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Global importance of protecting education from attacks

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Abstract: Over the last few years, attacks on education have received increased attention and awareness with a wealth of reporting illustrating that students, educators, and educational institutions continue to be threatened or harassed in multiple ways. The assaults stretch to more than mere brutality; they distort the learning process and ensue into hostile spaces for people of academia. This reaffirms the importance of identifying and eliminating these vulnerabilities in a global system that purports to protect education as one minimal aspect acknowledged by the UN Universal Declaration on Human Rights. More often than not, attacks on education are fueled by political enmity, gender inequality, and resistance to cultural change illustrating the complicated interplay in regions where education is under attack. This voice depicts the responsibility of the world to work together on mitigating these issues, as the betterment of education lies deeper in this challenge addressed rightly a safe space for the learning environment could be maintained properly.

Keywords: Educational attacks, Gender inequality, Global system, Human rights, Teacher education

In the field of education, attacks does not mean physical violence, but any kind of threat or harassment that affects students, teachers or even the structures that support the study in education. Not only physical harm, but these attempts also extend to the very process of learning and the people involved there off in educational spaces or level. This speech points to the need for identifying and addressing these wide range of threats on an urgent basis not only in order to protect education from attacks world over but also as a measure, that protects every individual with right to education and promotes safe and conducive environment for all who approach towards learning. The right to education is a recognized fundamental human right by the UNs Universal Declaration of Human Rights and other international treaties. It is the way out of poverty, a tool for self-determination and foundation world peace (Amah & Paul, 2020). Nevertheless, attacks on education continue to all too freely echo across the globe despite international commitments made in support of its protection and implementation. Over 11,000 attacks against education in approximately five years between 2015 to early-2019 are part of the broader findings that emerge from a new report by the Global Coalition to Protect Education from Attack (GCPEA). Last year, the Global Coalition to Protect Education against attack documented more than 2.400 attacks on educational institutions and students or teachers stored in Ethiopia Chad Sahel Syria Yemen Myanmar; a rise of thirty three percent over two thousand plus nine. The motivation for attacks on education has typically been either an antagonism towards the government, as education is often a symbol of state; instability, keeping girls out of school; opposition to forced enrolment and participation in schooling programmes run by groups that are not part of governments or relevant authorities with sovereign control over territory resistance to what such groups perceive as imposition from another culture, language religion ideology or political framework.

Introduction in regions that has become the centre of planned educational attacks (Human Right Watch), students, teachers along with education as a whole face varying challenges due to such actions impacting negatively on their life and affects them in numerous unpleasant ways, Violence by Islamist groups: according to Human Rights Watch; Violent Islamic Jihadi organizations have used assault against Pakistani schools not only because they generate opportunities for intolerance together with marginalization by limiting ladies from receiving an education (Akbariavaz & Tehrani, 2020). Girls, female teachers and girl's schools in North Eastern Nigeria have increasingly become the target of military raids due to Boko Haram's hostility towards secular education. Scores of girls have been kidnapped, raped and married by force; many more had to bear physical and psychological trauma. Femininely girls are counted among the individuals who could experience sexual assaults on their selves as a prison rape or later after an attack in school (Lima et al., 2020).

The COVID-19 pandemic has also reinvigorated attacks on education across the globe. As a result of the pandemic, between March and July 2020, government worldwide implemented advocacy responses such as school closures to prevent the spread of COVID-19. Touching more than a quarter of the world's population, this has affected over 1.5 billion children and youth access to education The closure of educational institutions during this pandemic indicates that we require a prospective approach to health and safety concerns in times of crisis (Makhamadaminov, 2023). These attacks have consequences beyond the immediate physical destruction of schools and education facilities; create chaos, generate damage to communities, and destroy teachers and students causing serious psychological consequences that inevitably affect the smooth running of didactic work. The consequences of these attacks are extensive, reaching from the present to causing increasing future long term harm to both individuals and collectives in society. The lasting repercussions are dire, leaving opportunities missed and knowledge or skills no longer there and crucial elements for the growth of both the self and society.

This global responsibility for the protection of education is a question not limited to only individual educational organizations but related more generally, concerning those same values of knowledge, empowerment and advancement and these were surely put in jeopardy at Benghazi. Finally, students can focus on learning, curiosity, and personal growth in a safe environment without fear or interruption. The idea of safety in educational environments extends beyond physical protection to mental, emotional well-being and the development of a caring learning environment where students can thrive (Sas et al., 2020). An environment of trust-building can be maintained between the students and teachers by creating a safe learning space that will propagate goodwill and candid conversation. Students are more likely to be engaged in the learning process and on top of that, participate with their classes without fear. Working cooperatively or working effectively among peers. Teachers are now free to focus on high-quality instruction that drives innovation, both in concept and inquiry-based design, as well instilling a love of learning among their students. A peaceful, opening and sympathetic culture is the cornerstone of a beautiful society where both studentship as well as teachers can live together with peace. For this, it needs a collaborative approach upon people at community as well as institutional and individual levels to have mutual empathy, respect and conceptual calmness regarding everyone. Dialogue, conflict resolution mechanisms and promoting social justice can glove peace. In the case of tolerance, in comparison to pluralism, we are passive on other people having their beliefs and cultures exist as we tolerate them. Although what brings enriched communities to mutual respect is embracing diversity (Chen, 2021). When a supportive and inclusive culture is created, teachers and students are more likely to collaborate, exchange ideas and pursue shared goals.

We help others learn by debunking, teaching how to think critically and creating a hunger for learning. It also requires creating independence for all, understanding diversity and individual difference by nurturing through appreciation in our lives. By recognizing and embracing the unique heritage, histories and perspectives of both teacher education institutions are able to create a more engaging learning environment. Learning to accept diversity widens the scope of possibilities, offering those who learn it an opportunity for more complete development and preparing them to survive as people in a culturally diverse society (Fahey & Asal, 2022).

If the protection of education from global attacks is considered, concrete solutions and strategies to secure our right to education are needed. The international legal frameworks that protect education from attacks must be promoted and policy changes advocated for. A total of 110 states are now committed to protecting students, teachers, schools and universities under attack during conflicts by endorsing the Safe Schools Declaration (2015). Non-lethal physical protection using strategies without arms or body armour to ensure personal safety transforms you from not just being able to accomplish a skill but into the type of person who exemplifies that strength, and in war-zones; where schools are protected by security guards. Armed physical protection measures, on the other hand, incorporates maintenance of armed guards and patrols in areas where attacks by warring parties are common. Though this type of tactics may intend to protect students and school hardens, it does present threats that violence could snake its way into the schools with these types of techniques leaving potential harm on learning. In the case of schools including armed protection it is mostly done to create a way for self-defense and physical security. Working together with UN agencies, international non-governmental organizations (INGOs) and local journalists, photographers or videographer in the region can help to promote international cooperation for safe learning environment. Such a partnership can offer valuable perspectives, evidence of breaches and community stories to support rights advocacy in the struggle for education (Tin et al., 2022).

Conclusion

In a nutshell, let us stand in solidarity with all who have borne the brunt of attacks on education and work towards a world where everyone will enjoy the benefits of learning. Far worse than the degradation of education as itself, they sow fear and deception among communities. If the nature of these threats is better understood, more suitable responses can be provided as in fact this threat are motivated by political conflicts and gender discrimination in some countries or cultural resistance. This highlights how the global nature of education and underscores that states must reinforce national will by joining together to protect places where children learn on a daily basis across borders. Educators, the state NGOs and societal dimensions need to cooperate in formulating policies which can strengthen school safety as well inclusive education. Sharing a story that is compassionate, hopeful and future-looking can prompt meaningful dialogue in the larger world around how to safeguard education from global threats. Join us in advocating for education and ensuring that every single individual, no matter where they are or what life has dealt them with the opportunity to learn.

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