# Safe to Learn

## STRATEGIC ROADMAP PROGRESS REPORT



Safe to Learn

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# Introduction

Every child has the right to be safe and secure in school so that they can learn, grow, and develop the skills and confidence they need to lead healthy and fulfilling lives. A year ago, the 14 partners in the Safe to Learn coalition came together to agree on a strategic roadmap that sets out in high-level terms what needs to happen to make this vision a reality. As the COVID-19 pandemic has disrupted and continues to disrupt many aspects of children's lives around the world, including access to education and child protection services, and children are at increased risk of experiencing violence, it is clear that the mandate of Safe to Learn is now more important than ever. Through the roadmap, partners committed to collective and individual actions. This document provides an overview of progress against the roadmap over the past year, and reflects the agility of partners who have had to adapt and adjust their work to address the challenges that have resulted from the COVID-19 pandemic.

**How to read this document**

Each partner organization has reported against their commitments in the Safe to Learn Roadmap. The box at the top of each page details what the partner organization committed to. Some partners have also included information about how they have responded to COVID-19; future activities they have planned; and reporting against some specific undertakings that were outlined in the appendices of the Safe to Learn Strategic Roadmap.

# Highlights

The strength of the Safe to Learn initiative comes from individual and collective actions aligning behind a common vision and set of objectives. Safe to Learn partners are important leaders in their respective fields; they represent a breadth of sectors, bring a range of technical expertise, have extensive presence in country, and maintain global level networks and influence. Collectively, they control budgets of billions of dollars and have significant policy, programmatic, and advocacy work streams that contribute to the safety, wellbeing, and education of children.

The Safe to Learn Strategic Roadmap sets out in concrete terms what each organization would do more of, do better, or do differently as part of the initiative, and where greater impact could be achieved by joint action. Each partner committed to delivering more, better, and new actions to end violence against children in and through schools. Taken together, partners' actions both directly and indirectly contribute to achieving the priorities set forward in the Call to Action.

One year on, partners have reported on their progress to deliver on what they committed as part of the Safe to Learn Strategic Roadmap. In response to the COVID-19 pandemic, partners have shown agility and innovation as they have adapted programmes and embarked on new activities to ensure that children are safe in their learning environment. Partners are bringing about significant change through the integration of violence prevention and response across their work. The progress made is nothing short of inspirational and shows the power of partnership and the Safe to Learn initiative.

**Highlights from Safe to Learn Partners' progress reports**

**CSO Forum** members shared technical expertise with local level partners to implement violence prevention and response advocacy and programming aligned with the Safe to Learn objectives and vision. For example, **Save the Children** led on the development and dissemination of the Safe Back to School Practitioners Guide, which includes specific guidance on ending violence in schools.

**UK FCDO** provided £5m funding to Safe to Learn to support the development of global goods and programming through its bilateral education investments including the Girls' Education Challenge and has promoted Safe to Learn to encourage greater financial support to end violence in schools, linked to the UK Prime Minister's commitment to champion 12 years of quality education for every girl.

**Global Affairs Canada** committed $10M in projects specifically related to ending violence in and around schools for women, girls and adolescents in conflict affected and fragile settings, including to Interagency Network for Education in Emergencies,Together for Girls, UNICEF, the End Violence Secretariat and others.

**World Bank** scaled-up safe and inclusive learning environments in the World Bank's Education Approach and its Fragility, Conflict and Violence Strategy, including mainstreaming a violence prevention lens and safe school approach in countries with high prevalence of violence in schools.

**Education Cannot Wait (ECW)** facilitated and invested in country and regional initiatives that include components to create safe schools for all children in areas affected by crisis. In events it has organized or participated in, including the Global High-Level advocacy discussion with 33 world leaders, Stronger Together: Education in Emergencies and Protracted Crises, and UNGA-The Future of Education is Here, For Those Left Furthest Behind, as well as in its social media accounts, ECW as a matter of practice, highlights the importance of creating safe learning environments for children in crisis settings, whether it be in schools or alternative learning environments.

**Global Coalition to Protect Education from Attack (GCPEA)** published Education under Attack 2020 in July 2020. In the report's recommendations, GCPEA calls on States to endorse the Call to Action.

**The Global Business Coalition for Education (GBC-Education)** helped increase Safe to Learn's visibility among GBC-Education's member network and the larger business community, not only during in-person and online convenings, but also through GBC-Education's digital platforms and communication channels. Safe to Learn's logo was added to the REACT digital platform to increase the visibility to our audience. REACT has more than 70 business and education partners within its network and the platform.

**The Global Partnership for Education (GPE)** opened a US$500m accelerated funding window for mitigation and recovery measures in response to the COVID-19 pandemic. Ensuring the safety and wellbeing of learners, including during school closure, has been a key area for investment. Proposals were required to address the needs of the most vulnerable, including girls. Many countries are undertaking sensitization campaigns on gender-based violence during school closure and in many cases planning to continue these after schools are reopened. In Malawi, the grant will contribute to child protection services and referral services in schools; in Pakistan, the provision of telephone hotlines to report abuse. In Kenya, the government plans to appoint and train gender champions at school level including to help reduce gender-based violence. In Timor-Leste, teachers and coordinators will receive guidance on checking on the well-being of children during home schooling.

**The Global Partnership to End Violence Against Children** opened a Safe to Learn window of the fund. With generous contributions from the UK Foreign, Commonwealth and Development Office (UK FCDO) and the Swiss Agency for Development and Cooperation it has invested nearly US $8M in 8 projects across five Safe to Learn countries.

With the support of the **United Nations Girls' Education Initiative (UNGEI)**, the School Related Gender-Based Violence Working Group (SRGBV-WG) hosted a webinar learning series highlighting research and programmatic examples from low- and middle-income countries led by members. Three members of the SRGBV-WG presented expert perspectives on Data & Evidence to Understand the Gendered Dimensions of School Violence.

To mark the first International Day against Violence and Bullying at School Including Cyberbullying, **UNESCO** hosted a landmark International Conference on School Bullying to build global momentum and share lessons. As part of its support to country implementation, UNESCO, with UNGEI and the Global Working Group to End school-related gender-based violence published a series of technical briefs on effective approaches for addressing SRGBV, based on lessons learnt from different countries, and has invested in new research into the perspectives of teachers, and their training and support needs to be able to address all forms of school violence.

**UNICEF** finalized the development of the Global Programmatic Framework & Benchmarking Tool: From Call to Action to Programme Responses and published it with the Safe to Learn partners, UNICEF piloted the Diagnostic Tool in five countries and produced country reports on findings from the diagnostic

exercise in four of these countries: Nepal, Pakistan, South Sudan, and Uganda.

**The World Health Organization's** Violence Info Platform was updated in February 2020 and now contains information on youth violence including school-based violence prevention from over 600 scientific studies globally, including studies on bullying prevalence, and school-based life and social skills and anti-bullying programmes.

**United Nations Special Representative of the Secretary General on Violence Against Children ( UN SRSG-VAC)** joined the CSO-led initiative *CovidUnder19* to ensure an accurate understanding of the impact of COVID-19 on children under lock down, including the effect that school closures have had on children.

## Collective actions

While partners have made tremendous progress on individual actions in line with each partner's unique strengths, the Safe to Learn initiative was designed to be more than the sum of its parts. In line with two priority areas for collective action, partners have worked together to:

1. Build political will through joint activity and a consistent narrative, making the case for ending violence in and through schools and other learning environments; and
2. Support and collaborate on country-level action to end violence in and through schools and other learning environments.

### *Collaborating on targeted advocacy, communications, and leveraging influencers*

Partners have jointly developed three sets of recommendations for governments in response to the COVID-19 pandemic – Recommendations to prevent and respond to violence against children in all learning environments, Supporting schools to provide a safe online learning experience, and Reopening Schools Safely: Recommendations for building back better to end violence against children in and through schools – and widely disseminated these through engagement with Safe to Learn endorsee countries as well as through partners' networks and social media. Through popular demand and to support dissemination at the country level, these recommendations have been translated in four additional languages, including French, Spanish, Portuguese and Arabic.

Partners have leveraged several key moments and influencers to raise visibility of the Safe to Learn initiative, including at a meeting of African Union Education Ministers, the World Education Forum, a Special Briefing for UN Member States: COVID-19 and the impacts on violence against children, the International Day to Protect Education from Attack and, just recently the first International Day Against Violence and Bullying at School, Including Cyberbullying. This has helped to amplify the key messages that underpin Safe to Learn, has raised awareness of the initiative and the Call to Action, and has opened the door for discussion and dialogue with important actors.

### *Supporting countries to implement the Call to Action*

Under the leadership of UNICEF and with support from FCDO, partners have developed and published a Diagnostic Tool and Programmatic Framework, which translates the Call to Action into specific measures crucial for effectively ending violence in and through schools. This tool has been rolled out in five countries and has been instrumental in identifying gaps and needs to end violence in and through schools and other learning environments. Further, through consultations with partners at global and country office level, partners have jointly developed a model for increasing country-level collaboration that outlines guiding principles and actions that can drive implementation of the Call to Action at country level, under country-level leadership and adapted to specific country contexts. Partners are now exploring piloting the model in up to four countries.

Together with the individual actions of each partner, these are important contributions to move from high-level commitments to impact for children with a view to ending all violence against children by 2030.

# CSO FORUM

**As the key representative of civil society, the Civil Society Forum to End Violence against Children (CSO Forum) committed to advocate for ending violence in and through schools at all levels; share technical expertise drawn from member organizations' on the ground work; and, through its members, deliver national level initiatives to operationalize Safe to Learn at local levels.**

# CSO Forum

**Strategic Roadmap Commitment**

CSO Forum will:

1. The Global Coalition to End All Corporal Punishment of Children will advocate for, monitor, and report on the full legal prohibition of all forms of corporal punishment.
2. Child Fund Alliance will, inter alia, share technical expertise from work with teachers, communities, children, families, and policy makers to drive policy change.
3. Save the Children will, inter alia, provide technical support to local partners to implement and sustain evidence-based programmatic work (for example, through the Safe Schools approach).

**Note on the operating environment:**

The impact of the COVID-19 pandemic on CSO programming and advocacy has been significant with the need for adaptation across all contexts and re-prioritisation of initiatives with local partners, including government. However, although evidence collected by CSOs has highlighted increased violence against children in all settings, the impact of the pandemic has encouraged greater cross-sectoral engagement, particularly between education and child protection, enabling opportunities for more integrated partnerships to prevent and respond to violence against children in and through schools, with an enhanced focus on linking violence prevention initiatives in the 'education' and community setting and bringing those closer together.

Many of the CSO Forum's Safe to Learn contributions will be realised once the Safe to Learn model is rolled out at country level and when CSOs are invited to engage in specific national and local level advocacy and programming.

**1. Advocacy**

- Wherever possible and in the context of adapted advocacy priorities in some geographies due to the emerging trends seen as a result of COVID-19, CSOs have continued to implement education and child-protection focused advocacy (and in some contexts, more integrated advocacy) to end violence against children in and through schools, at national, regional and local levels, both as individual organizations and collectively as a Forum, through specific local level coalitions. This has also included making contributions to global level advocacy efforts.

  CSO advocacy engages community, teachers, parents and policy makers.

**2. Technical expertise and research**

- CSO Forum members continue to share technical expertise with local level partners to implement violence prevention and response advocacy and programming, which is aligned with the Safe to Learn objectives and vision.
- The CSO Forum has shared technical expertise to the Safe to Learn partnership through engagement in partnership calls, including providing inputs from the local implementation level on the realization of the Safe to Learn country collaboration model.
- CSO Forum members have shared relevant research conducted and technical tools and guidance developed by CSOs to the Safe to Learn partnership.

**3. Programme delivery on the ground**

- CSO Forum members continue to implement relevant programs at the local level to end violence in and through schools, which align with the Safe to Learn objectives and vision.

- As the Safe to Learn model at country level begins, CSOs will be able to connect with the initiative and ensure there is social accountability and local level engagement. CSOs will also be able to contribute local level experiences to enhance the achievement of Safe to Learn at country level.
- The CSO Forum has begun initial consultations with members on the feasibility of the proposed country collaboration model in the 4 pilot countries and provided feedback to the Secretariat.

**4. Partnership building**

- The CSO Forum has nominated technical members to a Safe to Learn technical working group, members of which have technical expertise and experience to inform the Safe to Learn initiative. Through this working group, the CSO Forum has provided expertise to the development of the Roadmap and to technical notes and guidance developed by the partnership in 2020. The CSO Forum seeks to ensure that the Safe to Learn partnership represents civil society voices and experiences which will guarantee that the country level Safe to Learn initiatives are relevant and informed by good practices and contextual lessons. The CSO Forum will seek to raise the profile of Safe to Learn within its local partnerships when the initiative is implemented at country level.

### Specific Child Fund Alliance Contributions to the Safe to Learn Roadmap

- Continued sharing of relevant information, updates and documentation/ materials related to the Safe to Learn initiative with in-country colleagues. Examples include specific COVID-19-relevant materials (e.g. technical guidance such as Positive Parenting).
- Sharing Child Fund's educational experiences during COVID-19, including holding a virtual event in September 2020, focusing on children sharing their own views on education during lockdown and survey results from ChildFund member Educo with partner participation from the government of Mexico, UNICEF and the Office of SRSG VAC[1].
- Advocacy and partnership building commitments have not advanced much without the roll-out at country level of the Safe to Learn model. Most of our relevant advocacy has come in the form of distribution of the Safe to Learn technical documents/ guidance relevant to COVID-19.

### Specific Save the Children Contributions to the Safe to Learn Roadmap

**1. Advocacy**

- Continue to play a key global advocacy role in the promotion and implementation of the Safe Schools Declaration in conflict settings, promoting cross-sector integration. Have included specific promotion of the Safe Schools Call to Action in our global Safe Back to School global priorities.
- Advocated for integrated prevention and response of violence against children in schools in development and humanitarian settings, including specific campaigns to protect children in conflict and fragile states and in the safe return to school.
- Supported country level contextual analyses for the development of local level Safe Schools advocacy, which is aligned with the Safe to Learn vision and advocacy priorities.
- Contributing to global and local level advocacy on the safe return to learning - advocating for the integration of education and child protection sectors to ensure sustainable safe learning environments for all children (including as schools reopen); supporting the development of national education advocacy strategies, plans and policy and advocacy products, (including research and advocacy) and global policy and advocacy messaging, for local contextualisation/adaption.
- Involving children in our advocacy and campaign work and supporting children in their own campaigning to end violence against children in schools.

1 educo.org/Educo/media/Documentos/Prensa/global-survey-COVID-19-technical-report.pdf

## 2. Technical expertise and research

- Building the local capacity of a cadre of technical specialists in Safe Schools programming who can play an essential role in supporting country level stakeholders in the implementation of the Safe to Learn initiatives/ Call to Action commitments. 44 country office staff from 26 countries have completed a 6-month course in Safe Schools programming and advocacy in 2020, which includes a significant focus on ending violence in schools through collective impact and a whole school approach.
- Shared relevant technical resources from our Safe Schools approach with Safe to Learn partners and relevant local stakeholders supporting school violence prevention and response programmes at local level.
- Led on the development and dissemination of the Safe Back to School Practitioners Guide[2] which includes specific guidance on ending violence in schools which is aligned to the Safe to Learn vision and objectives.
- Contributing evidence and examples of good practices from the implementation of cross-thematic programming and advocacy to end violence in schools (in both humanitarian and development settings) with other CSO Forum Members and Safe to Learn partners.

## 3. Prevention and response

- Through our Safe Schools work, Save the Children continues to provide technical support to local partners (national, local and school level) to implement and sustain programmatic work targeting policy makers, teachers, school management, key community stakeholders, children and families to end school violence using evidence-based approaches.
- Contributing to education and child protection system strengthening initiatives that mitigate against and respond to violence in schools.
- Continuing to promote a cross-thematic approach to preventing and responding to violence in schools (e.g. across child protection, education and gender thematic areas).



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# Donors

**Safe to Learn partners who are donors signalled they will integrate ending violence in and through schools in strategic funding priorities, develop and share technical guidance on solutions to school-related violence, and advocate for child protection and support policy dialogues at national and global levels.**

# UK Foreign, Commonwealth and Development Office

**Strategic Roadmap Commitment**

The UK Government's Department for International Development (now UK Foreign, Commonwealth and Development Office) will:

1. Deliver technical guidance and funding through bilateral education programming, including Girls' Education Challenge, and through the Global Partnership to End Violence Against Children and Safe to Learn funding window (£4.25 m).
2. Share tools, evidence, and guidance on what works to end violence in and through schools with DFID Country Offices and the Safe to Learn initiative.
3. Use its convening power to raise the profile of and increase funding for the Safe to Learn initiative and efforts to end violence in schools.

**1. Deliver technical guidance and funding through bilateral education programming including Girls' Education Challenge, and through the Global Partnership to End Violence Against Children and Safe to Learn funding window.**

- Provided £5 m funding to Safe to Learn. This funding supported:
  - UNICEF to develop two global goods: Global Programmatic Framework & Benchmarking Tool and Diagnostic Exercises in five countries;
  - End Violence Fund to deliver violence prevention programmes in 4 of the 5 grantee countries: Lebanon, Nepal, South Sudan and Uganda.
- Delivered violence in schools programmes through FCDO bilateral investments in a number of countries including Nigeria, Sierra Leone, Uganda and Zimbabwe.
- Providing £84 m in FY 20/21 to the Girls' Education Challenge for programming that includes violence prevention and safeguarding measures.

**2. Share tools, evidence and guidance on what works to end violence in and through schools with FCDO Country Offices and the Safe to Learn initiative.**

- Shared STL guidance notes and tools including the Programmatic Framework across our country office network and have promoted them via FCDO Social Media channels.
- Supported diagnostic exercises in five countries through our education advisers, and participated/hosted sessions with Ministries of Education in three countries (Nepal, South Sudan, Uganda) to discuss key findings and recommendations.
- Shared FCDO's REDnote on school violence research with Safe to Learn partners.
- Shared best practice on FCDO's approach to safeguarding with Safe to Learn partners including ECW to help shape their own policies and processes.
- Convened with partners the Global Education Evidence Advisory Panel that has committed to evaluate evidence of interventions to safeguard students from violence.
- The Girls' Education Challenge will publish in early 2021 a lessons' learning paper on its approach to safeguarding through its education programming.

**3. Use its convening power to raise the profile of and increase funding for the Safe to Learn initiative and efforts to end violence in schools.**

- Used our multilateral and bilateral engagement to promote Safe to Learn at ministerial and senior officials level and encouraged greater financial support, linked to the UK Prime Minister's commitment to champion 12 years of quality education for every girl.

- Worked with GPE senior engagement and used our role in the Gender Reference Group to ensure the response to violence in schools is considered in their new operating model, particularly in relation to girls' education.
- Worked with ECW to ensure stronger safeguarding measures in its programming and supported them to develop with partners, a set of minimum child safeguarding standards that will apply to grantees.
- Will use FCDO's role as co-leader of the Action Coalition on Gender-Based Violence to drive action to end GBV in schools and educational institutions and harness the transformative potential of education to support healthy, equitable relationships and non-violence from a young age, including by raising the profile of Safe to Learn.

## Global Affairs Canada

**Strategic Roadmap Commitment**

Global Affairs Canada will:

1. Provide support financially and collaboratively as part of the Charlevoix Declaration ($400M) to support education for women, girls, and adolescent girls in conflict affected and fragile settings, including:
2. $5M to UNICEF, which includes funding to the Safe to Learn Secretariat to enhance the integration of gender, diversity, and inclusion;
3. $1M to Interagency Network for Education in Emergencies, $2M to Together for Girls, and $2M to Equal Measures to contribute to building data and evidence.
4. Partnership and active participation with the Global Partnership for Education, End Violence Investor's Forum, UNGEI, UNICEF, Together for Girls, and Education Cannot Wait.
5. Engage bilateral programs and missions to implement the Safe to Learn Donor Statement to end violence in schools.

**1. Provide support financially and collaboratively as part of the Charlevoix Declaration ($400M) to support education for women, girls, and adolescent girls in conflict affected and fragile settings**

Global Affairs Canada (GAC) is on track to meet the financial commitments outlined in the Safe to Learn Strategic Roadmap and Annex. GAC has provided financial support to the partners identified in the Roadmap for projects specifically related to ending violence in and around schools for women, girls and adolescent girls in conflict affected and fragile settings. For reference, the four new agreements are as follows:

- $5M (UNICEF which includes funding to the Safe to Learn Secretariat to enhance the integration of gender, diversity and inclusion)
- $2M to Interagency Network for Education in Emergencies to increase transparency and accountability for Charlevoix Education Initiatives and to improve data and evidence on girls' education in emergencies
- $2M to Together for Girls to undertake secondary analysis of the Violence against Children Surveys to draw out data on barriers to education in 12 countries and to support integration of education in national action plans in Côte d'Ivoire and the Northern Triangle countries
- $1M to Equal Measures to contribute to building Gender Equality data and evidence

While each agreement has commenced over the past year, projects are in an early stage of implementation. Thus, results were not yet available to share during the time of this report.

**2. Partnership and active participation with the Global Partnership for Education, End Violence Investor's Forum, UNGEI, UNICEF, Together for Girls, and Education Cannot Wait**

- GAC maintains active partnership and participation with the Global Partnership for Education, End Violence Investor's Forum, UNGEI, UNICEF, Together for Girls and Education Cannot Wait.
- There is strong engagement through leadership and governance activities, webinars and UNGA side-events as well as through the amplification of each partner's work internally.
- We also work closely with Canadian civil society partners including through the International Child Protection Network of Canada and the Canadian International Education Policy Working Group.

**3. Engage bilateral programs and missions to implement the Safe to Learn Donor Statement to end violence in schools**

- Engagement with GAC's missions and bilateral programs is ongoing to ensure awareness of, and contribution to, Safe to Learn. Through this, GAC shared lessons learned from our education sector lead in Jordan, to inform Safe to Learn's development of an in-country collaboration model. GAC has promoted resources developed by Safe to Learn, such the launch of the End Violence Knowledge Platform and key 'back to school' messages as part of the #SafeToLearn campaign, on our social media platform (@CanadaDev). There remains continued dialogue with colleagues working at missions and bilateral programs to ensure the resources and tools produced by Safe to Learn and respective partners, are shared as part of our implementation of the Safe to Learn Donor Statement to end violence in schools.
- GAC marked this year's International Day of the Girl by convening a dialogue entitled Gender-based Violence as a Barrier to Girls' Education, furthering the conversation on school related gender-based violence with education and child protection partners. The learning event engaged Canadians and GAC staff on the data, solutions and actions that are driving positive changes for girls' education and empowerment in conflict and crisis-affected settings.
- GAC is actively engaged with the End Violence Investors Forum as a co-chair and lead on the ending violence in schools thematic priority, including convening a meeting of child protection and education leaders on the impacts of COVID-19 in June 2020.

**4. Technical Support**

- GAC has also provided in-kind support to the Safe to Learn Secretariat through the dedicated participation of two Specialist staff to the Safe to Learn Technical Group. Staff provide input into the work and approach of the Technical Group, share GAC projects, programs or funding updates, report on roadmap achievements and disseminate any relevant activities back to colleagues and programs at GAC.

**COVID-19 Program Activities and Adjustments**

GAC has been prompt in its response to the COVID-19 pandemic. Immediately, projects and programs were offered the flexibility to adjust programming and expected results as necessary to ensure continued operations during COVID-19. Several examples of project specific adjustments have been included below, for reference. In addition, Canada has allocated over $100M in humanitarian funding to support international partners in their response to COVID-19 globally, thus far. The majority of this funding is un-earmarked and does not target a specific sector, to provide flexibility to humanitarian partners in prioritizing the most vulnerable populations. However, this humanitarian assistance programming has contributed to the protection of children and adolescents affected by crisis. For example, CAD $5.25M of this humanitarian funding was allocated to UNICEF to respond to the critical needs of children through a broad spectrum of activities including access to continuous education, child protection, and gender-based violence services disrupted by the pandemic in humanitarian settings.

**Additional Project Examples: COVID-19 Adjustments**

- In the context of COVID-19 school closures in Afghanistan, our child protection & education project, Enhancing Protection for Afghan Children with War Child Canada has established a partnership with Canadian organization Big Bad Boo Studios to deliver home-based learning solutions (i.e., school kits, television and radio lessons) to out-of-school children, with a focus on girls.
- Our Health and Education Support in Cox's Bazar project, co-funded with the World Bank, is reallocating funds to add the following element: 3,000 teachers, child protection focal points, and volunteer community-based social workers to be trained in dealing with and helping to provide Rohingya refugee children a sense of normalcy, using the Providing Psychological Support (PSS) guidelines and supporting COVID-19 preparedness and response, including access to referral systems.
- The project Strengthening Support for Child Protection in Education in Senegal, implemented by UNICEF, PLAN and the Ministry of Education in Senegal, has increased its support to local child protection systems by focusing on active detection, temporary care and family insertion for vulnerable children, including victims of violence and abuse and girls in particular. The project will also provide hygiene kits and handwashing facilities to public schools, as well as school kits and support to vulnerable children as schools reopen.
- A sexual and gender-based violence project in Guatemala (CECI/ASFC $6.15M) is advancing a strategic litigation case for 22 Indigenous girls that were victims of sexual violence by their teachers. Preliminary court hearings have advanced during the COVID period. Adjustments for COVID were made to provide personal protective equipment, access to communications and other measures.
- The project PRONIÑEZ (UNICEF, $19.5M) in Honduras has adapted some of its actions in response to the pandemic by supporting the National System of Guaranties for Children's Rights and 37 municipal systems to organize and maintain prioritized services to address violence against children and women. During the pandemic, the project also advised municipalities on mental health counseling (virtually) and on community 'social watching' so as to identify and address violent situations.
- The education project PLANE (UNICEF $15M) in Honduras, El Salvador and Guatemala supports the ministries of education and entities for the protection of children and adolescents' rights. During the pandemic, this includes social and emotional support for vulnerable children and youth, violence prevention, safe learning spaces through flexible education modalities, and preparation of safe conditions for the return to school.
- An SRHR project in Ghana implemented by UNICEF and UNFPA modified its budget to adapt activities to address COVID-19. School and community clubs and other safe spaces for youth reached over 90,000 adolescent girls and over 60,000 adolescent boys, delivering SRH and SGBV modules alongside COVID-19 prevention information. Over 10,500 of these young people reached were located in Covid-19 hotspots.
- Finally, a new 'JUST' project in Jamaica has provided support to women and children at risk of household violence and child maltreatment, exacerbated by the unprecedented periods of confinement within the home during the pandemic. The project developed child accessible multi-media messaging including scenario videos, radio lines and graphics.

## World Bank

**Strategic Roadmap Commitment**

The World Bank will:

1. Strategically prioritize safe and inclusive learning environments in the World Bank's Education Approach and its Fragility, Conflict, and Violence Strategy.
2. Mainstream a violence prevention lens in the World Bank's education engagement in countries with high prevalence of violence against children.
3. Develop an analytical agenda on safe and inclusive schools.

**1. Strategically prioritize safe and inclusive learning environments in the World Bank's Education Approach and its Fragility, Conflict, and Violence Strategy.**

- The Education Global Practice Strategy comprises five pillars, one of which is Safe and Inclusive Schools - reflecting the critical importance of promoting a safe and inclusive school environment where everyone feels safe to teach and learn. A safe school is a right and is a critical requisite for any meaningful learning to happen. The World Bank's support to the education sector in client countries is guided by this strategy.
- A number of tools are in the process of being developed to prevent violence against children, including gender-based violence (GBV). Among these: (i) a Good Practice Note for sexual exploitation and abuse (SEA)/sexual harassment (SH) Risk Screening and Mitigation in Education Projects and an accompanying SEA/SH Risk Screening Tool developed and reviewed by a multi-sector team (of specialists in gender, social development, and safeguards), operational staff and management, with the risk screening tool validated; (ii) standardized country briefs designed using available survey data on prevalence/incidence of violence in schools as well as simulations on the potential benefits of ending violence in schools in multiple areas. The briefs will be made available together with three excel-based tools (one for GSHS survey countries, one for HBSC survey countries, and one for PISA assessment countries) so that they can be used to undertake a range of simulations; and (iii) an operational guidance note on preventing violence against children in education operations. The Safe and Inclusive Schools Pillar's four elements (operational mainstreaming, capacity-building, analytics and global alliances) together aim to support teams to systematically address discrimination and violence in/on the way to school, ensure inclusion and equity, and to institutionalize a safe and inclusive lens in the World Bank's engagement in the Education Sector.
- Violence against children and women along with the growing inequity and discrimination and the role of the education sector in response has been highlighted in papers and analysis undertaken in the COVID-19 context, including in the STL partnership briefs.

**2. Mainstream a violence prevention lens in the World Bank's education engagement in countries with high prevalence of violence against children**

- In order to integrate a safe schools approach into our operations, 41 World Bank-funded/-managed projects under preparation were reviewed in-depth by violence/GBV experts to: (a) assess each project's proposed approaches to preventing violence against children and mitigating/preventing SEA/SH; and (b) identify opportunities for preventing violence against children (including GBV). Each review was accompanied by context-specific information on the prevalence and incidence of violence, its manifestation and consequences, the existing policy measures to address it and in-country organizations/actors working in this area. The analyses and accompanying recommendations were shared with the project task teams to identify operational entry points for violence prevention and response measures.
- In addition to providing critical information, useful for project documentation and policy dialogue, several teams integrated the findings of these analyses into their operations. Further, several large projects including the Nigeria Adolescent Girls Initiative for Learning and Empowerment Project and the Tanzania

Secondary Education Quality Improvement Project include a focus on promoting school safety. A team has been established to lead the above-mentioned and planned activities in collaboration with various specialists Bank-wide.

**3. Develop an analytical agenda on safe and inclusive schools**

- A report on Ending Violence in and Around Schools – Potential Benefits and Promising Interventions has been drafted which includes information on prevalence/types of violence, impact of violence on learning/key education outcomes, as well as promising interventions and approaches and a cost-benefit analysis. This report, funded by End Violence, has been reviewed internally and by external partners, and is in the final stages of completion with dissemination forthcoming.
- In addition to country-focused briefs (see above), summary briefs on key issues and findings will also accompany this report. A three module e-course on safe schools based on the global report has been developed and is in the process of finalization to raise awareness of this issue and to promote inclusion of activities to prevent and address violence in education projects. This course will be made available to Bank staff and all external partners.
- The Bank through the Safe to Learn partnership has collaborated with UNICEF and FCDO in the use/pilot of the Safe to Learn Diagnostic Tool in Nepal and the accompanying final report. Under a project in Uganda, practical guidance was developed for the prevention, mitigation and response to violence against children, including in an education context. The aforementioned tools, in-depth analysis and capacity-building activities together are expected to raise awareness of this issue and to support the mainstreaming of violence prevention efforts in Bank-supported operations.

**Global alliances and future activities**

- Members of the GP team have been actively engaged in Safe to Learn's initiatives including the Safe to Learn briefs and notes and participating in a small group focused on undertaking country-level collaboration.
- The following activities/outputs are envisaged in the coming year: (i) SEA/SH risk analysis of ongoing operations; and (ii) a review of education projects under preparation for entry points and activities to prevent and address violence against children.
- In addition, the following is planned: (iii) an assessment/review of activities to prevent violence against children in select countries; (iv) support to country-level collaboration as part of the STL initiative; and (v) strengthening of the Safe and Inclusive Education Initiative to further integrate violence prevention and response measures in education projects. The World bank plans to build the core team working on this issue.



# Global Partnerships

Safe to Learn partners who are **global partnerships** signalled they will advocate for and grow the coalition around ending violence in and through school, provide technical assistance to partners (including on-the-ground partners) on ending school-related violence, and generate and organize evidence and best practice solutions related to achieving the Safe to Learn vision.

# Education Cannot Wait

**Strategic Roadmap Commitment**

Education Cannot Wait (ECW) will:

1. Facilitate and invest in country and regional initiatives that include a component to create safe schools for all children in areas affected by crises or conflict, regardless of their legal status, gender, or disability, through ECW's First Emergency Response and Multi-Year Resilience Program funding mechanisms;
2. Advocate through ECW media platforms for governments and partners to implement measures to create safe schools for children in crisis-affected areas;
3. Facilitate and invest in initiatives that build the capacity of National Education Functionaries and partners in crisis affected areas to respond quickly to children's education needs, from the outset of emergencies through protracted crises

**1. Facilitate and invest in country and regional initiatives that include a component to create safe schools for all children in areas affected by crises or conflict, regardless of their legal status, gender, or disability, through ECW's First Emergency Response and Multi-Year Resilience Program funding mechanisms**

- Facilitated and invested in country and regional initiatives that include components to create safe schools for all children in areas affected by crisis. In all the projects we fund, ECW has pledged to ensuring that at least 60 percent of girls benefit, and that gender parity in schools is advanced and achieved. ECW also prioritizes projects in the areas of child protection, early childhood development, mental health and psychosocial services, and child safeguarding, and targets the most vulnerable and marginalized children, including refugees, children with disabilities and adolescent girls. These priorities all serve to create a safer learning environment for children in schools and distance learning programs. This has been particularly important in response to the COVID-19 pandemic.
- Was amongst the first to respond to the pandemic. In April of this year, we released our emergency response and also issued a US $50 million appeal to help mitigate the impact of the COVID-19 pandemic on the education of some of the most marginalized and most vulnerable children and youth across the globe, supporting local, national and international education providers in 33 countries across 3 continents. The second phase of this response primarily addressed forcibly displaced children, including refugees, ensuring access to education for at least 850,000 crisis-affected children and youth, including at least 640,000 refugees and IDPs, more than 460,000 girls, nearly 50,000 children with disabilities, and almost 170,000 young children in pre-primary learning.
- In line with its gender strategy, ECW has made gender equity a core component of each emergency and multi-year programme. As such, each country programme must demonstrate how it will address gender-based barriers to education. While the practicalities of humanitarian response across multiple and varied contexts makes reaching a target percentage of any population a challenge, ECW has encouraged each investment country to strive towards 60 percent of its reached learners to be girls. This means pushing for activities that specifically engage girls, such as rolling out community mobilization campaigns to promote girls' education, increasing the number of female teachers, and putting in place flexible accelerated education programmes to engage out-of-school girls in learning.

**2. Advocate through ECW media platforms for governments and partners to implement measures to create safe schools for children in crisis-affected areas**

- Expanded by 100 percent across its social media channels so far this year, including a growth of 94 percent on Twitter, 96 percent on Facebook and 102 percent on LinkedIn.
- In events it has organized or participated in, including the Global High-Level advocacy discussion with 33 world leaders, Stronger Together: Education in Emergencies and Protracted Crises, and UNGA-The

Future of Education is Here For Those Left Furthest Behind, as well as in its social media accounts, ECW as a matter of practice, highlights the importance of creating safe learning environments for children in crisis settings, whether it be in schools or alternative learning environments.

- At every opportunity condemns violence targeting learning institutions. Most recently on Twitter, for example, ECW Director Yasmine Sherif condemned the horrific attack at Kabul University, recalling how teachers and students are protected under international humanitarian law, and calling for an end to the abhorrent acts of cowardice and cruelty against children and teachers in the North-West and South-West regions in Cameroon, for which the international community must ensure accountability.

**3. Facilitate and invest in initiatives that build the capacity of National Education Functionaries and partners in crisis affected areas to respond quickly to children's education needs, from the outset of emergencies through protracted crises**

- In addition to what is noted above, ECW has funded projects that equip teachers to be better prepared to respond to children in crisis settings, such as how to protect and respond to the needs of children in distance-learning programmes and how best identify and address their MHPSS needs.

## The Global Coalition to Protect Education from Attack (GCPEA)

**Strategic Roadmap Commitment**

The Global Coalition to Protect Education from Attack (GCPEA) will:

1. Research attacks on education in situations of armed conflict and insecurity.
2. Advocate for countries to endorse the Safe Schools Declaration.
3. Provide technical assistance and evidence to Safe to Learn and GCPEA partners on gender-responsive implementation of the Safe Schools Declaration

**1. Research attacks on education in situations of armed conflict and insecurity**

- Conducted ongoing monitoring and reporting on attacks on education.
- Published *Education under Attack 2020* in July 2020. In the report's recommendations, GCPEA calls on States to endorse the Call to Action.
- Conducted thematic research on attacks on education in the Central Sahel in the context of Covid-19 and provided recommendations for the Ministerial Roundtable on the Central Sahel.
- Continued to contribute to the monitoring of SDG 4 by providing data for Thematic Indicator 4.a.3; this data was uploaded to the Database in June 2020, and data was also shared with UNESCO Institute for Statistics for inclusion in the Global Education Monitoring (GEM) report.
- As of October 2020, GCPEA is in the process of finalizing a package of technical guidance and tools for monitoring attacks on education.

**2. Advocate for the endorsement of the Safe Schools Declaration**

- Secured 4 new endorsements, including Malawi, Estonia, Antigua and Barbuda , and Saint Vincent and the Grenadines in February, April, May and September 2020
- Referenced the Call to Action during advocacy meetings to leverage new endorsements
- Did not complete two activities in the roadmap: to present at the End Violence conference at 2020 and to contribute advocacy tools to the knowledge platform but is prepared to do so in the future.

**3. Decrease violence against children through gender-responsive implementation of the Safe Schools Declaration**

- Supported capacity building on gender responsive implementation through a three-day Workshop to Develop an AU Peace and Education Cluster Roadmap and Build Capacity among Cluster Stakeholders.
- Undertook advocacy during the negotiations on the resolution on the International Day to Protect Education from Attack. Senior leadership of End Violence participated in the International Day virtual event. GCPEA members mobilized around the International Day to Protect Education from Attack, through event to Safeguard Education in Conflict.
- GCPEA is part of the Education Advocacy Group (G7) which worked on preparing the Generation Equality Forum (GEF) education recommendations linked to the Beijing +25 process. GCPEA provided input to the recommendations which now include a reference to GCPEA's data on attacks on females, GCPEA gender policy paper, and a key recommendation. Due to the global health crisis, the Generation Equality Forum was postponed until the first half of 2021. In the months leading to the Forum, GCPEA will continue to participate in a series of virtual engagements organized by partners and states to promote recognition of the Safe Schools Declaration as a tool to achieve gender equality.
- Supported accountability through the Security Council and the Human Rights Council. At the Security Council GCPEA called for accountability through the Security Council debates. During the Children and Armed Conflict Debate on Attacks on Schools, GCPEA was invited to brief the Council, and to share GCPEA findings and recommendations on the situation of attacks globally, and in the Sahel region in particular. At the Human Rights Council, GCPEA called for stronger language in the framework of the resolutions on Myanmar and Yemen.


UNI346485

# The Global Business Coalition for Education (GBC-Education)

**Strategic Roadmap Commitment**

The Global Business Coalition for Education (GBC-Education) will:

1. Liaise with the business community to explore engagement with Safe to Learn, including by exploring ways to indicate REACT resource requests direct link to school violence.
2. Increase Safe to Learn's visibility among GBC-Education's member network and the larger business community, including through highlighting business community best practice to end violence in and through schools.
3. Push the business community to take tangible actions to help end school violence, for example by developing an ask to social media companies to help eliminate online violence.

### 1. Partnership building

- Liaised with the business community to explore engagement and partnership opportunities with Safe to Learn to enhance cross-sector collaboration. Specifically, as part of the Global Funds Initiative (GFI) workstream, we continued to represent the business community's interest and voice in the Safe to Learn Partners group.
- In addition to highlighting our commitment to Safe to Learn to our network, we are working with our businesses to explore opportunities to channel support and further commitments from the business community toward priorities outlined in the Strategic Roadmap as well as needs identified by Safe to Learn partners.
- As we look to expand our REACT matchmaking platform beyond the area of education in emergencies to serve as a Partnership and Action Platform that could be applied to all areas of education and international development, we anticipate this new platform to serve as a powerful way to facilitate collaborations and co-creation of solutions between businesses with key Safe to Learn stakeholders around key challenges to end violence in and through schools.

### 2. Communications and advocacy

- GBC-Education was able to help increase Safe to Learn's visibility among GBC-Education's member network and the larger business community, not only during in-person and online convenings, but also through our digital platforms and communication channels.
- We have included Safe to Learn's logo on the REACT digital platform to increase the visibility of the organisation to our audience. REACT has more than 70 business and education partners within its network and the platform.
- Additionally, as part of our effort to raise the business community's awareness, we have included stories in our bi-weekly member newsletters that shed light on the gravity and complexity of issues related to violence against children in and through schools. We have also shared Safe to Learn's recommendations on safe reopening of schools for COVID-19 and guidance on how to prevent violence against children in all learning environments on our social media channels.

Looking ahead, we see a need to develop a more tailored messaging to continue to raise the business community's awareness and mobilize the wealth of resources and expertise to support Safe to Learn's mission and objectives. We look forward to coordinating with the Safe to Learn team and the partners group to sharpen the key messaging and to develop tangible avenues for collaboration with the business community.

# The Global Partnership for Education (GPE)

**Strategic Roadmap Commitment**

The Global Partnership for Education (GPE) will:

1. Advocate globally on the issue of ending violence in schools, ensuring visibility of school violence in GPE external influencing.
2. Help drive education systems strengthening and reform that mitigates against violence, for example by working with partners to try to include school safety issues in education sector analyses and education sector plans.
3. Respond to demand-led solutions on violence in schools through GPE funding, innovation, and research.

### 1. Systems change updates

- GPE's **strategic plan outline**, approved by the GPE Board in September 2020, recognizes that an inclusive education system is one which supports all children to reach their full potential and ensures the well-being and safety of all children. It commits GPE to supporting approaches that can make schools more inclusive, safe, and health-promoting, including through systematically monitoring violence and safety in schools.
- GPE **continues to fund implementation of priority activities** to address safety and violence in partner countries, through activities in active grants. These include dissemination of information on gender violence in the Democratic Republic of the Congo; integrating school safety into school quality assessments in Liberia; training school-based management committees on child protection issues in Nigeria; training teachers and community education committee members on child protection in Somalia (Puntland and Somaliland); and raising awareness on violence against children in Zanzibar.

### 2. Advocacy updates

GPE continues to recognize violence in schools as a key area within our advocacy on quality education.

- Building violence in schools' issues into global advocacy planning is ongoing, for example through GPE's financing campaign and through joint recommendations to the Generation Equality Forum.

### 3. Funding updates

- GPE opened a US$500m accelerated funding window for mitigation and recovery measures in response to the **COVID-19 pandemic**. Ensuring the safety and wellbeing of learners, including during school closure, has been a key area for investment. Proposals were required to address the needs of the most vulnerable, including girls. Many countries are undertaking sensitization campaigns on gender-based violence during school closure, in many cases planning to continue these after schools are reopened. In Malawi, the grant will contribute to child protection services and referral services in schools; in Pakistan, the provision of telephone hotlines to report abuse. In Kenya, the government plans to appoint and train gender champions at school level including to help reduce gender-based violence. In Timor-Leste, teachers and coordinators will receive guidance on checking on the well-being of children during home schooling.

# Global Partnership to End Violence Against Children (Safe to Learn Secretariat)

**Strategic Roadmap Commitment**

The Global Partnership to End Violence Against Children Secretariat will:

1. Maintain high-quality custodianship of the Safe to Learn initiative, convene partners, and identify new high value partners to ensure momentum and delivery.
2. Increase country Call to Action endorsements and maintain relationships to ensure national implementation.
3. Grow and manage Safe to Learn window of the End Violence (EV) Fund to provide targeted resources where most needed.
4. Curate materials and experiences to make the issue visible and the partnership credible.

**1. Maintain high-quality custodianship of the Safe to Learn initiative, convene partners, and identify new high value partners to ensure momentum and delivery.**

- Convened Safe to Learn partners at the technical level monthly to share updates, coordinate work and discuss substantive items.
- Supported the development, design and dissemination of several materials to support the work of the Safe to Learn initiative, including the Diagnostic Tool and Programmatic Framework (led by UNICEF) and several discussion papers and documents, such as the country collaboration model, to strengthen the initiative.
- Led the drafting and coordinated three sets of recommendations for governments in response to the COVID-19 pandemic. This is the first time that partners have issued recommendations together. These included: Recommendations to prevent and respond to violence against children in all learning environments, Supporting schools to provide a safe online learning experience, and Reopening Schools Safely: Recommendations for building back better to end violence against children in and through schools
- Engaged new organizations in discussions and events related to the initiative, including Global Citizen, world anti-bullying Forum, Peace One Day, Raising Voices and the President of the General Assembly's Office.
- Utilized its website, newsletter and social media platforms to build awareness and grow support for the initiative as well as its messages and technical recommendations.
- Continues to develop strategies and workplans for engagement with member states and organizations that will help to secure Call to Action Endorsements, and raise visibility of the initiative and the issue of ending violence against children in and through schools.
- Safe to Learn has been promoted among new audiences, including at a Member State event on keeping children safe during COVID-19 and an event to commemorate the International Day to Protect Education from Attack.

**2. Increase country Call to Action endorsements and maintain relationships to ensure national implementation.**

- Secured additional country endorsements including Jamaica, Jordan and Lebanon, reaching a total of 15 countries as of November 2020.
- All Pathfinding countries approached about endorsing the Safe to Learn Call to Action and discussions with them will continue.

- Greater focus placed on engaging with existing endorsers of the Call to Action, for example the End Violence Executive Director, Dr Howard Taylor, corresponded with the Ministers of Education all Safe to Learn countries at the beginning of the COVID-19 pandemic to provide Safe to Learn recommendations and resources.
- Direct lobbying efforts were suspended in April due to COVID-19, but sensitive engagement continued with governments to: encourage implementation of the Call to Action; support efforts to keep children safe from violence in new learning environments and as schools re-open; and build awareness of Safe to Learn and the Call to Action.

**3. Grow and manage Safe to Learn window of the End Violence (EV) Fund to provide targeted resources where most needed.**

- Opened the Safe to Learn window of the fund. With generous contributions from the UK Foreign, Commonwealth and Development Office (UK FCDO) and the Swiss Agency for Development and Cooperation.
- Support to 8 grantees across five Safe to Learn endorsing countries – Cambodia (Save the Children), Lebanon (International Alert), Nepal (Mercy Corps, Voluntary Service Overseas and World Education), South Sudan (International Rescue Committee), and Uganda (Raising Voices and Right to Play) - with a total investment of USD 7.8M. Grantees are implementing projects aligned with Call to Action Areas 1-3 and an additional focus on learning (Call to Action 5).
- With End Violence support, grantees have made great progress and are continuously innovating around COVID-19 and related school closures and restrictions on gatherings, including adaptation of materials for distance learning platforms, stronger focus on working with media, and mobile data collection.

**4. Curate materials and experiences to make the issue visible and the partnership credible.**

- Established a knowledge platform which features latest evidence, research and data critical to ending all forms of violence against children.
- Established a resources hub on its webpage to house Safe to Learn and partner organization resources relevant to COVID-19.
- Identified and engaged in several events to share vision of Safe to Learn and regularly engaged with Safe to Learn partners to use their public platforms to share key messages and recommendations.


UNI395303

## United Nations Girls' Education Initiative

**Strategic Roadmap Commitment**

UNGEI (as co-host of the School Related Gender-Based Violence Working Group (SRGBV-WG)) will:

1. Generate knowledge products and share existing material, with a focus on prevention of school-related gender-based violence.
2. Advocate through social media and share comms assets, highlighting the scope, nature, and solutions to address school-related gender-based violence.
3. Share technical expertise and promote the latest evidence and research emerging from low- and middle-income countries on gender, education, and violence.
4. Strengthen partnerships among regional and national education actors by convening and supporting knowledge exchange and programming/research on SRGBV and broker access to funding opportunities extended by the EV fund.

The SRGBV WG and UNGEI have delivered on the key activities of the roadmap although the impact of COVID-19 shifted priorities within the Secretariat.

**1. Generate knowledge products and share existing material, with a focus on prevention of school related gender-based violence.**

- COVID-19 Policy Brief and Recommendations: To support education systems around the world to prepare for school reopening after closures due to the COVID-19, members of the SRGBV WG collaborated in a timely manner to develop a policy brief and recommendation, *Strengthening efforts to prevent and respond to school-related gender-based violence as schools reopen*. The brief is available in English, French and Spanish and is targeted at policymakers and practitioners working in gender, education and child protection fields. The policy brief draws from emerging evidence on the gendered implications of COVID-19 on violence as well as research from previous health emergencies regarding the impacts of school closures on gender-based violence. Working on the principle of 'Build Back Better', the brief may be used to advocate for improved attention to SRGBV. The entry points for action articulated in the brief complement the Framework for Reopening Schools (UNESCO, UNICEF, World Bank and World Food Programme), the related Safe Back to School Practitioners Guide (Global Education Cluster) and Reopening Schools Safely (Safe to Learn campaign) providing more detailed guidance on how education systems can prevent and respond to gender-based violence in and around schools.
- Thematic Briefs: A series of six thematic briefs synthesizing the research and learning from Dakar (2017) and Johannesburg (2019) learning symposiums were published during the 16 Days of Activism Campaign in Dec 2019. Targeted at policy makers and practitioners, the briefs were developed by SRGBV WG co-chairs, UNGEI and UNESCO, with a review group comprising select participants from the symposium and WG members providing feedback and validation of the content. The briefs highlight innovative practices and initiatives led by members of the WG, including ministries of education in sub-Saharan Africa, and provide insights and practical recommendations to address SRGBV.

**2. Advocate through social media and share comms assets, highlighting scope, nature, and solutions to address school-related gender-based violence.**

- SRGBV continues to be one the key strands of UNGEI's social media engagement. Additionally, through the UNGEI @20 Educate for Equality Forum a webinar on gender-based violence was held. The Gender Based Violence Intergenerational session was an insightful, educative, thought provoking and interesting dialogue of different activists and practitioners in the field including young people. The engaging session was moderated by Fatou Wurie (Emergency Specialist at UNICEF). The short video clip which introduced the session effectively summarized the greatest issues that has befallen young people especially girls in society with major focus on the school environment. Several speakers in the video exposed the various challenges that undermines the wellbeing and safety of young girls and boys in school.

**3. Share technical expertise and promote the latest evidence and research emerging from low- and middle-income countries on gender, education and violence.**

- Learning Series: The WG hosted a webinar learning series highlighting research and programmatic examples from low- and middle-income countries led by members. Three members of the SRGBV WG presented expert perspectives on Data & Evidence to Understand the Gendered Dimensions of School Violence. Together for Girls shared their multi-country Violence Against Children Surveys (VACS) analysis, highlighting the gendered dimensions of the findings and the role of data in advocacy work. Population Council introduced the Evidence for Gender and Education Resource (EGER) tool and presented a demo on how to use the tool to find relevant programming and data on SRGBV. Miske Witt & Associates International presented their approach to measuring the Whole School Approach minimum standards and findings from a baseline assessment from the pilot in Zimbabwe. The webinar was followed by a Q&A session.
- The new ungei.org is still under development and will be launched in the last quarter of 2020. The Knowledge Hub on SRGBV is a searchable repository for documents, videos, blog posts and other content relating to gender and education.

**4. Strengthen partnerships among regional and national education actors by convening and supporting knowledge exchange and programming/research on SRGBV and broker access to funding opportunities extended by the EV fund.**

- The planned learning symposium to facilitate this activity has been postponed due to COVID-19.


UNI200695

# UN System

**Members of the UN System who are Safe to Learn Partners signalled they will generate evidence and measure global progress toward ending school-related violence, share best practices and provide technical assistance to programs on the ground, implement programs on school violence prevention and response in-country, and advocate to increase attention and evidence-based action on ending violence in and through schools.**

# UNESCO

**Strategic Roadmap Commitment**

UNESCO will:

1. Generate and disseminate evidence on the scale, nature, and impact of school violence and effective responses and promote its use.
2. Share best practices with and provide technical support to country ministries and global actors so that responses to school violence are gender-sensitive and inclusive.
3. Implement program activities in over 20 countries (ongoing), with a focus on addressing school-related gender-based violence.
4. Strengthen the role of teachers to prevent and address school violence, by developing best practice guidance and sharing it with teachers unions, the Teachers Task Force (TTF), teacher training institutions, and other partners.
5. Advocate for scaling up of evidence-based gender sensitive and inclusive education sector responses to school violence.

**1. Generate and disseminate evidence on the scale, nature, and impact of school violence and effective responses and promote its use.**

- UNESCO has commissioned a literature review on the scope and nature of school violence related to disabilities and current response efforts. The paper has been drafted and will be presented at a virtual International Symposium; *Ensuring the right to quality inclusive education for persons with disabilities: From commitment to action*, co-hosted by UNESCO, Leonard Cheshire and the Ministry of Education of Portugal on the occasion of the International Day of Persons with Disabilities, 25-27 November 2020.
- The piloting of the Connect with Respect curriculum in six countries (Africa and Asia) has produced a wealth of data both on the effectiveness of the intervention, as well as on the effective approaches needed to train teachers to change gender norms and reduce violence, and how to integrate short curricula into a wider school approach. Despite challenges in piloting the tool, caused by COVID-19, some results have already been documented through the robust M&E tool used for the pilot. In Eswatini, the CWR program was effective in increasing knowledge and understanding of gender and social norms, and positively influencing gender attitudes and behaviors of learners. Additionally, the program positively influenced teachers' professional practices, where some teachers reporting having undertaken deeper introspection, and abandoning practices such as corporal punishment, threatening and name calling. In Zambia, the CwR program had significant impact on teacher confidence and competence as over 87% of the teachers reported that the program had brought a new and dynamic view of discipline. Further, the students' attitude, behaviour and experience of GBV and help-seeking changed positively as the students were more knowledgeable about GBV and more aware of help-seeking services.
- UNESCO has commissioned fuller analysis of all the findings to develop a cross-country report on both the feasibility of using such a curriculum resource to reduce violence, and the lessons learnt from across the six pilot sites.
- UNESCO and members of the School-Related Gender-Based Violence (SRGBV) Working Group drafted an advocacy brief looking at how existing data can shed light on the prevalence of gender-based violence in schools. In a peer review process, data experts questioned some of the prevalence estimates presented in the document. This highlighted the lack of consensus in terms of how to quantify the proportion of school violence that is influenced by gender norms and stereotypes and can thus be labelled as 'SRGBV'. This has led to the establishment of an expert working group to explore the potential for extracting measures of SRGBV from existing indicators. Experts have been identified and the group is expected to commence work in 2021.

**2. Share best practices with and provide technical support to country ministries and global actors so that responses to school violence are gender-sensitive and inclusive.**

- In 2019, UNESCO and UNGEI published a series of six thematic briefs guiding prevention and response efforts to school violence, with a focus on SRGBV. Responding to widespread demand for practical tools and guidance, the briefs provide invaluable evidence and examples of best practice for educationists working to eradicate all forms of violence.
- UNESCO continues to co-chair the SRGBV Working Group together with UNGEI. In November 2019, co-chairs convened a meeting to reflect on the achievements of the group and develop a shared vision for the future. While unable to conduct a planned face-to-face symposium in 2020, Quarterly virtual meetings have continued.

**3. Implement program activities in over 20 countries, with a focus on addressing school-related gender-based violence.**

- UNESCO has continued to support ministries of education in six countries to adapt and implement the Connect with Respect curriculum – a research-informed education resource for teachers and learners to promote gender equality and reduce violence (see above for findings of research). Implementation will continue as 'Safer, healthier and more inclusive schools' is one of the three outcomes designated in the 'Our Lives, Our Rights, Our Future' programme being implemented by UNESCO in over 30 countries in sub-Saharan Africa. Efforts to improve gender equality and reduce violence are developed in conjunction with, or integrated into comprehensive sexuality education (CSE) activities (including policy, curriculum and teaching practice). For example, in Zambia, UNESCO provided technical support towards training of 62 guidance and counselling (G&C) teachers from the 12 districts of Central Province in techniques to address SRGBV. In Nigeria, UNESCO works in partnership with a CSO, Hope for Communities and Children Initiative, to support a holistic approach to addressing SRGBV in nine Stated. The project includes development of a protocol for preventing, mitigating, responding and reporting SRGBV and building the capacity of school and community response teams to support learners.
- In India, a new toolkit on SRGBV was launched by the Honorable Minister of School Education, Government of Tamil Nadu along with other senior State-level education officials. Aligned with UNESCO's goal to ensure safe and equitable learning environments for all learners, the toolkit will enhance awareness of teachers and students on promoting safe and inclusive learning environments for all learners in Tamil Nadu. At national level, UNESCO has undertaken specific actions to address bullying in schools including developing visual resoruces for schools, facilitating an online training session on "Prevention of Bullying in Schools" youtube video link and another interactive sessions for Primary, Upper-Primary, Secondary and Senior Secondary classes on "Learning without Fear: Prevention of School-related gender-based violence" youtube video link.

**4. Strengthen the role of teachers to prevent and address school violence, by developing best practice guidance and sharing it with teachers unions, the Teachers Task Force (TTF), teacher training institutions and other partners.**

- A study on the role of teachers in ensuring safe and non-violent learning environments (funded by End Violence) was completed, and the findings will be published by the end of 2020. The study assessed the perceptions, practices and perceived needs for training and support of teachers in relation to school violence, based on data collected from a global online survey involving 34,877 teacher respondents from over 140 countries, and 16 focus group discussions with teachers in Nepal, Thailand, Tanzania and Zambia. The study is due to be published in late 2020.
- In the context of schools reopening following widespread closures due to COVID-19, UNESCO with members of the SRGBV Working Group published a policy brief: *Strengthening efforts to prevent & respond to SRGBV as schools reopen*. The brief is available in three languages and draws from emerging evidence on the gendered implications of COVID-19 on violence as well as research from previous health emergencies regarding the impacts of school closures on gender-based violence, and advocating for improved attention to SRGBV as schools reopen.

**5. Advocate for scaling up of evidence-based gender sensitive and inclusive education sector responses to school violence.**

- Following a declaration by UNESCO Member States in 2019 to mark the first Thursday of November of every year, the International Day against Violence and Bullying at School Including Cyberbullying, UNESCO is leading on planning the first occurrence in November 2020. As part of these efforts, UNESCO and the French Ministry of National Education, Youth and Sports are holding an international conference on school bullying on November 5, 2020. The online conference aims to build global momentum to end bullying in schools by raising awareness of the issue, sharing what works to address it, and mobilizing governments, experts and the educational community. To inform the international conference, UNESCO facilitated an international consultation process involving over 50 renowned academics with extensive research experience and representatives of UN agencies, developmental organisations, governments, national NGOs, and civil society organisations from around the world, to identify evidence-based effective responses to school bullying. The output of this consultation is a set of key recommendations for enabling a whole-education approach to bullying, which will be presented at the international conference.


UNI231296

# UNICEF

**Strategic Roadmap Commitment**

UNICEF will:

1. Provide technical expertise and research on child protection, education, advocacy, and Communications for Development (C4D) initiatives, including gender and disability perspectives.
2. Lead Safe to Learn: #ENDViolence global campaign to prevent and reduce violence in schools by 2024, including through strategic policy advocacy, public engagement, and private sector engagement.
3. Implement programs and provide technical support to 70+ countries addressing violence in schools.
4. Monitor progress and track results of UNICEF's work to end violence against children in schools at global and country levels.

**1. Provide technical expertise and research on child protection, education, advocacy, and Communications for Development (C4D) initiatives, including gender and disability perspectives.**

- Provided technical expertise and research on child protection, education and Communications for Development (C4D), including gender and disability perspectives.
- Finalized the development of the Global Programmatic Framework & Benchmarking Tool: From Call to Action to Programme Responses and published it with Safe to Learn partners. The document, which is available on the End Violence website, provides guidance to Safe to Learn partners in translating the Call to Action into practical actions; it highlights technical resources to assist in the design of interventions and sets out a suggested framework for monitoring and tracking results. It is intended to be shared, adapted and applied by partners according to their specific organizational and programmatic contexts.
- Finalized the development of the diagnostic tool to conduct country benchmarking exercises on Violence in School (ViS). The tool, which aims to measure the quality of national efforts to prevent and respond to violence against children in and around schools is being made publicly available through the Safe to Learn webpage.
- Finalized the development of 'Using Social and Behaviour Change to address Violence Against Children in and around Schools', a special edition of the Technical guidance for communication for development programmes addressing violence against children (to be published in Q4 2020). Based on this Technical Guidance, UNICEF also developed a paper on How Communication for Development approaches can reduce violence in and around school. Both documents are to be published in late 2020.
- In the context of distance learning during school closure and subsequent school reopening, ensured - with UNESCO, Plan International, Malala Fund and UNGEI - the inclusion of protection as a priority pillar in the global Building Back Equal: Girls Back to School Guide. UNICEF and partners are calling on governments to ensure that protection from physical, psychological and sexual violence remains an essential part of a gender-responsive and safe learning environment for girls (and boys).
- (On-going) Review of programme interventions to address violence against children in and around schools (implementation started in Q2 but was interrupted in the same Q2 due to COVID-19 emergency and school closures – started again in Q4, to be finalized in Q1 2021).
- UNICEF is conducting a review of national policies addressing bullying and sexual violence in schools (postponed to 2021, due to COVID-19). The findings of the review will be available in early 2021.

**2. Lead Safe to Learn: #ENDViolence global campaign to prevent and reduce violence in schools by 2024, including through strategic policy advocacy, public engagement, and private sector engagement.**

- Led Safe to Learn: #ENDViolence global campaign to reduce and prevent violence against children and make schools safe by 2024 (stopped in Q1, due to COVID-19).

- Finalized the new UNICEF global webpage on protecting children from violence in school.
- Provided and disseminated technical documents on ViS (including collaboration on the Safe to Learn series of recommendations during and post COVID-19 and the Programmatic Framework) at the Global Education Team Meeting to advocate internally for the integration of prevention and response to VAC in education sector work, in particular with regards to Building Back Better.
- Engaged private sector companies to support policies and programmes to prevent and address bullying online – on Safer Internet Day facilitated a dialogue between adolescents and tech companies on risks of cyberbullying and how to respond.

**3. Implement programs and provide technical support to 70+ countries addressing violence in schools.**

- Implemented programmes in countries addressing violence in schools (the exact number of countries will be available in 2021). Provided technical support and guidance to Country Offices and Regional Offices on violence in and around schools, where required.
- UNICEF HQs worked in collaboration with UNICEF Regional Office for West and Central Africa (WCARO) to provide technical support and guidance to UNICEF Country Offices in Côte d'Ivoire, Mali, Niger, and Togo for supporting girls to be Safe to Learn, to reduce violence as a barrier to girls' education under the Safe to Learn Framework (some country activities undertook adaptation or delays due to COVID-19 and school closure).
- Piloted the diagnostic tool in 5 countries – and produced country reports on findings from the diagnostic exercises in Nepal, Pakistan, South Sudan and Uganda. The pilot in the 5th country (Jordan) is still on-going due to COVID-19 related delays. Developed a synthesis report summarizing key findings from the 4 country diagnostics (design being finalized and to be published in Q4 2020) and a communication brief to disseminate key findings (both documents will be published in November 2020).
- Supported UNICEF East Asia and Pacific Regional Office (EAPRO) to produce a template for Child Protection Referral Pathway Between Schools and Child Protection Authorities and Other Services (other products by EAPRO in 2020 include advocacy brief highlighting key actions that can be taken by governments, schools and teachers for reopening schools; Tips for teachers and school management as students return to school and Messages for children and adolescents to support communication, primarily on violence, abuse and student well-being.
- UNICEF Middle East and North Africa Regional Office (MENARO) produced the Ready to Come Back: A Teacher Preparedness Training Package to improve safety, well-being and learning, with students in face-to-face or remote settings. Various Country Offices around the world are involved in integrating (or advocating for the integration of) Child Protection in the return to school – or remote learning (data will be available in 2021).

**4. Monitor progress and track results of UNICEF's work to end violence against children in schools at global and country levels.**

- Data on 2020 will be available in 2021 according to UNICEF programme cycle and country office reporting requirements. At least 33 countries made important gains to strengthen identification and referral systems in schools and implement prevention programmes in 2019.

## World Health Organization

**Strategic Roadmap Commitment**

The World Health Organization (WHO) will:

1. Regularly update the evidence base on school-based violence prevention and share knowledge through the WHO platform Violence Info.
2. Measure prevalence of different forms of violence in schools and measure country level policies and action to address violence in schools.
3. Integrate school-based violence prevention into policies on school health, including the Global Standards on Health Promoting Schools and adolescent health initiatives.
4. Use WHO's communication channels to advocate for increased attention to and share technical resources on violence prevention in and through schools.

**1. Regularly update the evidence base on school-based violence prevention and share knowledge through the WHO platform Violence Info.**

- The WHO Violence Info platform was updated in February 2020 and now contains information on youth violence including school-based violence prevention from over 600 scientific studies globally, including studies on bullying prevalence, and school-based life/social skills and anti-bullying programmes

**2. Measure prevalence of different forms of violence in schools and measure country level policies and action to address violence in schools.**

- WHO continues to collect data on various forms of violence in and beyond schools through the Global School-Based Student Health Survey (GSHS), which is a collaborative surveillance project designed to help countries measure and assess the behavioural risk factors and protective factors in 10 key areas among young people aged 13 to 17 years. The survey has up to now been implemented in 103 countries. It enables to explore links between violence exposure and wider health problems, such as mental health, alcohol and substance use, HIV and STIs and health risk behaviours in young people.
- WHO published the first ever Global Status Report on Preventing Violence Against Children 2020, which charts countries' progress towards the SDGs aimed at ending violence against children. With regard to school-based violence prevention it found that while 60% - 90% of countries provided national-level support in terms of funds, training and/or technical tools for education and life skills approaches to violence prevention carried out in school-settings, only 14% - 54% of countries felt that these approaches were reaching everyone or nearly everyone who need them.

| Approach | % countries where support is considered to reach everyone who needs it |
|---|---|
| School enrolment | 54 |
| Life and social skills programmes | 41 |
| Sexual abuse avoidance training | 37 |
| School staff violence prevention programmes | 29 |
| Anti-bullying training | 29 |
| Dating violence prevention programmes | 14 |




**3. Integrate school-based violence prevention into policies on school health, including the Global Standards on Health Promoting Schools and adolescent health initiatives.**

- WHO works towards integrating violence prevention strategies into school- and adolescent focused health programming. WHO has been involved in the development of the Global Standards of Health-Promoting schools (who.int/publications/i/item/global-standards-for-health-promoting-schools) , which are currently in the stage of public consultation: who.int/news-room/articles-detail/global-standards-and-indicators-for-health-promoting-schools-and-their-implementation-guidance.

**3. Use WHO's communication channels to advocate for increased attention to and share technical resources on violence prevention in and through schools.**

- WHO regularly shares new evidence about effective school-based violence prevention programmes and new resources on its violence-related social media channels (facebook.com/whoviolenceprevention; twitter.com/whoviolencenews) and through a monthly news alert and briefing reaching over 4000 readers and professionals.

Safe to Learn is supported by the current **Secretary General's Special Representative on Violence Against Children** (SRSG-VAC), Najat Maalla M'jid. The SRSG-VAC will continue to address all forms of violence against children everywhere within the Sustainable Development Agenda and all its Goals when related to preventing and ending violence. As a global advocate, the SRSG-VAC is an independent advocate for the prevention and elimination of all forms of violence against children. The SRSG-VAC acts as a bridge-builder and a catalyst of actions in all regions, and across sectors and settings where violence against children may occur.

## United Nations Special Representative of the Secretary-General on Violence Against Children (SRSG-VAC)

**Strategic Roadmap Commitment**

As part of the Mandate's contribution to the Safe to Learn Campaign, the SRSG-VAC will continue to:

1. Promote the implementation of the United Nations study on violence against children and the 2030 Agenda for Sustainable Development, ensuring no child is left behind.
2. Identify and share good practices to prevent and respond to violence against children, in particular around bullying and cyberbullying, highlighting the importance of inclusive and meaningful participation.
3. Assist Member States in their efforts to develop more comprehensive and systematic data collection on violence against children.
4. Advocate for preventing and ending VAC in and through educative settings.
5. Promote the Safe to Learn initiative.

**In line with its commitments outlined in the Safe to Learn Strategic Roadmap, SRSG-VAC has:**

- Worked with Member States to promote the inclusion of children's issues in their VNRs, through the development of a practical guide.
- Worked with Member States to ensure the biennial GA Resolution on Protecting children from bullying reflects accurately this type of violence and that the issue continues to be in the international agenda.
- Conducted a global mapping on children's participation, focusing on the positive role of participation as well as participation as a resource between peers.
- Joined the CSO-led initiative CovidUnder19 to ensure an accurate understanding of the impact of COVID-19 on children under lock down, including the effect that schools' closure has had on children. The initiative has conducted a child rights questionnaire with Queens University of Belfast and a short poll on protection and violence through UNICEF's U-Report. Both developed through a highly participatory approach. One expected outcome is the development of advocacy tools and messages addressing VAC.
- Published "Violence harms children's mental health" a paper which explores the impact of violence on children's mental health, including education.
- Participated in the International Day against Violence and Bullying at School Including Cyberbullying (5 Nov).



# Safe to Learn

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