Global Education Cluster

Monitoring, Reporting and Responding to Attacks on Education

AN ANNOTATED REFERENCE GUIDE

Introduction

This Guide accompanies and complements *The Role of the Education Cluster in Monitoring, Reporting and Responding to Attacks on Education: Field Guidance for Education Cluster Coordination Teams* (2016).

The Guide was developed by an independent consultant, Elizabeth Cossor, under the supervision of Ellen van Kalmthout, Global Education Cluster Coordinator/Senior Education Adviser, and Tyler Arnot, Global Education Cluster/Rapid Response Team. Additional feedback was provided by Lisa Bender and Kathryn Moore from UNICEF's Education Section; and Annelies Ollieuz and Landon Newby from the Global Education Cluster/Rapid Response Team.

The Annotated Guide contains a selection of recent global resources with a high level of relevance to the Education Cluster's work in monitoring, reporting and responding to attacks on education, which aim to address some of the issues, questions and challenges raised by Education Cluster coordination staff. The resources target a range of audiences, reflecting the Education Cluster's role as a forum that brings together, and partners with, different stakeholders to achieve its educational objectives.

The table below shows the key resources by general category and in the order they appear. Each key document or resource has a full page, providing:

- Title (which contains an embedded hyperlink to the <u>English</u> version of the document)
- Document information, such as author(s), number of pages, type of resource, available languages, and a full html address (for copying in web-browser)
- Short abstract summarizing the document
- Guidance on how the resource may be used by the Education Cluster, with reference to selected sections most useful to the Education Cluster's work on attacks on education
- Pertinent quote from the resource (if applicable)

General Category	Primary audience	Short Title	Author	Year
MRM Guidance and Practice	MRM staff and field partners	Protect Schools and Hospitals: Guidance Note on SCR 1998	OSRSG-CAAC	2014
		MRM Guidelines	OSRSG/DPKO/UNICEF	2014
		MRM Field Manual	OSRSG/DPKO/UNICEF	2014
		MRM Global Good Practices Study	OSRSG/DPKO/UNICEF	2013
		MRM: Training Toolkit	OSRSG/DPKO/UNICEF	
	NGOs	MRM: Resource Pack for NGOs	Watchlist on Children in Armed Conflict, 2014	2015
Instruments guiding practice by parties to conflict	States and Non-State Armed Groups	Guidelines for Protecting Schools and Universities from Military Use	GCPEA supported, State-led	2014
	States	Safe Schools Declaration	State-led	2015
	Non-State Armed Groups	Deed of Commitment	Geneva Call	2010
	Ministry of Education	What Ministries can do to Protect Education from Attack	GCPEA	2015
	Education practitioners and policy-makers	Protecting Education Personnel from Targeted Attack	GCPEA	2014

Protecting Education from Attack	General	Lessons in War 2015: Military Use of Schools and Universities	GCPEA	2015
	Communities and those working with communities	The Role of Communities in Protecting Education from Attack	GCPEA	2014
	Education Clusters	Monitoring & Reporting: Protecting Education in Countries affected by Conflict	Global Education Cluster	2012
Education (and resilience)	Education sector planners	Safety, resilience and social cohesion: a guide for education sector planners	UNESCO, IIEP, PEIC, IBE	2015

A smaller selection of other documents with reference value are also included after these key resources, with a short description and/or summary of their potential use to the Education Cluster in relation to monitoring, reporting and responding to attacks on education.
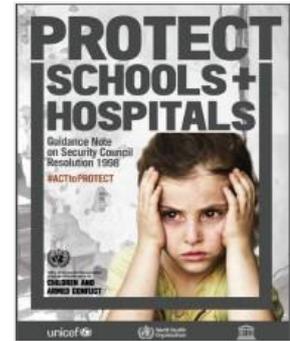
Protect Schools and Hospitals: Guidance Note on Security Council Resolution 1998

OSRSG-CAAC, May 2014

53 pages (23 pages plus annexes; 44 pages with annexes)

Guidance Note

https://childrenandarmedconflict.un.org/publications/AttacksonSchoolsHospitals.pdf

Abstract

The Guidance Note builds on and complements the MRM documents but is specific to attacks on schools and hospitals. It provides practical guidance for UN and NGO partners in the field on the implementation of SCR 1998 (2011), which made attacks on schools and hospitals a 'trigger violation' for the listing of parties to conflict. It provides more detailed explanations of the definitions and terms related to attacks on schools and it carefully distinguishes between different types of 'education-related incidents', illustrated with examples, to facilitate clearer, more accurate monitoring and reporting. It also includes sections on promoting advocacy and dialogue, and partnerships .

How to use this document

This is an essential, practical tool for cluster members who are collaborating with the CTFMR and plan to contribute to **MRM monitoring and reporting** on 'attacks on schools'.

Particular plus points of this document are its specific orientation to practitioners, its brevity, and the easy-to-follow language.

Particularly useful sections

Annex II: glossary of definitions relevant to monitoring and reporting, advocacy and dialogue on attacks on schools in accordance with SCR 1998

Tables with examples of different types of education-related attacks: attacks on schools (page 8), attacks on protected personnel (page 9), threats of attacks (p. 10), military use of schools (p.12).

… the CTFMR is encouraged to actively reach out to members of the Clusters, where present, to develop education and health expertise within the MRM and to enable the Clusters to utilize MRM reporting and advocacy opportunities. The CTFMR could also assist the Clusters through its advocacy and dialogue with parties to conflict to raise sensitive issues of concern."

pp. 15-16

Guidelines - Monitoring and Reporting Mechanism on Grave Violations against Children in Situations of Armed Conflict

OSRSG-CAAC, DPKO and UNICEF, June 2014

24 pages

Guidelines

http://www.mrmtools.org/mrm/files/MRM_Guidelines_-_5_June_2014(1).pdf

---

Abstract

These guidelines are part of the 'MRM Tools' website, which also includes the MRM Field Manual, Training Toolkit, and Global Good Practices Study. They are general in nature and do not deal specifically or in detail with attacks on school. The guidelines were rated 'very useful' or 'somewhat useful' to the work of the Education Cluster by 70 percent of Education Cluster coordination survey respondents (GEC, Global Mapping, December 2015). The guidelines describe:
- the purpose and focus of the Monitoring and Reporting Mechanism (MRM)
- leadership, roles and responsibilities of implementing actors, in particular UNICEF, peacekeeping and political missions and the Resident/Humanitarian Coordinator
- the MRM architecture and information flow;
- reporting requirements**; +**
- the linkage between the MRM and response programming and advocacy.

How to use this document

A short and accessible document which provides a quick, basic introduction to the MRM – could be used to support an **orientation** to Cluster members.

Education Cluster Coordinators who participate in the CTFMR should certainly read and be familiar with these.

Particularly useful sections

- General principles (very brief) for monitoring and reporting (p 5)
- Role of NGOs and national governments (pp 8-9)
- CTFMR composition and mandate (pp 12-13)

On the role of authorities:

It is crucial to support and strengthen national institutions for the prevention of grave violations and the protection and rehabilitation of children in conflict and post-conflict situations. The objective of the MRM at first hand is to gather more timely and accurate information on violations against children and bring it to the attention of the national government for immediate remedial action. While national governmental institutions are not members of the CTFMR, national governments are strongly encouraged to take advantage of the MRM process as an effective and positive tool to demonstrate their own desire and strong will to improve the situation of children who are victims of grave violations"

Field Manual: Monitoring and Reporting Mechanism (MRM) on Grave Violations against Children in situations of Armed Conflict

OSRSG-CAAC, UNICEF, DPKO, June 2014

62 pages plus annexes (204 pages total)

Manual

http://www.mrmtools.org/mrm/files/MRM_Field_5_June_2014.pdf

Abstract

The MRM Field Manual, a companion publication to the MRM Guidelines, is designed to serve as a comprehensive resource for country level practitioners responsible for implementing the MRM. It relates to all six grave violations, including attacks on schools. The manual and its annexes cover in detail the technical aspects of monitoring and reporting practice, as well as critical issues related to information management and security. The annexes include action plan templates, listing and delisting criteria, international legal foundations.

How to use this document

The manual is primarily targeting CTFMR members, and its length may be daunting. However the guiding principles and security and confidentiality considerations for monitoring are extremely relevant to any Education Cluster **monitoring** of attacks on education.

International Legal Foundations and Standards (annex 2) can support Cluster **advocacy** arguments related to attacks on schools.

The sample **monitoring tools** (annex 9) have served as a reference for Education Cluster incident monitoring forms in a number of countries.

Particularly useful sections

- The monitoring process, particularly data collection (pp 15 – 23); documentation (pp. 28-30); information management – including confidentiality and information security (pp 31 – 34).
- Programme response, including advocacy (pp 52 – 61)
- Annex 2: MRM requirements for monitoring attacks on schools (pp. 68-69)
- Annex 5: Standard ToR for CTFMR
- Annex 7: Guiding principles (p. 111 – 112)
- Annex 9: Monitoring Tools – sample IMS formats for incident, individual and community monitoring (pp. 120 -127)

Working with humanitarian clusters: *Whilst the MRM Task Force is unique and distinct from the humanitarian clusters operating in the country, the Task Force should work closely with and keep the clusters informed of its work. However, the distinction is an important principle as some of the NGOs involved in clusters may not wish to be associated with the MRM for security reasons. … The Task Force should also seek support from the protection cluster and other clusters for programmatic response … (p 18)*

MRM Training Toolkit

OSRSG-CAAC, DPKO and UNICEF, June 2014

17 modules

Web-based modular training (restricted access)

http://www.mrmtools.org/mrm/

Abstract

The Training Toolkit is part of the 'MRM Tools' website (available also on CD-ROM), but it is strictly restricted to MRM staff or trainers only. Training on the MRM specific aspects of the toolkit <u>must</u> be carried out by UN staff, directly training field staff from UN Missions, UN agencies or NGOs, while broader aspects of the training (e.g. child rights, interviewing skills) can be carried out by appropriate / specialised organisations. Other users need to seek permission from UNICEF or OSRSG-CAAC for access. In case an Education Cluster is interested in a specific module, they may also contact the CTFMR to discuss the availability of training resources or materials.

The training is aimed at a wide range of field staff including UN and NGOs. It is envisaged that these will be primarily protection or human rights personnel but the training may also be relevant for other programme staff. Many of the modules on monitoring principles and methodology could be applicable to and adapted for Cluster trainings on attacks on education. The modules include:
- The basis of the MRM (Security Council Resolutions, definitions, legal foundations)
- Child Rights
- MRM Guiding Principles
- Child Participation
- Monitoring
- Information Management
- Safety and Security
- Reporting
- Accountability
- Responses
- Phasing Out of the MRM
- Roles and Responsibilities

How to use this document
- As a reference in developing **training materials** related to monitoring, reporting or response to attacks on education (requires access permission);
- Specific **training requests** at the country level. E.g. orientation/awareness for all cluster members, or training in specific modules for those involved in monitoring and reporting (Cluster Coordinator to request CTFMR or UNICEF MRM focal point).

Particularly useful modules

- MRM Guiding Principles
- Monitoring (particularly information gathering, inteviewing children and witnesses, documentation, verification)
- Information Management
- Safety and Security

Global Good Practices Study - Monitoring and Reporting Mechanism on Grave Violations against Children in Situations of Armed Conflict

OSRSG-CAAC, UNICEF, DPKO, Nov 2013

106 pages plus annexes

Field-based practices

http://www.mrmtools.org/mrm/files/MRM_Good_Practice_Study_-_27_Nov_2013.pdf

---
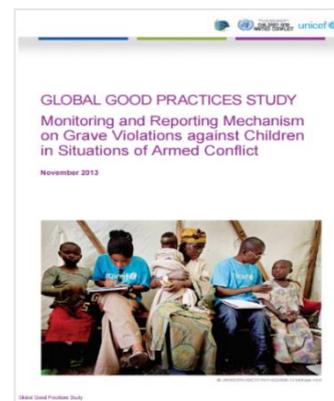
Abstract

The study brings together numerous lessons learned and good practices that have been developed in the field by the MRM task force co-chairs and child protection practitioners. Its findings include good practices involving collaboration with the Education cluster and the cluster system, particularly in relation to programme response.

How to use this document

A number of the challenges and good practices related to MRM monitoring, reporting and the linkage with response have potential applicability to the Education Cluster.

Particularly useful sections

- Engagement of NGO partners in the MRM - practical challenges and advantages (pp 34 – 37)
- Good practices in monitoring (pp. 48-59) including integrating MRM data collection into existing monitoring and programming structures; engaging community structures; contextualizing violations; real-time alerts; joint verification systems
- Establishing safeguards to uphold key monitoring principles; IMS (pp 60 – 63).
- Response (pp 82-86), including linking the MRM to the Education Cluster
- Advocacy (pp. 87 – 91)

Good Practice: Utilizing the cluster system to identify alerts of grave violations:

The engagement of cluster coordinators as CTFMR members has also been critical to mobilizing cluster members' support of the MRM. For example, as the UNICEF education cluster coordinator is an active CTFMR member in Democratic Republic of the Congo, cluster members in the country's regions have been mobilized to provide alerts on the military use of schools. (p. 55)

The 1612 Monitoring and Reporting Mechanism: A Resource Pack for NGOs

Watchlist on Children and Armed Conflict, 2015 (2nd Ed.)

Full resource pack plus individual tools, available in English, French and Arabic

http://watchlist.org/wordpress/wp-content/uploads/2127-Watchlist-MRM_finalcomplete.pdf
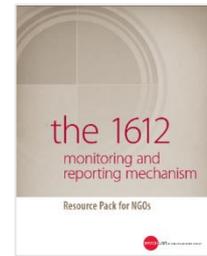
Abstract

The resource pack is an essential reference for any Education Cluster interested in the work of the MRM and particularly for those considering some level of engagement in monitoring attacks on education (whether through the MRM or not). It is divided into four parts (Understanding the MRM, Planning Your Participation in the MRM, Engaging in the MRM and Learning from Your Experience with the MRM) ad comprises 64 simple and practical tools, including factsheets, checklists, self-assessment and guiding questions, matrices, case studies, and exercises. The resources are specifically aimed at field level NGOs and are intended for contextual adaptation.

How to use this document

The tools address all six grave violations and are not specifically tailored for attacks on education. Nonetheless, many can be used (with some adaptation to provide a focus on attacks on education) to support the familiarisation of cluster members on the MRM, and to guide **strategic and operational discussions and decision making** on the level of engagement of the cluster collectively and members individually in the MRM. The tools are short, practical, and visual.

Particularly useful sections - and how to use

- **Introduction of MRM**: Tool 2 ("What is the MRM? Q&A", 2 pages), tool 3 ("The MRM Cycle", 1 page) and tool 7 (Factsheet: Key actors in the MRM", including clusters and NGOs, 2 pages) – for initial introduction and discussion of the MRM system in the cluster
- **Strategic discussions and decision making**: Tool 15 ("Options for Participation in the MRM" 2 page matrix), tool 17 ("Clarifying goal and expectations before engaging in the MRM" 2 page matrix), tool 18 (Assessing security risks before engaging in the MRM, 2 page matrix) and tool 19 ("Participation in a CTFMR", 2 pages – self assessment and guiding questions)
- Planning and design of **monitoring** (geared towards MRM monitoring, but much of it is applicable to any monitoring of sensitive topics): Tool 31 - 32 ("What information is needed for the MRM?"; "Information Gathering", 2 page factsheets), tool 33 (Interviewing techniques, 3 page checklist)
- **Communities**: tools 35, 36 (community engagement); children's participation (tool 61)
- **Training**: Tool 34 case study (incorporates elements of attacks on education with the other grave violations and could serve an important discussion of which actors should be involved, coordination and information sharing mechanisms, response pathways, etc.)
- **Information management and security** when monitoring grave violations (tools 40 – 47, includes checklists, training exercises, sample case database - all are important).
- **Reporting**: Communication flow (tool 45, one page diagram)
- **Response**: Linking monitoring, prevention and response (tool 51, 2 page matrix), planning advocacy (tool 55, guiding questions, 3 pages), Engaging with Armed Non-State Actors (tool 59, 4 pages including case studies).

Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict
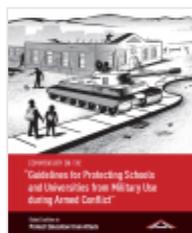
December 16, 2014

Guidelines, 2 pages

Available in English, French, Spanish, Arabic, Dutch, Japanese, Lithuanian

http://protectingeducation.org/sites/default/files/documents/guidelines_en.pdf

---

Related resources

Commentary on the Guidelines
GCPEA, 2015

18 pages plus 2 annexes containing the Safe School Declaration and Guidelines
Available in English, French, Spanish, Arabic
http://www.protectingeducation.org/sites/default/files/documents/commentary_on_the_guidelines.pdf

Questions and Answers on the Guidelines
GCPEA, 2015

16 pages
Available in English, French, Spanish, Arabic
http://www.protectingeducation.org/sites/default/files/documents/questions_and_answers.pdf

---

Abstracts

The **Guidelines** were finalised through a state-led process and unveiled on December 16, 2014, at a meeting hosted by the Permanent Missions of Norway and Argentina to the UN in Geneva, Switzerland. The Guidelines urge parties to armed conflict (both state armed forces and non-state armed groups) not to use schools and universities for any purpose in support of the military effort. While it is acknowledged that certain uses would not be contrary to the law of armed conflict, all parties should endeavour to avoid impinging on students' safety and education, using the Guidelines as a guide to responsible practice.

The **Commentary** provides an analysis of the international legal framework related to military use of schools and universities during armed conflict and provides examples of domestic laws, guidance and practice.

The **Questions and Answers** explains in simple terms the background, purpose and target audience of the Guidelines, as well as the link between the Declaration and the Guidelines.

How to use these documents

The Guidelines are quite legalistic, but can support targeted **advocacy** related to military use of schools, particularly regarding **policy or legal reform** or military manuals/orders.

Use the Q&A to support awareness raising or promotion of the Guidelines.

Particularly useful sections

Examples of domestic laws, policies and practice protecting schools from military use, including by non-State parties (Commentary, pp 14-17)

Safe Schools Declaration

Developed by States, 2015

2 pages

Declaration, available in English, French, Spanish and Arabic

http://www.protectingeducation.org/sites/default/files/documents/safe_schools_declaration-final.pdf

Abstract

The Safe Schools Declaration was the resource most often rated 'very useful' to the work of the Education Cluster by Education survey respondents (GEC, Global Mapping, Feb 2016). The Declaration sets out a political commitment by states to protect education from attack, including by endorsing and committing to use the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict (to "bring them into domestic policy and operational frameworks as far as possible and appropriate"). In addition, States commit to collecting reliable data on attacks and military use of schools and universities; providing assistance to victims of attacks; investigating allegations of violations of national and international law and prosecuting perpetrators where appropriate; developing and promoting "conflict sensitive" approaches to education; seeking to continue education during armed conflict; and supporting the UN's work on the children and armed conflict agenda.

The Declaration was developed through consultations with states, led by Norway and Argentina, and was opened for endorsement at the Oslo Conference on Safe Schools on May 29, 2015. The Norwegian government is currently the depositary of endorsements. There are currently 53 States who have endorsed the declaration (as of April 27 2016).

How to use this document

As a basis for **advocacy** with State authorities in relation to the military use of schools. The Education Cluster has successfully advocated to States (through the Ministry of Education or another relevant Ministry) to endorse the Declaration as a first step. Once endorsed, the provisions of the Declaration can be used to monitor and advocate for State compliance.

States can submit endorsements at any time to the Norwegian Ministry of Foreign Affairs via diplomatic missions or directly by emailing a letter of endorsement to ybh@mfa.no. [Sample letter available on GPCEA web site here.] To find out which States have endorsed the declaration, go to http://www.protectingeducation.org/guidelines/support

Attacks on education include violence against educational facilities, students and education personnel. Attacks, and threats of attack, can cause severe and long lasting harm to individuals and societies. Access to education may be undermined; the functioning of educational facilities may be blocked, or education personnel and students may stay away, fearing for their safety.

Deed of Commitment for the Protection of Children from the Effects of Armed Conflict

Geneva Call, 2010

4 pages

Available in English, French, Spanish, Arabic and German

http://www.genevacall.org/wp-content/uploads/dlm_uploads/2013/12/DoC-Protecting-children-in-armed-conflict.pdf

Abstract

The Deed of Commitment for the Protection of Children from the Effects of Armed Conflict was developed by the non-governmental organization Geneva Call. As non-state armed groups do not have the legal capacity to sign or ratify international treaties, this document gives armed groups an opportunity to demonstrate their commitment to international norms and standards protecting children during armed conflict. The Deed of Commitment includes provisions on the recruitment and use of children, access to services during conflict, and military use of schools. As of November 2015, 17 armed non-state actors have signed the Deed of Commitment, including groups from Myanmar, India, Iran, Syria, and Turkey.

How to use this document

As a basis for **advocacy** with non-state armed groups. The Education Cluster has traditionally had very limited direct dialogue with armed groups, however there may be appropriate Cluster members or partners who are well-positioned to advocate with individual groups to sign the Commitment. Once signed, the provisions of the Deed of Commitment can be used to monitor and advocate for compliance.

To find out which groups have signed the Deed of Commitment, go to:
http://www.genevacall.org/how-we-work/armed-non-state-actors/

(article 7): To further endeavour to provide children in areas where we exercise authority with the aid and care they require, in cooperation with humanitarian or development organizations where appropriate … Towards these ends, and among other things, we will:
(i) take concrete measures towards ensuring that children have access to adequate … education
(v) Avoid using for military purposes schools or premises primarily used by children

What Ministries can do to Protect Education from Attack and Schools from Military Use: A Menu of Actions
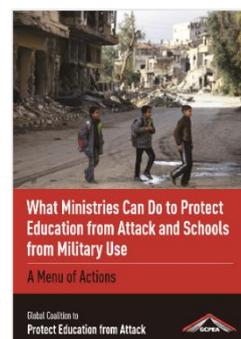
GCPEA, December 2015

54 pages

Guidance, available in English and French

http://www.protectingeducation.org/sites/default/files/documents/what_ministries.pdf

Executive Summary (English and French):

http://www.protectingeducation.org/sites/default/files/documents/what_ministries_exec_summ.pdf

Abstract

This resource presents a very user-friendly 'menu' of suggested actions for Ministries responsible for education to protect education from attack, mitigate the impact, and respond. The suggested actions are to be selected, adapted and supplemented as appropriate for the context. Seven components are covered: 1. analyse the situation and monitor the attacks; 2. secure the schools; 3. ensure education continuity; 4. support communities; 5. be conflict sensitive; 6. systematize the protection of education; and 7. advocate for support, including for state endorsement of the Safe Schools Declaration and implementation of the Guidelines for Protecting Schools and Universities from Military Use.

How to use this document

The resource is targeting Ministries, and can be particularly useful to Education Clusters led by the MoE or actively supporting the MoE, particularly for:

- Guiding **strategic processes**
- Cluster/MoE **advocacy** to law-makers, military and policy-makers
- **Systems strengthening** (education sector analysis, planning, programming, budgeting, financing, monitoring and evaluation)
- Designing context-appropriate **responses**

Particularly useful sections

- Guiding questions for conducting a gap analysis and developing a monitoring plan (pp 5 – 8)
- Considerations and tips for designing response programs: e.g. how to 'secure schools' (pp 12-16); alternative delivery of education mechanisms (pp 18-19)
- Systematising protection of education in the Ministry's standard administrative and operational processes (pp 32-37)
- Advocacy strategies (pp 38 – 41)

The protection of education involves many actors, including: legal, military and political. Ministry officials should know how to advocate for and what to ask of these other actors, in order to create an enabling environment for the protection of education. (p.37)
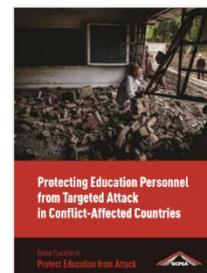
Protecting Education Personnel from Targeted Attack in Conflict-Affected Countries

GCPEA, 2014

51 pages

Briefing paper / guide, available in English and French

http://protectingeducation.org/sites/default/files/documents/protecting_education_personnel.pdf

Abstract

A resource focused specifically on attacks targeting elementary and secondary education personnel (including teachers, education officials, administration, support staff and trade union members) and measures that can be implemented to protect them. The paper, designed for field-based practitioners and policymakers working in the education sector, addresses the scope, nature, and motives of attacks on education personnel; the multi-level impacts of attacks; and looks at the effectiveness of a range of measures that have been undertaken by communities, policymakers, advocacy groups, UN agencies, and teachers themselves to protect education personnel and prevent further attacks. An in-depth case study of the Philippines is included, as a conflict-affected country that has implemented a range of strategies to protect teachers, from community-based measures to attempts to change national policy and law.

How to use this document

This type of attack has presented challenges for monitoring and response by the Education Clusters, and as a result has received relatively less attention than other types of attack.

This resource is therefore highly recommended to support Cluster members in conducting context **analysis, monitoring** (including the question of a 'link' between the attack and the act of providing education) and designing a **response** strategy in situations where education personnel are a target.

Particularly useful sections

Discussion on motives for attacks (pp 8 – 13) can support context analysis, identification of the most appropriate response and prevention actions; and monitoring.

Measures to protect education personnel (including community protection, negotiation with armed forces and groups, monitoring and reporting, advocacy, domestic legislation) and practical points to consider when using them (pp 16 – 33).

The impact of attacks on education personnel will have ripple effects, including long term systemic consequences related to problems with teacher recruitment, disruption of education and employment cycles, and the diminution of quality education. (p.15)

Lessons in War 2015: Military Use of Schools and Universities during Armed Conflict
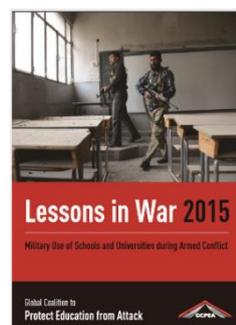
GCPEA, 2015

64 pages plus appendices

Report, available English, French, Spanish, Arabic

http://www.protectingeducation.org/sites/default/files/documents/lessons_in_war_2015.pdf

Executive Summary (20 pages) available in French and Spanish

http://protectingeducation.org/sites/default/files/documents/lessons_in_war_2015_executive_summary_french.pdf

Abstract

A study of the nature, scope, and consequences of the use of education institutions by armed forces and non-state armed groups during the period from January 2005 to March 2015. It is an update to the GCPEA study released in 2012. It includes a review of a selection of good practice— examples of communities and governments finding solutions that reduce military use of education institutions, and implementing measures that mitigate against its negative consequences when it does occur; and an overview of the relevant international laws in this area.

How to use this document

To improve the accuracy and detail in Education Cluster **monitoring** of military use; to support the preparation of **reports** on the military use of schools, including references to relevant international laws and recommendations; and to consider **response options** to address military use.

Particularly useful sections

- Recommendations (pp 15-18), particularly for minimum details for monitoring and a range of reporting avenues
- The ways in which schools are 'used' (pp 22-30) helps distinguish for monitoring and reporting. Includes a look at the issue of security forces deployed around schools for 'protection'
- Examples of communication campaigns, community-led initiatives and use of alternative learning spaces (pp 58 – 59)

Attacks on valid military targets–including education institutions being used for military purposes–must be neither indiscriminate nor disproportionate. An indiscriminate attack is one in which the attack is not directed at a specific military objective, or the methods or means used cannot differentiate between combatants and civilians. A disproportionate attack is one in which the expected loss of civilian life and property exceeds the anticipated military gain. (p.62)
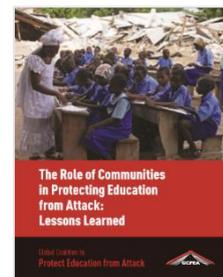
The Role of Communities in Protecting Education from Attack: Lessons Learned

GCPEA, 2014

47 pages

Guidance, available in English and French

Abstract

This resource serves as a guide for involving communities in protecting education in ways that harness the benefits while also recognising and minimizing the risks. The guide recognises that community-based approach to education protection programming may also present certain challenges and risks. It includes a 12-step guideline for working in collaboration with local communities, examples for various case studies around the world, and strategies for staffing, working with local partners, and using child participation. The document uses Cote d'Ivoire as a case study of how communities worked with UN agencies and international NGOs and presents key findings and lessons learned.

How to use this document

Targeted strategies by the Education Cluster to involve and empower **communities** in monitoring, reporting and response have not received a lot of attention to date. This resource can help launch and guide that discussion.

Particularly useful sections

Mobilising communities, step by step (pp 10 – 22), including an example of community involvement in MRM monitoring in Uganda (p. 12); and carrying out risk assessments with communities in relation to their role, with example from Nepal (p. 18)

Case study of community involvement in the protection of education in Côte d'Ivoire, including SMS monitoring, alternative education and accompanying children to school (pp 26-29)

Collaboration with Child Protection:
Although the MRM mandates monitoring attacks on school buildings as well as on individuals, no systems for monitoring attacks against individuals were found in Côte d'Ivoire. Closer collaboration between education and child protection actors could have facilitated reporting on attacks against students, teachers, and other education staff. (p. 31)

Booklet 7: Monitoring and Reporting, Protecting Education in Countries Affected by Conflict

Global Education Cluster, 2012

16 pages

Overview and quick guide

All 8 booklets available on GEC website:

http://educationcluster.net/resources/protecting-education-full-set-of-booklets-zip-41mb-gec-october-2012/

Abstract

This booklet is the seventh in a series of eight booklets on protecting education in countries affected by conflict. It is a very handy, short guide which provides a broad overview of monitoring and reporting on attacks on education and flags many of the issues that Education Clusters will confront. It includes sections on why monitoring and reporting is important, who should monitor and report, challenges, brief case studies, and practical actions to consider.

The other booklets in the series also have relevance to monitoring, reporting and responding, in particular Booklet 2: Legal Accountability and the Duty to Protect, Booklet 3: Community-based Protection and Prevention; and Booklet 8: Advocacy. All booklets the series are also designed to be used – together with accompanying workshop materials – as training tools.

How to use this document

An easy-read introduction and overview for coordination staff, and to support **orientations** and facilitate **discussions** on monitoring and reporting attacks on education within the cluster. It can very quickly guide the Cluster to the key points to consider, but does not include detailed guidance for implementation.

Particularly useful sections

- How monitoring can be used (pp 4-5)
- Minimum monitoring and reporting principles (pp. 12 – 13)
- A list of useful data to collect (pp. 13 – 15)

Monitoring short-term impacts includes gathering information about loss of life, injuries and damage to buildings and resources. Longer-term impacts can include falling teacher attendance and recruitment, teachers relocating, and lower student enrolment, lower attendance and lower achievement (years of schooling completed, exam marks achieved, etc). It is important to monitor both short-term and longer-term impacts, as such information can guide recovery measures, including repairs and reconstruction, as well as new teacher recruitment policies to address shortages.

Safety, resilience and social cohesion: a guide for education sector planners: Monitoring and evaluation: How will we know what we have done?

UNESCO, IIEP (International Institute for Educational Planning), PEIC (Protect Education in Insecurity and Conflict), IBE (International Bureau for Education), 2015

27 pages, plus annexes

Guidance

http://education4resilience.iiep.unesco.org/en/node/113

Abstract

This booklet is the sixth in a series of six educational planning booklets on promoting safety, resilience and social cohesion in and through education. It provides another perspective on monitoring – *i.e*. Instead of monitoring the number and type of attacks, it looks at how to monitor progress against educational outcomes within situations of insecurity, including attacks on education. Notably, whether issues of safety, resilience and social cohesion (discussed in the previous Booklets 1-5) have actually been addressed. The indicators that track progress need to be relevant, and adapted to monitor the levels of safety, resilience and social cohesion within the education system.

How to use this document

For a broader perspective on 'monitoring' in situations where attacks are taking place. Very helpful in developing an approach to **response monitoring**, including developing indicators – an area given very little attention to date.

Particularly useful sections

- Example of results chain (p.10)
- Table of sample indicators measuring safety, resilience and social cohesion (pp 14-15)
- Examples of 'fragility indicators' in Palestine's education sector plan (p. 16)
- Measures to address issues of data collection in areas affected by crisis by using technology or local data collection mechanisms, pp 20 - 21

***Monitoring** is the continuous and systematic collection of data on specified indicators in order to provide the main actors of an ongoing development intervention with indications as to the extent of progress and the achievement of objectives (in relation to allocated resources).*

Other reference documents:

Education under Attack 2014

GCPEA, 2014

Report, 255 pages

http://www.protectingeducation.org/sites/default/files/documents/eua_2014_full_0.pdf

Summary (29 pages) available in English, French, Spanish, Arabic.

http://www.protectingeducation.org/sites/default/files/documents/eua_2014_summary_lowres_final.pdf

A global overview of the scale, nature, motives and impact of attacks on education and the variety of responses, including prevention and the role of communities. Includes profiles of the 30 most seriously affected countries

**Use for:** Important situational background on attacks on education for the countries profiled.

Education under Fire: How Conflict in the Middle East is Depriving Children of their Schooling

UNICEF, 2015

Advocacy report, 9 pages

http://www.unicef.org/mena/Education_Under_Fire.pdf

Use for: Examples of advocacy messages and reporting by an Education Cluster member. Contextual information on Syria, Iraq, Libya, Sudan, and Yemen.
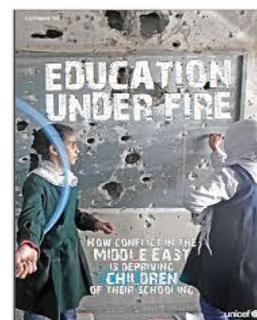
Vulnerable Students, Unsafe Schools: Attacks and Military Use of Schools in the Central African Republic

Watchlist, 2015

57 pages

Report, available in English and French.

http://watchlist.org/wordpress/wp-content/uploads/2144-Watchlist-CAR_EN_LR.pdf

Draws on data, analysis and infographics from the Education Cluster as a complement and support to its own findings and recommendations.

Use for: Good example of the external reporting use of Education Cluster data. Case study and consideration of the role of UN peacekeepers in school protection (pp 31 – 32). Range of concrete suggestions for monitoring, reporting and response in the CAR context (with potential, contextualised applicability in similar contexts) including legislative and policy reform, M&R, role of the Education Cluster, peacekeepers, engagement with armed non state actors, physical protection, accountability (pp 35 – 44).
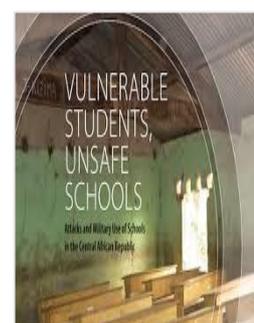
Humanitarian Technology and the Monitoring and Reporting of Attacks on Education

Protect Education in Insecurity and Conflict, January 2015

Paper, 51 pages (plus annexes)

http://educationandconflict.org/sites/default/files/publication/PEIC_Human%20Tech.pdf

Looks at a number of innovations in the field of humanitarian information and communication technology and their possible applications to the monitoring and reporting of attacks on education.

Use for: Supporting cluster considerations about the opportunities and risks of utilising innovative technology (eg digital data collection, crisis mapping, crowdsourcing and crowdseeding, social media) in monitoring and reporting attacks on education. It assumes a certain level of familiarity with "humanitarian information", and may be of particular interest to IMOs, but includes some definitions and humanitarian examples for the lay-person.

Professional Standards for Protection Work Carried out by Humanitarian and Human Rights Actors in Armed Conflict and other Situations of Violence

International Committee of the Red Cross, 2013

Standards and guidelines, 115 pages

https://www.icrc.org/eng/assets/files/other/icrc-002-0999.pdf

Use for: Standards related to managing sensitive protection information (Chapter 6), including information technologies, interviews, informed consent; and ensuring professional capacity (Chapter 7), including staff training, staff safety, and ethical conduct.
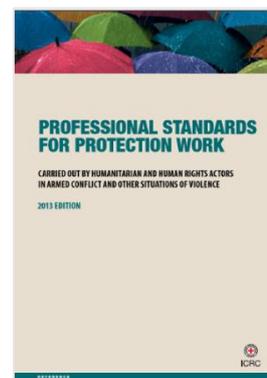
Minimum Standards for Child Protection in Humanitarian Action

Child Protection Working Group, 2012

Standards and guidelines, 215 pages (plus annexes)

http://cpwg.net/?get=006914%7C2014/03/CP-Minimum-Standards-English-2013.pdf

Use for: Working with Child Protection Coordination Groups to develop coordinated or joint monitoring, reporting and/or response plans and strategies. See in particular Standard 20 (Education and Child Protection), 7 (Dangers and Injuries), 9 (Sexual Violence), 10 (Psychosocial Distress and Mental Disorders) and 11 (Children associated with Armed Forces or Groups).