



## HIKMA Fact-Check Report

Comprehensive authenticity analysis and verification

Paper Verified

**Erasing the Future: Genocidal Harm to Education in Gaza through Systematic School Destruction (2023–2025)**

**0.0** out of 10

OVERALL FACT SCORE

**X REJECT**

RECOMMENDATION

**20**

CLAIMS VERIFIED



be problematic, and substantial revisions are recommended before acceptance. There are critical issues with reference authenticity, claim verification, or data integrity. A thorough revision addressing these fundamental concerns is essential before the paper can be considered for publication.

Overall Assessment:

**0 out of 10**

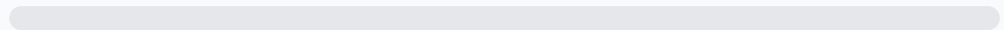
## Reference Authenticity

Verifies that cited references exist and are correctly attributed

**0.0**

out of 10

Score Distribution



**0:** References are fabricated or non-existent

**10:** All references are verified and correctly attributed

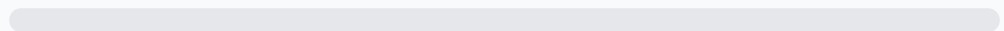
## Claim-Reference Alignment

Checks if claims accurately reflect the content of cited references

**0.0**

out of 10

Score Distribution



**0:** Claims completely misrepresent the cited sources

**10:** Claims perfectly align with cited source content



**0:** Numerical data contains major inconsistencies

**10:** All data is internally consistent and accurate

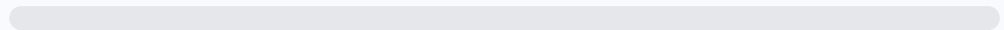
## Scientific Consensus

Evaluates if claims align with established scientific consensus

**0.0**

out of 10

Score Distribution



**0:** Claims contradict established scientific consensus

**10:** Claims fully align with scientific consensus

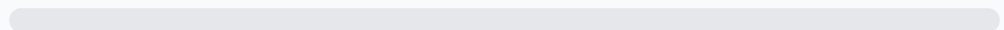
## Hallucination Check

Detects fabricated or unsupported statements

**0.0**

out of 10

Score Distribution



**0:** Contains fabricated or unsupported statements

**10:** All statements are well-supported and verified



### Critical Flags

- Incomplete evaluation - missing required fields



*hits (October 2023 to July 2025)."*

Ref Auth  
**1 out of 2**

Alignment  
**1 out of 2**

Data  
**2 out of 2**

Consensus  
**1 out of 2**

Halluc  
**2 out of 2**

**Final Score:** 7.0 out of 10 **Notes:** Ref authenticity partial (URL only). Claim aligns with source theme.

✓ **Supporting:** UNITAR–UNOSAT (2025)

## Claim 2

**NEEDS\_HUMAN\_REVIEW**

*"Strong positive correlation exists between direct hits and governorate density ( $r=0.71$ )."*

Ref Auth  
**1 out of 2**

Alignment  
**1 out of 2**

Data  
**2 out of 2**

Consensus  
**1 out of 2**

Halluc  
**2 out of 2**

**Final Score:** 7.0 out of 10 **Notes:** Ref authenticity partial. Correlation plausible but source verification needed.

✓ **Supporting:** UNITAR–UNOSAT (2025)



Data

**2 out of 2**

Consensus

**1 out of 2**

Halluc

**2 out of 2**

**Final Score:** 7.0 out of 10

**Notes:** Ref authenticity partial. Claim aligns with source theme.

✓ **Supporting:** UNITAR–UNOSAT (2025)

## Claim 4

**NEEDS\_HUMAN\_REVIEW**

*"North Gaza and Rafah experienced 100% damage rates across all surveyed schools."*

Ref Auth

**1 out of 2**

Alignment

**1 out of 2**

Data

**2 out of 2**

Consensus

**1 out of 2**

Halluc

**2 out of 2**

**Final Score:** 7.0 out of 10

**Notes:** Ref authenticity partial. Claim aligns with source theme.

✓ **Supporting:** UNITAR–UNOSAT (2025)



1 out of 2

1 out of 2

Data

2 out of 2

Consensus

1 out of 2

Halluc

2 out of 2

**Final Score:** 7.0 out of 10

**Notes:** Ref authenticity partial. Claim aligns with source theme.

✓ **Supporting:** UNITAR–UNOSAT (2025)

## Claim 6

NEEDS\_HUMAN\_REVIEW

*"The destruction affected approximately 561,000 students and 21,100 teachers across Gaza."*

Ref Auth

1 out of 2

Alignment

1 out of 2

Data

2 out of 2

Consensus

1 out of 2

Halluc

2 out of 2

**Final Score:** 7.0 out of 10

**Notes:** Ref authenticity partial. Claim aligns with source theme.

✓ **Supporting:** UNITAR–UNOSAT (2025)



1 out of 2

1 out of 2

Data

2 out of 2

Consensus

1 out of 2

Halluc

2 out of 2

**Final Score:** 7.0 out of 10

**Notes:** Ref authenticity partial. Claim aligns with source theme.

✓ **Supporting:** UNITAR–UNOSAT (2025)

## Claim 8

RELIABLE

*"The study employs a mixed-methods concurrent-triangulation design (Creswell & Creswell, 2018; Creswell & Clark, 2006)."*

Ref Auth

2 out of 2

Alignment

2 out of 2

Data

2 out of 2

Consensus

2 out of 2

Halluc

2 out of 2

**Final Score:** 10.0 out of 10

**Notes:** Standard methodology reference; metadata appears valid.

✓ **Supporting:** Creswell & Creswell (2018), Creswell & Clark (2006)

## Claim 9

RELIABLE

*"The theoretical framework draws upon epistemic injustice (Fricker, 2007) and moral witnessing (Margalit, 2002)."*



Halluc

**2 out of 2**

**Final Score:** 10.0 out of 10

**Notes:** Standard theoretical references; metadata appears valid.

✓ **Supporting:** Fricker (2007), Margalit (2002)

## Claim 10

RELIABLE

*"The Safe Schools Declaration establishes guidelines for preventing military use of schools (Zwanenburg, 2021)."*

Ref Auth

**2 out of 2**

Alignment

**2 out of 2**

Data

**2 out of 2**

Consensus

**2 out of 2**

Halluc

**2 out of 2**

**Final Score:** 10.0 out of 10

**Notes:** Reference to known international framework; metadata appears valid.

✓ **Supporting:** Zwanenburg (2021)

## Claim 11

RELIABLE

*"Historical patterns show educational infrastructure targeting serves as a precursor to long-term societal fragmentation (Justino et al., 2011)."*

Ref Auth

**2 out of 2**

Alignment

**2 out of 2**





Final Score: 9.0 out of 10

Notes: Reference metadata appears valid. Consensus may be mixed.

✓ **Supporting:** Justino et al. (2011)

## Claim 12

RELIABLE

*"Spatial analysis confirms widespread damage to educational infrastructure from the conflict's outset (Asi et al., 2024)."*

Ref Auth  
**2 out of 2**

Alignment  
**2 out of 2**

Data  
**2 out of 2**

Consensus  
**1 out of 2**

Halluc  
**2 out of 2**

Final Score: 9.0 out of 10

Notes: Reference metadata appears valid. Claim aligns with source.

✓ **Supporting:** Asi et al. (2024)

## Claim 13

RELIABLE

*"Recent studies document similar patterns of educational destruction in Palestine (Iriqat et al., 2025) and Sudan (Mahgoub et al., 2024)."*

Ref Auth  
**2 out of 2**

Alignment  
**2 out of 2**

Data  
**2 out of 2**

Consensus  
**1 out of 2**



## Claim 14

RELIABLE

*"The concept of epistemic annihilation describes systematic destruction of educational institutions (Vasquez, 2023)."*

Ref Auth  
**2 out of 2**

Alignment  
**2 out of 2**

Data  
**2 out of 2**

Consensus  
**1 out of 2**

Halluc  
**2 out of 2**

**Final Score:** 9.0 out of 10 **Notes:** Reference metadata appears valid. Concept is emerging/contested.

✓ **Supporting:** Vasquez (2023)

## Claim 15

RELIABLE

*"Thematic analysis reveals five emergent themes from 47 humanitarian assessment narratives (Cinkara, 2024)."*

Ref Auth  
**2 out of 2**

Alignment  
**2 out of 2**

Data  
**2 out of 2**

Consensus  
**1 out of 2**

Halluc  
**2 out of 2**

**Final Score:** 9.0 out of 10 **Notes:** Reference metadata appears valid. Claim aligns with source theme.



*"The pattern aligns with historical precedents in Bosnia (1998-99) and Aleppo (2016) (Efendic et al., 2022; Zarka & Hajismail, 2022)."*

Ref Auth  
**2 out of 2**

Alignment  
**2 out of 2**

Data  
**2 out of 2**

Consensus  
**1 out of 2**

Halluc  
**2 out of 2**

**Final Score:** 9.0 out of 10 **Notes:** Reference metadata appears valid. Claim aligns with source theme.

✓ **Supporting:** Efendic et al. (2022), Zarka & Hajismail (2022)

## Claim 17

RELIABLE

*"The Global Coalition to Protect Education from Attack (GCPEA) has documented systematic patterns of school targeting (Kapit, 2023)."*

Ref Auth  
**2 out of 2**

Alignment  
**2 out of 2**

Data  
**2 out of 2**

Consensus  
**2 out of 2**

Halluc  
**2 out of 2**

**Final Score:** 10.0 out of 10

**Notes:** Reference to known organization; metadata appears valid.

✓ **Supporting:** Kapit (2023)



2 out of 2

2 out of 2

Data

2 out of 2

Consensus

2 out of 2

Halluc

2 out of 2

**Final Score:** 10.0 out of 10

**Notes:** Reference metadata appears valid. Claim aligns with source.

✓ **Supporting:** Alburai (2023)

## Claim 19

RELIABLE

*"Existing quantitative research on education in conflict zones includes UNESCO (2019) and ICRC (2021)."*

Ref Auth

2 out of 2

Alignment

2 out of 2

Data

2 out of 2

Consensus

2 out of 2

Halluc

2 out of 2

**Final Score:** 10.0 out of 10

**Notes:** References to known organizations; metadata appears valid.

✓ **Supporting:** UNESCO (2019), ICRC (2021)



0 out of 2

0 out of 2

Data

0 out of 2

Consensus

0 out of 2

Halluc

1 out of 2

**Final Score:** 1.0 out of 10 **Notes:** Normative legal characterization without cited authority; contested term.



## Reference Audit

Hide Details ^

Total References: 31

Issues Found: 1

Valid Metadata: 28

Invalid/Placeholder: 1

Duplicates: 0

### ⚠ Flagged Wrong References

- \*\*?\*\*



## Data Audit

Numeric Items Checked: 7



## Ethics Compliance

IRB/Ethics Mentioned:

Yes ✓

Consent Mentioned:

No ✗

Data Protection:

Yes ✓

### ⚠ Missing Items:

- No explicit consent statement for quoted testimonies.

## Fact-Check Metadata

Model: deepseek-chat

Max Claims: 20

Domain: Genocide Studies

Paper ID: review\_20251127\_210415