocacy groups, more than 1,000 indigenous students and teachers in the Philippines experienced targeted threats, harassment, and intimidation by members of the Armed Forces of the Philippines and paramilitary groups. These groups also intimidated other students and teachers working and learning in the dozens of schools the groups used as bases and camps.
- In South Sudan, government forces and armed groups occupied 161 educational institutions. In addition, approximately 800 educational institutions were targeted in attacks, and more than 900 students and education personnel were harmed in attacks on education, including several hundred students who were abducted into armed groups from their schools.
 Attacks on education and military use of schools and universities in profiled countries, 2013-2017

- **Very heavily affected**: Countries where reports documented 1000 or more incidents of attacks on education or military use of educational facilities or 1000 or more students and education personnel harmed by attacks on education.

- **Heavily affected**: Countries where reports documented between 500 and 999 incidents of attacks on education or military use of educational facilities or between 500 and 999 students and education personnel harmed by attacks on education.

- **Affected**: Countries where reports documented fewer than 500 incidents of attacks on education or military use of educational facilities or under 500 students and education personnel harmed by attacks on education.
In Syria, UN, NGO, and media sources reported the damage or destruction of more than 650 educational facilities, most from air strikes by the Syrian and Russian forces or the international campaign against ISIS. More than 1,000 students and education personnel were harmed in these attacks or in other violence that targeted them as students and educators.32

Beginning in 2016, university students, scholars, and higher education personnel were arrested and detained in large numbers in Turkey. Most arrested were accused of having connections to the US-based Muslim cleric Fethullah Gülen, whose movement was designated a terrorist organization called FETO (Fethullahist Terrorist Organization).33 Gülen and his followers had been accused of having responsibility for an attempted coup on July 15, 2016.34

The largest number of educational institutions damaged, destroyed, or used for military purposes was documented in Yemen, where more than 1,500 schools and universities were affected by attacks on education or military use, according to UN and media sources.35 Many of these attacks were the result of air strikes by the Saudi-led coalition or bombings by non-state Houthi armed groups.36

Many of the countries listed among the most heavily affected in the 2014 report were no longer on that list for the 2013-2017 time period, including Afghanistan, Colombia, Pakistan, Somalia, and Sudan. Yet, attacks in most of these countries remained at worryingly high levels. In Afghanistan, there were more than 900 incidents of attacks on education or military use of schools, and in Pakistan, Somalia, and Sudan, more than 500 students or education personnel were harmed in attacks on education. The most marked decline in reported incidents of attacks occurred in Colombia, where different data collection methods uncovered fewer than 500 instances of attacks and fewer than 300 students or education personnel harmed in attacks on education—down from more than 1,000 between 2009 and 2012. However, it is unclear if violence targeting education really declined so significantly, or if the apparent reduction in attacks reflected challenges to monitoring and reporting, such as security conditions.

Attacks on schools

More than 1,000 incidents of direct and collateral attacks on schools were reported in four of the nine countries most heavily affected by attacks on education: DRC, Israel/Palestine, Nigeria, and Yemen. Israel/Palestine, Nigeria, and Yemen were also among the countries reported as being most affected by attacks on schools in Education under Attack 2014. Between 500 and 999 attacks on schools were documented in 4 other countries: Afghanistan, South Sudan, Syria, and Ukraine. Examples of attacks on schools included the following:

- In Nigeria, Boko Haram used arson, explosives, and gunfire to attack schools and began carrying out most attacks on institutions during daytime hours. The group previously had carried out most attacks by night and thus had avoided harming people. Attacks on schools therefore resulted in more significant harm to students and education personnel than during the previous reporting period.37 These attacks were frequent during the first half of the reporting period and then slowed, possibly because the majority of schools in northeastern Nigeria were already destroyed or closed.38
- One of the most dramatic increases in incidents of attacks on schools occurred in South Sudan, likely due to the outbreak of civil war at the end of 2013. Between 2009 and mid-2013, fewer than 100 attacks on schools occurred, in contrast to more than 800 reported between late 2013 and January 2016.39 Most of these schools were damaged by shelling, gunfire, arson, and looting during fighting between state forces and paramilitaries and anti-government armed groups, primarily in the Greater Upper Nile region.
- At least 740 schools were damaged or destroyed in Ukraine during fighting between Ukrainian forces and armed groups between April 2014 and March 2017, according to UNICEF.40

The 2013-2017 reporting period saw a decline in reported incidents in Libya, where there previously had been more than 1,000 attacks on schools, and in Pakistan, where 838 attacks on schools had previously been docu-
insecurity.77 Nevertheless, the decline in the number of reports in these countries was all the more notable because the current study covered a longer reporting period than the previous one.

Notably, among the countries profiled, there were reports that schools were targeted in relation to their use as polling stations in 10 countries: Afghanistan, Bangladesh, India, Iraq, Kenya, Libya, Nigeria, Pakistan, the Philippines, and Thailand. Among these, more than a dozen schools were systematically targeted during elections in Afghanistan, Bangladesh, India, Iraq, and the Philippines. For example:

- The HRC reported that at least 79 attacks directly targeted schools used as polling centers during the 2014 presidential elections in Afghanistan.78
- According to the Guardian around 60 schools were targeted for their use as polling stations during general elections in Bangladesh in 2014.79
- There were 23 attacks on schools used as polling stations in Iraq during the April 2014 parliamentary elections, according to the UN.80

Profiled countries with reports of attacks on schools, 2013-2017

<table>
<thead>
<tr>
<th>Countries where reports documented 1000 or more attacks on schools</th>
<th>Countries where reports documented 900-999 attacks on schools</th>
<th>Countries where reports documented fewer than 500 incidents of attacks on schools</th>
</tr>
</thead>
</table>

Attacks on school students, teachers, and other education personnel

In addition to being injured and killed in attacks on school buildings, students, teachers, and other education personnel were directly targeted through killings, abductions, threats, or violent responses to their participation in education-related protests in each country profiled in this report. It was not always clear why individuals were targeted, but in several cases, assailants targeted education personnel because they disagreed with the content of their teaching.

Learners and educators were most frequently affected by direct and targeted attacks in Afghanistan, Israel/Palestine, the Phillipines, and Nigeria:

- In Nigeria, the targeting of students, teachers, and education personnel was much more prevalent in the current report than in Education under Attack 2014. The 2014 report noted that Boko Haram began targeting students and teachers in 2013—a trend that intensified over the course of the present reporting period. This report found that at least 750 individuals were harmed, largely as a result of two mass kidnappings in 2014. The first occurred on April 14, 2014, in Chibok, Borno state, when Boko Haram kidnapped 276 female students from a government-run girls’ secondary school. Members of the group raped and forced marriage upon many of those kidnapped and used some as suicide bombers.81 A similar mass abduction took place on November 24, 2014, when Boko Haram kidnapped more than 300 boys and girls from Zama Mabari Primary School in Damasak, Borno state.82

- Attacks on students, teachers, and other education personnel were also more prevalent than previously reported in the context of the Israeli and Palestinian conflict, primarily affecting Palestinian students. The violence largely resulted from a more regular presence of Israeli forces outside of and nearby schools and was most common at schools located near Israeli settlements. The military presence sparked clashes between Palestinian students and Israeli forces, which were sometimes instigated by Palestinian students throwing stones and which resulted in the arrests, detentions, or injuries of more than 2,000 Palestinian students, teachers, and other education personnel. In some cases, Israeli security forces used live fire to respond to students who had thrown stones at them.83 In 2016 the Palestinian Ministry of Education reported that 26 students and 1 teacher had been killed, 1,810 students and 101 teachers injured, and 198 students and education personnel arrested.84

- In the Philippines, media and NGO sources, including Save Our Schools (SOS), a local network of child rights advocates and organizations, reported that government security forces and paramilitary groups directly harassed and threatened approximately 860 students and 140 teachers during the reporting period.85 These numbers appeared to represent an intensification of patterns described in Education under Attack 2014, which recorded that approximately 50 students and education personnel were harmed over the four-year period. The recent numbers may have reflected the increasing targeting of indigenous populations and their school communities by the Armed Forces of the Philippines (AFP) and associated paramilitaries that occurred during the reporting period.86 However, increased reporting or differing definitions of attacks on education could also have accounted for some of the increase.

- In Afghanistan, documented threats and intimidation of teachers increased dramatically during the reporting period, at least from 2013 to 2016, even as targeted killings reportedly declined.87 The majority of verbal or written threats were directed toward girls’ education and, during the later years of the reporting period, in areas of the country where “Taliban” had a presence. For example, UNAMA and UNICEF documented 14 cases of intimidation in 2015, including 9 cases leading to the partial or full closure of 213 schools, primarily in Nangarhar and Herat provinces. Ninety-four of the schools were coeducational, but they were closed to girls after the incidents while remaining open for boys.88
Military use of schools or universities

At least one case of military use of schools or universities was reported in 29 countries between 2013 and 2017, including in 24 countries profiled in this report: Afghanistan, Burundi, CAR, Cameroon, Colombia, DRC, Ethiopia, India, Iraq, Israel/Palestine, Kenya, Libya, Mali, Myanmar, Nigeria, Pakistan, the Philippines, Somalia, South Sudan, Sudan, Syria, Turkey, Ukraine, and Yemen. Of the countries not profiled in this report, at least one incident of military use of schools, but not universities, was reported in Côte d’Ivoire, Lebanon, Niger, Saudi Arabia, and Zimbabwe.
Global Overview

The total number of countries with at least one documented instance of military use was higher than the 24 identified in the 2014 report. Among the countries listed above, eight had no documented cases of military use in the previous reporting period: Burundi, Cameroon, Lebanon, Niger, Nigeria, Saudi Arabia, Turkey, and Ukraine. In most of these countries, military use of schools and universities appeared to be associated with the onset or intensification of conflict or political violence within the country or along its borders.

Conversely, three countries where military use of schools and universities was identified in the 2014 report had no reported cases between 2013 and 2017: Indonesia, Kenya, and Thailand. It was not clear whether this was because the information was unavailable or because there were no such cases.

Between 2013 and 2017, military use of schools and universities was most prominently reported in Afghanistan, CAR, the Philippines, South Sudan, Syria, and Yemen. Each had more than 40 educational institutions simultaneously in military use at some point during the reporting period.

Countries with at least one report of military use of schools or universities, 2013-2017

These cases involved a variety of forces, including state police and military forces, non-state armed groups, paramilitary groups, and international peacekeeping forces. Examples of military use included the following:

- In South Sudan, the Education Cluster found that, from the start of the conflict in December 2013 through 2016, armed forces and non-state armed groups used at least 161 schools for military purposes, including 92 schools in Greater Upper Nile region, 46 schools in Greater Equatoria region, and 23 schools in Greater Bahr el Ghazal region.46
- In CAR, armed groups, MINUSCA, French Opération Sangaris, and the African Union (AU) International Support Mission to the Central African Republic (MISCA) were each responsible for using schools. The Education Cluster reported that armed forces and armed groups used at least 46 schools for military purposes in 2014. Many of these schools were also looted, hit by bullets, or set on fire.47 At the end of 2015, the Special Representative of the Secretary-General for the Central African Republic, also the Head of MINUSCA, released a directive based on the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, which prohibited its troops from using schools and universities.48
- In the Philippines, paramilitary groups sometimes used schools jointly with the AFP. The UN Secretary-General reported the use of 31 schools between the end of 2012 and the end of 2016. The AFP was involved in a majority of the reported cases, including three schools allegedly used alongside pro-government armed groups.49

Recognizing the difficulty of comparing figures on military use of schools and universities, the biggest declines in reported cases appeared to occur in India, Libya, and Thailand, all of which were among the 14 countries with the highest incidence of military use between 2009 and mid-2013:

- In India, fewer than 50 cases were reported between 2013 and 2017, whereas Education under Attack 2014 reported more than 129 schools used as barracks or bases.50
- No cases of military use of schools were documented in Libya between 2013 and 2017. Education under Attack 2014 had reported 79 cases of military use of schools in the country.51
- In Libya, GCPEA found only sporadic reports of military use of schools between 2013 and 2017. In comparison, a UN respondent reported that armed groups in Libya used more than 200 schools during the 2011 uprising.52

In the 24 profiled countries where military use of educational institutions was documented, armed forces and non-state armed groups used schools and universities for a variety of purposes, including as barracks; firing positions; detention and interrogation centers, where torture and sexual violence occurred; or weapons factories. For example:

- In Iraq, media reports indicated that "IS" used Mosul University as a fighting base and weapons factory from June 2014 until the Iraqi Security Forces took the campus in January 2017.53 A mapping conducted by the UN Human Settlements Program (UN-Habitat) showed that multiple university buildings were severely damaged as a result.54
- In the West Bank, Israeli security forces temporarily used Palestinian schools to protect Israeli settlers as they visited religious sites, and as interrogation and detention centers.55

At a minimum, military use of schools made it difficult for students to learn, while, in more injurious cases, schools and universities were turned into targets for attacks by opposing forces. For instance:

- In South Sudan, children from two primary schools in Pibor town in Jonglei state that were occupied by the Sudan People’s Liberation Army (SPLA) told Human Rights Watch they were afraid because the soldiers were regularly intoxicated.56
- The UN reported that two schools occupied by armed forces or armed groups in Syria were subsequently attacked by opposing forces in 2016.57
In Mali, the UN reported that witnesses stated that armed groups had paid parents in Gao city to send their children to religious schools, where they received weapons training.\(^{100}\)

In Somalia, al-Shabaab reportedly used education as a tool for recruitment, threatened and arrested teachers who refused to encourage their students to join the group, and abducted children from schools. For example, Human Rights Watch reported that the group forcibly abducted at least 50 boys and girls from two schools in Burhakaba, Bay region, in September 2017, possibly for recruitment purposes.\(^{101}\)

Professed countries with reports of child recruitment occurring at, or en route to or from, school, 2013-2017

Child recruitment at, or en route to or from, school

While information was limited, at least one case of child recruitment was documented during the reporting period at, or en route to or from, school in 16 of the countries profiled in this report: Afghanistan, Colombia, DRC, Iraq, Kenya, Mali, Nigeria, Pakistan, the Philippines, Somalia, South Sudan, Syria, Thailand, Turkey, Ukraine, and Yemen.

The list of 16 represented an increase over the 6 countries listed in Education under Attack 2014 where child recruitment at schools or along school routes was reported to have taken place: Colombia, DRC, Pakistan, Somalia, Thailand, and Yemen; all 6 were also listed among the current 16. This rise may reflect more comprehensive reporting rather than an increase in recruitment at schools, but it nevertheless indicated that this was a matter of grave concern. For example:

- **In South Sudan**, UN and media sources indicated that anti-government groups forcibly recruited more than 500 children from schools between December 2014 and May 2015.\(^{95}\)
- **In DRC**, non-state armed groups abducted students at school or en route to or from school.\(^{98}\)

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Profiled countries with reports of sexual violence occurring at, or en route to or from, school or university, 2013-2017

Sexual violence by armed parties at, or en route to or from, school or university

Conflict-related sexual violence is a common feature in modern warfare, and in some profiled countries it was used as a weapon against both female and male students and teachers. Social stigma and a lack of social services in conflict areas limit reporting of sexual violence in general and, as with child recruitment, there was limited information available on armed forces or armed groups perpetrating sexual violence against students and teachers specifically in the context of education. Where data were available, they did not often include specific information on the context in which an incident occurred.

Nevertheless, parties to conflict were reportedly responsible for sexual violence occurring at, or en route to or from, schools or universities in 17 countries: Afghanistan, Burundi, Cameroon, CAR, Colombia, DRC, Egypt, Ethiopia, India, Iraq, Mali, Myanmar, Nigeria, the Philippines, South Sudan, Venezuela, and Yemen. Similar forms of sexual violence were documented in only seven countries in Education under Attack 2014—Bahrain, CAR, Colombia, DRC, India, Libya, and Somalia—but this increase may reflect more comprehensive reporting on conflict-related sexual violence in general rather than an increase in the number of incidents related to education.

Examples of sexual violence included the following:

- In Sudan, NGO and media sources reported one incident in which several girl students were raped and abducted as they walked to school. Responsibility was attributed to either government forces or an associated para-military group.

- In Burundi, students in the Imbonerakure, a government-affiliated youth militia, reportedly abducted a male classmate for refusing to join them and took him to a house where three men raped him.

Reported cases of sexual violence around schools and universities often occurred in the context of other forms of attack on education, such as military use or attacks on students, teachers, and other education personnel. For example:

- In Iraq, “IS” used schools systematically to detain, rape, and sell women and girls. For example, UNAMI and OHCHR reported that from September through December 2014, “IS” held a group of women and girls at an abandoned school in Tal Afar. Some were reportedly raped.

- In January 2015, soldiers in Myanmar stationed next to a school allegedly assaulted, raped, and killed two female school teachers in their dormitory in Kung Kha in Kachin state.

- In Afghanistan, UNAMA reported that, on October 17, 2016, Afghan National Army (ANA) Special Forces forcibly stripped and photographed a 16-year-old boy in front of his teacher and other students at school. The forces then opened fire inside the school when other students and the teacher protested. Five ANA members were arrested and three were released; two were convicted—one for unlawful use of force and another for beating. None was charged with sexual abuse or exploitation.

Attacks on higher education

Overall, reported attacks on higher education appeared to be more widespread from 2013 to 2017 than previously documented. GCPEA found reports of attacks on higher education facilities and other property in 28 countries, including 20 of the 28 countries profiled in the report. Of the profiled countries, higher education facilities were attacked in Afghanistan, Bangladesh, Cameroon, Colombia, Egypt, Ethiopia, India, Iraq, Israel/Palestine, Kenya, Libya, Nigeria, Pakistan, the Philippines, Somalia, Syria, Thailand, Ukraine, Venezuela, and Yemen.

Attacks on higher education personnel, including targeted killings, abductions, threats, harassment, or violent repression of education-related protests that injured or killed a student or university staff member, were found in 52 countries, including every country profiled in this report.

The countries with the highest number of reported attacks on higher education facilities were Bangladesh, Iraq, Syria, and Yemen. This included attacks with explosives and gunmen targeting university campuses. There were also widely-reported deadly attacks on universities in several other countries, including Pakistan and Kenya. For example:

- Explosives were set at Dhaka University in Bangladesh at least 35 times between 2013 and 2015. Some incidents involved multiple bombs. The attackers often were not identified.

- In Kenya, gunmen from the Somalia-based armed group al-Shabaab killed at least 142 students and injured another 79 on April 2, 2015, when they entered Garissa University College, shooting students while they slept and taking others hostage before killing them.
In Pakistan on June 15, 2013, members of Lashkar-e-Jhangvi placed a bomb on a bus carrying university students, which exploded on the campus of Sardar Bahaddur Khan Women’s University in Quetta, Balochistan, killing 14 people and wounding at least 19 others.\footnote{111}

Egypt, India, Sudan, Venezuela, and Turkey were the countries in which the highest number of students or education personnel were harmed by attacks on higher education. In each of these countries, the most common forms of attack were arrests and detentions related to academic work, and the excessive use of force during education-related protests. For example:

- Increasing insecurity and authoritarian actions by the government led to widespread protests across Venezuela.\footnote{112} University students were actively engaged in these protests, many of which either took place or began on university campuses. More than 600 university students were injured when government forces responded with force, or were arrested or detained.\footnote{113} Some of those detained faced abuse in detention. For example, Scholars at Risk reported that up to 331 students were abused in police custody in February 2014 alone.\footnote{114}

- In Egypt, dozens of students, professors, and university staff were killed or injured and more than 1,000 were detained or arrested between 2013 and 2017.\footnote{115} Amnesty International reported that, according to the Marsad Tolab Horreya (Student Freedom Observatory), at least 200 students were arrested during protests in September and October 2014.\footnote{116}
Education-related attacks on girls and women

Information collected for this report showed that girls and women were targeted because of their gender in at least 18 of the 28 countries profiled in this report: Afghanistan, Cameroon, CAR, Colombia, DRC, Egypt, India, Iraq, Libya, Mali, Myanmar, Nigeria, Pakistan, the Philippines, South Sudan, Syria, Yemen, and Yemen.

Attacks targeting girls and women because of their gender took two forms: sexual violence, as discussed above, and attacks aimed at repressing or stopping the learning or teaching of girls and women. Examples of the second form of attack included the following:

- Targeted attacks on girls’ schools comprised approximately one-quarter of reported attacks on schools in Afghanistan and one-third of reported attacks on schools in Pakistan between 2013 and 2017.
- According to the UN Office of the High Commissioner for Human Rights (OHCHR) in areas of Libya controlled by the non-state armed group Ansar al-Sharia, parents reported that they were afraid to send their daughters to school for fear they would be abducted.

Profiled countries with reports of attacks on education that uniquely targeted girls or women
CRIMINAL ORGANIZATIONS IN THE NORTHERN TRIANGLE

Rising rates of violence associated with criminal organizations in El Salvador, Guatemala, and Honduras took a toll on the education systems of these countries during the reporting period. Extortion, child recruitment, use of schools by non-state armed groups, and other threats, as well as the risk of violence in schools and en route to and from school, resulted in high dropout rates. These groups also threatened and physically targeted teachers.

After the early 2000s, rates of violence in El Salvador, Guatemala, and Honduras—together known as the Northern Triangle of Central America—increased. Homicides occurred at some of the highest rates in the world, and there was widespread sexual violence and pervasive extortions and threats. At the time of writing, the region was recognized as one of the most violent outside a warzone. Those responsible were criminal organizations commonly known as gangs, or maras. These groups vied for control over neighborhoods, towns, and even entire cities, battling both each other and the state, often engaging in open gunfire battles. The two most active maras were Mara Salvatrucha, or MS-13, and Mara 18, or 18th Street, both of which had tens of thousands of members across the three countries. Efforts to maintain territorial control frequently involved broad recruitment campaigns and efforts to ensure that mara members were present in all facets of daily life.

Violence associated with the maras’ activity caused mass displacement of the communities where they operated and profoundly damaged the social fabric of the Northern Triangle countries between 2013 and 2017. Children were disproportionately affected by the violence, which permeated their daily lives. Schools in the Northern Triangle countries were centers of child recruitment, bases for sexual exploitation, sources of extortion revenue, and other hives of mara activity. In Guatemala, UNICEF and World Vision reported in 2015 that 60 percent of students feared attending school, and that 23 percent of students and 30 percent of teachers had been victims or knew a victim of mara violence. Amnesty International reported that in 2015, 39,000 students in El Salvador, Guatemala, and Honduras dropped out of school because of threats or harassment by gangs. The violence led to forced migration. In the first six months of 2016, almost 26,000 unaccompanied children from the Northern Triangle were apprehended at the US border, and an additional 16,000 were found in Mexico. Poverty and violence were cited as the most common reasons for their leaving their countries of ori-
Students recruited at school

Criminal groups recruited children as young as eight years old, according to a media article about mara violence in Guatemala City. Students sometimes joined the maras because they were offered money. In other cases they were forced to join, risking violence and even death if they did not. Some girls were reportedly taken from schools and “given” to mara members, who would rape them and then let them go. Many children continued to attend school after being recruited so their mara could be better represented in the school and could increase its reach and presence in the neighborhood. An Associated Press article published in December 2014 highlighted the maras’ control over the majority of the 130 public schools in Tegucigalpa, Honduras. The groups painted graffiti on the schools’ walls, passed out pamphlets in the hallways, and conscripted students and their parents as mara members. There were also reports that student mara members intentionally repeated grades so that they could continue the maras’ operations in the schools.

In some schools in Tegucigalpa the groups did not have to recruit children because more students wanted to join than the maras could absorb. In other schools mara members’ presence attracted police attention. In one incident in El Salvador, a school in San Jacinto, Santa Ana, reported to the police that security officers had entered the campus and hit a student who was then clarified that the officers had entered the school to find a student mara member who was otherwise unreachable. The student had been arrested and released in previous weeks, but the police had not taken his photo or registered other personal information. They went to the school to collect this data from him. The UN Committee on the Elimination of All Forms of Discrimination against Women (CEDAW) and UNICEF both reported in 2017 that parents in El Salvador kept children, especially girls, home from school to avoid their being recruited or otherwise threatened by mara members.

Students caught in the dynamics of territorial disputes

Threats related to territorial disputes between maras affected children’s ability to attend school during the 2013–2017 reporting period. Threats of recruitment or physical harm resulted in significant dropout levels. Extortion, or demands for what the maras called war taxes or rent, also affected schools throughout the region during the reporting period, including a reported 60 percent of schools in El Salvador alone in 2016. For example, a school in Ilopango, El Salvador, had to change its location in June 2015 because it could no longer afford the extortion payments demanded by local maras. The director of the Private Schools Association in Honduras reported that extortion and threats had affected schools in that country for 10 years as of February 2017. Some of the schools eventually had to close due to the increased risk of violence presented by the maras’ threats. Honduran media reported that, in February 2017, hundreds of children in Tegucigalpa were unable to attend classes after their schools closed due to extortion demands and threats from mara members. Threats targeting students, teachers, and parents often came from student recruits themselves. In other cases teachers were targeted for killing by more senior group members. For example:

- An Associated Press article reported in December 2014 that teachers in Honduras were often forced to pay up to 10 percent of their salaries, frequently to child recruits in the schools where they taught.
- In August 2014, the Universidad Nacional Autónoma de Honduras reported that one teacher was killed every month in Honduras.
- On March 15, 2016, gunmen entered a classroom in Chiquimulilla, Guatemala, and shot the teacher dead in front of his students. The motive for the attack was unknown, although local media speculated that the teacher had refused to hand over school funds to the armed group, as he was in charge of the treasury.
- On June 2, 2017, mara members in El Salvador abducted two female schoolgirls in Cusamaluco de Nahuizalco, Sonsonate, as they walked home from school. They took the two students to a field and attacked them with a machete before one could escape and call for help. Police suspected that one of the girls had been romantically involved with a mara member, but neither would speak about the identity of their attackers, possibly due to the threat of retaliation.

- In San Salvador on May 18, 2017, a school bus was reportedly attacked by two members of MS-13 on a motorbike, who shot at the bus. The driver was killed and two students were wounded. Media sources reported that the police suspected that the driver, who had been driving through an area controlled by MS-13 to collect students at the time of the attack, was associated with Mara 18.

Extortion, threats, and targeted killings affecting schools, teachers, students, and parents

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POSITIVE DEVELOPMENTS IN PROTECTING EDUCATION FROM ATTACK

Despite the increase in the number of recorded attacks on education between 2013 and 2017, increased awareness of the problem and the growing global consensus around the need to protect education resulted in a wide range of efforts to ensure that learning spaces remained safe. While many policies and programs were implemented at the national and local level, this section focuses on international responses and national efforts to implement global initiatives, with a particular focus on legal responses. Additional information on national and local efforts to prevent, mitigate, and respond to attacks on education is available on GCPEA’s website.

Safe Schools Declaration

The launch of the Safe Schools Declaration and the rising number of states endorsing it was perhaps the most visible representation of a global consensus that education should be protected from attacks and military use, as highlighted by the Special Representative of the Secretary-General (SRSG) on Children and Armed conflict in her 2017 report to the UN General Assembly. The SRSG noted that the growing number of endorsements of the Declaration signaled “a growing international consensus that preventing the military use of schools is essential to avoid disruption to education” and echoed a call by the Secretary-General “for more Member States to formally endorse the Declaration and its guidelines and encourage signatories to include those commitments in their national policies.” At the end of 2017, the High Commissioner for Human Rights also encouraged states to endorse the Declaration.

Norway and Argentina led a process of state consultations to develop the Safe Schools Declaration, which was opened for endorsement at the First International Safe Schools Conference, hosted in Oslo in May 2015. Thirty-seven states endorsed the Declaration in Oslo, and by the time of the Second International Safe Schools Conference, hosted by Argentina in Buenos Aires in March 2017, the number of endorsing states had grown to 63. At the time of writing, 74 states had endorsed the Declaration, including 20 members of the African Union, 32 Council of Europe members, 22 European Union members, 20 North Atlantic Treaty Organization (NATO) members, 13 members of the Organization of American States, and 18 members of the Organization of Islamic Cooperation.

Iraqi children in a classroom in a village south of Mosul, which was retaken from ‘IS’ fighters by Iraqi forces in February 2017. Many children had been kept out of school for more than two years.

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The first of the Declaration’s seven commitments is the pledge to use the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict and bring them into endorsing nations’ domestic policies and national frameworks as far as possible. Drafted through a consultative process hosted by GCPEA, the Guidelines were finalized in December 2014 through a process led by the governments of Norway, Argentina, and a core group of states. The Guidelines suggest a series of actions states can take to ensure that schools and universities remain safe spaces for learning. These include refraining from military use of schools and universities, regardless of whether they are functioning; refraining from destroying schools and universities as part of battlefield tactics; avoiding engaging security forces in protecting schools and universities unless no alternative means of providing security are available; incorporating the Guidelines into legislation, military doctrine, training manuals, rules of engagement, and operational orders, and disseminating them by other means; and encouraging protective practices in relation to schools and universities.

By endorsing the Declaration, states also commit to:

- Make every effort at a national level to collect relevant data on attacks on educational facilities, the victims of attacks, and military use of schools and universities during armed conflict, including through existing monitoring and reporting mechanisms;
- Provide assistance to victims in a nondiscriminatory manner;
- Investigate allegations of violations of applicable national and international law and, where appropriate, duly prosecute perpetrators;
- Make every effort at a national level to collect relevant data on attacks on educational facilities, the victims of attacks, and military use of schools and universities during armed conflict, including through existing monitoring and reporting mechanisms;
- Provide assistance to victims in a nondiscriminatory manner;
- Investigate allegations of violations of applicable national and international law and, where appropriate, duly prosecute perpetrators;
- Develop, adopt, and promote conflict-sensitive approaches to education in international humanitarian and development programs, and at the national level, where relevant;
- Seek to ensure the continuation of education during armed conflict, support the reestablishment of educational facilities, and, where in a position to do so, provide and facilitate international cooperation and assistance to programs working to prevent or respond to attacks on education;
- Support efforts of the UN Security Council on children and armed conflict, the SRSG for Children and Armed Conflict, and other relevant UN organs, entities, and agencies; and
- Meet on a regular basis to review implementation of the Declaration and use of the Guidelines, and invite relevant international organizations and civil society to participate.

Global funding and frameworks for education in emergencies

The period between 2013 and 2017 saw increased attention given to education for crisis-affected populations. Several frameworks and funds acknowledged the need for renewed attention to education in emergency situations, including attacks on education, and aimed to commit member states to ensuring access to quality education in the midst of conflict and crisis, including attacks on education. These included:

- **Education Cannot Wait (ECW),** established in 2016, was the first global fund dedicated to education in emergencies, with the goal of making education a greater priority on the humanitarian agenda. ECW explicitly linked the education and protection agendas in an effort to ensure that schools and other learning centers remain safe, protective, and healing spaces. 

- **The Incheon Declaration and the Sustainable Development Goals (SDGs),** both adopted in 2015, together affirmed global leaders’ commitment to Education 2030, a new vision for education for the next 15 years. The Incheon Declaration notes that 36 percent of the world’s out-of-school children lived in areas affected by conflict, and expressly recognizes the need to maintain education during and after crises. SDG Goal Four aims to “ensure inclusive and quality education and promote lifelong learning for all” and included among its targets ensuring equal access to all levels of education and vocational training for those in vulnerable situations, as well as providing safe, non-violent, inclusive and effective learning environments.

- **The Education 2030 Framework for Action,** published in October 2015, provides an outline for turning the commitments of the SDG4 Education 2030 agenda into reality through funding, implementation, coordination, and monitoring. The framework recognizes the significant funding gaps for education in situations of conflict and the need to develop resilient and responsive education systems, with “addressing education in emergency situations” identified among a set of strategic approaches requisite for achieving SDG4. It specifically emphasizes that every effort should be made to ensure that education institutions are protected as zones of peace; that special measures are put in place to protect women and girls in conflict zones; that schools and educational institutions – and the routes to and from them – are free from attack, forced recruitment, kidnapping and sexual violence; and that actions are taken to end impunity for persons and armed groups that attack education institutions. Among the proposed indicators for monitoring the SDG4 targets more comprehensively across countries is the “number of attacks on students, personnel and development programs, and at the national level, where relevant;
Protecting schools and universities from military use

Between 2013 and 2017, several states took tangible steps to reduce military use of schools and universities. For example:

- Several states worked to implement the Guidelines as part of Save the Children’s Schools as Zones of Peace (SZOP) project.165 The SZOP project was explicitly and conceptually related to the Safe Schools Declaration, linking the global work on protecting education from attack to what happens at the school level in affected countries. At the time of writing, Save the Children was supporting SZOP projects in DRC, Israel/Palestine, Niger, South Sudan, Syria, and Ukraine.166 Save the Children developed internal guidance that details suggested activities at the community and national levels to help secure children’s protection at school and avoid the disruption of education due to armed conflict. These included risk-mapping, risk-reduction plans, the formation and training of children’s clubs, community outreach, training of armed groups, and legal reviews. For example, in DRC, more than 100 national-level stakeholders committed to disseminating and implementing the Guidelines. An internal evaluation of SZOP projects in DRC and Palestine showed that fewer school days were lost and reporting mechanisms were strengthened by the projects.167

- Denmark’s Military Manual on the Law of Danish Armed Forces, published in 2016, included added protections for children, such as prohibiting the use of educational institutions: “[R]estRAINT should be exercised with respect to use of schools and other education institutions in support of Danish military operations. This particular focus on schools is due to the grave consequences of military use, not only in terms of immediate risk to the lives of children and young people, who may be in or near such schools, but also more long-term consequences for school-aged children.”168

- A June 2016 United Kingdom army doctrine note, entitled “Human Security: The Military Contribution,” noted that the UN Security Council had declared schools off limits for armed groups and military activities.169 The doctrine note states that, in certain circumstances, an occupying power might be within its rights to temporarily close a school, but only when there are very strong reasons for doing so; these reasons are made public, and there is a serious possibility that the closure will achieve important and worthwhile results.170 It also states that attacks on schools are prohibited unless the school is being used for military purposes, but even then, considerable care must be taken.171

- New Zealand’s updated Law of Armed Conflict Manual on armed force law includes explicit protections for educational institutions: “[N]ew Zealand Defence Forces are only to use the buildings of educational institutions for military purposes if it is absolutely necessary to do so. In such cases all feasible steps are to be taken to ensure that: (a) Civilians and, in particular, children are protected from the effects of attack upon the institutions by opposing forces—including where necessary the removal of such persons from the vicinity; (b) Such use is for the minimum time possible; (c) The adverse effects upon children, in particular in respect to their right to education, are minimized to the maximum extent possible.”172

- Switzerland’s draft manual on the law of armed conflict also included protections for educational institutions: “Educational institutions are to be treated with particular caution. Their destruction may amount to particularly grave disadvantages for a people and the future of a country. Moreover, children, who require extra protection due to their vulnerability, are present in schools. In addition, universities as well as other institutions of higher education often constitute or host significant cultural objects. Therefore, in applying the principles of precautions and proportionality, particular importance has to be attached to educational institutions. Their military use should be avoided.”173

- Afghanistan’s Ministry of Education issued two directives to all security-related ministries in 2016, highlighting the fact that Afghanistan had endorsed the Safe Schools Declaration and requesting that armed forces stop using schools for military purposes.174 In an April 2016 letter, the minister of education sought support from the Ministry of Interior Affairs to clear schools of military checkpoints and bases.175

- The ceasefire agreement signed in 2015 between Myanmar’s government and armed groups included a stipulation to avoid using schools and other civilian and culturally important places as military outposts.176

- In South Sudan, the chief of staff of the Sudan People’s Liberation Army issued a military order in September 2014 that reaffirmed a demand that all SPLA members refrain from occupying or using schools in any manner.177 The order stated that any SPLA member who violated the order would be subject to the full range of disciplinary and administrative measures available under South Sudanese and international law.178

Several non-state armed groups also took steps to reduce military use of educational institutions:

- Following days of fighting between rival Palestinian factions, the United Nation’s Relief and Works Agency for Palestinian Refugees in the Near East (UNRWA) in Lebanon reportedly obtained written assurances from Palestinian armed groups in the Ein Al Hilweh refugee camp on March 6, 2017, that the groups would no longer violate the neutrality of UNRWA’s facilities in the camps, including schools.179

- The Free Syrian Army (FSA) called for immediate demilitarization of schools in a declaration issued on April 30, 2014.180

- In a declaration on March 19, 2014, the National Coalition of Syrian Revolution and Opposition Forces affirmed its responsibility to respect International Humanitarian Law (IHL), including respecting and protecting schools and refraining from using them in support of military efforts.181 The coalition also agreed to take all necessary measures to ensure that all groups acting under its instructions, direction, or control would abide by IHL, and to investigate and prosecute all reports of violations.182

Finally, several multilateral bodies worked to prevent military use of schools and universities. For example:

- During 2017, NATO worked to develop its concept on protection of civilians and consulted with agencies working in child protection, such as Save the Children. Save the Children recommended that the policy include specific protections for children in conflict, and emphasized the Safe Schools Declaration and Guidelines on military use. The policy was scheduled to be finalized in 2018.183

- In July 2017, after its troops had occupied Somali National University for nearly a decade, the African Union Mission in Somalia (AMISOM) handed control of the institution to the Federal Government of Somalia.184

- The UN Department of Peacekeeping Operations (DPKO) released a new child-protection policy in June 2017, including extensive guidance on the military use of schools and referencing the Safe Schools Declaration and Guidelines on military use.185 The policy urges UN peacekeeping missions to develop, adopt, disseminate, raise awareness of, and conduct trainings on directives and operating procedures that protect schools. It also encourages UN peacekeeping forces to refrain from using or establishing a presence close to schools and demilitarize schools already in use as quickly as possible.186 DPKO’s “Specialized Training Materials on Child Protection for Peacekeepers,” published in 2015, also includes scenarios intended to discourage the use of educational institutions by peacekeepers, and its Infantry Battalion Manual, published in 2012, includes a prohibition against the use of schools.187

- The UN Multidimensional Integrated Stabilization Mission in the Central African Republic issued a directive on protecting schools and universities against military use in December 2015.188 The directive instructed MINUSCA military and police to vacate schools without delay, remove all signs of militarization, including ammunition and ordnance, and repair all damage done to the institutions.189 The directive also instructed military and police personnel tasked to secure schools to avoid entering school premises whenever possible so as not to compromise the schools’ civilian status.190
Geneva Call Deeds of Commitment

The NGO Geneva Call incorporated the protection of education into its work with non-state armed groups. Geneva Call’s Deed of Commitment for the Protection of Children from the Effects of Armed Conflict allows non-state groups to pledge their respect for international humanitarian norms and to be held publicly accountable. The Deed includes a commitment to “avoid using for military purposes schools or premises primarily used by children.” One armed group which had signed the Deed, after it was introduced to the Guidelines on military use, moved its trainings on international humanitarian law out of a school. As of March 2018, 26 groups had signed the Deed of Commitment to protect children.

Legal developments

As the global extent of attacks on education gained international attention, UN bodies, international courts, treaty bodies, regional bodies, and independent investigative mechanisms considered the violence committed against students, educators, and educational institutions in their decisions, recommendations, and reporting.

During the reporting period, the UN Secretary-General urged all member states to endorse the Safe Schools Declaration and called upon parties to conflict to stop military use of schools.

· UN General Assembly Resolution 70/137, adopted on December 17, 2015, expressed concern about military use of schools and the growing number of attacks on schools and related personnel. The General Assembly encouraged all states to strengthen efforts to prevent military use of schools and to take measures to prevent attacks on schools and related personnel.

· UN Security Council Resolution 2225, adopted on June 18, 2015, encouraged states to take concrete measures to prevent armed forces and armed groups from using schools.

· UN Security Council Resolution 2143, adopted on March 7, 2014, expressed concern about military use of schools, recognizing that such use might make schools legitimate targets of attack. The Council urged all parties to armed conflict to respect the civilian character of schools, encouraged member states to consider concrete measures to deter military use of schools, and called upon UN country-level task forces to enhance monitoring of and reporting on military use.

International Courts

During the reporting period, the International Criminal Court (ICC) considered violations against education in its investigations, in issuing arrest warrants, and in making trial judgments. Of the situations under investigation at the ICC, all but those in Libya included reference to an attack on education. For example:

· In November 2017, the ICC prosecutor’s request to investigate the situation in Afghanistan noted attacks on schools, students, teachers, and school administrators by the Taliban. The prosecutor also noted that girls’ education, in particular, had come under sustained attack.

· The ICC’s investigation of allegations of war crimes and crimes against humanity in DRC, which opened in June 2004, included cases of child recruitment and sexual violence, some of which occurred at schools.
The ICC’s confirmation of charges against former Côte d’Ivoire president Laurent Gbagbo and his close political ally Charles Blé Goudé in 2014 noted that one of Gbagbo’s defense militias used university residence halls to train a group of students in firearm use in order to operate as a militia.202

The ICC’s investigation of war crimes in Mali, opened in January 2013, included an inquiry into attacks on schools, including their use for training child recruits.203

In her request to authorize an investigation in Georgia, the ICC prosecutor noted that several indiscriminate and disproportionate attacks had allegedly damaged schools, and that Human Rights Watch had reported one direct attack on a school that was being occupied by Georgian armed forces in August 2008. In January 2016, the ICC granted the prosecutor’s request to investigate.204

The European Court of Human Rights also considered attacks on education in at least one case during the reporting period. On April 13, 2017, the court decided unanimously that Russia had violated Article 2 of the European Convention on Human Rights by failing to take measures to prevent the September 2004 attack on a school in Beslan by members of Chechen armed groups, and by conducting an insufficient investigation to determine whether force used by Russian state agents had been justified.205 The attack by the Chechen gunmen and the Russian special police, which took place at Beslan School No. 1 during its Day of Knowledge ceremony, lasted more than 50 hours and killed 330 people, including 180 children.206 The court held that Russia’s use of explosives and indiscriminate weapons could not be regarded as absolutely necessary and thus violated the right to life, protected by Article 2 of the Convention.207 The court ordered Russia to pay the applicants a total of nearly €3 million and recommended that states take measures to deter similar violations of the European Convention on Human Rights in the future.208

Treaty Bodies

Several treaty bodies expressed concern about attacks on education and made recommendations regarding attacks on education during the reporting period. For example:

- In its concluding observations on Thailand (2015) and Pakistan (2017), the UN Committee on Economic, Social, and Cultural Rights (CESCR) expressed concern about attacks on teachers and schools and the military use of schools.209 CESCR recommended that Pakistan take all measures necessary to enhance security at schools, provide an alternate space for protection in case of attack, and immediately and completely ban the use of schools by military forces. It also invited Pakistan to endorse the Safe Schools Declaration and commit to using the Guidelines on military use.210

- CEDAW expressed concern over the sexual harassment and forced recruitment of girls by armed forces and armed groups in schools in India (2014), El Salvador (2017), and Nigeria (2017).211 Its concluding observations on India noted that sexual harassment by security forces occupying schools in India caused girls to drop out. CEDAW called on India to address the issue, to escort girls to school in unsafe areas, and to prohibit the security forces from using schools for their own purposes.212

- The UN Committee on the Rights of the Child (CRC) addressed attacks on education in its concluding observations on Yemen (2014), Zimbabwe (2016), Kenya (2016), DRC (2017), CAR (2017), Bhutan (2017), and Cyprus (2017).213 The committee’s concluding observations on DRC included a statement of concern over attacks on schools, students, and teachers by armed groups, as well as those groups’ use of schools for military purposes. The CRC recommended that DRC implement existing laws and regulations that prohibit attacks on and occupation of schools by the military and take measures to prosecute those responsible for incidents that do occur.214

Regional Bodies

Throughout the reporting period, the African Union made strong statements about attacks on education and adopted measures to protect education from attack. In January 2016, the AU heads of state adopted the Continental Education Strategy for Africa 2016-2025, which included an objective to promote peace education and conflict prevention and resolution in educational settings. Additionally, the AU Peace and Security Council (PSC) repeatedly encouraged the protection of education and signing of the Safe Schools Declaration. For example:

- After an open session titled “Child Soldiers/Out of School Children in Armed Conflict in Africa” held in July 2017, the PSC welcomed the Safe Schools Declaration as an initiative that could curb the number of children who were out of school and being used as soldiers.215

- Following its open session on ending child marriages held in June 2017, the PSC stated that “keeping girls in schools is one of the most effective instruments to end child marriages. In this regard, the council urged Member States to endorse and implement the Safe Schools Declaration and to develop refugee education action plans, with a view to providing inclusive and quality education in refugee situations in Africa.”216

- In its 97th meeting on May 10, 2016, the PSC expressed concern over attacks against schools and the destruction of educational infrastructure.217 The council underscored the need for AU members to mainstream the protection of schools and personnel into their public administration and management systems and urged AU members that had not yet done so to endorse the Safe Schools Declaration.218

Independent Investigative Mechanisms

Two independent investigative mechanisms specifically addressed attacks on education and the military use of educational institutions.

- The Commission of Inquiry on the Syrian Arab Republic reported numerous instances of attacks on schools and related personnel and the military use of schools, noting that some acts constituted war crimes.219 The Commission also reported that schools were being used as military bases and training camps and recommended that all parties respect and protect schools and maintain their civilian character.220

- The Inter-American Commission on Human Rights published its fourth report on Colombia in December 2013, noting that the factors undermining children’s right to an education included the destruction, occupation, and forced closure of schools; a scarcity of teachers because of threats and attacks against them; mines and ordinance and around schools; abusive use of school areas for military propaganda and recruitment; and forced displacement.221

Monitoring and reporting attacks on education

Efforts to strengthen the monitoring and reporting of attacks on education included the following:

- Steps were taken to strengthen the UN Monitoring and Reporting Mechanism on Grave Violations against Children in Situations of Armed Conflict, which was established in 2005 through UN Security Council Resolution 1612 to end the six grave violations against children, including attacks on schools and hospitals. Each year the Secretary-General releases a report on children and armed conflict, which in an annex to the report names the parties to conflict that have committed a “trigger” violation. In July 2011, UN Security Council Resolution 1998 made attacks on schools and hospitals a trigger violation.222 In 2014, the Office of the Special Representative on Children and Armed Conflict, which has a mandate to support monitoring and reporting on the six grave violations, released a guidance note on Security Council Resolution 1998. The practical guide seeks to improve the systems for reporting on attacks on schools and hospitals in order to support more comprehensive and accurate monitoring of these violations. The guidance note refers to the Guidelines on military use and encourages member states, “both in times of conflict and peace, to support and adhere to this set of principles, and to integrate them in a practical way into their national policies and legislation, as well as their military doctrine, manuals and training.”223

- The Education 2030 Framework for Action includes a set of 15 global and 43 thematic indicators proposed to measure and monitor progress in achieving SDG4, including indicator 34: “Number of attacks on students, personnel, and institutions.”224
RECOMMENDATIONS

The gains made in protecting education from attack since 2013 are laudable, yet there is still significant work to be done to protect learners, educators, and educational institutions from attacks on education and military use. To better protect education, GCPEA makes the following recommendations to be followed by states, non-state armed groups, UN and international agencies, and civil society actors:

Overarching recommendations

- Endorse, implement, and support the Safe Schools Declaration to ensure that all students and educators, male and female, can learn and teach in safety.
- Avoid using schools and universities for military purposes, including by implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.
- Strengthen monitoring and reporting of attacks on education, including disaggregating data by type of attack on education, sex, age, and type of schooling, in order to improve efforts to prevent and respond to attacks on education.
- Systematically investigate attacks on education and prosecute perpetrators.
- Provide nondiscriminatory assistance for all victims of attacks on education, taking into account the different needs and experiences of males and females.
- Ensure that education promotes peace instead of triggering conflict and provides physical and psychosocial protection for students, including by addressing gender-based stereotypes and barriers that can trigger, exacerbate, and follow attacks on education.
- Where feasible, maintain safe access to education during armed conflict, including by engaging with school and university communities and all other relevant stakeholders in developing risk-reduction strategies and comprehensive safety and security plans for attacks on education.

International Commitments

1. Endorse the Safe Schools Declaration.
2. Implement the Safe Schools Declaration at all levels of education.

Military Operations

4. Refrain from using schools and universities for military purposes, including by integrating the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict into domestic policy, operational frameworks, and training manuals, as far as is possible and appropriate.
5. Abide by the laws of war and never target students or teachers who are not taking direct part in hostilities. Never attack buildings dedicated to education – such as schools and universities – that do not constitute military objectives.
6. Engage gender specialists to review military policies and doctrines and hold regular trainings on implementing protections for education that account for the specific needs of males and females.
7. Strengthen efforts to recruit women officers, both in the military and in law enforcement, and if officers are stationed near or at schools, ensure gender parity among them.

Monitoring and Reporting

8. Work with the UN, international agencies, and civil society to strengthen and support existing monitoring and reporting mechanisms, and report attacks on education and military use of schools and universities to the UN-led MRM, Education Cluster, or other monitoring partners, as relevant.
9. Ensure that monitoring systems collect and report data that is disaggregated by type of attack on education, sex, age, and type of schooling.
10. Ensure that reports of child recruitment and conflict-related sexual violence specify where it takes place, including at schools and universities and along school or university routes, so they can be tracked as attacks on education.
11. Work with legal, medical, and psychosocial service providers to establish referral mechanisms that allow victims of attacks on education to consent to sharing anonymized information with monitoring systems.
12. Support the creation of a mechanism for reporting attacks on higher education. In the absence of a specialized mechanism, strengthen and systematize procedures for reporting attacks on higher education; for example, reporting to the relevant UN or regional rapporteurs or human rights bodies.
**Assistance for Victims**

13. Provide nondiscriminatory, contextually appropriate legal, medical, and psychosocial assistance to male and female victims of attacks on education, including sexual and reproductive health services, and engage in outreach to ensure that victims have access to such services.

14. Establish, or contribute to the establishment of, child-friendly and gender-specific safe spaces, such as formal or informal community centers or women’s centers, for victims of attacks on education where they can receive legal, medical, and psychosocial information and services; learn how to continue their education during conflict; and participate in developing and contributing to response and protection measures.

**Legal Mechanisms and Accountability**

15. Reform or promulgate domestic laws and policies in accordance with international law to enable the effective, systematic, and transparent investigation and prosecution of allegations of attacks on educational facilities, students, and teachers, including gender-based attacks.

16. Effectively and transparently investigate alleged violations of applicable national and international law, prosecute perpetrators where appropriate, and ensure that cases of attacks on educational facilities, students, and teachers are brought to existing national courts or establish ad hoc mechanisms to address such cases.

17. Support and cooperate with criminal accountability mechanisms through international channels, such as the ICC, and support the establishment of internationalized or hybrid courts.

18. Pursue broad accountability by mandating that transitional justice mechanisms, such as domestic special courts or truth commissions, explicitly recognize attacks on education and redress victims of such attacks, including through dedicated reparations efforts and programs for these victims.

19. Support national consultations to assess the needs and desires of affected communities and individuals, particularly with respect to justice and reparations for attacks on education and consequent gender-based harms.

**Planning for and Mitigating the Impact of Attacks on Education**

20. Ensure that education continues during armed conflict by collaborating with local civil society and community members to develop early warning systems, contingency plans, comprehensive safety and security plans, and other initiatives to prevent and mitigate the impact of attacks on education at the school and university levels that respond to the specific needs and experiences of males and females and vulnerable groups.


**Non-state armed groups should take the following steps, considering the gender-specific needs and experiences of affected populations:**

**International Commitments**

1. Sign and implement Geneva Call’s Deed of Commitment for the Protection of Children from the Effects of Armed Conflict, including as it relates to educational spaces.

2. Sign and implement the Geneva Call’s Deed of Commitment to prohibit sexual violence and gender discrimination, including in relation to attacks on education and those targeting women and girls.

**Military Operations**

3. Refrain from using schools and universities for military purposes, including by integrating the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict into domestic policy, operational frameworks, and training manuals, as far as is possible and appropriate.

4. Abide by the laws of war and never target students or teachers who are not taking direct part in hostilities. Never attack buildings dedicated to education – such as schools and universities – that do not constitute military objectives.

5. Engage gender specialists to review military policies and doctrines and hold regular trainings on implementing protections for education.
UN and international agencies should take the following steps, considering the gender-specific needs and experiences of affected populations:

**International Commitments**

1. Advocate for states that have not endorsed the Safe Schools Declaration to do so.
2. Support states in implementing the Safe Schools Declaration at all levels of education.

**Operations by International Peacekeeping Forces**

3. Abide by the laws of war and never target students or teachers who are not taking direct part in hostilities. Never attack buildings dedicated to education – such as schools and universities – that do not constitute military objectives.
4. Refrain from using schools and universities for military purposes, in keeping with the UN Department of Peacekeeping Operations’ 2017 child protection policy and the UN Infantry Battalion Manual, and integrate the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict into operations, as far as is possible and appropriate.
5. Engage gender specialists to review state security force policies and doctrines and hold regular trainings on good practices to protect against attacks on education that account for specific experiences, such as conflict-related sexual violence that appears to disproportionately affect women and girls.
6. Strengthen efforts to recruit women officers into peacekeeping missions and, if officers are stationed near or at schools, ensure gender parity among them.

**Monitoring and Reporting**

7. Establish, strengthen, and systematize monitoring and reporting partnerships between the UN-led MRM, Education Cluster, ministries of education, and civil society.
8. Ensure that monitoring systems collect and report data that is disaggregated by type of attack on education, sex, age, and type of schooling.
9. Ensure that reporting on child recruitment and conflict-related sexual violence specifies where it takes place, including at schools and universities and along school or university routes, so they can be tracked as attacks on education.
10. Support the creation of a mechanism for reporting attacks on higher education. In the absence of a specialized mechanism, strengthen and systematize procedures for reporting attacks on higher education, such as reporting to the relevant UN or regional rapporteurs or human rights bodies.
11. Work with legal, medical, and psychosocial service providers to establish referral mechanisms that allow victims of attacks on education to consent to sharing anonymized information with monitoring systems.

**Assistance for Victims**

12. Provide nondiscriminatory, contextually appropriate legal, medical, and psychosocial assistance to male and female victims of attacks on education, including sexual and reproductive health services, and engage in outreach to ensure that victims have access to such services.
13. Establish, or contribute to the establishment of, child-friendly and gender-specific safe spaces, such as formal or informal community centers or women’s centers, for victims of attacks on education where they can receive legal, medical, and psychosocial information and services; learn how to continue their education during conflict; and participate in developing and contributing to response and protection measures.

**Legal Mechanisms and Accountability**

14. Provide financial or expert support for investigations of alleged violations of applicable national and international law.
15. Support criminal accountability measures through international channels such as the ICC and the establishment of internationalized or hybrid courts.
16. Request that existing and future mechanisms of the HRC, such as commissions, fact-finding missions, and investigations, identify attacks on education and the perpetrators with a view toward holding them accountable in transitional justice processes, including criminal trials.
17. Highlight attacks on education through UN human rights treaty bodies (including the CRC, the CESCR, and CEDAW; UN country and thematic special procedures of the HRC, such as the Special Rapporteur on the Right to Education and the Special Rapporteur on Violence against Women; and relevant special representatives, such as for children and armed conflict and on sexual violence in conflict), identify such violations as attacks on education, and recommend that UN member states investigate, prosecute, and otherwise hold accountable the perpetrators of attacks on education, relative to their mandate.
18. Support broad accountability through transitional justice mechanisms, such as domestic special courts or truth commissions, that explicitly recognize attacks on education and redress victims of such attacks, including through dedicated reparations efforts and programs for these victims.
19. Support national consultations to assess the needs and desires of affected communities and individuals, particularly with respect to justice and reparations for attacks on education and consequent gender-based harms.

**Planning for and Mitigating the Impact of Attacks on Education**

20. Support ministries of education and higher education in preventing, mitigating, and responding to attacks on education by collaborating with local civil society and community members to develop early warning systems, contingency plans, comprehensive safety and security plans, and other initiatives to prevent and mitigate the impact of attacks on education at the school and university levels, which will respond to the specific needs and experiences of males and females and vulnerable groups.
Civil society, as well as school and university communities, should take the following steps, considering the gender-specific needs and experiences of affected populations:

**International Commitments**

1. Advocate for states that have not yet endorsed the Safe Schools Declaration to do so.
2. Support states in implementing the Safe Schools Declaration at all levels of education.
3. Advocate for state authorities to demonstrate a commitment to GCPEA’s Principles of State Responsibility to Protect Higher Education from Attack, including by advocating for and assisting in the review of relevant national policies and laws.

**Monitoring and Reporting**

4. Work with national governments, the UN, and international agencies to strengthen and systematize monitoring and reporting partnerships, and report attacks on education and military use of schools and universities to the UN-led MRM, Education Cluster, or other monitoring partners, as relevant.
5. Ensure that monitoring systems collect and report data that is disaggregated by type of attack on education, sex, age, and type of schooling.
6. Ensure that reporting on child recruitment and conflict-related sexual violence specifies where it takes place, including at schools and universities and along school or university routes, so they can be tracked as attacks on education.
7. In the absence of a specialized mechanism, strengthen and systematize procedures for reporting attacks on higher education, such as reporting to the relevant UN or regional rapporteurs or human rights bodies.

8. Work with legal, medical, and psychosocial service providers to establish referral mechanisms that allow victims of attacks on education to consent to sharing anonymized information with monitoring systems.

**Assistance for Victims**

9. Provide nondiscriminatory, contextually appropriate legal, medical, and psychosocial assistance to victims of attacks on education, including sexual and reproductive health services, and engage in outreach to ensure that victims have access to such services.
10. Establish, or contribute to the establishment of, child-friendly and gender-specific safe spaces, such as formal or informal community centers or women’s centers, for victims of attacks on education where they can receive legal, medical, and psychosocial information and services; learn how to continue their education during conflicts; and participate in developing and contributing to response and protection measures.

**Legal Mechanisms and Accountability**

11. Support criminal accountability by providing documentation on attacks on education to criminal investigators and prosecutors.
12. Hold national consultations to assess the needs and desires of affected communities and individuals, particularly with respect to justice and reparations for attacks on education and consequent gender-based harms.
13. Support broad accountability through transitional justice mechanisms, such as domestic special courts or truth commissions, that explicitly recognize attacks on education and redress victims of such attacks, including through dedicated reparations efforts and programs for these victims.
14. Highlight attacks on education through UN human rights treaty bodies (including the CRC, CESCR, and CEDAW; UN country and thematic special procedures of the HRC, such as the Special Rapporteur on the Right to Education and the Special Rapporteur on Violence against Women; and relevant special representatives, such as for children and armed conflict and on sexual violence in conflict), identify such violations as attacks on education, and recommend that UN member states investigate, prosecute, and otherwise hold accountable the perpetrators of attacks on education, relative to their mandate.

**Planning for and Mitigating the Impact of Attacks on Education**

15. Support the continuation of education during armed conflict and the development of risk-reduction strategies, comprehensive safety and security plans, and other initiatives to prevent and mitigate the impact of attacks on education at the school and university levels that respond to the specific needs and experiences of males and females and vulnerable groups.
Planning for and Mitigating the Impact of Attacks on Education

8. Provide financial support for the continuation of education during armed conflict and the development of risk-reduction strategies, comprehensive safety and security plans, and other initiatives to prevent and mitigate the impact of attacks on education at the school and university levels that will respond to the specific needs and experiences of males and females and vulnerable groups.


10. Consult affected and at-risk populations, including women and girls, about their needs, risks, and envisioned protections, particularly with respect to their education, and incorporate their input into service provision and protection plans.

Donors should take the following steps, considering the gender-specific needs and experiences of affected populations:

**International Commitments**

1. Support the implementation of the Safe Schools Declaration at all levels of education.
2. Support GCPEA’s Principles of State Responsibility to Protect Higher Education from Attack.

**Monitoring and Reporting**

3. Support efforts to establish, strengthen, and systematize monitoring and reporting partnerships between the UN-led MRM, Education Cluster, ministries of education, and civil society.
4. Support the creation of a mechanism for reporting attacks on higher education. In the absence of a specialized mechanism, strengthen and systematize procedures for reporting attacks on higher education, such as reporting to the relevant UN or regional rapporteurs or human rights bodies.

**Assistance for Victims**

5. Provide financial support to ensure that victims of attacks on education can access legal, medical, and psychosocial assistance, as well as child-friendly and gender-specific safe spaces.
6. Provide financial assistance for the establishment of child-friendly and gender-specific safe spaces, such as formal or informal community centers or women’s centers, where victims of attacks on education can receive legal, medical, and psychosocial information and services; learn how to continue their education during conflict; and participate in developing and contributing to response and protection measures.

**Legal Mechanisms and Accountability**

7. Provide financial or expert support for investigations of alleged violations of applicable national and international law.
COUNTRY PROFILES

This section of the report profiles the 28 countries where there were at least 20 incidents of attacks on education during the five years from January 1, 2013 to December 31, 2017.
AFGHANISTAN

Although reports of physical attacks on educational institutions, students, and educators in Afghanistan appeared to slow, the number of reported threats targeting education, particularly girls’ education, rose dramatically. Additionally, state military forces and non-state armed groups used schools and universities as barracks, as sites to recruit and train children, and for other military purposes.

Context

After 13 years of engagement in Afghanistan, the International Security Assistance Force (ISAF), led by NATO, began to withdraw most troops from the country in 2014. The following years saw an upsurge in violence across the country, with the UN calling nearly half of Afghanistan’s provinces areas of high or extreme risk. The Taliban and other non-state armed groups, including ‘IS,’ expanded their geographical presence and carried out numerous attacks on the civilian population, particularly in provincial areas and in and around the capital city, Kabul. Key parties to the conflict included the Afghan National Security Forces (ANSF), pro-government militias, the Taliban, other non-state armed groups, including ‘IS,’ and NATO forces. Contested elections in 2014 led to further political tensions that contributed to instability throughout the reporting period. In 2017, NATO said it would increase its “training mission” in Afghanistan by 3,000 troops.

The escalating conflict resulted in sustained high levels of displacement, with at least 360,000 people displaced in 2017. The UN Secretary-General noted in September 2017 that civilians continued to be the people most affected by the ongoing conflict. The UN Assistance Mission in Afghanistan verified more than 40,000 civilian casualties between the beginning of 2013 and the third quarter of 2017. Conflict also challenged the advances made in educational enrollments since 2001, with increasing reports of chronic teacher shortages and “ghost” schools.

According to Afghanistan’s Ministry of Education, an estimated 3.5 million children were out of school in 2016, 75 percent of them girls. Direct targeting of the education of girls and women by non-state armed groups, particularly the Taliban and ‘IS,’ contributed to educational and gender inequalities, including high rates of gender-based violence, women’s and girls’ restricted ability to work and study outside the home, and limited access to justice. According to a survey conducted by REACH in 2017, security concerns and violence were the most commonly cited obstacles to girls’ education. Data collected by GCPEA indicated that a growing proportion of attacks in Afghanistan over the course of the reporting period targeted girls’ schools, as well as female students and educators. There were reports that armed groups, including ‘IS’ and the Taliban, forced schools to close. At the same time, provincial education authorities in provinces including Herat and Nangarhar reportedly expressed satisfaction with cooperation received from the Taliban in overseeing and supporting schools.

Afghanistan was among the first group of 37 countries that endorsed the Safe Schools Declaration on May 29, 2015.

Attacks on schools

GCPEA documented approximately 180 attacks on schools across Afghanistan between 2013 and 2017. The rate of attacks on schools peaked in 2014 around the time of the presidential election, but in general fewer attacks were documented than during the 2009 to 2013 period tracked in Education under Attack 2014. It was not clear whether this trend was due to fewer monitoring resources or to insecurity, both of which made it more difficult to track and investigate incidents, or to a real decline in physical attacks on schools.

There was some evidence that community-based schools—those in local communities supported by either the government or an NGO—were less susceptible to attacks. One study found that the Taliban widely accepted community-based education and argued that this explained the lower number of attacks on community-based classes.

Direct attacks on schools included arson, suicide bombings, and use of other explosives. Armed opposition groups were often suspected to be behind these attacks, even if they did not claim responsibility. Schools were also caught in fighting between militia forces that competed to gain control of them as a source of funds. Most commonly, schools were damaged in explosions occurring nearby, or struck by rockets aimed at other targets.

Of the reported attacks compiled by GCPEA, just over one-quarter that occurred between 2013 and 2017 targeted girls’ schools and female education. The UN reported that at least 73 attacks on schools occurred in Afghanistan in 2015, including suicide bombings and explosive devices planted on school grounds by armed opposition groups, along with one drone strike. These attacks resulted in the death of at least 11 children and injury to 46 others. Data collected by GCPEA showed that girls’ schools comprised approximately one-quarter of those targeted in 2013. Examples of attacks on both boys’ and girls’ schools included the following:

- International media and UNAMA reported that, on June 3, 2015, a motorcyclist with no clear affiliation detonated a bomb outside a boys’ high school in Chamkani district, Paktya province. The explosion, which targeted a passing ISAF convoy, killed 10 students and injured 15 other people, including school children.
- Media sources reported that unidentified assailants set a girls’ school on fire in Kunduz city, Kunduz province, on July 19, 2013, damaging the building.
- Media sources also recorded a rocket attack that hit a girls’ school in Asmar district, Kunar province, on November 25, 2013, injuring four teachers. Authorities claimed that the Taliban was responsible.
- The UN found that, on November 27, 2013, a drone struck Shahid Gulram Sakhi High School in Logar province, killing one 10-year-old boy.

Attacks on schools peaked during 2014, and were largely related to the presidential election, when non-state armed groups targeted schools used as polling stations. The UN verified 163 attacks against schools and education personnel. The UN verified 163 attacks against schools and education personnel. The HRC found similarly that, of 155 incidents of attacks on schools and on students and educators, and of military occupation, 79 directly targeted schools used as polling stations. Indeed, on June 14, alone, the second day of run-off elections, UNICEF documented 22 attacks on schools, most of them in the central, eastern, and northeastern regions of the country.

Apart from election-related violence, patterns of attacks in 2014 were similar to those of the previous year, including both targeted and indiscriminate incidents. The Taliban and other armed opposition groups were responsible for the majority of the attacks (94 out of 163 documented by the UN). Of the 163 incidents reported by the UN, 28 involved IEDs being placed on school premises. At least one suicide attack targeted a school in 2014. Data collected by GCPEA indicated again that one-quarter of the attacks on education in 2014 affected girls’ schools. These incidents included the following:

- International news sources reported that, on December 11, 2014, a suicide bomber detonated his device inside the auditorium of a French-run high school in Kabul that was full of people. At least 7 were killed and 15 injured, according to Al Jazeera.
- According to media sources, unidentified assailants burned down one girls’ school in Farah province on November 29, 2014, another in Jawzjan province on November 29, 2014, and a third in Herat province on December 10, 2014. During the attack in Jawzjan province, the assailants beat and injured a school guard. According to sources cited by the media, the aim of the attack was to disrupt exams.

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The number of UN-reported attacks on schools dropped slightly in 2015, with 362 verified attacks on schools and education personnel. As in previous years, the UN reported that the Taliban was responsible for the majority (82%) of these incidents. Afghan government forces and affiliated groups were responsible for 23 cases, and ‘IS’ was responsible for at least 13 attacks, a higher number than what was reported in previous years.260 Citing the UN, Human Rights Watch reported a spike in attacks on schools between April and June 2015, which it attributed mainly to Taliban activity in Kunduz, Ghor, and Nuristan provinces. However, the organization noted that threats by pro-government groups also resulted in school closures.261

Forms of attack in 2015 remained similar to those seen in previous years, including indirect attacks involving gunfire, rockets, and direct attacks employing IEDs and arson. Examples of attacks on schools included the following:

- UNAMA found that, in August 2015, ‘IS’-affiliated fighters forced 25 schools in Deh Bala district, Nangarhar province, to close, which affected 14,102 students. As of December 31st of that year, 10 of the institutions remained closed, leaving 7,087 children still out of school.262

- Local media reported that, on May 31, 2015, a rocket struck a school in Logar province, resulting in the death of a teacher and two students.263

- According to a joint UNICEF and UNAMA report, on January 29, 2015, an anti-government group detonated an IED in a girls’ high school in Nangarhar province, destroying three classrooms. The group also left a written warning calling girls’ schools “brothels” and warning the community to stop educating females. The note referenced an attack on a school in Peshawar, Pakistan, and stated that a failure to cease girls’ education would result in a similar attack.264

Rates of reported attacks on schools declined further in 2016, with 77 incidents affecting schools and personnel verified by the UN, compared to 132 in 2015. The Taliban was responsible for 91 incidents, the majority of verified attacks. A further seven were attributed to ‘IS’, twelve to undetermined armed groups, four to Afghan national forces, and one incident was jointly attributed to the Afghan National Army (ANA) and the Taliban.265 UNAMA reported a total of 94 conflict-related incidents affecting education, including 17 cases in which IEDs, looting, and other forms of intentional damage affected educational facilities.266 Girls’ schools appeared to be targeted in a higher proportion of incidents in 2016 than in 2015, with 23 incidents directly targeting girls’ education, according to the UN.267 Additionally, UNAMA reported 16 incidents of intimidation and threats directed at girls’ schools.268 Reported incidents included the following:

- UNAMA and media reports both indicated that, on January 10, 2016, anti-government groups fired rockets in Bādak district, Khost province. The rockets landed at a primary school where children were playing, killing at least three students and injuring several other children.269 UNAMA reported that a 9-year-old was killed in the attack, while the Ministry of Education released a statement saying that at least two female students died.270

- Human Rights Watch reported that fighting in April between the Taliban and government forces in Baghlan province caught one school in the crossfire, destroying all five tents that comprised the school.271

- On May 18, 2016, suspected anti-government groups carried out three similar attacks in the Dara-e-Peche area of Kunar province, according to media reports that GCPEA was able to verify. The assailants set fire to two boys’ schools and one girls’ school and assaulted and temporarily abducted the guard at each school.272

- On October 28, 2016, armed men broke into a girls’ school in Jawzjan province. They set fire to the school and beat the security guards. According to local sources, the incident appeared to be connected to a local commander who was opposed to girls’ education.273

In 2017, the UN verified 31 attacks on education facilities.274 Likewise, attacks on schools were reported less frequently. GCPEA identified 39 incidents, according to the media and local sources. It was not clear whether these lists overlapped or drew on the same definitions of attacks on schools. Approximately one-quarter of the incidents identified by GCPEA affected girls’ education.275 UNAMA documented 35 attacks on educational facilities and education-related personnel during the first three-quarters of 2017 but did not disaggregate how many of these incidents affected schools.276 According to the UN-verified information, the Taliban was responsible for the majority of education-related attacks, followed by ‘IS’ and undetermined armed groups.277 For example:

- On February 25, 2017, two students were killed when a mortar struck a classroom at Shāhīd Mawlawī Habīb Rahman High School, a government school in Loghman province. At least five other students suffered injuries in the attack. Afghan security forces may have fired the mortar and missed their target, but this information was unconfirmed in media reports.278

- According to UNAMA and OHCHR, the Taliban fired mortar rounds that landed close to a high school in Kunduz city on May 24, 2017. The group was reportedly targeting international forces located near the school. One 9-year-old male student was killed in the attack.279

- Voice of America reported that ‘IS’ members destroyed a high school for girls in Darzab district, Jawzjan province, in late June 2017. The acting governor of the province told the reporters that the group had burned and looted other schools in the area. ‘IS’ had reportedly warned the schools to teach a curriculum the group considered acceptable.280

- In an attack reported by the media, which GCPEA was able to confirm with local sources, a school was destroyed during a US air strike on Kunduz province on July 15, 2017.281

**Attacks on school students, teachers, and other education personnel**

Abductions, targeted killings, and intimidation were the most common forms of direct attacks on students, teachers, and other education personnel between 2013 and 2017, as they were between 2009 and 2012. The Taliban and, increasingly, ‘IS’ were responsible for the majority of attacks on students, teachers, and other education personnel.282 Male and female students faced threats for distinct reasons, males because of their political affiliations and females because of their status as learners. Overall, the annual number of attacks on students and education personnel appeared to rise over the course of the reporting period. However, according to the data compiled by GCPEA, cases of abduction and intimidation drove these increases, while killings of education personnel declined between 2013 and 2017 from the number killed between 2009 and 2013.283 According to UNAMA and UNICEF, threats and intimidation targeting education-related personnel rose 376 percent between 2013 and 2017.284

Female students and teachers were the targets of approximately one-quarter of all attacks on students and education personnel, according to the information GCPEA collected. Intimidation and threats forced the closure of some girls’ schools, sometimes affecting tens of thousands of students.285 In addition, media sources reported approximately 20 cases in which hundreds of school children became ill in alleged poisonings by unidentified attackers. The vast majority of these cases took place at girls’ schools. World Health Organization and other investigators reported to international media that the illness was most likely linked to fear and stress and that it was unlikely poison had been used, but the incidents illustrated the climate of fear surrounding education, particularly for girls.286

During 2013, UNAMA and UNICEF reported that 46 teachers were killed or injured and 12 were abducted.287 The number of teachers killed or abducted that was verified for the UN’s annual report on children and armed conflict was much lower (13 cases).288 Ministry of Education numbers, reported in a media source, were considerably higher, citing approximately 100 education personnel killed between January 1 and August 10 of 2013.289 Attacks recorded in 2015 included the following:

- Media sources reported an incident on March 27, 2015, in which unknown assailants shot and killed three teachers who were on their way to school in Balkh province.290
education was banned or restricted by anti-government actors.305


Closed to girls while remaining open for boys. The two agencies reported five other instances in which girls’ education or at the content of education. For example:


Throughout 2016, threats and intimidation, including attacks affecting girls and women, continued to be the most common forms of attack directed at students, teachers, and other education personnel, although the total number of incidents appeared to decline from the number in 2015. UNAMA reported 44 cases of threats and intimidation directed at education personnel and facilities in 2016.320 Several of these cases were directed at girls’ education or at the content of education. For example:


The UN documented an incident on April 30, 2015, in which two teachers were kidnapped from a boys’ school in Kunar province and killed soon after.391

Reported abductions and cases involving threats and intimidation against students and education personnel rose dramatically in 2015. There were 49 cases of kidnapping and 74 of threats reported.315 UNAMA’s annual report on the protection of civilians cited a similar number of cases of intimidation (68).321

16 incidents occurred in the east, including twelve in Nangarhar, up from four cases reported in that province in both 2013 and 2014. Eight of the twelve incidents in Nangarhar were attributed to an “IS” affiliate.24 Further more, 9 out of 14 cases of intimidation reported by UNAMA and UNICEF led to the partial or full closure of 213 schools, primarily in Nangarhar and Herat provinces, areas with high levels of Taliban and “IS” activity. These threats severely affected girls’ education. Ninety-four of these schools had served both genders but were then closed to girls while remaining open for boys. The two agencies reported five other instances in which girls’ education was banned or restricted by anti-government actors.145

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On January 7, 2016, approximately 15 armed, masked, and unidentified men entered Khwa Dokhla Female High School in Jawzjan province with guns and issued a warning that the girls should wear burqas. The school director made the requirement a school policy following the threat.297

UNAMA also reported that, on September 4, anti-government groups ordered girls’ high schools in three districts of Laghman province to close and asked that community leaders bar girls from attending higher levels of education.143

UNAMA also reported two cases in which anti-government groups made threats aimed at having subjects such as science removed from the curriculum, to be replaced with Islamic studies.319

Targeted killings and abductions also continued to affect students and education personnel in 2016. UNAMA re ported 13 attempted or actual targeted killings of education personnel, which killed 11 and injured 10, and 12 incidents of abduction, which targeted 95 students and education personnel.319 GCPEA collected information on the following incidents, for example:

UNAMA also reported that on September 7, 2016, an anti-government group singled out 13 students on a public bus they had stopped in Farah province. They held the students for three days, releasing them following negotiations with community leaders.316

The UN reported that in September 2016 Afghan forces took seven boys from a school, reportedly with the goal of pressuring the Taliban to release a soldier; it was unclear how the boys’ abduction would create such pressure.315

The UN verified 16 attacks on education personnel and 22 threats of attack against education personnel and facilities in 2017.317 The latter category was not disaggregated. Separately, GCPEA identified reports of 32 incidents of targeted assassinations, abductions, or threats of students and education personnel in 2017, collected from UN, media, and local sources, close to half of which affected girls’ education.316 For example:

Media sources reported that, on January 15, 2017, assailants stating allegiance to “IS” abducted twelve teachers and two administrative personnel from a government-run madrassa, or religious school, in Nangarhar province. Almost two months later, on March 4, all 14 individuals were freed unharmed.292

The UN reported that threats by anti-government groups closed six girls’ schools in Farah district, Farah province, between February 10 and February 20, 2017. According to the UN report, only 10 percent of students returned to the schools when they reopened on February 20.318

In September 2017, “IS” sent hundreds of families in Darzab district, Jawzjan province, letters urging them not to send their children to school, according to Gandhara, a local media agency.319

Pajhwok Afghan News Agency reported that an IED targeted and killed the deputy of the Parwan province education department on November 14, 2017. The explosion also injured the head of the Parwan education department. The two were traveling home at the time of the attack.319

Military use of schools

Armed forces and non-state armed groups continued to use schools; the number of cases reported in 2013 and 2014 was similar to the number in 2012. Documented instances of military use of schools rose in 2015. Government forces and pro-government groups used the majority of these schools, but non-state armed groups occupied educational institutions as well.315

According to UNAMA and UNICEF, 10 schools were used for military purposes in 2013 and 12 in 2014.321 For example:

The UN reported that the ANSF took over three schools in Badakhshan province in October 2013 and continued to use them into 2014.323
In 2015, the UN verified 51 cases of military use of schools. Armed opposition groups used 26 schools, the ANA used 9, Afghan National Police used 7, pro-government groups used 6, and international military forces used 3. According to a separate report by UNAMA and UNICEF, pro-government groups used 15 schools in Kunduz province alone for military purposes during 2015. UNAMA and UNICEF also reported that international forces used schools in 2015. Examples included the following:

- According to UNAMA and UNICEF, Afghan police local police used a school in Baghlan province as a base from April 28 to September 16, 2015. The police broke down chairs and desks to be burned as firewood. Approximately 700 students and 20 teachers were prevented from entering the school during that time.

- According to the same sources, US Special Forces took over a school in Urugan. They left the school when the local community asked them to go, but by May 2015, the school was largely destroyed due to fighting that occurred while the Special Forces were present.

According to the UN, there were 42 verified cases of military use of schools in 2016. These included 34, by government forces, 7 by armed groups, and 1 by a pro-government armed group. Among the documented cases were the following:

- The Guardian reported that two schools in Helmand province were used as Afghan military bases in 2016. Soldiers built a watchtower on the roof of one and frequently walked around the schoolyards while heavily armed. A teacher at one school reported that gunfire sent students running for cover on multiple occasions.

- The Institute for War and Peace Reporting noted in December 2016 that the Taliban had been using a girls’ school in Pasaband district, Ghor province, and that the Taliban had been using a school in Charsada district, also in Ghor province, for two years.

- Human Rights Watch reported on 12 schools in Baghlan province that were or had been used by either Afghan forces or anti-government groups. Multiple schools were used several times by each of these groups and had sustained damage in armed combat. For example, Khial Jan Shahid Primary School, which opened in 2014 after being constructed with funding from the Swedish government and UNICEF, was occupied by the Taliban for approximately five months from late 2015 into early 2016, and again in April 2016. After the Taliban left, government forces occupied the school. The school was largely destroyed in fighting between the two groups.

In 2017, the UN verified 14 incidents in which schools were used for military purposes. Separately, OCHA reported in December 2017 that 41 schools were being used for military purposes. It was not clear how many of these cases overlapped with those reported by the UN during the previous year. Reported cases of schools used for military purposes included the following:

- Afghan soldiers were reportedly stationed at a high school and a middle school in central Baghlan province as of January 2017. Both schools had been closed for several months at that time.

- The Afghanistan Protection Cluster reported that two schools, Peerankhil and Kamboare, both in Kogyani district, Nangarhar province, were being used by non-state armed groups in November 2017.

There was limited and anecdotal information available on child recruitment that occurred at schools during the reporting period. In 2016, Human Rights Watch reported that the Taliban was increasingly using madrassas in northeastern Afghanistan to train boys between ages 13 and 17 for action in their military operations. According to Human Rights Watch, many of the children recruited from madrassas were deployed in combat. Other reports stated similarly that the group recruited boys from madrassas where poor parents sent their children for free education and lodging despite, or because they were unaware of, the possible risk of recruitment.

Sexual violence by armed parties at, or en route to or from, school

Two cases of sexual violence affecting male students were reported, both documented by UNAMA. UNAMA reported that sexual abuse of boys by Afghan police was allegedly common, but that cases of such violence were difficult to verify. It was also not clear how often these practices occurred in relation to education. Reported cases included the following:

- On February 2, 2013, Afghan police forces arrested three male students from a religious school in Kandahar. One of the boys, who was 16 years old, reported that all three were tortured, raped, and beaten.

- On October 17, 2016, the Afghan National Army Special Forces forcibly stripped and photographed a 16-year-old boy at his school in front of teachers and other students. When the students and teachers protested, they opened fire inside the school, injuring a second student. They also beat another student until he was unconscious. Five ANA members were arrested for the incident. Three soldiers were released and two were convicted in Special Corps Court: one for unlawful use of force and another for the beating. No one was charged with sexual abuse or exploitation.

Attacks on higher education

Attacks targeting institutions of higher education or their personnel were reported with increasing intensity throughout most of the reporting period, beginning with two incidents reported in 2013 and rising to ten in 2016, before falling to six in 2017. These mostly took the form of explosives or gunfire on university campuses. However, targeted killings and abductions of university personnel also occurred. Both types of attacks occurred during each year of the reporting period.

Attacks on higher education included at least two reported incidents in 2013, both carried out by unidentified assailants. One targeted a university, and the other was directed at personnel:

- A motorcycle laden with bombs exploded in the courtyard of Jalalabad University’s education faculty building in Nangarhar province on February 2, 2013. The explosion injured at least seven students, according to media sources.

- The head of Mawlana Jalaludin Muhammad Balkhi Institute of Higher Education, located in Balkh province, was reportedly abducted and killed in mid-April 2013, according to media sources. The reasons for the abduction were unclear.

In 2014, the number of reported attacks on higher education rose, as did the number of people affected. There were at least seven reported incidents affecting approximately forty students and education personnel, according to data collected by GCPEA. Thirty-eight of the forty people were affected in the two incidents described below:

- On June 10, 2014, gunmen stopped a bus carrying approximately 35 university professors and students from Kandahar University to Kabul. They forced the passengers at gunpoint to disembark and board other vehicles, and then used the vehicles to take the victims to an unknown location. The Taliban admitted responsibility for the abduction and released the professors and students two weeks later.

- An IED exploded near a university in Kabul on November 10, 2014, wounding three individuals. It was not clear if the three people who were injured were professors or students at the university.
Reported attacks on higher education again rose slightly in 2015. At least nine attacks occurred, including explosions that targeted universities and abductions of students and personnel.\textsuperscript{113} Abductions were reported much more frequently than in previous years, when reported incidents affecting education personnel more often took the form of gun attacks and other physical violence. The incidents reported in 2015 included the following:

- On January 28, 2015, attackers attempted to kidnap 15 university students on a highway in Faryab province. Security forces intervened, and the attack was unsuccessful. Media sources alleged that the Taliban was responsible for the attack, but no group claimed responsibility.\textsuperscript{114}
- According to media sources, explosions occurred at Kandahar University on March 31, injuring one person;\textsuperscript{115} at Kabul University on May 16, injuring two lecturers;\textsuperscript{116} at the Teacher Training Center in Kandahar city on May 26, killing at least one person and wounding two others;\textsuperscript{117} and at Kabul Education University on November 24, killing three civilians.\textsuperscript{118} The perpetrators of these incidents were unknown.
- The principal of a technical and vocational institute in Wardak province was abducted by unidentified assailants on May 20, 2015. His fate remains unknown, according to media sources.\textsuperscript{119}

Ten attacks on higher education were reported in 2016, including several high-profile attacks.\textsuperscript{120} These attacks were of a wider variety than in previous years, including explosions, kidnappings, a beheading, and more complex methods that involved organized armed raids. For example:

- Six people were injured in an explosion that occurred at a teacher training center in Maqmud Raqi district of Kapisa province on May 25, 2016, according to media sources.\textsuperscript{121} The perpetrators were unknown.
- International media reported that, on August 7, 2016, two foreign professors—an American and an Australian—who taught in the English language center were kidnapped while on a road close to their university.\textsuperscript{122} The Taliban was still holding the professors hostage at the time of writing.\textsuperscript{123}
- On August 22, 2016, a university student was reportedly abducted from a vehicle and beheaded by suspected anti-government groups. The student was found with explosives planted in his body. According to a
reports of attacks at the primary and secondary school level peaked in 2014, when armed assailants stormed the campus, trapping students in classrooms for almost 10 hours. Local and international media reported that seven students, one lecturer, and two campus guards were killed in the attack. No group claimed responsibility.295

There were at least six reported attacks on higher education in 2017, including one targeted killing of a scholar.296 For example:

- According to Pajhwok Afghan News, on May 12, 2017, Salifur Rahman Stanikzai, the deputy head of Islamic science at the Afghanistan Academy of Academic Sciences, who was also completing his doctorate at Nangarhar University, was shot and killed on his way from home to a mosque.297
- On October 17, 2013, an explosion shattered the windows of a building at Paktia University, slightly injuring a student, according to the Guardian. The blast had targeted a military training center located just over one mile away.298
- Local media sources reported that members of the Taliban kidnapped a lecturer and a student at an agricultural institute in Nangarhar province on December 27, 2017, and executed them both two days later.299
- International media sources reported that, on December 28, 2017, ‘IS’ attacked a Shia cultural center where dozens of students were attending an event.300 According to the Los Angeles Times, the ‘IS’ news agency, Amaq, stated that the center was targeted because “it sends students to Iran to learn from the ayatollahs.”301 More than 40 people were killed and 80 injured in the attack. It was not clear how many of those harmed were students.302

BANGLADESH

Explosive devices were used to target schools in Bangladesh during the elections in January 2014, when many educational institutions were used as polling stations. Attacks on higher education, often involving improvised explosive devices detonated by unknown assailants, occurred on dozens of university campuses and were the most frequent type of attack on education.

Context

Bangladesh has a history of political violence, mainly involving two political parties. The ruling Awami League (AL) was the predominant political presence from the country’s independence through the reporting period. The AL won the national elections in 2014 amid violent protests in which hundreds were killed and injured. The opposition Bangladesh Nationalist Party (BNP) boycotted the elections. Both political parties had an active student wing (Bangladesh Chhatra League for the AL and Jatiyatabadi Chhatra Dal for the BNP).303

In their reporting, Human Rights Watch and Amnesty International highlighted the Bangladeshi authorities’ crackdown on the opposition, including the illegal detention and possible killing of activists and bloggers, and the failure to provide protection for activists who received threats and in some cases had to leave the country for their safety.304 Some analysts noted that the AL afforded impunity to government security forces.305 Meanwhile the BNP and its allied Jamaat-e-Islami organization worked to disrupt state operations, elections, and other political activities, especially around the January 2014 elections.306 Numerous violent extremist groups were also active.307

Political and extremist violence affected education in Bangladesh, resulting in attacks on schools, universities, teachers, and students, especially during the 2014 elections, when schools were frequently used as polling centers. While reports of attacks at the primary and secondary school level peaked in 2014, reports of attacks on higher education peaked in 2015. In addition, although there was gender parity in education, sexual harassment and other factors like child marriage, pregnancy, and poverty continued to affect girls’ enrollment in secondary school.308

Bangladesh did not meet the criteria for inclusion in the 2014 issue of Education under Attack, so no comparisons or identification of trends was possible.

 Attacks on schools

IEDs were the most commonly used method of attacking schools during the reporting period. Dozens were attacked, particularly during the January 2014 elections, when many schools were used as polling stations. Reports gathered by GCPEA indicated that election-related violence damaged dozens or possibly hundreds of educational institutions throughout the country. Attacks occurred sporadically for the remainder of the reporting period, the majority of them carried out by unknown assailants.

In 2013, GCPEA collected reports of two IED attacks by unidentified perpetrators:

- Local media reported that on April 15, 2013, unknown perpetrators torched a madrasa in Laxmipur, Chittagong area, causing damage to two rooms.309
- According to media sources, on October 7, 2013, a device planted by an unknown assailant exploded near a madrasa in the Lakhian Bazaar area of Chittagong, killing three people. It is unclear whether the school was the intended target of the attack.310

Media sources compiled by GCPEA suggested that, in 2014, assailants bombed or set fire to at least 46 schools being used as polling centers for the general elections that took place on January 5. No injuries were reported for most of these attacks.311 Local media sources reported 15 such attacks on January 3-30 on January 4, and 2 on January 5, 2014.312 The Guardian reported that at least 60 schools planned to be used as polling stations were set on fire between January 2 and January 4; it was unclear how many of these incidents were the same as those in the local media reports that GCPEA collected.313 According to Human Rights Watch, government officials claimed that a total of 553 educational institutions throughout the country were damaged by election-related violence in January 2014.314 Examples of these attacks included the following:

- Media sources reported that on January 3, 2014, unidentified assailants threw petrol bombs at a polling center at the Gazaria Ideal Kindergarten in Feni, Chittagong.315
- In an incident documented by Human Rights Watch, between 100 and 150 BNP-Jamaat supporters attacked Molani Cheprikura Government Primary School on January 4, 2014, the night before it was to be used as a polling station. They killed the “assistant presiding officer” and injured three others.316

Sporadic attacks on schools were documented beginning in January 2015. News sources recorded 12 attacks or threats of attacks in 2015, all of which involved explosive devices detonated in or near schools.317 The motivation for these attacks was unclear. Ten incidents occurred in Dhaka city and two happened elsewhere. For example:

- On January 12, 2015, unidentified assailants attacked two schools in Dhaka city: Surtolota school in the Surtolota neighborhood and Viquanmonia Noon school in the Azimpur area.318
- On March 1, 2015, police reportedly found approximately 10 explosive devices at Monipur High School and College and Mirpur Bangla High School and College in the Mirpur area of Dhaka city.319
- On March 8, 2015, government security forces removed four explosive devices planted by unknown perpetrators at a kindergarten in Gaibandha, near Rangpur city in northern Bangladesh.320
- Unidentified perpetrators detonated multiple devices on March 11, 2015, at a school in the Azimpur area of Dhaka city, wounding two police officers.321
- On December 26, 2015, two IEDs exploded outside the Charnoabad Government Primary School in Bhaola district, Barisal province, as a mayoral candidate’s procession passed by the school.322
Rights Watch documented several cases in which police used force against student activists or those accused of violations disproportionately affected girls and prevented them from attending school. It was not clear who was identified target of the attack was unclear, but both individuals were injured in the blast. According to news sources, IEDs were used in at least six other anonymous attacks on universities throughout the reporting period. IED attacks on university infrastructure peaked in 2015 with 33 incidents, and were at their lowest rates in 2014, of IEDs exploding on campus, some involving multiple detonations at once. For example, on January 13, 2015, six devices placed by unknown perpetrators exploded at various points around the Dhaka University campus. The first attack was outside the main gates of Rajshahi University, Rajshahi district, on January 23, 2014, where assailants detonated explosive devices. Four incidents involving the detonation of IEDs occurred on the Dhaka University campus between January 5 and January 6, 2013. Seven incidents involving the detonation of IEDs occurred on the Dhaka University campus between January 28, and January 29, 2013. On January 28, 2013, assailants on motorcycles, reportedly affiliated with the BNP, set off explosive devices at various points around the Dhaka University campus. One attack on university students was also reported in 2013. On July 7, 2013, unidentified attackers beat two student activists while they were driving a motorbike on the campus of Shahjalal University of Science and Technology in Kumargaon city, Sylhet province. One attack on university students was also reported in 2013. On July 7, 2013, unidentified attackers beat two student activists while they were driving a motorbike on the campus of Shahjalal University of Science and Technology in Kumargaon city, Sylhet province.

Attacks on higher education targeted both individuals and institutions throughout the reporting period. IED attacks on university infrastructure were particularly common, with more than 45 occurring during the reporting period. These incidents most frequently affected Dhaka University, which suffered 27 IED attacks in 2015 alone. Attacks on university infrastructure peaked in 2015 with 33 incidents, and were at their lowest rates in 2014, of IEDs exploding on campus, some involving multiple detonations at once. For example, on January 13, 2015, six devices placed by unknown perpetrators exploded at various points around the Dhaka University campus. The first attack was outside the main gates of Rajshahi University, Rajshahi district, on January 23, 2014, where assailants detonated explosive devices. Four incidents involving the detonation of IEDs occurred on the Dhaka University campus between January 5 and January 6, 2013. Seven incidents involving the detonation of IEDs occurred on the Dhaka University campus between January 28, and January 29, 2013. On January 28, 2013, assailants on motorcycles, reportedly affiliated with the BNP, set off explosive devices at various points around the Dhaka University campus. One attack on university students was also reported in 2013. On July 7, 2013, unidentified attackers beat two student activists while they were driving a motorbike on the campus of Shahjalal University of Science and Technology in Kumargaon city, Sylhet province.

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5, 2015. Violence that targeted university professors and students in 2015 continued to include homicide, but also reportedly involved death threats sent to dozens of professors throughout the year:

- Media reports indicated that dozens of teachers at Rajshahi University received death threats in 2015 and 2016.411
- Such messages were also reportedly sent to at least one professor at Dhaka University, who received an anonymous threat by text message on November 10, according to Scholars at Risk.412
- According to Human Rights Watch, a 22-year-old university student was reportedly found dead after being arrested by the police. The government claimed that the student was killed in the crossfire between government security forces and Jamaat-e-Islami, which the student supported.413

In 2016, attacks against higher education were reported less frequently, but there were at least five cases in which university personnel and infrastructure were targeted:

- Local media recorded an incident on February 18, 2016, in which unknown assailants threw an IED at a university bus in Chittagong city. There were no casualties in the attack.414
- Scholars at Risk and local media reported that, on April 23, 2016, two assailants on a motorbike drove up to an English professor who worked at Rajshahi University and hacked him to death while he was on his way to the university. ‘IS’ claimed responsibility for this incident.415
- Media sources reported that on June 15, 2016, three armed men arrived at the Madaripur home of a Hindu lecturer and attacked him with a machete when he opened the front door. No group claimed responsibility for the attack, but authorities considered it to be a part of a recent spate of similar attacks against ethnic minorities by violent extremist groups.416
- According to local news sources, on October 28, 2016, members of Islami Chhatra Shibir, part of Jamaat-e-Islami, detonated IEDs at Begum Rokeya University in Rangpur.417
- On November 27, 2016, local media reported that students and teachers at the Phulbaria Degree College in Mymensingh city were protesting to demand the nationalization of the institution when police tried to disperse them using batons and possibly guns. The police killed two people in the ensuing clash, including one college teacher, and injured at least 20 more.418

GCPEA identified one report of an attack on higher education in 2017. On November 7, Mubashar Hasan, an assistant professor of political science at North South University in Dhaka, reportedly disappeared shortly after leaving campus. The professor was known for his research on violent extremism in Bangladesh. His disappearance took place in a context in which a growing number of public figures had gone missing. The professor had previously reported that unidentified men had come looking for him at his home.419 Hasan was released in late December, but the perpetrators and the reason for the abduction remained unknown.420

BURUNDI

Government security forces in Burundi reportedly arrested more than 70 primary and secondary students and used more than a dozen primary and secondary schools in the capital as bases. Grenade attacks by unknown assailants impacted several schools.

Context

Burundi faced an escalating political crisis starting in April 2015, when President Pierre Nkurunziza ran for a third term in office, despite the two-term limit on the presidency.422 Government intelligence services, police, Imbonerakure (the youth militia of the ruling party) and the military repressed protests and cracked down on the opposition, particularly activists and journalists.423 The UN and human rights groups documented patterns of torture, ill treatment, and sexual violence, including the rape and forced impregnation of government opponents, which often appeared to target Tutsi women or women associated with the opposition, at the hands of the police, military, and Imbonerakure.424

During just the first few months of the crisis, thousands fled their homes to neighboring countries.425 As of February 2017, the International Organization for Migration (IOM) reported that nearly 150,000 were internally displaced, and as of March 2017, UNHCR reported that more than 400,000 Burundians were refugees, over half of whom fled to Tanzania.426

After April 2015, NGOs and UN sources reported that the crisis, economic hardship, and food insecurity contributed to rising school dropout rates and increased insecurity inside and near schools.427 According to a report by the Forum pour le Renforcement de la Société Civile (Forum for the Strengthening of Civil Society), dropout rates in Bujumbura rose more acutely among boys than girls. Education officials contended that the political crisis had led to “criminal repression” of boys.428

Armed actors affiliated with the government were responsible for the majority of attacks on education in Burundi. These attacks typically affected student protesters, whose activities ranged from doodling on pictures of the president in textbooks to holding demonstrations. Burundi did not meet the threshold for inclusion in the 2014, 2015, and 2016 editions of Education under Attack, so GCPEA was unable to make comparisons with the previous reporting period.

Attacks on schools

GCPEA found information indicating that there were sporadic grenade attacks that affected schools in 2015 and 2016. The UN and other sources noted a pattern of grenade blasts affecting schools between April and November 2015, although these reports did not indicate the frequency of these incidents.

Incidents identified by GCPEA included the following:

- The UN reported that on June 16, 2015, a grenade allegedly hit a school in Bujumbura, wounding a 15-year-old boy.429 A police officer attributed the attack to demonstrators opposed to the president’s bid for a third term.430
- On June 29, 2015, a grenade attack hit a school in Bujumbura province. Elections were scheduled in the province for later that day. According to the UN, the attack prompted children to flee the school, but no one was injured. Upon the children’s return, they reportedly found the military in their school. It was not clear whether the military was using the school responding to the grenade attack.431
- On April 27, 2016, a local radio station alleged that a grenade exploded in a schoolyard in Gihanga, Bubanza province, killing one student. The perpetrator and motivation of the attack were unclear.432
- According to another local radio station, on June 14, 2016, a grenade exploded next to a primary school in Ngozi province, killing two people and injuring five more. Two of those injured were school children. The grenade exploded in an army corporal’s pocket, and it was not clear whether the attack was intentional.433

Attacks on school students, teachers, and other education personnel

The US Department of State indicated that the government detained, arrested, and imprisoned at least 70 students and teachers during the reporting period.434 The majority of these individuals were students who were arrested in 2016 for doodling on pictures of the president in textbooks. However, there were also occasional reports in 2015 of armed groups targeting students and teachers inside schools, and of violence affecting students along school routes.

Intimidation and insecurity characterized attacks on students and educators in 2015. In the lead-up to the presidential election, from April to July 21, 2015, dozens of individuals reported that the Imbonerakure entered schools and houses to threaten individuals who did not support President Nkurunziza, according to the Fédération In-
Attacks on individuals took a different form in 2016, and students bore the brunt of government repression. According to the US Department of State, more than 70 students were arrested in 2016 for protesting President Nkurunziza by doodling on his image in textbooks while in class. At least 38 students were arrested in Cankuzo, Muramvya, and Rumonge provinces in June alone. The US State Department reported that, from May to July 2016, 440 students were suspended and 73 were detained for defacing pictures of the president in school textbooks. These arrests included the following incidents:

- According to FIDH and Al Jazeera, on June 3, 2016, the police arrested five girls and six boys in Muramvya, charging them with “contempt of the Head of State.” Reporting on the same incident, Human Rights Watch documented eight arrests.448

- NGOs and news sources reported that, later that same day, June 3, 2016, police used live bullets to disperse students who were peacefully protesting the arrest of those 11 students. Two students were injured. The police released 6 of the 11 arrested students on June 7, 2016, and later released 3 more. Two students, Alexis Mugerowimana and Perfect Iradukunda, remained in police detention, and as of October 2017 there was no information on their release.

- FIDH reported that the police arrested 11 students in Bweru Commune, Cankuzo province, on June 17, 2016, also for doodling on pictures of the president. A week later police arrested 16 secondary school students from the Lycée Communal, Rumonge province, for allegedly committing the same offense. All students were eventually released during the following weeks.449

On May 12, 2016, the police arrested a history teacher for unclear reasons after allegedly beating him in front of his secondary students in the Lycée Communal Mubanga in Bururi province. More than 1,400 students protested his arrest by refusing to return to class, according to a local news source.

**Military use of schools**

UN and NGO reports indicated that government security forces used at least 16 schools in Bujumbura during the reporting period. The majority of these cases were reported during 2016. Reports of school occupation by police or military included the following:

- In December 2015, government security forces allegedly used one school as a police post in Bujumbura’s Musaga neighborhood, according to Amnesty International.

- In March 2016, FIDH reported the use of four schools in Bujumbura. Police allegedly used the Municipal Lyce in the Musaga neighborhood and the Municipal Lyce in Cibitoke neighborhood, while the military allegedly used the basic school of the Ngagara 3 neighborhood and the primary school of the Ngagara 5 neighborhood.

- In May 2016, the UN independent investigation of Burundi documented police use of 16 schools in Bujumbura. The investigation reported that the police had occupied all 16 of these schools for an extended period of unspecified length.450 It is possible that some of these 16 schools overlapped with the four schools that FIDH documented as being used by the police or military in March 2016.

**Attacks on higher education**

The crisis had a general effect on higher education, with some universities, particularly in the capital, closed for varying periods of time. For example, the Burundi branch of the Akilah Institute for Women closed in April 2015, due to increasing violence and insecurity for students en route to the campus.451

Attacks directly targeting higher education were more sporadic, according to information collected by GCPEA. Arrests and the threat of violence affected university students in at least two incidents that occurred after the start of the crisis:

- The New York Times reported that, in late April 2016, students fled the University of Burundi in Bujumbura after the government closed it down.452 More than 500 of these students set up a protest camp next to the US embassy, seeking its protection. The students remained there for several weeks. Police broke up their camp on June 22, 2016, after which some students crawled under the gate or threw themselves over the walls of the embassy. The students stayed in the parking lot of the embassy for the rest of the day, expressing fear for their lives if they left.453

- Radio France Internationale Afrique reported that two students of the University of Burundi were arrested on April 5, 2017, while demonstrating against a government decree that would transform their tuition grants into loans.454

**CAMEROON**

**Violence perpetrated by the Nigeria-based extremist group Boko Haram**

Violence perpetrated by the Nigeria-based extremist group Boko Haram spilled over into the Far North region of Cameroon, resulting in several attacks on schools, students, and teachers, as well as military use of schools. Hundreds of schools closed due to a lack of security. During protests in Cameroon’s Anglophone regions, government security forces reportedly detained or injured several teachers and students.

**Context**

Two factors caused the violence that affected education in Cameroon. First, the armed group jama’atu Ahlis Sunna Lidda’awati wal-Jihad, commonly known as Boko Haram, whose moniker translates to “Western education is forbidden” in the Hausa language, accelerated attacks in the country in 2014. The group, which was founded in neighboring northeastern Nigeria, established a presence in Cameroon’s Far North region in 2009.455

Between March 2014 and March 2016, Boko Haram carried out more than 400 attacks on civilian infrastructure in the Far North region of Cameroon, including 50 suicide bombings by both adults and children.456 Notably, Boko Haram suicide bombers in Cameroon were girls who had been recruited and forced to carry out the attacks.457 The group also raided villages where it engaged in child recruitment, abductions, beheadings, arson attacks, and raids that affected people and property, including students, teachers, and schools.458 The violence exacerbated ethnic tensions in the Far North, where the Kanuri ethnic group was stigmatized and associated with Boko Haram, even though few linkages between them were found.459 The fear and insecurity caused by Boko Haram’s activity in the region forced more than 240,000 people from their homes between 2014 and 2017.460

**Arrests and the threat of violence affected university students in at least two incidents that occurred after the start of the crisis:**

- The New York Times reported that, in late April 2016, students fled the University of Burundi in Bujumbura after the government closed it down. More than 500 of these students set up a protest camp next to the US embassy, seeking its protection. The students remained there for several weeks. Police broke up their camp on June 22, 2016, after which some students crawled under the gate or threw themselves over the walls of the embassy. The students stayed in the parking lot of the embassy for the rest of the day, expressing fear for their lives if they left.

- Radio France Internationale Afrique reported that two students of the University of Burundi were arrested on April 5, 2017, while demonstrating against a government decree that would transform their tuition grants into loans.
Education under Attack 2014. Therefore, no comparisons with the previous reporting period can be made. During the current reporting period, attacks on education became more frequent after Boko Haram expanded its operations in the Far North in 2014. Attacks in the Anglophone areas of the country started after anti-government protests there began in October 2016, increasing in frequency through the end of 2017.

Attacks on schools

Arson attacks, bombings, and raids reportedly damaged schools, especially after Boko Haram increased its activity in the Far North region in 2014. The US Department of State reported that the group had damaged or destroyed hundreds of classrooms in 2016.470 In addition, there were several dozen arson attacks on schools in Anglophone areas in 2017, after the outbreak of protest-related violence.

According to UNICEF, 120 schools in the Far North were forced to close as a result of attacks on infrastructure and personnel throughout the 2014-2015 academic year.471 By December 2014, 69 schools remained affected by closure, damage, or intermittent operations, according to IRIN.472 UNICEF stated that 33,163 children were out of school or had to seek education outside their own communities as a result of school closures between 2014 and 2015.473 In this context, attacks on schools included the following:

Students sit in the courtyard of a high school in Fotokol, northern Cameroon, where the students and teachers are fearful of attacks by the extremist armed group Boko Haram.

© 2014, Reinnier Kaze/AFP/Getty Images
The following:

According to witness testimony reported to Amnesty International, Boko Haram destroyed a school in Amchide, Far North region, on October 15, 2014.475

Boko Haram set fire to a school in Tounour, Far North region, on an unknown day in 2014, killing or wounding several children and causing the school to close for approximately two years, according to international media.476

Attacks on schools by Boko Haram continued into 2016 and may have accelerated. The US Department of State reported that the group damaged and destroyed hundreds of classrooms and that the government shut down hundreds of schools due to security concerns in the Far North region.477 Other agencies and media sources also reported attacks on schools, including the following:

- The UN reported that members of Boko Haram detonated explosive devices at Bodo primary school on January 25, 2016. Ten children were killed and 20 others were injured in this attack and a simultaneous explosion in a market.478
- On January 28, 2016, two suicide bombers entered a school in Kerawa village in the Far North region and detonated their devices, killing four people. According to media reports, the school was hosting Nigerian refugees at the time of the incident.479
- Media sources indicated that on February 19, 2016, two suicide bombers detonated their devices near a school in Tokombo town, Far North region. The sources attributed the attack to Boko Haram.480

In September 2017, the government delegate in charge of elementary education in the Far North region reported to Voice of America that dozens of schools in the area remained closed due to a lack of security.481 Media sources reported that Boko Haram was responsible for two attacks on schools in 2017:

- Boko Haram detonated suicide bombs behind a high school full of students on April 3, 2017, in Mora, Far North region, according to international media. There were no reported casualties in the blast.482
- Boko Haram set fire to a school in Vouzi town, Far North province, on November 13, 2017.483

In addition, 2017 saw arson and IED attacks on schools linked to the protests and boycotts spreading through the Anglophone areas in reaction to the government’s perceived discrimination against the English-speaking population. The International Crisis Group (ICG) reported in December 2017 that armed “self-defense” groups in the Anglophone areas in reaction to the government’s perceived discrimination against the English-speaking population.

Attacks on schools in the Anglophone region, some of which were likely included in the totals above, include the following:

- An arson attack targeted the Baptist Comprehensive High School in Bamenda, the capital of the Anglophone northwest, on August 13, 2017. Following the attack, parents reported to Voice of America that educating their children was no longer safe.484
- According to news sources, after security forces shot and killed a 17-year-old boy in Kifem, northwest Cameroon, in early September 2017, protesters burned a school and government building.485 Amnesty International reported that at least 10 schools in the region were severely damaged through arson between January and September 2017.486 These attacks reportedly contributed to school closures. For example, schools in Buea, the capital of the Anglophone southwest, remained closed at the beginning of the September 2017 academic year, after having been shuttered the entire previous year due to protest-related violence and boycotts.487

Attacks on schools in the Anglophone region, some of which were likely included in the totals above, include the following:

- According to news sources, unknown perpetrators burned down four schools in Jakiri in the northwest. These included Jakiri Bilingual High School in Jakiri town, which armed men set on fire after threatening two guards at the school on November 4, 2017.490 These attacks occurred amid calls for the schools to remain closed until the situation in the Anglophone region was resolved.491

**Attacks on school students, teachers, and other education personnel**

Teachers reportedly fled their communities to escape raids and targeted attacks by Boko Haram, and students were killed in at least one attack by the same group between 2013 and 2017.492 Child Soldiers International reported that national security forcesdetained children, especially those studying in Quranic schools, supposedly to prevent them from becoming involved in or being recruited by Boko Haram, despite a lack of evidence suggesting that they were at increased risk of recruitment.493 In addition, government forces repressed protests against the imposition of French-language classes and curriculum in Anglophone areas from October 2016 onward. This included violence against student and teacher protesters.494 GCPEA collected information on one or two attacks on students and personnel per year, beginning when the confrontation between Boko Haram and government forces intensified in 2014 and continuing when protests broke out in the Anglophone region in 2016.

In 2014, there were at least two incidents of national security forces detaining students for supposed involvement with Boko Haram:

- According to Amnesty International and international media, three students were arrested for sharing via text message a joke about how Boko Haram would not recruit students with low exam results. The security forces reportedly transferred the students to prison on January 14, 2015, and held them in ankle chains for four months. They were charged under the Cameroonian Penal Code and Cameroonian Military Code on March 3, 2015, and found guilty of “non-denunciation of terrorism related information” on November 2, 2016. They were sentenced to 10 years in prison, according to the same sources.495
- Amnesty International reported that security forces raided Quranic schools in Guivindig, Far North region, and arrested 84 children on December 20, 2014. The government claimed that the schools were being used as Boko Haram training camps and reportedly held the children for more than six months without allowing them access to their families. The children were released in June 2015.496

Attacks by Boko Haram affected students in at least one case in 2015. According to a Christian news source and local media, nine students were burned to death in an attack on the village of Kamouna, Far North region, by 80 members of Boko Haram on July 19, 2015.497

Teachers reportedly fled or decided that the schools were too dangerous for them to work in as the violence progressed. According to Voice of America, the Cameroon government stated that at least 500 teachers in the Far North did not report for duty at the beginning of the 2016-2017 school year.498 Meanwhile, in the Anglophone southwest and northwest, negotiations between the government and the teachers’ union progressed in 2017.499 Nevertheless, there were two attacks on students or teachers:

- An IED exploded on the grounds of a teachers’ training school in Limbe, southwest region, on September 22, 2017. The school’s security guard was injured in the blast, according to news sources.500

**Military use of schools**

Armed groups reportedly used more than a dozen schools in the Far North region as bases and torture centers from the beginning of the increased violence between Boko Haram and government forces in 2014, continuing through the end of the reporting period in 2017.

UNICEF stated that eight percent of 110 schools surveyed during a needs assessment in the Far North in 2015 reported being occupied by armed groups since the onset of the confrontation between national security forces...
North during the reporting period. These incidents included the following:

- Starting in October 2016, Government efforts to repress this opposition resulted in at least three reported incidents that abducted girls became the wives of Boko Haram fighters, similar to the group’s practices in Nigeria. 506 GCPEA

- In Cameroon, the ICG found that Boko Haram recruited young men with promises of money and marriage, and schools in the Anglophone regions opened at the beginning of the 2017-2018 academic year in September 2017.

Sexual violence by armed parties at, or en route to or from, school or university

In Cameroon, the ICG found that Boko Haram recruited young men with promises of money and marriage, and that abducted girls became the wives of Boko Haram fighters, similar to the group’s practices in Nigeria. 506 GCPEA did not find reports of sexual violence by Boko Haram in the context of education, but this could be the result of underreporting of such violations.

There was at least one report of sexual violence in the context of the protests in Anglophone areas. Local media indicated that security forces raped and detained students at the University of Buea and the University of Bamenda in conjunction with their supposed involvement with the protests in December 2016, as discussed below. 515 It was unclear whether the police were on school grounds.

Attacks on higher education

Attacks on higher education occurred in the context of the anti-government protests in Anglophone regions that started in October 2016. Government efforts to repress this opposition resulted in at least three reported incidents of violence committed against university students in late 2016, and one arrest of a university professor in early 2017. These incidents included the following:

- Scholars at Risk and international media indicated in late November 2016 that state security forces reported attacked students participating in a peaceful protest at the University of Buea in Southwest region.

An unknown number of students were detained. 508

- Local media reported that students at the University of Buea and the University of Bamenda were raped, tortured, and pulled from their dormitories before being arraigned in court for supposedly protesting on an unspecified date in December 2016. 509

- On January 17, 2017, security forces arrested Dr. Fontem A. Neba, a professor at the University of Buea, in connection with a strike that began the day before. Dr. Neba was placed in a detention cell and was reported subject to inhumane treatment while in detention, which lasted until at least February 2017. 510

- In the early morning of October 1, 2017, government security forces raided the hostels at the University of Bamenda in Northwest region, reportedly harming students, lecturers, and their families, according to University World News. 511

GCPEA did not find reports of Boko Haram attacks on universities and their students and personnel in the Far North during the reporting period.
assessed schools on fire.\textsuperscript{512} During the second half of 2015, the Education Cluster also reported eight schools damaged by gunfire or explosives and three cases of arson.\textsuperscript{116}

As in 2013, looting continued to be the most common form of attack on schools in 2014. A second survey conducted by the Education Cluster in February 2014 found that 111 out of 314 randomly sampled schools had experienced an attack, 70 percent by looting.\textsuperscript{117} These attacks also included military occupation. It was not clear whether any of these schools overlapped with those sampled by the Education Cluster during the previous year. Bangui, Ouham, and Ouaka were the hardest hit regions.\textsuperscript{118} An Education Cluster database included 50 incidents of attacks on schools that occurred in 2014, with 30 cases of looting, 13 cases of schools hit by bullets or set on fire, and 7 cases in which the two forms of attack occurred in the same incident.\textsuperscript{119}

The rate of attacks on schools may have declined in 2015, despite the Education Cluster’s finding that the cumulative number of schools attacked was higher in 2015 than in previous years.\textsuperscript{120} The UN verified 19 attacks on schools in 2015, about half as many as in 2013.\textsuperscript{121}

Information from a random survey of 335 schools conducted by the Education Cluster in April 2015 found that some forms of attack were more common in some prefectures than in others. For example, schools were most commonly burned in Ouham and Ouham-Pendé prefectures, looted in Ombella-Mpoko prefecture, and damaged by gunfire in Bangui.\textsuperscript{122} The perpetrators were often unknown.

Overall, however, looting continued to be a significant problem. An Education Cluster database included 43 cases of looting or vandalism, 22 instances in which schools were hit by bullets or set on fire, and 18 others in which the two types of attacks occurred.\textsuperscript{123} Furthermore, almost every school with a food program visited by Watchlist on Children and Armed Conflict between April and May 2015 had food supplies stolen, which led to decreased school attendance. Although Watchlist noted that armed groups specifically targeted school food programs, it was unclear who stole the food supplies.\textsuperscript{124} A local NGO described one case of looting. On October 1, 2015, unknown vandals broke the gates and stole material from Mixed Schools 1 and 2 in Bozoum, Ouham-Pendé prefecture. According to a local NGO, this was the third recorded act of vandalism in three months at the school, and the lack of material prevented parents from registering their children for the new school year.\textsuperscript{125}

Attacks on schools were reported far less frequently in 2016 and 2017, although it was not clear whether this indicated a decline in the number of incidents or was due to the availability of information. From June 2015 through March 2016, the Human Rights Division of the UN Multidimensional Integrated Stabilization Mission in the Central African Republic found that armed groups perpetrated at least 23 attacks on schools.\textsuperscript{126} MINUSCA also found 15 incidents of attacks on schools between April 2016 and March 2017.\textsuperscript{127} The UN verified eight attacks on schools and education personnel in 2016, although it was not clear how many of these attacks fell into each category.\textsuperscript{128}

Anecdotal examples of attacks on schools in 2016 and 2017 included the following:

- Human Rights Watch and UNICEF reported that, in October 2016, armed men attacked a secondary school in Kaga-Bandoro during a teacher training course, killing three teachers in training, the director of the Regional Pedagogical Centre, and the vice president of the Association of Parents. According to Human Rights Watch, the Séléka was responsible.\textsuperscript{129}

- According to reports to the Education Cluster, another theft occurred at night around November 2016, when the Séléka stole school kits from the Base Intersos School in Kaga-Bandoro town.\textsuperscript{130}

- Fighting between the Popular Front for the Renaissance in the Central African Republic (FPRC) and the Union for Peace in the Central African Republic (UPC) (l’Union pour la paix en Centrafrique) between December 2016 and at least April 2017 in M’Poko Prefecture, damaged at least one school. Residents who spoke with Human Rights Watch researchers stated that the UPC gained control of the town in December, when they ransacked the town school and burned school documents. Residents fled the area. When they returned, the school was reportedly occupied by MINUSCA.\textsuperscript{131}

Séléka and anti-balaka fighters, as well as unidentified assailants, reportedly threatened, assaulted, and killed dozens of students and teachers in both targeted attacks and from crossfire between opposing groups, including MINUSCA forces. Watchlist reported that armed groups intimidated teachers and students who were suspected of having links to opposing armed groups.\textsuperscript{132}

Anecdotal examples in 2013 and 2014 indicated that armed groups and unidentified perpetrators attacked educators in Bangui, Nana-Grébizi, Ombella-M’Poko, and Ouham prefectures. For example:

- According to OHCHR, on April 25, 2013, Séléka fighters killed a teacher.\textsuperscript{133}

- OHCHR reported that Séléka fighters tortured and killed a school guard in Yindjiana on January 5, 2014. The Séléka had attacked the school where the guard worked earlier.\textsuperscript{134}

- According to the Education Cluster, students and education personnel were intimidated on several occasions in the same area of Bangui in September 2014. Anti-balaka fighters reportedly intimidated school personnel using grenades and assault rifles in the presence of school children and intimidated the school director at school and at home. All were public school students and personnel, but it was not clear whether all were associated with the same school.\textsuperscript{135}

- The Education Cluster reported that, on October 1, 2014, anti-balaka members beat the director of the Gbawélé School for authorizing the opening of the school.\textsuperscript{136}

- The Education Cluster also documented that, on October 24, 2014, the deputy mayor of Bambari threatened personnel from the local school with grenades and arson, alleging that his children did not receive school supplies distributed by members of French military’s Operation Sangaris.\textsuperscript{137}

NGO reports indicated that attacks on students and educators continued with some regularity during 2015, with dozens of school children and teachers threatened, injured, or killed by both non-state armed groups and international forces. An Education Cluster assessment published in April 2015 found that education personnel in nearly one-third of the attacked schools (approximately 40 schools) reported having been assaulted or threatened as part of the attack on their school.\textsuperscript{138} An Education Cluster database included 10 instances of students and teachers being threatened or attacked by armed groups.\textsuperscript{139} Examples of attacks on students and educators included the following:

- Watchlist reported that, in February 2015, armed groups killed three secondary students between the ages of 16 and 20 who were on their way home from school. The location and exact date of this incident were not specified.\textsuperscript{140}

- The Education Cluster reported that around March 20, 2015, in Bossangoa, Ouham prefecture, passing Séléka fighters threatened a school director, set the school on fire, and burned everything, including all school documents.\textsuperscript{141}

- On June 3, 2015, in the Boy Rabe neighborhood of Bangui, during a MINUSCA operation to recover a stolen vehicle near a high school, anti-balaka fighters reportedly used students as human shields and fired shots at the MINUSCA peacekeepers. According to RFI Afrique, students were shot or injured while trying to flee. MINUSCA documented that at least 80 students were taken to medical facilities for treatment.\textsuperscript{142}

 While the situation in CAR appeared to improve in 2016, occasional attacks continued, often in the context of military use of schools, as described in the relevant section below. Anecdotal information indicated that there were at least sporadic attacks on teachers. For example:

- Human Rights Watch learned of an incident in July 2016, in Sekia-Dalliet, Lobaye prefecture, in which an anti-balaka fighter hit a teacher with a knife after the teacher tried to stop him from burning a school desk.\textsuperscript{143}
Military use of schools and universities

Reports indicated that foreign peacekeeping forces and non-state armed groups occupied dozens of schools annually in CAR, often staying for several years, which forced out students and teachers. According to Human Rights Watch, the armed groups occupying schools destroyed desks and books. The current reporting period saw a rise in reports of military use of schools and universities over the 2009-2013 reporting period, likely due to the escalation of armed conflict since 2013.

The UN received reports of 36 cases of military use of schools between December 2012 and December 2015, all by Séléka factions. The Education Cluster reported 11 incidents of military use by the AU’s mission known as MISCA (Mission Internationale de Soutien à la Centrafrique sous Conduite Africaine), MINUSCA, and French Operation Sangaris forces, which occurred between the start of the crisis in late 2012 and January 2015. The occupations ranged from weeks to months.

In 2013, the Education Cluster reported that armed forces and armed groups used 22 schools for between a few hours and several years. Four of these schools were also attacked and five were looted. GCPEA found incidents of military use in Bangui, Bamingui-Bangoran, Haute-Kotto, Kémo, Nana-Grébizi, Ouham, Ombella-M’Poko, and Sangha-Mbaéré prefectures. Examples of military use included the following:

- The UN collected information that, between December 2012 and January 2013, as the Séléka took control of major cities and advanced toward Bangui, it regularly occupied schools, including the primary school in Kaga-Bandoro and an unknown number of primary schools in Sibut.

According to Human Rights Watch, none of the three schools in Mbrês, Nana-Grébizi prefecture, operated from 2013 to at least January 2017, even though the MPC and FRPC vacated at least two of them, because the armed groups remained near the grounds.

- Human Rights Watch reported that Séléka fighters occupied the primary school in Mbalí, Ouham prefecture, from August 2013 to July 2016. During that period, teachers asked the group to leave, and the fighters responded angrily by burning all the desks and books, which resulted in a lack of educational materials as of January 2017.

The Education Cluster recorded 46 cases of schools used by armed forces and armed groups in 2014. Of these, 15 schools were hit by bullets or set on fire and 20 were looted. According to the UN, MISCA and Operation Sangaris forces used five schools temporarily in 2014. GCPEA found incidents of military use in 11 of CAR's 14 prefectures: Bangui, Haut-Mbomou, Kémo, Mambéré-Kadeï, Mbomou, Nana-Grébizi, Nana-Mambéré, Ombella-M’Poko, Ouaka, Ouham, and Ouham-Pendé. There was also one case of military use of a university. Examples of reported military use by non-state armed groups included the following:

- Starting in March 2014, the Séléka reportedly occupied a department in the University of Bangui for six months. According to Watchlist, the group then settled near the campus after government efforts forced them to leave. This forced the university administration to declare the campus unsafe and relocate education personnel and students to an alternate campus.

- A substitute teacher told Watchlist that, in May 2014, the Séléka established a base near a private school in an unknown location, where they used one of the classrooms, stored materials in the school building, and washed vehicles on school grounds.

Military use of schools appeared to become less common in 2015. The UN verified the military use of 16 schools and the Education Cluster documented the military use of 25 schools that year. Séléka factions were responsible for 14 of the 16 cases verified by the UN. Of the cases documented by the Education Cluster, nine occupied schools appeared to experience attacks from gunfire or fighting within the building, students and teachers were threatened in four schools, and eleven schools were looted.

In 2016, military use of schools remained an ongoing problem in CAR, although advocacy continued to contribute to the occupation of schools throughout the country, mostly by Séléka groups. The UN verified 22 cases of military use and noted that, following condemnation by the UN, the MPC and the Front démocratique du peuple centrafricain (Democratic Front of the Central African People) (FDPC) vacated six schools. The UPC and FRPC vacated three schools but later reoccupied them. MINUSCA troops occupied two schools in late 2016 and early 2017 but vacated them under orders once MINUSCA learned of the situation. Furthermore, the UN verified the occupation of 10 schools from September 2016 to February 2017 in conjunction with increased fighting in the Bambì area and the towns of Kaga-Bandoro and Bria.

Other examples of military use in 2016 included the following:

- According to Human Rights Watch, the FDPC occupied a school in Zoukombó, Nana-Mambère prefecture, from May 20, 2016, until October 2016, when it vacated the premises. The group justified the occupation by claiming that they were waiting to participate in DDR programs.

- According to the Education Cluster, Séléka occupied the school in Koundé, Ouham prefecture, from at least November 2016 until at least March 2017, and established a base near sub-prefectoral schools A and B in Bantangafo commune, Bantangafo sub-prefecture, Ouham prefecture. They also reportedly established a base near Saragba school in the same town.

- According to Human Rights Watch, on December 12, 2016, UPC fighters took control of Bakala, Ouaka prefecture, and used a classroom of the École Sous-Préfectorale to hold a small group of men captive. The next day the fighters gathered the townspeople for a meeting at the school and seized at least 24 men and a boy, killing most of them on the school grounds.

Military use of schools remained an ongoing problem in 2017, although advocacy continued to contribute to the vacating of some school buildings. MINUSCA reported that armed groups were occupying 11 schools as of March 31, 2017. The UN also reported that four schools were occupied and looted between February 2017 and June 2017. Anecdotal information indicated that a range of actors used schools that year:
COUNTRY PROFILES

- Human Rights Watch reported that that MINUSCA peacekeepers occupied a school in Mourouba, Ouaka prefecture, on January 22, 2017, despite a MINUSCA directive not to use schools. As occurred in 2016, the MINUSCA troops vacated the premises after Human Rights Watch informed MINUSCA authorities.544
- On February 21, 2017, UPC fighters reportedly occupied a school in Liwa, near Bambalí. According to Education Cluster documentation, the UPC vacated the school in mid-March 2017 after an intervention by MINUSCA.523

Sexual violence by armed parties at or en route to or from, school or university

Anecdotal information indicated that some armed groups raped and threatened to rape girls at, or en route to or from, school. For example, Human Rights Watch reported in October 2017 that Séléka and anti-balaka fighters committed sexual violence against women and girls who were conducting their daily tasks, such as going to market, farming, or going to school or work.531

Specific reports of this type of attack were infrequent, as they were during the previous reporting period. This may be due to underreporting, as human rights organizations and news sources documented widespread sexual violence by various parties to the conflict.530

The Education Cluster documented three instances of sexual violence between December 2012 and August 2014:
- On unspecified dates between December 2012 and August 2013, unknown perpetrators reportedly threatened and raped female students with sexual violence in Kémo prefecture.538
- Also on unspecified dates between December 2012 and August 2013, unknown perpetrators allegedly raped girls in schools in Haute-Kotto prefecture.539
- In June 2014, anti-balaka militants in Kaga-Bandoro, Nana-Gribizi prefecture, reportedly lynched and raped the wife of a school director, whose husband was threatened by Séléka.540

Attacks on higher education

There was one reported attack on higher education during the reporting period, which occurred in 2016. No attacks on higher education were documented during the previous reporting period of 2009 to 2013.

On March 14, 2016, the Human Rights Division of MINUSCA spoke with a male student who said he was shot by members of the armed forces during a student demonstration at the University of Bangui.544

COLOMBIA

Schools and students in Colombia were directly targeted by non-state armed groups using land mines and bombs, as well as harmed in fighting between government security forces and non-state armed groups. Teachers and other education personnel were reportedly threatened, injured, and killed, and dozens of higher education students and faculty were threatened with violence.

Context

Violence continued in Colombia fifty years after the beginning of the country’s internal armed conflict. Conflict dynamics shifted over this time, with fighting driven first by guerrilla groups seeking to install a communist regime that would ensure social justice for the poor, and in subsequent decades by complex dynamics involving multiple armed groups and government security forces aiming to achieve both political and, later, financial gain through the drug trade and other illegal economies. The Fuerzas Armadas Revolucionarias de Colombia—Ejército del Pueblo (Revolutionary Armed Forces of Colombia—People’s Army) (FARC-EP) and the National Liberation Army (ELN) were the largest guerrilla groups to initiate armed activity in the 1960s. They later began fighting directly against state armed forces. Paramilitary groups emerged in the 1980s as a reaction to perceived state weakness in responding to the guerrilla threat; these groups demobilized between 2003 and 2006.547

Peace talks between the Colombian government and the FARC-EP began in 2012 and resulted in several partial agreements, including progressive promises by the FARC-EP to first end the recruitment of children under 17 years and then of those under 18.548 A final peace agreement was signed on November 24, 2016.549 The Colombian government began informal secret peace talks with the ELN in June 2015, followed by formal talks on February 2017. A bilateral ceasefire was declared on September 5, 2017, and talks remained ongoing at the time of writing.550

The Ejército Popular de Liberación (Popular Liberation Army) (EPL), founded in the 1960s and considered a criminal group by the Colombian government, and postdemobilization groups, including los Rastrojos, las Águilas Negras, and los Urabeños, also known as los Autodefensas Gaitanistas de Colombia (Gaitanist Self-Defense Forces of Colombia) (AGC), were also involved in political and conflict-related violence, as well as illegal economies, since 2006.551 These groups, along with FARC-EP dissident groups who refused to demobilize or to sign on to the final peace agreement, continued to vie for territorial control throughout the 2013-2017 reporting period.552

After the peace agreement with the FARC-EP was signed in 2016, reports of some types of attacks, including those on schools, appeared to decline in number. However, it was not clear whether this was due to a reduction in attacks or changes in reporting. Other types of attacks, such as those affecting higher education, continued at rates similar to those reported in Education under Attack 2014. Postdemobilization groups increasingly affected education, with reports indicating that they recruited more children, threatened and killed more teachers, and carried out more attacks at the higher education level than they had in previous years.

Attacks on schools

Information GCPEA collected from media and NGO reports indicated that explosives damaged or destroyed at least 31 schools, as did explosive remnants of war and land mines, resulting in one reported death of a child, multiple injuries, and the cancellation or indefinite suspension of classes over the course of the reporting period.

Some of these explosives were planted by the FARC-EP, while others were planted by unidentified assailants. GCPEA identified fewer attacks on schools beginning in 2016, but this finding may indicate that available information was more limited rather than an actual decline in attacks.

In 2013, the UN reported 26 education-related incidents in the Secretary-General’s annual report on children and armed conflict. These included attacks on schools, attacks on teachers, military use of schools, and unspecified others that resulted in damage to schools or suspension of classes.554 In addition, the Coalition Against Involvement of Children and Youth in Armed Conflict in Colombia (COALICO), a local NGO, reported that armed groups attacked four schools, affecting more than 60 students.555 These cases may have overlapped with those reported by the UN. In one incident in February 2013, explosives were detonated at a boarding school in Batallas, Cauquetá, destroying classrooms and dormitories. The attack was attributed to the FARC-EP.556

UN and local media reports suggested that explosives continued to hit schools during 2014. The UN received reports of 12 cases in which schools were damaged by crossfire, mines, and other explosive devices, half as many as in the previous year.557 Local media reports suggested that the FARC-EP intentionally targeted schools in a few cases. For example:

- Two June 2014 news reports by Semana and El Tiempo reported that land mines were found and deactivated before they could explode on the school playground of San Andrés de Pisimbalá, Cauca. The perpetrator was unknown, although the news articles reported that the Colombian Ministry of Education suspected that the FARC-EP was involved.558
- In mid-2014, Human Rights Watch reported that the FARC-EP placed explosives near the entrance to a village school in Tumaco, Nariño, while the military was in the area, resulting in the cancellation of classes for one day while the explosives were deactivated.559
The UN reported that 11 schools were damaged in crossfire and by explosive devices in 2015, numbers similar to the previous year. GCPEA identified four individually reported instances in which non-state armed groups attacked schools:

- In March 2015, the Colombian Armed Forces deactivated explosives in the backyard of a school located in an indigenous reservation in Putumayo. The explosives were attributed to the FARC-EP. Front 32.
- Local media registered one incident on May 6, 2015, when a bomb placed at a school playground in Conocimiento, Norte de Santander, exploded after a soldier stepped on it. Local news sources attributed the attack to the ELN.
- Media sources reported that a land mine was placed in a schoolyard in Cauca, killing a young student and injuring three others on May 20, 2015. School was suspended after the attack. Local media attributed this attack to the ELN.
- Local sources reported that the FARC-EP set off a bomb outside a school in Tumaco, Nariño, on June 3, 2015, injuring a young child.

The UN reported fewer incidents again in 2016, verifying six attacks on schools that year. Schools were affected by crossfire between the armed forces and the ELN, and by explosions of land mines planted by unknown assailants. In addition, land mines were reportedly planted near many schools and along school routes in Nariño department, a violation of children’s right to education. In one case, when the village of Samaniego was surrounded by mines, no one could enter or leave the community and children were unable to attend school for three months.

GCPEA collected information on five individually reported incidents in 2016, including two involving security forces and non-state armed groups, one by security forces, one by postdemobilization groups, and one by unknown assailants. These attacks may have overlapped with the six incidents reported by the UN. They included the following:

- In February 2016, a school in Antioquia was caught in the middle of a battle between the ELN and the Colombian Armed Forces. Children were forced to find cover under the tables and desks.
- On March 3, 2016, the AGC and Los Rastrojos reportedly exchanged fire in Guaramito, Norte de Santander. During the fighting, one school was used as a shield while children were inside.
- Newspapers reported that, in July 2016, the army detonated two cylinder-bombs containing 100 kilograms of explosives that had been planted in a ditch outside a school in Morales, Cauca. The bombs had been there for six months, endangering the lives of students as they entered the school. The 150 students at the school were evacuated during the controlled explosion, which shattered some classroom windows. The group responsible for planting the bombs remained unclear.
- On an unknown date in either August or September 2016, a school in Sarria, Norte de Santander, was reportedly damaged in crossfire between security forces and an unknown non-state armed group. An explosive device entered the rector’s office through the roof and exploded. No one was injured in the incident.
- On September 4, 2016, there were reports that Colombian Armed Forces indiscriminately bombed the Sibarita indigenous community in Arauca department. At least one of the five Explosives landed near the local school, causing some damage. The Colombian Armed Forces reported that the actions were taken to reduce ELN activities in the area.

At least 4 attacks on schools were reported in 2017. These included the following:

- Local residents of Carrá, Chocó, told Human Rights Watch that, on February 19, 2017 the Colombian navy and the AGC engaged in a 45-minute gun battle behind the local school.
- Land mines were placed near a school located in an indigenous community in Chocó in March 2017.
- Colombian Armed Forces and the EPL carried out military operations on March 27 and 28, 2017, near a school in Sardinata, Norte de Santander.
- Armed confrontations between postdemobilization groups and the Ejército Revolucionario Popular (ERP) took place near a school in Tumaco and Barbaconas on August 29, 2017. These activities impeded access to the school for several weeks.

**Attacks on school students, teachers, and other education personnel**

Between 2013 and 2015, non-state armed groups killed teachers in at least 16 reported cases. However, many more teachers were reportedly threatened with violence, and some left their jobs and communities as a result. Hundreds of students missed school or dropped out due to armed conflict in the areas surrounding their schools. In addition to being planted at schools, land mines, unexploded ordnances, and IEDs were planted along school routes, affecting children’s access to education. For instance, COALICO reported that school authorities documented 10 incidents involving land mines that directly and indirectly affected 127 students in Vali de Guzmán, Putumayo department, between January 2014 and December 2016. Some of the students were gravely injured in these attacks.

Compared to the previous reporting period, the perpetrators during this period were more often found to be postdemobilization groups or unidentified armed groups than the FARC-EP and ELN, both of which implemented a series of ceasefires between 2014 and 2017. GCPEA was unable to include Ministry of Education and teachers’ union information on threats to teachers during the current reporting period, so comparisons with similar information from the 2009-2013 period were not possible.

Killings of teachers and mass threats by postdemobilization groups, other non-state armed groups, and unidentified parties placed pressure on Colombia’s education system in 2013. According to the UN, unidentified non-state armed groups reportedly killed five teachers during that year. Other teachers were subject to threats by armed groups in six of Colombia’s 32 departments. For example:

- In Medellín, Antioquia, in February 2013, an anonymous pamphlet was reportedly distributed in the neighborhoods of Bello Horizonte and Villa Flora warning parents against taking children to four specific schools, due to an upcoming war between various postdemobilization groups battling for territorial control. As a result, 4,000 students missed school for a day.
- Local media source El Tiempo reported that, in July 2013, death threats spread through Sucre department, and that Los Rastrojos, a postdemobilization group, sent four teachers threatening text messages.
- Killings and threats targeting teachers and educational institutions continued to be reported during 2014. The UN reported that unidentified armed groups killed three teachers that year and stated that the FARC-EP, ELN, AGC, and Los Rastrojos had threatened teachers. Meanwhile, the Medellín prosecutor’s office found that 82 teachers in 63 institutions were threatened in the Medellín metropolitan area during 2014. The prosecutor’s office did not identify the perpetrators, and it was not clear how many of these threats were directly linked to the armed conflict.

In 2015, the UN reported that unidentified armed groups killed teachers in two cases, and noted that it had received reports of an unknown number of threats by FARC-EP, ELN, AGC, and Los Rastrojos directed against teachers throughout the year. In addition, an article in El Colombiano reported that 24 teachers in Itagüí, Antioquia, left their posts between June and August 2015 due to death threats in the form of pamphlets or phone calls. Six teachers in the village were also sent a threat in the form of a video phone message telling them to leave Itagüí. The news article attributed the threats to the FARC-EP, who had a presence in the area, but it was not confirmed.
The UN reported at least two cases of military use of schools during 2013: after a brief peak in 2014. The reasons for this decline were unclear.

Military use of schools

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The FARC-EP used at least 18 schools for weapons storage, and the ELN and other non-state armed groups used the military found 76 empty gas cylinders in a school in Cauca that the FARC-EP had been storing, to have ready for use in combat.

During 2015, the UN reported five cases of military use of schools, including one by the FARC-EP and four by Colombian Armed Forces, the latter in violation of the Colombian Ministry of National Defense’s orders against military use of schools.

The UN verified three cases of military use of schools in 2016, all by unspecified groups. The five UN-reported cases may have included the following, which were reported by local authorities and media sources:

- The People’s Ombudsman’s Office reported the possible use of a school by the armed forces in Caloto, Cauca, in February 2015. According to community members, the military used the school as a defense base during combat with the FARC-EP.
- Local media released two videos that showed members of the FARC-EP making a list of explosives they were storing in a primary school classroom in Putumayo in July 2014 and June 2015.
- In June 2015, residents in Guapi, Cauca, told local newspaper El Espectador that members of the military were often present in the local high school and spent the night there.

The UN reported at least 11 reported cases of military use of schools in 2017, in some cases, armed forces were stationed near or in front of schools during class hours, placing schools and children at risk. In May 2014, the military found 76 empty gas cylinders in a school in Cauca that the FARC-EP had been storing, to have ready for use in combat.

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Human Rights Watch reported credible allegations that both the ELN and the AGC used schools as military bases in Chocó department in August and September 2016. Reported cases of military use of schools in 2016 included the following:

- Members of the Armed Forces were reported to be stationed 200 meters from a school in Llanos Baja, Norte de Santander department, in January 2016. They then occupied the school’s canteen in July 2016, until regional authorities intervened and requested that they vacate the premises, which they did. However, they remained in close proximity to the school until at least October 2016.
- A local NGO reported to Human Rights Watch that, in August 2016, members of the ELN temporarily occupied a school in a Wounaan village in Chocó, and threatened the teacher there, forcing him to flee the village.
- A teacher in an unidentified Afro-Colombian community in Chocó told Human Rights Watch that in September 2016, while they were fighting with the armed forces, the AGC took shelter in a school while classes were in session. A justice official told Human Rights Watch that this post-demobilization group often used that particular school for military purposes.

There were several reported cases in which armed actors used schools in 2017. COALICO reported the use of two schools by unknown armed actors between January and June 2017. GCPEA separately gathered three reported cases of military use of schools. It was not clear whether these three overlapped with those reported by COALICO. They included the following:

- During the first two weeks of January, an unidentified non-state armed group occupied a school in San Miguel, Putumayo, and asked for money, according to a UN staff member.
- In Cucuta, Norte de Santander, the ELN occupied a school on March 22, 2017.

Child recruitment at, or en route to or from, school

There were anecdotal cases of child recruitment reported at school or along school routes during the reporting period. The FARC-EP pledged to abandon child recruitment in early 2016. However, other groups, including the
victims of sexual violence by parties to the conflict between 2013 and March 2016.667

There were at least three attacks on higher education in 2014, including two by postdemobilization groups in Santander department. The nature and exact dates of the violence were not specified, but a former principal and a former police inspector faced trial for facilitating sexual slavery and forced recruitment in relation to the case.668 In addition, teachers and other school personnel reported that armed groups perpetrated sexual violence against approximately 50 school girls in Cali in 2016.669

Sexual violence by armed parties at, or en route to or from, school
CEDAW stated that all armed actors committed rape and other forms of sexual violence against women, girls, and boys.666 According to national data obtained by UNICEF, 180 children—the majority of whom were girls—were victims of sexual violence by parties to the conflict between 2013 and March 2016.667

Attacks on higher education
Attacks on higher education included threats to students and professors, IEDs used on campuses, and excessive use of force against students by government security forces. At least five attacks targeted higher education institutions, and at least eight were directed at students or university personnel. Reports of these violations occurred at rates similar to those reported in Education under Attack 2014, fewer than five attacks per year. However, while the FARC-EP perpetrated fewer attacks each year, postdemobilization groups were responsible for an increasing number of attacks at the higher education level.

At least one attack on higher education occurred in 2013, according to local media. On June 14, 2013, the teaching staff of the University of Antioquia went on strike in protest after 15 masked men broke into lecturers’ offices, stole equipment, and raised a FARC-EP flag, before addressing approximately 200 students about the peace process taking place at the time.664

There were at least three attacks on higher education in 2014, including two by postdemobilization groups and one by the FARC-EP and ELN. Again, Colombian news sources reported these attacks:

· In March 2014, local media reported that Los Rastrosos distributed a pamphlet that contained death threats against students at Valle University’s Francisco Ilsias Cifuentes Human Rights Network and accused the students of bringing guerrilla members to campus.691

· In September 2014, also at Valle University, Los Rastrosos sent death threats to university workers’ union members, accusing them of being guerrilla members.692

· Local newspaper El Colombiano reported that on December 12, 2014, a group of 20 masked individuals entered the University of Antioquia and hung FARC-EP and ELN flags in visible points around campus. They told students they had brought explosives into the university. Part of the campus was temporarily evacuated.693

After a decline in reported attacks on higher education in 2015, news sources reported slightly more incidents in 2016, although such incidents appeared to remain infrequent. Postdemobilization groups or unknown assailants were responsible for these incidents:

· In February 2016, a group of unknown hooded perpetrators detonated IEDs known as “pamphlet bombs” (papas explosivas) at the entrance to the Industrial University of Santander, destroying the front façades at the gates.694 The group also distributed pamphlets speaking out against the recent naming of a university building after Camila Torres, a Catholic priest who contributed to the founding of the ELN.695

· In April 2016, Las Águilas Negras reportedly threatened at least five students of the University of Atlántico through phone calls and letters to their homes, declaring them targets because of their involvement with a communist youth group on campus. The group said that they would be killed if they did not leave the university within one week.696

· Unidentified assailants detonated pamphlet bombs at the Industrial University of Santander in two separate incidents in June 2016.677 It was not clear whether this incident was related to armed conflict.

At the time of writing, GCPEA had not identified attacks on higher education in 2017.
Attacks on schools rose again in 2016, when the UN verified 51 incidents targeting primary and secondary educational institutions. Identified perpetrators included Twa militia (13), ADF (8), Mai-Mai Simba (4), Mai-Mai Raia Mutomboki (4), and the FRPI (3).703 Conflict broke out in the Greater Kasai region in August 2016, and violence surged in the Tanganyika region in September of that year. Violence also continued in the Kivus. For example, local civil society and UN agencies reported that on October 15, 2016, two teachers and two students were killed by a rocket strike that hit a school in Beni, North Kivu, during fighting between the FARDC and Corps du Christ, an armed religious sect.704

Different agencies reported the following totals of attacks on schools across the different DRC regions in 2016:

- According to information provided by an international humanitarian organization, approximately 87 schools were attacked, set on fire, or looted in Kasai-Central by either the FARDC or militias between August and December 2016.705

Attacks on schools in the east appeared to decline from 2014 to 2015. Reported totals of attacks on schools included the following:

- In 2014, according to UN-verified information, the FARDC, ADF, FDLR, the Union des Patriotes Congolais pour la Paix (Union of Congolese Patriots), Raia Mutomboki, and other armed groups attacked 22 schools, including 10 that were looted after being used for military purposes.703
- The UN also verified 22 attacks on schools in the east during 2015. This included 10 schools destroyed by the Twa self-defense group during clashes with members of the Luba ethnic group in Tanganyika. The Nyatura, an umbrella term for Congolese Hutu armed groups, destroyed four schools, and other armed groups destroyed eight. The locations of these attacks were not indicated.703

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- In 2014, according to UN-verified information, the FARDC, ADF, FDLR, the Union des Patriotes Congolais pour la Paix (Union of Congolese Patriots), Raia Mutomboki, and other armed groups attacked 22 schools, including 10 that were looted after being used for military purposes.703
- The UN also verified 22 attacks on schools in the east during 2015. This included 10 schools destroyed by the Twa self-defense group during clashes with members of the Luba ethnic group in Tanganyika. The Nyatura, an umbrella term for Congolese Hutu armed groups, destroyed four schools, and other armed groups destroyed eight. The locations of these attacks were not indicated.703
The number of students and educators harmed was higher than the number reported in the village of Kavere during attacks by Raia Mutomboki in three villages in Masisi territory, North Kivu.714 Most of these attacks occurred at the end of the reporting period. Indeed, only one case of an attack on a teacher was reported during the first three years. On October 26, 2013, a Hutu primary school director was killed near Beni in North Kivu. Teachers and students were also killed in crossfire. Between August 2016 and May 2017, five education inspectors were killed in Kasai-Central.715 Military use was less commonly reported in 2014, with the UN verifying about half as many cases (12) as it had in the previous year. The UN also reported that in Shabunda territory, South Kivu, the FARDC and Raia Mutomboki used schools in North Kivu. These incidents occurred in at least four villages in Masisi territory, three villages in Kasai-Central, and two teachers and injuring four children.716

**Attacks on school students, teachers, and other education personnel**

The FARDC and various non-state armed groups reportedly beat, abducted, and killed several dozen students and teachers from the period from 2013 to 2017. For example, an international humanitarian agency found that 4 percent of students and 8 percent of teachers who were beneficiaries of a program implemented in Masisi territory, North Kivu, were attacked between 2015 and 2017. Teachers and students were also killed in crossfire. The number of students and educators harmed was higher than the number reported in Education under Attack 2014, which reported only two incidents of attacks on students or education personnel. Most of these attacks occurred at the end of the reporting period. Indeed, only one case of an attack on a teacher was reported during the first three years. On October 26, 2013, a Hutu primary school director was killed near the village of Kavere during attacks by Raia Mutomboki in three villages in Masisi territory, North Kivu.717

Beginning in 2016, attacks on students, teachers, and other education personnel were reported in both eastern DRC and the Greater Kasai region, including the following:

- Between August 2016 and May 2017, five education inspectors were killed in Kasai-Central.718
- As of June 8, 2017, an unknown number of teachers were attacked while transporting test sheets for students.719
- Military members slapped a school inspector who was on his way to deliver school exams on or before May 2, 2017, reportedly in response to the fact that he was providing education in the areas under their control.720
- Men armed with machetes reportedly stopped a team from delivering exams to the village of Tshiuku and used their weapons to strike the head of the team on or before May 2, 2017.721
- Suspected militiamen temporarily abducted a team of education personnel that was traveling to Luiza on or before April 30, 2017. The team paid the militiamen to release them.722
- According to the UN and the Education Cluster, the Kamuina Nsapu militia attacked a truck delivering exam materials in Kazumba territory, Kasai-Central province, on April 30, 2017. The assailants killed three school inspectors, two of whom were women.723

Government soldiers and armed groups reportedly used schools for military purposes and lodging, and looted them for resources such as firewood. The length of military occupation documented by Human Rights Watch ranged from days to months.724 Military use was also reported at schools in the Greater Kasai region toward the end of the reporting period. Reports of military use were more common than in the period covered in Education under Attack 2014, but it was not clear whether this finding was due to an actual rise in instances of military use or to better monitoring and reporting. The UN verified 25 incidents of military use of schools in 2013, including 13 cases by the FARDC.725 A variety of parties other parties, including M23, FDLR, Nyatura groups, and Raia Mutomboki, were also responsible, according to Human Rights Watch.726 Military use included the occupation of schools as strategic points and training grounds for varying lengths of time. For example:

- Human Rights Watch documented the occupation of a primary school in Kashenda village by government armed forces for 10 months starting in November 2012, although soldiers said they were positioned there to "secure the school."727
- In March 2013, Nyatura combatants spent two nights in one school and looted it before leaving, according to Human Rights Watch.728
- In June 2013, the M23 used both a primary school and a former kindergarten in Chengerero, North Kivu, to train combatants, according to Human Rights Watch.729
- Human Rights Watch reported that, between November 2012 and at least July 2013, the FARDC used school grounds at the Institut Bweremana in Minova, conducting military parades and training exercises.730 Military use was less commonly reported in 2014, with the UN verifying about half as many cases (12) as it had in previous year. The UN also reported that in Shabunda territory, South Kivu, the FARDC and Raia Mutomboki used four and six schools respectively, which were later destroyed, looted, or had their materials burned during fighting in April 2016.731
- Military use continued in 2015, but successful advocacy led to armed groups vacating some schools. The UN verified information indicating that armed groups used 10 schools in 2015.732 The FARDC reportedly used another 20 schools but vacated 13 following UN advocacy.733
- Military use continued to be reported in eastern DRC throughout 2016. The UN verified the military use of 19 schools, more than half of which were occupied by the FARDC.734 In a study conducted in 2016 by an international humanitarian agency, the presence of an armed group at a school was the most common abuse: 29 percent of the 30 schools surveyed reported that armed actors entered classrooms during school hours.735 An international humanitarian agency reported several examples of military use, including the following:

- Throughout the year, government security forces and armed groups reportedly occupied and partially damaged schools in North Kivu. These incidents occurred in at least four villages in Masisi territory, three villages in Nyiragongo territory, and two other villages.736
- In August 2016, the Mai Nyatura reportedly occupied Kishisha Primary School in Rutshuru territory.737
- An armed group attempted to occupy Mwanda Primary School in Rutshuru at the end of October 2016. The exact location of the school was unreported.738
Whether this increase was due to stronger monitoring and reporting or to an intensification of conflict. It was unclear whether this increase was due to stronger monitoring and reporting or to an intensification of conflict. It was unclear whether this increase was due to stronger monitoring and reporting or to an intensification of conflict.

Anecdotal reports indicated that non-state armed groups in the eastern part of the country targeted students for recruitment. They reportedly abducted students at school or along school routes, including for sexual purposes, as described in the following section. GCPEA found a similar number of reports of child recruitment from schools or along school routes in the 2013-2017 and 2009-2013 periods. Some parents reportedly stopped sending their children to school for fear that armed groups would recruit them, according to the US State Department.738

Incidents of child recruitment included the following:

- According to MONUSCO, between January 2012 and August 2013, Nyatura groups recruited 185 boys and 5 girls, 34 of whom were under 15 years of age. A Nyatura recruiter told MONUSCO that they were commanded to recruit “older boys” from schools. It was not clear what “older” meant.739
- On September 27, 2013, according to Human Rights Watch, NDC fighters abducted approximately 20 students from a primary school in Rutshuru. All abducted children were reportedly forced to join the FDLR as combatants.740
- MONUSCO reported that the FDLR was responsible for the abduction of five children while on their way to school between January 1, 2012, and August 31, 2013.741
- Human Rights Watch reported a pattern of recruitment in February 2013, during which the FDLR recruited teachers and students from schools in Mpalé territory.742
- On an unknown day in July 2013, the FDLR kidnapped 10 boys and three girls from the Bumbasha Institute, a secondary school in Rutshuru. All abducted children were reportedly forced to join the FDLR as combatants or forced laborers.743
- According to an international humanitarian organization, in 2014 and 2015, 51 school children were recruited from 12 schools the organization supported in unidentified provinces throughout the country. Thirteen of these children were later returned.744

Sexual violence by armed parties at, or en route to or from, school

Sexual violence by armed parties affected girls and women in DRC, including at school. An international humanitarian organization found that several out of 30 schools surveyed reported that students were subjected to sexual violence, including abduction and forced marriage, by armed actors along school routes.745 GCPEA identified more incidents of sexual violence in the context of education in 2013-2017 than in 2009-2013. It was unclear whether this increase was due to stronger monitoring and reporting or to an intensification of conflict.

Both military personnel and members of non-state armed groups reportedly targeted girls at schools for rape, forcing them to leave their classrooms or abducting them on the route to or from school. For example:

- Human Rights Watch reported in 2015 that M23 forced male students to bring female classmates to them.746
- Human Rights Watch reported that, on an unspecified date before June 2013, government soldiers caught a 16-year-old girl student and her female classmate while they were fleeing, but still on school grounds, and raped both girls.747

In July 2013, a female teacher in Rutshuru territory told Human Rights Watch that M23 fighters came to her school three to four times per month and took girls away to rape them.748

The Education Cluster reported on July 31, 2017, that two militiamen reportedly abducted and raped three girls from a primary school in the Kabalo area.749

The Education Cluster reported that on an unspecified date before July 31, 2017, Bantu militiamen abducted and raped eight girls from a primary school on the Nyunzu-Manono axis over the course of three months.750

According to the Education Cluster, on an unspecified date before July 31, 2017, in the process of robbing a primary school in Manono town, an unidentified militia abducted and raped six school girls for over two months.751

Attacks on higher education

Police and other government security forces reportedly killed and injured nearly 100 student protesters from 2013-2017. Protest-related violence, which was the only reported type of attack on higher education students, took place primarily in Kinshasa. There were more attacks on higher education in the current reporting period than in the 2009-2013 period, when only two such incidents were reported. However, the increase may have been due to improved monitoring and reporting of attacks on higher education.752 GCPEA identified reports of six incidents in which police used excessive violence against student protesters, which included the following:

- According to University World News, witnesses reported that in February 2013, after student protests at the Institut Supérieur de Développement Rural in Lubbo turned violent and students threw stones, police opened fired on the crowd, killing two students and injuring seven others.753
- Reuters reported that in January 2015, during several days of demonstrations near the University of Kinshasa, police fired shots into the air amid thousands of students protesting President Kabila.754 In the midst of these protests, on January 21, 2015, police also shot teargas into students’ dormitory rooms at the University of Kinshasa, according to Human Rights Watch.755 According FIDH, the violence killed at least 42 people. The authorities, on the other hand, claimed the death toll was five.756 Human Rights Watch reported that at least 6 of those killed were students.757
- In November 2016, regional news sources stated that approximately 20 students at the Higher Institute of Applied Technology in Kinshasa were injured during protests against higher university fees. The same sources reported that the police shot students and fired teargas into classrooms during the protests. The police denied using lethal weapons.758
- According to Human Rights Watch, military intelligence officers arrested Ben Tshimanga, a student at Kinshasa’s Institut Supérieur des Techniques Médicales, on July 20, 2017, likely for his affiliation with an opposition political party. Students protested his arrest that evening, but they were reportedly dispersed by government security forces, who shot live bullets into the air.759
- The next day, July 21, 2017, an even larger group of students demonstrated outside the university’s administrative building. Some of these students turned violent, throwing rocks and burning nearby vehicles. Human Rights Watch indicated that the police responded with teargas and live bullets, which hit several students. The same source reported that police beat and arrested many more students.760
In 2013, arson in the context of protests damaged or destroyed at least five schools, all located in Cairo: in 2013. These reports were largely unverified.

Under El-Sisi, the Egyptian government focused on restablishing political stability and maintaining security, sometimes using repressive measures. Egyptian security forces sought to limit the activity of ‘IS,’ which represented an increase in comparison to

Also in Egypt’s north, Human Rights Watch reported that, between July 2013 and August 2015, Egyptian military forces demolished six schools during an operation to clear land for a buffer zone along Egypt’s border with the Gaza Strip. These actions reportedly left some children without access to education in the town of Rafah on the Sinai Peninsula.

Reports of explosive attacks on schools increased in 2015. Media sources reported at least seven cases in which unidentified perpetrators targeted schools, most taking place north of Cairo and in the Sinai Peninsula. These reports coincided with an escalation of violence carried out by non-state armed groups, including ‘IS,’ and Egypt’s counterterrorism response. For example:

Attacks on schools

Media sources indicated that explosives, gunfire, and clashes between protesters and Egyptian security forces damaged close to 20 schools in sporadic incidents throughout the current reporting period. These findings represented an increase in comparison to Education under Attack 2014, which found only a few attacks on schools in 2013. These reports were largely unverified.

In 2013, arson in the context of protests damaged or destroyed at least five schools, all located in Cairo:

According to media sources, al-Howeiyaty Secondary School for Girls and the Lycée al-Horreya were set on fire during fighting between demonstrators and security forces in central Cairo in 2013. Al-Howeiyaty school burned to the ground.

On August 14, 2013, following a deadly raid by Egyptian security forces on two camps of protesters in Cairo, violence surged throughout the country, including against Christian targets, according to Human Rights Watch. The Coptic boys’ school complex and Saint Joseph’s girls’ school in Minya City were set on fire amidst this violence. The same day, a mob looted and set fire to a Franciscan girls’ school in Bani Suef. Violence affecting schools shifted to the Northern Sinai in 2014, as media reports indicated that unidentified attackers deployed explosives at at least four schools in northern Egypt and the Sinai Peninsula. For example:

· A vehicle loaded with explosives was reportedly discovered and the devices deactivated near the Ibrahimiya private school in Kafr al-Sheikh city, located north of Cairo, on January 3, 2014.

· Seif News reported that on April 15, 2014, unidentified individuals threw a flash grenade into a Mansheyet al-Salam girls’ secondary school in Dakahlia governorate, injuring 25 people.

· On December 7, 2014, a bomb planted by an unknown assailant reportedly exploded at Salman al-Farsi Elementary School in al-Salam, Cairo, resulting in minor property damage, according to Akhbar Al-Alam.

· A similar event was reported on December 10, 2014, but it did not cause any damage. According to media sources, security forces found and defused an explosive device planted near a school in Al-Arish town in North Sinai governorate.

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Reports of explosive attacks on schools increased in 2015. Media sources reported at least seven cases in which unidentified perpetrators targeted schools, most taking place north of Cairo and in the Sinai Peninsula. These reports coincided with an escalation of violence carried out by non-state armed groups, including ‘IS,’ and Egypt’s counterterrorism response. For example:

· On January 39, 2015, a projectile reportedly struck a high school in Sheikh Zuweid city, North Sinai governorate. No casualties were reported.

· On February 8, 2015, unknown attackers allegedly planted explosive devices at three schools in the Qantara Gharb area in Ismailia governorate. All three explosives were discovered and defused before going off.

· A similar incident was reported one month later when, on March 9, 2015, an explosive device was found and safely defused at a school in Alexandria city.

· Also on March 9, 2015, unidentified individuals reportedly detonated a bomb and opened fire on a Coptic Catholic school in the Kafr al-Dawar town of the Beheira governorate. The incident injured two police guards.

· Two weeks later, on March 23, 2015, a rocket reportedly exploded near a school outside al-Muqataa village in the North Sinai.

· On March 25, 2015, media sources reported that another explosive detonated in the hands of a 10-year-old girl who was playing outside an elementary school in Fayyum city, southwest of Cairo. The girl later died.

· On April 4, 2015, two bombs reportedly exploded outside Ahmed Oraby School in Imbabah neighborhood, Giza city.

Rates of reported attacks on schools slowed again in 2016 and 2017, with sporadic cases occurring in the North Sinai governorate. The media reported at least three attacks on schools during the two years, including the following:

· On October 30, 2016, Mosr al-Arabiya reported that a suicide bomber exploded a car at al-Vaser School in al-Arish, Northern Sinai governorate. The attack significantly damaged the school building and property.

· Nine days later, on November 9, 2016, security forces reportedly defused an explosive device planted by unknown attackers near Abu-Bakr al-Siddiq Preparatory School, also in al-Arish.

· On February 3, 2017, fighters reported by local media to be associated with an “IS” affiliate remotely detonated explosives planted at a state-run school in Rafah in the northern Sinai. The school had previously
In 2013, local media reported the arrests of one teacher and seven high school students: 

- In May, Egyptian officials arrested a Christian school teacher after her students accused her of expressing disdain for Islam. She was ordered to pay more than 25 years of her salary as punishment.
- In September 2013, seven high school students were arrested during a student-led protest in Faiyum.

Between 2014 and 2017, media reported at least three targeted attacks on teachers carried out by fighters suspected of being affiliated with ‘IS’, along with one allegedly carried out by Egyptian security forces:

- On January 13, 2015, assailants suspected to be with ‘IS’ in the Sinai Province reportedly shot and killed a female teacher in Sheikh Zuweid town.
- On February 16, 2017, Coptic Christian teacher Gamal Tawfiq died in a similar incident in the same city. He was shot by two men on a motorbike as he walked to al-Samran School. According to media sources, security officials suspected that ‘IS’ in the Sinai Province was responsible for the killing.
- In the one case implicating Egyptian security forces, Amnesty International alleged that teacher Mohamed Abdelsatar was disappeared on April 9, 2017, and later extrajudicially executed. Abdelsatar was reportedly taken from Abdel Samie Saloma School, the Al-Azhar University affiliate where he worked, by plainclothes police officers on the morning of April 9. Egyptian police denied the claim, stating that Abdelsatar had belonged to an armed group and was killed in an exchange of fire with police.

In addition to these individual attacks, a local media source reported that Sinai Province fighters repeatedly stopped school buses taking teachers from al-Arish to Rafah in March 2017. They threatened to kill or mutilate male student and one affecting a male student. Both cases occurred in the context of protests in Cairo in 2013.

As during the 2009-2013 period documented in Education under Attack 2014, arrests and targeted killings spuradically affected primary and secondary school students and teachers between 2013 and 2017:

- In 2013, there were several cases of Egyptian security forces arresting students and professors or injuring or killing students while responding to student protests on campus.
- One incident occurred during the first half of 2013, but the majority took place during the second half of the year, after General El-Sisi became president. Media sources reported that Egyptian security personnel used force to break up protests and arrested students at Cairo University, Zagazig University in Sharqia governorate, and Al-Azhar University in al-Arish city, Northern Sinai governorate.

Examples included the following:

- According to the Scholars at Risk Network, on April 16, 2013, Suez Canal University professor Dr. Mona Price began receiving death threats after delivering a lecture in which she referred to a poster hung on campus by Salafist students as an example of sectarianism. The university responded to these attacks by informally suspending Dr. Price without pay, after first advising her to stay at home because they could not guarantee her safety. She was also subject to a disciplinary investigation.
- Scholars at Risk also reported that five days later, on November 21, 2013, Egyptian police shot sixth-year medical student Abdel Ghany Hamouda in the head as they broke up a protest at Al-Azhar University. Protesters were demonstrating against the military coup and the new government’s crackdown on Muslim Brotherhood supporters.
- On November 28, 2013, police reportedly used live bullets and teargas to disperse a protest on the Cairo University campus, shooting and killing a 19-year-old engineering student named Mohamed Reda, according to Scholars at Risk. Protesters were objecting to the 11-year prison sentences imposed on 14 adult female students, and the unspecified juvenile detention time given to 7 minor female students for their involvement in pro-Morsi protests. Egypt’s Ministry of Interior denied using lethal force.
- Egyptian police allegedly used teargas and live ammunition to disperse crowds of protesting students at Al-Azhar University on December 28, 2013, during clashes between student supporters of former president Morsi and other students. One student was killed in the incident, another was left in critical condition, and three others were less seriously injured. Two university buildings were reportedly damaged.

According to media sources, there were also two explosive attacks by unknown perpetrators in 2013, both of which affected the Al-Azhar University in Cairo:

- On December 26, 2013, a bomb reportedly exploded on a bus in the road near student dormitories, injuring four to five people on the bus. It did not appear that students were among those injured.
- A second explosive device was discovered and defused outside the Al-Azhar University faculty of medicine on December 29, 2013.

Similar patterns of violence occurring during student protests continued in 2014, with allegations that security forces responded to both peaceful and violent student protests with disproportionate force. SAIIH and AFTE reported that, between September 2013 and July 2014, Egyptian security forces killed 18 university students and detained close to 1,000. Violence reportedly affected Cairo University, Ain Shams University, Al-Azhar University, and Alexandria University. After only a handful of incidents in early 2014, violence surged after the summer break. For example:

**Sexual violence by armed parties at, or en route to or from, school or university**

At least two cases of sexual violence against students were reported between 2013 and 2017, one affecting a female student and one affecting a male student. Both cases occurred in the context of protests in Cairo in 2013 and 2014, during which rights groups documented patterns of sexual harassment and abuse:

- Amnesty International reported testimony from a female Al-Azhar University student, who accused Egyptian Central Security Forces of detaining her on campus on December 30, 2013. The security forces allegedly dragged her across the pavement, beat her with batons, and kicked her, before taking her into a police van and threatening to rape her. She told Amnesty International that the police officers continued to beat her with batons after she was transferred to the police station.
- According to the Guardian, plainclothes police officers arrested a 19-year-old male student leader on March 24, 2014, after a student protest. The student alleged that the police officers beat him, gave him electric shocks on his genitals, armpits, fingers, and stomach, and sexually assaulted him.
Protest-related violence continued to slow during the 2015-2016 school year. SAIH and AFTE documented 21 arrests of university students. There were also two attacks on doctoral candidates at the beginning of 2016, both of which appeared to be connected to their scholarly research:

- On January 25, 2016, Giulio Regeni, an Italian doctoral student, disappeared. He was later found dead. Regeni had been researching an emerging street vendors’ union. Investigative media sources suspected that Egyptian authorities were responsible for Regeni’s death because of the government’s concern that the street vendors were becoming increasingly difficult to control as a group.823
- In February 2016, Medhat Maher, another doctoral candidate at Cairo University, was arrested and accused of belonging to the Muslim Brotherhood. Maher had reportedly been researching Islamic movements and owned books related to the topic. The evidence against him included books related to his research.824

By 2017 there were no more reports of protest-related violence affecting university students or personnel. However, there were reports of at least one explosive attack targeting a university and one case of university students being detained and deported:

- Daily News Egypt reported that on February 4, 2017, unknown attackers suspected to be members of the Sinal Province blew up an institute affiliated with Al-Azhar University.825
- According to Human Rights Watch and media reports, beginning on July 2, 2017, Egyptian police began targeting shops, restaurants, and student dormitories where university students from the Chinese Uighur ethnic group were known to congregate and detaining them. Chinese authorities sought the return of Uighur students studying abroad throughout 2017, according to Human Rights Watch.826

ETHIOPIA

Dozens of primary, secondary, and university students were killed or injured, along with hundreds arrested, during the government’s response to student protests in Ethiopia. Many of these students were members of the Oromo ethnic group. Government personnel also intimidated and arrested university professors and primary and secondary school teachers in connection with the government’s counterprotest efforts.

Context

In 2014, due to their fear of displacement, members of the Oromo ethnic group began protesting the Ethiopian government’s announced “Master Plan” to expand Addis Ababa into surrounding towns in the Oromia region.827 Protests decreased in early 2015 before surging in November of that year and continuing into late 2016, with a broad geographic scope both within and outside Oromia.828

Government security forces responded to peaceful protesters, many of whom were students, with live ammunition and other violent means, killing dozens and arresting thousands.829 Government-affiliated personnel reportedly threatened and harassed human rights activists, journalists, teachers, and others whose publications and teaching activities were perceived to align with the Oromo protests.830 The government cancelled the Master Plan in January 2016, but the protests continued.831

In October 2016, Ethiopia’s government declared a state of emergency, due to instability caused by the protests. The measure, initially planned to last six months but extended by another four, restricted freedom of expression, association, and assembly and gave the police significant authority in responding to protests.832 The state of emergency officially ended on August 4, 2017.833 Protests began again soon after the state of emergency was lifted and continued through 2017, with clashes between security forces and local community members leaving at least 18 people dead on September 12, 2017, alone.834

Arrests made as part of government efforts to prevent further protests affected students and teachers, along with opposition politicians, health workers, and others who assisted fleeing protesters. According to the govern-
**Atacks on schools**

GCPEA found one report of an attack on a school in Ethiopia during the reporting period. On September 6, 2017, a grenade was thrown into a school in Meiso, Harar, in eastern Ethiopia, injuring four students.

**Attacks on school students, teachers, and other education personnel**

Throughout the reporting period, government security forces arrested, killed, and injured hundreds of students and teachers in the context of protests. These incidents occurred at schools, in classrooms, and at home. Attacks on students and teachers were more frequently reported than they had been from 2009 to 2013, mainly due to the heightened instability caused by the protests and the state’s response. Attacks on students and teachers were more frequently reported than they had been from 2009 to 2013, mainly due to the heightened instability caused by the protests and the state’s response.

In responding to these protests throughout that year, government security forces killed dozens of primary and secondary school student protesters and injured many more by using live ammunition, tear gas, and other means. For example, on May 2, 2014, international media reported that government security forces killed dozens of suspected student protesters and injured many more by using live ammunition, tear gas, and other means.

In 2015, many without being charged. Among the approximately 30 former detainees interviewed by Human Rights Watch, most alleged that they were tortured or ill-treated while in detention.

From 2014 to 2015, attacks on and detention of students and teachers in Oromia often followed a similar pattern. According to Human Rights Watch, government security forces arrested students while raiding their homes and interrogated them about who was organizing students.

Many of the students arrested were released after detention for several weeks, although some were detained for several months and many remained in detention throughout the 2013-2017 reporting period. The arrested students reported to Human Rights Watch that they had been tortured and beaten while in detention. Four students interviewed said they received electric shocks, and two stated that they had weights tied to their testicles, which was also an act of sexual violence, as noted below.

**Military use of schools and universities**

Military use of schools and universities by national armed forces that was reported in 2015 and 2016 took place in the context of the government’s response to protests. Human Rights Watch found that, during the 2015 protests, government security forces occupied at least four school and university campuses, including classrooms, to prevent students from organizing and protesting. In some cases this prevented classes from taking place.

The same source reported that classes took place with plainclothes security officials present in at least three cases.

Several students claimed that government security forces used their classrooms as makeshift detention centers, but Human Rights Watch was unable to verify these allegations.

Reports of military use of schools and universities continued but were less frequent in 2016 and 2017. For example:
mainly in the Oromia region. Human Rights Watch reported such violence in the cities of Ambo, Adama, Jimma, Ababa University and the other at Arba Minch University in the south of Ethiopia.

At least two incidents of arrests of multiple university students occurred in 2013, which included one at Addis Ababa University and the other at Arba Minch University in the south of Ethiopia.

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During the 2015 protests, when violence against students and other protesters increased over previous years, soldiers and police arrested, injured, and killed dozens of students from university campuses and other locations, mainly in the Oromia region. Human Rights Watch reported such violence in the cities of Ambo, Adama, Jimma, and Haramaya in the Oromia region, and in other locations throughout the country. The US State Department found similarly that the Ethiopian government surveilled and detained students at Oromia University throughout the year. Detentions, beatings, and killings that targeted university students in 2015 included the following:

- Scholars at Risk found that an Addis Ababa University student was arrested on campus on March 28, 2013, after expressing concern via Facebook about alleged corruption among Arba Minch University officials and city administrators. The student was subsequently charged with criminal defamation.
- Local news reported in May 2013 that police surrounded the campus of Arba Minch University and detained at least 100 students for allegedly organizing a protest about education-related grievances.

As in the case of primary and secondary education, violent responses to protests at the university level continued and in January 2016 alone there were three attacks on higher education. Dozens of students were injured, arrested, and detained in these attacks, with the violence primarily targeting Oromo students.

Attacks on higher education appeared to increase in the 2013-2017 reporting period over the 2009-2013 period. Throughout the current reporting period, government security forces killed, injured, and arrested university students in response to protests. There was a peak in 2015 and early 2016 in conjunction with the rising level of protests across the country and the violent government response. GCPEA found reports of two cases of attacks on higher education in both 2013 and 2014. The number rose to 15 in 2015, including at least 15 in December, and in January 2016 alone there were three attacks on higher education. Dozens of students were injured, arrested, and detained in these attacks, with the violence primarily targeting Oromo students.

From India, where access to education remains high and where students are targeted for their political activism, human rights groups have documented a number of incidents of violence against students.

Excerpts from India:

- Explosives, arson, and use by the military damaged or destroyed more than 100 schools in India. The highest rates of attacks occurred in 2015 during elections in the country’s northeast, and in 2016 in connection with violent protests in the state of Jammu and Kashmir, where approximately 50 secondary school and university students were reportedly injured.

**Context**

Ongoing political and separatist conflicts triggered unrest in several regions of the country, each resulting in attacks on education. In 2014, CEDAW noted its concern for the level of violence affecting women in the conflict-affected areas of the country, including rape and other forms of sexual assault. Separatist movements and communal conflicts reportedly contributed to violence in the country’s northeast. Abuses affecting education were concentrated in Assam, Manipur, and Meghalaya states. Also in the east of the country, protests in the state of Jammu and Kashmir, where approximately 50 secondary school and university students were reportedly injured, are particularly noteworthy.

**Children recruitment at, or en route to or from, school**

In the last few years, the recruitment of children in armed groups has occurred in India. In 2017, there were reports of children being recruited into armed groups in the region of the northeast. In addition, there were reports of children being abducted by armed groups in the state of Assam.

**Sexual violence by armed parties at, or en route to or from, school or university**

Sexual violence has been a concern in India, particularly in the northeastern region. According to human rights groups, there have been reports of sexual violence against students in schools and universities. The situation has been exacerbated by the ongoing conflict in the region, leading to an increased risk of sexual violence.

**Attacks on higher education**

Attacks on higher education have been a prominent issue in India, particularly in the northeastern region. In recent years, there have been reports of violent responses to protests at the university level, with government security forces killing, injuring, and arresting university students in response to protests. The violence has been primarily targeting Oromo students.

**Child recruitment at, or en route to or from, school**

In India, there have been reports of children being recruited into armed groups in the region of the northeast, particularly in Assam.

**Sexual violence by armed parties at, or en route to or from, school or university**

Sexual violence by armed parties at, or en route to or from, school or university has been a concern in India, particularly in the northeastern region. According to human rights groups, there have been reports of sexual violence against students in schools and universities. The situation has been exacerbated by the ongoing conflict in the region, leading to an increased risk of sexual violence.
On December 3, 2013, the Communist Party of India-Maoist (CPI-M) claimed responsibility for blowing up a school that was under construction in Kurumgarh village, Jharkhand state, reportedly to prevent police from using the building. They left behind a note that stated, “Destroy police camp.”

In Uttar Pradesh, unidentified assailants threw an explosive device at an educational institution serving a minority group on December 5, 2013.

Attacks on schools appeared to decline across conflict-affected areas in India in 2014, with the media reporting at least three incidents, including the following:

- Between January 25 and 27, 2013, three explosive devices targeted Raja Dumbra Singh High School and Khonghampat High School, both in Manipur state, and Jaleshwar High School in Assam state. The Coordination Committee, an umbrella organization comprised of several non-state groups fighting against the state, claimed responsibility for the first attack, while officials suspected that the United Liberation Front of Assam (ULFA) was responsible for the second attack. No group claimed responsibility for the third attack. All three explosions were thought to have been intended to disrupt Republic Day celebrations.

- The next month, on February 10, 2013, at least 11 schools were partially or fully burned down in Assam state, due to polling violence, according to media reports.

- On June 15, 2013, suspected Naxalites blew up a middle school in Bhulsumia village in Jamui district, Bihar state.

- An explosive device went off at Ayatpur High School in Ayatpur city, Odisha state, on July 1, 2013, reportedly injuring at least 19 students.

- Authorities disabled another explosive device at the government middle school for boys in Katiang village, also in Odisha state, on September 11, 2013.

In 2013 there were media reports of at least 26 attacks on school infrastructure in India, taking a range of forms from explosives to arson. The majority of these attacks (21) occurred in India’s northeastern states of Manipur and Assam, including 11 attacks during elections. There were also five attacks on schools during elections. The attacks took place in the states of Bihar, Jharkhand, Odisha, and Uttar Pradesh, according to the media sources. Maoist groups claimed responsibility for or were suspected of being behind the attacks in Bihar and Jharkhand. The perpetrators of the attacks in Odisha and Uttar Pradesh were unidentified. Examples of reported attacks on schools in 2013 included the following:

- Between January 25 and 27, 2013, three explosive devices targeted Raja Dumbra Singh High School and Khonghampat High School, both in Manipur state, and Jaleshwar High School in Assam state. The Coordination Committee, an umbrella organization comprised of several non-state groups fighting against the state, claimed responsibility for the first attack, while officials suspected that the United Liberation Front of Assam (ULFA) was responsible for the second attack. No group claimed responsibility for the third attack. All three explosions were thought to have been intended to disrupt Republic Day celebrations.

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At least 12 attacks on schools took place during 2015, according to media reports. Four incidents occurred in connection with the insurgency in India’s northeast (three in Manipur and one in Meghalaya states), four schools in the Maoist-affected areas of Bihar and Jharkhand states experienced explosive attacks, and four incidents affected schools in West Bengal state. For example:

- MM Higher Secondary School in Imphal city, the capital of Manipur state, was reportedly targeted twice, once on March 8, 2015, when a grenade exploded outside the school, and once on June 26, 2015, when a bomb was safely defused.
- On March 9, 2015, six gunmen suspected to be part of the Garo National Army opened fire on a school in Raghagre village in West Garo Hills district, Meghalaya.
- An attack at God Church School in Dum Dum Cantonment of Calcutta, West Bengal, injured one student on June 15, 2015.
- On August 15, 2015, two explosives thrown at a school in Nawada town in Bihar state reportedly injured two female students.
- In Jharkhand state, the CPI-M left a pamphlet at a school in Serendag village, Latehar district, after detonating explosives there on November 10, 2015. The pamphlet warned against allowing security forces to use school facilities and demanded that security forces vacate any schools in the district that they were currently using.

The rate of attacks on schools in India rose sharply in 2016. GCPEA identified media reports of 58 attacks on schools that year. The majority of these incidents took place in Jammu and Kashmir state, but schools were also attacked in at least 9 other Indian states. In Jammu and Kashmir state, unidentified assailants burned scores of schools. These attacks occurred against a backdrop of violent protests. According to Human Rights Watch, at least 32 schools were set on fire between August and the end of the year. In response, the High Court of Jammu and Kashmir directed government officials to take the necessary measures to protect them.

Attacks on schools appeared to slow in 2017, but at least two schools in Jammu and Kashmir state were targeted, and several other attacks by unknown assailants occurred in other areas of the country. For example:

- According to local media, on March 10, 2017, an unidentified individual threw a bomb into the Sardar Patel Inter College in Kanpur, Uttar Pradesh state, injuring two female students.
- First Post reported that a government school was set on fire in Budgam district, Jammu and Kashmir state, on April 7, 2017. The school was to be used as a polling station.
- In Jharkhand state, suspected Maoists attacked one school in Khunti district on the night of April 28, 2017, partially destroying it, according to the Indian Express.
- On April 29, 2017, according to the Hindustan Times, a bomb exploded at a government-run middle school in Patna City, Bihar state, injuring seven students.

**Attacks on school students, teachers, and other education personnel**

According to media reports compiled by GCPEA, there were more than 30 cases of abductions, explosive attacks, targeted killings, and violent repression of student protests between 2013 and 2017, which harmed approximately 150 students and education personnel. Most individual attacks occurred in connection with the insurgency in the northeast and the Maoist conflict in the east. However, the majority of individuals harmed were injured during student protests in Jammu and Kashmir in April and May 2017. Although the protest-related violence meant that more students and educators were reportedly harmed by attacks on education between 2013 and 2017, the documented rates of abduction and targeted killings were slightly lower than those reported in Education under Attack 2014.

Four incidents affected students, teachers, and education personnel during 2013, according to media reports. These included two cases of abduction in Assam state, an attack on a teacher’s residence in Manipur state, and an attack on a school leader in Uttar Pradesh state:

- In Assam state, unidentified assailants reportedly kidnapped the headmaster of Nambor Middle English School in Golaghat district on March 13, 2013.
- In the later in the year, December 4, 2013, two armed men attempted to hijack a school van in Sivsagar district of Assam state. When the bus driver fought back, they kidnapped one girl out of the 11 children aboard, reportedly taking her in the direction of Nagaland state.
- In Manipur state, unidentified attackers threw a grenade at the home of a government school teacher in Imphal East district. The explosive failed to detonate.
- Further south, in Uttar Pradesh state, armed men broke into a school run by Bharatiya Janata Party (BJP) leader Heera Singh in late December. They burned the school guard to death and kidnapped Singh’s daughter.

There were slightly more attacks on teachers and other education personnel reported during 2014, with media sources documenting nine incidents. Five of these attacks took place in the northeastern states of Manipur and Meghalaya, and four took place in Odisha and Chhattisgarh states, affected by conflict with Naxalite groups. A series of abductions and killings also appeared to target teachers in Meghalaya state during the second half of 2016. Examples included the following:

- A school supervisor and a librarian were reportedly abducted in Odisha state on January 24, 2014. The police rescued both on January 30, 2014.
that occurred in 2017 took place in the context of student protests in Jammu and Kashmir state, according to a local media source. However, the majority of attacks on students and education personnel

News sources reported that education personnel in Meghalaya and Jammu and Kashmir states experienced beating throughout the following:

- Sudhir Kumar, a teacher, was wounded when police allegedly used violence during a teacher protest in Punjab state on December 11, 2016. The teachers were demonstrating for more regularized jobs and permanent recruitment.

In 2015, media reports indicated that students, teachers, and other school employees continued to be targeted at similar rates as the previous year, primarily through abduction, in India’s northeastern states of Assam and Meghalaya. That year saw at least eight attacks on education personnel, according to media reports, including the following:

- In Assam state, unidentified assailants abducted two teachers: Iqbal Rafique, a teacher at the Turis Christian Girls’ School on February 1, 2015, and Basu Upadhyai, a school employee, on March 12, 2015.
- A third teacher, Prabin Patgiri, was reported injured in Assam state on May 3, 2015, when gunmen opened fire on him.
- In Meghalaya state, the ASAK claimed responsibility for abducting a retired teacher, Gaganendra Sanyal, on May 9, 2015, and holding him hostage until May 23.
- Unknown assailants abducted three other teachers in Meghalaya state, including two on June 12, 2015, and a third on September 15.
- In Bihar state, two suspected Maoist assailants abducted Kamlesh Kumar, a student at the Simultala Residential School, releasing him, with injuries, after four hours. The attackers reportedly demanded that the school be closed.

News sources reported that education personnel in Meghalaya and Jammu and Kashmir states experienced beatings, threats, and abductions in at least nine incidents in 2016. These included the following:

- Sengsram Marak, a teacher, was reportedly abducted in Dobakdrop village, Meghalaya state, on February 9, 2016. He was rescued one day later, on February 10. It was not clear who was responsible for the abduction.
- During the first week of August, unidentified attackers beat Abdul Rashid, the principal of a higher secondary school in Jammu and Kashmir state, critically injuring him.
- On August 16, 2016, Madison Ch Marak, a teacher in Jinnangre, was reportedly attacked and killed. The Garo National Liberation Army claimed credit for the attack, stating that Marak had been working with government authorities.
- Also during the first week of August, a petrol bomb was thrown at the home of Naem Akthar, the Minister of Education for Jammu and Kashmir state. The minister was again threatened on September 27, 2016, when Pakistan-based group Lashkar-e-Taiba warned him not to re-open educational institutions in the state.
- On October 4, 2016, a petrol bomb was thrown at the home of Naeem Akthar, the Minister of Education for Jammu and Kashmir state. The minister was again threatened on September 27, 2016, when Pakistan-based group Lashkar-e-Taiba warned him not to re-open educational institutions in the state.

Between 2013 and 2017, at least two reported cases of sexual violence were committed against female students. Sexual violence by armed parties at, or en route to or from, school or university

- On June 30, 2014, assailants suspected to be members of the A’chik Songa An’pachakgipa Kotok (ASAK), a Meghalaya-based armed group, abducted a teacher at the Dalu Higher Secondary School. Police rescued the teacher the following day.

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Attacks on higher education

Attacks on higher education from 2013 to 2017 included explosives targeting university campuses and personnel, as well as abductions of professors. Beginning in 2016, attacks on higher education were increasingly common, as communal tensions fueled by different political parties appeared to contribute to several incidents of violent attacks, protests, or repression that took place during university lectures or elsewhere on campus. Violence also escalated in Jammu and Kashmir state. More than 100 students and 100 education personnel were harmed, the majority during protests in Jammu and Kashmir state in April 2017. Attacks on higher education appeared to occur with slightly greater frequency than during the 2009-2013 period covered in Education under Attack 2014.

There were at least two attacks on higher education in 2013, according to media reports:

- On July 16, 2013, unidentified assailants set off an explosive device at the home of the director of the Regional Institute of Medical Science and Hospital in the Imphal West district of Manipur state.194
- On December 6, 2016, a bomb exploded at Annie Besant Intercollege in Uttar Pradesh state, injuring a 5-year-old boy and a 4-year-old girl.195

According to media sources, at least four attacks targeted higher education in 2014, three in the northeastern states of Manipur and Assam, and one in the Maoist-affected state of Jharkhand:

- On April 7, 2014, unidentified assailants threw a hand grenade at the home of the director of the National Institute of Technology in Bishnupur district, Manipur state.196
- A second attack in Manipur state targeted Manipur University. On July 12, 2014, an explosive device detonated near the university, wounding seven people.197
- On July 29, 2014, a college principal was abducted, reportedly by the Rabha National Security Force, an armed group affiliated with the Rabha tribal community. He was freed in a police force operation two days later.198
- In Jharkhand state, gunmen abducted the chairman of Nila Institute of Technology on August 4, 2014.199

During 2015, there were media reports of at least five attacks on universities and academics in the northeastern states of Manipur and Nagaland. One additional attack, in Kamataka state, appeared to be linked to religious intolerance. For example:

- One bomb exploded near Manipur University on April 22, 2015, injuring at least three people, including university lecturers.200
- A second explosive device was found and defused in Imphal district on May 21, 2015, at the National Institute of Technology.201
- On August 7, 2015, the National Socialist Council of Nagaland-Khaplang claimed responsibility for an assault on the principal of the Khelloshe Polytechnic Alouzu, an engineering school. The attack occurred and the principal was later shot.202
- On August 15, 2015, unidentified attackers shot and killed Madivalappa Kalburgi, a literary scholar at Kanada University. The professor had been critical of particular religious groups and had publicly criticized “idol worship” and superstition.203

Media reports indicated that attacks on higher education became slightly more common in 2016 than in 2015. Incidents included at least four explosive attacks at universities, and the arrest or attack of professors or students in at least nine incidents for reasons related to their academic work or their alleged use of antinationalist rhetoric.204 For example:

- On January 27, 2016, news sources reported that police detained approximately 100 students from universities across Delhi who were marching in protest after Rohith Vemula, 26-year-old Dalit doctoral student at the University of Hyderabad, committed suicide. The ABVP had accused Vemula of violence against other students in 2016.205
- On March 22, 2016, police allegedly used force on University of Hyderabad students and faculty who were protesting the lack of investigation into Vemula’s death. Amnesty International reported that the police assaulted the protesting students, including by using sexual violence against female students.206
- Media sources reported that Professor Vivek Kumar from Jawaharlal Nehru University was attacked during clashes that broke out between Akhil Bharatiya Janta Yuva Morcha, the youth wing of the BJP party, and Ambedkar Vihar Manch, a Dalit network, at a symposium on Indian society that the professor held on February 21, 2016.207
- According to the Scholars at Risk Network, Kanhaiya Kumar, head of the Jawaharlal Nehru University (JNU) student union, was arrested on February 12, 2016, in New Delhi for allegedly using anti-Indian slogans during protests, after the university had withdrawn permission for a student event marking the government execution of a Kashmiri activist in 2013.208 Two other students, Umar Khalid and Anirban Bhattacharya, were later arrested and charged with sedition on February 23, 2016, for the same reason.209
- Kumar and Khalid were released on bail in March 2016. The two remained under threat, however, and on April 17, police found a note elaborating a plan to kill them. The note and a gun were found in a bag on a bus that was headed to the JNU campus.210 A group of approximately 100 people reportedly affiliated with right-wing groups later assaulted Kumar during a rally organized by two left-wing student organizations in August 2017.211
- In Mysore, a University of Mysore communications and journalism professor was arrested on June 16, 2016, after giving a speech on campus that allegedly insulted the Hindu community, according to Scholars at Risk.212
- According to local media, a bomb exploded at the gate of Manipur University on August 10, 2016. This was the third incident in three years at the same university.213
- On November 3, 2016, unknown attackers threw a petrol bomb at Sri Pratap College in Srinagar, Jammu and Kashmir state, according to news reports.214

During 2017, there were 10 incidents of violence and arrests affecting higher education that related to Hindu nationalism or caused more harm than those in previous years, and were largely related to student protests in Jammu and Kashmir state. Incidents related to Hindu nationalism or to protests over policy included the following:

- The Hinduistian Times reported that police arrested several students demonstrating on the first anniversary of Rohith Vemula’s death on January 17, 2017, along with Vemula’s mother, Radhika Vemula.215
- On February 21, 2017, the Hindu nationalist student organization Akhil Bharatiya Vidhyarthi Parishad (ABVP) (All India Student Council), affiliated with the Hindu nationalist organization Rashtriya Swayam Sangh, protested a talk given at Ramjas College in Delhi by Umar Khalid, who had been arrested the year before, and Sheila Rashid, another student who had been arrested at JNU in 2016. The protest turned violent, with ABVP students reportedly breaking windows of the conference room where the event was to be held and throwing rocks at other students. The college cancelled the talk, and a march protesting the cancellation led to violent clashes between student groups. Police allegedly used excessive force in responding to the violence, injuring at least 20 students.216
- Scholars at Risk reported that on April 11, 2017, 52 students from Panjab University were arrested and charged with sedition after a clash with police officers that occurred while they were protesting an increase in tuition fees. Police allegedly used water cannons, teargas, and batons to prevent the students from...
both university and secondary school students and police, as mentioned above. Tensions in Jammu and Kashmir state also affected higher education during 2017, with clashes occurring between security forces and protesters on April 16, 2017.1000 At least 14 college and secondary school students in Pulwama and Shopian were injured.1000
- Eight Lucknow University students were reportedly arrested on June 3, 2017, after they participated in a peaceful demonstration against the allocation of university funds. After students surrounded the motorcade of Chief Minister Yogi Adityanath, a state official who was visiting the university, police allegedly responded with force. The charges against the students included unlawful assembly, rioting, assault or criminal force against a public servant, and criminal intimidation. They were denied bail on June 10 and kept in judicial custody until June 24.1001
- A female student, B. Valarmathi, was also reportedly arrested at Periyar University in Salem, Tamil Nadu state, on July 12, 2017, after she distributed pamphlets encouraging student opposition to government energy projects. Valarmathi was detained for six days before being charged with insulting others to disturb the public order, according to Scholars at Risk.1002
- On September 23, 2017, police allegedly wounded several students, mostly female, at Banaras Hindu University (BHU) as they tried to enter the residence of the university’s vice chancellor during a protest of the alleged sexual harassment of one of their classmates. According to the students, police used lathi (a kind of martial arts stick) against the protesters, pulled their hair, and dragged them away.1003 Varanasi police reportedly charged some 1,200 BHU students, mostly female, with arson and other crimes.1003 The vice chancellor was accused of mishandling the event and placed on indefinite leave, the head of campus security resigned, seven women were appointed as security guards, and the National Commission for Women initiated an investigation.1003

Tensions in Jammu and Kashmir state also affected higher education during 2017, with clashes occurring between both university and secondary school students and police, as mentioned above. University World News reported that some sources estimated that a total of 500 students were injured.1006 Many schools and colleges were reportedly closed for up to one month.1006 Incidents included the following:

- Violence began in mid-April, after two Indian security force vehicles entered the campus of Pulwama Government Degree College. Students threw rocks, and security forces responded with pellets and teargas, reportedly wounding at least 54 students.1007
- Two days later, violence spread to Baramulla and Sopore towns in north Jammu and Kashmir state, Anantnag and Tral in south Jammu and Kashmir, and Srinagar in central Jammu and Kashmir, with at least 70 more secondary school and university students injured on April 17, 2017.1008 Local media reported that government forces responded to student protesters at the SP Higher Secondary School in Srinagar with teargas and water cannons in an effort to prevent them from marching in the streets. At least two students sustained brain injuries.1009

- Colleges across the region were closed for five days, but when they re-opened on April 24, 2017, students marched in protest once more, clashing with police who again used water cannons, teargas, and pellets. At least 14 college and secondary school students in Pulwama and Shopian were injured.1010
- Protests continued through May 18, 2017, when pellets and teargas shells were fired at protesters during clashes between students from the Government Degree College in Kulgam district and police, reportedly injuring 14 people, mostly students. The students were protesting the detention of their colleagues.1011

According to information shared by the UN at least 590 schools were damaged or destroyed in Iraq, and at least 100 teachers and 60 students were killed, injured, threatened, or abducted. Dozens of schools and universities were used for military purposes by parties to the conflict. Armed groups recruited children and youth from schools. There were also at least 70 reported attacks on higher education facilities, students, and personnel.

Context
Insecurity increased across Iraq during the 2013-2017 reporting period, with sectarian violence between Shiias and Sunnis escalating in 2013, the rise of ‘IS’ in 2014, and violence surrounding parliamentary elections, also in 2014. These trends, in combination with weak governance and widespread corruption, significantly challenged the country’s stability.1012

The Iraq Security Forces (ISF), government-allied militias, and ‘IS’ vied for territorial control throughout the reporting period.1013 Beginning in mid-2014, ‘IS’ gained control over predominantly Sunni areas north and east of the capital, Baghdad.1014 Backed by the United States, the ISF began operations to retake Ramadi in February 2016, Fallujah in May 2016, and Mosul in October 2016.1015 The operation in Mosul lasted through first half of 2017, which had a devastating impact on the civilian population. Conflict throughout Iraq took a toll on education. UNICEF reported in June 2017 that in the areas of Iraq most affected by conflict, more than 90 percent of children were out of school.1016 In areas under its control, ‘IS’ reportedly banned subjects such as history, literature, art, music, and evolution, and replaced the curriculum with one focused on religious teaching.1017 Human Rights Watch reported that families had stopped sending their children to school in areas controlled by ‘IS’ because of changes the group made to the curriculum, fears about indoctrination, concern that schools would be struck in air strikes targeting fighters, and a lack of qualified teachers.1018

Although ‘IS’ permitted girls under the age of 15 to attend school, the group segregated the classrooms and its curriculum promoted gender stereotypes.1019 In public life, including on the route to school, girls faced the threat of rape and harassment, including for failure to comply with dress codes.1019 Furthermore, parents reported marrying their girls early to protect them from being forced to marry ‘IS’ fighters, despite the fact that early marriage resulted in the girls dropping out of school.1019 A UN commission of inquiry determined that sexual violence committed against Yazidi women and girls by ‘IS’, such as using schools as sites to sell women and girls into sexual slavery, were acts of genocide.1020

In the context of increased violence and instability, attacks on education in the current period were reported at higher rates than during the period covered in Education under Attack 2014. Attacks on schools
The 2013-2017 reporting period saw more than 100 targeted and indiscriminate attacks on schools, which harmed more than 300 students and education personnel. UNICEF reported in June 2017 that there had been 138 attacks on schools between January 2014 and May 2017, and that half of all schools in Iraq were in need of urgent repairs, although it was unclear whether this need stemmed solely from the conflict.1019

Attacks on schools typically took the form of explosives, mortar shells, and air strikes. These reported numbers represented a doubling of those described in Education under Attack 2014, despite constraints on monitoring and reporting during the current reporting period. The UN Security Council noted that limited access to areas of Iraq affected by conflict throughout 2014 and during the first half of 2015 prevented comprehensive monitoring of attacks on education during that time.1019

GCPEA found a total of 19 attacks on schools that were reported by the UN and media sources in 2013.1016 In most cases, unidentified attackers planted explosives inside or near schools, or exploded vehicles near schools. The
UN Assistance Mission for Iraq (UNAMI) documented the same number of attacks, although it was not clear whether the two sets of attacks included identical incidents. For example:

- According to UN sources, on March 11, 2013, an IED targeting a police station in the town of Dibis, north of Baghdad, damaged an adjacent secondary school. One hundred and six students between the ages of 13 and 17 were wounded, as were four teachers.1017

- UN and media sources documented an attack in October 2013 in Qabak Turkman village, in the northern Nineveh governorate. A suicide bomber reportedly drove a truck full of explosives into a primary school playground and detonated them, killing at least eight primary school children, their head teacher, and an unknown number of other teachers, and injuring at least 112 children and teachers.1018

- On November 28, 2013, a bomb on the road outside a girls’ school was discovered and safely defused.1019

The number of reported attacks in 2014 tripled over the previous year. GCPEA found reports of approximately 60 incidents of violence targeting schools, based on information compiled from UN and media sources. The UN Secretary-General’s Annual Report on Children and Armed Conflict similarly reported 67 attacks on schools and education personnel, including military use of schools, throughout the country during the year.1020 This increase in attacks that affected schools was partially attributable to violence leading up to the Iraqi elections in April of that year. The majority of attacks on schools took forms similar to those seen in 2013, including the use of IEDs and other explosives. There were also cases of gunmen opening fire on schools guarded by the ISF, which damaged the buildings.1021 For example:

- According to the UN, 23 attacks targeted schools, including polling stations in northern and western regions of Iraq, including in Baghdad, Kirkuk, Salah al-Din, Anbar, and Nineveh, around the time of the April 2014 parliamentary elections. The perpetrators of the attacks were not identified.1022

- One of the deadlier attacks on schools occurred on June 9, 2014, when two vehicle-borne IEDs detonated in the mixed Kurdish, Turkmen, Sunni area of Tuz Khormatu, one near the office of the political party Patriotic Union of Kurdistan, and the other near the office of the Iraqi Communist Party, both located near schools. No damage to the schools was reported. According to UNAMI, these explosions killed 26 people, including one child under the age of 15, and injured 150 others, including 12 students under the age of 15. The perpetrator of the attack was not reported.1023

Attacks on schools continued to be reported at even higher rates during 2015. The UN documented 90 attacks on schools and education personnel and verified 68. Most (62) took place during fighting in Anbar, near Baghdad, that continued throughout the year. It was not clear how many of these attacks were directed at educational facilities rather than at education personnel. For example:

- A UN report documented five attacks on schools during the first half of 2015, all of which occurred during clashes between the ISF and ‘IS’ in Anbar, killing an unknown number of IDPs who were sheltering in the schools.1024

- According to media reports, on June 16, 2015, an explosion near a girls’ school in Diwaliya killed at least four students and a teacher and injured another four students.1025 Reports conflicted about whether the explosion was the result of a roadside bomb or a car bomb.

- On November 29, 2015, a mortar shell from an unidentified source struck a school in Anbar, reportedly injuring three students, according to the GTD.1026

Reports of attacks on schools appeared to decline in 2016, but it was not clear whether this pattern was the result of challenges in monitoring or changes in the environment. The UN documented at least 11 attacks on schools during 2016 but verified just 5. Among the attacks verified were air strikes that damaged two schools in Mosul, one that was being used by ‘IS’, and three others that were damaged by fighting in Kirkuk and Nineveh. The UN also documented attacks on schools in Diyala, Baghdad, and Anbar provinces. The majority of these attacks took the form of mortars and explosives directed at schools, and were reportedly perpetrated by ‘IS’. Examples included the following:

- ‘IS’ struck a school in eastern Ramadi on May 16, 2016, according to local media sources.1027

- The MRM country taskforce reported at least one case of a vehicle-born IED attack on a school in Kirkh district, which occurred on an unknown date in October of that year.1028

In 2017, Mosul was the area most heavily affected by attacks on schools. Information collected by GCPEA from media reports, Airwars, and the UN indicated that there were at least 20 attacks on schools between January and April 2017, including 18 in Mosul, one in Diwaliya governorate, and one in Salah al-Din governorate. In April 2017, UN Habitat released an analysis of satellite imagery assessing damage to schools in Mosul. The analysis indicated that 32 schools had been destroyed across different areas of the city as of that month. According to the Education Cluster, by the end of July 2017, after Iraqi forces had retaken the city, a total of 69 schools had been damaged, the majority in West Mosul. In Salah al-Din governorate, the Education Cluster reported in June 2017 that 19 schools were destroyed, 13 in Yathrib district, 4 in Baiji district, and 2 in Shirqat district.1029

The UN verified 155 attacks on schools in 2017. GCPEA separately compiled information on 21 attacks on schools in 2017 from UN, NGO, and media sources. It was not clear whether any of these incidents overlapped with those verified by the MRM. For example:

- Airwars reported that Coalition forces took responsibility for bombing a school housing IDPs in Mosul on January 13, 2017.1030

- ‘IS’ was allegedly responsible for one of the deadlier attacks during the first quarter of 2017, according to local media. On February 11, 2017, the group reportedly fired missiles at a school in eastern Mosul, killing two female students and wounding others, including teachers.1031

Attacks on school students, teachers, and other education personnel

From 2013 to 2017, targeted killings, bomb blasts, abductions, and threats harmed at least 100 education personnel and 60 students. Rates of reported attacks remained relatively consistent throughout the reporting period and were slightly less frequent than documented in Education under Attack 2014, although this may have been the result of challenges in monitoring. The majority of violence against students, teachers, and education personnel occurred in areas of the country under ‘IS’ control, such as Mosul. Reports about life under ‘IS’ described teachers being threatened with death if they did not continue to teach the ‘IS’ curriculum. ‘IS’ was said to patrol the schools to ensure compliance. Many parents reportedly took their children out of school so that they would not be indoctrinated.1032

Targeted killings of teachers and principals were the most commonly reported form of attacks on students and education personnel in 2013. In most cases, the perpetrators and motives were unknown. The UN reported 13 incidents of killing or injury of education personnel and expressed concern about threats to teachers, particularly in Diya va governorate, where flyers distributed throughout the community threatened English-language teachers. GCPEA identified media reports of 11 attacks on students, teachers, and other education personnel in 2013. It was not clear how many of these overlapped with those reported by the UN. Some attacks targeted female educators and girls’ education. For instance:

- On January 7, 2013, a female Christian teacher was found dead, with her throat cut, in Mosul, according to UNAMI.1033
Attacks on students and education personnel continued at similar rates in 2014, and targeted attacks on and abductions of students were also reported. The UN documented 10 attacks or threats of attack against teachers by ‘IS’ during 2014, as ‘IS’ began to target teachers as part of its widely implemented strategy to control the Iraqi education system and use schools as sites for indoctrination.\(^{1064}\) UNAMI and OHCHR reported that in Kirkuk, after ‘IS’ required females above the age of 13 to wear the face-covering niqab, parents stopped sending their girls to school in order to avoid harassment by ‘IS’ patrols that were enforcing the rules.\(^{1060}\) The attacks on students and education personnel recorded in 2014 included the following:

- According to media sources, a roadside bomb planted by unidentified perpetrators struck a bus carrying school teachers in Baquba, Diyala province, in February 2014. At least 10 teachers were reported wounded.\(^{1061}\)
- Education International reported that ‘IS’ targeted teachers’ union leaders and their families, including the assassination of a union leader in June 2014 for his involvement in efforts to build a more democratic education system.\(^{1062}\)
- On June 22, 2014, attackers kidnapped 20 Kurdish school children, according to the GTD. Sources believed that ‘IS’ was responsible for that attack, but no one claimed responsibility.\(^{1063}\)
- On August 15, 2014, as reported by UNAMI and OHCHR, ‘IS’ went to a local school in Tal Afar, rounded up all males older than 10, took them away, and shot them.\(^{1064}\)

The UN and Human Rights Watch reported dozens of targeted killings and abductions of students and teachers during 2015, and one case of torture.\(^{1054}\) Following the same trends identified in 2014, ‘IS’ continued to target individuals who openly opposed the group and was responsible for many of the attacks on students and teachers. The UN verified a total of 24 violations against teachers and students.\(^{1055}\) Examples of attacks included the following:

- According to a report by UNAMI, ‘IS’ abducted four teachers from a high school in Mosul due to their opposition to the group.\(^{1056}\)
- In March 2015, ‘IS’ executed a primary school teacher who criticized the group in Tal Afar, according to Quilliam and the Romeo Dallaire Foundation.\(^{1057}\)
- On June 16, 2015, in Abu-Saída subdistrict, Diyala, anIED planted by unidentified perpetrators detonated in a minibus carrying female middle school students, killing the driver and four students, and wounding six students.\(^{1058}\)
- On December 9, 2015, ‘IS’ tortured and killed a female secondary school teacher in Mosul city for purportedly refusing to teach the group’s curriculum.\(^{1059}\) The curriculum banned the teaching of national history, literature, art, music, and evolution, and implemented gender-segregated teaching and learning.\(^{1060}\)

Attacks on students and educators appeared to slow in 2016. The UN verified far fewer attacks on education personnel than during the previous year, just five total. ‘IS’ was responsible for all of these attacks, including incidents in which four teachers were abducted, killed, or injured, and one teacher was threatened by the group.\(^{1061}\)

GCPEA collated information on 14 incidents of actual and attempted targeted killings by ‘IS’ or unidentified attackers in 2016, as well as abductions.\(^{1062}\) For example:

- Local media stated that in January 2016, ‘IS’ executed several teachers and civil servants in Mosul because they refused to implement the group’s curriculum, which they perceived to be ideologically extremist and to encourage violence.\(^{1063}\)
- On January 15, 2016, also according to UNAMI and OHCHR, ‘IS’ burned three female teachers to death in northern Mosul after accusing them of providing information to the ISF.\(^{1064}\)

Military use of schools and universities

Iraqi forces, ‘IS’, Peshmerga forces (Kurdish military forces), and other armed groups used dozens of educational institutions. It was not always clear how these institutions were used, but in some cases they served as bases, detention centers, and shields from attack, among other military purposes.\(^{1050}\)

Perhaps most notably, ‘IS’ used Mosul University as a base throughout much of the reporting period, from June 2014 until January 2017, when the ISF regained control of the area. ‘IS’ used university buildings as weapons workshops, barracks, and execution sites; damaged and destroyed university facilities; and attempted to change the university syllabus.\(^{1073}\) According to UN Habitat, which mapped damage in the area, multiple university buildings were severely damaged as a result of ‘IS’ use.\(^{1074}\) Military use of schools and universities appeared to increase throughout the reporting period, in contrast to the 2009-2013 period covered by Education under Attack 2014, during which no military use of schools or universities was documented.

While no cases of military use were documented in 2015, multiple parties to the conflict used schools for military purposes in 2014, resulting in at least one school being demolished by opposing forces.\(^{1075}\) According to the UN, ‘IS’ used three schools in the Anbar and Diyala governorates, ISF used two in the Salah al-Din governorate, and Peshmerga forces used one in Mosul.\(^{1076}\) In several cases reported by human rights groups and the UN, ‘IS’ used schools as detention, torture, and killing centers in their persecution of members of the Yazidi minority group. The reported cases in which ‘IS’ used educational institutions included the following:

- At least one university was used temporarily during 2014. According to a news report, in June 2014, members of ‘IS’ stormed Anbar University and detained dozens of students inside a dormitory before the gun- men left the university a few hours later.\(^{1077}\)
- On August 15, 2014, ‘IS’ fighters assembled Yazidi residents of a village in Kocho in a secondary school, separating men and boys from women and girls.\(^{1078}\) All males older than 10 years old were driven away and shot. As many as 400 men and boys were killed.\(^{1079}\)
According to the UN, in August 2014, ‘IS’ took children between the ages of 8 and 15 to different locations in Iraq and beyond, including a school in Tal Afar and a school on the outskirts of Raqqa, Syria. Trainings typically lasted from 13 days to three weeks. The children learned to shoot live ammunition and were forced to watch videos of beheadings. Some who refused to watch were severely beaten.1080

On November 11, 2014, the vacated Industrial High School in Baiji was destroyed by IEDs allegedly placed there by ‘IS’, as the ISF had previously used it as a military base.1081

According to the UN, between January and June 2015, ‘IS’, ISF, and the Peshmerga used seven schools for military purposes and as screening sites in cities throughout Iraq (four by ‘IS’, two by the ISF, and one by the Peshmerga).1082 Several of the educational institutions being used by armed forces or groups were either targeted by opposing forces or damaged in fighting. For example:

- In Mosul, on July 9, 2015, air strikes from an unknown source that UNAMI stated were intended to strike al-Ameen Secondary School, which was occupied by ‘IS’ fighters at the time, hit a marketplace, killing 11 civilians and wounding 12.1083

- According to information reported by AlFanar Media, after Iraqi forces took back control of Tikrit University from ‘IS’, the military used the campus as a base for five months. The university had been heavily damaged in fighting between ‘IS’ and Iraqi forces while it was occupied.1084

Reports of military use of schools rose significantly in 2016, with the UN documenting 38 cases, most involving ‘IS’. ‘IS’ reportedly used 34 schools as combat positions, weapons depots, or training facilities in Anbar, Kirkuk, and Nineveh, while ISF used three schools in Nineveh as screening centers, and the Popular Mobilization Forces used one school in Nineveh.1085 Separately, the UN, human rights groups, and media sources reported at least eight cases of armed groups using schools to detain civilians and as bases and strategic positions.1086 For example:

- On June 5, 2016, during clashes between two clans, armed men reportedly broke into five schools in Basra and used them as firing positions. Several of the schools were damaged in the fighting, according to UNAMI and OHCHR.1087

- The UN reported that, in November 2016, ‘IS’ allegedly used a school in Tal Afar to sell an unknown number of Yazidi women to the group’s fighters.1088 The UN report did not specifically indicate for what purpose the Yazidi women were sold, but during the reporting period rights organizations and media sources documented a pattern of ‘IS’ fighters forcibly marrying Yazidi women and using them as sex slaves.1089

- In December 2016, Human Rights Watch reported that a Yazidi militia, ‘IS’s’ was using a school in Khanasoor as barracks.1090

- AlFanar Media reported that Iraqi forces used Anbar University in Ramadi as a military base from 2015, when they retook the campus from ‘IS’, until September 2016. ‘IS’ had previously looted the university’s labs, and fighting between ISF and ‘IS’ had caused extensive damage to many of the buildings, according to a professor interviewed by the news source.1091

The UN verified 22 cases of military use in 2017.1092 GCPEA separately identified reports of five cases in which armed groups used schools as detention centers, training centers, or headquarters. It was not clear whether any of these cases overlapped with those verified by the MRM. They included the following:

- According to the UN, a primary school in eastern Mosul was used as the headquarters of an unidentified armed group from the beginning of January 2017 through at least February 2017.1093

- Human Rights Watch reported that, in late April 2017, the Popular Mobilization Forces detained at least 100 men in a school building and a home near Mosul, interrogating them about their connections to ‘IS’ and torturing them.1094

- According to Human Rights Watch, Peshmerga soldiers used a school in the village of Saleh al-Malih near Tal Afar in Nineveh governorate as a detention center in late August 2017. Women interviewed by Human Rights Watch described how Peshmerga forces beat the boys and men after separating them from the girls and women. On August 28, 2017, a foreign woman detonated a bomb at the school as she was being checked by female Peshmerga soldiers, killing and wounding soldiers and displaced people, including one child and two women.1095

- On September 22, 2017, a bomb exploded at a school near Tal Afar, Nineveh governorate, according to media sources. The school was being used for training by the Tribal Mobilization, a pro-government paramilitary force.1096

- Human Rights Watch interviewed women who reported that Iraqi forces detained them in a school in Hawija, Kirkuk governorate, on September 22, 2017. The detention occurred during Iraqi forces’ operation to retake Haşiqja from ‘IS’, and the women told Human Rights Watch that the soldiers questioned them about the identity of villagers affiliated with ‘IS’.1097

Child recruitment at, or en route to or from, school

There were widespread reports by UN, NGO, and media sources that armed groups, particularly ‘IS’, mandated that school children participate in their trainings or join their groups, and required teachers to encourage students to join. Additionally, a media report indicated that ‘IS’ kidnapped more than 100 children from their places of study to give them military training and use them in combat.1098 Child recruitment from schools was not included in the Iraq profile of Education under Attack 2014, thus it constituted a new finding during the 2013-2017 reporting period.

Reports of child recruitment from schools included the following:

- On March 10, 2014, unidentified armed men kidnapped an 8-year-old girl outside her school in Ulfayiya, Baghdad. She was later found wearing a fake explosive belt. The girl’s father had been a candidate in parliamentary elections that took place in 2010.1099

- In 2014 there were reports that ‘IS’ mandated that students participate in combat training and join the group after completing school.1100

- On May 23, 2014, ‘IS’ announced at schools and universities in Nineveh governorate that all male students must join the group after completing their exams.1101

- In April 2015, the International Business Times reported that ‘IS’ had kidnapped 120 school children from their classrooms at a school in Mosul. Local media reported that the group loaded the children onto military vehicles and took them away. It was predicted that most of the children would be trained as ‘IS’ fighters, while those belonging to wealthy families would be released upon payment of a ransom.1102

- According to the UN, on June 5, 2015, the influential Shiite cleric Grand Ayatollah al-Sistani called upon all students to use their summer break for military training in the fight against ‘IS’, which resulted in several schools being converted to religious and military training camps for children in Baghdad, Diyala, Basra, and other southern governorates.1103

- In 2016, Human Rights Watch reported patterns of child recruitment in areas of Iraq under the control of Kurdish forces at the time, including Sinjar province. In the cases in Sinjar, according to the rights group, teachers encouraged students to join groups affiliated with the Kurdistan Workers’ Party.1104

Quilliam and the Romeo Dallaire Foundation reported that, in addition to incidents of forced recruitment, ‘IS’ sought to recruit children through indoctrination in areas under their control. The group used schools as sites for indoctrination and “schooling in the ‘caliphate,’” with rules set out by the Diwan al-Ta’aleem, the ‘IS’ equivalent of a Ministry of Education. Classrooms were mixed for the first year of school, and then segregated by gender from the ages of 6 to 15. Clothing had to comply with ‘IS’ laws, including head coverings for girls from first grade
Sexual violence by armed parties at, en route to or from, school
Individual instances of sexual violence in the education context were not widely reported in the 2013-2017 period. However, a respondent interviewed during an Oxfam gender and conflict analysis reported that, in areas controlled by ‘IS’, adolescent girls were commonly harassed.1106 Additionally, there were several reported instances of schools used as sites for detaining, raping, and selling women and girls in what Human Rights Watch called cases of “systematic rape.” For example:1102
- Amnesty International reported that on August 15, 2014, ‘IS’ assembled Yazidi residents of a village in Kocho in a secondary school, separating out women and children. There were reports that ‘IS’ also detained Yazidi women and children at schools in Tal Afar, Mosul, and Ba’aj cities around August 2014. Many of them were subjected to rape, sexual abuse, forced marriage to fighters, or slavery.1107
- According to UNAMI and OHCHR, ‘IS’ held a group of women and girls at an abandoned school in Tal Afar between September 11 and December 10, 2014, and raped them.1100
- In April 2016, Human Rights Watch reported that ‘IS’ was still detaining many women and girls in schools, moving them between Iraq and Syria, keeping them in sexual slavery, raping them, and buying and selling them in slave markets.1105

Attacks on higher education
Explosives, air strikes, and arson affected university campuses, and ‘IS’ and unidentified gunmen killed and injured university students, personnel, and scholars in at least 70 incidents. According to Al Fanar Media, many of the buildings on 15 Iraqi university campuses were destroyed by bombs and mortar shells between 2014 and 2015, including Anbar, Fallujah, and Ma’arif universities in Anbar governorate; Tikrit and Samarra universities in Tikrit governorate; and Nineveh, Mosul, Hamdaniyah, Tal Afar, and Northern Technical universities in Nineveh governorate.1117 In most cases, the perpetrator of the attack was either unknown or identified as ‘IS’. The 2013-2017 reporting period also saw an increase in reports of attacks on higher education over the period covered in Education under Attack 2014. In 2013, GCPEA identified 11 instances of attacks on higher education in media reports.1112 These included bombings, shootings, and abductions of university students and personnel. For example:
- In March 2013, unidentified assailants reportedly killed four university personnel members in a bomb attack north of Tikrit.1132
- In June 2013, it was reported that a suicide bomber attacked the campus of Tikrit University, killing a police officer.1134
- On November 21, 2013, two Turkmen students were abducted as they returned from college, following anonymous threats against Turkmen students due to their ethnicity.1115
- Unidentified gunmen reportedly fired on a bus carrying Turkmen Shia students from Tikrit University on December 17, 2013, injuring one student seriously.1115

Media reports of attacks on higher education increased from 12 in 2014, with 26 attacks on universities, students, or university personnel. Of these, six involved explosive devices planted in the vehicles of targeted professors and personnel, and five involved professors being shot and killed. The perpetrators of these 11 attacks remained unknown. The other incidents involved the detonation of explosives in institutions and other types of attacks.1105 The president of Mosul University stated that ‘IS’ was responsible for killing at least 56 lecturers between 2014 and late 2016, when ISF began operations to retake the city.1106 It was not clear whether any of these lecturers were those identified in individual incidents collated by GCPEA. Examples of attacks on students and professors included the following:
- In July 2014, ‘IS’ killed a professor from the University of Mosul after he spoke out against violence targeting Christians in that city.1110
- Also in Mosul, on November 21-22, 2014, ‘IS’ killed 12 university students, according to the UN.1120
In 2015 there were at least 10 media reports of attacks on higher education, of which six involved explosive devices planted in the vehicles of university administrators and professors in Baghdad; the others involved attacks on higher education institutions.1111 In several cases, ‘IS’ continued to target university students and professors and to destroy university property. For example:
- On January 2015, ‘IS’ burned hundreds of books from Mosul University’s central library.1122
- On March 15, 2015, ‘IS’ blew up two of Mosul University’s laboratories.1122
In 2016 there were at least five media reports of attacks on higher education.1112 In four instances, higher education personnel were reportedly targeted by explosive devices planted on their vehicles. No group claimed responsibility for any of these attacks. In the fifth case, an air strike hit a university. Examples included the following:
- Four professors were killed, one on each of the following days in the indicated locations: in Baladat, Baghdad governorate, on March 2, 2016;1124 in Amiriyah, Baghdad governorate, on June 20, 2016;1124 in Fallujah, Anbar governorate, on August 17, 2016;1124 and in Waziriya, Baghdad governorate, on November 3, 2016.1124
- According to information received by the UN, air strikes hit the residential complex of a university sometime during 2016, killing the dean of one of the university colleges and his wife.1112
In 2017 there was at least one reported attack on higher education, which occurred on August 19, when a bomb planted under a university professor’s car exploded in western Baghdad. The professor was killed in the blast.1126

ISRAEL/PALESTINE

In the West Bank, military operations by Israeli security forces and attacks by Israeli settlers harmed Palestinian students, education personnel, schools, and universities. In Gaza, air strikes and mortar shells damaged or destroyed hundreds of Palestinian schools and universities, most of them in 2014. Several Israeli schools and buses transporting Israeli students were also damaged. Multiple parties used dozens of schools and universities as bases, for weapons storage, or for military training in the West Bank and Gaza.

Context
Conflict in Israel/Palestine varied by region from 2013 to 2017. Tension in the West Bank was largely related to Israeli settlements and administrative policies. Israeli authorities exercised exclusive jurisdiction over civil and security issues in Area C, which encompassed approximately 60 percent of the West Bank, and full jurisdiction over East Jerusalem. Israeli authorities rarely issued building permits for Palestinians in Area C and frequently demolished Palestinian property there, including schools.1113 Furthermore, according to the human rights group Yesh Din, there was limited accountability for ideologically motivated crimes against Palestinians, such as physical violence, damage to property, or takeover of land. In 2016, Yesh Din found that 85 percent of the investigations into this type of crime were closed because of failed police investigations.1114 Violence and tensions also arose in areas close to Israeli settlements in the West Bank and East Jerusalem, and at checkpoints established and run by Israeli security forces (ISF).1114
Violence intensified in the West Bank in June 2014, after two Israeli children and one Israeli youth were abducted and killed. In response, Israeli extremists abducted and burned a Palestinian child to death. ISF initiated Operation Brother’s Keeper during the search for the three abducted Israelis, conducting searches across the West Bank, including at schools and universities. At least four Palestinians were killed and more than 470 arrested between June 12 and June 24, 2014. Israel convicted a Palestinian man with ties to Hamas for the three deaths, but there was no evidence that Hamas leadership was involved. Tensions continued to spike in the West Bank and East Jerusalem throughout the remainder of the reporting period.

Israel’s closure of Gaza’s border crossings and limits on sea and air access, which was supported by Egypt, restricted the movement of goods and people in and out of Gaza and shaped conflict in the Gaza Strip, which was de facto controlled by Hamas. During the reporting period, there were periods of intense fighting between ISF and Palestinian armed groups, including rockets launched by Palestinian groups into Israel and Israeli air strikes and ground incursions into Gaza. The most intense damage to schools in Gaza occurred during fighting between ISF and de facto Hamas authorities in July and August 2014, during an Israeli military operation called “Operation Protective Edge” that damaged many schools and destroyed others. The UN reported that tactics of the occupation in the West Bank, including checkpoints, road closures, raids, and the blockade in Gaza, hindered girls’ and women’s access to education.

Attacks on education reflected this overall intensification of violence, all forms of which occurred more frequently in the current reporting period than in the period documented in Education under Attack 2014. There were at least 1,147 incidents related to pre-tertiary education in the West Bank, Gaza Strip, and Israel between 2013 and 2017, which affected tens of thousands of students. Palestine endorsed the Safe Schools Declaration in May 2015.
Attacks on schools

Attacks on schools took several forms in the West Bank, East Jerusalem, Gaza, and southern Israel. In all areas, safe access to education was restricted. In the West Bank and East Jerusalem, therefore, there were reports of Israeli settlers attacking schools. In Gaza, Israeli air strikes and ground force operations destroyed or damaged hundreds of Palestinian schools; Palestinian armed groups launched rockets and fired mortars shells that damaged schools in Israel but also in Gaza. The more frequent presence of Israeli forces near schools also affected educational opportunities in the West Bank and East Jerusalem, where Israeli forces entered and searched and fired tear gas canisters into Palestinian schools and schoolyards. Finally, demolitions and stop-work orders at schools lacking building permits contributed to a lack of adequate educational facilities and a severe shortage of schools. According to Save the Children, at the end of 2017, there were pending demolition orders on 46 schools in the West Bank, affecting children’s access to education.1446

The overall level of reported attacks was higher than in the period covered in Education under Attack 2014, largely due a sustained Israeli military operation, called “Protective Edge.” In Gaza during July and August 2014, and generally heightened tensions between the Israeli and Palestinian populations throughout the reporting period. In the West Bank during 2013, attacks by Israeli settlers inhibited safe access to schools for Palestinian children in the West Bank, as did the presence of Israeli forces in school areas. Israeli settlers vandalized schools, and Israeli forces fired on or near schools using teargas and sound bombs, which explode with a bright flash and loud noise intended to disorient the people targeted. In 2013, according to the UN, there were 41 cases of ISF conducting operations inside or near schools, forcing entry into schools, firing teargas and sound bombs into schools, or causing structural damage to schools on the West Bank. In 15 cases, teargas and sound bombs affected UNRWA schools, sometimes during class.1447 Cases of vandalism or abuse by armed forces at schools included:

- UNICEF reported that Israeli settlers attacked schools in the West Bank in five instances during 2013. Israeli settlers from Yitzhar settlement near Ulif village in Nablus and settlers living near Jalud village, also in Nablus, were responsible for surrounding and breaking into or hurling stones at schools in at least three cases during the first half of the year, as documented by the UN sources.1448
- On September 24, 2013, Israeli forces fired teargas canisters into a group of Palestinian protesters who were allegedly throwing stones near the Zeita Secondary School in Tulkarem. The school evacuated its 350 students.1449

Two schools were affected in an attack in Gaza in 2013. On December 25, 2013, rockets fired by Israeli forces into the Gaza Strip damaged the windows of Deir Al Balah Vocational School and Abdallah Ben Rawaha Mixed School.1450

There was at least one attack that damaged a school in Israel reported in 2013. On January 26, 2013, unknown assailants reportedly targeted a kindergarten in Tubas, Zangaria, a Bedouin neighborhood in the north of Israel, with an explosive device. The attack did not cause any casualties or damage, according to media sources.1451

The number of attacks on both Palestinian and Israeli schools peaked in 2014, rising significantly over the previous year. In the West Bank, an Israeli military operation, called “Brother’s Keeper,” contributed to an increased presence of armed forces around schools. ISF were responsible for 117 attacks on West Bank schools in 2014, including responding to clashes with Palestinians by entering schools or firing tear gas and sound bombs into schools and schoolyards, according to UNICEF. These attacks injured students and teachers.1452 UNICEF also reported that Israeli settlers and extremists attacked West Bank schools in 12 cases during 2014.1453 Cases of attacks on schools by Israeli settlers or of military presence affecting schools included:

- In early March 2014, ISF fired teargas and sound bombs into and near Ya’bad Secondary School in Jenin and al-Sawiya Secondary School in Nablus, after students allegedly threw stones or Molotov cocktails at the soldiers. At the latter school, Israeli forces assaulted teachers and arrested one student.1454
- According to the UN, Israeli settlers allegedly living in the Yizhar settlement in the West Bank attacked Ulif Secondary School four times in 2014. In one of these cases, on April 18, 2014, ISF shielded the settlers as they attacked the school with stones, bullets, and a gas canister, injuring 12 students.1455
- On September 24, 2014, ISF fired rubber bullets toward Dar al-Aytam School in Jerusalem’s Old City, allegedly after Palestinian students had thrown stones. The rubber bullets injured three children.1456
- One Israeli school in East Jerusalem was also attacked in 2014. Members of the right-wing group Lahava, whose main goal was to prevent interfaith marriages, vandalized the integrated Arab-Israeli school in Jerusalem in November, writing hate slogans such as “Death to Arabs” on the walls and burning books. The incident prompted Israeli President Rivlin to hold a solidarity meeting with children from the school a few days later.1457

Attacks on schools peaked in Gaza in 2014 during Israeli Operation Protective Edge. According to the UN, at least 262 schools and 274 kindergartens in Gaza were damaged or destroyed during the operation between July 8 and August 26, 2014. The UN reported that, during the operation, Israeli artillery, mortar shells, and missiles damaged seven UN-run schools, six of which were being used by the UNRWA as temporary shelters. These attacks killed or injured hundreds of civilians, including children. Israeli forces reportedly carried out these strikes despite repeated notifications of the schools’ locations and use as shelters by the UN.1458 Human Rights Watch determined that the attacks in Beit Hanoun and Jabalya did not appear to target military objectives “or were otherwise unlawfully indiscriminate.”1459 Human Rights Watch considered the third attack in Rafah to be unlawfully disproportionate if not indiscriminate.1460

As Operation Protective Edge continued, rockets launched from inside Gaza struck two Israeli schools and two Israeli kindergartens, injuring one civilian in one of the kindergartens. According to UNICEF and local media sources, the affected schools included the following:

- A special education school in Rishon LeZion in southern Israel on July 15, 2014.1461
- A kindergarten in Sha’ar Hanegev Regional Council, Sderot city, on July 21, 2014.1462
- A school in Ashdod in southern Israel on July 21, 2014.1463
- A kindergarten in Eshkol region on August 21, 2014, where one adult was injured.1464

Attacks on schools declined for much of 2015, before becoming more common again toward the end of the year.1465 Military operations around schools in the West Bank were responsible for the majority of attacks on schools in 2015. The UN reported 96 incidents in which schools came under fire during military-led operations.1466 At least 4,752 students were harmed by attacks on schools and military activity around schools, primarily due to tear gas inhalation. In addition, Israeli settlers were also responsible for attacks on four schools, all during the first quarter of 2015, according to UNICEF—two in Hebron, one in Nablus, and one in Bethlehem. There was one demolition order issued against a school in the West Bank in 2015.1467 Examples of attacks related to military operations, settler violence, or demolitions included:

- During the first quarter of 2015, settlers threw rocks at students at the al-Ibrahimmey School in Hebron’s Old City and later vandalized the school gate.1468
- Also during the first quarter of 2015, another group of Israeli settlers vandalized ‘Ulif Secondary Boys School, writing “Death to Arabs” on its walls.1469
- During search operations, Israeli force munitions broke the windows of the UNRWA Jalazone Camp Basic Girls’ School during the first quarter of 2015.1470
- The Shab Albotum School in Massafer Yatta received a demolition order during the third quarter of 2015.1471
- In 2015, armed clashes also affected two schools in Gaza, which had to be evacuated on October 18, 2015, according to OCHA.1472
In 2016, attacks on schools continued to occur in the West Bank but were reported slightly less frequently. The UN documented 34 attacks on schools or protected education personnel in the West Bank in 2016 but did not disaggregate these numbers.\textsuperscript{1180} Information from UNICEF indicated that there were approximately 83 incidents in 2016.\textsuperscript{1181} As during previous years, most attacks occurred in the context of Israeli military operations near Palestinian schools, resulting in the firing of teargas or sound bombs and ISF searches on school premises. However, there was also at least one case in which Israeli settlers attacked a school and nine cases of either demolition orders issued against schools or actual demolitions of school structures.\textsuperscript{1187} According to the Palestinian Ministry of Education, there were 162 attacks on schools in the West Bank in 2016, including searches by ISF in which they used live fire and rubber bullets, as well as gas and sound bombs.\textsuperscript{1183} It was not clear whether these different tallies overlapped or whether the different sources used the same criteria to define attacks on schools. Examples of attacks on schools, including military presence, vandalism, and demolitions, included:

- In March 2016, ISF demolished an elementary school in the Khibet Tana herding community. The school had been constructed in 2011 after the original school was demolished by ISF. The second demolition affected nine children, according to OCHA.\textsuperscript{1183}
- On June 5, 2016, Israeli forces demolished a donor-funded kindergarten in the Sateh al-Bahar Bedouin community in the West Bank. The kindergarten had been constructed in early May, according to OCHA.\textsuperscript{1187}
- On August 31, 2016, UNICEF reported that a group of Israeli settlers damaged a school in Nablus at night, when they attacked it by throwing stones, mud, and glass bottles.\textsuperscript{1186}
- In October 2016, ISF entered Dar al-Aytam School, where they arrested 14 students and the school director, according to OCHA.\textsuperscript{1188}

In one case, a rocket fired from Gaza damaged an educational institution in Israel. On July 1, 2016, a rocket fired from Gaza landed on a preschool in Sderot, Southern district. No one was injured in the blast.\textsuperscript{1184}

During 2017, there were 95 reported cases of attacks on schools in the West Bank, which affected 12,280 children.\textsuperscript{1185} These incidents included cases of military activity inside and around schools, including 66 cases in which the Israeli military fired tear gas canisters, sound grenades and live ammunition at or nearby schools, or at students commuting to or from school, as well as 24 cases in which the Israeli military entered and searched schools.\textsuperscript{1186} In addition, there were several demolitions and demolition orders issued against schools.\textsuperscript{1187} Examples of these different types of attacks included:

- OCHA reported that nine school-related structures in three Area C communities were confiscated by Israeli forces at the start of the school year in August 2017.\textsuperscript{1188}
- According to Save the Children, tear gas fired by Israeli forces at the Al-Sharika School in Qalqilya city resulted in multiple students and staff suffering from suffocation.\textsuperscript{1189}
- OCHA reported that on November 9, 2017, Israeli forces fired teargas canisters into a school yard in Hebron city, injuring five children. According to Palestinian sources, this incident took place after unidentified individuals threw stones at Israeli settler vehicles from the school compound.\textsuperscript{1190}

In addition, at least four schools in Gaza and one kindergarten in Israel were damaged in fighting between Israeli armed forces and Palestinian fighters in 2017. For example:

- An air strike by Israeli forces on August 9, 2017, damaged two schools located northwest of Gaza City, according to OCHA.\textsuperscript{1191}
- OCHA reported that, during fighting in early December 2017, Israeli air strikes hit two schools, causing minor damage, and a Palestinian projectile damaged Ghazi al-Shawa public school in Beit Hanoun, Gaza, when it fell short of Israel.\textsuperscript{1192}
- OCHA also reported that a rocket launched from Gaza into Israel damaged a kindergarten in Sderot, Israel, on December 10, 2017.\textsuperscript{1193}

In 2018, the UN reported 32 attacks on students and teachers, most of whom were detained, arrested, or harmed in clashes with Israeli forces on their way to or from school. The UN also reported 15 cases of settler violence that targeted school children and teachers with physical assaults and other means.\textsuperscript{1194} For example:

- On April 25, 2013, 8 students between the ages of 6 and 16 were injured when they inhaled teargas as they left school in the midst of clashes between Palestinians and Israeli forces during a search-and-arrest operation in Abu Dis, Jerusalem, according to OCHA.\textsuperscript{1195}
- UNICEF reported that Israeli settlers were responsible for injuring 30 students and 6 teachers on April 30, 2013, when they attacked a Palestinian school bus near Nablus city.\textsuperscript{1196}
- On December 9, 2013, 15-year-old Palestinian Wajih al-Ramahi was shot and killed by Israeli forces as he left the UNRWA school in Jalazone refugee camp. Human Rights Watch reported that a group of boys and men had gathered, and some were throwing stones at the soldiers. It was not clear whether al-Ramahi threw stones and, according to Human Rights Watch, there was no clear justification for the soldiers’ use of live ammunition.\textsuperscript{1197}

According to media sources, in 2013, unknown individuals were responsible for two attacks on Israeli school children riding or waiting for school buses, including one in the West Bank and one near the Gaza border:

- Unknown individuals reportedly threw a Molotov cocktail at a bus full of Israeli students on November 19, 2013, in the West Bank.\textsuperscript{1198}
- A rocket fired by unknown attackers landed near a school bus stop near Ashkelon city in the Southern district of Israel on December 23, 2013. No one was harmed.\textsuperscript{1199}

A similar number of attacks on students and educators occurred in 2014, despite the escalation of violence. As in previous years, these attacks were concentrated in the West Bank. UNICEF reported 36 attacks on Palestinian students and teachers by Israeli forces and 10 attacks by Israeli settlers in 2014.\textsuperscript{1200} The majority of these incidents included the arrest and detention of individuals on their way to or from school. These types of attacks described by the UN or media sources included the following:

- On January 4, 2014, an Israeli settler physically attacked and injured a 12-year-old Palestinian girl on her back and stomach while she was on her way to school in Silwan, Jerusalem, according to OCHA.\textsuperscript{1201}
- A similar attack occurred on April 12, 2014, when settlers assaulted and injured two girls, one age 12 and one 13, while they were on their way to school in al-Tuwani village, Hebron.\textsuperscript{1202}
- Israeli police detained an 11-year-old boy outside his school on November 24, 2014, a second 11-year-old boy as he was leaving school on December 21, 2014, and a 12-year-old boy as he waited for the bus to go home from school on December 8, 2014. In each case the police alleged that the students had thrown stones at them. They detained, interrogated, and mistreated the boys, denying them access to family members, humiliating them, shouting abusive language, and denying them food, before finally releasing them.\textsuperscript{1203}

According to the UN, violence by Israeli settlers and Israeli forces that targeted Palestinian students and school staff was slightly more common in 2015 and continued in forms similar to previous years. The UN documented 46 attacks and threats of violence against students and teachers, which included the following:\textsuperscript{1204}
OCHA reported that in mid-April 2015, during clashes with Palestinians, Israeli forces shot and injured a 13-year-old girl with rubber bullets as she was on her way home from school in East Jerusalem.  

UNICEF reported that, during the second quarter of 2015, a 10-year-old boy from al-Razi School in Shu’fat in East Jerusalem was on his way home from school when Israeli forces shot him with a rubber bullet, causing him to lose his left eye.  

Israeli forces chased school boys from Taqi Secondary School in Bethlehem and fired teargas canisters at them, according to UNICEF.  

UNICEF reported that on at least three occasions, on September 7, 9, and 17, 2015, Israeli forces threatened school personnel and students in Nablus in order to elicit information from them on stone throwers.  

In October 2015, Israeli settlers reportedly harassed and intimidated protective-presence volunteers who were stationed in locations around Hebron, including near schools, to monitor violations against the civilian population. On October 22, 2015, in Hebron’s Old City, an unidentified person hung posters with photos of the education volunteers, which requested that settlers and Israeli forces act against them and stated that “the persons in these photos are here to harm Israelis for anti-Semitic reasons. DEAL WITH THEM.” 

Attacks on students and education personnel followed similar patterns in 2016. UNICEF reported 118 incidents in 2016 that met GCPEA’s definition of attacks on students and education personnel. The Palestinian Ministry of Education reported that Israeli forces killed 26 students and one teacher, injured 1,810 students and 101 teachers, and arrested 198 students and education personnel. Examples included the following:  

According to OCHA, clashes between Palestinians and ISF injured 10 Palestinian students in Hebron in late January 2016, 19 female Palestinian students in Hebron and Jaba’ village in Jenin in mid-April 2016, and 40 Palestinian students at al-Khalil School in Hebron, all due to teargas inhalation.
Military use of schools and universities

Israeli forces and unidentified armed groups used dozens of schools as bases, to store weaponry, and for a variety of other purposes, including in several cases as strategic points from which to protect Israeli settlers.1226 This represented a higher number of incidents than were reported between 2009 and mid-2013, when six cases of military use were documented. Most cases of military use of schools were reported in the West Bank during 2014.

During 2013, UNICEF reported 12 cases of military use. Among these, Israeli security personnel forcibly entered al-Tabaqa Basic Mixed School in Hebron as an acon.1227 According to OCHA, Israeli forces used one government school in Gaza for military purposes, according to UNICEF.1228 Cases of military use were also reported in several cases as strategic points from which to protect Israeli settlers.

In three cases, Palestinian groups used UNRWA schools in Gaza to store rockets, and Israeli forces used one government school in Gaza for military purposes, according to UNICEF.1228 Cases of military use were also reported in several cases as strategic points from which to protect Israeli settlers.

Military use of schools and universities

Israel released a report that, in the West Bank, Israeli forces declared schools to be closed military zones and used them as detention and interrogation centers, and in 5 cases as locations from which to protect Israeli settlers as they visited a nearby religious site. They damaged the building each time, breaking the locks and doors.1227 The UN Security Council reported that in Gaza during July 2014, unspecified parties used three UNRWA schools to store weaponry: Gaza Beach Elementary Co-educational “B” School, Jabalya Elementary “C” and Ayyoubia Boys School (considered one school), and Nusairat Preparatory Coeducational “B” School.1229 The UN found weaponry at all three schools, as well as military plans written on chalkboards and boards used as beds at the Nusairat Preparatory Coeducational “B” School.1230 Reported military use of schools declined after 2014. UNICEF documented three cases of military use of schools in the West Bank during 2015 and 2016—one by armed Palestinians and two by Israeli forces—and media reported Israeli military use of one university. These incidents included the following:

- On March 11, 2015, armed Palestinians forcibly entered Balata Boys School in the West Bank, took over, and operated a weapons warehouse.1226
- In Jenin, Israeli security forces entered Zedeck Secondary School for Boys and used its rooftop to monitor the Israeli checkpoint near the school during the first quarter of the year.1231
- According to OCHA, Israeli forces used the roof of the ‘Awarta Village Secondary School for several hours to protect settlers while they visited a religious site in late January 2016. This use damaged the school’s doors.

Attacks on higher education

Israeli forces, unidentified assailants, and Palestinian Authority security forces entered and searched universities, injured and killed university students during clashes, and threatened, harassed, and detained Palestinian students in dozens of incidents that affected hundreds of students. The number of such attacks, which were concentrated in Gaza and the West Bank, increased in 2014, after which several dozen incidents reportedly affected higher education each year. The attacks occurred at higher rates than those reported in Education under Attack 2014.

In 2013 there was at least one attack on higher education, which occurred during clashes between Palestinian students and Israeli forces. OCHA reported that on November 12, 2013, a group of Palestinians, including students from al-Quds University in Jerusalem, threw stones at Israeli soldiers who were guarding Israeli workers conducting maintenance on the separation barrier next to the university. During the clashes that followed, Israeli forces fired teargas and sound bombs toward the university, injuring 32 people and damaging university property.1237 The number of attacks on higher education rose significantly in 2014 from previous years. The UN, NGOs, and media reported four instances in which Israeli forces entered West Bank universities during 2014, and the damage or destruction of 14 universities in Gaza during Operation Protective Edge.1238 GCPEA also identified one report of an attack on a professor of higher education, who was shot at by unidentified assailants. For example:

- According to Scholars at Risk, Israeli troops converted academic buildings on the campus of Birzeit University in Ramallah into barracks on June 19-22, 2014, as they searched the university and confiscated student property.1239
- The UN Security Council reported that in Gaza during July 2014, unspecified parties used three UNRWA schools to store weaponry: Gaza Beach Elementary Co-educational “B” School, Jabalya Elementary “C” and Ayyoubia Boys School (considered one school), and Nusairat Preparatory Coeducational “B” School.1230
- The UN found weaponry at all three schools, as well as military plans written on chalkboards and boards used as beds at the Nusairat Preparatory Coeducational “B” School.1230
Incursions by Israeli forces on Palestinian universities occurred with similar frequency during 2016, with more than a dozen reported incidents that harmed approximately 100 people. Throughout the year, OCHA and media sources reported several instances of Israeli forces targeting students with live fire, rubber bullets, teargas, and other means. Examples included the following:

- Palestinian security forces arrested 25 students from several universities, including Birzeit University in Ramallah, after student council elections on April 22, 2015. Among those arrested was Jihad Salim, a student representative of a Hamas-affiliated group at Birzeit University, who reported that Palestinian security forces arrested, beat, interrogated, and denied him access to basic necessities for 24 hours on April 25, 2015.
- Israeli forces reportedly entered and searched Palestine Technical University-Kadoorie in Tulkarm multiple times in October, November, and December 2015, in addition to occupying the university. For example, Israeli forces reportedly injured 87 students when they attempted to disperse protests at the university using live fire, rubber bullets, and teargas between December 16 and 20, 2015.

Incursions by Israeli forces on Palestinian universities occurred with similar frequency during 2016, with more than a dozen reported incidents that harmed approximately 100 people. Throughout the year, OCHA and media reports documented incidents of Israeli forces entering and searching Birzeit University in Ramallah, the Arab American University of Jenin, Palestine Technical University-Kadoorie in Tulkarm, and al-Quds University, which was searched at least four times. Palestinian security forces were responsible for arresting a Palestinian professor in one incident. For example:

- On November 25, 2016, Israeli forces entered and searched Palestine Technical University-Kadoorie, breaking into a computer lab, damaging several computers, and stealing recordings from university security cameras.
- On November 19, 2016, Israeli forces spent three hours on the campus of al-Quds University. During the operation, they damaged or stole all the books, magazines, and stationery being sold at a book fair to benefit low-income students. Palestinian security forces were responsible for arresting a Palestinian professor in one incident.

Similar patterns of violence continued in 2017, including searches by Israeli forces on Palestinian university campuses and the arrest of at least one Palestinian professor. These incidents included the following:

- Ma’an News Agency reported that on April 13, 2017, Israeli forces searched the town of Abu Dis in Jerusalem, clashing with Palestinian students at al-Quds University. Rubber-coated steel bullets fired by Israeli forces injured six students, and 18 other Palestinians inhaled teargas.
- On May 14, 2017, according to Amnesty International, Israeli forces arrested Ahmad Qatamesh, a professor of political science, at his home in Ramallah. He was detained without charges for three months until his release on August 13.
- Ma’an News Agency reported that Israeli forces detained Tareq Rabie, a former member of the Hamas-affiliated Islamic bloc student group. The search and Rabie’s detention led to clashes outside Birzeit University, and Israeli forces opened fire, injuring 11 Palestine youths.
- On December 14, 2017, Israeli forces entered and searched Birzeit University in Ramallah. They detained the university’s security personnel, smashed the door to the student council building, and confiscated computers, flags, banners, microphones, speakers, leaflets, and brochures, according to media sources.

Kenya

Attacks on education by al-Shabaab killed more than 150 people in Kenya. Most of the victims were students at Garissa University, where the armed group perpetrated one of the most globally high-profile attacks on higher education during the 2013-2017 reporting period. Police and private security guards reportedly used excessive force against school and university student protesters, killing several students and injuring many more.

Context

Kenya experienced growing insecurity after 2011, when the country sent troops to fight the Harakat Shabaab al-Mujahidin, commonly known as al-Shabaab, a Somali armed group that became affiliated with al Qaeda in 2012, in Somalia. In Kenya, al-Shabaab sought to pressure the government to withdraw its armed forces from Somalia.

The Kenyan government responded by increasing the powers of police and security, passing legislation that curtailed civil rights, and targeting human rights organizations, the media, and Somali refugee communities. Human Rights Watch and Amnesty International both noted that Kenyan government representatives harassed civil society activists and journalists. Human Rights Watch also obtained reports that the police perpetrated sexual violence against women and girls after President Uhuru Kenyatta’s re-election in August 2017. However, such acts had also occurred after the 2007-2008 election, and impunity continued one decade later.

Kenya’s security challenges negatively affected education. According to international media, almost 700 teachers in the county of Mandera in the northeast, near the highly insecure Kenya-Somalia border, did not report for duty at the start of 2015 due to attacks by al-Shabaab that killed many, including teachers. Instead, they went on strike, demanding that the government transfer them to safer posts. As part of a security crackdown on perceived extremism and opposition, security forces entered homes, mosques, and Islamic schools, among other civilian properties, and questioned teachers, among others.

Attacks on education were reported between 2013 and 2017 with similar frequency to what was reported from 2009 to mid-2013, with a slight uptick in attacks on schools in 2017, due to al-Shabaab’s increased activity that year. In many cases, the perpetrators were unknown, and it is possible that some incidents included in this profile were not linked to armed groups. However, al-Shabaab was increasingly active in Kenya during the reporting period.

Kenya endorsed the Safe Schools Declaration in June 2015.
Attacks on schools

Almost a dozen attacks on schools occurred in Kenya between 2013 and 2017, including IED detonations and arson. Unknown assailants reportedly carried out the majority of the attacks before 2016, while al-Shabaab became more active in the education context from that year into 2017, when reports of attacks on schools increased.

According to local media sources, there were explosive or arson attacks on at least five schools in 2013 and 2014. For example:

- On February 16, 2013, an explosion occurred at a primary school in Garissa city while the unidentified attacker was planting the device. Authorities suspected that the explosive had been intended to target a presidential election rally to be held at the school the next day.1266
- A device exploded near a primary school being used as a polling station in Mandera town on March 4, 2013.1267
- Unidentified perpetrators threw an explosive device at a school in Mombasa county on February 5, 2014, damaging the building.1268
- According to media sources, on February 10, 2014, assaultants attacked the Saint Charles Mutego School in the Dagoreti area of Nairobi county and held students hostage. The attackers killed one student, wounded at least 40 others, and kidnapped an unknown number.1269
- Another explosive device was found on the playground of a primary school in Garissa county on May 5, 2014.1270

No other attacks on schools were recorded until November 22, 2016, when media sources reported that unknown gunmen opened fire on Abaqkorey High School in Wajir county.1271 Responsibility for the attack was unconfirmed, but media sources speculated that al-Shabaab may have been the perpetrator, given Wajir’s location bordering Somalia and the recent occurrence of cross-border raids by the group.1272

Such cases continued and increased into 2017. Several attacks on schools occurred that year, the majority perpetrated by al-Shabaab, and one tribal dispute led to a school being caught in the crossfire. For example:

- Local media reported that on February 15, 2017, gunmen opened fire on Kapindasum Primary School in Arabal location, Baringo county. The attack happened as teachers and students were leaving the school. One teacher was killed and another injured. Police believed the incident was part of territorial disputes between the Pokot and Tugen ethnic groups.1273
- Local and international media sources reported that on June 1, 2017, members of al-Shabaab attacked a school in Fafi, Garissa county, setting the building on fire, killing one teacher, and kidnapping another. The attack prompted an unspecified number of teachers who were working in the area but were from other parts of Kenya to migrate back to their hometowns, as they feared for their safety.1274
- According to local media, on July 5, 2017, members of al-Shabaab attacked Pandanguo village in Lamu county, causing damage to a school and other civilian infrastructure.1275

Attacks on school students, teachers, and other education personnel

Throughout the 2013 to 2017 reporting period, government forces, unidentified assailants, and al-Shabaab targeted students and teachers in at least nine killings and kidnappings. In a few cases, police used excessive force against student and teacher protesters who were demonstrating to call attention to bad school conditions and to protest other education-related policies. These attacks occurred at a rate of between two and four per year between 2013 and 2017, most in the form of abductions and other physical violence by al-Shabaab and unknown armed assailants. Attacks affected more than 100 students, teachers, and other personnel between 2013 and 2017, compared to just over a dozen between 2009 and mid-2013.

Non-state armed groups and unknown perpetrators were responsible for violent attacks on and kidnappings of school-related personnel in 2013. Teachers were particularly affected. Media reports showed that, in early 2013, there was a series of attacks by al-Shabaab along the Kenya-Somalia border in Garissa county, which included the killing of at least one teacher.1276 Because of the widespread targeting of teachers, the Kenya National Union of Teachers asked teachers in approximately 20 schools to leave the area until the government guaranteed their safety.1277

Police and al-Shabaab were each responsible for one incident that affected students and teachers in 2014:

- On June 17, 2014, police shot and killed a secondary school student in Maili Tisa town, Kajiado county. According to the US Department of State and media sources, the students were protesting bad school conditions, including the lack of teachers, textbooks, and a school bus.1278
- On November 22, 2014, local and international media sources documented an incident in which al-Shabaab gunmen shot 28 passengers on a bus traveling from the Kenya-Somalia border region to Nairobi. Seventeen of those killed were teachers who were travelling home for the holidays. They were among a
military schools in Nairobi and Mombasa to radicalize and recruit students, but they did not provide specifics.1291

2013, for example, international and local media reported that al-Shabaab was using secondary schools and Is-

Child recruitment at, or en route to or from, school

According to Human Rights Watch, in July 2014, government security forces were using Pandanguo Primary School

use was documented in one school in Lamu county, as a base.1288 Around that same time, there were media reports that gunmen burned down the

In several cases between 2013 and 2017, teachers were accused, convicted, and sentenced for indoctrinating and recruiting children for students. For example:

· A news source reported in November 2014 that a student in Nairobi told his mother that his science teacher had taught him how to dismantle and reassemble a gun and shoot at targets.193

· Local media reported that on June 19, 2015, a teacher at Gandini Primary School in Kalaileeni, Kiliﬁ county, was accused of recruiting seven students between the ages of 4 and 16, after allegedly urging them to fight non-Muslims.194

· Six months later, international media sources documented an incident in which the same teacher at Gan-

Similarly, in October 2015, the UN Monitoring Group on Somalia and Etiopia noted that it had received general reports of al-Shabaab recruiting children from madrasas in Kenya and using them for both support functions and in direct combat.193

In Education Under Attack 2014, child recruitment in Kenya was documented only in 2013, and the same infor-

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Attacks on higher education

Attacks on higher education occurred at a rate of between one and three per year during the current reporting period. This was more frequent than during the period covered by Education Under Attack 2014, when only one attack on higher education was reported. These incidents affected university students most heavily and primarily took the form of excessive use of police force against student demonstrations. There were anecdotal reports that cases in which police killed university students took place throughout the second half of the reporting period, but these cases were not commonly reported, and it was unclear how often they occurred.194

However, the most high-proﬁ le attack on higher education was an al-Shabaab attack on Garissa University Col-

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Over the course of the reporting period, police killed, injured, and arrested university student demonstrators on six different dates, according to local and international media reports.195 For example:

· On November 3, 2013, police shot and killed a university student during protests near Laikipia University in the town of Nyahururu. He and other students were protesting the killing of another student by a speeding

Military use of schools

According to Human Rights Watch, in July 2014, government security forces were using Pandanguo Primary School in Lamu county, as a base.194 Around that same time, there were media reports that gunmen burned down the office, library, and the house of a teacher at the school.195 The school was later closed in 2017 and the students and teachers transferred to other schools because of increased insecurity in the area.196 A similar case of military use was documented in one school in 2014.

Child recruitment at, or en route to or from, school

Throughout the reporting period, violent extremist groups and individuals associated with them were accused of recruiting students from schools, although there was little direct evidence to substantiate these reports. During 2013, for example, international and local media reported that al-Shabaab was using secondary schools and Islamic schools in Nairobi and Mombasa to radicalize and recruit children, but they did not provide specifics.193

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According to local media, on January 21, 2016, police arrested 15 Laikipia University students following a violent strike on the streets of Nyahururu town. The students were protesting a recommendation by the Commission of University Education to close the town campus. Police said that the protest was illegal and used teargas to disperse the students, leaving scores injured. However, the students said they had notified the police of the plans for a peaceful demonstration. The majority of those arrested were female.

There was one attack on university personnel in 2017. On October 10, 2017, gunmen killed two university staff members, when they fired on vehicles carrying them and students to campus. The identity of the gunmen was not clear.

LIBYA

Aerial bombings, car bombs, grenades, and other explosives damaged and destroyed hundreds of schools and universities in Libya. Armed groups used kidnapping to generate income, their victims including teachers, professors, and students at the primary, secondary, and tertiary levels.

Context
The General National Congress (GNC), established with a temporary mandate in August 2012 after the ouster of Colonel Muammar Gaddafi in 2011, refused to step down when the mandate expired in February 2014. After a conflict erupted in eastern Libya in 2014, two rival governments emerged, one in Tripoli and one in the eastern cities of al-Bayda and Tobruk. Thus, by 2017 three different governments competed for legitimacy and control. The UN-backed Government of National Accord (GNA) headed by the Presidential Council, created after the signing of the UN-brokered Libyan Political Agreement in 2015, and the Government of National Salvation (GNS), which drew authority from the GNC, were both based in Tripoli until clashes resulted in the GNS being exiled to operate mostly out of Turkey. The other rival interim government operated from Tobruk and al-Bayda, supported by the Libyan National Army (LNA) under the command of Khalifa Hiftar. The House of Representatives, Libya’s Tobruk-based parliament, also supported the LNA and the interim government.

Forces aligned with the different governments and armed militias fought for control over various parts of the country. Between 2015 and 2017, the UN spearheaded multiple attempts to reach a political agreement between the major factions to end hostilities, including most recently an attempt by France’s President Emmanuel Macron to get Hiftar and GNA Prime Minister Serraj to...
of insecurity. There were sporadic examples of unidentified attackers perpetrating several targeted attacks, including the following:

- Media reports also documented occasional attacks on schools inside and outside of Benghazi in 2015. These included the following:
  - On January 7, 2016, an explosion at a school in Derna city, Derna district, damaged the school.  
  - On January 28, 2015, unknown perpetrators allegedly threw a grenade, which did not explode, at a school in Benghazi.  
  - On November 21, 2016, a car bomb exploded outside a hospital in Benghazi, reportedly harming children who were leaving a nearby primary school. The number of casualties and injuries reported varied. According to some reports, three children were killed. Others reported that eight children were injured, along with 22 other civilians.

Attacks on schools

Targeted and indiscriminate attacks reportedly damaged and destroyed several hundred schools across Libya during the current reporting period. According to OHCHR, conflict-related violence damaged more than 40 percent of Libya’s schools between 2011 and 2015. Reported rates of attacks on schools were lower during the current reporting period than in the previous one. Nearly 2,000 schools were reported destroyed or damaged between 2013 and mid-2015, while the Ministries of Education in Tripoli and Benghazi reported in November 2016 that 70 schools were destroyed and 477 damaged. It was not clear when these schools were attacked.

In 2015, the US Department of State reported that many schools across Libya remained abandoned, due to a lack of materials, damage to buildings, or security concerns. There were also anecdotal reports of individual attacks on schools. These included the following:

- The UN reported two attacks on schools in 2013, both involving the detonation of explosives inside schools in Benghazi by unknown perpetrators.
- Local media reported that on May 10, 2013, a bomb exploded in front of a police station in Benghazi, shattering the windows of the school opposite. There were no injuries in the blast.
- Later that year, media sources reported an attack on a girls’ school in Derna, eastern Libya, where unidentified assailants detonated an explosive device on November 22, 2013. It was not clear whether this incident was included in the total reported by the UN.

The UN documented the closure of many schools across the country in 2014, particularly in eastern Libya, because of insecurity. There were sporadic examples of unidentified attackers perpetrating several targeted attacks, including the following:

- The UN reported that on February 5, 2014, unknown perpetrators threw a grenade over a wall into the playground of a private school in Benghazi, injuring 12 children.
- According to news reports, on April 7, 2014, an explosive device hidden in a bag detonated near a girls’ school in Benghazi.
- In a similar attack on May 31, 2014, a car bomb exploded near a school in Benghazi, also according to media sources.

Media reports also documented occasional attacks on schools in 2015. These included the following:

- On January 7, 2016, an explosion at a school in Derna city, Derna district, damaged the school.
- On August 5, 2015, an ‘IS’ member detonated a suicide bomb next to a school in Derna’s Bab Tobruk area, killing himself but not harming others.

An explosive planted at a school detonated in Baninah in Benghazi on September 9, 2015, reportedly killing four children and injuring two more. It was not clear whether this incident was included in the total reported by the UN.

In 2016, UNICEF reported that 64 schools in the cities of Sirte, Bani Walid, and Tarhuna were partially damaged or transformed into IDP shelters, according to education authorities. This represented 17 percent of all schools in the three cities. There were also media reports of at least three incidents affecting schools in 2016, which included the following:

- On January 7, 2016, an explosion at a school in Derna city, Derna district, damaged the school.
- The Barqa Province of ‘IS’ claimed responsibility for firing rockets at al-Nahda School in Derna city on January 23, 2016.
- On November 21, 2016, a car bomb exploded outside a hospital in Benghazi, reportedly harming children who were leaving a nearby primary school. The number of casualties and injuries reported varied. According to some reports, three children were killed. Others reported that eight children were injured, along with 22 other civilians.

In 2017, local media sources reported one attack on a school. On July 10, 2017, a suicide bomb exploded at the Sulaimani Martyrs elementary and middle school in the al-Sabri area of Benghazi. Security forces had pursued the attacker, who was killed, from another area.

Attacks on school students, teachers, and other education personnel

There were sporadic cases of students and educators being individually targeted for attacks throughout the reporting period. These types of incidents, which included shootings, harassment, and abduction, were not reported in Education under Attack 2014.

Kidnapping increasingly affected the landscape in Libya during the second half of the reporting period, when armed groups engaged in kidnapping for the purpose of extortion. These abductions harmed civilians, including students and educators, and parents’ fears that their children could be abducted reportedly led them to keep them home from school. For example, OHCHR reported that parents in areas of Derna and Benghazi then controlled by the later dissolved Ansar al-Sharia militant groups—stated in 2015 that they were afraid of sending their daughters to school because of the chance they would be abducted. OHCHR received reports that girls had been attacked and harassed on their way to school in Tripoli but did not indicate the frequency or precise nature of those threats.
Sporadic cases of military use of educational institutions were documented throughout the reporting period, in-cluding the following:

- OHCHR reported that the Army Special Forces (al-Sai’qa) used Hassan Ben Haitham School in Benghazi and tortured him for a day. The man told OHCHR that he was beaten and tortured for nine hours at the school.1347
- On July 9, 2017, Libyan armed forces found 10 unidentified decomposed bodies in the National School in the Bab Tobruq area of Derna, which had been taken over for use as a military base by the Derna Mujahideen Shura Council. The explosion did not result in any casualties.1359
- Another media report indicated that the group used a female dormitory at Sabha University to store artillery explosives.1358 A local news source later reported that the Libyan Red Crescent was able to take DNA samples from seven of the bodies taken from the National School. With the cooperation of local municipal authorities and the prosecutor’s office, they were able to bury the bodies on August 22, 2017.1359

Education under Attack 2014, but limitations on information gathering inhibited the identification of patterns. Many attacks on higher education involved the targeting of individual academics, possibly representing a general crackdown on opposition and freedom of expression. However, university facilities also were damaged in conflict-related violence.

Attacks on higher education
Abductions, explosions, and indiscriminate air strikes reportedly affected higher education. Such cases were documented more commonly in the current reporting period than in Education under Attack 2014, but limitations on information gathering inhibited the identification of patterns. Many attacks on higher education involved the targeting of individual academics, possibly representing a general crackdown on opposition and freedom of expression. However, university facilities also were damaged in conflict-related violence.

Media sources reported one attack on higher education in 2015. Khalaf Hassan Al-Sa’idi, an Iraqi professor working at the University of Derna Higher Institute of Work Studies, was abducted on November 23, 2013. The professor was later killed on an unknown date.1344

There were at least six attacks on higher education in 2014, according to OCHA and media reports. These included one air strike that hit a university and five individually targeted attacks on university students and personnel:

- Separate UN documents showed that armed groups were using schools to launch attacks in the War-shafaba area between March 2014 and January 2015.1345
- In 2015, the UN documented one case of military use of a school as a detention facility by the Derna Mujahideen Shura Council, an armed group controlling Derna.1341 The report did not specify the time or duration of this use.
- During February 2015, international media reported that members of ‘IS’ took over Sirte University, leading the university to suspend classes and postpone exams.1347 Human Rights Watch documented information showing that ‘IS’ restrictions on education had also contributed to the suspension of classes at the university. These restrictions included segregating the 56,000 students by gender, as well as closing the law, language, literature, and art faculties, all of which the group claimed contradicted Islamic teachings.1348 Another media report indicated that the group used a female dormitory at Sabha University to store artillery and mortars.1354
- OHCHR reported that it was investigating an unidentified armed group’s use of a primary school in Benghazi as a base and detention facility. Satellite imagery from August 2015 showed several cargo vehicles of the type used for military purposes on the school grounds.1349
- A local news source reported that on June 7, 2016, a large bomb exploded at the entrance to the Al Nahda School in the Bab Tobruq area of Derna, which had been taken over for use as a military base by the Derna Mujahideen Shura Council. The explosion did not result in any casualties.1346
- On September 8, 2016, local media reported that, according to a military source in Sirte, ‘IS’ forces had transferred prisoners from a social security building to the 17 February High School for Engineering Science in the Aljezza Albahria area of Giza.1349
- On July 9, 2017, Libyan armed forces found 10 unidentified decomposed bodies in the National School in the Sabri area of Benghazi and 15 unidentified bodies in the Fatima al-Zahra engineering science school in the Aljezza Albahria area of Giza.1349

Military use of schools and universities
Government armed forces and non-state armed groups reportedly used schools and at least one university as bases; as centers for detention, interrogation, and torture; and for other purposes between 2014 and 2016. However, there was limited information on the extent of these practices, and it was not clear whether military use occurred more or less frequently than during the 2009-2013 reporting period, during which GCPEA found more than 200 cases of military use.

Sporadic cases of military use of educational institutions were documented throughout the reporting period, in-cluding the following:

- OHCHR reported that the 21st Unit of the Army Special Forces (al-Sae’qa) of the LNA detained a man at an unknown location in October 2014 for suspicion of being part of Ansar al-Sharia. They took him to a school and tortured him for a day. The man told OHCHR that he was beaten and tortured for nine hours at the school.1347
- On March 18, 2014, unidentified gunmen shot Christian Iraqi Professor Adison Karkha on his way to work at the University of Sirte, according to Scholars at Risk and international media.1362

...
In 2017, there were at least three reported attacks on higher education:

Media sources documented two reported attacks on universities in November 2014. In the first, attackers who were suspected to be members of the Libya Dawn militia stormed the house of Professor Fadil Ahmed Azzabi, injuring him, reportedly for refusing to condemn Operation Dignity on television. In the second, another group of unidentified attackers abducted the dean of the economics department at Tripoli University, whose whereabouts remained unknown as of May 2017. According to media sources, there were at least five attacks on higher education in 2015, including the following:

- On January 4, 2015, unknown assailants reportedly abducted an Iraqi professor and his three sons in Sirte. There was no report of them being released.
- On March 29, 2015, an unknown group allegedly detonated an explosive device near the Higher Careers Institute in Derna, injuring two education personnel and one student.
- On April 16, 2015, government security forces reportedly discovered and safely defused an explosive device that unidentified attackers had planted at the gate of the High Institute of Economic Science in Sirte.
- On July 29, 2015, media sources reported that the Tripoli Province of ‘IS’ abducted four Indian nationals working for Sirte University at a checkpoint in Sirte. Two of the hostages were released two days later, while the other two were held until September 2016.
- Unidentified assailants reportedly opened fire on Salem Rahil, a local imam and a staff member of the Islamic Studies Department at the University of Benghazi, as he was leaving his home in his car on November 2, 2015. He was not injured.

Media sources documented two reported attacks on universities in 2016:

- On January 9, 2016, a vehicle filled with explosives was reportedly discovered outside Al-Marqab University in Al-Khums, Murqub district. The explosives were defused. It was not clear who was responsible for the foiled attack.
- The Barqa Province of ‘IS’ claimed responsibility for firing rockets at the Medical Technical School in Derna city, Derna district, on January 23, 2016. The group fired rockets at another school that day.

In 2017, there were at least three reported attacks on higher education:

- Amnesty International reported that Dr. Saleem Mohamed Beitelmal, engineering professor at the Department of Maritime Engineering at the University of Tripoli, was abducted by local militias on the outskirts of Tripoli on April 20, 2017. He was released on June 6, 2017.
- On December 10, 2017, a student at the Faculty of Petroleum Engineering at al-Zawiya University in Zawiya was injured when he was shot in the leg while on the university campus. UNSMIL reported that the alleged perpetrator was a relative of the commander of an armed group based in al-Zawiya.
- Four armed men wearing military uniforms raided al-Arab Medical University in Benghazi on December 23, 2017 and fired shots into the air.

MALI

Hundreds of schools in the central and northern parts of Mali were closed, many because school personnel had fled out of fear because of attacks. Other schools were directly attacked or collaterally damaged during fighting between armed groups. Armed groups—including those linked to extremist groups—national forces, and peacekeeping forces reportedly used schools for military purposes, and non-state armed groups indoctrinated and recruited children at schools.

Context

Mali’s most recent armed conflict began in early 2012, when Tuareg separatists from the Mouvement National de Libération de l’Azawad (MNLA) and extremist groups occupied Mali’s northern regions. Later in the year, a military junta ousted the democratically elected president, accusing him of not doing enough to quell the armed rebellion, leading to lawlessness and insecurity throughout much of the country.

A French-led military intervention in early 2013 largely cleared the non-state armed groups, many of which were allied with al Qaeda, that had gained control over the northern regions of Timbuktu, Gao, and Kidal in 2012. However, the MNLA continued to control much of the Kidal region. In addition, the presence of armed groups affiliated with al Qaeda in the Islamic Maghreb (AQIM), such as Ansar Dine, continued and, beginning in 2015, spread into the Mopti and Ségou regions of central Mali.

Despite a peace agreement signed in June 2015 that was designed to reestablish state control over the north, general lawlessness and attacks by state-affiliated and non-state armed groups undermined stability and the restoration of state authority in the north. After 2015 violence spread into the central regions, where security has worsened, including the assassination of officials, intercommunal conflicts, and attacks against the security forces.

In total, 637 schools were closed as of December 31, 2017, which represented 14 percent of all schools in Mali. According to OCHA, central Mali was particularly affected. In December 2017, 277 schools were closed in the Mopti region. Threats against teachers and students and a lack of security were reported to be two of the primary reasons for school closures. According to UNICEF, around the end of 2015 nearly 600 teachers had fled the conflict areas or stopped working because of general insecurity.

OCHA reported in December 2017 that 2,700 teachers were not in their posts because of a lack of security and threats from extremist groups who opposed education. A Sahel-focused news site reported in June 2017 that insecurity had closed many schools for three or four years.

According to CEDAW, the conflict disproportionately harmed girls’ access to education and helped worsen the overall situation of women and girls. UN agencies reported that, during the conflict in the north, armed groups perpetrated gender-based violence ranging from enforced dress codes to rape, and the perceived threat of this violence led some parents to keep their daughters home from school.

Attacks on education were most common in Mali in 2012, before the start of the current reporting period, and in early 2013. They intensified again beginning in 2015, with increased insecurity in the central regions. Mali endorsed the Safe Schools Declaration in February 2018.

Attacks on schools

Schools in northern and central Mali suffered damage from looting and fighting throughout the current reporting period. During their occupation of the north, armed groups damaged and destroyed more than 100 schools, according to reports by UN agencies, NGOs, and the media. The conflict caused school closures in Gao, Kidal, and Timbuktu regions, according to the US State Department. Additionally, fighting during the 2013 French-led intervention in Mali caused collateral damage to several schools. Armed groups continued to attack schools.
Explosives also caused collateral damage to schools in 2013. For example, according to information collected by the UN independent expert on human rights in Mali, on December 14, 2013, an unknown perpetrator used a vehicle loaded with explosives to launch an attack on a UN Multidimensional Integrated Stabilization Mission in Mali (MINUSMA) vehicle parked in front of a bank in Kidal. The bank and a school across from it sustained heavy damage.1394

Insecurity in the north continued to damage schools sporadically in 2014, even after the security situation improved. The UN verified one attack on a school in Gao region in 2014.1396 However, the violence appeared to be most acute in Kidal region, where Tuareg groups continued to occupy Kidal town. After a brief outbreak of violence in Kidal, seven schools closed, preventing 772 children from completing the 2013-2014 academic year.1397 Examples of attacks on schools in Kidal region included the following:

- According to local media, on April 3, 2014, unidentified assailants fired rockets at a school in Kidal town, Kidal region.1397
- UNICEF reported that on June 30, 2014, unknown assailants used a car bomb to target the same bank in Kidal that was attacked in December 2013 and once again damaged the school next to it. The explosion seriously damaged the school fence, but no students or teachers were killed or injured.1397

During the second half of the reporting period, violence affecting education spread to central Mali, causing several hundred schools to close in the north and center of the country.1398 In 2015 and 2016, reported attacks included the following:

- The UN verified four attacks on schools and protected persons in 2015, including two by non-state armed groups.1400
- The UN verified six attacks or threats against schools and protected persons in Ménaka, Mopti, and Timbuktu in the center and north of the country in 2016.1401

In 2017, attacks against schools appeared to intensify. The UN verified 41 attacks against schools and protected personnel in Gao, Mopti, Timbuktu, and Kidal regions, but did not share disaggregated information. According to the UN, the alleged perpetrators of these attacks were armed men identified as members of extremist groups.1402 Examples of attacks on schools identified by GCPEA included two in Nodjoliga commune, Mopti region:

- A Sahel-focused news site alleged that on May 24, 2017, in Sah village, Nodjoliga commune, young armed men attacked two schools with heavy fire and ransacked them.1403
- Around the same time, local officials alleged that armed extremists who opposed Western schools attacked, burned, and sacked a French-language school in an unspecified location. The identities of the perpetrators were unverified.1404

Attacks on school students, teachers, and other education personnel

ARMED GROUPS OCCASIONALLY TARGETED SCHOOL DIRECTORS, TEACHERS, AND STUDENTS. THESE TYPES OF ATTACKS WERE NOT DOCUMENTED IN EDUCATION UNDER ATTACK 2014. ACCORDING TO THE UN, ATTACKS AND THREATS AGAINST STUDENTS, PARENTS, AND EDUCATION PERSONNEL WERE COMMON IN 2016, ESPECIALLY IN THE MOPTI REGION, ALTHOUGH PRECISE STATISTICS WERE UNAVAILABLE.1405

Among the anecdotal examples that GCPEA was able to identify were two attacks on teachers:

- At an unspecified time in 2015, the Front de libération du Macina, an affiliate of Ansar Dine, demanded that the village leader in Doga village, Mopti region, close secular schools. When the village leader sought authorities’ support, the group killed him. The group then threatened teachers in six local communes, which led to the closure of 93 schools.1406
- On July 11, 2015, armed actors who were reportedly opposed to Western education and the government of Mali killed a school director.1407

Military use of schools

Military use of schools continued throughout the reporting period. From 2014 to 2015, the UN reported the military use of schools by the MNLA, the Haut Conseil pour l’unité de l’Azawad (HCUA), the Mouvement arabe de l’Azawad (MAA), the Coalition du people de l’Azawad, le Mouvement pour l’unité et le jihad en Afrique de l’Ouest, Ansar Dine, and MINUSMA peacekeepers.1408 Armed parties reportedly continued to occupy schools even after signing the 2015 peace agreement.1409 According to an international agency working in Mali, the presence of armed actors near schools was common but poorly documented.1410

During 2015, there were anecdotal reports that armed forces, non-state armed groups, and peacekeepers occupied schools, sometimes resulting in attacks on educational institutions. For example:

- During the first half of 2015, according to various sources, several schools that were allegedly being used by armed groups were damaged by French aerial bombardments, one in Bourem, one in Douentza, one in Timbuktu, and at least one other in Diabaly.1411
- According to the UN, most schools were vacated after the French-led military intervention, but as of November 2015, 30 members of the MNLA had established a military post inside the Lycée Attaher Af Ily high school in Kidal and were using two buildings and the hangar of the school.1412
- According to the UN, MINUSMA occupied a vocational training center from 2013 until December 2014.1413

The UN verified 20 instances of military use of schools in 2014, mainly attributed to the MNLA, HCUA, MAA, and la Coalition du People de l’Azawad. Nearly 60 percent of the schools used were in Gao region; the others were in Kidal, Timbuktu, and Mopti regions.1414 Also according to the UN, MINUSMA peacekeepers used three schools during 2014: in Gao city, Ansongo Cerclé, a subdivision of Gao region, and Tabankort, Kidal region.1415

Between 15 and 16 schools were reportedly used for military purposes in 2015, with responsibility attributed to the non-state armed groups, the national army, and MINUSMA. For example:

- According to the Education Cluster, armed actors, including the Malian army and MINUSMA, occupied at least 16 school buildings in 2015.1416
- The UN also verified that armed groups used nine schools between March 27 and June 11, 2015, and it noted that it had received unverified reports of military use in six other schools.1417
- In December 2015, the UN noted that armed groups that had signed the peace agreement were occupying seven schools in Gao, Kidal, and Timbuktu regions.1418 Armies used at least 14 schools in Gao, Kidal, and Timbuktu regions in 2016, according to the UN. The UN noted that the Coordination des mouvements de l’Azawad (CMA) and CMA/Haut Conseil pour l’unité de l’Azawad vacated two of these schools that year.1419 According to the UN, seven schools in these regions were occupied by armed groups that were signatories to the June 2015 peace agreement.1420

The UN documented the use of 12 schools by armed groups as of December 31, 2017. These included four schools used by the CMA and two by Platform, a pro-government militia. Schools occupied by armed groups were located in Gao, Timbuktu, and Kidal regions.1421 At least one school formerly used by Mali’s armed forces was vacated in 2017. Information from the Education Cluster indicated that, in January 2017, the military was occupying one func-
ternal education in the north, according to Human Rights Watch and the UN.\textsuperscript{1429} From January 2012 to December 2013, witnesses told the UN about instances in which parents in Gaô city were paid to send their children to religious schools, where they received weapons training and extremist instruction.\textsuperscript{1416} By the end of 2013, following the French-led intervention which drove the armed groups out of most major towns and cities in the north, the UN reported that it was believed that most children had decided to return to their families.\textsuperscript{1427}

Sexual violence by armed parties at, or en route to or from, school
As recorded in Education under Attack 2014, the UN verified that armed groups used an unspecified number of schools as locations in which to indoctrinate and train children in 2012 and 2013.\textsuperscript{1444} Although sexual violence was not documented in Mali in Education under Attack 2014 and only one report was found during the 2013-2017 period, it may have been underreported in both periods, given the context in which armed groups engaged in sexual and gender-based violence in the north, according to Human Rights Watch and the UN.\textsuperscript{1440}

Attacks on higher education
At least one attack on higher education occurred in Mali during the 2013-2017 reporting period, whereas no such attacks were reported from 2009 through the first half of 2013. Scholars at Risk and the US Department of State reported that police forces used teargas against a peaceful student sit-in at the University of Bamako on July 9, 2013. According to these reports, the police and effects of the teargas forced students away from the campus. Police also reportedly beat several students. Scholars at Risk documented injuries to at least 37 students. The protest took place against the backdrop of a teachers’ union announcement to go on an indefinite strike after university officials failed to honor an agreement to raise salaries. The strike led to the suspension of classes, and the students began their protest to prompt negotiations between university authorities and the teachers’ union.\textsuperscript{1424}

MYANMAR

More than a dozen schools in Myanmar were damaged, and classes were disrupted by arson attacks, aerial bombings, and shelling. Communal, religious, and ethnic conflicts killed dozens of students and teachers. In Rakhine state, military-led operations in Rohingya communities burned hundreds of villages to the ground and killed an unknown number of students and teachers.

Context
Ethnic armed groups continued their decades-long insurgency, particularly in different parts of northern Myanmar. The Myanmar military (the Tatmadaw Kyi or Tatmadaw) targeted ethnic minorities such as the Ta’ang, Kachin, and Shan, who they believed to have ties to armed opposition groups seeking to gain increased autonomy and independence for their communities.\textsuperscript{1431} In addition, communal violence between Buddhists and Muslims erupted in central and western Myanmar beginning in 2012, killing and injuring hundreds.\textsuperscript{1432}

Internal displacement and insecurity caused by the ongoing violence disrupted education for thousands of children. For example, authorities closed approximately 30 schools during fighting between the government and Karen armed groups in southeastern Mon state in September 2014.\textsuperscript{1433} In a 2016 analysis of nationwide data, the Asian Development Bank and UN agencies found that security concerns combined with the long distances required to travel to school may have discouraged all children, especially girls above the age of puberty, from attending school.\textsuperscript{1426}

In 2016 and 2017, during two military-led operations in Rohingya Muslim minority communities in northern Rakhine state, at least 400 schools in Rakhine state were closed due to fighting.\textsuperscript{1437} These operations intensified after August 25, 2017 when a nascent migrant group reportedly carried out attacks against approximately 30 security forces outposts.\textsuperscript{1438} These operations displaced hundreds of thousands of people, destroyed an unknown number of schools in hundreds of devastated villages, and killed untold numbers of students and teachers.\textsuperscript{1445}

Scholars at Risk and the US Department of State reported that police forces used teargas against a peaceful students’ protest in 2017.\textsuperscript{1446} The UN High Commissioner for Refugees stated in February 2018 that more than 688,000 Rohingya people had fled to refugee camps in Bangladesh in the previous months.\textsuperscript{1447} According to government sources, 27,000 members of Rakhine minority groups were displaced after August 25, 2017, but by November of that year more than 24,000 had returned home.\textsuperscript{1448}

According to OHCHR, the military-led operation in Rakhine state at the end of 2016 included actions that very likely amounted to crimes against humanity.\textsuperscript{1449} In March 2017, the UN mandated a fact-finding mission to investigate human rights violations perpetrated by the Myanmar security forces, in particular those in Rakhine state, including arbitrary detention, torture and inhuman treatment, extrajudicial, summary or arbitrary killing, rape, and other sexual violence, and the destruction of property.\textsuperscript{1450} However, the Myanmar government stated in June 2017 that it would not issue visas to the UN investigators, a situation that continued at the time of writing.\textsuperscript{1451}

The number of attacks on schools and universities fluctuated throughout the reporting period, in conjunction with the intensifications of military activity and new laws that caused protests that were sometimes repressed with violence at Myanmar’s universities. Reports of military use of schools appeared to remain steady until late 2016, and there was limited data on the extent of military use during military operations in Rakhine state.

Attacks on schools
Mortar fire, shelling, arson, and gunfire by various sides of multiple conflicts were reported to have damaged or destroyed schools in multiple states, particularly in the context of the government’s military-led operations in Rakhine state. Throughout the reporting period there was only limited information available on exactly how widespread attacks on schools were. However, anecdotal reports indicated that fighting regularly impacted schools. After a brief peak in 2013, when Buddhist nationalist armed groups increased attacks in Muslim communities, attacks on schools remained at levels similar to those reported in Education under Attack 2014, which lasted through 2015.\textsuperscript{1452} Attacks increased again in 2016 and 2017 in the context of military-led operations in Rakhine state. Further attacks may be reported for 2017 when more detailed information becomes available.

Communal and religious tensions intensified into conflict in 2012, and media outlets reported a rise in targeted attacks by Buddhist nationalists in 2013.\textsuperscript{1453} There were anecdotal reports of Buddhist nationalist violence targeting schools in two different areas of Myanmar:

- Media sources reported that on February 17, 2013, approximately 300 Buddhists attacked an Islamic religious school in Thaketa township in the central city of Yangon (Yangon).\textsuperscript{1454}

- According to media sources, in March, more than 200 Buddhist community members set fire to an Islamic school in Meiktila in the Mandalay region of central Myanmar, allegedly while government security forces watched. The mob, armed with machetes and pipes, killed 32 students and four teachers, clubbing some...
to death and burning others alive. The media reported that seven people were later imprisoned in connection with the attacks.1442

UN sources reported that fighting between the government security forces and ethnic armed opposition groups in Kachin state also damaged schools during 2013. According to the UN, fighting between the Kachin Independence Army (KIA) and the military during October and November 2013 damaged an unknown number of schools in northern Kachin state.1443 For example, the UN reported that, in November 2013, the national army surrounded a boys’ boarding school in Mansi Township in Kachin state, forcing 300 students to flee the school. Their stated reason for doing so was to minimize civilian casualties during the fighting by ensuring that students were not present and therefore could not be caught in the crossfire.1444 It was unclear what happened to those who fled or whether the school was damaged.

In Shan state, unidentified attackers damaged two schools in 2013, according to NGO and media sources:

- According to a local human rights NGO, mortar shells damaged a school in Tanyan, Shan state, in April 2013.1445
- In northern Shan state there was one attack on a school in 2013. In Lashio, unknown attackers burned down an Islamic school in late May 2013.1446

In 2014, reports of attacks on schools became more sporadic. Fighting between the national army and ethnic armed opposition groups damaged at least two schools in Shan state, according to a local human rights organization. For example:

- Shelling damaged a government school in the northern village of Wan Na Hee, Shan state in March 2014.1447
- A high school in Mong Nweng town, Shan state was damaged during a three-day military campaign by the national army during November 2014.1448

Reports of attacks on schools increased slightly in 2015, to approximately seven, according to information collected from rights groups and media sources. Fighting between the national army and the Democratic Karen Benevolent Army (DKBA) damaged or closed schools in five villages during communal violence in the Kawkareik township, southeastern Karen state, in July 2015.1449 There were also media reports of damage to two schools caught in the crossfire of fighting in 2015. For example, police and the national army destroyed at least one school in Karen state, on the border with Thailand, in June 2015.1450

There was one report of an attack on a school in Kachin state in 2015. In June of that year, media and NGO reports stated that a military mortar shell landed 200 meters from the dormitory and headmaster’s house at the Alen Bum Internally Displaced Persons Boarding School in Laiza.1451

Attacks against schools appeared to intensify in 2016, with the most significant violence moving to Rakhine state. The UN found that government security forces burned schools and madrassas in Rakhine as part of its military-lead operations in the area beginning in October 2016. The extent of this damage was not clear.1452

The UN also received reports of six attacks on schools in 2016, two of which were verified. It was not clear where in the country these attacks occurred.1453 GCPEA also collected information on two cases of unidentified attackers and collateral damage from fighting that affected access to education in 2016. It was not clear whether these cases overlapped with those reported by the UN. For example:

- According to media sources, on June 23, 2016, unidentified assailants attacked a village in Bago division, causing damage to a local school.1454
- Local media reported that, in August 2016, stray shells from a battle between the national army and the KIA landed in the compound of Namyab Basic Education Middle School in Hpakant, Kachin state. The extent of the damage to the school caused by the explosion was unclear, but at least one student and one teacher were injured.1455

Damage to schools continued in 2017, according to information collected from news reports. Although there was limited information available on the number of schools affected in Rakhine state, GCPEA was able to identify anecdotal reports of such attacks, including the following:

- In September 2017, at least one school was destroyed in an arson attack, reportedly by non-Rohingya villagers or security forces, according to international media.1456
- News sources reported that on September 22, 2017, a school in Mee Chaung, a village in Rakhine that had remained mostly peaceful during the violence against the Rohingya in other parts of that state, was reportedly damaged and possibly destroyed by a bomb blast carried out by unknown perpetrators.1457

In other states, media sources reported sporadic cases of schools caught in the crossfire between government forces and non-state armed groups in 2017. For example:

- On January 11, 2017, fighting between the Ta’ang National Liberation Army and government security forces caused schools and other civilian infrastructure to be closed in Namhsan, Shan state. Unknown perpetrators caused unspecified damage to one local high school.1458
- On March 11, 2017, shelling damaged Hongyan School in Kokang region, Shan state. No students were injured in the blast, as it occurred on a weekend. However, a volunteer teacher who was in residence at the time was killed.1459
- In August 2017, teachers and students were injured during fighting near Nam Ya Middle School in Moe Nyin District, Kachin state, which also disrupted school services.1460

**Military use of schools**

Local NGOs, the UN, and media sources reported intermittent incidents of the national army and armed groups using schools as training facilities and for protection during fighting, among other purposes. Military use of schools was documented at rates similar to those reported in Education under Attack 2014 for most of the 2013-2017 period, but it was more commonly reported during the second half.

The UN reported two cases of military use of schools in 2013, one by government forces and the other by a non-state armed group:

- According to the UN, the national army used a vacated boys’ school in Bhamo, Kachin state, during a school vacation in 2013.
- The UN reported that a KIA-affiliated militia used a boys’ dormitory at a boarding school as a training facility in Kachin state, also during the school vacation. Responding to UN pressure, the KIA instructed the militia to leave the premises.1461 It was unknown whether students were present in either school at the time.

These incidents continued into 2014, with one incident attributed to government forces and one to a non-state armed group:

- According to a local NGO report, in September 2014 the DKBA used a middle school for cover during conflict with the national army. The DKBA allegedly fired on the military from the school.1462
- A local NGO reported that, between June and July 2014, the national army set up a base in a village in Kehsi Township, northern Shan state, and prevented students from attending school.1463

Military use was reported more commonly in 2015 and 2016. The UN verified six cases of military use of schools by the national army throughout 2015 and documented two cases in 2016, including one in Rakhine state and one in Kachin state.1464 In addition, a report by OHCHR indicated that government security forces commonly used schools and mosques as outposts or temporary detention centers in the context of the government crackdown in Rakhine state in the last three months of 2016. For example:

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Sexual violence by armed parties at, or en route to or from, school or university

There were at least two reported cases in which sexual violence affected education between 2013 and 2017, one in the context of communal conflict in Kachin state, and one in the context of violence in Rakhine state. This type of violence was not documented in Education under Attack 2014.

- Human Rights Watch reported that, in January 2015, soldiers stationed near a school physically assaulted, raped, and killed two female school teachers in their dormitory in Kuang Kha in Shan state. The military denied all involvement and threatened to take legal action against anyone alleging their involvement.

- OCHA reported that, in the last three months of 2016, women in Rakhine state were detained, raped, and otherwise abused by armed groups in schools. In one such case, a Rohingya woman in a Bangladesh refugee camp reported to Human Rights Watch that before she left her village of Kyin Chaung, a soldier dragged her to a school toilet and raped her there.

Attacks on higher education

There were more reports of attacks on higher education during the 2013-2017 reporting period than in the previous period, possibly due to tensions related to the new National Education Law passed in 2014. The law restricted university student unions and teachers’ unions and prohibited minority ethnic language education at universities. Its passage sparked a widespread outcry and protests calling for increased academic freedom, which were met with violence by police and other government security forces. The majority of the attacks on higher education for which reports were collected by GCPEA occurred in the following year, 2015.

No attacks on higher education were documented until 2015. Rights groups including Human Rights Watch, Scholars at Risk, and Amnesty International reported that, beginning in March of that year, police responded to student protests over the new National Education Law with excessive use of force and violence, harassment, and arrest. The majority of the students involved.

- In Letpadan, Pegu region, central Myanmar, at least 80 students and their supporters, mostly monks, were reportedly arrested following clashes with police in March. The students were protesting the new education law. Local and international media reported that police beat protesters and the medical responders who were called to assist them. Amnesty International stated that in the following month the police harassed and threatened student leaders and their supporters for their suspected involvement in the protest. According to Reuters, the government released at least 14 of the arrested students two days after the protest. As of March 2016, the government reportedly had plans to release the other students, but whether or not this had happened by September 2017 was unclear.

- Two leaders of the All Burma Federation of Student Unions, who were called to assist them. Amnesty International stated that in the following month the police harassed and threatened student leaders and their supporters for their suspected involvement in the protest. According to Reuters, the government released at least 14 of the arrested students two days after the protest. As of March 2016, the government reportedly had plans to release the other students, but whether or not this had happened by September 2017 was unclear.

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- Leaders of the All Burma Federation of Student Unions, who had been in hiding since the March protests, were detained from late October through early November 2015, according to Scholars at Risk. In April 2016, the government released 69 students from prison following prom
An Amnesty International report stated that up to 50 schools were attacked, burned, or destroyed in Borno state alone in 2013, resulting in the deaths of 70 teachers and dozens of students.1499 Watchlist on Children and Armed Conflict noted that until mid-2013 Boko Haram carried out most attacks at night, when schools were empty.1500 After mid-2013, attacks began happening more frequently during school hours, according to Amnesty International.1501 The information gathered by GCPEA also seemed to indicate that attacks occurring in the second half of the year were deadlier. For example:

- On March 11, 2013, unidentified attackers set fire to Gwange I Primary School in Maiduguri city, Borno state, burning it down. Unidentified attackers reportedly set fire to Gwange III Primary School in the same city two days later.1502
- A local media source reported that on March 23, 2013, persons believed to be members of Boko Haram burned down three private schools in Biu town, Borno state, at night.1503
- The UN, international media sources, and the US Department of State reported that on July 6, 2013, members of Boko Haram attacked and burned down a secondary school in Lamudo, Yobe state, during the day, killing at least 29 male students and one teacher.1504 Human Rights Watch reported that Boko Haram had previously threatened to kill students found at the school.1505
- Human Rights Watch reported that on September 6, 2013, Boko Haram bombed the science laboratory at the Government Secondary School Gajeri and the principal’s house, before abducting the principal and capturing six students. Boko Haram members forced students to point out the homes of teachers and local education administrators in the village, then killed the teachers they found and destroyed their teaching certificates. They then abducted one of the students and killed the other five.1506

During 2014, Boko Haram and unidentified armed assailants continued to target schools in Nigeria’s northeast, often using arson, suicide attacks, and other methods that caused dozens of deaths and injuries. Attacks that year occurred both during the day and at night. For example:

- According to media sources, unidentified assailants set fire to a residential building for education personnel at a girls’ secondary school in Yana, Bauchi state, on the night of April 20, 2014.1507
- News outlets reported that unidentified assailants razed two primary schools in Shedarki and Yelwan Darazo villages, Bauchi state, on the night of May 14, 2014.1508
- News sources reported that on September 7, 2014, Boko Haram members destroyed a school when they attacked Buratai town, Borno state.1509
- In November 2014, Boko Haram fighters stormed a school in Chikide, Borno state, and set classrooms on fire, burning eleven children and three teachers to death. They also abducted several women and children in the same attack.1510
- On November 10, 2014, a suicide bomber dressed as a student detonated a bomb during a school assembly at the Government Science and Technical College in Potiskum, Yobe state.1511 According to Human Rights Watch, the explosion killed 26 students and inflicted minor to grave injuries on an additional 81 students.1512

Non-state armed groups continued to target schools in 2015, especially in the country’s northeastern region. However, there was some indication that these attacks occurred at lower rates because, by the middle of the year, most of the schools in the area were already either destroyed or closed and the surrounding areas deserted.1513 The attacks included the following:

- Local media reported that on January 12, 2015, Boko Haram members stormed Askira town, Borno state, using explosive and incendiary devices to damage several buildings, including a school.1514
- On March 28, 2015, at least three schools being used as polling stations in Enugu, Anambra, and Bauchi states were the targets of explosive devices and arson. Boko Haram committed the attack in Bauchi, but the perpetrators of the other two remained unidentified, according to local news sources.1515

Neither the UN nor other sources reported attacks on schools in 2016 or 2017. One reason for this decline in attacks on schools may have been that most of the schools in the northeast were already destroyed or closed in August 2016. UN data showed that an estimated 1,697 schools were closed in northeastern Nigeria, of which 524 were in Adamawa state, 110 were in Yobe, and 1,063 were in Borno.1516

**Attacks on school students, teachers, and other education personnel**
Between 2013 and 2017, armed assailants claiming or believed to be part of Boko Haram regularly targeted individual students, teachers, and other education personnel in isolated or coordinated incidents, which often took place at schools. They shot, killed, abducted, and threatened teachers and students.1517 Attacks on students and teachers occurred with greater frequency from 2013 to 2017 than from 2009 to 2013. The later attacks also affected...
more students and teachers than the previous ones, as Boko Haram carried out multiple mass abductions of hundreds of students at a time, as well as large-scale bombings that killed and injured dozens of students and education personnel.

Boko Haram targeted hundreds of students and teachers during the early years of the current reporting period. Education authorities in the northeast of the country recorded the killing of 314 school children between January 2012 and December 2014.\footnote{1520} According to the Nigerian Union of Teachers, as of October 2015, Boko Haram had killed more than 600 teachers since 2009.\footnote{1521} Throughout the period, Boko Haram justified their violent acts as retaliation for government harassment and detention of teachers and students at Quranic schools and mosques, which the government believed to be where young people were incited to violence.\footnote{1522}

Incidents of killings, injury, or abduction of approximately 79 students and education personnel in 2013.\footnote{1527} Boko Haram killed 126 school children and 70 teachers in Borno and Yobe states in 2013 alone.\footnote{1524} Amnesty International reported that attackers, often unknown, shot 30 teachers, some of them during class, between January and November 2013.\footnote{1525} Watchlist found that in 2013 and 2014, Boko Haram sent letters to students and teachers stating that they would be attacked if they continued to attend and work in school.\footnote{1526}

As attacks on students became more frequent than previously documented, the UN reported that Boko Haram killed 226 school children and 70 teachers in Borno and Yobe states in 2013 alone.\footnote{1528} Amnesty International reported that, between January 2013 and December 2014, Boko Haram kidnapped at least 14 incidents of killings, injury, or abduction of approximately 79 students and education personnel.\footnote{1529} Boko Haram or unknown assailants were responsible for each of these attacks. GCCPE also identified one report of government forces harming a teacher. Examples included the following:

- On March 18, 2013, unknown gunmen reportedly shot and killed at least three teachers and seriously injured three students in simultaneous attacks in four government-run schools in Maiduguri, Borno state, according to Amnesty International and media sources.\footnote{1530}
- Media sources reported that on June 17, 2013, unidentified gunmen reportedly killed nine students who were taking exams in a school in Maiduguri, Borno state.\footnote{1531}
- Also on June 17, 2013, according to local news sources, Boko Haram captured and lynched a National Examination Council education official in Maiduguri, Borno state.\footnote{1532}
- The director of a Quranic school in Damaturu, Yobe state reported to Human Rights Watch that government security forces continually harassed him during the year, possibly because they suspected him of being linked to Boko Haram.\footnote{1533}

Early 2014 was a deadly period for teachers and students, particularly due to Boko Haram’s targeting of students in larger scale incidents than they had perpetrated previously, with several hundred students and teachers harmed. For example:

- The UN and Human Rights Watch reported that two weeks later, on February 25, Boko Haram killed at least 29 school boys at night in Federal Government College in Buni Yadi village, Yobe state.\footnote{1534}
- One of the most highly publicized attacks on education occurred on April 14, 2014, when Boko Haram stormed a government-run secondary school for girls in the Chibok local government area in Borno state. They burned down the school and kidnapped 276 female students.\footnote{1535} Boko Haram boasted of the kidnapping as a warning against girls participating in Western education. Fifty-seven of the girls escaped from the group soon after the kidnapping, and one was found in May 2016.\footnote{1536} Another 21 were released after negotiations with Boko Haram in October 2016.\footnote{1537} One more schoolgirl was found in January 2017 with a six-month-old baby, to whom she had given birth while in captivity.\footnote{1538} Another 82 were released in exchange for Boko Haram prisoners in May 2017.\footnote{1539} On November 24, 2014, Boko Haram kidnapped at least 300 students from Zanna Mabartzi Primary School in Damasak, Borno state, in the group’s largest documented school abduction, according to Human Rights Watch.\footnote{1540} Between March 13 and March 15, 2015, Boko Haram reportedly freed with the 300 children. Two years later, in March 2017, the children still had not been found.\footnote{1541}

Similar attacks continued at a lower rate into 2015, with just one reported incident. According to international media, on May 8, 2015, a gunman suspected by police to have ties to Boko Haram who was wearing a suicide vest opened fire on students as they underwent security checks outside a school in Potiskum, Yobe state. The gunman then fired sporadically around the campus.\footnote{1542} Human Rights Watch reported that one student was killed and five were injured.\footnote{1543}

The next attack on students and education personnel was recorded two years later. On December 1, 2017, an unidentified assailant killed two boy students and injured two others, along with one female teacher, at a school in Kwaya Kusar. Reuters reported that, according to UNICEF, the man entered the schoolyard with a machete and tried to talk to some of the children. The female teacher confronted him, and he attacked her. Two local youths intervened before more people were harmed. It was unconfirmed whether the attacker was affiliated with Boko Haram.\footnote{1544}

### Military use of schools and universities

Nigerian government security forces used at least a dozen schools for military purposes between January 2013 and December 2016, according to the UN. These included 10 in Borno state and two in Yobe state.\footnote{1545} Boko Haram was also found to have used several schools.\footnote{1546} This type of violation occurred more frequently during the 2013-2017 reporting period than during the 2009-2013 period of Education under Attack 2014, possibly due to national armed forces’ increased efforts to drive out Boko Haram. Use of schools by government forces sometimes made the buildings targets for Boko Haram, with the group bombing and burning down several schools in Borno state between 2013 and 2015 because of the military’s presence, according to Human Rights Watch.\footnote{1547} The UN reported that, between January 2013 and December 2016, Boko Haram burned and destroyed four schools in Gwoza after the national armed forces vacated the premises.\footnote{1548}

In 2013, Boko Haram reportedly used an unknown number of schools in Borno and Yobe states as detention or killing centers. Human Rights Watch reported this type of use of schools in Gomiri and Gujba, both in Yobe state, in 2013.\footnote{1549} Government forces were also reported to have occupied schools in 2013. In one such incident, a witness in Gwoza, Borno state, told Human Rights Watch that soldiers had occupied a primary school for six months beginning in November 2013, sleeping there and bringing women from the village to stay there with them. Boko Haram then attacked the school in May 2014.\footnote{1550} Boko Haram and government forces used schools and universities as detention centers and military bases in 2014, with six such cases reportedly attributed to Boko Haram and two to the armed forces, as described in the following:

- A witness in Gwoza told Human Rights Watch that her children stopped going to school in May 2014 after members of Boko Haram occupied and transformed the school into a base, before burning it down three weeks later.\footnote{1551}
- Human Rights Watch documented two cases of military use of schools by Boko Haram in Bama, Borno state, in 2014. In one case, members of the group used schoolbooks to make fires; in the other, they shot kidnapping victims in the dormitories.\footnote{1552}
the group having recruited 1,947 of the 2,122 verified cases in 2016 alone. UNICEF reported an uptick in use of recruitment jumped from 278 in 2015 to 2,122 in 2016, with Boko Haram the main perpetrator of this violation, using bomb attacks in the first three months of the year—almost the number used in such incidents in all of 2016. The four cases in which schools served as recruitment sites included the following:

**Child recruitment at, or en route to or from, school**

- Media documented that unknown assailants abducted the education director of degree programs in Rivers state on January 22, 2013. It was unclear whether the director was targeted because of his profession or for another reason.

- In a mass casualty attack on September 29, 2013, armed assailants believed to be members of Boko Haram stormed the College of Agriculture in Gujba, Yobe state, killing 65 students and wounding 18 more, according to news sources. The names of the casualties were not released.

- News sources reported that on February 23, 2013, unknown perpetrators kidnapped a senior lecturer from the University of Maiduguri. The identity of the lecturer was not disclosed, and it was unclear whether the attack was related to the lecturer's profession.

- The UN reported that two religious schools in Maiduguri were used as sites for recruitment through 2014, as well as by a pro-government local group in 2015 and 2016. The number of UN-verified cases of recruitment jumped from 278 in 2015 to 2,122 in 2016, with Boko Haram the main perpetrator of this violation, using bomb attacks in the first three months of the year—almost the number used in such incidents in all of 2016. The four cases in which schools served as recruitment sites included the following:

  - Human Rights Watch reported that Boko Haram recruited approximately 13 students from Army Children’s School Monguno, northern Borno state, when they looted the premises on March 22, 2013.

- Armored assailants, unidentified suicide bombers, Boko Haram, and government security forces killed, injured, and detained dozens of university personnel and students during the reporting period. The motivation for the attacks perpetrated by unidentified individuals was unknown, but these incidents were included because they fit into an established pattern of armed groups targeting education personnel. Attacks on higher education personnel, such as professors, occurred at similar rates as during the 2009-2013 reporting period, between five and six attacks per year, except in 2015, when GCPEA identified one incident. In addition, higher education facilities were bombed and set on fire in multiple incidents, including six that took place at the University of Maiduguri in 2017 alone.

- In 2013, Boko Haram abducted and killed dozens of students and personnel in at least one attack at the tertiary level in the northeast, and unknown assailants perpetrated two attacks. For example:

  - Media documented that unknown assailants abducted the education director of degree programs in Rivers state on January 22, 2013. It was unclear whether the director was targeted because of his profession or for another reason.

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    - Human Rights Watch reported that Boko Haram recruited approximately 13 students from Army Children’s School Monguno, northern Borno state, when they looted the premises on March 22, 2013.
CGPEA identified reports of six attacks in 2014, most of which involved suicide bombers or the threat of such violence that targeted higher education institutions across northern Nigeria. For example:

- Scholars at Risk and local media reported that on January 19, 2016, unidentified perpetrators kidnapped the director of the Centre for Continuing Education at Rivers State University of Science and Technology in Port Harcourt. His whereabouts remained unknown at the time of writing. According to Human Rights Watch, 27 students and 2 teachers were killed during this attack. This was the second attack on a teacher training college reported in 2014.

There was one reported attack on higher education in 2015. In October 2015, Scholars at Risk and local media reported that a professor of agricultural economics at Ambrose Alli University was kidnapped from his home near Benin City, Edo state in June 2015, and killed. The motive of the attack remained unclear, but the anonymous assailants continued to demand money from the professor’s family after his death. Similar types of violence by unknown assailants targeting higher education personnel and students, as well as their institutions, continued into 2016. Only one of these attacks, at Port Harcourt in Rivers state, was perpetrated by security forces; the other four were carried out by unknown assailants in Rivers and Cross River states. In contrast with the previous year, there were no reports of mass casualty attacks, as each incident affected between one and three people. For example:

- Scholars at Risk reported that on January 19, 2016, unidentified perpetrators kidnapped the director of the Centre for Continuing Education at Rivers State University of Science and Technology in Port Harcourt. His whereabouts remained unknown at the time of writing.

- On April 10, 2016, local media reported that police shot and killed a student who was part of a group of students protesting a “no fee, no examination” policy introduced by the University of Port Harcourt. Local media reported that on April 21, 2016, unknown gunmen killed the principal lecturer of the Ken Saro Wiwa Polytechnic in Rivers State.

- On May 3, 2016, sevengunmen reportedly entered the campus of the University of Calabar, Cross River state, at night, firing shots to disperse security guards and bystanders. They kidnapped a lecturer and two students from their residential quarters, according to local news sources.

- Local media reported on August 8, 2016, that unidentified perpetrators kidnapped a professor at the University of Port Harcourt on his way home from the university. In 2017 there was a series of six incidents in which attackers, either associated with Boko Haram or unidentified, targeted the University of Maiduguri. Each of these attacks harmed between zero and four people, as described in the following:

- International and local media reported that on January 16, 2017, two Boko Haram child suicide attackers detonated their devices at the University of Maiduguri, killing at least four people, including one professor, and injuring 15 more.

- Local media and Scholars at Risk reported that on May 13, 2017, three suicide bombers attempted to enter the University of Maiduguri but were stopped by two security guards. The assailants detonated their devices, killing one security guard and injuring the other.

- Scholars at Risk documented another incident at the University of Maiduguri on May 18, 2017, when three suicide bombers tried to detonate their devices outside the female dormitory. One was able to do so, while the other two reportedly ran to another place on campus, where they also detonated their explosives, injuring three security guards.

- Local and international media and Scholars at Risk reported another attempted attack on May 20, 2017, when a suicide bomber detonated his vest just outside the University of Maiduguri. There were no casualties in the incident.

- Attacks on the University of Maiduguri continued. BBC News and Scholars at Risk reported that on June 25, 2017, a suicide attacker detonated his device on campus, killing a female security guard. The university was digging trenches around its facilities at the time in an effort to prevent these attacks from occurring.

- Despite efforts to prevent attackers from entering campus, Scholars at Risk found that on July 6, unidentified individuals entered the University of Maiduguri and set off explosive devices. There were no reported casualties in the attack.

On November 13, 2017, a female student and a female education staff member were injured when students clashed with police outside of the Federal College of Agriculture in Ibadan, Oyo state, according to local media. The students were protesting the management of the college. Police reportedly used teargas, stones, and live bullets to disperse the students. Several teachers’ vehicles and police vans were also reported to be damaged, and five students were arrested.

**PAKISTAN**

**Unknown attackers and non-state armed groups used explosives, gunfire, and other tactics to damage and destroy hundreds of schools and universities in Pakistan. They also killed, injured, threatened, and abducted close to 100 students and educators, with approximately one-quarter of documented cases of all forms of attack affecting the education of females.**

**Context**

Pakistan confronted a variety of security challenges during the 2013-2017 reporting period. The Tehreek-i-Taliban Pakistan (TTP) and other non-state armed groups carried out violent attacks against government officials and civilians. Responding to the Taliban presence, the United States conducted preemptive attacks and drone strikes in the Federally Administered Tribal Areas (FATA) and elsewhere. The Pakistani military also conducted military operations against the TTP. The TTP meanwhile carried out violent attacks in Punjab province, which was home to two other non-state armed groups, Jaish-e-Mohammed and Lashkar-e-Jhangvi.

Sindh province saw escalating violence throughout the reporting period, particularly in Karachi city, stoked by a mix of ethnic, sectarian, political, and criminal tensions, as well as alleged human rights abuses by the paramilitary Rangers, who were increasingly deployed to maintain order. The TTP also established a foothold in Karachi city. Meanwhile, Balochistan province was the site of several distinct conflicts, including a nationalist and separatist movement led by the Baloch Liberation Army and the Baloch Liberation United Front, which targeted ethnic Pun-
Voice of America reported in September 2017 that more than 1,100 girls’ schools had been destroyed in FATA over the previous decade, according to government estimates. Furthermore, child marriage and pregnancy, prioritization of boys’ education, a deficit of qualified female teachers, and having to travel long distances to school affected girls’ access to education, according to the CEDAW committee.

In general, reports of attacks on education declined from the period covered by Education under Attack 2014, when Pakistan was one of the most heavily affected countries. Attacks on educational facilities declined in Pakistan over the course of the current reporting period.

Attacks on schools

In 2013, media, NGO, and UN sources combined reported more than 100 attacks on schools, including bombings, grenade attacks, and shootings. According to information reported to the UN, the TTP and allied groups carried out at least 28 targeted attacks on schools, teachers, and school children, including 26 attacks that targeted female educational institutions. GCPEA’s information indicated that approximately half of the attacks on schools in 2013 occurred in Khyber Pakhtunkhwa. Attacks on schools also occurred with regularity in FATA, Balochistan, and Karachi city. In many cases, these attacks damaged or destroyed infrastructure and killed several hundred students and teachers.

It should be noted, however, that not all reports indicated whether the institutions attacked were boys’ or girls’ schools.

In 2014, attacks on schools steadied somewhat, but not at a rate that could be considered safe. The figures for 2014, however, are not as reliable as they were previously.

In 2015, the rate of attacks on schools did not change significantly from 2014. In 2016, the rate of attacks on schools dropped slightly, but not to the level of 2013. In 2017, the rate of attacks on schools continued to decline, but not at a rate that could be considered safe.

In 2018, the rate of attacks on schools dropped significantly, but not to the level of 2013. In 2019, the rate of attacks on schools continued to decline, but not at a rate that could be considered safe.

In 2020, the rate of attacks on schools dropped significantly, but not to the level of 2013. In 2021, the rate of attacks on schools continued to decline, but not at a rate that could be considered safe.

In 2022, the rate of attacks on schools dropped significantly, but not to the level of 2013. In 2023, the rate of attacks on schools continued to decline, but not at a rate that could be considered safe.

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In 2026, the rate of attacks on schools dropped significantly, but not to the level of 2013. In 2027, the rate of attacks on schools continued to decline, but not at a rate that could be considered safe.

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In 2034, the rate of attacks on schools dropped significantly, but not to the level of 2013. In 2035, the rate of attacks on schools continued to decline, but not at a rate that could be considered safe.
According to Human Rights Watch, there were at least nine attacks on schools in the District West area of Karachi between March and August 2013. In most of these cases, unidentified gunmen fired on the schools.1619

According to media reports, at least six attacks on schools occurred between May 2, 2013, and May 11, 2013, in Balochistan and Khyber Pakhtunkhwa provinces and were carried out in connection with the schools’ use as polling centers.1620

In November 2013, according to the Human Rights Commission of Pakistan, a US drone hit a religious school in Hangu, Khyber Pakhtunkhwa, killing three teachers and five students.1621

Just under one-third of the attacks on schools in 2013 were reported to target girls’ schools or those serving boys and girls together, according to data collected by GCPEA. For example:

- On March 30, 2013, gunmen entered the Nation Secondary School in Itehad Town, Karachi, hurling grenades and firing on students and teachers. One girl student and the school principal were killed, six other girl students and two visitors were injured. One of the injured visitors was also an educator, the principal of a nearby school who was visiting when the attack occurred. Information collected by Human Rights Watch indicated that the attackers may have been targeting female students.1622

- In one of the deadlier attacks on schools in 2013, local Taliban allegedly carried out an explosive attack outside a government girls’ primary school in Khyber Pakhtunkhwa on September 5, 2013. The attack injured 13 female students under the age of 10.1623

Violence targeting schools appeared to decline slightly in 2014, according to information GCPEA collected from UN and media reports.1624 According to the UN, at least 40 secular schools were attacked during 2014 in Khyber Pakhtunkhwa province, FATA, and Balochistan province.1625 Again, unknown attackers were responsible for the majority of violations, but in some cases the attackers were known to include non-state armed groups such as the Taliban and other violent extremist groups, which targeted secular and English-language schools in Khyber Pakhtunkhwa and Balochistan provinces and FATA.

More than a third of attacks on schools in 2014 were reported to affect girls’ education during 2014, according to information collected by GCPEA. The proportion of girls’ institutions attacked may have varied across the country. For example, the HRCP reported that more than half of the schools destroyed in 2014 by the Taliban in Swat Valley, Khyber Pakhtunkhwa, were girls’ institutions.1626

Attacks on schools in 2014 included the following:

- Media sources reported that on September 1, 2014, members of a group called Al-Jihad carried out an arson attack at Gorbam Private School in Kech district of Balochistan province because of its curriculum. Their statement claiming responsibility for the attack explained that the school had been targeted for providing Western education.1627

- Al-Jihad reportedly set another private school on fire in Turbat district of Balochistan on September 3, 2014, destroying 150 textbooks and leaving behind pamphlets warning the school not to teach Western education in English, according to Human Rights Watch and several media sources.1628

- The HRCP reported that unidentified assailants killed a school teacher and two children in a grenade attack at Askari Public School in Peshawar in October 2014. The incident followed the school’s receipt of letters that threatened attacks if students wore Western attire rather than the traditional shalwar kameez.1629

- One of the most globally publicized attacks on educational institutions occurred on December 16, 2014. That day TTP gunmen stormed the Army Public School in Peshawar, firing on pupils and education personnel and setting off hand grenades and other explosive devices. At least 141 people were reportedly killed, including at least 132 children, as well as several teachers and other education personnel. At least another 133 were reportedly injured, the vast majority of them children.1630 The TTP claimed that the attack was an act of revenge for the Pakistani military’s ongoing offensive in North Waziristan.1631 As a result of the attack, the government closed all educational institutions across Pakistan for three to four weeks, according to the UN.1632

The UN recorded a 65 percent decline in attacks between 2014 and 2015, reporting 14 attacks on educational institutions in 2015, including eight in FATA, four in Sindh, and two in Khyber Pakhtunkhwa.1633 Information compiled from media sources indicated that there were 33 attacks on schools reported in 2015, of which 12, or just over a third, targeted girls’ education.1634 The extent of overlap between the UN and the media information was not clear. In addition to physical attacks on schools, several schools in Punjab and Balochistan provinces received threats demanding that they stop teaching Western education, or that girls stop attending school or wear headscarves, according to Human Rights Watch and media reports.1635 For example, in August 2015, an official from the Panjgur district education department in Balochistan province told Human Rights Watch that a group called Tanzemul Islam al Furqan had sent threats demanding that more than 25 English and coeducational schools close.1636

The reported rate of attacks on schools in Pakistan continued to decline into 2016. According to both the UN and Pakistan’s Education Cluster, there were six attacks on educational institutions that year.1637 This included at least two in Khyber Pakhtunkhwa and the rest in FATA.1638 GCPEA identified 22 incidents in media and NGO reports, including six targeting girls’ schools. These attacks were distributed across the country, with eight reported in Khyber Pakhtunkhwa, five in FATA, four in Sindh, three in Punjab, and one each in Balochistan and Azad Kashmir territory.1639 It was not clear how many of these attacks were the same as those documented by the Education Cluster. Examples of attacks on schools in 2016 included the following:

- According to media sources, 10 students were injured in a stampede that occurred when gunmen fired on a government girls’ secondary school in Tandlianwala, Punjab province, on January 23, 2016.1640

- The UN, Human Rights Watch, and media sources reported that on February 19, 2016, the Taliban detonated bombs and exploded the girls’ wing of a newly built government school in Peshawar. When claiming responsibility for the attack, the Taliban stated that they had targeted the school because it was a government facility and would be part of a series of attacks on such institutions.1641

- In another case, reported by Dawn newspaper on September 6, 2016, a secondary school student was injured in Khyber Pakhtunkhwa when he tried to stop an attacker with a rifle from climbing the school’s boundary wall.1642

- Multiple media sources reported that one girl died, and three others injured, when a bomb exploded while they were playing outside their school in North Waziristan on December 13, 2016.1643 At least eight attacks on schools were reported in 2017, according to information compiled from media sources. Half of these attacks reportedly targeted girls’ education.1644 For example:

- On January 10, 2017, two female students were reportedly injured when unknown attackers threw fireworks into the Hashmat Memorial Private School in Gujranwala, Punjab.1645

- On March 10, 2017, unidentified individuals vandalized the Oxford Public School, located in Ghizer Valley, Gilgit Baltistan. They left behind a note warning that the school would be bombed if the female teachers did not cover themselves.1646

- Dawn newspaper also reported an incident in Balochistan province on March 23, 2017, when a government girls’ school located in Qila Abdulla was damaged in an IED attack.1647

- On May 8, 2017, a bomb reportedly exploded outside a girls’ school in an area near Peshawar, Khyber Pakhtunkhwa province, damaging the school gate and some of the school walls. A second bomb was defused nearby.1648
Attacks on school students, teachers, and other education personnel

In addition to the attacks on schools that killed many learners and educators, students, teachers, and education personnel were also killed in violence that targeted them individually. According to media, NGO, and international agency sources, there were more than 65 attacks against approximately 98 students, teachers, and other education personnel between 2013 and 2017. These numbers represented a decrease from the period reported in Education under Attack 2014. Unknown attackers were responsible for the majority of these incidents, which included targeted killings and abductions. Female students and teachers were targeted in a minority of cases.

Data GCPEA collected from media sources and NGO reports indicated that there were at least 20 cases of attacks on teachers and students, affecting approximately 28 individuals, during 2013.1647 These included kidnappings and targeted killings. Students also faced threats to their safety during 2013. For example:

- On March 26, 2013, unidentified armed assailants reportedly executed a female teacher in front of her 13-year-old son in a drive-by shooting while she was on her way to the school where she taught in Khyber Pakhtunkhwa.1648
- On April 15, 2013, a Taliban faction threatened to harm students if they violated a ban on children attending five schools in North Waziristan.1649
- Unknown assailants reportedly kidnapped three school teachers who taught at the Government Workers’ Welfare School in Khuzdar town, Balochistan, on February 5, 2013.1650
- On May 14, 2013, unknown attackers killed Abdul Waheed, who ran the Naunehal Public School in Orangi Town, Karachi, possibly because he refused to pay extortion money. The school shut down, and after it reopened in August 2013, other unknown attackers targeted it with a grenade.1651
- The number of incidents targeting students, teachers, and other education personnel was similar in 2014, with media sources reporting approximately 23 incidents across Khyber Pakhtunkhwa, FATA, Balochistan, and Sindh.1652 However, many of these incidents harmed about twice as many individuals. For example:
  - On February 10, 2014, unidentified motorcyclists reportedly shot dead three school teachers in Hangu district, Khyber Pakhtunkhwa, when they were on their way home from school.1653
  - On May 21, 2014, gunmen from the Baloch Liberation Front (BLF) opened fire on the home of Abdul Hameed, a teacher in Turbat district, Balochistan province, killing him and five of his family members. The BLF stated that they believed Hameed was an agent of the government, according to media sources.1654
  - In Karachi, unknown attackers reportedly opened fire and killed Malik Ishaq, a secondary school principal in Baldia Town, Karachi city, on August 4, 2014.1655
  - The UN received reports that on November 21, 2014, 11 teachers and local volunteers were abducted from a private school in Khyber Agency.1656

Attacks on teachers and education personnel appeared to decline in 2015. Human Rights Watch and media sources documented a total of eight incidents that harmed seven people.1657 Examples included the following:

- Media reports indicated that on January 14, 2015, unknown gunmen opened fire on and killed a teacher in Chahar Bazaar, Balochistan.1658
- On March 4, 2015, a teacher was shot and killed by unidentified perpetrators in Punjab, also according to media sources.1659
- According to testimony collected by Human Rights Watch, a government school teacher was killed on May 8, 2015, by unknown militants in Charbagh Bazaar, Swat. The individual interviewed noted that the Pakistani Taliban considered all teachers to be heretics.1660

There were reports of at least 12 targeted attacks on education personnel in 2016, which harmed approximately 18 students and education personnel.1661 The majority of attacks were actual and attempted killings and abductions, but students and teachers were also threatened. News reports included the following:

- Three teachers were injured when unknown gunmen opened fire on them in Pandra, Khyber Pakhtunkhwa, on January 1, 2016.1662
- On August 18, 2016, unidentified assailants shot and killed the watchman of a school as he slept at the school in Punjab province.1663
- Another security guard was injured on November 1, 2016, when four unknown armed gunmen entered his school, also in Punjab province, and opened fire.1664
- In September 2017, teachers at two government primary schools in Rawalpindi, Punjab province received threats warning that students would be abducted. The threats caused a number of students to leave the schools.1665

GCPEA identified four incidents of armed actors targeting students and education personnel during 2017. Seven students and education personnel were harmed in these attacks.1666 The media also reported two cases in which protesting teachers were violently dispersed or arrested, which included the following:

- Local media reported the abduction of FATA Education Deputy Director Mobin Rameen Dawar and his son on February 11, 2017.1667
- Local media also indicated that unknown attackers kidnapped three government school teachers in Awaran district, Balochistan, as the teachers returned from a training session for national census workers.1668 It is possible that they were abducted because of their affiliation with the census rather than their positions as school teachers.
- On May 24, 2017, two Chinese language teachers were kidnapped by armed men disguised as policemen in Quetta, Balochistan.1669 “IS” claimed responsibility for the attack and killed the teachers two weeks later.1670
- On November 21, 2017, police used batons to disperse teachers protesting in Gothki district, Sindh province, because they had not received their salaries.1671
- Police used water cannons to disperse teachers demonstrating for permanent positions in Karachi city, Sindh province, on December 25, 2017. More than two dozen teachers were arrested and held for several days.1672

Military use of schools and universities

Information about military use of schools and universities was scarce during the current reporting period, as it was during the 2009–2013 period. However, Kamar Michael, Pakistan’s minister for human rights, noted in his response to the Committee on Economic, Social, and Cultural Rights on June 15, 2017, that the Pakistani army used schools as barracks. The minister stated that the army only used schools during summer or winter holidays, or at other times when the schools were closed, and then only for a few days at a time.1673 Reports from the UN and Human Rights Watch indicated that both armed groups and Pakistani security forces used educational institutions as bases of operation, disrupting access to education.1674

Human Rights Watch wrote that the Khyber Pakhtunkhwa Elementary and Secondary Education Department’s Independent Monitoring Unit reported the partial occupation of 222 schools and full occupation of 63 schools by either displaced families or Pakistani security forces in December 2014. The source did not distinguish between the two uses, and it was not clear how many of these schools were functioning as bases for security operations.1675 Human Rights Watch also reported the following:

- Police used water cannons to disperse teachers demonstrating for permanent positions in Karachi city, Sindh province, on December 25, 2017. More than two dozen teachers were arrested and held for several days.1676

EDUCATION UNDER ATTACK 2018
ing 38 university students and education personnel in Khyber Pakhtunkhwa, Sindh, Balochistan, and Punjab provinces. According to information compiled by GCPEA, at least 12 attacks on higher education occurred during 2013, harming 25 people, as reported by media sources. These attacks in 2014, which were similar to those that occurred the previous year, included 12 attacks on higher education personnel and 4 on higher education infrastructure. For example:

- On February 8, 2014, an explosive device set by unknown attackers detonated at the Technical Training Center in Sohbatpur town, Balochistan province.
- On February 17, 2014, unknown attackers killed Dr. Javed Iqbal Qazi, dean of the pathology department of Karachi Medical and Dental College, in an attack that also wounded his driver.
- On March 10, 2014, unknown attackers killed student organization leader Raja Qadoos in Rawalpindi city, Punjab province.
- Another explosive device was found on the roof of a bus at Shah Abdul Latif University in Khairpur city, Sindh province, on March 25, 2014. It was safely defused.
- A grenade exploded on May 12, 2014, near the Gomal Medical College in Dera Ismail Khan, Khyber Pakhtunkhwa province, killing a security guard.
- On September 18, 2014, unidentified attackers killed Dr. Muhammad Shakil Auj, a liberal religious scholar and dean of Islamic Studies at Karachi University, who had received death threats for months. The threats had come from rival religious scholars charging blasphemy.

Attacks against higher education appeared to decline in 2015, with media sources reporting six incidents, of which three targeted students or education personnel and three targeted institutions. For example:

- On February 5, unidentified perpetrators detonated an explosive device outside the Institute of Computer and Management Sciences College in Peshawar city, Khyber Pakhtunkhwa. There were no casualties in the blast, but university infrastructure was damaged.
- On September 9, 2015, four gunmen shot and killed Dr. Waheedur Rehman, a former student of Dr. Muhammad Shahid ul Islam, a professor at Karachi University, who had received death threats for months. The threats had come from rival religious scholars charging blasphemy.

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In 2014 there were at least 16 attacks on universities and higher education students and personnel, which harmed 21 people, as reported by media sources. These attacks in 2014, which were similar to those that occurred the previous year, included 12 attacks on higher education personnel and 4 on higher education infrastructure. For example:

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The Moro and communist insurgencies created significant impediments to education. Hundreds of thousands of people were displaced in areas affected by separatist violence, and clashes between armed groups led to explosions planted at schools, arson, gun and grenade attacks, and bomb threats. During 2015 and 2016, schools were targeted for their use as polling stations. The UN noted with concern the high number of attacks on indigenous schools throughout the reporting period and observed that these attacks intensified after 2015. The UN verified 24 attacks on schools between December 1, 2012, and December 31, 2016. In 2017 alone, more than a dozen schools were reportedly damaged in the southern Philippines during fighting between the AFP and two IS-affiliated groups in Marawi city.

In 2013, the Children’s Rehabilitation Center (CRC), a nonprofit NGO in the Philippines, reported 23 attacks on schools, while GCPEA found seven attacks reported by the UN and media sources. Some incidents found by GCPEA may have been the same as those documented by the CRC. These attacks occurred in the southern region of the country, particularly in the provinces of North Cotabato, Zamboanga del Norte, and Maguindanao. For example:

- BIFF fighters allegedly opened fire on a public school in North Cotabato province on April 5, 2013, according to media reports. The group stated that the attack was a response to the arrest and killing of one of its members.
- Media sources also reported that on May 17, 2013, an IED planted by unknown assailants at the Salug National High School in Zamboanga del Norte province damaged a classroom.
- Three attacks verified by the UN occurred in September 2013. They involved schools being burned and being destroyed by crossfire between the MNLF and the AFP in Zamboanga city.
- An arson attack destroyed a daycare facility in Montawal town, Maguindanao province, in November 2013. Local media reported that the followers of a defeated candidate for chairman of the barangay (village) set the fire and that authorities attributed the attack to the MILF.

In addition to the seven incidents described above, GCPEA identified eight media reports of attacks targeting schools because of their use as polling stations:

- Three attacks by unknown assailants reportedly targeted schools being used as polling stations for national government mid-term elections on May 13, 2013. Two involved grenades thrown at schools. In the third, unidentified perpetrators opened fire on a school, killing an election poll security guard.
- Five further incidents, which involved arson, explosive devices, and gunfire, targeted schools serving as polling centers for barangay official elections in October. For example, in two separate incidents on October 26, 2013, in Digos city, Davao del Sur province, unidentified assailants on motorcycles threw Molotov cocktails at schools. Both of the schools were reportedly damaged in the ensuing fires.
- The CRC documented 64 attacks on schools in 2014. The UN verified five incidents of fighting between the armed forces and the BIFF and between the Philippines national police and the NPA that damaged schools over the course of the year. GCPEA found five reports of specific attacks that year reported by media and NGO sources, all occurring in the south of the country. It is unclear whether there was overlap among these different incident counts. Examples included:
  - On March 18, 2014, a school run by the Rural Missionaries of the Philippines-Northern Mindanao was hit by gunfire during a rehearsal for the upcoming graduation ceremony, according to the Save Our Schools Network.

Later in the year, in June 2016, unknown assailants fatally shot Amanullah Khan Achakzai, principal of University Law College Quetta, while he was in route to work. Media sources reported four targeted attacks on higher education personnel or facilities during 2017:

- On March 25, 2017, local media reported that the Balochistan secretary of higher education was abducted on his way to work. The outcome of the abduction was unclear.
- On April 7, 2017, Ashfaq Ahmed, a retired professor from Lahore University of Veterinary and Animal Sciences, was killed in Lahore by unknown attackers. Police believed that the attack was related to Ahmed’s Ahmadi faith.
- Local media reported that police defused five bombs planted by unidentified attackers outside of Mehran University of Engineering and Technology in Jamshoro, Sindh province, on November 8, 2017.
- The Pakistani Taliban claimed responsibility for an attack on the Agricultural Training Institute on December 1, 2017, which killed at least 9 people and injured 37, the majority of them students, according to international media.

The Moro insurgency involved the Armed Forces of the Philippines (AFP) and several non-state armed groups: the Moro National Liberation Front (MNLF), the Moro Islamic Liberation Front (MILF), the ‘IS’-affiliated Abu Sayyaf Group (ASG), and the Bangsamoro Islamic Freedom Fighters (BIFF). Despite a peace agreement signed in 2012 by the government and the MILF, the conflict continued throughout the reporting period, with increasing involvement from groups claiming affiliation with ‘IS.’

In addition, the communist New People’s Army (NPA) fought the AFP and paramilitary groups, such as the Alamara and the Magahat-Bahani, which allegedly had ties to the Philippine military. This conflict displaced thousands from Lumad communities, whom the government accused of supporting communist groups. In early 2017, the NPA announced the end to a ceasefire with the government, citing the expansion of a state military presence in villages across the country, and the Philippine government later put peace talks on hold.

A new president, Rodrigo Duterte, took office in June 2016 pledging a hard line against criminals and the drug trade. Human rights groups subsequently reported a rise in the excessive use of force by government security forces.

In 2016, CEDAW expressed concern about increased gender-based violence in conflict-affected areas by members of the AFP and others. This included both killings and sexual abuse.

The Moro and communist insurgencies created significant impediments to education. Hundreds of thousands of people were displaced in areas affected by separatist violence, and clashes between armed groups led to the suspension of classes for thousands of students. In Lumad communities, government forces closed schools, which they accused of being run by the NPA, and harassed and intimidated teachers and students. In the 2013-2017 reporting period, GCPEA found an increase in all forms of attacks on education reported in the Philippines over the 2009-2013 timeframe covered in Education under Attack 2014.
Attacks on schools in 2015 included the following: 

1. SOS reported 84 attacks on 57 schools between January 2014 and September 2015. The group alleged that paramilitary and military forces were responsible for most of these incidents, which displaced more than 3,000 Lumad children.\footnote{1731} The UN verified 12 attacks during 2015. The military and paramilitary groups were responsible for 10 attacks on schools in 2016, of which two were attributed to the armed forces, one to the Bangsamoro Freedom Fighters, and seven were unknown.\footnote{1740} Attacks on schools in 2016 included the following: 
   - On April 27, 2016, grenades and antitank rockets were reportedly fired into six school buildings that were to be used as polling stations, according to news sources. No one was reported injured, and no group claimed responsibility for the attacks.\footnote{1741}
   - On May 4, 2016, unidentified attackers set fire to polling centers at Dilausan Primary School in Tamparan town and Ragayan Elementary School in Poona Baybato town, both in Lanao del Sur province. There were no injuries in the attacks.\footnote{1742}
   - On May 11, 2016, unidentified attackers threw a grenade at a primary school in Mohammad Ajul in Basilan province, where votes were being counted. No one was reported injured in the attack.\footnote{1743}

Media reports indicated that schools in Marawi city were highly affected by armed conflict in 2017, after two groups affiliated with “IS”—the Maute group and ASG—attempted to take control of the city and the AFP responded. Between May 23, 2017, and August 8, 2017, fighting between anti-government groups and government forces damaged at least 14 schools, according to the Philippines Department of Education.\footnote{1731} The UN was able to verify six of the cases as of September 2017.\footnote{1745}

The Philippine government and armed forces singled out indigenous community schools. In July 2017, President Duterte issued a public statement in which he threatened to bomb indigenous Lumad schools in Mindanao for allegedly teaching communism and encouraging rebellion. In the statement, the president also ended peace negotiations with the NPA. President Duterte later said that he was not encouraging harm to Lumad children, only to the school buildings.\footnote{1731} According to SOS, the AFP, the Citizen Armed Force Geographical Unit (CAFGU), an auxiliary force, and paramilitary forces were also responsible for physical damage to several indigenous schools that year. For example:
   - SOS alleged that members of the 84th Infantry Battalion of the AFP and suspected paramilitary groups damaged one Lumad school each in Compostela Valley province between December 8, 2016, and January 3, 2017.\footnote{1731}
   - Also according to SOS, a member of the CAFGU fired his gun three times at an STTICLC building in Talain-
god, Davao Del Norte province, on June 20, 2017.\footnote{1746}

Attacks on school students, teachers, and other education personnel

Teachers and other education personnel experienced a high number of individually targeted attacks related to education, including threats, kidnappings, and killings. These threats closed some schools and particularly affected Lumad communities. As with attacks on schools, reports of individually targeted attacks on students and educators appeared to increase from the period reported in Education under Attack 2014, when approximately 20 attacks of this type were found. Individually targeted attacks on students and educators also appeared to increase over the course of the current reporting period. The UN verified 41 cases of teachers being threatened with violence and 12 school personnel being killed, injured, or abducted between December 1, 2012, and December 31, 2016.\footnote{1749} SOS, which had a broader definition of at-
tacks on students and educators, including threats, harassment, and intimidation, documented 71 incidents of attacks directly targeting learners and educators that affected 859 students and 142 education personnel. Most of these attacks were in the form of threats, harassment, and intimidation.\(^{1750}\)

At least 13 cases of harassment, attempted and actual killing, and abduction targeted 18 students and 57 teachers and other education personnel in 2015, according to media and NGO reports compiled by GCPEA.\(^{1751}\) Unidentified gunmen were responsible for the majority of these incidents. For example:

- On January 22, 2013, gunmen shot and kidnapped the principal of a madrassa, who was also a Muslim scholar, in Labuan, Zamboanga city, Zamboanga del Sur. He remained missing as of the end of August 2013. Human rights groups suspected that state security forces were responsible for the abduction.\(^{1752}\)

- At least two killings occurred before the May 13 elections in Maguindanao, resulting in the deaths of a head teacher in Sultan Mastura town and the district education supervisor of General S. K. Pendatun town.\(^{1753}\)

- Later in the year, unidentified gunmen ambushed, shot, and killed a school district deputy education supervisor in Talayan municipality on June 17, 2013.\(^{1754}\)

- In Basilan, on August 26, 2013, unidentified gunmen shot at three teachers who were on their way home from school in Lamitan city. The attack killed two of the teachers and injured the third.\(^{1755}\)

Information from NGO and media sources indicated that there were at least 15 incidents of attacks affecting approximately 14 students and 22 educators in 2014.\(^{1756}\) This included actual and attempted killings and abductions, along with threats, harassment, and intimidation. Unidentified gunmen were responsible for most of the killings and abductions, while government forces or paramilitary groups were allegedly responsible for the threats, harassment, and intimidation. For example:

- On August 31, 2014, unidentified attackers shot and killed a district education supervisor and her husband while they were riding on their motorcycle in Pikit town, North Cotabato province.\(^{1757}\)

- According to local media sources, unknown gunmen were responsible for the attempted abduction of four teachers in Tagbak village, Sulu province, on March 10, 2014.\(^{1758}\)

- The ASG was suspected of being responsible for the abduction of two married school administrators in Zamboanga del Sur province on January 27, 2018, and the group claimed responsibility for the abduction of a school principal in Libug village, Basilan province on March 31, 2014. All of those abducted were later released.\(^{1759}\)

- SOS documented threats, harassment, and intimidation of students and teachers at indigenous community schools on March 19 and April 3 in Talaingod, Davao del Norte; on August 4 in Davao city; on October 16 in Tagum city, Davao del Norte; and on October 20, 2014, in Compostela, Compostela Valley province. Government forces were allegedly responsible for these violations, sometimes in coordination with paramilitary group members.\(^{1760}\)

In 2015, sporadic killings and abductions of educators continued, and threats against educators appeared to escalate. The UN verified the killing of one school director, the maiming of one teacher, and threats against 40 teachers and 142 education personnel in 2015.\(^{1761}\) According to SOS, paramilitary groups harassed groups of students and teachers in Lumad areas in Mindanao with increasing frequency.\(^{1762}\) Media sources and SOS reported at least 31 incidents of intimidation, harassment, and threat directed at 289 students and 104 education personnel in 2015.\(^{1763}\) The extent to which SOS reports overlapped with the UN-verified incidents was unclear. The targeted killings and abductions, and the incidents of threats, harassment, or intimidation, included the following:

- Human Rights Watch reported that on January 5, 2015, soldiers and members of the Alamara paramilitary group stopped a teacher in Talaingod on his way to school and told him they would kill him and “chop him up” if he continued on to school.\(^{1764}\)

- A student at a Mindanao Interfaith Services Foundation (MISFI) Academy in Kapalong town, Davao del Norte province, reported to Human Rights Watch that soldiers and the Alamara harassed her and her classmates, accusing them of working with the NPA. She noted one incident in February 2015 when the Alamara fired guns in the air as she passed them.\(^{1765}\)

- The UN reported that the Alamara group also threatened four teachers on their way to school in Davao del Norte province in February 2015. In March 2015, the group again threatened the teachers, this time in coordination with the AFP, and interrogated them about their alleged links to the NPA.\(^{1766}\)

- In early March 2015, suspected ASG members kidnapped two teachers from Moalbaal village in Zamboanga Sibugay province, holding one hostage until May 14, 2015, and the other until July 12, 2015, according to local media.\(^{1767}\)

- A widely reported targeted assassination, which was documented by human rights groups and the UN, occurred on September 1, 2015, when the Magahat paramilitary group allegedly tortured and killed educator Emerito “Tatay Emok” Samcaro, the executive director of the Alternative Learning Center for Agriculture and Development and a convener of the SDS Network in Surigao del Sur province.\(^{1768}\) According to media reports, the Magahat stated that they killed Samcaro because they did not approve of his theology in educating students.\(^{1769}\) The violent attack caused several thousand community members to flee to an evacuation camp in Tandag town.\(^{1770}\)

- Some teachers reportedly experienced repeated harassment. For example, members of the Alamara allegedly threatened, harassed, and intimidated two STTICLC teachers on November 23, 2015. One of the two teachers was reportedly harassed a second time on December 19, 2015, along with a third teacher.\(^{1771}\)

Similar trends continued in 2016, with sporadic cases of killing and abduction. Teachers and students from indigenous communities in the Mindanao area also reportedly faced a high level of harassment and intimidation from the military and paramilitary groups. SOS and media sources documented 51 incidents of threats, harassment, and intimidation affecting 243 students and 36 teachers in 2016.\(^{1772}\) Unknown assailants were responsible for most cases of killing and abduction, and government and paramilitary forces were allegedly responsible for most cases of threats and harassment. Individually targeted attacks in 2016 included the following:

- Media sources documented an incident in which unidentified assailants opened fire on a daycare teacher at his home in Palma Gil, Davao del Norte province, on January 26, 2016. The teacher was unharmed in the attack. Sources attributed the incident to the NPA.\(^{1773}\)

- According to SOS, a high school student at a MISFI Academy was harassed on February 14, 2016, and again on June 15, 2016, allegedly by members of the AFP’s 68th battalion.\(^{1774}\)

- According to media sources, on June 30, 2016, attackers suspected to be ASG members abducted a child in front of a school in Patikul district, Sulu province. The outcome of the kidnapping was unknown.\(^{1775}\)

- Local civil society groups reported that, in October and November 2016, government officials harassed students and teachers at the Lumad School Diya Menuwa, run by the Center for Lumad Advocacy and Services in Palimbang, Sultan Kudarat province, and distributed flyers that threatened to arrest educators.\(^{1776}\)

- These patterns of violence and harassment continued in 2017. From January through July 2017, SOS and media sources documented 22 cases of threats and harassment affecting 37 educators and 304 students in indigenous communities.\(^{1777}\) There was also one instance of a teacher abduction, allegedly by members of the ASG. For example:

- A member of the Alamara paramilitary group harassed and intimidated three MISFI teachers in Davao city, Davao del Norte, during the first week of January 2017, according to SOS.\(^{1778}\)
Between December 1, 2012, and December 31, 2016. Similar information provided to SOS indicated that schools were used as bases or interrogation centers, or for lodging. Paramilitary groups were sometimes reported to use schools, which may have overlapped with those reported by SOS. Of the UN-verified cases, the AFP was responsible for five incidents that occurred during operations against the BIFF, and the BIFF was responsible for one incident. For example:

- On January 2, 2014, the BIFF used a school during fighting with the Philippine army and set fire to the school, according to the UN.
- On December 13, 2016, the BIFF used a high school in Butig municipality, Lanao del Sur, according to SOS.
- Members of an ‘IS’-affiliated group allegedly used a high school in Butig municipality, Lanao del Sur, according to SOS.
- On December 1, 2016, evacuees from Barangay Palma Gil in Talaingod, Davao del Norte province, returned home but were unable to return to class because soldiers were still staying in Western Uma Elementary School in Kalinga province in the northern part of the country.

Military use of schools

Dozens of schools reportedly continued to be used for military purposes between 2013 and 2017, as they were still in the period covered in Education under Attack 2014. In the majority of cases, government armed forces allegedly used schools as bases or interrogation centers, or for lodging. Paramilitary groups were sometimes reported to use schools jointly with the AFP. In a few cases, non-state armed groups also reportedly used schools as fighting positions.

The UN reported that 31 schools were used for military purposes, the majority by Philippine security forces, between December 1, 2012, and December 31, 2016. Similar information provided to SOS indicated that schools were used as bases or interrogation centers, or for lodging. Paramilitary groups were sometimes reported to use schools, which may have overlapped with those reported by SOS.

In 2013 there were at least two cases of schools used by the AFP and one case of schools use by the BIFF: For example:

- On January 2, 2014, the BIFF used a school during fighting with the Philippine army and set fire to the school, according to the UN.
- On December 13, 2016, the BIFF used a high school in Butig municipality, Lanao del Sur, according to SOS.
- Members of an ‘IS’-affiliated group allegedly used a high school in Butig municipality, Lanao del Sur, according to SOS.
- On December 1, 2016, evacuees from Barangay Palma Gil in Talaingod, Davao del Norte province, returned home but were unable to return to class because soldiers were still staying in Western Uma Elementary School in Kalinga province in the northern part of the country.

Some of the military use of schools were verified by the UN. The incidents reported included the following:

- According to SOS, more than 100 members of the Alamara, CAFGU, and 60th Infantry Battalion of the AFP reportedly camped in Paglusnagan Primary School and the Yapasay Elementary School Annex, both in Cateel municipality, Davao Oriental province, from May to September 2014, which affected 23 students and 2 teachers, according to SOS.

Military use of schools decreased slightly in 2016, to eight cases verified by the UN. Of these, six were attributed to national security forces and two to the Maute group. Four of these schools were attacked while they were occupied. Local and international media and civil society groups reported 14 cases of school occupation in 2016. At least four cases involved encampment by AFP soldiers, according to SOS. Some cases of military use reported by the media and NGOs may have overlapped with those verified by the UN. Examples included the following:

- The Philippine Daily Inquirer reported that on June 1, 2016, evacuees from Barangay Palma Gil in Talaingod, Davao del Norte province, returned home but were unable to return to class because soldiers were still using the school.
- SOS reported that the 46th Infantry Battalion used a school in Compostela Valley, Maguindanao province, on June 23, 2014, allegedly threatening and harassing a 12-year-old female student while encamped there.
- According to SOS, on November 10, 2016, eight soldiers used the grounds of a Salugpungan community school in Compostela Valley. The soldiers allegedly told the teachers they would remain in the school until the new year in order to observe the community.
- Members of an ‘IS’-affiliated group allegedly used a high school in Butig municipality, Lanao del Sur province, in late November 2016, according to media reports, which stated that the school was used during a battle with Philippine troops.
- On December 13, 2016, the Northern Dispatch Weekly wrote that the 50th Infantry Battalion of the AFP was staying in Western Uma Elementary School in Kalinga province in the northern part of the country.

The UN verified 10 cases of military use of schools in 2015. The AFP was responsible for more than half. In six cases they used the schools alone, and in three cases they used them jointly with paramilitary groups. The UN verified one case of a school used by the BIFF. SOS reported 11 incidents of military use of schools by the AFP and paramilitary groups that same year. The SOS-reported cases may have overlapped with those verified by the UN. The incidents reported included the following:

- According to SOS, more than 100 members of the Alamara, CAFGU, and 60th Infantry Battalion of the AFP
- The 67th Infantry Battalion of the AFP reportedly camped in Paglusnagan Primary School and the Yapasay Elementary School Annex, both in Cateel municipality, Davao Oriental province, from May to September 2014, which affected 23 students and 2 teachers, according to SOS.

Some cases of military use reported by the media and NGOs may have overlapped with those verified by the UN. Examples included the following:

- The Philippine Daily Inquirer reported that on June 1, 2016, evacuees from Barangay Palma Gil in Talaingod, Davao del Norte province, returned home but were unable to return to class because soldiers were still using the school.
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- On December 13, 2016, the Northern Dispatch Weekly wrote that the 50th Infantry Battalion of the AFP was staying in Western Uma Elementary School in Kalinga province in the northern part of the country.
In 2013, media sources documented seven attacks on higher education, including three on universities and four on personnel. In Metro Manila, and Sorsogon and Pampanga provinces, the majority of the attacks occurred in Mindanao. However, several occurred in other areas, including abductions and targeted killings of university personnel. As with other violations against education in the region, these attacks were slightly more common than was documented for the years covered in 2014. In September 2013, media reported that on June 22, 2013, and held until July 31, 2013.

Attacks on higher education

Research for the current reporting period identified sporadic attacks on higher education. In 2013 and 2014, these attacks were slightly more common than was documented for the years covered in Education under Attack 2014, with between seven and ten incidents per year. Rates of reported attacks on higher education appeared to drop in 2015, and later years to two or three per year. These incidents included bombs and bomb threats directed at universities, arson attacks on university campuses, and abductions and targeted killings of university personnel. As with other violations against education in the Philippines, the majority of the attacks occurred in Mindanao. However, several occurred in other areas, including Metro Manila, and Sorsogon and Pampanga provinces.

In 2013, media sources documented seven attacks on higher education, including three on universities and four on personnel associated with higher education. This represented a significant increase from the previous year, when only one attack was reported. For example:

- On June 26, 2014, unknown attackers allegedly set fire to the University of Southern Mindanao administration building in Kabacan town, North Cotabato province, burning parts of it down. A grenade had exploded on the campus previously. The reasons for the attacks were unknown.

- On August 20, 2014, an explosive device detonated inside the car of a Mindanao State University professor in Cotabato city, Maguindanao province. The professor was unharmed. Although no group took credit for the blast, media sources suspected that the ASG was involved.

- Local media reported that Rendell Ryan Edpan Cagula, a student activist at the University of the Philippines-Mindanao, was found shot dead on November 4, 2014. The AFP allegedly mistook him for a member of the NPA.

In 2015, GCPEA identified two reports of attacks on higher education, down from ten the previous year. Media sources documented one explosion affecting an institution of higher education in the north, and one attack on higher education personnel in the south, possibly indicating a decrease in violence affecting higher education in the region:

- On February 24, 2015, there was an explosion in the parking lot of the AMA Computer Learning Center campus in Angeles city, Pampanga province.

- On November 21, 2015, unidentified gunmen shot and injured a college official in North Cotabato province.

In 2016 the level of attacks on higher education stayed constant, as bomb threats targeted three universities, including one actual explosion, according to local media sources:

- On March 28, 2016, students and personnel at the Ateneo de Manila University in Metro Manila were evacuated due to a bomb threat.

- On September 6, 2016, the University of Southeastern Philippines campuses in Obrero in Metro Manila and Mintal in Davao city, Davao del Sur province, both received bomb threats. The next day, September 7, St. John Paul II College was also threatened.

- Local media sources reported that on April 4, 2016, an explosive device detonated at Cotabato City State Polytechnic College in Maguindanao, injuring three students. It was not clear who was responsible for the attack.

There were at least two reported attacks that affected higher education in 2017, including one on education personnel in the north and one in which a college’s infrastructure was caught in the crossfire of fighting in the south:

- On January 7, 2017, unknown assailants on a motorcycle allegedly shot and killed an instructor from the University of the Philippines in Vigan city while he was driving his motorcycle along the national highway of San Ramon village.

- On May 23, 2017, Dausalan College was reportedly set on fire during government clashes with the Maute group as they fought over Marawi city, Lanao del Sur province.
**COUNTRY PROFILES**

**SOMALIA**

Combined, actions by non-state armed groups and local clan conflicts led to more than 600 attacks on education, mostly in central and southern Somalia. This included attacks on schools, targeted killings, abductions, and abuse of students and educators, and military use of schools. At least 25 incidents affected higher education, mostly targeted killings of students and professors, and bombing of universities.

**Context**

By 2017, civil conflict had wrecked Somalia for more than two decades. In 2012, Somali government troops, an allied non-state armed group, Ethiopian forces, and African Union forces regained control over parts of the country, including the capital city of Mogadishu, having taken it back from the Islamic Courts Union, a coalition of Sharia courts that assumed authority in 2006.1831

However, Somalia faced continued insecurity and conflict between government forces and an al Qaeda-affiliated extremist group, the Harakat al-Shabaab al-Mujahideen, known as al-Shabaab, which splintered off from the former Shariah coalition. Al-Shabaab aimed to build an Islamic state by using violence against the Somali government, its institutions, and other groups of people perceived to be affiliated with the government, including schools, foreigners, members of the Somali diaspora, and Western countries and organizations.1832 In 2017, a newly elected government intensified military operations against al-Shabaab.1833

Insecurity due to armed conflict negatively affected education across the country. Somalia’s enrollment rates were some of the lowest in the world and were even lower in the most insecure areas. Across southern and central Somalia, only an estimated 30 percent of school-aged children had access to learning opportunities, and this number was only 17 percent in the areas most affected by conflict, including IDP settlements and rural areas.1834 Moreover, armed conflict, along with drought and famine, continued to displace families across Somalia. According to OCHA, 1,029,000 people were displaced as of October 2017.1835

Boys and girls were reportedly subject to different risks. The education of boys was reportedly prioritized over that of girls, which created significant gender disparities in education.1836 As of September 2016, only 43 percent of Somali children enrolled in school were girls, due to factors including early marriage, a limited number of female teachers (only 12 percent at the primary level), and a lack of separate toilet facilities for girls in the schools.1837 Most girls reportedly left school before grade five.1838 Boys were more at risk of forced recruitment.1839 During the first half of 2016, armed forces and groups reportedly forcefully recruited 962 boys and 410 girls.1840

The majority of attacks on education occurred in central and southern Somalia, but sporadic incidents were also reported in Puntland and Somaliland. A rapid assessment conducted in 2016 by the Somalia Education Cluster and funded by UNICEF in central and southern Somalia found that there were 682 attacks and threats against education. Many of the threats related to the presence of al-Shabaab, as well as to clan and community conflicts.1841 The same assessment noted that that Quranic school students, personnel, and institutions were most frequently attacked, with students and personnel of these institutions reportedly being attacked more than 150 times.1842

In 2015, the UN verified 155 attacks on education in Somalia. The UN noted that al-Shabaab was responsible for most attacks in subsequent years. A UN report that began prior to the current reporting period verified 195 attacks on schools between 2012 and mid-2016. Of these, al-Shabaab was responsible for more than half (112) and the SNAF was responsible for approximately 30 percent (60). Unknown armed elements, the African Union Mission in Somalia, Ahl al-Sunna wal-Jama’a (ASWJ), Galmudug Interim Administration forces, and the Kenyan Defense Forces were also responsible for a smaller number of attacks on schools.1843

Rates of documented attacks on schools declined during the 2009-2013 reporting period for Education under Attack 2014 and through 2014, before rising again during 2015 and 2016.1844

The UN verified 54 attacks on schools in Somalia in 2013.1845 According to the UN, the SNAF was responsible for the majority of attacks on both schools and hospitals that year.1846 It was not clear where the majority of these attacks took place, but media sources reported two examples of attacks on schools, both in central and southern Somalia:

- In January 2013, AMISOM troops were reported to have mistakenly fired on a religious school in a village near Mogadishu, killing five children and two adults.1847

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Somalia endorsed the Safe Schools Declaration in November 2015.

**Attacks on schools**

Between 2013 and 2017, al-Shabaab, the Somali National Armed Forces (SNAF), and other armed groups attacked more than 100 schools. While the SNAF was responsible for the majority of attacks on schools during 2013, al-
The Somalia Education Cluster’s rapid assessment conducted in 2016 found that most attacks and threats against primary schools in central and southern Somalia occurred in Jubaland state (eight), with incidents also documented in Hirshabelle state (five) and South West state (one). Non-state actors were responsible for most of these incidents.1858 The UN verified 46 attacks on schools in over the full course of the year. As in previous years, al-Shabaab was the primary actor responsible for these attacks (31), followed by the Somalia National Army (9), ASWJ (2), clan militias (2), and AMISOM (1).1859

In 2015, the UN documented at least 24 attacks on schools. Al-Shabaab was responsible for 15 of these attacks, the SNAF and allies were responsible for four, clan armed groups and unidentified non-state armed groups were each responsible for two, and unidentified air forces were responsible for one.1860 Individual attacks continued to be concentrated in central and southern Somalia. For example:

- The UN reported that al-Shabaab mortar shells destroyed a madrassa in Caga Dhiig village, Banadir state, on March 2, 2015.1861
- AMISOM forces destroyed a madrassa in Ceel Garas town, Galmudug state, on October 2, 2014, while targeting al-Shabaab, according to information verified by the UN.1862
- AMISOM and the UN reported that al-Shabaab was responsible for vandalizing and raiding schools in 2014, with incidents also documented in two cases: on March 24, 2014, in Hudur town, Western Bakooll region, and on October 27, 2014, in Aadan Yabaal district, Middle Shabelle region, Hirshabelle state.1863

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- At the beginning of 2015, unidentified armed men allegedly threw grenades into one primary and one secondary school in Galkayo, Mudug region, Galmudug state, killing at least four teachers and injuring dozens, according to a media report.1864
- The UN Secretary-General reported that Kenyan forces hit a Quranic school during air strikes against Jungle village in Baardheere district, Gedo region, Jubaland state, on July 21, 2015. The attack killed six boys and injured twelve others.1865

During the first half of 2016, the UN signaled a dramatic increase over the previous year in the number of reported attacks on schools (33).1866 The UN verified 46 attacks on schools in over the full course of the year. As in previous years, al-Shabaab was the primary actor responsible for these attacks (32), followed by the Somalia National Army (8), ASWJ (2), clan militias (2), and AMISOM (1).1867

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- The UN reported that al-Shabaab mortar shells destroyed a madrassa in Caga Dhiig village, Banadir state, on February 25, 2016, killing three boys and injuring two other boys and a girl.1870
- Media sources reported that on May 1, 2014, shells fired by unknown assailants into Mogadishu city hit a Quranic school, as well as civilian homes. At least two people were killed and twelve wounded, although it was not clear whether any of them were teachers or students at the school.1871
- AMISOM forces destroyed a madrassa in Ceel Garas town, Galmudug state, on October 2, 2014, while targeting al-Shabaab, according to information verified by the UN.1872
- AMISOM and the UN reported that al-Shabaab was responsible for vandalizing and raiding schools in 2014, with incidents also documented in two cases: on March 24, 2014, in Hudur town, Western Bakooll region, and on October 27, 2014, in Aadan Yabaal district, Middle Shabelle region, Hirshabelle state.1873

An unknown number of educational institutions were damaged or destroyed by security forces or armed groups in 2017. These included:

- On April 18, 2017, unidentified opposition forces fired mortar shells that landed on a primary school in Mogadishu, Banadir region. Reports indicated that between one and four students were killed, and that seven or eight other civilians were injured.1874
- According to a report by the Norwegian Refugee Council in support of the Housing, Land, and Property Sub Cluster and the Protection Cluster in Somalia, in December 2017, 25 learning facilities, 10 mainstream school, and 15 Quran learning centers were demolished in the context of mass evictions in Mogadishu. In some cases, armed individuals wearing Somali security agency uniforms were responsible for the demolitions.1875

Attacks on school students, teachers, and other education personnel

Members of non-state armed groups and unknown assailants threatened, kidnapped, detained, and killed teachers, and shot, abducted, and abused students in more than 100 cases during the 2013-2017 reporting period. Security forces were responsible for a smaller number of violations. The majority of such cases occurred in the southern and central states of Somalia, but sporadic cases were also reported in Puntland. The reporting period did not include any incidents on the large scale of those documented in Education under Attack 2014, such as one in October 2011 at the Ministry of Education that killed more than 100 people, many of them students and their parents.1876 In 2013, AMISOM’s daily media monitoring report identified several cases of al-Shabaab abducting more than 100 Quranic school teachers in central and southern Somalia, in most cases for refusing to comply with the group’s demands.1877

- At the beginning of January 2013, the group reportedly abducted more than 100 Quranic teachers in El-dheer town, Galgadud region, Galmudug state, for rejecting their demand to recruit fighters. It was not clear whether al-Shabaab demanded that the recruitment occur at schools.1878
- In February 2013, al-Shabaab reportedly detained Quranic teachers from Halgan town, Hiran region, Hirshabelle state, after they refused to participate in a seminar the group had ordered them to attend.1879 The group also kidnapped another Quranic teacher on January 27, 2013, in Lower Juba region.1880

In 2014, media reports, including those collated by AMISOM, indicated that unknown attackers and non-state armed groups shot and killed, detained and abducted approximately 10 teachers and students. The majority of these attacks occurred in southern and central Somalia, but one teacher was also attacked in Puntland province.1881

Reported incidents included the following:

- Unidentified assailants allegedly shot and killed two students in Kismayo, Lower Juba region, Jubaland state, on April 14, 2014.1882
- On October 26, 2014, assailants shot and killed two teachers in Mogadishu. Al-Shabaab claimed responsibility for the attack.1883
- Two female teachers who worked in a kindergarten were shot and killed on their way to work on November 2, 2014, in Dharkenley district, Mogadishu, also by unknown attackers.1884
Military use of schools and universities

The Somalia Education Cluster reported in 2016 that it was working with the SNAF to address military occupation of schools.1890 Although the Education Cluster noted that military use of schools was not a significant problem, the SNAF, al-Shabaab, and AMISOM were all reported to have used schools and universities for military purposes during the reporting period.

During the reporting period, rates of military use were approximately the same as those reported in 2011 and 2012 by Education under Attack 2014, with between two and five institutions using each year.

Somali government forces and African Union troops were reported as having used two universities as military bases throughout the reporting period. For example:

- Media sources reported that Somali government forces and AMISOM established a military base at Kismayo University in September 2012. Several attacks reportedly targeted the university during the military troops’ presence there, including the following:
  - On May 2, 2013, a woman carrying explosives attempted to attack the university, but she was arrested before succeeding.
  - On May 9, 2013, unknown attackers hit the university with artillery fire. At least three people were killed.
  - On August 22, 2015, assailants believed to be part of al-Shabaab exploded a vehicle at the military base on the campus of Kismayo University. The explosion killed at least 12 people and wounded more than 20.
- In February 2016, unknown perpetrators launched mortar shells that hit the university.

- AMISOM forces used the Somali National University as a base throughout the reporting period, officially handing it back to the government in July 2017, after 10 years.1896 al-Shabaab claimed responsibility for detonating two grenades near the university campus on August 4, 2013, while the African Union forces were still occupying it.

There were also sporadic cases of schools used for military purposes throughout the reporting period. No instances were documented in 2013, but there were at least four verified and one unverified cases of schools used for military purposes in 2014, three by the SNAF, one by al-Shabaab, and one by AMISOM troops (unverified).1897 At least three schools were reportedly used in 2015.1898 Cases reported by the UN or media sources included the following:

- State security forces reportedly used a secondary school to interrogate more than 45 people who were arrested in Afgoye district, Lower Shabelle region, South West state, in September 2014.1899
- The army used one school in the Lower Shabelle region, South West state, during 2015. The army vacated the school in response to UN advocacy.1900
- AMISOM personnel verified that Somali forces also used two schools in Dinsor town, Bay region, South West state, in November 2015. The army was still using one of the schools at the end of 2016.1901

In 2016, the SNAF and AMISOM reportedly continued to use schools. This occurred most prominently in South West state but was also reported to occur in other areas in central and southern Somalia. Somalia’s 2012-2016 Education Sector Analysis reported that a rapid baseline survey conducted in 2016 found that the military was still occupying seven primary schools and one secondary school, including the following:

- After al-Shabaab attacked their base, AMISOM forces reportedly occupied a secondary school in Gedo region, Jubaland state, for six days in January 2016.1905
- On August 22, 2015, assailants believed to be part of al-Shabaab exploded a vehicle at the military base on the campus of Kismayo University. The explosion killed at least 12 people and wounded more than 20.
- On August 9, 2015, a woman carrying explosives attempted to attack the university, but she was arrested before succeeding.

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The army was still using one of the schools at the end of 2016.
There were no such cases documented during the period covered in the current report. While al-Shabaab used education as a tool for recruitment, establishing schools and madrassas to recruit child fighters. Al-Shabaab allegedly gave lectures and distributed booklets supporting its ideology, and the group forced children to attend madrassas they operated in order to train them as soldiers. It was also noted that the group detained and abducted teachers, elders, and imams who did not comply with turning children over to the group. In 2017, al-Shabaab reportedly introduced a new primary and secondary school curriculum, which excluded such elements as English-language education and replaced it with Arabic, and was seeking to institute the new curriculum widely, according to a media source. Education was also reportedly promised in return for participation in fighting. A March 2016 report by AMISOM stated that al-Shabaab members frequently recruited or forcibly abducted children as young as 10 years old from madrassas, promising them a better education and access to a more prosperous life in return for their participation in fighting. The report noted that the group used some children as suicide bombers.

While Education under Attack 2014 indicated that girls were recruited as soldiers’ wives between 2009 and 2012, there were no such cases documented during the period covered in the current report.

Incidents in which children were abducted and forcibly recruited included the following:

- The UN documented al-Shabaab’s recruitment of six boys, some as young as twelve years old, from a Quranic school in the city of Baidoa, Bay region, South West state, on January 24, 2013. The same report documented the recruitment of 34 boys during four of the attacks on schools that al-Shabaab and other groups carried out in 2013.
- A media report alleged that al-Shabaab abducted hundreds of children in El Bur town, Galgaduq region, Galmudug state, in June 2013, including from Quranic schools. It was not clear how many of these children were boys or girls.
- On February 16, 2014, al-Shabaab recruited four boys from a school in Waajid district, Bakool region, after threatening to kill the teachers if they did not join the group.
- The UN documented the abduction of approximately 150 children from madrassas in the Bay region, South West state, by al-Shabaab for recruitment purposes in December 2015. Of the twenty-six of cases that were verified, all were boys.
- On April 19, 2016, al-Shabaab reportedly abducted at least 10 students from their school in Harardhere district, Mudug region, Galmudug state, according to a media report.
- Human Rights Watch documented an intensified child recruitment campaign by al-Shabaab beginning in mid-2017. For example, the group forcibly abducted at least 50 boys and girls from two schools in Burhakaba, Bay region, in September 2017. Witnesses who spoke to Human Rights Watch reported that the children were taken to Bulo Fulay, a village with several religious schools and a training facility. Al-Shabaab fighters reportedly returned to another school in Burhakaba two weeks later, where they threatened and beat a teacher and demanded that more children be handed over. Human Rights Watch pointed out interviewees’ concerns and al-Shabaab’s history with child combatants, but noted that there was no clear evidence that the children were abducted for fighting purposes.

Children who were recruited by armed groups sometimes were later arrested or fled. For example:

- During a battle in Puntland in April 2016, Somali security officials reported that they arrested around 100 boys as young as 14 years old, dozens of whom al-Shabaab had abducted from their schools. Of those children, 28 were sentenced in military court to between 10 and 20 years in prison; 26 were being held in prison at the beginning of 2017, after having been to a rehabilitation center in Mogadishu; and 9 were initially sentenced to death before having their sentences commuted to 20 years.
- In August 2017, Voice of America reported that children fleeing areas of central Somalia controlled by al-Shabaab were escaping recruitment. According to the district commissioner of Adale town, Middle Shabelle region, al-Shabaab had been abducting children from local schools to reinforce their numbers.

### Attacks on higher education

Higher education institutions and personnel continued to be targeted sporadically in the current reporting period, as was reported in Education under Attack 2014. GCPEA found media reports of 16 incidents that affected approximately 32 people. These attacks were concentrated in Mogadishu, with 12 taking place in the capital city. There were also reports of attacks against higher education in other areas of southern and central Somalia, including Galmudug state and South West state, as well as one incident in Somaliland. The attacks that occurred in the south and the center of the country included gunmen attacking university personnel and explosions on university campuses, while the attack in Somaliland occurred in the context of a student protest.

There were three reported attacks on higher education in 2013, according to local media sources:

- On August 17, 2013, unknown attackers reportedly kidnapped five students who were on their way to study at Mogadishu University.
- On November 7, 2013, two unidentified assailants shot and killed Mahmod Kolow, a university professor in the Lower Shabelle region, South West state.
- On December 6, 2013, a female lecturer from Uganda who was working at the University of Somalia was reportedly shot and killed by unknown perpetrators on her way home from the campus in Mogadishu.

Higher education personnel and infrastructure were reportedly targeted in six cases throughout 2014, according to media sources. These included five by unidentified attackers and one by Somali police:

- On January 11, 2014, gunmen shot and killed a female university employee in Mogadishu.
- On April 14, 2014, Somali police arrested dozens of students who were peacefully protesting against a tuition fee increase at Hargeisa University, Somaliland. Police also fired live bullets into the air to disperse the crowd, injuring one student.
- A blast struck the campus of the National University of Somalia in Mogadishu on April 21, 2014, leading three students to jump from the walls and injure themselves.
- In May 2014, unknown gunmen shot and killed a Kenyan teacher working at a college in Galgoy town, Mudug region, Galmudug state.
- Also in May, a university lecturer working at Horseed International University, Mogadishu, was targeted by a bomb planted in his car. The attack injured one university student.
- On December 10, 2014, assailants opened fire on the vehicle of the acting chancellor of Mogadishu’s Somali Institute of Management and Administration Development (SIMAD), who was killed in the attack.

In 2015 there were at least four reported attacks targeting higher education, including a deadly attack on the Ministry of Higher Education, according to media sources. For example:

- On January 7, 2015, a car bomb exploded in Mogadishu, critically injuring a lecturer at SIMAD. The assailants were not identified.
on April 14, 2015, al-Shabaab targeted Somalia’s Ministry of Higher Education, blasting the entrance and then storming the building. They killed at least 15 and wounded at least 20, including civilians and the attackers.1930

Three months later, on August 11, 2015, an explosive device planted by al-Shabaab at the gate to Samad University in Mogadishu injured two people.1931

On August 12, 2015, leaflets bearing al-Shabaab’s logo were reportedly distributed in Mogadishu, warning residents to stay away from Samad University, located in the city.1932

In 2016 at least two incidents of attacks on higher education were reported by media sources:

- Professor Abdirrell Ali Mohamud was injured by an explosive device attached to his vehicle in Mogadishu. Sources interviewed by the media believed that al-Shabaab was responsible, but it was not clear why the attack was carried out.1933
- Samad University in Mogadishu was reportedly attacked by violence for a second time on November 29, 2016, this time by Somali forces. AMISOM’s Daily Monitoring Report indicated that security forces had entered the university during evening classes, fired bullets into the air, and confiscated several students’ cell phones.1934

At the time of writing, there had been no reported attacks on higher education in 2017.

SOUTH SUDAN

Attacks on education occurred in South Sudan throughout the reporting period, damaging schools and killing and injuring students and teachers. More than 50 schools were used for military purposes and hundreds of children were abducted from their classrooms. Conflict-related violence destroyed at least 800 schools.

Context

Following a protracted civil war, South Sudan declared independence from Sudan in July 2011.1935 At the end of 2013, a new civil war erupted in South Sudan over a power struggle between President Salva Kiir, a member of the majority Dinka ethnic group, and his former vice president, Riek Machar, a member of the Nuer ethnic group, who was dismissed by Kiir.1936

Warring parties included the national armed forces, known as the Sudan People’s Liberation Army (SPLA); the Sudan People’s Liberation Army in Opposition (SPLA-IO), which fought against the SPLA; Sudanese rebels who fought at various times alongside the SPLA; and various opposition groups that formed since the war started.1937

A peace agreement, signed in August 2015, did not prevent renewed conflict, and a follow-up ceasefire in December 2017 did not stop fighting or abuses.1938

Violence intensified during the second half of 2016, with the UN warning that the conflict risked becoming a genocide.1939 In its first three years, the armed conflict was most intensely concentrated in the northeastern states of Upper Nile, Jonglei, and Unity—three of the ten states that form the Greater Upper Nile region.1940 However, in late 2015, the violence spread to the Greater Equatoria region in the south of the country and to Bahr el Ghazal region, in the west.1941

At the time of writing, tens of thousands of people were killed in the fighting and millions fled their homes between the beginning of the conflict in late 2013 and May 2016.1942 The violence had a particularly damaging impact on children. UNICEF reported that 2.4 million South Sudanese children had been forced to flee their homes as of December 2017.1943 Over 2,500 children had been killed or maimed, and approximately 19,000 had been recruited into armed groups.1944 Sexual and gender-based violence also occurred, and government forces and militias used rape as a weapon of war and ethnic cleansing, primarily against women and girls.1945 Between December 2013 and October 2017, UNICEF reported that more than 1,200 children experienced sexual violence. Ninety-nine percent of those affected were girls.1946

In December 2017, UNICEF reported that around 2 million children in South Sudan were out of school, representing 72 percent of the country’s school-age population.1947 This was the largest percentage of any nation’s children out of school at the time.1948 Schools across the country were frequently closed due to fighting and the threat of violence, and hundreds of schools and other civilian assets were looted and destroyed.1949 Between the beginning of the conflict in December 2013 and October 2017, 293 incidents of attacks on schools or protected persons or of military use of schools were reported to the South Sudan CTMB. These incidents cumulatively affected more than 90,000 children.1950 Plan International reported that parents kept their girls home from school to do housework, with conflict and famine adding fuel to their decisions.1951 GCPEA found instances of rape occurring in the educational context, as described in the section on sexual violence below.

South Sudan endorsed the Safe Schools Declaration in June 2015.

Attacks on schools

According to UNICEF, between the beginning of the conflict in late 2013 and January 2016, violence destroyed more than 800 schools.1952 In 2017, the Education Cluster reported that 31 percent of all schools in South Sudan had suffered some form of attack by armed forces or non-state armed groups between December 2013 and the end of 2016, including military use and threats targeting students and teachers. The Greater Upper Nile region, where 63 percent of schools experienced attacks during that period, was most heavily affected.1953

These reported numbers represented a dramatic increase over the 100 attacks on schools found during the 2009-2013 reporting period. This increase could be due to more systematic data collection after 2013, the intensification of the conflict in late 2013, or some combination of the two.

Despite the large cumulative number of attacks on schools, annual reports remained anecdotal for much of the reporting period. In 2013, there were reports that at least six schools were looted or destroyed. In some cases, classes were suspended as a result. The six cases were:

- Witnesses reported to Human Rights Watch that soldiers and unknown assailants looted three schools in Pibor town between April and May 2013, destroying books and cupboards and stealing tables and chairs.1954
- UNICEF reported that land mines found behind Darussalam school in Maban refugee camp in Upper Nile state forced the suspension of alternative learning activities in its Child Friendly Spaces program in March 2013.1955
- According to Human Rights Watch, soldiers destroyed a school near Labbrab village in April 2013.1956
- Human Rights Watch also reported that, during the capture of Boma town by the SSDM in May 2013, unknown assailants looted and destroyed a school and part of a teacher-training center, both supported by a local NGO.1957

In 2014, during the first full year of the conflict, the UN reported but was unable to verify seven attacks on schools.1958 Amnesty International reported that witnesses described an incident in March 2014 in which the White Army, a Nuer non-state armed group, looted school materials during an attack in Duk county.1959

In 2015, attacks on education appeared to particularly affect Unity state because of fighting between the SPLA and allied forces and the SPLA-IO in April and May. A UN report documented nine attacks on schools, including looting, in May 2015 in Unity state alone.1960 According to Human Rights Watch, two containers of school textbooks were opened, and their contents ruined during the fighting in Unity state.1961 There were also sporadic reports of attacks on schools elsewhere in South Sudan. For example:
early 2017 that there had been 35 attacks and threats targeting students, teachers, and other education personnel. The Education Cluster reported in more commonly than was reported in 2016, after the conflict spread to the south of the country. These attacks occurred between March 2 and June 1 alone. Most of these were in Eastern Equatoria.1973 Attacks on schools across the country, reported by the Education Cluster, included the following:

- On March 1, 2017, fighting at night destroyed a school in Mayendit county, Unity state. 1974
- Two schools in Pajok, Eastern Equatoria state, were looted on April 16 and April 17, respectively. 1977
- A school in Tonga, Upper Nile state, was looted on April 15, 2017. 1976
- Government bombs struck another school in Yei River state on December 6, 2016, according to Radio Tamazuj. Radio Tamazuj, a school in Juba was looted on July 15, 2016. SPLA soldiers later prevented the school from being repaired, for unknown reasons. 1990
- In the first incident, a community teacher in Rubkona county was shot and killed in his house. The as-
- In late November, media sources reported that the head teacher of a primary school in Siliri village, Yei
- There were few reports of individual attacks on students and educators between 2013 and 2015. However, one report attack occurred on June 8, 2015, when witnesses reported to the UN Mission in the Republic of South Sudan (UNMISS) that ethnic Dinka pastoralists, including students armed with guns and machetes, killed class-mates, the headmaster of a local school, and other civilians in the town of Maridi, in Maridi state.1979

In 2016, the Education Cluster reported 30 attacks on students, teachers, and education personnel: thirteen in Central Equatoria state, six in Warrap state, four in Unity state, three in Eastern Equatoria state, one in Upper Nile state, one in Lakes state, one in Jonglei state, and one in an unknown location.1980 It was not clear whether all of these attacks occurred in 2016. The UN, the Education Cluster, and media sources reported the following attacks on students and educators:

- On March 15, 2016, gunmen kidnapped five high school students, according to a media report. Two of the students remained missing at the end of April, more than one month later.1981
- An unidentified person or persons killed a teacher at a primary school in Eastern Equatoria state on August 15, 2016.1982
- On an unknown date shortly before November 17, 2016, SPLA soldiers killed the head teacher of Nyi Pri-
- In a large abduction of students in 2016, assailants attacked two schools in Amadi, Western Equatoria

Military use of schools and universities

Armed forces and non-state armed groups occupied more than 100 schools and universities during the reporting period, forcing closures and creating extended gaps in schooling for thousands of children. The number of schools being used for military purposes fluctuated from 2013 to 2017, as security forces and non-state armed groups moved in and out of different schools. However, OCHA reported that, between December 2013 and the end of November 2015, armed forces and non-state armed groups occupied a total of 113 schools for varying pe-

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COUNTRY PROFILES
Military use of schools and universities was recorded at higher rates in 2014. The UN reported 60 incidents of military use of schools by numerous armed actors throughout the year. The US Department of State reported that in May of that year the SPLA occupied a growing number of schools. As of December 2014, the UN found that various armed actors continued to use 33 schools, which affected access to schooling for approximately 11,000 children. For example:

- According to Human Rights Watch, SPLA soldiers continued living in two primary schools in Pibor town, Jonglei state, even after the May 2014 peace agreement to end the conflict. Their presence prevented children from studying at the schools. The soldiers later vacated the schools but retained barracks adjacent to them, frequently walking through school property and sleeping in classrooms when it rained. Students from the schools reported that they were fearful of the soldiers, who were regularly inebriated.

Schools continued to be used for military purposes in 2015. The Education Cluster collected information on approximately 24 cases of military use of schools that year. Of these, 15 were in Unity state (at least five by the SPLA), four were in Warrap state (at least three by the SPLA), three were in Central Equatoria (at least two by the SPLA), one was in Eastern Equatoria, and one was in Western Equatoria. UNMISS reported that 29 schools were being used by armed forces and non-state armed groups as of early December 2015.

At the same time, advocacy resulted in some schools being vacated. The UN reported that 36 schools being used for military purposes were vacated in 2015, mainly due to UN advocacy and agreements with the SPLA. It was not clear whether the schools the UN was vacated overlapped with any of those identified by Human Rights Watch. UNMISS, or the Education Cluster as being used by armed forces and non-state armed groups.

Reported military use of schools showed a slight uptick in 2016 as the conflict intensified. The Education Cluster collected information on approximately 50 schools by armed actors across the country that year. At the end of the year, the UN verified military use of 55 schools across the country. This total included 21 new cases of military use of schools, of which 10 were attributed to the SPLA and 7 to the SPLA-IO. There may have been overlap between the Education Cluster and UN totals. The individual incidents of military use that were reported by a variety of sources included the following:

- Human Rights Watch reported that in the city of Yambio, Western Equatoria state, the SPLA temporarily occupied at least four schools during the first four months of the year, displacing civilians.
- SPLA forces occupied Pajok Primary School in Pajok Payam, Eastern Equatoria state, as of September 2016, according to the UN.
- In November 2016, the Education Cluster collected verified information indicating that armed actors used a primary school in Yambio, Western Equatoria state.
- At least one case of military use during 2016 also targeted students. Human Rights Watch indicated that SPLA-IO fighters held more than 300 students hostage at their school in Yei River state from late September until at least the end of November.

Military use of schools was also documented at varying levels in 2017. Between March 2 and June 1, 2017, the UN continued to verify reports of ongoing military use of 55 schools across the country. However, these numbers appeared to have dropped by the end of the year. The UN reported that, between September 2 and November 14, 2017, 16 schools remained occupied by armed forces or armed groups. It was not clear exactly how many previously occupied schools were vacated or how many schools were newly occupied at the end of the year, but the Education Cluster found seven new incidents of military use of schools between March 2 and June 1, 2017. Of these, two were in Jonglei state (one by the SPLA, the other seemingly by multiple parties at various times), two were in Unity state (both by the SPLA), and three in Greater Equatoria (all by the SPLA).

Reports in 2017 indicated that this use negatively impacted the learning environment. For example:

- Of the 12 looted schools that the Education Cluster found in Pajok and Tonga, Upper Nile state, in April 2017 (mentioned in the section on attacks on schools), eight were being used for military purposes.
- In April 2017, media sources described an internal UN report indicating that UN officials had visited a school in Jonglei state that was being used by a local militia. Children were still attending classes at the school in classrooms where rifles and grenade launchers were propped against the walls.

**Child recruitment at, or en route to or from, school**

Several hundred children were reportedly recruited from schools in South Sudan during the reporting period. The Education Cluster found at least six cases of child recruitment that occurred in schools between December 2013 and the end of 2016, including five cases in Greater Upper Nile and one in Greater Equatoria. Child recruitment was not reported at schools during the period covered in *Education under Attack 2014.*

Incidents of child recruitment reported to have occurred at schools included the following:

- According to NGO and UN sources, in December 2015, just three days after the war broke out in Juba, non-state armed groups began forcibly recruiting students from schools in the Unity state towns of Bentiu and Rubkona. In Rubkona, the SPLA-IO forcibly recruited 423 school children from their schools. The children were later used in combat in Bentiu during April and May 2014.
- In May 2014, the BBC reported that non-state armed groups recruited more than 100 students from a primary school in Bentiu town, Unity state.
- UNMISS found that the following year, on February 16, 2015, members of a Shilluk militia commanded by General Olony reportedly forcibly recruited at least 36 students from secondary school classrooms in the village of Wau Shilluk, Upper Nile state. Most of the students were under the age of 18. The militia released the children following an intervention by child protection actors.
- The Education Cluster collected information in November 2016 indicating that an unknown group recruited children from a school in Juba. This occurred at an unknown time after the beginning of the conflict in December 2013.

**Sexual violence by armed parties at, or en route to or from, school or university**

Sexual violence by parties to the conflict affected education in anecdotal incidents reported between 2013 and 2017. Sexual violence affecting education was not reported between 2009 and mid-2013. Incidents of sexual violence may have occurred in the education context during that time but would not have been carried out by parties to the conflict, which started in December 2013.

There were at least four incidents of sexual violence in the education context during the 2013-2017 reporting period:

- The UN reported that in May 2014, approximately 30 SPLA soldiers captured three women scavenging for food and cooking supplies in abandoned homes and gang raped them in a primary school.
- The US Department of State found that on October 29, 2014, the SPLA-IO abducted and raped women in Bentiu, including from Lich University. It was unclear whether the women abducted from the university were professors or students.
In September 2015, the UN Secretary-General reported that SPLA soldiers raped several girls who were going home from school in Central Equatoria state.\(^{2023}\) Witnesses reported to Human Rights Watch that on an unspecified date between June 2016 and May 2017, three suspected members of a non-state armed group raped three school girls on their way home from boarding school in Kajo Keji county, Central Equatoria state.\(^{2024}\)

**Attacks on higher education**

Attacks on higher education included sporadic instances of assault, abductions, arrests, and threats targeting students and professors. Three attacks were reported between 2013 and 2017, as compared to one from 2009 to 2013. There was one reported attack on higher education in 2013. After 2013, no further incidents of attacks on higher education were reported until the end of 2015, which included the following:

- On February 1, 2013, two Nuer students at the University of Juba disappeared in a suspected kidnapping by unknown assailants, according to the US State Department.\(^{2025}\)
- On December 7, 2015, the National Security Service arrested a professor while he was driving home from Juba University. It was not clear why he was arrested; however, he remained in detention as of the end of March 2016.\(^{2026}\)
- On December 28, 2015, five armed men attacked and threatened nuns who worked at the college at the Solidarity Teacher Training College in Yambio, Western Equatoria state. The men, who attempted to rob the women, were believed to belong to the SPLA-IO.\(^{2027}\)

**SUDAN**

Bombing, shelling, arson, and looting damaged and destroyed hundreds of schools and killed and injured students and school personnel in Darfur and in Southern Kordofan, Abyei, and Blue Nile states. School and university students, as well as school teachers, were also reportedly targeted for their perceived opposition, and were attacked with live and rubber bullets, teargas, batons, and other means.

**Context**

Conflict in the Darfur region of Sudan began in 2003 and continued through the period covered by this report. In 2014, violence and battles between government and rebel forces, in addition to intertribal conflict, reached a level of intensity that had not been seen since 2004, displacing nearly half a million people in Darfur in that year alone.\(^{2028}\) Attacks by government forces in Jebel Marra, the rebel stronghold in Central Darfur, intensified in the first half of 2016, exacerbating the humanitarian crisis. The Sudanese government also blocked access to Jebel Marra by the United Nations-African Union Mission in Darfur (UNAMID).\(^{2029}\)

Government security forces and their supporters in Darfur included the Sudanese Armed Forces (SAF), the para-military Rapid Support Forces, and the police, as well as armed community groups. Anti-government non-state armed groups in Darfur included the Justice and Equality Movement and the Sudan Liberation Army, both of which claimed to be fighting against social injustice.\(^{2030}\) The government declared a unilateral ceasefire in Darfur in June 2016, but skirmishes continued.\(^{2031}\) In June 2017, the UN Security Council approved the reduction of UNAMID’s peacekeeping forces by approximately one-third, despite ongoing violence in the region.\(^{2032}\)

In addition to the conflict in Darfur, after the 2011 secession of South Sudan, territorial conflicts broke out in Southern Kordofan, Abyei, and Blue Nile states, all of which bordered the new nation to the south. In 2011, the Sudan People’s Liberation Movement North (SPLM-N), an armed opposition group, began fighting government forces in Southern Kordofan and Blue Nile.\(^{2033}\) Infighting continued from 2012 through 2014, and in 2015, the SPLM-N launched increasingly powerful attacks in these two states, including shelling.\(^{2034}\) In December 2016, the parties to the conflict declared a ceasefire.\(^{2035}\) Aerial bombardment reportedly decreased in Darfur and in Southern Kordofan, Blue Nile, and Abyei states in the first half of 2017, possibly as a result of the ceasefires which were widely seen to be linked to a decision by the United States to lift economic sanctions on Sudan.\(^{2036}\)

Sudan’s conflicts severely impacted children’s access to education in all affected areas. Indiscriminate bombing by the government and opposition groups killed and maimed children, and damaged and destroyed schools.\(^{2037}\) In Darfur, OCHA reported that 680,000 children were out of school in 2015 alone. In addition, enrollment rates were lower than 75 percent in Blue Nile, Southern Kordofan, and Abyei states.\(^{2038}\) In 2014, the Minister of Education reported to local media that conflict-related insecurity led many students and teachers to leave school.\(^{2039}\) From 2013 to 2016, the number of attacks on education remained comparable to levels reported in Education under Attack 2014, and they continued to take similar forms. Reports of all types of attacks began to decrease in 2017, possibly due in part to the ceasefires declared in Sudan’s conflict zones. Information on attacks on education came from UN, NGO, and media sources. Restricted access to conflict-affected regions of Sudan made it challenging to verify data.

Sudan endorsed the Safe Schools Declaration in October 2015.

**Attacks on schools**

Aerial bombings by government forces damaged and destroyed dozens of schools during the reporting period. The Darfur region and Southern Kordofan state were most heavily affected by these attacks. Attacks in Darfur were reported at similar rates to those found in Education under Attack 2014, and those in Southern Kordofan were reported at rates similar to the years 2011 and 2012. GCPEA found no reports of attacks on schools in 2017, possibly due in part to the government’s 2016 ceasefire in Darfur and the ceasefire between the government and the SPLM-N. The government declared a ceasefire in Southern Kordofan, Abyei, and Blue Nile states in December 2016.

In 2013 the UN reported three government air strikes on villages, which took place in Dursa village, Central Darfur state; Um Dadel town, South Darfur state; and Tabit village, North Darfur state. Each air strike damaged schools and injured a combined total of six school children. The UN also reported that unknown armed attackers looted schools in Labado, East Darfur in April 2013.\(^{2040}\)

Meanwhile, during the first half of 2013, reports collated from UN, NGO, and media sources in Southern Kordofan state indicated that government forces destroyed three schools and an SPLM-N mortar damaged one:

- The UN reported that an SPLM-N mortar shell hit the yard of El Manar Primary School for Boys in Kadugli, injuring a 10-year-old boy.\(^{2041}\)
- An NGO report stated that in February and March 2013, government aircraft bombarded villages in Delami and Al Buram counties, Southern Kordofan state, damaging several buildings, including two schools.\(^{2042}\)
- On May 16, 2013, four SAF bombs hit the Father Ciif Primary School for Orphans while the students were eating lunch, according to Nuba Reports. A 9-year-old boy was reportedly injured in the attack, when shrapnel struck his leg.\(^{2043}\)

Similar attacks continued to affect education in 2014. The UN documented 10 cases of schools being damaged or destroyed in Darfur.\(^{2044}\) Among these, the UN reported that two schools were looted and burned following fighting between government security forces and the Sudan Liberation Army-Minni Minawi (SLA-MM) in Umgonia village, South Darfur state, in February 2014.\(^{2045}\)

Also in 2014, government bombs reportedly damaged or destroyed schools in Southern Kordofan state. Human Rights Watch reported that government armed forces bombed five school areas at least three times between 2013 and 2015.\(^{2046}\) Nuba Reports separately reported three attacks on schools:

- A school in Kauda in the Nuba Mountains was hit by rockets dropped by SAF jets on January 1, 2014.\(^{2047}\)
Throughout the reporting period, students, teachers, and other education personnel were caught in the crossfire. At the time of writing, GCPEA had not identified reports of attacks on schools in 2017.

Schools in Southern Kordofan state were also reportedly damaged by aerial bombing and looting in 2015. For example:

- Amnesty International confirmed the indiscriminate aerial bombing of four schools in Southern Kordofan state in 2015, resulting in deaths, injuries, extensive property damage, and displacement.2057
- On March 28, 2015, a school was burned down and looted during clashes between the SPLM-N and government security forces in Habila, Southern Kordofan state, according to the UN.2058

The UN documented 20 attacks on schools in Darfur in 2016, an increase from the 13 incidents reported by the UN in 2015.2054 It was unclear when in 2016 the attacks occurred and whether they took place after the government’s ceasefire in June.

Also in 2016, the UN received but could not verify reports of attacks on three schools in Southern Kordofan, Blue Nile, and Abyei states.2052 Media sources reported separately on three attacks on schools in the Nuba Mountains, Southern Kordofan state:

- Several media sources reported that on May 25, 2016, government forces dropped two parachute bombs into the compound of St. Vincent Primary School in the Nuba Mountains, damaging its classrooms and library and wounding a Kenyan teacher.2058
- Radio Dabanga reported that, in April 2016, a government plane bombed a school in Dalami, Southern Kordofan state, destroying classrooms, killing the headmaster, and injuring two boy students who were 8 and 11 years old. The article stated that this was the fifth school in the area to be damaged by aerial bombardment in March and April.2057
- According to Radio Dabanga, another school was destroyed in the Nuba Mountains on May 28, 2016, during fighting between the SAF and SPLM-N.2058

At the time of writing, GCPEA had not identified reports of attacks on schools in 2017.

**Attacks on school students, teachers, and other education personnel**

Throughout the reporting period, students, teachers, and other education personnel were caught in the crossfire during fighting, as they had been during the 2009-2013 period covered in Education under Attack 2014. As also reported in Education under Attack 2014, the government used force in responding to student protests and perceived political opposition, mostly in the Darfur region. Sporadic incidents were reported in the Darfur region, and in Southern Kordofan and Blue Nile.

Students and teachers in Darfur were harmed in attacks on education in 2013 and 2014. During that period, Radio Dabanga reported in September 2014 that basic school teachers in North Darfur were protesting the killing of seven colleagues in the past year. They accused a pro-government militia group of being responsible for the latest attack.2058 In addition, government security forces reportedly fired live ammunition at groups of students during two incidents in the Darfur region in 2013, and unidentified attackers targeted students in at least one incident in 2014. Examples of attacks included:

- Local media reported that on July 7, 2013, a soldier fired live bullets at students who became impatient over delays and perceived corruption while waiting to obtain a seal required for university applications in Nyala, South Darfur. One student was killed and four were wounded.2059
- According to Sudanese news sources, on September 29, 2013, police shot teargas and live ammunition at secondary students protesting the increased cost of national exams in North Darfur, killing at least one student and injuring at least ten.2060
- Media sources found that on July 16, 2014, a teacher in Darfur was abducted, with Radio Dabanga attributing the event to pro-government militia members. The outcome of the abduction was unknown.2061
- Radio Dabanga reported that a secondary school teacher was beheaded in September 2014, attributing responsibility to pro-government militia members.2062
- According to the Sudan Tribune, government security forces arrested nine teachers in Darfur in September 2014 for participating in a strike to protest unpaid salaries.2064
- Radio Dabanga reported that on an unknown day during the week of November 23-30, 2014, men in military uniforms abducted a female secondary school student on her way home from school in North Darfur.
  
  It was not clear why she was kidnapped or where she was taken.2065

Violence affected teachers in West Kordofan beginning in 2015, which coincided with the SPLM-N’s broader operations in the area and the government’s increased response. For example, the UN reported an unspecified incident in April 2015 in which the SPLM-N killed an unknown number of education personnel in West Kordofan state.2066

Also in 2015, the Asylum Research Consultancy (ARC) reported that government security forces used teargas and live ammunition to disperse primary school students protesting for unknown reasons in Blue Nile state in October 2015.2067

Incidents impacting teachers and students occurred in both the Darfur region and Southern Kordofan state in 2016, with just one reported incident in each area:

- In the first quarter of 2016, the ARC reported that one student was killed during clashes between the SPLM-N and government forces in a village in Southern Kordofan state during primary school exams.2068
- The Sudan Tribune reported that on September 15, 2016, unidentified gunmen shot and killed three students and injured two others in Kass, South Darfur. Local leaders alleged that non-state armed groups operating in the area were responsible for the attack.2069

Violence in Darfur continued to affect students occasionally in 2017, with at least two incidents that year, according to media sources:

- Chadian forces reportedly kidnapped a student from a Quran school in Sirba locality, West Darfur, on October 29, 2017, taking him in the direction of the Chadian border. A witness told the media that the motivation for the attack was unclear.2070
- On November 10, 2017, unidentified gunmen stormed a teacher dormitory at a school in Muglad town, Central Darfur, killing two teachers. The motive for the attack was unknown.2071

**Military use of schools**

Government security forces and non-state armed groups used schools as barracks or bases of operation in both Darfur and Southern Kordofan during the reporting period, with at least eight such cases between 2013 and 2017. GCPEA found more reports on this activity from 2013 to 2017 than from 2009 to 2013, when the UN reported the use of three schools in Southern Kordofan state and none in Darfur. This difference could be due to stronger monitoring and reporting in the more recent period.
Various sources documented the following six incidents affecting university students in 2013, the majority perpetrated by security forces and related to government suppression of protests about the situation in Darfur. More than 100 students were reportedly arrested in these attacks and at least 15 were injured:

- Human Rights Watch and other sources reported that in May 2013, nine students sustained injuries at El Fasher University in North Darfur. Students were attending a meeting when 70 student members of a pro-government armed group entered the campus. Clashes broke out and militia members fired into the air, wounding one student. As students attempted to flee, police and NSS members at the campus gate fired into the crowd, wounding eight more.

- Human Rights Watch found that on June 16, 2013, intelligence officers arrested five Darfuri student activists in three separate locations in Khartoum and Omdurman. The students were held in detention for at least one month.

- Also on June 16, 2013, a violent outbreak allegedly occurred at Omdurman’s Ahlia University between student supporters of the ruling National Congress Party and student members of the United Popular Front, a group linked to the Sudan Liberation Movement/Africa army.

- Local media reported that in September 2013, 22 Darfuri students were arrested and several were injured during a sit-in at the University of Peace in West Kordofan. This was part of ongoing nationwide protests against a university policy requiring Darfuri students to pay tuition, despite a political agreement that Darfuri students were exempt from such payments. Police used live ammunition, batons, air rifles, and teargas against the student protesters.

- Scholars at Risk reported that on October 29, 2013, government security forces raided a meeting held at the Ahfad University in Khartoum to establish a unified position against the government crackdown on protests related to the situation in Darfur. Nine professors were arrested and detained until the next day.

The government was responsible for further violence against university student protesters, particularly students from Darfur or those protesting the violence in Darfur throughout 2014. As in 2013, more than 100 students were arrested by security forces and at least a dozen were injured. In addition, at least one student was reportedly killed by government forces in 2014. These violent attacks included the following:

- Scholars at Risk and Amnesty International reported that on March 11, 2014, government security forces reportedly fired live ammunition and teargas at students engaged in a demonstration at the University of Peace in West Kordofan. This was part of ongoing nationwide protests against a university policy requiring Darfuri students to pay tuition, despite a political agreement that Darfuri students were exempt from such payments. Police used live ammunition, batons, air rifles, and teargas against the student protesters.

- Scholars at Risk also reported that on May 21, 2014, university lecturer and activist Sidig Noreen Ali Abdalla had been detained incommunicado and without charges at El Obeid prison for more than four months. In the last incident, the NISS severely beat him and kept him in solitary confinement for 10 days. The NISS also forced him to provide a blood sample, and he suspected that NISS agents purposefully infected him with Hepatitis B while he was detained, as a doctor found that he was newly infected with the virus a week after he was released. After his release, NISS agents continued to monitor his movements and sent him threatening messages, so he fled to Egypt in February 2015.

The level of violence was lower than in the 2009-2013 reporting period, when hundreds of students were injured and more than a thousand arrested across the country.

Attacks on higher education

Violence occurred at university protests, with government security forces allegedly using excessive force against protesters.2151 Protests were sometimes peaceful, but at other times student protesters reportedly wielded weapons, including metal bars, stones, and chains.

According to Human Rights Watch, police reportedly stood in front of dormitories and harassed female students there. They reportedly fired live ammunition and teargas at students engaged in a demonstration at the University of Peace in West Kordofan. This was part of ongoing nationwide protests against a university policy requiring Darfuri students to pay tuition, despite a political agreement that Darfuri students were exempt from such payments. Police used live ammunition, batons, air rifles, and teargas against a university policy requiring Darfuri students to pay tuition, despite a political agreement that Darfuri students were exempt from such payments.

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In 2015, Amnesty International reported that government security forces arbitrarily arrested and detained 200 students from Darfur and killed at least 17 at universities across the country that year.2105 The US Department of State also reported detentions and the possible torture of Darfuri students by government forces in September 2015.2104 Attacks on higher education included the following:

- Scholars at Risk and other international sources reported that on April 14, 2015, riot police used teargas to disperse student protesters at El Fasher University who were calling for a boycott of the general elections for president and national assembly. At least 18 students were detained and charged with criminal offenses. Many of them reportedly appeared in court in the following days with blood on their clothes and other signs that they had been beaten.2106
- Amnesty International stated that in October 2015, the Holy Quran University imposed retroactive tuition fees on Darfuri students. In response, approximately 500 Darfuri students organized a public seminar on campus on October 13, 2015, which was attacked by 70 to 100 ruling party-affiliated students, police, and NISS agents wielding explosive devices and iron bars. The attack injured six students.2107 On October 25, 2015, Darfuri students at the Holy Quran University reportedly organized another protest, but government security forces and ruling party-affiliated students attacked them again, injuring 15 students, according to Amnesty International. The next day police arrested twelve students, releasing three the same day and detaining the other nine until an unknown day in November 2015.2108
- In 2016, rights groups, the UN, and other sources documented continued violence by government forces against university students across the country, including the use of teargas, rubber bullets, batons, and live ammunition to break up protests.2109 Much of this violence occurred in April 2016. Two students were killed and dozens arrested, which was a frequency similar to that in 2013 and 2014. For example:
  - Amnesty International reported that in January 2016, government security forces and students affiliated with the ruling party attacked a peaceful assembly of Darfuri students at the University of El Geneina. They beat multiple students with metal bars and other instruments, killing one. Government security forces also arrested 27 students from the Fur, Masalit, and Zagawa ethnic groups.2110
  - According to the UN, on March 24, 2016, a female university student was assaulted by NISS officers while she was on her way to the University of El Geneina in West Darfur.2111
  - Al Jazeera reported that in April 2016, government security forces opened fire on around 200 students protesting the sale of a University of Khartoum building for use as a tourist attraction, killing one student.2112
  - According to Scholars at Risk and media sources, on April 19, 2016, NISS personnel attacked students participating in elections at the University of Kordofan, killing one student and injuring 27 more.2113
  - The UN reported that on April 26, 2016, seven students from Nyala University, South Darfur state, were arrested for demonstrating against increased public transport fees. They were reportedly beaten while in detention for an unknown period of time.2114
  - Media sources indicated that pro-government armed groups shot and killed one student and wounded three at Omdurman Ahlia University in Omdurman, Khartoum state on April 27, 2016.2115
  - Scholars at Risk reported that on May 5, 2016, NISS officers raided a meeting at the University of Khartoum where students were discussing how to appeal the university’s decision to dismiss them for their involvement in student-led demonstrations. The officers beat and detained nine students.2116

The number of reported attacks on higher education decreased in 2017. Examples included the following:

- On May 9, 2017, armed police entered the dormitories of Bakht El Rida University in White Nile state and ordered all students to leave, after a student group held a protest over the possibly fraudulent process surrounding the election of a student union committee. Three students were allegedly shot in the incident, and 19 were arrested and detained for an unknown period of time.2117
- On May 15, 2017, the Darfur Student Association at El Zaeem El Azhari University in Khartoum North met to discuss the right to a free education. NISS agents stormed the campus and arrested 15 Darfuri students, including two females, and injured two others. It was not clear how long the arrested students were kept in detention.2118
- Amnesty International reported that NISS agents arrested Naser Aldeen Mukhtar Mohamed, the former chairperson of the Darfur Students’ Association at the Holy Quran University, at the campus gates on August 22, 2017.2119 He was released without charge on January 28, 2018.2120

**SYRIA**

Schools and universities were attacked by multiple parties to the conflict in Syria. Several hundred educational institutions were damaged or destroyed during air strikes that killed more than 3,000 students and education personnel. The use of schools by state and non-state armed groups as detention centers, military bases, and sniper posts also impeded education. In areas controlled by armed groups, boys faced the threat of being recruited at or along the route to or from school, and some armed groups altered the curriculum to fit their ideology.

**Context**

Armed hostilities broke out in Syria between forces loyal to President Bashar al-Assad and those who opposed his rule, following the government’s repressive response to anti-government protests in the southern city of Dara’a in early 2011. After government security forces arrested and tortured thousands of people, including children, protests rapidly expanded to other parts of the country.2121 By 2017, the internal crisis had evolved into multisided hostilities involving the Syrian military and intelligence branches; allied domestic and foreign militias and states, including Russia and Iran; a range of moderate and extremist armed opposition groups, some of which were supported by foreign powers, such as Saudi Arabia, Qatar, Turkey, and the United States;2122 allied opposition forces, including Kurdish, Arab, Turkmen, and Christian units (collectively known as the Syrian Democratic Forces); and an international coalition of states fighting ‘IS’.2123 The conflict had also become marked by aerial operations by Syrian government forces, Russian forces supporting the Syrian government, members of the international counter-‘IS’ coalition, Turkey, and Israel.2124

The Syrian Network for Human Rights (SNHR) reported that as of March 2017, the six-year anniversary of the Syrian crisis, 207,000 civilians had been killed, including 24,000 children and 23,000 women. According to the rights group, more than 90 percent of them had allegedly been killed by government military action.2125 According to UNHCR, by November 2017, more than 5.3 million people were registered as refugees in countries neighboring Syria, approximately 48 percent of them under the age of 18.2126 Inside Syria, 6.5 million people were displaced as of November 2017, including 2.8 million children.2127 There also were 4.5 million people living in besieged and hard-to-reach areas of Syria.2128

The armed hostilities largely destroyed Syria’s previously strong education system.2129 In February 2015, the Independent International Commission of Inquiry on the Syrian Arab Republic reported that more than three million children had stopped attending school on a regular basis.2130 The Assistance Coordination Unit (ACU), a Syrian relief organization, found in November 2016 that 1,378 out of 3,373 public schools surveyed were not functioning. The majority of these schools were located in “IS”-controlled Raqqa district (40 percent), where the extremist group had closed many educational institutions, and in Kurdish areas (31 percent), where some Arab parents reportedly had stopped sending their children to school after the schools had begun teaching in the Kurdish language.2131 The UN noted that “IS” shut schools to alter the curriculum and indoctrinate children. For example, in...
late 2014 ‘IS’ closed all schools in Aleppo, Deir al-Zour, and Raqqa, pending implementation of a “modified” curriculum.2129

Early marriage further limited female access to education. Some families forced their daughters to marry with the intention of “protecting” them, or to reduce the family’s financial burden.2130 The UN reported that women and girls in ‘IS’-controlled areas were forcibly married to fighters, and ‘IS’ trafficked Yazidi women and girls they had abducted in Iraq as sex slaves into Syria.2131

The multi-sided, shifting, and complex nature of the conflict in Syria made it difficult to verify with certainty when damage to schools and universities from ordnances was the result of targeted attacks, rather than incidental damage resulting from the conduct of hostilities. Nevertheless, all forms of reported attacks on education were significantly more widespread during the current reporting period than in the period covered by Education under Attack 2014, which likely coincided with the escalation of the armed hostilities in 2014.

Attacks on schools
Attacks on schools, whether targeted or incidental, in Syria were frequent. The UN and human rights monitoring groups documented attacks on schools by Syrian government forces, pro-government militias, armed opposition groups, and violent extremist groups.2132 The international coalition against ‘IS’ and Russia began carrying out aerial bombardments in September 2014 and September 2015, respectively.2133 These assaults were particularly destructive of civilian life and infrastructure, including damage or destruction of schools. Reports of attacks on schools did not often state whether there were military targets nearby.

Save the Children reported that between 2011 and 2015 more than half of all attacks on schools worldwide occurred in Syria.2134 A World Bank report published in July 2017 found that 53 percent of education facilities were partially damaged and 10 percent were wholly destroyed.2135 The education facilities most commonly damaged or destroyed were vocational institutes, secondary schools, and education offices. The highest num-
Syrian government forces, pro-government militias, armed opposition groups, and violent extremist groups attacked dozens of schools during 2013, in both indiscriminate and targeted attacks.\(^{2167}\) For example:

- The UN stated that there were reports that mortar rounds launched by armed opposition groups hit schools in the al-Dweila, Bab Sharqi, and al-Qassa areas of Damascus on November 3 and November 11, 2013, killing children and school personnel and causing the government to suspend classes in those areas for three days.\(^{2173}\)

- Human Rights Watch reported that armed opposition groups were responsible for at least four attacks in Homs (March 19, May 27 or 28, July 6, and October 27), six in Jarabulus, Rif Dimashq governorate (October 22, October 31, and four other unspecified days), one in Eastern Ghouta (November 4), and one in Damascus (November 15) during 2013.\(^{2178}\) According to information collected by Human Rights Watch, the six attacks in Jarabulus killed and injured dozens, and the attack in Homs on March 19 killed four boys between the ages of 10 and 16 and severely injured a fifth boy.\(^{2179}\)

Multiple attacks that affected schools in 2013 used weapons that caused significant damage and bodily harm. The deadliest attacks included the following:

- On February 21, 2013, the Telegraph reported that a car bomb exploded near Ibn Al-Atheer School in Damascus, which was close to the Russian embassy, while students were leaving school, killing 50 people, including children.\(^{2183}\)

- On August 21, 2013, government rockets struck a school in Eastern Ghouta. According to Human Rights Watch, the effects were consistent with a chemical attack, and only the government—not armed opposition groups—was known to possess the type of weaponry used in the attack.\(^{2184}\) The UN later confirmed the use of chemical weapons in the attack.\(^{2185}\)

- Just a few days later, on August 26, 2013, international media reported that victims had burns and were covered in a “napalm-like” coating after an aerial bomb struck a schoolyard in opposition-held Aleppo. Human Rights Watch reported that the attack killed 37 people, most of them students, and injured 64 civilians.\(^{2186}\)

- On September 29, 2013, a government air strike on a school in Rasaa killed 15 civilians, including 14 students and a school janitor.\(^{2187}\) Human Rights Watch reported that the attack used a fuel-air bomb, a weapon designed to cause extensive harm.\(^{2188}\)

- According to media reports, in December 2013 a suicide bomber exploded a device near a primary school in the government-held town of Unn al-‘Amed, Homs governorate, killing at least twelve people, including at least six students.\(^{2189}\)

- The Syrian Human Rights Committee (SHRC) reported that an air strike on a school in Mare’, Aleppo, injured at least 40 students on December 22, 2013.\(^{2190}\)

In 2014, the UN verified 60 attacks on educational facilities by government forces and armed groups and noted that the Ministry of Education had reported 889 schools partially or fully damaged by year’s end.\(^{2191}\) Information GCPEA compiled from media and NGO sources indicated that there were at least 66 attacks on schools.\(^{2192}\) Media sources reported that, according to UNICEF, attacks on schools killed at least 160 children and wounded 343 across Syria in 2014.\(^{2193}\) Of the attacks it verified in 2014, the UN reported that government forces perpetrated 39, "IS" perpetrated 9, the Free Syrian Army perpetrated 1, and unidentified fighters perpetrated 1.\(^{2194}\)

Air strikes and mortar rounds appeared to be used in the majority of attacks in 2014, according to information compiled by GCPEA, but vehicle and suicide attacks also directly targeted schools in government-held areas of Homs in 2014. Reported attacks included the following:

- According to SHRC, a barrel bomb dropped near Tar’aan school in al-Mizerib, Dara’a, injured approximately 40 students on February 9, 2014.\(^{2195}\)

- Human Rights Watch reported that on April 39, 2014, two mortar shells hit the Badr el-Din Hussaini educational complex in government-held Damascus. The attack killed 17 children and at least 2 parents, and injured approximately 50 people. According to Human Rights Watch, the mortar rounds came from the direction of Yarmouk camp, an opposition-held area.\(^{2196}\)

- Media sources reported that government aircraft bombarded Ein Jalout Primary School on April 30, 2014, as members of the school community were preparing for the opening of an art exhibit. The attack reportedly killed at least 20 people, including between 17 and 33 students and 2 teachers, and wounded many more, including the school’s principal.\(^{2197}\) The UN verified that the attack occurred and stated that it killed 33 children and injured 40.\(^{2198}\)

- On June 19, 2014, a vehicle exploded near Mayasaloun School in Homs, according to the UN.\(^{2199}\)

- In Homs, a suicide attacker carried out a double bombing at al-Makhzomi elementary school on October 1, 2014.\(^{2200}\) The attack killed more than 50 people, including at least 29 children, according to reports received by the UN.\(^{2201}\)

- In Homs, another vehicle-borne IED detonated near several schools on October 29, 2014.\(^{2202}\)

- The UN also reported that on November 13, 2014, the government dropped barrel bombs on Tal Layyan Primary School in al-Hassakah, killing more than 7 children and injuring 13 more.\(^{2203}\)

During 2015, the UN again verified 60 attacks on education facilities, as well as 9 attacks on education personnel. GCPEA compiled verified and unverified reports from both media and NGO sources of at least 168 attacks on schools, reportedly harming more than 300 students and education personnel.\(^{2204}\) The 69 attacks verified by the UN killed or injured a total of 174 children. They were attributed to government forces and pro-government groups (48); "IS" (11); other armed groups (10); and unknown parties (5).\(^{2205}\)

Attacks on schools in 2015 were similar to those that occurred during the previous year, including mortar rounds and air strikes. According to information from the monitoring group Airwars, of 19 air strikes documented, the international coalition against "IS" was likely responsible for 7 and the Syrian-Russian joint air campaign was likely responsible for 12.\(^{2206}\) Approximately 30 percent of the attacks identified by GCPEA occurred in Idlib governorate, but Aleppo and Rif Dimashq governorates were also heavily affected.

Based on the data collected by GCPEA, the attacks that caused the most harm included the following:

- Two missiles struck a primary school in Northern Syria during the exam period in March 2015. One missile fell outside the gate of the school, while the other struck the teachers’ room. Five children and three teachers were killed, and fifty children and six teachers were injured, according to a Save the Children report.\(^{2207}\)

- Media reports indicated that just a few days later, on May 3, 2015, a government barrel bomb hit the Center for Children’s Training and Rehabilitation in the Seif al-Dawla neighborhood of Aleppo and killed at least seven people, including four children and a school teacher.\(^{2208}\) The attack prompted school closures and the cancellation of exams by local opposition authorities in order to protect teachers and students.\(^{2209}\)

- Mortar shells killed one female teacher and injured twenty students when they hit the al-Thaqafi Primary School in Damascus’ al-Maleki neighborhood on May 15, 2015, according to reports shared with the UN.\(^{2210}\)

- The UN also received information that, in early December, 3 students and 4 education personnel were killed and 17 students injured when air strikes hit the Sable al-Jamia Primary School in Deir al-Zour.\(^{2211}\)

- On December 22, 2015, "IS" fired mortars, striking a school in the Habish area of Deir al-Zour city, according to information received by the UN. The attack reportedly killed nine students and injured twenty others.\(^{2212}\)
In some instances in 2015, aerial bombardments affected multiple schools in nearby locations on the same or consecutive days. For example:

- Between May 31 and June 7, 2015, eight Syrian government air strikes struck in Idlib city and the surrounding countryside, according to SHRC.2141 In the strike on May 31, a barrel bomb damaged a school in Kafr Aweed village. The attack took place in the evening during summer vacation, so no one was harmed.2142

- SHRC reported that on November 24, 2015, there were air strikes on three schools in Deir al-Asafir town, in the outskirts of Damascus: a primary school, a secondary school for girls, and a mixed-gender high school. SHRC attributed the strikes to Syrian government forces.2143

- The Independent International Commission of Inquiry and the UN found that on December 13, 2015, air strikes hit up to four schools in Douma. One girls’ school in Douma was hit twice in succession, with the second attack occurring while students and teachers were evacuating and those wounded in the first strike were being treated. The Commission of Inquiry reported that the school director and 15 students were among those killed at the girls’ school.2144

The UN verified 76 attacks on schools in Syria in 2016, which caused 255 child casualties. Government and pro-government forces were reportedly responsible for the majority of these attacks, particularly through air strikes.2175 IS’s People’s Protection Units, and unidentified armed groups were all responsible for some attacks on schools as well.2176 Information GCPEA compiled from media and NGO sources indicated that there were at least 205 attacks on schools, but this information was not verified. As previously, more than half of these attacks occurred in Aleppo and Idlib governorates.2177 This increased number of attacks on schools at least partially reflected the increased international involvement in the conflict in 2016. Notably, Russia had deployed military forces on September 30, 2015, further complicating the political landscape by lending its air power to the Syrian government.2178 Periods of intense fighting, often in urban settings, also badly affected schools, with both pro- and anti-government forces responsible.

According to the information compiled by GCPEA, air strikes at or near schools comprised a significant majority of the reported attacks on schools in 2016. Indeed, there were several periods of intense aerial bombardment during 2016 that reportedly damaged dozens of schools and harmed many students and education personnel. For example:

- Between July 31 and August 15, 2016, UNICEF and OCHA each reported that the fighting damaged 12 schools in Aleppo and Idlib governorates.2180

- Save the Children reported on August 11, 2016, that six schools run by their local NGO partners in Aleppo were affected by numerous air strikes during a one-week period in August. The bombings damaged four school buildings and killed children and education personnel in three of the incidents in different parts of Aleppo that were unidentified in the report.2181

- According to OCHA, by September 26, 7 out of the 15 schools in Ariha town, Idlib governorate, had been destroyed during the previous year.2182

Data collected by GCPEA also indicated that there were almost daily air strikes from late October through December 2016, and that shelling affected more than 60 schools.2183 Many of these air strikes were deadly. For example:

- On October 27, 2016, shelling by armed opposition groups reportedly struck the National School, a private school in a government-controlled area of western Aleppo, killing between 3 and 6 school children, and injuring between 14 and 23 others.2184

- On November 6, 2016, an air strike hit the Rawdat Ayal al-Mustaqbel Nursery School in Harasta, Rif دمشق. According to information verified by the UN, the strike killed eight children and injured twenty more.2185

- According to information collected by Syria Direct, there were four other aerial attacks on schools on November 20, 2016, alone, again in Hass, Idlib, and the Eastern Ghouta suburb of Damascus.2186 Several media sources reported, for example, that anti-government groups struck a school in western government-held Aleppo, killing eight children.2187

Information GCPEA compiled from media and NGO sources showed that attacks on schools continued to be an almost daily occurrence in 2017, with at least 150 incidents that year.2188 Raqqa governorate, where the Syrian Democratic Forces and Free Syrian Army militias, backed by the US, sought to retake Raqqa from IS, was most affected by these attacks.2189 However, Idlib and Aleppo governorates continued to be heavily affected as well. As in 2016, the majority of these attacks were believed to be air strikes, although there were also some ground-based strikes. For example:

- On March 9, 2017, an air strike reportedly hit the Abu Bakr Seddeeq School in Darat Izza, Aleppo governorate, killing seven children and injuring ten others on the school playground, according to credible information received by the UN.2189 SNHR suspected that Russian warplanes were responsible for the attack.2190

- On March 20, an air strike by international coalition forces almost completely destroyed the three-story Badia Boarding School in Mansoura, Raqqa, killing at least 40 displaced civilians who were sheltering there, including 16 children and probably more, according to research by Human Rights Watch. Local residents reported that IS maintained a presence at the school but also said that the school hosted a large displaced number of civilians.2191

- On May 18, 2017, a ground-based strike hit a school in Dara’a city, Dara’a governorate, according to information received by the UN. The strike allegedly killed seven children, including four girls, and injured twenty-five other civilians, including five children.2192

- On June 14, 2017, an air strike hit the courtyard of Martyr Kiwan Middle School in the opposition-controlled town of Tafas, Dara’a governorate, killing eight people, including a child, Human Rights Watch reported. Most of the casualties were members of a family who were taking shelter at the school after they had been displaced from another town. Artillery attacks near the school roughly an hour earlier killed two other civilians, including one child, and injured five.2193

- The UN received information that a vehicle-borne explosive device killed three male teachers and four boys on July 4, 2017, when it exploded next to a secondary school in Quneitra, Idlib governorate.2194

- According to Human Rights Watch, at least six Syrian children died on October 31, 2017, when shells fired by government forces landed at the gate of their school in Jisreen town in Eastern Ghouta, Damascus.2195

NGOs reported that the shelling also damaged the school building and furniture.2196 Half an hour later, two mortar rounds fell just outside another school in Mesra, Eastern Ghouta, killing two children, according to Human Rights Watch.2197

SNHR alleged that barrel bombs dropped by Syrian regime helicopters struck a school complex near Babolin village, Idlib governorate, on December 28, 2017. The complex included a high school and a secondary school, and the bombs partially destroyed the school buildings and damaged furniture.2198
Attacks on school students, teachers, and other education personnel

Attacks on students, teachers, and other education personnel reflected levels similar to those reported in Education under Attack 2014. The majority of individuals who were killed or injured in reported attacks on education between 2013 and 2017 were harmed in attacks on schools, like those described above. These attacks affected hundreds of students and teachers. However, students and educators were also killed on their way to or from school, as well as in other forms of attack that targeted them more directly.

According to Save the Children, one in five teachers had been displaced or killed by 2015.2202 UNICEF reported that more than 52,000 teachers and 523 school counselors, nearly a quarter of Syria’s teacher personnel, had left their posts by 2015, due to the conflict. Some fled and became refugees in other countries.2203 GCPEA identified anecdotal cases of students and educators who were individually targeted. Attacks on education personnel appeared to become more common toward the end of the reporting period, in 2016.

In 2013 and 2014, shellings killed or injured students in at least four reported incidents. The later three incidents were all reported by SHRC:

- Human Rights Watch reported that on May 19, 2013, a 6th-grade student died after shelling by armed opposition groups hit him while he was going home from school in Homs.2204
- On April 10, 2014, shelling killed four children as they were leaving school in al-Rastan town, Homs.2205
- On September 24, 2014, barrel bombs injured several children, again in al-Rastan, Homs as the children were leaving school.2206
- On December 22, 2014, a rocket struck a school bus carrying students from Hafsa Primary School in Saraqib, Idlib. The attack killed four children and injured nine other people.2207

Teachers and education personnel also were killed, arrested, detained, or abducted in at least five incidents in 2013 and 2014. For example:

- Lebanon’s Daily Star reported that in June 2013, a missile hit a government helicopter carrying seven Ministry of Education employees who were transporting exam papers to secondary school students in northern Aleppo. All seven employees and the plane’s crew died. The Syrian government accused opposition groups of targeting the plane.2208
- Between January 1, 2013, and March 31, 2014, the UN reported three cases of teachers being arrested and detained. The report attributed responsibility for two of these cases to the government and for one to ‘IS’.2209
- The UN also noted that it had received reports that on October 5, 2014, ‘IS’ detained a married couple for allegedly teaching mixed-gender classes.2210

During 2014 and 2015, exam periods exposed students to particular risks, as thousands of students from besieged areas had to make dangerous journeys across checkpoints to take exams in government schools to ensure that their scores would be recognized by the Syrian government, according to UNICEF and Save the Children.2211 UNICEF verified that more than 150 of the 400 children killed in 2015 were at school or on their way to or from school when the deadly incident occurred.2212 Attacks included the following:

- Local sources reported to Human Rights Watch, the UN, and the media that on May 29, 2014, ‘IS’ abducted 153 Kurdish students who were returning from their end-of-year exams in Aleppo.2213 The group separated male from female students and kidnapped only the boys.2214 Four boys escaped after a few days, slipping out a door while their classmates distracted their captors.2215 ‘IS’ released many of the remaining boys over the course of the next five months.2216 According to Human Rights Watch interviews with some of the released children, ‘IS’ beat the boys and forced them to attend religious lessons and watch videos of ‘IS’ beheadings and attacks.2217

- In December 2015, according to Save the Children, students were stopped at checkpoints while on their way to take exams at government schools in some besieged areas of Damascus. Individuals interviewed by Save the Children reported that the people manning the checkpoints confiscated students’ food and medicine. Save the Children did not report why the children were stopped or who controlled the checkpoints.2218

Reported attacks on educators appeared to escalate in 2016, when the UN verified 11 incidents of attacks on education personnel, which harmed 28 educators. The UN noted that these numbers represented a 40 percent increase over 2015.2219 Government forces and other groups continued to intimidate and abduct students and teachers at school and at home in 2016. OCHA reported allegations in January 2016 that 1,500 school students and 400 university students were unable to take their exams or look for jobs because of a siege by opposition groups in the villages of al-Fu’ah and Kafraya in Idlib governorate.2220 Other incidents included the following:

- The UN received reports that a Kurdish school teacher was abducted from his home in Qamishli city, al-Hasakah governorate, which is on the border with Turkey, on January 9, 2016, and taken to an unknown location. The Kurdish National Council accused the Democratic Union Party/People’s Protection Unit (YPG) of kidnapping him.2221
- UNICEF noted in February 2016 that girls attending the UNICEF-supported 1070 School in western Aleppo had reported that a sniper repeatedly threatened them by aiming his gun in their direction.2222
- OHCHR received reports that a 15-year-old schoolboy died in detention on May 7, 2016, after approximately two years in prison. He had been arrested for unclear or unknown reasons at a government checkpoint in Deir al-Zour city while on his way to take his exams.2223

At the time of writing there were no reports of targeted attacks on students or education personnel in 2017.

Military use of schools and universities

In Education under Attack 2014, Syria had the highest rate of reported military use of education facilities of any profiled country. As of the beginning of 2013, as many as 1,000 schools were reported to have been used as barracks, firing positions, or detention and torture centers by different parties to the conflict.2224 It was not clear when this use occurred. Reports of military use of schools and universities did not reach these levels between 2013 and 2017, but military use did occur consistently throughout the reporting period.

According to Human Rights Watch, armed opposition groups continued to use schools as barracks, detention centers, military bases, and sniper posts in 2013 and 2014.2225 Between January 1, 2013, and March 31, 2014, the UN documented 16 instances of schools being used as military bases, barracks, or weapons depots by government forces (including the Free Syrian Army), by Jabhat al-Nusra (JN), and by the YPG (YPJ).2226 The UN verified fewer cases of military use of schools in 2014, including nine by ‘IS’ and other non-state armed groups.2227 SHRC recorded 37 schools used as military bases across Syria in 2014. This included 27 cases of use by government forces, 8 by ‘IS’, and 2 by armed opposition groups, some of which apparently led to attacks on schools.2228 For example, SHRC reported that on September 8, 2014, Syrian government forces shelled an agricultural high school that ‘IS’ was using as a military base in Hrun town, Deir al-Zour. The attack seriously damaged the school.2229

Information GCPEA collated from UN, NGO, and media sources indicated that, in addition to being used as bases, schools were also reportedly used as prisons in 2014. Examples included the following:

- An August 2014 report by the UN noted that OHCHR had received reports of prisoners being transferred out of a prison in Al-Andalus School in the Old City of Homs.2230
- Two UN reports documented additional information indicating that prisoners were transferred to Al-Wahda School in Aleppo in May and July 2014.2231
Military use of schools continued in 2015, with at least nine cases reported, at least eight of which were verified by the UN.222 These included the following:

- The UN verified that government forces were using eight schools in Idlib for military purposes in March 2015. Reportedly, armed opposition groups subsequently attacked four of the schools using unreported means.223
- According to information verified by UNICEF, government troops used six schools for military purposes in the Aria subdistrict of Idlib governorate in April 2015. It was not clear whether any or all of these cases overlapped with those documented the previous month.224
- Education Cluster partners reported that on June 25, 2015, ‘IS’ used a school in Kobane, Aleppo governorate, as a firing location for attacking civilians.225

The UN reported approximately the same number of cases of military use in 2016 as it had verified the previous year: nine instances of military use, including five by the Free Syrian Army, three by ‘IS,’ and one by government forces. The UN noted that opposing forces reportedly subsequently attacked two of the schools, a trend that was reported by other agencies as well.226 For example:

- According to the UN, in June 2016, ‘IS’ allegedly used two schools in Raqqa city for military purposes, evicting IDPs who had been living there.227
- According to information that Airwars assessed as “fair,” ‘IS’ used two schools in or near Manbij, Aleppo governorate, in June and July 2016. Reported coalition air strikes hit the first, an agricultural secondary school that ‘IS’ was reportedly using as a detention center, on June 19, 2016, and the second, a primary school that ‘IS’ was reportedly occupying for unknown purposes, on July 28, 2016.228
- In late September 2016, the UN reported that ‘IS’ had forcibly taken over UNRWA’s Al Jarmaq School in the Yarmouk refugee camp near Damascus. The group was reportedly using the school to deliver educational services.229
- Information provided to OHCHR by the Syrian government indicated that Muhaddathah School in the Sukkari area of Aleppo had been used for military purposes. Fourteen bodies found in the school on December 23, 2016, were members of the Syrian armed forces and six were members of government-allied forces.230

Al Ameen for Humanitarian support, a Syrian nonprofit, reported in October 2017 that ‘IS’ had used 54 schools in Deir al-Zour governorate as headquarters for the General Islamic Services Authority and the Islamic police.231

From 2013 to 2017 there was little documentation of how many children had been recruited from schools specifically to fight for government, pro-government, or anti-government forces in Syria. Nevertheless, some anecdotal information indicated that schools might have been used for recruitment purposes, unlike the period covered by Education under Attack 2014, during which no cases were reported. For example:

- On June 8, 2016, government security forces and pro-government armed groups arrested 150 students who were taking exams at Thib Antar School in the Jurah neighborhood of Deir al-Zour, according to reports received by the UN. The UN noted that it was believed the students had been detained in order to recruit them into armed groups.232
- Also in 2016, the ACU found that there were twice as many girl students as boy students enrolled in school. Key informants interviewed by the ACU in Raqqa reported that parents were keeping their boys home from school for fear they would be recruited and that children did often disappear, presumably taken to provide services to fighters.233

There was also some indication that education-related activities played a role in child recruitment. Based on interviews conducted with children formerly associated with armed forces or armed groups, Human Rights Watch reported that armed opposition groups encouraged boys as young as 15 years old to fight, and that groups including Jabhat al-Nusra and ‘IS’ at times recruiting them by offering free lectures and schooling.234

Attacks on higher education

While the majority of reported attacks on educational institutions affected primary or secondary schools, attacks by ‘IS’ and unidentified parties also affected higher education institutions, as mortars, rockets, IEDs, and air strikes struck university buildings. There were also reports that different parties sporadically targeted higher education students and personnel. The number of such attacks was similar to that reported during the 2009-2013 period covered in Education under Attack 2014.

Media reports indicated that multiple explosions hit two of the country’s most prestigious universities in 2013:

- Two explosions at Aleppo University killed at least 80 people and wounded 150 on the first day of midterm examinations in January 2013.235 Many students and university personnel were believed to be among those killed.236 The government and opposition groups blamed one another for the attack.237
- Two months later, in March 2013, a mortar fired by armed opposition groups hit a cafe on the Damascus University campus, killing at least 10 students and wounding approximately 20.238

In 2014, mortars and rockets reportedly hit at least three university and college campuses multiple times. For example:

- The UN received information that on March 24, 2014, a mortar shell damaged the faculty of mechanical engineering in Laddiqliah.239
- The UN also noted reports that two days later, on March 26, 2014, there was an explosion at Damascus University’s Faculty of Medicine in Damascus.240 A suicide bomber detonated explosives at the same college on November 2, 2014, killing two students and injuring five, according to information provided to the UN by the Syrian government.241
- On May 3, 2014, three mortars shells reportedly landed on the Faculty of Economy and Trading at the University of Aleppo, killing 12 students and injuring 16, according to reports received by the UN.242

Also in 2014, Syrian government forces killed at least one professor and ‘IS’ prevented female university students from studying. For example:

- According to the Syrian Observatory for Human Rights, government security forces tortured and killed a professor at al-Furat University in Deir al-Zour in 2014, for his alleged involvement in Jabhat al-Nusra.243
Rockets and mortars struck universities at least six times in 2015. For example:

- On June 4, 2015, rockets hit Baath University in Homs, according to reports received by the UN.\textsuperscript{236}
- Based on interviews, the Commission of Inquiry documented the killing of one student on November 10, 2015, when rockets fired by unidentified fighters struck Tishreen University in government-controlled Latakia city.\textsuperscript{234}
- According to SHRC, a missile that landed on Damascus University’s School of Mechanical and Electrical Engineering on September 2, 2015, reportedly killed 1 student and injured 15 others.\textsuperscript{233}
- On November 19, 2015, media sources reported that the Faculty of Mechanical Engineering building at Damascus University was hit by mortar rounds, killing at least two students and injuring three. No group claimed responsibility for the attack.\textsuperscript{232}
- According to reports received by the UN, on December 2, 2015, mortar rounds impacted the al-Sham Higher Institute in Damascus’ Rukn al-Deen neighborhood, injuring 14 students and others.\textsuperscript{231}
- Also on December 2, 2015, a mortar shell struck the Civil Engineering College, injuring two students and a professor.\textsuperscript{230}

In 2016 there were at least 11 incidents in which air strikes, rockets, or mortar rounds hit university buildings, campuses, or buses, according to information compiled by GCPEA.\textsuperscript{235} All attacks were reported to have taken place during the second half of the year. For example:

- Based on information shared with Human Rights Watch, during an incendiary bomb attack on August 7, 2016, Syrian or Russian forces hit near the Faculty of Humanities of the university in al-Dabbıl, Idlib.\textsuperscript{236}
- On August 10, 2016, projectiles launched by an unidentified armed group hit a bus of students on their way to Aleppo University, killing 13 of the 24 passengers and wounding 35 others, civilians on the street, according to reports provided to the Commission of Inquiry.\textsuperscript{234}
- Sources in Aleppo reported to OCHA that a rocket launched by armed opposition groups hit the University of Aleppo in al-Furan neighborhood on October 4, 2016, killing at least two students and several other people.\textsuperscript{238}
- OCHA noted that, according to media sources, mortars struck an agricultural and medical institute in the same neighborhood, also on October 4, 2016, wounding a teacher and three students.\textsuperscript{237}
- Unidentified armed groups hit Aleppo University a second time on November 2, 2016, killing at least two female students at its Faculty of Humanities, according to reports provided to the Commission of Inquiry.\textsuperscript{235}
- OCHA reported a fourth alleged attack on Aleppo University on November 9, 2016, when shelling killed six people and injured twenty. It was not clear how many of them were students, faculty, or other personnel.\textsuperscript{231}

GCPEA identified reports that air strikes or ground strikes struck university campuses six times from January 1 through November 30, 2017:

- The UN received reports that a veterinary school in Idlib city, Idlib governorate, was struck during air strikes on January 30, 2017.\textsuperscript{239}
- According to SNHR, a missile damaged an industrial school near Kafr Nabil city, Idlib governorate, on March 22, 2017, damaging it and making it unusable. SNHR believed that Russian planes were responsible for the strike.\textsuperscript{239}
- The UN identified reports that air strikes on the Faculty of Education at Idlib University injured a female student on March 23, 2017.\textsuperscript{239} SNHR suspected that Russian planes were responsible for the strike.\textsuperscript{239}
- OCHA reported that the faculty of science and an industrial school in Raqqa city, Raqqa governorate, were both severely damaged during air strikes on May 29, 2017.\textsuperscript{239}
- According to SNHR, shells partially damaged Aleppo University’s Faculty of Law building, located in the al-Jama’ea neighborhood, on August 16, 2017.\textsuperscript{231}

## THAILAND

Dozens of explosive devices targeted government security forces who had been tasked with protecting teachers and schools, putting educators and students at risk and, in some cases, killing or injuring them. Dozens of schools in Thailand were deliberately damaged or destroyed, or unintentionally caught in crossfire. University students and academics were arrested and detained in the context of expanded restrictions on freedom of expression and political opposition.

### Context

From early 2004 through the current reporting period, separatists launched an armed insurgency to seek autonomy for Songkhla, Pattani, Yala, and Narathiwat provinces.\textsuperscript{232} In February 2013, negotiations facilitated by the Malaysian government began between the Thai government and representatives of Barisan Revolusi Nasional Melayu Patani (BRN) (Patani-Malay National Revolutionary Front), the principal non-state armed group in the country, and other separatist groups in the loose network of Majlis Syura Patani (Mara Patani). At the time of writing, these talks were ongoing but unfruitful.\textsuperscript{239}

After starting a coup that overthrew the elected Thai government on May 22, 2014, the National Council for Peace and Order (NCPO) junta intensified its counterinsurgency measures in the deep south, which created a major obstacle for efforts to seek a political solution to the conflict.\textsuperscript{236} Government security sweeps pushed back the separatists, but they were able to maintain a presence in hundreds of ethnic Malay Muslim villages.\textsuperscript{237}

In addition to intensifying operations in the deep south, the junta imposed restrictions on freedom of expression across the country, enforcing a ban on public discussions about decentralization and self-governance.\textsuperscript{238} In June 2015, the UN expressed concern about the number of prosecutions under the lèse-majesté laws, which outlawed insulting the monarchy but did not define what constituted such an insult.\textsuperscript{239}

The insurgency in the deep south and nationwide restrictions on freedom of expression negatively affected education. In the deep south, Malay Muslim insurgents directly targeted government-funded education, as they viewed government teachers as representatives of the Thai government and government schools as vehicles for assimilating the Malay Muslim community.\textsuperscript{236} Conversely, security forces raided madrassas while searching for insurgents, and insurgents targeted madrassas and Islamic teachers who cooperated with the Thai government.\textsuperscript{237} In 2017, CEDAW noted that the ongoing conflict impeded the rights of ethnic Malay Muslim women in the deep south, including their right to education, and that there were gender bias and stereotypes in the curriculum.\textsuperscript{239} Meanwhile, nationwide enforcement of the lèse-majesté laws primarily affected higher education by limiting student protests and activism.\textsuperscript{239}

The different types of attacks on education demonstrated diverse trends during the 2013-2017 reporting period. Reports of attacks on higher education increased, reports of attacks on primary and secondary schools began to decrease after 2015, and attacks on primary and secondary school students and teachers fluctuated throughout the reporting period.
Attacks on schools

Non-state armed groups and unidentified perpetrators were suspected of having bombed or set on fire dozens of schools, along with other government offices and state-related bodies, all of which were perceived by some ethnic Malay Muslims as instruments of Thai domination and assimilation policies.\textsuperscript{2288} Many of these attacks targeted government security forces who were protecting schools or teachers, but the violence damaged schools and harmed students and teachers in the process. These attacks on schools continued to be reported throughout 2014, at rates similar to those recorded in the 2009-2013 reporting period, with a decrease in reported attacks starting in 2015.

GCPEA collected information on eight attacks on schools in 2013, a level similar to reports found for the previous year.\textsuperscript{2289} The UN reported that, in 2013, armed groups used IEDs to attack state armed forces who were stationed to protect schools in several cases, thereby putting school children and teachers at risk.\textsuperscript{2290} More than half of the reported incidents identified by GCPEA directly targeted security forces. Media and UN sources reported six incidents that harmed security forces or volunteers as they were protecting schools. There were also at least two reported incidents of arson that affected schools. For example:

- Unknown perpetrators carried out an attack on an army ranger who was protecting a school in Cho Ai Rong district on January 30, 2013, in Narathiwat province. The attack injured the ranger.\textsuperscript{2291}
- Local media also reported two arson attacks on schools in February 2013, both carried out by unidentified assailants. One occurred in Narathiwat province on February 13, 2013, and a second took place in Pattani province on February 23, 2013.\textsuperscript{2292}
- On July 31, 2013, an armed separatist group detonated an IED at a school in Yala province, injuring a security volunteer.\textsuperscript{2293}
- A bomb planted behind the guard booth at a school in Yala province killed two soldiers and injured a 12-year-old school boy on September 10, 2013. Government authorities believed that a BRN splinter group was responsible for the attack.\textsuperscript{2294}

Attacks affecting schools appeared to accelerate in 2014, with at least 14 attacks reported. In several cases, the attacks targeted security forces providing protection for schools, students, and teachers on or near school grounds.\textsuperscript{2295} For example:

- Media sources recorded one IED attack in Narathiwat province on March 10, 2014, when unidentified assailants threw a grenade at a school.\textsuperscript{2296}
- Two arson attacks occurred in Narathiwat province on May 11, 2014, when unknown perpetrators reportedly set fire to two schools in one night. Local sources attributed the attacks to armed separatists.\textsuperscript{2297}
- The UN reported that, in October 2014, nighttime arson attacks targeted eight schools in Pattani and Narathiwat provinces. According to the UN, these attacks may have been retaliation by an armed group for attacks by the Thai army. While no group claimed responsibility for the attacks, the UN stated that some reports indicated that the incidents constituted retaliation by a BRN-led armed group for attacks by government security forces.\textsuperscript{2298} Media sources reported six arson attacks in Pattani province on October 12, 2014.\textsuperscript{2299} It was not clear how much overlap there was between the two lists of attacks.
- Local media also reported that an armed separatist group detonated an IED near an Islamic school in Pattani province on December 5, 2014, possibly targeting a group of soldiers nearby, which damaged the school.\textsuperscript{2300}

Reports of attacks on schools appeared to decrease in 2015, with only two incidents documented that year, both perpetrated by unidentified assailants:

- On September 11, 2015, a bomb planted by unknown assailants exploded at the entrance of a community school in Pattani province, according to the UN. The attack injured five students between the ages of 3 and 15.\textsuperscript{2301}
- Local media reported that two months later, on November 19, 2015, unidentified assailants opened fire on a school in Yala province, injuring the security guard.\textsuperscript{2302}
Attacks on school students, teachers, and other education personnel

Most of the attacks that targeted teachers and education personnel occurred in the Teacher Protection Program (TPP), where teachers were directly targeted and received threats, and students were affected in the same way. In addition, media sources identified one recorded incident of an attack on students in 2017.

Reports of attacks on teachers and other education personnel remained at the same level in 2013 as in previous years, then peaked in both 2014 and 2016, with apparent lulls in 2015 and 2017. Reported incidents affecting students remained at levels similar to the 2009-2013 reporting period, between one and three per year, through 2015, with no reports of attacks on students identified in 2016 and one in 2017.

Attacks on students and teachers in 2013 included the following:

- Two unidentified motorcyclists opened fire on a bus that was transporting seven kindergarten students to school in Rueso district, Narathiwat province, on January 23, 2013, according to local media. None of the passengers was injured in the attack.
- The UN and local media found that on January 23, 2013, four unidentified gunmen entered a school cafeteria in Narathiwat province and shot a teacher in front of dozens of children, including his 7-year-old daughter. Most of these attacks occurred in Pattani and Narathiwat provinces.
- News sources reported that on June 20, 2013, a roadside IED detonated as a teacher security patrol was passing by, injuring five soldiers. No teachers were reported injured.
- On August 21, 2013, gunmen shot and killed a teacher from the Islam Community Foundation School in Muu 5, Pattani province. Authorities reportedly attributed the attack to separatists.
- On December 12, 2013, a bomb placed in front of a school targeted a military convoy providing protection for teachers, reportedly injuring two workers and six members of the government security forces. Local media reported that on August 28, 2014, a gas cylinder bomb was used to attack a motorcycle convoy of teachers and their soldier escorts in Pattani province. The explosion on the side of the road reportedly killed one female teacher and injured another. In addition to being affected by incidents directed at their protection units, teachers were also directly targeted and received threats, and students were attacked. For example:
  - The Human Rights Watch reported that on January 14, 2014, unknown assailants shot a teacher in Yala province while he rode home from his school on a motorcycle.
  - The UN and international media reported that on March 14, 2014, assailants shot dead a female teacher riding a motorcycle to school, then poured gasoline on her body and set it on fire. A pamphlet with the words, “This attack is in revenge for the killing of innocent people,” was found near her body.
  - Less than one week later, unidentified perpetrators reportedly shot and killed a teacher in Narathiwat province, according to Human Rights Watch.
  - The UN reported that banners threatening teachers were hung in parts of Yala province in November.
  - Local media sources recorded two incidents, one each on November 12 and 15, 2014, when unknown gunmen opened fire on two teachers, one in Yala province and one in Pattani province.
  - News sources also reported an incident on November 27, 2014, in which assailants opened fire on high school students in Tanyong Talo area, Pattani province, killing one and injuring another.

Reports of attacks on teachers decreased in frequency in 2015, while attacks on students remained at a level similar to previous years. According to the UN, the Ministry of Education reported that two teachers and one student were killed in attacks, and one teacher and two students were injured. Meanwhile, local media documented five explosions targeting teacher-protection units, three in Pattani province and two in Narathiwat province.

Gun attacks on teachers reported by local news sources in 2015 included the following:
- On May 9, 2015, unknown assailants shot and killed two teachers in the street in Narathiwat province.
- On May 26, 2015, assailants started shooting at a car carrying a teacher and a community leader in Pattani province, killing them both.
- On July 13, 2015, a physical education teacher was shot and killed by unknown perpetrators in Pattani province.

Reported attacks targeting teacher-protection units increased again in 2016, when local media sources documented 22 such incidents: 12 in Narathiwat province, 8 in Pattani province, and 2 in Yala province. Of these attacks, 19 involved IEDs planted by the side of the road or elsewhere near the patrols, and three used gunfire to target teachers and their protection units. The teachers were largely unjured in these attacks. In addition, local and international media reported that on October 28, 2016, two unidentified assailants on motorcycles shot and killed a teacher in Pattani province as she parked her car outside the school where she worked.

GCPEA identified one recorded incident of an attack on students in 2017. Reuters reported that on March 2, 2017, assailants opened fire on a village deputy leader’s car as he was transporting several children to a village school in Rue Soh district, Narathiwat province. An 8-year-old boy was killed instantly and two other children were...
Period of time. They were detained until July 8, 2015. The charges against them remained pending for an unknown period for their perceived opposition to the government. Many of these arrests took place under the lèse-majesté laws, which criminalized insulting the monarchy and were more actively and more broadly enforced after the May 2014 coup. Reports of this form of attack were more frequent than in the period covered by the report.2334

Attacks on higher education

During the reporting period, government security forces reportedly arrested university students and professors for their perceived opposition to the government. Many of these arrests took place under the lèse-majesté laws, which criminalized insulting the monarchy and were more actively and more broadly enforced after the May 2014 coup.2335 Reports of this form of attack were more frequent than in Education under Attack 2014.

The separatist conflict in the deep south affected higher education sporadically during the reporting period. There were reports of isolated incidents of IED explosions and gunfire affecting universities, students, and education personnel in the southern provinces.

Media sources and NGOs documented two incidents of government forces arresting higher education students and personnel on political grounds in 2014:

- Scholars at Risk reported an incident on September 18, 2014, in which government forces interrupted a forum on democracy at Thammasat University in Bangkok, titled “The Fall of Dictatorships.” They detained a group of four academics and three students, who were held at a local police station for a few hours and questioned before being released.2336
- Scholars at Risk also reported that on October 27, 2014, a student and a professor at Thammasat University in Bangkok were charged and jailed for insulting the monarchy when they staged a play called “The Wolf Bride,” which parodied the Thai political conflict of 2013.2337

There was one incident in Thailand’s deep south in 2014, in which suspected separatists shot and killed a university student in Muang district, Narathiwat province. Local sources alleged that the perpetrators were members of an armed separatist group.2338

In 2015, the government’s crackdown on perceived student opposition continued with the reported arrest of at least 14 students in a single incident, representing a slight increase in the number of people affected during 2014. Scholars at Risk and Human Rights Watch found that on June 26, 2015, state police arrested 14 students from the New Democracy Movement for sedition and violating the junta government’s ban on public assembly. The students had led a nonviolent protest against the government the day before at Thammasat University in Bangkok. They were detained until July 8, 2015. The charges against them remained pending for an unknown period of time.2339

NGO reports indicated that student activists continued to be affected by restrictions on freedom of expression in 2016. GCPEA collected information on two incidents in which students were detained, arrested, or beaten:

- Human Rights Watch reported that on January 20, 2016, government security forces abducted a well-known student activist as he walked with friends outside Thammasat University’s Rangsit campus. The abductors grabbed him and pushed him against a truck with no license plates. Soldiers then handed him over to the police in the early morning of the next day. He later reported that he had been blindfolded, beaten, interrogated about his political affiliations, and accused of violating the ban on public assembly and political activity.2340

- According to Scholars at Risk, on June 24, 2016, police arrested a group of student activists who were returning to the campus of Phraanakhon Rajabhat University in Bangkok after marching to Bangkok’s Laksi Monument, where they had distributed copies of Kao Kham, the New Democracy Movement’s newspaper. Police officers had asked the students to stop distributing the newspapers but the students refused. They were then arrested under a law banning political gatherings of five or more people. The students were released later in the day and were not formally charged with anything.2341

Rights groups reported two incidents in which academics were detained or arrested in 2017:

- On August 14, 2017, five academics were required to report to the police after they participated in the 13th International Conference at Chiang Mai University between July 15 and 18. At the conference, a group of Thai and foreign academics issued a statement that called on the government to restore freedom of expression in Thailand. Four of the academics were photographed holding a sign stating, “AN ACADEMIC FORUM IS NOT A MILITARY BARRACK.” The four academics and the conference organizer were accused of violating NCPO Order No. 3/2558, which banned political gatherings of five or more people. They faced up to six months in prison and up to a $300 fine if convicted.2342
- Thai authorities charged Sulak Sivaraksa, a Thai academic and activist on October 9, 2017, with lèse-majesté after he made comments questioning a historical narrative about the 16th century royal elephant battle during an academic conference at Thammasat University. Sivaraksa.2343 The prosecutor later dropped the charges on January 17, 2018.2344

TURKEY

According to Turkey’s Ministry of National Education, approximately 100 schools were partially or fully damaged in the southeastern part of the country and some teachers were reportedly abducted. More than 300 higher education personnel were detained, and several dozen protesting students and educators were arrested or injured. Several schools in the southeast of the country were reportedly used for weapons storage.

Context

Violence intensified in the southeast of Turkey after peace negotiations between the Turkish government and the Kurdistan Workers’ Party (PKK), which sought greater autonomy in Turkey, broke down in 2015.2345 The Turkish government also detained or arrested journalists and academics for alleged affiliations to the PKK and other terrorist organizations.2346 Most of those arrested were accused of being supporters of the Gülen movement of Fethullah Gülen, whose movement was termed a terrorist organization referred to as the Fethullahist Terrorist Organization, or FETO.2347 The government and the courts accused Gülen and his followers of being responsible for an attempted coup on July 15, 2016.2348

Media and NGO reports indicated that around 5,300 academics were suspended, another 2,300 were fired, and 15 private universities affiliated with the Gülen movement were closed as of September 2016. Many academics reportedly fled from Turkey due to a lack of employment or the perceived risks in staying.2349 Among the academics affected were hundreds dismissed by universities after they signed a January 2016 declaration condemning the government’s security operations in cities of the southeast.2350 At the trials of those detained, which began in December 2017, more than 100 were charged with spreading terrorist propaganda.2351 OHCHR found that more than 40,000 education personnel from the Ministry of National Education, most of them teachers, were dismissed or suspended, including 9,000 teachers working in Kurdish-speaking parts of the southeast, who were reportedly suspended due to their suspected ties to the PKK.2352 The majority of the latter were later reinstated in their jobs.2353

Attacks on education were more common and were increasingly reported throughout the current reporting period than in the period covered by Education under Attack 2014.
Attacks on schools

According to Turkey’s minister of education, the PKK bombed or set fire to more than 100 schools. These numbers indicated an uptick in reported attacks on schools over the period covered in Education under Attack 2014. GCPEA identified between 5 and 15 reports of attacks on schools annually from 2014 through 2016, and one in 2017.

Media sources reported at least 10 attacks on schools in 2014, including a series of coordinated arson attacks reportedly perpetrated by the PKK on primary and secondary schools in September. During these attacks, assailants reportedly threw incendiary devices into seven schools in Cizre district, Şırnak province, and three schools in Yüksekova district, Hakkâri province, on September 16 and 17, 2014. These attacks damaged school infrastructure but did not cause any injuries.

There were at least 13 attacks on schools in 2015, as documented in media reports collated by GCPEA. For example:

- On September 26, 2015, assailants believed to be members of the PKK fired rockets and firearms at a gendarmerie station in Güce district, Giresun province. They reportedly struck a nearby school in the attack, killing four civilians.

- Media sources reported that on September 30, 2015, the PKK damaged the windows and gates of seven primary and middle schools in the Bulanık district, Mus province. The damage was reported to be retaliation for the educational institutions’ refusal to comply with the PKK’s demand that schools refrain from opening at the beginning of the academic year. There were no reported casualties in these incidents.

- An IED reportedly exploded outside a school in Silvan district, Diyarbakır province, on October 8, 2015, killing one child and injuring three.

GCPEA identified 12 attacks on schools in 2016, including incidents in which the PKK planted bombs in schoolyards and set schools on fire, as well as one rocket launched from Syria that struck a school in Turkey. These included:

- The PKK reportedly set fire to eight schools and a dormitory in İdil district, Şırnak province, on January 14, 2016.

- On January 18, 2016, a rocket from an unknown source in Syria struck a school in Turkey’s southern Kilis province, killing a female janitor and injuring a female student.

- Also on January 18, 2016, five children were reportedly wounded in a bomb attack that took place near an elementary school in Diyarbakır province, as they were playing in the schoolyard.

- On January 19, 2016, the PKK reportedly launched Molotov cocktails at two secondary schools in Van province.

- On June 19, 2016, the PKK reportedly detonated an IED at a nursery school in Van province, destroying most of it.

At least one school was reported to be targeted in 2017. On October 3, 2017, Turkish security forces defused an IED at Sair Cahin Sıtkı Tarancı Elementary School in Yenişehir district, Diyarbakır province. Anadolu Agency attributed the attack to the PKK.

Attacks on school students, teachers, and other education personnel

Beginning in 2015, police detained, arrested, or harmed more than 50 secondary school students and teachers in the context of protests at schools, including against the government’s education policies, such as those on compulsory religion classes and the transformation of some secondary schools into religious vocational imam hatip schools. Both secondary students and university students participated in protests, but reports on the events did not always distinguish between the two groups, making it difficult to determine how many affected students were at the secondary or the university level. In multiple cases, teachers were arrested for alleged affiliation with the PKK, FETÖ, or groups designated as terrorist organizations by the Turkish government.

The arrest of students and teachers was reported more commonly than in the period covered in Education under Attack 2014. Reports of abductions occurred at rates similar to those documented in Education under Attack 2014.

Attacks on students and educators were sporadic in 2015, and included the following:

- In February 2015, police allegedly fired water cannons to disperse teachers, students, parents, and others who were demonstrating against government education policies.

- The Public Affairs Section of the US Consulate in Adana, Turkey, reported that a subgroup of the PKK abducted 23 teachers on October 2, 2015. These abductions occurred during attacks on four schools in the Silopi district, Şırnak province. The teachers were released after several hours.
Student and academic protests were common throughout the reporting period, and rights groups and media sources reported that police used excessive force to disperse demonstrations against national higher education policies and minority student rights. “IS” was responsible for a particularly deadly attack on higher education that occurred in 2015. Largely because of the arrests that occurred in 2016 and 2017, incidents occurred with significantly higher frequency than was reported in Education under Attack 2014. Between 2013 and 2015, there were reports that police sporadically used force against university student protesters and injured them. Reported incidents included the following:

- Scholars at Risk reported that on three occasions—October 18, 21, and 26, 2013—riot police used teargas, stun grenades, and water cannons to disperse student protests at the Middle East Technical University in Ankara, injuring several students.2391

- Scholars at Risk reported a series of incidents affecting minority university students that began on January 16, 2014, when a ultra-nationalist group physically assaulted a group of seven mainly leftist and Kurdish students on the Marmara University campus in Goztepe, Istanbul. Following the attack, students held a peaceful protest demanding stronger security on campus. According to Scholars at Risk, police fired water cannons, teargas, and plastic bullets at the protesters.2392

- According to Scholars at Risk, a lecturer at Gazi University and the general secretary of the Association of Academic Staff (TÜMÖD) was arrested for insulting President Erdoğan during a TÜMÖD-organized panel discussion on May 23, 2015, in İzmir. He was sentenced on February 3, 2017, to serve nearly one year in prison.2393

The deadliest attack against university students occurred on July 20, 2015, when a suspected ‘IS’ suicide bomber killed at least 30 people, according to Human Rights Watch and media sources. The attack occurred while student activists were gathered in Suruç city to make a press statement about a development assistance project.2394

Arrests of academics became more common in 2016. In January, more than 1,100 scholars signed an Academics for Peace petition denouncing military operations in the southeast of Turkey.2395 Several academic signatories reported receiving threats via social media, telephone, or at their universities, according to Amnesty International and Human Rights Watch.2396 Scholars at Risk and media sources stated that dozens of other academics who signed the petition were arrested, charged with terrorism-related crimes, and required to resign from their positions. Government security forces also raided their homes.2397

In mid-2016, the Turkish government began detaining and arresting academics, many of whom were accused of their suspected ties.2398 Many of the government’s actions did not constitute attacks on higher education as defined by GCPEA, but they did create an environment of fear. Scholars at Risk reported that throughout the rest of the year the government detained, arrested, dismissed, or banned from travel hundreds of higher education personnel.2399 For instance, on July 19, 2016, government officials reportedly demanded the resignation of 1,577 university personnel.2400

The GCPEA’s definition of attacks on higher education focused on severe violence, such as murder or physical harm. In most cases, government security forces arrested, detained, interrogated, or interrogated students or university personnel, including soldiers, police officers, judges, prosecutors, academics, teachers, and other civil servants, for their suspected ties.2401 Many of the government’s actions did not constitute attacks on higher education as defined by GCPEA, but they did create an environment of fear. Scholars at Risk reported that throughout the rest of the year the government detained, arrested, dismissed, or banned from travel hundreds of higher education personnel.2402

Actions that merited GCPEA’s definition of attacks on higher education were in the form of arrests and detentions for example:

- On September 2, 2016, security forces arrested 15 academics and university personnel from Mustafa Kemal University on suspicion of connections to terrorist organizations, such as FETO, according to University World News.2403
Scholars at Risk reported that, in late December 2016, 17 higher education personnel from Gazi University and Uşak University were arrested and detained alleged involvement in the coup attempt. At least one professor’s notes and scholarly writing were used as evidence against her.2490

Arrests and detention of academics became even more common in 2017, according to information collected by GCPEA. In September 2017, University World News reported that Scholars at Risk had documented 49 incidents of detention, arrest, warrants issued, or wrongful prosecution of scholars, university personnel, or students. These incidents reportedly affected 1,308 people.2491 Most were arrested in connection with on-campus activism or for alleged connections to terrorist groups or the Gülen movement during 2017. Incidents documented by Scholars at Risk or media sources included the following:

- According to Scholars at Risk, on January 4, 2017, private security forces beat seven students from Dokuz Eylül University after they publicly read a statement in response to the New Year’s Eve attack on an Istanbul nightclub, for which “IS” claimed responsibility. Afterward, police reportedly arrested and detained the seven students for one day.2477
- On March 30, 2017, police detained 37 students from Istanbul University who had participated in a peaceful demonstration commemorating the 45th anniversary of the 1972 Kızıldere Massacre, according to Scholars at Risk. They had gathered to remember the student leaders who were killed by the military on that day in 1972. The memorialized students were killed after they had taken foreigners hostage in an alleged attempt to pressure the government to halt the executions of some imprisoned student leaders.2492
- On May 1, 2017, the government reportedly detained and raided the homes and offices of 26 academic personnel from Dicle University, Diyarbakır, all of whom had signed the 2016 Academics for Peace petition.2493
- In July 2017, the government reportedly detained 20 academic and administrative personnel from Selçuk University and Necmettin Erbakan University, as well as 42 personnel from Boğaziçi University and Istanbul Medeniyet University, for their alleged affiliation with the Gülen movement.2494 Similar arrests took place throughout the year.
- On November 17, 2017, Turkish authorities issued warrants for the detention of 42 current and former academicians and administrative personnel of Marmara University because of alleged connections to the Gülen movement. Twenty-two of them were detained that day.2495
- On November 22, 2017, Turkish police briefly detained Fikret Baskaya, a professor of economic development and international relations and raided his home because of allegations that he provided support to the PKK. Scholars at Risk reported that, according to Baskaya’s lawyer, the reason for Baskaya’s arrest was an article he wrote in November 2016 entitled, “The Real Terror Is State Terrorism.” Baskaya had previously written several controversial books on socialism, politics, and corruption in Turkey.2496

Hurriyet Daily News reported that one attack by the PKK affected higher education in 2017. On January 16, 2017, the PKK reportedly targeted an armored police vehicle in Sur district, Diyarbakır province, which was near an excavation site on the Dicle University campus. The explosion killed four police officers and injured two more, but it was not reported to have harmed any students or education personnel.2497

Context
Ukrainian President Viktor Yanukovych’s ouster from power in February 2014 prompted violent clashes between pro- and anti-government protestors in southeastern Ukraine. When Russia took control over Crimea in March 2014, armed groups took control of many towns and cities in the Donetsk and Luhansk oblasts of eastern Ukraine, and an armed conflict began between these groups and Ukrainian forces.2444 In May of the same year, armed groups proclaimed self-rule in a referendum on the independence of the Donetsk and Luhansk oblasts.2445

In the Minsk agreements of February 2015, the two sides agreed to a ceasefire, the withdrawal of heavy weapons from the “contact line” separating the Government-Controlled Areas (GCA) and the Non-Government-Controlled Areas (NGCA), and access for monitors from the Organization for Security and Cooperation in Europe (OSCE). Nevertheless, fighting and shelling continued to flare up.2446 Between April 2014 and May 2017, the conflict killed at least 2,505 civilians and injured between 7,000 and 9,000.2447 Ceasefire violations by all parties to the conflict and almost daily shelling, localized clashes, and unexploded ordnances caused damage and insecurity in civilian areas.2448

The conflict led to a splintered education system, and fighting disrupted children’s access to education near the contact line.2449 An assessment published by UNICEF in June 2017 showed that more than 12,000 of the approximately 19,000 children living in GCAs within three miles of the contact line lived in areas that were hit by shelling in the last three months of 2016.2450 The same UNICEF report found that large numbers of kindergarten-age children living along the contact line were out of school because their parents saw the shelling as too risky and kept them at home.2451 In addition, five respondents interviewed by UNICEF mentioned gender-based violence and specifically noted that older school girls faced abuse by soldiers, with the proximity and size of military installations being possible risk factors contributing to this violence.2452 Between 2013 and March 2017, 16 universities and 10 other higher education institutions were forced to relocate to Kyiv, Kyryliv Rih, Kramatorsk, Severodonetsk, Kharkiv, and other cities, due to the violence.2453

Ukraine was not included in the 2014 Issue of Education under Attack, as the conflict had not yet broken out and the country did not meet the reporting criteria.

Attacks on schools
Rockets, heavy artillery, and mortars launched by all parties to the conflict damaged or destroyed hundreds of schools on both sides of the contact line.2445 In March 2017, the Education Cluster reported that at least 740 schools had been damaged or destroyed since the conflict began in April 2014.2446 Information collected by GCPEA indicated that attacks on schools were particularly intense in 2014 and 2015, with between 117 and 290 schools damaged or destroyed in 2014 and approximately 200 similarly affected the following year.2447 As the sustained intensity of the conflict diminished, these numbers decreased slightly, with reported attacks on 26 schools in 2016 and 42 in 2017.2448

In 2014, when the armed conflict began, schools in the Donetsk and Luhansk provinces were damaged and destroyed, mainly by indiscriminate shelling but also by direct attacks. In late August 2014, humanitarian organizations and the media estimated that the fighting in the Donetsk and Luhansk oblasts partially or completely

UKRAINE

Indiscriminate shelling and targeted artillery attacks damaged or destroyed more than 740 schools in Ukraine, and both sides of the conflict used schools and universities as bases and barracks. Artillery fire, other explosions, and—early in the reporting period—air strikes occurred near schools, killing and injuring students and other civilians. Fear of such attacks caused many parents to keep their children out of school. Similar attacks also sporadically targeted higher education infrastructure and personnel.

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SOURCE: University World News
destroyed between 117 and at least 290 schools. Schools damaged or destroyed in the violence included the following:

- Media sources reported that in September 2014, unknown assailants attacked a school being used as a shelter in Spartak village, Donetsk oblast (NGCA).

- According to international media, between August 2014 and February 2015, shelling destroyed a school in Nikishine village, Donetsk oblast, and damaged the kindergarten.

- OCHA reported that on October 1, 2014, shells hit a school playground and a minibus in Donetsk city (NGCA), killing 10 adults. According to media reports, a teacher and a student’s father were among the casualties, and at least 50 school children were inside the school during the attack. International media reported that shrapnel shattered windows on the first and second floors of the school.

- According to the UN, in late October 2014, shelling damaged at least five kindergartens and seven schools in Makiivka town, Donetsk oblast (NGCA). Thirty other educational institutions also suffered damage that month from shelling in Horlivka town, Donetsk oblast (NGCA).

During 2015, schools in eastern Ukraine continued to sustain damage as they were caught in the crossfire of fighting. According to OCHA, as of October 2015, nearly 200 schools, or one in every five, was damaged or destroyed in NGCA eastern Ukraine. Examples of artillery or missiles landing on schools included the following:

- Media sources documented an incident in January 2015 in which projectiles landed in Artema town, Luhansk oblast (GCA), hitting and detonating in one school building. The school was abandoned at the time.

- In February 2015, according to the Kharkiv Human Rights Protection Group, a missile hit school No. 6 in Debaltsevo town, Donetsk oblast, during fighting for the city. The missile damaged part of the school’s floor structure.

- Later in 2015, OCHA reported that on November 5, 2014, mortar and artillery shells struck a school sports field in Donetsk city. The strike killed at least two children and injured four more.
Attacks on schools appeared to escalate in 2017 over the previous year, according to information reported by the Education Cluster. The Education Cluster documented damage or destruction to 42 schools in Donetsk and Luhansk oblasts during 2017, including 28 schools in NGCA and 14 schools in GCA. At least one school was damaged every month throughout 2017. These incidents reflected continuing violence throughout the year. For example:

- On April 10, 2017, a bullet hit the window of a kindergarten facility in NGCA Donetsk oblast. At the time, 157 children were in the school, 30 of them in the playroom where the bullet hit the window.4236
- The OSCE Special Monitoring Mission (SMM) visited several villages between April and July 2017 and found evidence of shelling having damaged six schools. Two of these were in Luhansk oblast: one in NGCA Kadiivka city, visited on April 30, and the other in Zolote city (GCA), visited on July 15.4237 Four of the damaged schools found by the SMM were in Donetsk, where monitoring took place between May 28 and June 18, 2017: two of the schools were in Krasnoshirivka (GCA), one was in Pavlopil village (GCA), and one was in Yasynuvata village (NGCA).4238
- The OSCE SMM found damage to three schools in Donetsk in October and November. One of the schools was damaged on October 29, 2017, in Oleksandrivka, and two were damaged on November 5, 2017, in Donetsk city. All of these incidents damaged school and dormitory walls and broke windows with gunfire or shelling.4239
- The Education Cluster reported that seven kindergartens or schools were damaged in Donetsk and Luhansk oblasts between December 13 and December 21, 2017. This included three in NGCA Donetsk, two in GCA Donetsk, and two in NGCA Luhansk.4240 The windows of most of the schools were broken, and one kindergarten in Novoluhanske, Donetsk oblast (GCA), had been directly hit twice on December 18, substantially damaging its roof.4241

**Attacks on school students, teachers, and other education personnel**

Attacks on students and teachers were infrequent. GCPEA found reports of only two targeted attacks on education personnel, both by unknown perpetrators, and no targeted attacks on students during the 2013-2017 period:

- According to OHCHR, on May 14, 2014, four armed men in camouflage abducted a principal of a school in Luhansk from the school premises because she opposed holding a referendum at the school. The men released the principal several hours later. The exact location of the incident was not reported.4242
- Local media reported that on February 15, 2016, unidentified assailants threw three grenades at the home of a school director in Stanytsya-Luhanska district, Luhansk oblast (GCA). There were no casualties in the incident.4243

**Military use of schools and universities**

There were reports that parties to the conflict used schools and universities for military purposes, deploying fighters in or near educational facilities, and storing weapons in or near school buildings. In several cases all students were forced to evacuate. Parties to the conflict also reportedly used several state orphanages and boarding schools as bases of operation due to their strategic locations on the outskirts of towns.4244 There was also anecdotal information that de facto authorities encouraged the use of schools. For example, according to OHCHR, de facto authorities in NGCA Donetsk allegedly pressured school personnel to establish “hidesouts” in schools.4245 More information was available on the use of schools by Ukrainian armed forces, although it was not clear that these forces used schools more frequently than armed groups. Additionally, most information on military use was reported in 2017. This increase may have been a consequence of strengthened monitoring systems rather than an actual increase in instances of military use.

**Parties to the conflict used schools and universities throughout 2014, reportedly establishing bases and other strategic positions in education facilities in at least five cases:**

- OHCHR reported that in July 2014, in the village of Golmovsky, Donetsk oblast, an armed group used a school as a base until Ukrainian forces destroyed it.4246
- There were multiple media reports that armed fighters used Donetsk National University. On July 7, 2014, armed fighters allegedly entered the dormitories of Donetsk National University in Donetsk city and drove students from their rooms at gunpoint. Media sources reported that the group captured the entire university nine days later and converted dormitories into living quarters for fighters.4247 Two months later, on September 10, 2014, armed assailants led by a former professor at the university reportedly seized buildings at the institution. The purpose or duration of the seizure was unclear.4248
- In August 2014 in Novosvitlivka town, Luhansk oblast (formerly NGCA), Human Rights Watch reported that armed forces used a school as a base during fighting with armed groups. During this fight, most of the school was destroyed by indiscriminately fired Grad rockets, and it remained devastated one year later. The fighting reduced school enrollment by nearly half, as many students attended an overcrowded school nearby.4249 As of May 2016, local reconstruction efforts had restored much of the Novosvitlivka school, but furniture and school supplies were lacking.4250
- In August 2014, also according to Human Rights Watch, staff evacuated all students from an orphanage-school for children with vision impairments in Vynohradivka, Donetsk oblast (NGCA), when armed forces were deployed there. The forces remained in the building for six months, and fighting in February 2015 severely damaged the school. It was not yet repaired as of September 2015.4251
- Armed groups also reportedly used a school as a base in the city of Pervomaisk, Luhansk oblast, during April 2014, according to Human Rights Watch.4252 During the last week of November 2014, Human Rights Watch researchers observed signs on trees next to the school that read, “ENTRY PROHIBITED. SHOOT TO KILL” and “MINES.”4253

In 2015 there were two reported cases of military use of schools by Ukrainian forces:

- According to Human Rights Watch, in Vuhlehirsk town, Donetsk oblast (NGCA), a principal reported that different armed forces and armed groups occupied school No. 42 at different times during 2015 and used it for weapons storage.4254 NGO and media sources reported that artillery hit the school six times in January and February 2015, which damaged parts of its infrastructure.4255 For example, fighting between January and February 2015 reportedly destroyed part of a third-floor wall when an armed group fired a tank at the school, targeting a Ukrainian sniper positioned near the window.4256
- In Marinka city, Donetsk oblast (GCA), Ukrainian forces reportedly used an orphanage-school as a base in November 2015 and the children were evacuated, according to Human Rights Watch.4257 As of May 2016, Ukrainian forces were still stationed at the orphanage and reportedly had no plans to relocate.4258

Throughout 2016 there was evidence that parties to the conflict used schools for military purposes. At least four cases were reported. For example:

- In July 2016, the UN reported that Ukrainian forces were positioned at a school in Pavlopil village, Donetsk oblast (GCA).4259
In August 2016 the OSCE SMM observed a military compound located 120 meters from a school in Komshuvakha settlement, Zaporiyia oblast.2454

According to OICHR, in Zaitseve settlement of Horlivka town, Donetsk oblast (GCA), an armed group affiliated with the defacto NGCA authorities was stationed at a local school as of July 2016.2455

In September 2016, according to the OSCE SMM, Ukrainian forces used the roof of a school in Krasnohorivka town, Donetsk oblast (GCA), as an observation post and the school grounds as a shooting range, which damaged the building and school equipment.2456

According to the Education Cluster, there were at least seven reports of military use of schools in 2017.2461 The cases reported by the Education Cluster, OSCE, or UN sources included the following:2475

- On April 2, 2017, the OSCE SMM in Ukraine observed at least five soldiers from the Ukrainian armed forces and two vehicles parked inside a former kindergarten in a GCA Zolote city, Luhansk. The commander of the Ukrainian armed forces told the SMM that an agreement had been made with local authorities that allowed the armed forces to use the school buildings.2457

- On August 4, 2017, the OSCE SMM in Ukraine found that a school in Popsana city, Luhansk oblast (GCA), was being occupied by Ukrainian armed forces. It was unclear how long they had been using the school.2466

- The OSCE SMM reported information indicating that on September 9, 2017, the SMM in Tople, Luhansk oblast (GCA), had found that Ukrainian armed forces were using part of a building that housed a canteen for the school next door. Students from the school used one door to the building and soldiers used another.2464

- On September 13, 2017, the OSCE SMM in Ukraine saw a compound housing Ukrainian armed forces located 30 meters from a school in Muratove, Luhansk oblast (GCA), according to the Education Cluster.2467

- The OSCE SMM reported information about another military compound opposite a school in Poltavka, Donetsk oblast (GCA), on September 18, 2017. There were military personnel and vehicles in the compound at the time.2468

- The OSCE SMM reported the presence of armed forces at the entrance of a kindergarten in Dikovkivka, Donetsk oblast (NGCA), on November 10, 2017. Local residents reported to the SMM that at the time students from the school had been attending another institution for approximately one year.2459

**Child recruitment at, or en route to or from, school**

Several media reports suggested that armed groups and school personnel in areas controlled by armed groups trained or recruited students at school for military purposes. For example, in November 2014, a BBC Russia article reported that armed groups visited several schools in NGCA in order to recruit 14-year-old students to spy on Ukrainian forces.2470

According to a UNICEF publication, school directors consistently reported that armed forces visited schools along the contact line and encouraged children to apply for military academies.2471 These visits reportedly declined in frequency in the last six months of 2016, before which they had occurred approximately every three or four months. The report did not specify which armed forces were responsible for these visits.2472

**VENEZUELA**

Attacks on education in Venezuela took the form of violent repression of university student protests, as government forces accompanied by armed civilian groups used teargas, rubber bullets, and live bullets against demonstrators. Security forces also reportedly arrested and detained hundreds of students and higher education personnel.

**Context**

Venezuela’s political and social context was increasingly unstable after the death of President Hugo Chavez in March 2013 and the ascent of Vice President Nicolas Maduro to the presidential office. Chavez had made efforts to accumulate power in the executive branch and used it to repress dissent. During Maduros rule, reforms to consolidate the concentration of power in the executive branch were progressively implemented, until the government-controlled Supreme Court stripped the legislature of its authority and formed a Constituent Assembly that took over the opposition-led parliament’s functions in August 2017.2473

Widespread anti-government protests, triggered by food shortages, restrictions on democracy, and insecurity, peaked from February to July 2014 and again from April to August 2017. Security forces violently quelled protests, often accompanied by armed civilian groups known as colectivos, which also used excessive force against unarmed protesters, including university students and other civilians.2474

The UN Committee against Torture found that 3,306 protesters, including 400 adolescents, were detained between February and June 2014. The committee expressed concern over reports that detained protesters were tortured, and that the perpetrators went unpunished.2475 OICHR found similarly that more than 5,000 people were detained between April 1 and July 31, 2017, during which time violence progressively escalated and security forces moved from using teargas to guns against protesters, according to medical personnel.2476 Security forces were also reportedly responsible for the arbitrary detention of students, and in some cases, of presenting them before military courts even though they were civilians.2477 Once in detention, men and women protesters, as well as their relatives, were threatened with rape and other sexual and physical violence.2478 The worsening humanitarian situation caused the exodus of hundreds of thousands of Venezuelans to other Latin American countries and the United States.2479

The Associated Press reported that children lost an average of 40 percent of their class time during 2016.2480 In 2017, loss of teaching personnel due to the economic and humanitarian crisis was reported in 90 percent of the...
According to Scholars at Risk, on May 29, 2014, a student was shot and killed when police allegedly used live ammunition in a crackdown on a student protest near the campus of Rafael Belloso Chacín University in Maracaibo city, Zulia state.2496

The campus of Fermin Toro University in Barquismeto, Lara state, experienced a series of three attacks in May and June 2014, according to Scholars at Risk. Pro-government assailants launched an arson attack on university buildings in mid-May. One month later, on June 10, 2014, security footage reportedly showed the same attackers launching teargas cans onto the campus, which caused respiratory problems for several students.2497 Two days later unidentified assailants threw teargas canisters onto the campus, injuring 14 people.2498

Venezuela did not meet the criteria for inclusion in Education under Attack 2014, so no comparison with the previous reporting period can be made.

Sexual violence by armed parties at, or en route to or from, school or university

Police forces were reportedly responsible for perpetrating sexual violence on at least one female student detained during an anti-government protest. On July 2, 2017, Human Rights Watch reported that Venezuelan police detained students at the Central University of Venezuela in Caracas. During a protest on July 1, 2017, police sealed off the campus and arrested students, who were seated in a classroom when the police arrested a student. According to Human Rights Watch, a police officer touched the female student’s breasts, put her head close to his genitals, and told her, “This is what you like.”

Attacks on higher education

According to UN, NGO, and media reports, state security forces used widespread violence against university students who were protesting against the government. This violence occurred from February to July 2014 and from April to August 2017.2489 It included physical attacks using teargas, rubber and live bullets, and other means, as well as arbitrary detention and imprisonment.2490

State security forces, sometimes supported by colectivos, used teargas, rubber bullets, live ammunition, and explosives to crack down on student anti-government protests in 2014. In addition, hundreds of students were detained in connection with student and civilian anti-government protests, and as many as 331 students were reportedly abused while in police custody in February 2014 alone, according to Scholars at Risk.2491 One year later, in 2015, Attorney General Luisa Ortega Diaz admitted that 27 people, including two students, were still in detention, according to Human Rights Watch.2492

Violent attacks on university campuses or at student protests in 2014 included the following incidents, in which at least 38 students were injured and one killed:

- Security forces accompanied by colectivos used rubber bullets and teargas against students demonstrating at the Lisandro Alvarado Centro Occidental University in Barquisimeto, Lara state, on March 11, 2014, according to testimony collected by Human Rights Watch.2493

- Human Rights Watch also documented an attack by a colectivo member on March 19, 2014, when approximately 150 students were holding a student meeting in the lobby of the School of Architecture of the Central University of Venezuela in Caracas. The students saw that eight men were replacing a nonpartisan banner they had hung from the building with a pro-government sign. As students started leaving the lobby, a man with a firearm entered, identified himself as part of a colectivo, and threw two teargas canisters into the remaining group of 50 students. More intruders arrived and beat the students with their fists, tubes, and sticks, as well as kicking them and forcing several of them to undress. At least 30 students were injured in the attack.2494

- Scholars at Risk and international media reported that on April 3, 2014, during a protest at the Central University of Venezuela in Caracas, state security forces used grenades and teargas to prevent students from leaving the campus to march through the city. Vigilantes also entered the campus and attacked students with metal pipes and other makeshift weapons, leaving at least three students severely injured.2495

According to Scholars at Risk, on May 29, 2014, a student was shot and killed when police allegedly used live ammunition in a crackdown on a student protest near the campus of Rafael Belloso Chacín University in Maracaibo city, Zulia state.2496

The campus of Fermin Toro University in Barquismeto, Lara state, experienced a series of three attacks in May and June 2014, according to Scholars at Risk. Pro-government assailants launched an arson attack on university buildings in mid-May. One month later, on June 10, 2014, security footage reportedly showed the same attackers launching teargas cans onto the campus, which caused respiratory problems for several students.2497 Two days later unidentified assailants threw teargas canisters onto the campus, injuring 14 people.2498

A student carries a gas mask at the entrance of the University of the Andes, San Cristobal, in March 2015. The wall was covered with messages in support of the student occupation of the university in protest of the killing of a 14-year old student by Venezuelan police.

© 2015 Eliezer Mantilla/AP Photo
GCPEA collected information on five incidents of security forces and colectivos using disproportionate violence against student protesters in 2015, a decrease from the previous year. In these five examples, at least 37 students were injured in attacks that used buckshot, teargas, and other means:

- According to Scholars at Risk, on January 15, 2015, security forces accompanied by colectivos raided the campus of Los Andes University, Táchira, firing steel shells, buckshot, teargas, pepper spray, and marbles at students. Twenty-two students were reportedly injured in the incident.

- Scholars at Risk and media sources reported that on February 25, 2015, students gathered on the Merida campus of Los Andes University to protest the death of a 14-year-old boy killed a day before in a confrontation between police and protesters in San Cristóbal. Security forces reportedly fired buckshot into the crowd of students, injuring five.

- On October 25, 2015, education personnel and students from the Central University in Caracas attempted to march to protest unfair wages and demand quality education. Scholars at Risk and local media reported that the police prevented the march from proceeding by firing teargas into the crowd and pushing and kicking participants.

- According to local media and Scholars at Risk, on November 2, 2015, students from various universities gathered outside the vice president’s office in Caracas to protest delays in the start of the semester, as classes were supposed to begin 63 days earlier but were postponed due to strikes over higher education budget cuts. The protest was dispersed by the police, who allegedly beat and injured 50 students.

- Scholars at Risk reported that two days later, as a group of university officials and students convened at the Central University in Caracas, unidentified hooded assailants used trash to barricade the doors of the building, preventing approximately 60 people from leaving. The assailants also vandalized university buildings.

According to Scholars at Risk and the US Department of State, 2016 saw continued violence in four incidents involving looting and robbery of the Institute of Tropical Medicine at the Central University in Caracas, and three attacks on university student protesters by national security forces using teargas, buckshot, and other means, as in previous years. GCPEA also gathered information relating to at least one incident in which a professor was detained and threatened by police and armed assailants. For example:

- There were four attacks on the Institute of Tropical Medicine at the Central University in Caracas during 2016. On February 29 and March 1, unidentified assailants raided the laboratories, stealing a total of 25 computers in addition to microwaves, printers, and other equipment. The intruders also destroyed microscopes and a camera. University personnel alleged that colectivos were responsible for the robberies.

- On July 4, 2016, unidentified individuals reportedly entered the institute and stole computers, equipment, drinking water, clothes, and approximately 20 years of research and patient data. One week later, on July 11, unknown assailants reportedly entered the university again and stole medical supplies and equipment.

- On March 31, 2016, police officers temporarily detained Professor Benjamin Scharifker, rector of the Metropolitan University in Caracas, while he was out jogging in the morning. Professor Scharifker was taken to his home in a police car and questioned about his identity and profession, while unknown armed individuals reportedly stood watch. The police then left his home.

- On May 18, 2016, students and education personnel of Los Andes University, Merida campus, reportedly gathered to protest working conditions and demand higher wages. Police tried to break up the protest using teargas, buckshot, and stones. Meanwhile, unidentified armed civilians on motorbikes allegedly broke into the university’s Faculty of Medicine, where they shot and injured several students, set fire to two vehicles, looted offices, and stole computers. The police did nothing to stop this raid.

- On October 24, 2016, four days after the Venezuelan government suspended a recall referendum against President Maduro, students from the Central University in Caracas and other universities nationwide marched to protest the government’s actions. The march reportedly left the Central University campus and was met by police who used teargas, pepper spray, and buckshot to force the students to disperse. At least 27 students were allegedly injured.

- On November 3, 2016, a Los Andes University student was detained in connection with the burning of a police vehicle during a demonstration. The student was reportedly arriving on campus for another protest when unidentified individuals forced him into an unmarked van and drove away. A fellow student who was also detained reported that, while detained, the assailants covered his face, threatened him with a gun, and interrogated him, before releasing him in the outskirts of Caracas 10 hours later.

Government repression of dissent, including student protests worsened in 2017, peaking between April and July. Crackdowns, often violent, affected more students and personnel than in any previous year, and Human Rights Watch documented a pattern of abuse. An OHCHR report on the generalized violence in Venezuela between April 1 and July 31, 2017, found that the attorney general’s office registered 124 deaths in connection with protests during that period. The majority of the 124 victims were students or people who had recently finished their education. The document also stated that medical personnel reported treating more injuries from teargas used by security forces against protesters at the beginning of this period, and more gunshot wounds inflicted by security forces in June and July.

GCPEA collected information on at least 22 attacks in 2017. Over 200 people were reportedly injured or detained in this violence, although it was not clear that all of them were students. In one case, a student was killed. These attacks were reported by Scholars at Risk, Human Rights Watch, OHCHR, the media, and other sources, and included the following:

- On February 14, 2017, security forces opened fire and launched teargas into a group of student protesters at Los Andes University in Táchira. In addition, unidentified individuals threw explosive devices onto the campus and burned down a gate. Parts of the campus were damaged in the incident and 40 students were injured.

- On March 22, 2017, security forces and colectivos used teargas, bottles, and stones to disperse a Caracas march by the National Inter-Federal Command of the University Sector, a union of education professionals that was protesting the governments’ failure to include them in education policy discussions. At least 16 participants were reportedly injured in the incident.

- According to OHCHR, security forces shot teargas onto the campuses of the Metropolitan University of Caracas and the Catholic University of Táchira between April 1 and July 31, 2017, for unspecified reasons.

- Police used teargas and shotgun pellets in response to a student anti-government protest at the Experimental University in Tachira on April 5, 2017. Twenty-one students were injured. A similar incident occurred one day later on the campus of the University of Carabobo in Valencia, where 27 students were reportedly injured.

- On May 4, 2017, a gunman entered a student assembly at the Territorial Polytechnic University in El Tigre and fired several shots into the group of students, reportedly killing one, leaving one in critical condition, and injuring two others.

- On May 24, 2017, security forces arrested and detained 18 students from Oriente University in Ciudad Bolívar. The students were protesting the armed forces’ infringement on the university’s autonomy. The eight
female protesters were released on the same day they were detained, and the 10 male protesters were held for an unknown period of time.2520

According to Human Rights Watch, on June 22, 2017, security forces and colectivos entered the Suarez campus of Oriente University. The colectivos destroyed several classrooms before detaining seven students and handing them over to security forces, who charged them with the intention to commit a crime and released them on the condition that they not participate in further protests.2521

- On the morning of July 2, 2017, security forces entered the Libertador Experimental Pedagogical University in Ciudad Bolivar, according to information obtained by Human Rights Watch. The national forces beat multiple students and university security personnel and detained at least 27 students, who were sent to military court. The court held the students there until 7 AM on July 4 for an all-night hearing, during which they were charged with instigating rebellion. The 22 male detainees were reportedly sent to prison and the 5 women were put under house arrest. News sources reported that family members were unable to visit the detainees.2522

YEMEN

Air strikes and bombings affected as many as 1,500 schools and 100 universities in Yemen. Individually targeted attacks by non-state armed groups killed or injured almost 100 university students and personnel. Armed forces and non-state armed groups used dozens of schools and universities for military purposes, particularly in the contested city of Taizz, and there was at least one case in which two children were recruited at a school.

Context

Fighting in Yemen began in 2011, as protest movements called attention to the need for stronger human rights protections in the country and made other demands inspired by the Arab Spring movement across the Middle East and North Africa region.2523 Following months of protests against his rule, President Ali Abdullah Saleh agreed to step down under the terms of a deal with the Gulf Cooperation Council.2524 He stepped down in 2012, but the transitional process was aborted when fighting broke out in 2014. In September 2014, the Zaidi Shiite Houthi armed group (also known as Ansar Allah), who were allied with Saleh, took over the capital, Sana’a, and much of the country’s north.2524

This violence escalated in March 2015 after a Saudi-led coalition, at the request of the internationally recognized government of President Abdu Rabu Mansour Hadi, launched a military operation against the Houthis and the Saleh loyalists who were allied with them.2525 Violent extremist groups like al Qaeda in the Arabian Peninsula and the local ‘IS’ affiliate also carried out numerous attacks against Houthi forces and the Hadi government in various cities.2526 In late 2017 the Houthis killed their former ally, ex-president Saleh, after he and his forces withdrew from their newly three-year alliance.2527 The conflict continued between the coalition, Yemeni government, and the Houthis.

The violence gravely affected Yemen’s children. Between March 2015 and September 2017, at least 5,006 children were reported to have been killed or injured, and more than 400,000 school-age children were among the millions displaced.2528 According to OCHA, as of December 2017, 1,9 million out of 75 million school-age children in Yemen were out of school.2529 By August 2017, the largest number of schools that were inoperable due to destruction, damage, or use by IDPs or armed forces was concentrated in Taizz (252), Aden (260), Saada (259), and Amanat al-Asimah (227) governorates.2530

The 2013-2017 reporting period saw a marked increase in attacks on education compared to the period covered in Education under Attack 2014, particularly in the form of attacks on schools, which was largely due to Saudi-led coalition air strikes.

Yemen endorsed the Safe Schools Declaration in October 2017.
Sporadic reports of targeted killings and abductions continued into 2014. For example:

- Media sources reported that on April 9, 2015, suspected assailants affiliated with Houthi forces entered a religious school in Yarim, Ibb governorate, and abducted the director and 15 students. Their whereabouts were still unknown as of May 2017.2541

- The US Department of State, citing international NGOs, reported that Houthi groups used an unreported number of schools as detention centers and barracks in 2013.2573

- According to Education International, the teachers had gathered after school to prepare exams for thousands of children who had missed the end of the school year, due to continued fighting.2565

- A local activist told Human Rights Watch that there was one attack near a school on May 21, 2017, when Houthi-Saleh forces were shelling the area.2563

- According to information shared by an international humanitarian organization, armed men attacked schools in eight instances in October 2017, in an attempt to force their education personnel to engage in a strike demanding higher teacher salaries.2574

- A local activist told Human Rights Watch that there was one attack near a school on May 21, 2017, when Houthi-Saleh forces were shelling the area.2563

- The same media source reported that Houthi forces abducted two teachers on July 13, 2014, in Saada city, and unknown assailants exploded a device under a school vehicle in Amran, just north of Sana'a, killing six people and wounding four others on September 12, 2014.2569 It was unclear how many of those killed or injured in the second attack were students or education personnel.

- The UN verified that on December 16, 2014, a suicide bomber detonated a car bomb near a primary school bus close to a Houthi checkpoint in Radas city, Al Bayda governorate, killing at least 9 children and injuring 24.2558

Reported violence individually targeting students and education personnel escalated in 2015, harming close to 50 individuals in documented attacks. For example:

- Media sources reported that on April 9, 2015, suspected assailants affiliated with Houthi forces entered a religious school in Yarim, Ibb governorate, and abducted the director and 15 students. Their whereabouts were still unknown as of May 2017.2541

- The Human Rights Council, UNICEF, and Save the Children each reported that on August 18, 2015, unidentified jets struck a teachers' office in Amran in an air strike, killing 13 Ministry of Education personnel and four of the teachers' children. Twenty people were killed and seventeen injured, including five children.2552 According to Education International, the teachers had gathered after school to prepare exams for thousands of children who had missed the end of the school year, due to continued fighting.2559

- The Education Cluster provided information that on November 4, 2015, a stray bullet injured a primary school girl in her shoulder while she played during recess at Dar Sa'd school in Aden.2551 According to the Taizz-based Research and Education Resources Information Centre, there were 16 incidents of children killed on their way to or from school in 2016.2560 Students and teachers also were reported abducted in at least two incidents:

- According to media sources, fourteen civilians, including five teachers and two students, were allegedly abducted by suspected Houthis on April 27, 2016, in al-Taizziyah district, Taizz governorate. The outcome of the kidnapping was unknown at the time of writing.2570

- On September 20, 2016, armed assailants thought to be Houthi-Saleh fighters entered the classroom of an English-language school in Sana'a and kidnapped an American teacher. The outcome of the kidnapping was unknown at the time of writing.2570

In 2017 there were three reported attacks on students or education personnel:

- On January 5, 2017, the Gulf/News wrote that a shell fired by Houthi forces killed one primary school student and injured another as they were walking home from school.2557 This incident was not documented or verified by the UN.

- An international humanitarian organization reported that on September 13, 2017, an army commander attacked an education office in Al-Dali governorate after threatening the director of education.2557

- The international humanitarian organization also reported that armed men forced the Tawahi district education office in Aden to close for reasons related to salary demands.2570

Military use of schools and universities

Armed forces and various non-state armed groups used dozens of schools as detention centers and barracks, resulting in damage and destruction. According to UN reports, military use of schools was documented more often in 2014 than in previous years. It is unclear whether this trend was related to actual changes in military use or to changing access to information.

Several different groups reportedly used schools in 2013. For example:

- The US Department of State, citing international NGOs, reported that Houthi groups used an unreported number of schools as detention centers in 2013.2572
In February 2017, Save the Children reported that 24 schools were being used for military purposes. The vast majority of these schools (21) were located in Taizz governorate. Save the Children did not have any information about the other three schools. In June 2017, the army was using Omar bin Abdul Aziz School in Karesh, Lahi, in August 2017.2574

Child recruitment at, or en route to or from, school

Child recruitment was reported between 2013 and 2017, as it was between 2009 and mid-2013, especially by the Houthi forces. Most available information did not indicate the extent to which such recruitment took place in schools, making it difficult to compare reporting periods. However, at least one case of child recruitment at school was documented in Sana’a. In January 2017, Amnesty International documented eyewitness reports that two boys had been recruited by a Houthi member at a Quranic school. They were later returned to their families.2574 This incident was not documented or verified by the UN.

Sexual violence by armed parties at, or en route to or from, school

At least two incidents of sexual violence reportedly affected female students between 2013 and 2017:

- One unverified media report alleged that Houthi fighters threatened to strip a female university student naked in December 2014 if she did not comply with their orders to wear a cloak that fully covered her body.2590
- A women’s journalist group alleged that Houthi gunmen were responsible for sexual assaulting students and teachers at a girls’ school in Sana’a on April 17, 2015, after the students and teachers refused to chant the group’s slogan.2594

Attacks on higher education

Throughout the reporting period there were over 100 reported attacks on institutions, scholars, and students of higher education in Yemen, based on information compiled by GCEA. These attacks included explosions and air strikes, as well as violent repression of protests.2590 Reports of attacks on university infrastructure were significantly more common during the 2013–2017 reporting period than in 2009–2013, while reports of targeted attacks on personnel and students remained constant between the two periods.

In 2013 there were two media reports of attacks on higher education personnel, according to media sources:

- On May 24, 2013, unidentified gunmen reportedly opened fire on the car of the vice president of Hajjah University in Abs district, Hajjah governorate. It is unknown whether he was injured in the attack.2598
- On June 11, 2013, suspected al-Qaeda members allegedly kidnapped a Dutch couple who worked at the Lebanese International University in Sana’a. The group let the couple go for unknown reasons six months later, on December 11, 2013.2598

There were at least four reported attacks on higher education institutions in 2014 and at least six reported attacks on university students and personnel, affecting at least more than 40 individuals.2601 For example, according to news sources, on September 20, 2014, unidentified perpetrators detonated a device near Iman University in Sana’a city, Amanat al-Asimah governorate, killing at least three people.2601

Among the reported attacks on university students and personnel in 2014 were several cases of hostage-taking and abductions of university students and personnel, according to media reports. For example:
· In 2017, according to Reuters, a gunman shot Amgad Abdulrahman, a law student, in an Internet café in Aden city on June 26, 2017. Abdulrahman was a member of a secular student and intellectual cultural club that had come under pressure from members of extremist groups. Reuters reported that his involvement in these clubs was the suspected reason for his killing, and that Abdulrahman had moderated a debate on women’s conditions in Aden a few weeks before being killed.2616

As with other forms of attacks on education, reported attacks on higher education intensified in 2015, coinciding with the onset of Saudi-led coalition air strikes. There were more than 100 attacks on higher education that year, including at least 87 air strikes affecting university buildings, according to information compiled from Watchlist and the Education Cluster. University buildings, infrastructure, students, and personnel were targeted in 2015, and they also suffered collateral damage.2605 Reports of attacks on university facilities included the following:

· Media sources recorded that on October 26, 2015, armed “IS” members distributed leaflets at the University of Aden, demanding gender segregation, a ban on music, and collective prayer sessions.2606

· On December 29, 2015, suspected Ayman Askar loyalists attacked the University of Aden because the university was coeducational. The assailants dragged students out of the buildings and detained two students for filming the incident.2607

Media sources also reported several killings and kidnappings of professors and academics throughout 2015. For example:

· On January 18, 2015, assailants, reported to be Houthi fighters, attacked and killed a university professor in Al-Dali City.2608

· The same source reported the abduction of five students from Dhamar University, Dhamar governorate, by unidentified assailants in August 2015.2609

· Also in August 2015, al Qaeda detained university students in al-Mukalla city, Hadramawt governorate, because their university was coeducational, but released them several hours later.2610

Both government security forces and non-state armed groups targeted university students during protests in 2015. For example:

· Human Rights Watch reported that on January 25, 2015, at least 15 members of the police and Special Security Forces stormed Sana’a University and shot in the direction of 15 to 20 students who were petitioning to have an exam postponed because of increasing conflict in Sana’a city. The next day, Houthi supporters blocked the gates to Sana’a University, preventing students from going to class.2611

· Scholars at Risk alleged that Houthi fighters repeatedly attacked protesters in and around the University of Sana’a in late January 2015.2612 In one instance the group detained around 12 students, protesters, and activists, in addition to two reporters.2613

The number of documented attacks targeting higher education appeared to decline in 2016 and 2017. GCPEA found reports of 11 incidents during the two years, which included air strikes by the Saudi-led coalition on seven universities, colleges, and vocational schools in Sana’a, Saada, Hudaydah, and Amran.2614 In addition, non-state armed groups were reportedly responsible for two attacks on university students and personnel in 2016 and 2017:

· In November 2016, Houthis attacked peaceful protesters at Sana’a University, where academics were protesting a three-month delay of salary payments.2615

· In 2017, according to Reuters, a gunman shot Amgad Abdulrahman, a law student, in an Internet café in Aden city on June 26, 2017. Abdulrahman was a member of a secular student and intellectual cultural club that had come under pressure from members of extremist groups. Reuters reported that his involvement in these clubs was the suspected reason for his killing, and that Abdulrahman had moderated a debate on women’s conditions in Aden a few weeks before being killed.2614
“Fragile States Index” rates states on several indicator categories: demographic pressure such as high alert, or very high alert.

**ENDNOTES**


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(Cover) A Syrian child looks into a school classroom damaged during a reported air strike on March 7, 2017, in the opposition-held town of Utaya, near the city of Damascus.

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