



Ministry of Foreign Affairs
Deputy for International and Legal Affairs

Report The 11:30 Crime; the Minab Wound



From the Downing of an Iran Air Passenger Aircraft by a United States Naval Vessel in the Persian Gulf to the Attack on a Primary School on the Persian Gulf Coast

**An Analysis of the Legal and Human Rights Dimensions of the
Criminal Attack by the United States
on Shajareh Tayyebbeh Primary School, Minab,
on Saturday, 28 February 2026**

With Accompanying Information on the School's Martyrs

Ministry of Foreign Affairs of the Islamic Republic of Iran
Office of the Deputy for Legal and International Affairs



**IN
THE NAME OF
GOD**



Thirty-seven years after the downing of Iran Air Flight No. 655, bearing the designation “IR655,” over the waters of the Persian Gulf on 3 July 1988 by a United States naval vessel—an act that resulted in the martyrdom of more than 290 passengers and crew aboard that flight—the criminal military forces of the United States of America have once again stained their hands with the blood of 168 innocents and wronged Iranian schoolchildren. This crime was perpetrated at 11:30 a.m. on Saturday, 28 February 2026, in the vicinity of the coasts of the Persian Gulf.

In the wake of the joint military aggression, in violation of international law, perpetrated by the United States and the Zionist regime against the Islamic Republic of Iran on 28 February 2026, numerous civilian locations and individuals were deliberately targeted. Among them, the Shajareh Tayyebbeh Girls' Primary School in the city of Minab, located in Hormozgan Province in southern Iran along the coasts of the Persian Gulf, was completely destroyed as a result of a missile attack. In this assault, 168 students—predominantly between 7 and 12 years of age—as well as several teachers and staff members of the school, were martyred.

The attack on this school constitutes an extremely grave and multi-layered violation of the fundamental principles of international law and international humanitarian law, and falls within the category of war crimes and crimes against humanity.



Governing Legal Framework: International Humanitarian Law

In situations of armed conflict, international humanitarian law (the law of armed conflict) governs the conduct of hostilities. These rules, which are principally embodied in the Geneva Conventions and their Additional Protocols, as well as in customary international law, encompass fundamental principles designed to protect civilians and civilian objects during hostilities. Grave breaches of these principles may constitute war crimes. The principal norms relevant to the present incident are as follows:

1. The Principle of Distinction: This principle, which constitutes the cornerstone of international humanitarian law, obliges parties to an armed conflict at all times to distinguish between military objectives and civilian objects. Attacks may be directed solely against

combatants and military objectives. Schools, hospitals, and residential homes are regarded as civilian objects and are therefore protected, and any doubt concerning the nature of a target must be resolved in favour of its civilian character.

2. The Principle of Proportionality: Even where a target qualifies as a legitimate military objective, an attack against it is permissible only where the expected incidental harm to civilians and civilian objects (collateral damage) would not be excessive in relation to the concrete and direct military advantage anticipated from the attack.

3. The Principle of Precaution: Parties to an armed conflict are required to take all feasible precautions to avoid harm to civilians and civilian objects. This includes the obligation to select means and methods of attack that pose the least possible risk to civilians, as well as, where circumstances permit, the issuance of effective advance warnings.



Assessment of the Crime

The Shajareh Tayyebbeh Primary School was a civilian educational facility. According to documented evidence and publicly available reports, this school was struck twice within a short interval—less than one hour—by United States Tomahawk missiles. Although it has been asserted that the school was located in proximity to a military installation, the complete physical separation of the school from that facility—including its independent walls, separate entrance, and full isolation from the adjacent location—together with the firing of two missiles within a short period of time, indicates that the school itself constituted an independent target for the aggressors. Accordingly, under no circumstances could this school have been considered a lawful military objective, and the attack against it constitutes a clear violation of the principle of distinction.



Expert analyses, including preliminary assessments by certain international media outlets, indicate that the strike was carried out using precision-guided munitions and that the school was treated as a distinct target.

Human Rights Watch, an international non-governmental organisation, in a statement issued on 7 March, called upon the Israeli regime and the United States to investigate the Minab school attack as a war crime. The report states:

“A February 28, 2026 attack on a primary school in southern Iran was an unlawful attack that reportedly killed scores of civilians, including schoolchildren.

The laws of war prohibit attacks if the anticipated harm to civilians and civilian objects is disproportionate compared to the expected military gain from the attack.

The United States and Israel should immediately assess their responsibility for this attack and make the findings public. The responsible party should fully account for the civilian harm and hold those responsible accountable, including prosecuting anyone responsible for war crimes.”

Elsewhere in the report, it is stated:

“The attack was carried out among hundreds of strikes across Iran by Israeli and U.S. forces on the morning of February 28. However, information Human Rights Watch reviewed shows that the school is walled off and has a separate entrance to the street from the rest of the compound. The pattern of strikes indicate[s] the attack was carried out by highly accurate, guided munitions, rather than errant weapons [which] randomly struck the area.”

The report further notes:

“The school’s location within the IRGC Naval Force’s compound did not, in and of itself, make the school a legitimate target. The school was in use, and children were in attendance on the day of the attack. Human Rights Watch found no evidence that would indicate that the school was being used for military purposes. Even if the attackers were targeting a legitimate military target in the vicinity of the school, the laws of war prohibit attacks on military objectives if the anticipated harm to civilians and civilian objects is disproportionate compared to the expected military gain from the attack.”

The New York Times, in a report dated 11 March, likewise stated:

“Preliminary findings indicate that the United States was responsible for the deadly Tomahawk missile strike on the Minab school in Iran. An initial investigation by U.S. Central Command indicates that the 28 February strike on the Shajareh Tayyebbeh primary school building resulted from the use of outdated intelligence concerning the coordinates of the site.

Targeting a school filled with students constitutes one of the most destructive U.S. military actions in recent decades.”

The newspaper further reports:

“A visual investigation by The Times showed the building housing the school had been fenced off from the military base between 2013 and 2016. When Defense Intelligence Agency target data are outdated, intelligence officers are required to use imagery or data from the National Geospatial-Intelligence Agency to update and verify the target.”

The report continues:

“Satellite imagery, social media posts, and videos verified by The New York Times investigative team show that the school was struck by a precise Tomahawk cruise missile attack.”

Accordingly, the attack may be regarded as a manifest instance of a war crime. Article 8 of the Rome Statute of the International Criminal Court identifies, *inter alia*, the intentional targeting of civilians, civilian objects, residential premises, and educational institutions as constituting war crimes.



Human Rights Analysis of the Crime

The horrific crime in question also constitutes a grave violation of fundamental human rights.

1. The Right to Life: The most evident violation in this incident is the deprivation of the right to life of 168 children. The right to life is the most fundamental of all human rights, and the deliberate or reckless deprivation of individuals of this right constitutes one of the most serious forms of human rights violations.



2. The Right to Education: The attack against an operational educational institution and the killing of its students and teachers constitutes a direct assault upon the right to education, a right that has been affirmed in numerous international instruments, including the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the Convention on the Rights of the Child. The physical destruction of a school, together with the atmosphere of fear and insecurity generated by such an attack, disrupts the access of children within a community to education for an extended period of time.





3. Violation of the Right to Special Protection of Children Against Violence and Armed Conflict: The United Nations Committee on the Rights of the Child, as the body responsible for monitoring the implementation of the Convention on the Rights of the Child, has placed particular emphasis on the necessity of accountability for attacks against education in situations of armed conflict. Paragraph 9 of the United Nations General Assembly resolution entitled “The Right to Education in Emergency Situations” (2010) strongly condemns the intentional targeting of civilians, including students and teachers, as well as attacks against civilian facilities such as educational institutions, and recalls that such acts may constitute grave breaches of the Geneva Conventions and amount to war crimes.



4. Classification of the Attack as a Grave Violation of Children’s Rights: The United Nations classifies attacks on schools and hospitals, as well as the killing of children, as “grave violations” against children in situations of armed conflict. The report entitled Education Under Attack explicitly identifies such acts as constituting war crimes and crimes against humanity that may be subject to prosecution before the International Criminal Court.

5. The Safe Schools Declaration: An International Framework for Protection: In response to the increasing number of attacks on schools, the Safe Schools Declaration was adopted by a group of States in 2015. This declaration constitutes an intergovernmental political commitment aimed at protecting students, teachers, schools, and universities from the worst effects of armed conflict. To date, more than 120 countries have endorsed this declaration.



6. Analysis of the Minab Incident from the Perspective of the Rights of Future Generations: The attack on the Minab school and the killing of its students violated the rights of future generations in several critical respects:

- **The Future Generations Were Directly Destroyed:** The most immediate and horrifying interpretation is that, in this incident, a portion of Iran’s future generation was physically eliminated. One hundred and sixty-eight students between the ages of 7 and 12—children who were to become the mothers, teachers, physicians, engineers, and active citizens of their society in the years to come—were killed. This constitutes not merely the destruction of a generation, but the “killing of the future” of a society. These children were deprived not only of their own rights to life and education, but also of all the capacities, talents, and contributions they could have offered to their community in the future.
- **Violation of the Right of Future Generations to Education and Cultural Heritage:** In accordance with UNESCO declarations, the present generation bears a responsibility to transmit cultural heritage to future generations. Schools, as among

the most important institutions for the transmission of knowledge, culture, and identity, form part of this intangible heritage. The destruction of a school and the killing of its students and teachers, therefore, creates a “generational rupture” in the process of transmitting knowledge and culture.

- **Intangible Cultural Heritage:** Knowledge, skills, practices, and traditions that were to be carried forward by these students and transmitted by them to subsequent generations have been irretrievably lost.



- **The Right to Sustainable Education:** Future generations have the right to live in a society whose educational institutions are secure, resilient, and safe. The attack on the Minab school destroyed this secure environment in that region for years to come and left behind a legacy of fear and distrust.

- **The Creation of Intergenerational Trauma and Psychological Harm:** Extensive research concerning survivors of genocides and large-scale violence demonstrates that the trauma resulting from such violence may be transmitted to subsequent generations.

- **Psychosocial Consequences:** Bereaved families, the local community, and even broader segments of a nation suffer profound and enduring wounds.

- **Impact on Social Capital:** Events of this nature erode a society’s social capital—trust, cooperation, and solidarity—which are essential foundations for progress and sustainable development, and their destructive effects may persist across generations.

The *Minab Wound* is one that will endure not only upon the body of the present generation, but also upon that of Iran's future generations, unless the international community takes meaningful steps, through decisive accountability and the establishment of effective mechanisms to prevent the recurrence of such tragedies, to heal it and ensure a safer future for all the children of the world.



Partial Information on the Martyrs of Shajareh Tayyebah Primary School in Minab

Resulting from the United States Attacks on Saturday, 28 February 2026, at 11:30 a.m.

No.	Grade	First Name	Surname	Sex	Father's Name	Age	Status
1	1	Mohammad Kian	Bahrami	M	Sajjad	7	Martyred
2	1	Hamed	Pari Taghi Nejad	M	Hadi	7	Martyred
3	1	Reza	Ranjbar	M	Mohammad	6	Martyred
4	1	Ali	Salari	M	Hassan	7	Martyred
5	1	Ehsan	Saleminia	M	Ebrahim	6	Martyred
6	1	Sobhan	Shahdadi	M	Asghar	6	Martyred
7	1	Amir Ali	Kamali	M	Morteza	6	Martyred
8	1	Arsha	Mirani	M	Abbas	6	Martyred

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No.	Grade	First Name	Surname	Sex	Father's Name	Age	Status
9	1	Amin	Ahmadzadeh	M	Yahya	6	Martyred – Remains Missing
10	1	Massiha	Salari	M	Rasoul	7	Martyred – Remains Missing
11	1	Homayoun	Zeinali	M	Moslem	6	Martyred – Remains Missing
12	1	Ali Reza	Shahrjou	M	Javad	7	Martyred – Remains Missing
13	1	Makaan	Nasiri Khuzani	M	Sirous	6	Martyred – Remains Missing
14	1	Mohammad Sadeq	Gholami	M	Ali	7	Martyred
15	1	Sourena	Hosseinpour	M	Mohammad	6	Martyred
16	2	Araz	Ahmadizadeh Zahraei	M	Abdossamad	8	Martyred
17	2	Reza	Barani	M	Massoud	7	Martyred
18	2	Amir Mohammad	Boustani	M	Mohsen	7	Martyred
19	3	Amir Ali	Jadavi	M	Esmacil	8	Martyred
20	2	Mohammad	Jamali Nejadi	M	Yousef	8	Martyred
21	2	Soheil	Chamali Poursarkami	M	Abbas	8	Martyred
22	2	Reza	Habashian	M	Ali	7	Martyred
23	2	Parham	Ranjbari	M	Mojtaba	9	Martyred
24	2	Javad	Sartakzadeh	M	Qazanfar	7	Martyred

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No.	Grade	First Name	Surname	Sex	Father's Name	Age	Status
25	2	Mohammad Reza	Shahsavari	M	Amir	8	Martyred
26	2	Amir	Ghasemzaei	M	Najibollah	7	Martyred
27	2	Saman	Karamzadeh	M	Farzad	7	Martyred
28	2	Mohammad Ali	Keryani Pak	M	Abdollah	7	Martyred
29	2	Amir	Mohammadi	M	Allahdad	7	Martyred
30	2	Ali Asghar	Forouzanfar	M	Yadollah	8	Martyred – Identified by Leg Remains
31	2	Amir Mohammad	Ghassemi	M	Abouzar	7	Martyred – Identity Confirmed
32	2	Moein	Zeynali	M	Mostafa	8	Martyred – Remains Missing
33	2	Heidar	Salehi Kohneshouiyeh	M	Hanzala	7	Martyred – Identity Confirmed
34	2	Mohammad	Raoufinia	M	Mousa	8	Martyred – Identity Confirmed
35	2	Arash	Golazin	M	Bahram	7	Martyred – Identity Confirmed
36	3	Ariya	Bahadori	M	Morteza	9	Martyred
37	3	Benyamin	Jangjou	M	Shahram	8	Martyred
38	3	Amir Hossein	Rasouli Soleimani	M	Hossein	9	Martyred
39	3	Ali Reza	Zarei	M	Ehsan	8	Martyred
40	3	Ali Asghar	Zaeri	M	Javad	8	Martyred
41	3	Mohammad	Shahdoustipour	M	Abdollah	9	Martyred

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No.	Grade	First Name	Surname	Sex	Father's Name	Age	Status
42	3	Aliakbar	Keryani Pak	M	Abdollah	9	Martyred
43	3	Mohammad Sadra	Zareipour	M	Mahdi	9	Martyred
44	3	Mikaeil	Mirdoraghi	M	Javad	10	Martyred
45	4	Sobhan	Ahmadi tayfekani	M	Mohammad Reza	10	Martyred
46	4	Mohammad	Abadizadeh	M	Ali	10	Martyred
47	4	Amir Ali	Boustani	M	Mohsen	10	Martyred
48	4	Mohammad Taha	Mollahi	M	Ali	9	Martyred
49	4	Haani	Pari Taghinejad	M	Hadi	9	Martyred – Remains Missing
50	4	Mohammad Taha	Jafari	M	Massoud	9	Martyred – Remains Missing
51	4	Amir Hossein	Jafari Ravangi	M	Ebrahim	9	Martyred – Remains Missing
52	4	Sina	Zakeri Gourzangnejad	M	Akbar	10	Martyred – Identity Confirmed
53	4	Hossein	Rahsepar	M	Mohammad	10	Martyred – Remains Missing
54	4	Mohammad	Loqmani Abdan	M	Mostafa	10	Martyred – Remains Missing
55	4	Mehdi	Delavari	M	Mahmoud	9	Martyred – Remains Missing
56	4	Mohammad Hessam	Raisi	M	Hassan	10	Martyred – Identity Confirmed

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No.	Grade	First Name	Surname	Sex	Father's Name	Age	Status
57	4	Sepehr	Karimi	M	Mohammad Reza	9	Martyred – Identity Confirmed
58	4	Mehdi	Salari	M	Asghar	10	Martyred – Identity Confirmed
59	5	Amir Mohammad	Baqeri	M	Ebrahim	11	Martyred
60	5	Mohammad Mehdi	Jangichi Minabi	M	Abbas	10	Martyred
61	5	Haami	Sadeqi	M	Hamid	10	Martyred
62	5	Saleh	Abbasi Domshahri	M	Mohammad	11	Martyred
63	5	Danial	Faghirdoust	M	Kazem	10	Martyred
64	5	Parsa	Mokhtarinassab	M	Mohammad	11	Martyred
65	5	Ali	Arab Kish Chelouei	M	Hamid Reza	10	Martyred – Remains Missing
66	6	Ali	Zarei	M	Gholam	11	Martyred – Remains Missing
67	1	Hanieh	Ahmadi Tayfekani	F	Mohammad Reza	7	Martyred
68	1	Atena	Chamlinejad	F	Rouhollah	6	Martyred
69	1	Salma	Zakeri	F	Mokhtar	6	Martyred
70	1	Mahna	Zarei Kouhestaki	F	Ali Reza	6	Martyred
71	1	Sara	Shayesteh	F	Moselm	6	Martyred
72	1	Asra	Farahizadeh	F	Asghar	7	Martyred
73	1	Hannaneh	Mehdikhah	F	Mousa	7	Martyred

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No.	Grade	First Name	Surname	Sex	Father's Name	Age	Status
74	1	Mahdis	Nazari	F	Rouhollah	7	Martyred
75	1	Fatemeh	Yazdanpanah Gourzanginia	F	Yaqoub	6	Martyred
76	1	Hannaneh	Zakerikhahan	F	Omid	6	Martyred – Identity Confirmed
77	1	Raha	Zarei Bang	F	Reza	7	Martyred – Identity Confirmed
78	2	Zahra	Ansarifar	F	Amir	7	Martyred
79	2	Zahra	Bahrani	F	Eshaq	7	Martyred
80	2	Zoha	Pasand	F	Ebrahim	8	Martyred
81	2	Fatemeh	Derazehi	F	Abdollah	8	Martyred
82	2	Fatemeh Zahra	Karimi	F	Javad	7	Martyred
83	2	Liana	Mohammadi	F	Faezeh	7	Martyred
84	2	Masoumeh	Nazari	F	Hosseini	7	Martyred
85	3	Zahra	Behrouzi	F	Hosseini	8	Martyred
86	3	Hana	Dehghani	F	Emad	8	Martyred
87	4	Atena	Ahmadzadeh Halvani	F	Abbas	10	Martyred
88	4	Maryam	Bazrak	F	Mostafa	10	Martyred
89	4	Mahna	Bahrani Ravangi	F	Majid	11	Martyred
90	4	Khadijeh	Darvishi	F	Reza	9	Martyred
91	4	Reihaneh	Zakeri	F	Hosseini	10	Martyred
92	4	Asraa	Zakeri	F	Mokhtar	9	Martyred

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No.	Grade	First Name	Surname	Sex	Father's Name	Age	Status
93	4	Athareh	Zarei	F	Ali	10	Martyred
94	4	Senar	Salari	F	Hamid	9	Martyred
95	4	Fadia	Shahmiri	F	Hassan	9	Martyred
96	4	Niyayesh	Salehi	F	Hamzeh	9	Martyred
97	4	Setayesh	Alihosseini	F	Mostafa	9	Martyred
98	4	Zahra	Sharafi	F	Abdolrashid	9	Martyred – Identity Confirmed
99	4	Baran	Ghassemi	F	Ali Reza	10	Martyred – Identity Confirmed
100	4	Helma	Ghassemi	F	Abouzar	9	Martyred – Identity Confirmed
101	4	Zeynab	Makkizadeh	F	Aboutaleb	9	Martyred – Identity Confirmed
102	5	Fatemeh	Rahdar	F	Abed	11	Martyred
103	5	Samira	Mollahi Kolahi	F	Abdossattar	12	Martyred
104	6	Mahdieh	Ahmadzadeh	F	Yahya	12	Martyred
105	6	Zeynab	Bahrami	F	Eshaq	13	Martyred
106	6	Zahra	Jalali	F	Yaqoub	13	Martyred
107	6	Zahra	Soleimani Tambanouei	F	Ali	12	Martyred
108	6	Farimah	Mafakheri	F	Ebrahim	11	Martyred
109	6	Asna	Raisi	F	Hassan	12	Martyred
110	6	Arina	Arab Kish Chelouei	F	Hamidreza	12	Martyred
111	Teacher	Fatemeh	Taherifar	F			Martyred

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No.	Grade	First Name	Surname	Sex	Father's Name	Age	Status
112	Teacher	Atefeh	Zakeri	F			Martyred – Remains Missing
113	Teacher	Narges	Zakeri	F			Martyred – Remains Missing
114	Teacher	Mahdieh	Rasouli	F			Martyred
115	Teacher	Mahsa	Ranjbari	F			Martyred – Remains Missing
116	Teacher	Razieh	Zamani	F			Martyred – Remains Missing
117	Teacher	Neda	Salhizadeh	F			Martyred – Remains Missing
118	Teacher	Zohreh	Shahriari	F			Martyred – Remains Missing
119	Teacher	Marzieh	Firouzi	F			Martyred – Remains Missing
120	Teacher	Pouran	Gholipour	F			Martyred – Remains Missing
121	Teacher	Nasim	Neyestani	F			Martyred – Remains Missing
122	Teacher	Aniseh	Karimi	F			Martyred – Remains Missing
123	Teacher	Fatemeh	Askari	F			Martyred – Remains Missing
124	Teacher	Samira	Besarde	F			Martyred
125	Teacher	Marzieh	Bashirifar	F			Martyred
126	Teacher	Manda	Salari	F			Martyred

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No.	Grade	First Name	Surname	Sex	Father's Name	Age	Status
127	Teacher	Fatemeh	Salari	F			Martyred
128	Teacher	Fereshteh	Sangarzadeh	F			Martyred
129	Teacher	Fatemeh	Shahdadi	F			Martyred
130	Teacher	Fatemeh	Fadavi Hokmi	F			Martyred
131	Teacher	Raheleh	Ranjbari	F			Martyred
132	Teacher	Maliheh	Naeimi	F			Martyred
133	Teacher	Sima	Karimi	F			Martyred
134	Teacher	Mohaddeseh	Mohammadian	F			Martyred
135	Teacher	Farideh	Mokhtari	F			Martyred
136	Teacher	Elham	Karimi	F			Martyred
137	Parent	Mahmoud	Gholamian	M			Martyred
138	Parent	Roqayyeh	Karimi	F			Martyred
139	Parent	Mohammad	Ghassemi	M			Martyred
140	Parent	Farideh	Jahangirnia	F			Martyred
141	1	Homayoun	Ranjbari	M	Asghar	7	Undetermined
142	4	Mohammad Taha	Zaerinia	M	Jaaber	9	Undetermined
143	3	Mahya	Salari	F	Hassan	8	Undetermined
144	4	Motahareh	Ahmadzadeh	F	Ali	9	Undetermined
145	6	Fatemeh	Raisi Mirshakar	F	Mohammad	12	Undetermined

